

# Abstracts

## **The new school movement in Russia: Konstantin N. Venttsel (1857-1947), the concept of «free upbringing» and the *Declaration of the rights of the child***

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**ABSTRACT:** This essay deals with the Russian pedagogue and philosopher of education Konstantin N. Venttsel (1857-1947), one of the main representatives of the new school movement in Russia, little known among Western historians of education. The article is made up of two parts, corresponding roughly to the pre- and post-revolutionary periods, describing the evolution of Venttsel's concept; each part is divided into four sections. After the Introduction, which places Venttsel in the context of the new school movement in Europe, the first part reconstructs Rousseau's and Tolstoy's influence on Venttsel's concept of free education and more generally his view of moral education, the declaration of child emancipation, the «Home of the Free Child» (a particular kindergarten realized on the basis of Venttsel's ideas of free upbringing) and finally the principle of authority and its meaning in the upbringing of the child. The second part highlights the evolution of Venttsel's theory after the Revolution, that is, his theory about free upbringing and the ideal children's garden, with particular attention paid to Western influences on Venttsel, the *Declaration of the rights of the child*, the concept of cosmic education and the philosophy of creative will. His pedagogical conceptions influenced the educational theories of others Russian pedagogues despite his legacy having been condemned to a period of oblivion in the Soviet Union for a long time after his death.

**EET/TEE KEYWORDS:** History of Education; Early education; Philosophy of Education; Russia; Soviet Union; XIX-XXth Centuries.

## **Syrian protestant college in american missionary archives (1866-1886)**

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ABSTRACT: During the 19th century, many foreign-run schools were opened by missionaries throughout the Ottoman Empire. In Anatolia, Protestant American missionaries alone opened more than 400 schools. American Protestant missionary schools have historical importance owing to their contribution to modern education in the Ottomans and elsewhere around the world. Syrian Protestant College was opened in 1866 and became one of the most prominent schools in the Ottoman Empire. It was given special emphasis by American Protestant missionaries. This study examines the first 20 years of the College's history, consulting American Board Archives and relevant historical-educational sources. The purpose is to compare it to other American schools in Anatolia in order to bring a new perspective in the field of history education.

EET/TEE KEYWORDS: History of Education; Missionary schools; American Protestant colleges; Syria XIXth Century.

## **Formar maestros y maestras para la patria nacional-católica. Los estudios de magisterio en la España franquista (1936-1975)**

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*Training teachers for a National-Catholic country. Studies for teachers in Franco's Spain (1936-1975)*

ABSTRACT: The transformation generated in Spain after the military rebellion and civil war affected education and culture, and in general, all facets of society. The long duration of the scheme helps verify the cohesion of the system, although it was not linear, undergoing changes throughout its historical cycle. Following the dismantling of the republican work, in the first decades of isolation and autarky symptoms of modernity were appreciated. The takeoff of the economy, the commitment to technocracy, and education reform led to significant progress. Its evolution was reflected in the progress of education and extension of schooling in the last stage of involution regarding its inception. The educational policy began in the war period, reflecting the ideological interests of «nacionalcatolicismo» through the academic curriculum, to infiltrate the new principles and inoculate the minds. The initial training of teachers was influenced by the ideological model at the decline of the regime. For institutions teaching a wide legislation was passed, since their access to primary education (Plan 1942) to the requirement of formal education (Plan 1971), and designed training models of teachers in line with the ideological values of the regime and function roles assigned to each sex. In this research, following the methodology of educational historical character, we intend to study the curricula that shaped the magisterial authoritarian model designed by different teams of government of the dictatorship.

EET/TEE KEYWORDS: Francoism; Nacionalcatolicismo; Indoctrination; Teaching; Study plans; Gender identity; educational models; Spain; XXth Century.

## **Among pastoral needs and commitment to the preservation of national identity: the Holy See and the Italian emigration abroad among the nineteenth and twentieth centuries**

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**ABSTRACT:** On the basis of a plurality of archival and print sources, the A. explores the role played by the Holy See in matters of assistance and pastoral care of the Italian emigrants abroad in the period from the second half of the nineteenth century, until the Second Vatican Council and the post-conciliar season. The A. documents how, at least until the second half of the eighties of the nineteenth century, the actions promoted by the Italian Church for the protection of emigrants were very limited and, on the whole, with an episodic and marginal character. The situation changed significantly over Leo XIII's and Pius X's pontificates. The latter, in particular, undertook actions not only in terms of the intensification of the initiatives and works of assistance and for the centralization of policies in support of the migrants' pastoral care, but also on that – equally crucial – of the recruitment and the cultural and spiritual education of the clergy intended to animate the religious life of the communities of Italian emigrants abroad. The commitment in favor of the refugees and prisoners of war exercised by the Holy See during the Second World War helped to develop within the Church a wider sensitivity so that the focus gradually shifted from the problem of the Italian emigration to that, more comprehensive and universal, of all those who, not only for economic reasons but also for reasons related to conflicts, natural disasters and persecution, were – and still are – forced to leave their places of origin and live away from their country (refugees, prisoners of war ecc.),

**EET/TEE KEYWORDS:** Catholic church; Emigration; Roman Curia; Italy; Europe; Latin America; United States; XIX-XXth Centuries.

## **Britain in the imperial age: history and national identity**

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**ABSTRACT:** The period between the late 19th and early 20th centuries in the modern world history was a time span in which some capitalist European states perceived the world as an imperial battleground. During this period conceptualized as «imperial age», history education was utilized as a pioneer of constructing imperial identity in Britain, and this conservative construction was fortified through invented patriotic symbols and monarchic rituals. Imperial vision and values of the British Empire was transferred to the new generation through history education. This article analyzes the conservative and imperial mission the British Empire attributed to history education. In this respect, official publications of the Board of Education, books and journal articles concerning history education published between 1890s and 1940s were analyzed from a political, ideological and cultural perspective.

**EET/TEE KEYWORDS:** History of Education; Britain; Invention of tradition; Nationalism; Historiography; XIX-XXth Centuries.

## Quando Pascoli scriveva per i fanciulli

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### *When Pascoli wrote to the children*

ABSTRACT: Giovanni Pascoli was often regarded as a poet of childhood and for childhood for his poetry of the *fanciullino* and for the importance given to childish figures in his poetry. But he has explicitly assigned to the children only a small part of his work: two anthologies of Italian literature for lower secondary schools (*Sul limitare*, 1900 and *Fior da fiore*, 1901) and some texts of narrative: *La Befana* (composed between 1897 and 1899 and remained unfinished), *La cunella* (1906) and *Pin* (1908). The contribution focuses on the last three texts, analyzed with regard to their genesis and their particular writing combining prose and poetry in a prosimetrum, and linked to the biography of the author and the evolution of his poetry.

EET/TEE KEYWORDS: Giovanni Pascoli; Poetry of the *fanciullino*; Children's Literature; XXth Century; Italy.

## For the «patriotic and national education» of Italians abroad. The posthumous edition of the reading book *O Patria mia...* by Luigi Bertelli (Vamba) and its distribution in Brazil

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ABSTRACT: Depending on a wealth of archival and print documentation, the article reconstructs for the first time the genesis, contents and ideological and cultural addresses, and the particular editorial fortune, recorded in and out of the peninsula by one of the best-known and long-lived reading books for the Italian schools abroad appeared between the two world wars: *O Patria mia...«degnatrice delle chiare genti»*, posthumous work of the famous children's literature writer Luigi Bertelli, better known by the vast audience of his little readers with the pseudonym of Vamba. The article focuses on the original nationalistic but non-fascist approach of Vamba's work, which, after the advent of Mussolini's regime in Italy, was subjected to a sort of fascistization of the contents by the Florentine publisher Bemporad. In spite of this, the work was never loved by the regime, so that in the mid-1930s, given its large distribution, for example, in Italian schools in Brazil, it was decided to replace it with ideological and political textbooks more in line with the addresses of fascist totalitarianism.

EET/TEE KEYWORDS: Textbooks; Italian schools abroad; Vamba; Brazil; XXth Century.

## **La escuela privada religiosa en Mallorca durante la postguerra. Cultura y práctica escolar**

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*Private religious school in Majorca during the Spanish post-civil war period. School practices and culture*

ABSTRACT: Private schools governed by religious orders and congregations are, undoubtedly, one of the major axes around which primary education has been centered in Spain during the 20th century. In this case, with the objective of drawing a picture of how school culture was structured in these institutions during the Spanish post-civil war period, we focus on analyzing dissertations on student teaching experiences that were written by students studying to get their teaching degrees. They are, without a doubt, excellent testimonials from which to learn about the *praxis* of the everyday classroom, or at least, about what was considered proper and worthy of reflection. To do this, we look at those dissertations that describe the teaching practices carried out in private religious schools in Majorca between 1939 and 1945, the Spanish post-civil war period.

EET/TEE KEYWORDS: Private school; Religious orders; School culture; Dissertations; Post-war; Majorca; XXth Century.

## **Die Deutsche Schule in Rom. Ein Beitrag zur Geschichte der deutschen auswärtigen Kulturpolitik in Italien**

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*The German School in Rome. A contribution to the history of German foreign cultural policy in Italy*

ABSTRACT: Because of the Pope's veto the prussian legate Bunsen couldn't found a school for the German Protestants of Rome. They must wait for Italy's unification. With the help of the German government the supporters of interconfessional education succeeded to build an interconfessional school (1903-1904). Medium of the cultural diplomacy its aims didn't change during the republic of Weimar. The NSDAP tried to dominate over the school, but because of the rivalry between NSDAP, ministry of foreign affairs and ministry of education the school could maintain a certain liberal character, so jewish pupils were not excluded. After the Second World War the German catholics opened a little school in 1949, but in 1950 catholics and protestants together decided to open an interconfessional school. Since 1975 the final examinations are recognized in Italy and Germany. More than 50% of the 900 pupils are Italians.

EET/TEE KEYWORDS: History of School; Cultural diplomacy; Confessionalism; Nationalism; International meetings; Italy; XXth Century.

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EET/TEE KEYWORDS: History of School; Cultural diplomacy; Confessionalism; Nationalism; International meetings; Italy; XXth Century.

## **German classical philologists at Russian Universities in the 1840s-1850s**

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ABSTRACT: The article describes the adaptation in Russia of the new methods of teaching and research developed by German classical philologists. In the 1830s they were introduced to Russian universities by students and graduates returning from traineeships abroad and by visiting German scholars. Drawing on documents from archives of Kazan and Moscow universities as well as those of the Ministry of Education, the author shows how methods of teaching, reviewing, discussions in faculty council meetings and theses defenses influenced the quality of Russian classical philology.

EET-TEE KEYWORDS: University; Classical philology; History of Education; Russia; XIXth Century.

## **«La falange di Cristo». Preti e laici impegnati tra difesa e valorizzazione della scuola cattolica e lotta al comunismo**

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«*The phalanx of Christ*». *Priests and laity engaged in defending and enhancing the Catholic school and in fighting against communism*

ABSTRACT: This article discusses a collection of archival sources that I studied while conducting research on issues of Catholic culture after World War II. This work leads to understanding the experience of a priest, Aleramo Rastelli, who characterized an era: that of the Cold War. Through his activity it is possible to reconstruct both a picture of the mentality used by a large sectors of the Catholic culture in the world of education both the commitment of many Catholics in politics.

EET/TEE KEYWORDS: History of School; Catholicism; Communism; Cold War; Italy; XXth Century.

## **Reincarnation of the vampire character in literature for children and youth in the *Twilight* series by Stephenie Meyer**

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ABSTRACT: The vampire character experienced reincarnation in the literature for children and youth in the *Twilight* series by Stephenie Meyer. Numerous archetypal heroes have long found their place in this literature. Since his appearance in the Gothic literature during the Victorian fin-de-siècle, it took the vampire almost two centuries to cross this border too, i.e. to be found among the heroes whose adventures are followed by the young readers with great attention. Every moment of the vampire's appearance onto the literary scene is in connection with the *memento mori*, so it was reasonable that many of his initial literary features had to go through a series of metamorphic procedures so that the vampire would be entitled to a role in the literature for children and young people. Such changes did take place, along with the changes in the overall society, the modern childhood and growing up.

EET/TEE KEYWORDS: Literature for Children and Youth; Vampire Character; Literary Reincarnation; Literary Reception.

## **Cossío's European tours between 1879 and 1889**

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ABSTRACT: Manuel B. Cossío (1857-1935), was Educational Museum director in Madrid and the first university professor of pedagogy in the Spanish University. In addition, he was president of «Patronato de Misiones Pedagógicas», rector of the «Institución Libre de Enseñanza» and an art critic, who rediscovered El Greco to the contemporary world. Cossío is the most important reference point to understand the educational reforms in Spain from 1883 to 1933. This article

analyzes his trips between 1879 and 1889 in which he established a network of contacts with other European educators, which allowed him to appreciate the value of his own pedagogical practice and to join the international pedagogical movements. In those years Cossío toured several European cities, visiting innovative schools, art and pedagogical museums, attending international teaching congresses and studying carefully the school reforms that each country was carrying out. In the trips he met a lot of great educators. As a consequence of the exchange of ideas with these educators, the visits to schools and other educational establishments, Cossío collected an important amount of information with which to tackle the reforms in Spain. At the same time it served him to evaluate the scope and originality of the pedagogical practice carried out by the «Institución Libre de Enseñanza».

ETT/TEE KEYWORDS: History of Education; Educational trips; Transnational Education; Fröbelianism; Spain; XIX-XXth Centuries.

## **Exactness and Czech pedagogy at the break of the 19th and 20th Century**

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**ABSTRACT:** The text deals with the topic Forming Pedagogy as a Science and the Problem of Exact Cognition in the Pedagogic Science within the debate at the turn of the 19th century. It serves as an example of forming Pedagogy in a «non-German» way. In the Czech countries of the Habsburg Monarchy, the development of Pedagogy at the end of the 19th century is represented by one educational centre – Karl-Ferdinand-University in Prague. The University was divided in 1882 and the developing Czech and German pedagogic scientific discussion acquired independent departments and independent professoriates. As mentioned previously, the concept of Pedagogy as Science in the Czech professoriate at the Czech Karl-Ferdinand-University was formulated and formed differently when compared to the German professorship at the German Karl-Ferdinand-University. The work of Czech professors had, amongst others things, the desire to create a «national pedagogic science», to overcome the German concept of Pedagogy which had strongly been influenced by the idealistic teachings by J.F. Herbart or J. F. Hegel and in case of Otto Wilmann (1839-1920) based on Catholic religion. Since 1882, Czech pedagogic discussion struggled to release itself from the influence of the teachings by J.F. Herbart and Herbartism which reached its peak in Prague between 1865-1885. This approach is present in works and lectures by Josef Exner, Augustin Smetana, František Čupr, Josef Dastich and partly also Josef Durdík, who was deeply inspired by Darwin's theory. The interpretation during this period inclined much more to the findings of Herbert Spencer (1820-1903), August Comte (1798-1857) but it also leaned on the evolutionism of Ch. Darwin (1809-1882). All this becomes evident mainly in the late work by the first Pedagogy professor at the Czech University – Gustav Adolf Lindner (1828-1887). Activities of significant outstanding personalities within the teachers' community were also of a great importance, e.g. Josef Úlehla (1852-1933). It was exactly these «progressive» teachers who translated works by H. Spencer. They actually enabled the experts and the broader teaching public to penetrate the grounds of the positivistic thinking in the pedagogic discussion. The article devotes attention to the «break time», when the Czech pedagogic discussion strongly absorbed

positivistic and evolutionistic attitudes and we ask, if it was a specialy «Czech way» of forming Pedagogy, or if it was a generally way for the pedagogical discussion, to be free from «German pedagogical power».

EET/TEE KEYWORDS: Herbartism; New school; Habsburg Monarchy; Czech pedagogical science; Evolutionism; Positivism; XIX-XXth Centuries.

## **Maestros de cuento. Análisis aproximativo de la figura del maestro en la literatura infantil**

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*Teacher's in tales. An aproximate analysis of the figure of teacher in children's literature*

ABSTRACT: In this article we will treat the presence of the teacher present in the narrative texts and illustrations of children's literature. We have selected a total of 36 works published throughout the twentieth century, which allowed us to outline a first analysis of the figure of the teacher who is represented in works of fiction. By considering various elements (e.g.: the physical, moral, psychological and social characterization of this figure), we have concluded that in the most of cases the teacher's figure was characterized by appreciable virtues such as the professional vocation, his human involvement and dedication to pupils – virtues which were usually represented in tune with the artistic and narrative style of the work.

EET/TEE KEYWORDS: Teacher's role; History of Education; Children's Literature; Spain; XXth Century.

## **La «Rivista di Filosofia Neo-Scolastica» e la pedagogia (1909-1923)**

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*The «Rivista di Filosofia Neo-Scolastica» and the Pedagogy (1909-1923)*

ABSTRACT: The Neo-scholastic school had great influence on the Italian pedagogical history of the twentieth century. This trend was affirmed by the second half of the twenties, but began to develop before through the group of scholars gathered around the prestigious journal «Rivista di Filosofia Neo-Scolastica», founded in 1909 by Father Agostino Gemelli and Giulio Canella. This article aims to investigate the pedagogical interest of the journal by analyzing the issues published from 1909 until 1923. The paper explores the following aspects of the journal: topics on which the journal drew the attention, links with other catholic circles, and the interpretation provided for other coeval schools of thought.

EET/TEE KEYWORDS: History of Pedagogy; Neo-scholastic school; Philosophy; Italy; XXth Century.

## **Home run for civil rights: exploring social justice and the Negro Leagues through children's literature**

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**ABSTRACT:** Educators are in a distinctive position of influencing children's appreciation for diverse cultures and heritages of the world. A number of exceptional texts are utilized in American libraries and schools portraying the African American struggle for equality. Many of those texts focus on the significant societal and political heroes such as Martin Luther King, Jr. and Rosa Parks. While these titles are essential to the story of the Civil Rights experience, this article explores lesser known texts, yet they provide gateways to understanding and empathetic perspectives for men who struggled to play baseball in the equal manner to their white counterparts. Rube Foster, Cool Papa Bell and Satchel Paige are some of baseball's most interesting characters; sadly, very few children know about them. This article examines the stories of men with a special page in history: the Negro Leagues, 1920-1960.

**EET/TEE KEYWORDS:** Children's literature; Civil rights; School; Negro Leagues; XXth Century.

## **Fare degli atenei delle autentiche «fucine della cultura»: Giuseppe Bottai e l'Università italiana (1936-1942)**

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*Making the universities genuine «forges of culture»: Giuseppe Bottai and the Italian University (1936-1942)*

**ABSTRACT:** This contribution intends to put its focus on Giuseppe Bottai's figure and on the particular attention that he has reserved, as Minister of National Education, to a radical renewal of the National University. Through the analysis of some significant initiatives that he has promoted, such as the collection of monographs on universities (1939) and the First National Conference on the History of Italian Universities (1940), and the attentive reading of some of the most important and authoritative interventions in the field of higher education appearing on the pages of the journal «Gli Annali delle Università d'Italia», the essay reconstructs with particular detail the courageous attempt of the fascist minister to return to the Italian universities, «among the most glorious institutions of the Homeland» and best place for training new ruling class, a leading role in the international university overview.

**EET/TEE KEYWORDS:** History of University; History of Education; Fascism; Bottai; Italy; XXth Century.

## **Nationalisms and schooling: between italianity and brazility, disputes in the education of italian-gaicho people (Rs, Brazil, 1930-1945)**

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**ABSTRACT:** This study is a partial result of a research project on the history of school cultures of Italian schools in Brazil and aims to analyze the disputes experienced in schooling processes in the context of Rio Grande do Sul, Brazil, between the 1930s and 1940s of the twentieth century. On the one hand, the Italian fascist project which, using schools, newspapers, associations and other spaces of sociability of immigrants and descendants, sought, through the action of the consular network, to spread a sense of belonging to Fascist Italy. On the other hand, the public policies of the Brazilian Government, especially after 1930, were spreading and affirming the public school with Portuguese language teaching. Between the years of 1937 and 1942, numerous legislations restricted ethnic school initiatives and banned their operation in Brazil. The intention was the affirmation of a nationalist process of Brazility constitution. Ambiguities, negotiations, approximations and distancing between Gaicho and Italian authorities in this context and the process of schooling, considering that the processes of identity affirmation is relevant to understand the History of Education. The theoretical support is obtained in the Cultural History and History of Education, and the empirical field of investigation is diversified, considering for this thematic newspapers, photographs, legislation, correspondences and reports of consuls, teachers and inspectors, among others. Methodologically, documentary analysis was carried out. Understanding school processes and the constitution of identity processes between Italian immigrants and their descendants is relevant to the understanding of the plurality of school initiatives in the History of the Brazilian Education.

**EET/TEE KEYWORDS:** Nationalism; History of Education; Identity Process; Schooling; Fascism; Brazil; XXth Century.

## **An italian book for brazilian children. *Heart*, by Edmondo De Amicis (1886)**

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**ABSTRACT:** In Brazil, the Library Francisco Alves published *Coração. Diário de um menino* [Heart, Diary of a boy] by Edmondo De Amicis (1846-1908), in 1891, a few years after it was published in Italy. In the first Brazilian edition, the book is presented as a «remarkable book of moral and civic education – a masterpiece among books for reading». It was systematically published again and again by Francisco Alves until 1968, when it had its 53rd edition. This work influenced our authors of books for children and adolescents; it inspired the authors of reading books for elementary school, and it was also recommended for children/boys aged from 9 to 13 years – «gospel of many generations», awarded as a prize to outstanding pupils in school. The intention of the present study is to analyze the book from the perspective of forming civic and moral virtues, and of

strengthening the national character during the First Republic. In that period, moral, civic and religious education became the axis of the concerns of those who aspired to eternal control of social relations and structures, as a way to regenerate the country. Considering the work of De Amicis as a *bildungsroman*, it is intended to analyze the historicity of the discursive process regarding the education of the national character/formation of civic and moral virtues of the future citizen, and to reflect on how the reader plunges into these readings and their formative effects based on their remembrances.

EET/TEE KEYWORDS: Children's literature; Reading memories; *Bildungsroman*; Edmondo De Amicis; Brasil; XXth Century.

## **Uno sguardo alla produzione storico-educativa più recente**

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*A reflection on the most recent historical-educational production*

ABSTRACT: The article tracks an interesting bibliographic review of the most recent works of History of Pedagogy and History of Education published in recent years in Italy. The author, analyzing the individual works, presents the topics covered in each volume and puts the focus on some fundamental aspects of the Italian historical-educational culture.

EET/TEE KEYWORDS: Historiography; Historical Research; History of Education; Historical Method; Italy; XXth-XXIth Centuries.

## **A reflection about the big smallness: niche marketing, the American culture wars and the new children's literature**

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ABSTRACT: The book under review is a pioneering work exploring the niche market picture books in the United States. Abate examines amateur-authored, independently published picture books on specialty subjects released during the opening decades of the twentieth century, arguing that they are born out of the demand for specialized subject matters of specialized demographics, join in national debates of contentious socio-political issues and reflect changing ideas of childhood. Though the books Abate examines are published by small houses for small fragments of population, yet the genre they represent are strong complements to mainstream works and represent future possibilities of picture books. More importantly, Abate's research extends beyond selected examples to touch upon the whole landscape of picture books in the United States.

EET/TEE KEYWORDS: Niche marketing; Picture books; American culture; Children's Literature, XXth Century.

## **The history of the chairs of education in the German speaking universities**

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**ABSTRACT:** The articles presents the fourth volume of Wolfgang Brezinka's monumental history of academic theory of education and pedagogy. This last volume deals with Vienna University of Economics (Wirtschaftsuniversität Wien) and therefore the chair of economics and commerce education, and the University of Klagenfurt, with the controversial attempt to build there a leading centre of educational research and training in the Seventies. More than 800 pages are dedicated to these cases, but the last 150 pages of the book, where Brezinka draws the final synthesis of the four volumes are to be seen by all historians of university. Here he provides also a comparative picture of German and Swiss chairs, showing similarities and differences. The close link with religion first and philosophy then; the State school and university policies; the changes in the Seventies, with the student boom and the shift from *Pädagogik* to educational sciences; the hyper specialization and fragmentation of education in many topics; the relationship between university educational theory and school teachers' needs are critically examined.

**EET/TEE KEYWORDS:** Academic pedagogy; History of University; Austria; Germany; Switzerland; XXth Century.

## **Nuove piste di ricerca per la storia della letteratura per l'infanzia: a proposito di un recente volume**

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### *New research paths for the history of children's literature: about a recent volume*

**ABSTRACT:** This critical note focuses on four aspects of this recent volume, considered fundamental and foresight of further developments: on the one hand, the interpretation of the history of children's literature as a history of non-formal education processes; on the other hand, the study of children's literature in translation and its editorial fortune; finally, the study of children's religious literature.

**EET/TEE KEYWORDS:** History of children's literature; Non-formal education; Literary translation; Religious literature; XIXth Century.

## **La storia dell'educazione e della letteratura per l'infanzia in Italia tra adempimenti ANVUR e nuove prospettive di crescita culturale e di internazionalizzazione**

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*The history of education and children's literature in Italy between the requirements of ANVUR and the new perspectives for cultural growth and internationalisation*

ABSTRACT: The text intends to discuss recent and profound changes that have characterized and influenced scientific research on the human and social sciences and the sciences of education, with particular reference to the complex knowledge and disciplines related to the scientific-disciplinary sector M-PED / 02 (History of pedagogy, History of education, History of school and Children's Literature). In particular, A. focuses on the scope and consequences of the choices made in recent years in Italy by the Ministry of Education, University and Research (MIUR) through the National Agency for Evaluation of the University System and Research (ANVUR), in the field of evaluation of research and selection, recruitment and career progression of researchers and university professors, underlining that these choices are profoundly modifying not only concrete academic strategies, but also the individual and collective imagination on research scientific education in the History of Pedagogy, History of Education, History of School and Children's Literature.

EET/TEE KEYWORDS: History of Education; Scientific Research; Ministry of Education, University and Research (MIUR); National Agency for Evaluation of the University and Research System (ANVUR); Italy, XXith Century.

## **L'Éducation en France à la «Belle Époque». La jeunesse française à la veille de la Grande Guerre**

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*Education in France at the «Belle Époque». French youth on the eve of the Great War*

ABSTRACT: The article presents with rich details scholarly and educational events of France between the end of the nineteenth century and the First World War. Depending on a broad and rational bibliography, the author provides a documented framework of school and university French. Particular attention is finally directed at the vibrant intellectual and cultural world in Europe at that time.

EET/TEE KEYWORDS: History of School; History of University; *Belle Époque*; France; XX-XXIth Centuries.

## **Love, peace, nature. Rural schools of Montesca and Rovigliano**

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ABSTRACT: Alice Hallgarten Franchetti (New York, 1874 – Leysin, 1911) played a leading role in the education of the early twentieth Italian century. At the beginning of the century, supported by her husband, Leopoldo Franchetti (Livorno, 1847 – Roma, 1917), Baron and Senator of the Kingdom, she wanted to upset the reality of cultural exclusion of the poorest class, instituting the two rural schools of Montesca and Rovigliano, dedicated to free education for farmers's children in Umbria.  
EET/TEE KEYWORDS: History of Education; Rural schools; Farmer's children; Italy; XIX-XXth Centuries.

## **Per una pedagogia della trasmissione culturale. Una discussione intorno al nesso editoria-libertà**

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*For a pedagogy of cultural transmission. A discussion about the relationship between publishing and freedom*

ABSTRACT: With this work the author intends to examine one of the most important links that have gone through the whole history of the press until now. In particular, the author has tried to highlight how this relationship, far from being finished, was affected especially after World War II, the great regional differences and policies that have influenced the history of many countries. Studies devoted to the Arab countries, the Argentine Peronism and the dictatorship of the generals, the long and troubled relationship between the poet Pasternak and Italian publisher Feltrinelli emphasize that freedom often has been endangered by the policy and how the publishing had to pay a high price to defend its space. The paper also highlights the diversity among cities and regions most accustomed to freedom of thought, such as Beirut and Lebanon, and cities and regions which have suffered a severe censorship also accompanied by religious reprisals.

EET/TEE KEYWORDS: Publishing; Censorship; History of freedom; Pasternak; Cortázar; World War II; XXth Century.

## **Über den Rechenunterricht an den Volksschulen in Österreich-Ungarn um das 19. Jahrhundert**

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### *About the Rechenunterricht at the Volksschulen in Austria-Hungary around the XIXth Century*

ABSTRACT: The aim of this article is to give an overview about the mathematics education in primary schools in Hungary and Slovakia (both parts that time of the Habsburg's Empire) at the end of the XVIIIth and in the first part of XIXth century. Besides describing the educational historical circumstances, which give a background to the study of the mathematics teaching at primary level, we give some examples about methods and tasks of this period. With the help of the books of András Lesnyánszky, of Pál Kerekgedei Makó, and of Franc Močnik will be given some insight in the structure and teaching material of the Hungarian elementary mathematics education. Some described motivational approaches of these authors complete the study with proposals for the use of teaching historical facts in the contemporary mathematics teaching.

EET/TEE KEYWORDS: Primary school; Mathematics education in primary level; History of mathematics teaching; Slovakia; Habsburg's Empire; XVIII-XIXth Centuries.

## **Il contributo di Anna Maria Bernardinis (1932-2017) alla pedagogia della letteratura per l'infanzia**

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### *Anna Maria Bernardinis (1932-2017) and her pedagogical approach to children's literature*

ABSTRACT: This paper reconstructs the research path of Anna Maria Bernardinis (1932-2017) in the field of children's literature. Since the 1960s, and for the following 50 years, she developed an original position on the basis of the personalistic theory on education. She also was a real pioneer in many fields: she created a research group on children's literature at the University of Padova, as well as innovative reader-centred libraries which foster children's engagement with reading and literature. Among her many achievements, she promoted the «European Award of Youth's Literature», she staged important exhibitions devoted to the history of children's literature and she was deeply committed to education of teachers and librarians to promote new partnerships in literacy education.

EET/TEE KEYWORDS: History of Children's Literature; Anna Maria Bernardinis (1932-2017); Pedagogy and Literature; Reading Education; Italy; XXth Century.

## **Redi Sante Di Pol (1951-2017)**

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### *Redi Sante Di Pol (1951-2017)*

ABSTRACT: The article is a reminder of Redi Sante Di Pol, full professor of History of Pedagogy at the University of Turin, recently and prematurely dead. The author reconstructs with great detail a complete bio-bibliographic profile of an illustrious exponent of the contemporary Italian pedagogical culture.

EET/TEE KEYWORDS: History of Pedagogy; History of Education; Pedagogical culture; University of Torino; XX-XXIth Centuries.

## **Un recente colloquio internazionale di studi sulla cultura materiale della scuola e sulle nuove sfide che attendono la ricerca storico-educativa**

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*A recent international conference on school material culture and the new challenges facing the historical educational research*

ABSTRACT: This contribution intends to present the results of the III «International Conference on School Material Culture», entitled *Production, Use and Circulation of School Furnishings and Teaching Aids between Europe and Latin America in XIX and XX Centuries*, which was held in Macerata between 12-13 September 2017. The Conference – which gathered participants from Latin-American and European countries – was the occasion to discuss on school material culture and to exchange ideas and perspectives about the challenges awaiting scholars engaged in the historical-educational field. On the day of September 13 and in the presence of academics from twelve Italian Universities, the new *Italian Society for the study of Historical-Educational Heritage* (SIPSE) was also established, following the model of the Spanish SEPHE, with the statutory aim of fostering high-quality scientific research on school material culture and promoting the value of educational heritage in the scientific community and within civil society as well.

EET/TEE KEYWORDS: History of Education; School Material Culture; Educational Heritage; Teaching Aids; Europe; Latin America; XIX-XXth Centuries.

## **La recente costituzione della Società Italiana per lo studio del Patrimonio Storico-Educativo (SIPSE)**

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*The recent establishment of the Italian Society for the study of Historical-Educational Heritage (SIPSE)*

ABSTRACT: During the III «International Conference on School Material Culture», *Production, Use and Circulation of School Furnishings and Teaching Aids between Europe and Latin America in XIX and XX Centuries*, which was held in Macerata in the days 12-13 September 2017, the SIPSE-*Italian Society for the study of Historical-Educational Heritage* was officially established. Following the model of the *Sociedad Española para el Estudio del Patrimonio Histórico-Educativo* (SEPHE) and of similar societies existing in other countries as well, the SIPSE targets several goals – as by its Statute, which is here reproduced. The main objects of the society are: to take a census and

protect the Italian educational heritage; to promote research focused on this heritage and, at the same time, to form a new generation of historians specialised in the field and finally to foster and disseminate the knowledge of such heritage through specific educational and cultural initiatives, which imply a strong cooperation with the Italian centre for the historical educational research (CIRSE), with the universities who signed the Statute, with the schools and with the museums engaged in preserving and promoting the Italian «widespread heritage of school and education».

EET/TEE KEYWORDS: History of Education; Educational Heritage; Historical Research; Scientific Associations; Conference; Italy; XXth Century.

## **International Bibliography of History of Education and Children's Literature (2016)**

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