

Abstracts

Images of the European Child

edited by

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Presentation

ABSTRACT: The well known notion of childhood as a social construct that gradually changes in parallel with the evolution of history can also be applied to how childhood is portrayed. On many occasions, however, visual studies have marginalized images of children, considering them to be trivial, sentimental and too simple. The issue presented here focus specifically in the images of the child. We considered this approach rather innovative for two reasons. Firstly, in the history of education, the theme of childhood has not very often been tackled from a solely iconographical perspective, exploring the different characteristics, models, conceptions and portrayals reflected in these images. Secondly, it examines a wide range of sources, techniques and formats, including paintings, etchings, photographs, children's drawings and illustrations from textbooks, facilitating an in-depth methodological analysis of the role of images as sources in the history of education.

EET/TEE KEYWORDS: History of education; History of childhood; Cultural studies; Images of children; Childhood; Collective Imaginary; Europe; XVIIth-XXth Centuries.

Jeroen J.H. Dekker

The restrained child: imaging the regulation of children's behaviour and emotions in Early Modern Europe, The Dutch Golden age

ABSTRACT: For the study of the restraining of children's behaviour and emotions in Early Modern Europe, genre paintings, drawings, and emblems, thus images, were used

as sources. They seem to be manifestations of an educational discourse of Early Modern Europe that was deeply influenced by Humanism, Renaissance, and the Reformation. This discourse emphasizes that children should be educated into emotionally balanced adults so that they could behave according to the virtues. Apart from analysing the selected images, the article addresses the methodological issue of the interpretation of images and the epistemological question of how the concept of representation could clarify the relationship between sources and reality. The analysis of the images, including a drawing by Rembrandt and a painting by Jan Steen, confirms that notwithstanding fundamental religious differences there was almost unanimity of stimulating the Renaissance ideal of adults with a balanced personality by teaching parents to regulate children's behaviour and emotions. Genre paintings, drawings and emblems could give insight in this missionary educational movement, this notwithstanding the main differences – in style and in public – between the sources used. Although the case of the Dutch Republic in the Golden Age was specific in many ways, it also seems to be a manifestation of a transnational European phenomenon. The emblem book *Mirror*, produced for a Dutch readership, has an international scope by using proverbs from and in many languages and cultures, and by extensively referring to texts from the Bible and from Ancient Greece and Rome, so providing its Dutch readership with a European moral and educational discourse. The European dimension was also caused by the great transnational influence of Renaissance, Humanism and Reformation on the educational discourse, with Erasmus of Rotterdam as one of the most important contributors.

EET/TEE KEYWORDS: History of education; Images; Pupil behaviour; Restrained child; Representation by images; Early Modern Europe; Belgium; XVIIth Century.

Juri Meda, Marta Brunelli

The dumb child: contribution to the study of the iconogenesis of the dunce cap

ABSTRACT: This article aims to develop a cultural history of the ancient punishment of the *cappello d'asino* (literally «ass cap») in Italian schools, which will be analysed from an iconogenetic viewpoint in an attempt to highlight its symbolic roots. An exploration of the practice reveals a fairly complex iconogenesis: on the one hand, the dunce cap stems from the late medieval custom of stigmatising the madness of fools and jesters with a hat characterised by animal attributes such as donkeys' or other animals' ears. On the other hand, the practice reveals strong links with the ancient practice of marking heretics and infidels with a pointed hat, from the *pileus cornutus* used to distinguish Jews, to the *capirote* imposed on people sentenced for religious motives by the Spanish Inquisition. The obligation to publicly wear such headgear was designed to give public visibility to the wearers' intellectual or spiritual deviance and to expose them to public contempt in order to oust them from the community of the faithful. In the following centuries, the symbolic significance of the pointed hat became so deeply rooted in popular culture that it pervaded the school environment too. Thus the obligation for dumb pupils to wear the school version of this headgear (*ass cap*)

began to mark their ousting from the micro-community of the classroom and to stigmatise their refusal (or inability) to learn: a refusal that was considered akin to downright apostasy, equating the renunciation of reason (by fools) with the abandonment of faith (by heretics). Drawing on Foucault's and Bourdieu's research on the hegemonic nature of the modern educational system, it is also interesting to note how this and other school punishments did not stem from an educational matrix only but descended from public systems for the control and repression of social and religious deviance. These punishments were transferred to a symbolic level and adapted to the "condemned", according to their age and their physical and mental ability to endure them.

EET/TEE Keywords: History of education; Punishment; History of mentalities; Collective imaginary; Cultural studies; Popular culture; Italy; XIX-XXth Centuries.

María del Mar del Pozo Andrés

The undisciplined child: the image of the rebellious childhood in an age of educational disciplining (1809-1840)

ABSTRACT: In this article I shall undertake a biographical/iconological analysis of the image «A Picture of Youth; or, The School in an Uproar». Of all of the extant versions of the picture I have chosen that from the portfolio published in 1822, of which Henry James Richter, author of the original watercolor from 1809, was the sole engraver. The article sets out to reveal the different meanings and connotations in the three contexts – scientific, pedagogical and social – in which Richter carried out his work. The scientific context will examine the way painters relied on physiognomy to try to understand children's natures. The pedagogical context will delve into the hidden aspects of the print based on Richter's school experience and his philosophical training as a fervent defender of Kant. For the social context I will focus on the political and ideological connotations contained in the image, relating them to Richter's artistic approach and his explanation of the way he portrays childhood.

EET/TEE KEYWORDS: History of education; Discipline; Childhood; Physiognomy; English education; XVIIIth Century.

Jeremy Howard

The imagined child: visualising Cowie youngsters, signs of life and learning in images of children from a fishing community of northeast Scotland, ca. 1870

ABSTRACT: The painting of *Cowie School* is a visualisation of rural children in the humble schoolroom of a small fishing village of Kincardineshire, north-eastern Scotland. Unlike other nineteenth-century Scottish painted images of poor children at school, these imagined children are site-specific "realist" constructions. Thus this essay explores *Cowie School* as a signifier of adult ideas of childhood that can be tied to

concrete reality. The question of identifying the children and their teachers is raised, along with the treatment of the individual as collective. “Stories” of the artwork, in terms of local socio-economic history, pedagogy, materialities of learning, Scottish education history and religion (particularly Episcopalianism), are probed. The interpretation of *Cowie School* as a rare paradigm of historical document and propagandic fiction is complemented by analysis of local counterparts, these including a postcard, other paintings, photographs, a sampler, scrapbook prints, and press reports, all of which feature imaginings of the local child.

EET/TEE KEYWORDS: History of education; Village school; Rural youth; Representation; Collective imaginary; Religious education; Scotland; XIXth Century.

Silvia Assirelli

The literary child: childhood and literary iconography between the 19th and 20th Centuries

ABSTRACT: The aim of this article is to analyse the different methods of representing childhood in some of the most significant illustrated literary texts for educational purposes, published by R. Bemporad & Figlio, a Florentine publishing house whose catalogue is one of the most representative experiences of Italian publishing for children between the end of the 19th century and the '30s of the 20th. The research aims to highlight the changes of the perception of childhood in collective imaginary through the analysis of the iconography in works by the greatest authors of the time, from Pietro Thouar to Ida Baccini, from Carlo Collodi to Térésah. The main areas of research include the representative customs that see several young literary heroes as protagonists and that, over the course of the 20th century, accompany the gradual imposition of a more liberal and modern vision, replacing the rigidly acceptable view, imbued with moral precepts, which characterises the traditions of the 19th century. The methodological framework within which this perspective is developed, is founded on the awareness of the indissoluble relationship that, above all in children's picture books, binds the text with the image, entrusting the illustration with a vital interpretative role. It is therefore not just addressed to the iconographic and stylistic identity of the figures, but especially to the different dynamics that characterise the relationship between narrative content and its translation into iconic text. Through the analysis of illustrations reproduced on the books with different printing techniques, and also catalogues, magazines and advertising brochures, it is finally possible to clear the relevance of these works, which mark the progressive rise of educational literature, not solely for scholastic purposes, and links the names of the best-loved authors with those of well-known artists such as Enrico Mazzanti, Carlo Chiostrri, Attilio Mussino and others.

EET/TEE KEYWORDS: Children's and youth literature; Children's book; Illustration; Childhood; Iconography and educational models; Collective imaginary; Italy; XIXth Century.

Pere Capellà Simó

The painting child: childhood as painted by children themselves (15th-20th Centuries)

ABSTRACT: Recent valuation of children's drawings as a historical source has generated fruitful debates as to their inclusion in the cultural history of images. The self-portrait painted by Dürer at the age of 13, and which G. Kerschensteiner reproduced on the frontispiece of an eminent work, is an encouragement to compile a succinct repertory of children's self-portraits. With this aim in mind, the article presents a dialogue between children's self-portraits and scenes of children drawing painted by artists over five centuries: an iconography that, from a particular angle, throws light on the history of art education in modern and contemporary Europe. The article ends with the first decade of the 20th century, a period in which self-portraits of anonymous children illustrated the books of the first studies of children's art. Though interpreted at that time as the testimony of childish innocence, they reveal the impact of a visual culture in infancy – nurtured by illustrated albums and toys – which was just beginning to appear.

EET/TEE KEYWORDS: Children's drawings; Children's portrait painting; Childhood; Representation; Visual culture; Art education history; Europe; XV-XXth Centuries.

Sara González Gómez, Bernat Sureda Garcia

The healthy child: photography and the promotion of health awareness in schools in Barcelona (1909-1933)

ABSTRACT: During the first few decades of the 20th century, the Barcelona City Council implemented a widespread educational and childcare reform program. One of the basic premises for these initiatives was interest in improving children's health and hygiene. With this goal in mind schools were created in forests and near the sea, summer camps were organized, the physical conditions of schools were improved, and science was used to try to find a better way to reach children and young people with disabilities. The Barcelona City Council popularized the actions taken under this program by publishing various books that had highly interesting photographic content. In this article, we research the characteristics of this reform program as they pertain to childhood healthcare by analysing the discourse presented in these books via their combination of text and photographs.

EET/TEE KEYWORDS: History of education; School health services; Educational reform; Childhood; Health; Hygiene; Photography; Spain; XXth Century.

Sjaak Braster

The progressive child: images of new education in the New Era (1920-1939)

ABSTRACT: In this article we address the question of whether the international new or progressive pedagogical trends that influenced the educational landscape in Europe during the first decades of the twentieth century produced a new image of the child. If so, what did this progressive child look like? The principles of the New Education Fellowship, the guidelines for new schools, and earlier image-based research provided us with some preliminary answers. We have examined the validity of these answers by analysing a much larger set of images than had previously been used in research. This dataset consisted of all images (N=944) published in *The New Era* in the period 1920-1939. We conclude that there are clear differences between the progressive child and the disciplined/passive child that appeared in the traditional classroom photographs, but there are also some similarities and variations within the progressive imagery.

EET/TEE KEYWORDS: History of education; Visual analysis; New Education Fellowship; New education; Progressive education; Europe; XXth Century.

Anna Ascenzi, Roberto Sani

The totalitarian child: the image of childhood in the Fascist school notebooks (1922-1943)

ABSTRACT: The *school notebooks* have been the focus of the specific attention of the educational history of the last two decades, as being particularly significant sources for the reconstruction of school customs and the teaching practices characterising the European and non-European educational systems in the late-nineteenth and early-twentieth centuries. Their richly illustrated covers and different types have left an impression on the imagination of generations of students, becoming in fact much more than a modest support for the teaching activity or a minor element of educational equipment. So they came to play “another” and very different role from the one they originally had in the school equipment. We could even affirm that their different but parallel functions of transmission of contents and educational messages and – especially during the fascist period – of a real ideological and political means of propaganda can be dated back even before, and independently of, their real material use, in classrooms or elsewhere. This article attempts to focus the attention on the image of childhood and youth conveyed by the school notebooks during the Fascist period (1922-1943), highlighting how, precisely through the illustrations that appeared on the covers of school notebooks, Mussolini’s regime tried to convey the ideal of the totally fascist child and youth. The research at the basis of this article makes use of the large collection of Fascist school notebooks, about two thousand, kept at the *Centro di documentazione e ricerca sulla storia del libro scolastico e della letteratura per l’infanzia* of the University of Macerata and at the *Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa* (INDIRE) of Florence.

EET/TEE KEYWORDS: History of education; School notebooks; Childhood; Representation; Visual imagery; Fascist period (1922-1943); Italy; XXth Century.

Avelina Miquel Lara, Francisca Comas Rubí

The war child: childhood as it appears in photographs in publications for Republican combatants during the Spanish Civil War (1936-1939)

ABSTRACT: Throughout the Spanish Civil War, visual media in the press played a special role on the side of the Republicans. Photographs of children in various situations were used to report on what was happening and also to influence the public opinion both locally and abroad. In this article, we analyse a specific subset of the enormous quantity of visual media that was published during the war: that which was created specifically for combatants in what is generally referred to as military press. More than two hundred such publications were found. Our aim is to determine what use was made of images that include children, and after compiling an inventory and choosing from among the articles and/or reports that incorporate the use of such images, we analysed the iconography that was constructed, presenting concrete examples. We found that, via iconographic resources and elements, photographs of childhood were used more for propaganda than to show any specific reality.

EET/TEE KEYWORDS: Spanish Civil War; Childhood; Representation; Illustrated paper; Photography; Political propaganda; Spain; XXth Century.

Teresa Rabazas, Sara Ramos

The school child: two images of a pedagogical model in Madrid, 1960s

ABSTRACT: In this article we attempt to recreate the educational model developed under Franco by the Institución Teresiana, an institution that enjoyed considerable prestige for its role in the education of women. We will analyse the educational project based on the *personalised teaching* system – inspired by the French Jesuit Pierre Faure – by focusing on two educational experiments in Madrid schools where these concepts were put into practice. The Grupo Escolar Padre Poveda was a public centre, located in a working class neighbourhood, whereas the privately run institution Instituto Veritas was situated in an upper class residential suburb of Madrid (Somosaguas). Our main source of documentation was the photographic archive from the collection of teacher-trainee diaries found in the Museum of the History Education «Manuel Bartolomé Cossío» of the Universidad Complutense.

EET/TEE KEYWORDS: History of education; Religious education; Teresian Institution; Personalised teaching; Franco dictatorship; Women's education; Photographs; Spain; XXth Century.

Maria Luce Sijpenhof

The black child: «racist» depictions in Dutch secondary school history textbooks (1968-2017)

ABSTRACT: The current article questions contemporary and historic depictions of Black people identified in Dutch secondary school history textbooks (1968-2017) and interprets to what extent these depictions shift in time. Based on multiple correspondence analysis four clusters were found and named «anti-racist», «innocuous», «Eurocentric», and «racist». The findings show that the number of «racist» depictions in text and image has increased in the last 50 years. «Eurocentric» depictions, however, have decreased. Furthermore, most images of Black people may be categorized as «racist» which is far from the ideal of racist depictions being excluded from Dutch textbooks in favor of more anti-racist depictions.

EET/TEE KEYWORDS: History of education; Racism; Textbooks; The Netherlands; XXth Century.

Essays and Researches

Beatriz Comella-Gutiérrez

Johann Funger's pedagogy in the context of northern humanism

ABSTRACT: Johannes Fungerius or Johann Funger (1546-1612) was a humanist from Frisia, a region in the north of the Netherlands. He studied at the Collegium Trilingue, Leuven and in Cologne. He was a doctor of both (civil and canon) laws, but especially, a teacher at the Latin Grammar Schools in his native Frisia. He was an admirer of Cicero, Seneca and Quintilian, disciple of Agricola and Erasmus, Melancthon and Calvin. He is the author of 16 works, most of which were on philology and were published in the Netherlands, France, Germany and Italy. This paper analyzes a pedagogical treatise: *De puerorum disciplina et recta educatione liber* [Book on the Discipline and Right Education of Young Boys, 1584] published by Plantin Press, Antwerp.

EET/TEE KEYWORDS: Humanism; Educational literature; History of education; Netherlands, XVIth Century.

José María Ariso

Baltasar Gracián (1601-1658), predecessor of lifelong education and arbiter of good taste

ABSTRACT: Nearly all studies conducted to date on the work of the Spanish moralist Baltasar Gracián (1601-1658) are either literary or philosophical, so that they have hardly analyzed its educational dimension. In order to present Gracián's pedagogical contributions in a clear way, this paper takes as a reference five key principles of the educational trend known as «lifelong education», i.e. the pursuit of ongoing education,

self-fulfilment, vitalisation of education, harmonious coexistence, and learning to learn. After describing Gracián's contributions to these issues, he appears as a predecessor of lifelong education. It is then shown that his conception of good taste is not only aesthetic, but also and above all pedagogical due to the decisive role it plays in the instruction of the incomplete subject who ends up becoming a person that has achieved the full development of his individuality.

EET/TEE KEYWORDS: Baltasar Gracián; Lifelong education; Good taste; Self-fulfilment; XVIIth Century.

Maria Hricková, Adriana Kičková

History of radio broadcasting for schools in the Czechoslovak Republic

ABSTRACT: The beginnings of radio broadcasting for schools in the Czechoslovak Republic originate in 1928, shortly after regular radio broadcasting had started in 1923. The paper traces the early history of school radio – as radio broadcasting for schools was known – its organizational structure, types of programmes, technical service and other details. School radio became a radio broadcaster within a radio broadcaster. It evolved into a major modern educational tool which helped teachers as well as learners acquire essential information in an interesting and accessible way. This was especially important in remote areas which new methods of teaching and recent scientific findings often found difficult to reach.

EET/TEE KEYWORDS: History of education; Radio broadcasting for schools; Tools of mass education; Czechoslovak Republic; XXth Century.

Anna Ascenzi, Roberto Sani

A history of the periodical press for children in Italy during the 19th Century. Part One

ABSTRACT: Through a vast amount of documents, previously almost unused if not completely ignored by scholars, this paper reconstructs the complex and multiform reality of published periodicals for children in Italy during the 19th century, from the first collections of stories, directed by Pietro Thouar and Raffaello Lambruschini in Florence during the pre-unification period, up to the lively, eye-catching illustrated journals from the end of the century. This work focuses on the foundation during the 19th century in Italy, of different publishing houses specialising in the publication of journals and reviews for children and young people (Florence, Milan, Rome, etc.) and on the role exercised in this sphere, by the editors and/or writers/collaborators of these periodicals, some of whom were among major childhood writers of the period (Pietro Thouar, Luigi Sailer, Carlo Collodi, Emma Perodi, Ida Baccini, *Cordelia*, Ester Bezzola Boni, and Luigi Capuana etc.), and a series of editors destined to fill major roles in the national scenario during the 19th and 20th centuries (Gian Pietro Viesseux, Giacomo Agnelli, Emilio Treves, Edoardo Perino, Licinio Cappelli etc.).

EET/TEE KEYWORDS: History of education; History of children's literature; Journals for children; Italy; 19th Century.

Haifeng Hui

Appropriating Robinson Crusoe to be a good boy: literary adaptation in The New Robinson Crusoe at the end of the 18th Century

ABSTRACT: Though originally not intended for children, Robinson Crusoe became a children's classic almost as early as its publication. However, children's editions are not mere retelling of Defoe's story. They are inescapably informed, guided and shaped by class ideology, educational ideals and literary taste, often resulting in quite different Crusoes. The present paper analyses the adaptation in *The New Robinson Crusoe* edition, one of the most popular children's editions published by Stockdale in 1789, and argues that Defoe's original hero of economic individualism was replaced by an exemplary figure of a good boy so as to trim the original novel of its potential danger of imitation. Following the overall thematic change, *The New Robinson Crusoe* adopted a heterodiegetic narrator who tells the story of Crusoe. The new narrative structure effectively distanced the young reader from Crusoe, avoided undesirable identification with him, provided criticizing comments that evaluated Crusoe's acts from the perspective of parents, and effectively neutralized the problems of economic individualism.

EET/TEE KEYWORDS: Robinson Crusoe; Children's literature; Economic individualism; Heterodiegetic narrator; XVIIIth Century.

Gabriella Ambrus, Csaba Csapodi, Ödön Vancsó

Teaching reality based tasks in Hungarian schools based on some national traditions

ABSTRACT: This paper deals with the appearance of reality based mathematics tasks in two important reform of mathematics education in Hungary with decisive influence on the current Hungarian mathematics teaching. The first had started before the first world war and was led by Emanuel Beke following the Klein's reform in Germany; the second – in 60's and 70's of the last century – was the «Complex Mathematics Education» experiment of Tamás Varga as a reaction of the «New Math». By historical facts and concrete examples from relevant textbooks, we show some historical roots (background) of the use of modelling tasks as well.

EET/TEE KEYWORDS: History of maths education; Modeling; Mathematical literacy; Klein's reform; Complex Mathematics Education; Hungarian; XIX-XXth Centuries.

Liudmila G. Guseva

Konstantin Dmitrievich Ushinsky: the founder of scientific pedagogy in the 19th Century Russia

ABSTRACT: Konstantin Dmitrievich Ushinsky (Ushinskii) (February 19, 1823 – December 22, 1870) is a Russian democratic educator and the founder of scientific pedagogy in Russia. K.D. Ushinsky is regarded as «the teacher of Russian teachers» because his achievements in education and pedagogy defined the structure of public education in Russia for the next century. He transformed Smolny Institute into the first teachers training institute. Ushinsky wrote the first primer of Russian language *Native word*, the first reading book *Children's world* and the first chrestomathy for children. By doing the first-hand, comprehensive analysis of educational systems in several European countries, he created the field of comparative education. In the three volumes monograph *The human as a subject of education. Pedagogical anthropology*, K.D. Ushinsky summarized his educational ideas and teaching methods that were developed using all available at that time physiological and psychological knowledge about child's nature. His pedagogical works are still valuable and studied by future teachers at pedagogical institutes in Russia. Here we overview the biography and pedagogy of K.D. Ushinsky.

EET/TEE KEYWORDS: Public schools; Konstantin Ushinsky; Scientific pedagogy; Literacy, Educational policy; XIXth Century.

Gabriella Seveso

The figure of the nurse in classical theatre from an educational perspective

ABSTRACT: This paper analyses the figure of the nurse in Ancient Greece: the sources considered are the Homer's poems and the classical tragedies. In the epics, the nurse is characterized as displaying a series of traits: old age, not so much in terms of physical decline, but rather as wisdom and restraint in actions and behaviour; unconditional loyalty and faithfulness. The analysis of the tragic texts, instead, and particularly of two cases (*Aeschylus' Oresteia* and *Euripides' Medea*) suggests that the nurse in Greek drama is different to her counterpart in the epics: the nurse in fact become a figure with greater independence and depth. The tragedies often put her in dialectical interaction with parents as well as offspring, thereby representing her as playing a role in the education of both children and adults. Thus, classical drama brings a more reflective perspective to bear on the role of the nurse, problematizing it and attributing it with greater complexity, during a historical period that saw the beginnings of widespread reflection on education both in and outside the home.

EET/TEE KEYWORDS: Family education; History of education; Care and Childhood; Nurse; Ancient Greece.

Anna Ascenzi

Scientific publication for children and young people during the 19th Century in Italy: from Antonio Stoppani to Luigi Bertelli/Vamba

ABSTRACT: This article proposes to examine the evolution of a long neglected literary genre for children and young people during the nineteenth century in Italy, which was not completely ignored by historiography: the one related to scientific works intended for children and young people. In this regard, after introducing some of the main writers who devoted themselves to this kind of texts (Antonio Stoppani, Pasquale Fornari, Maria Viani- Visconti Cavanna and Luigi Bertelli/Vamba) and illustrating the characteristics and the editorial circulation of the main works attributable to this genre, the authors deal with the complex question of the misfortune and the gradual decline recorded since the early decades of the twentieth century in Italy for scientific works intended for children and young people, documenting the harsh criticisms for this significant literary genre, through the philosopher Benedetto Croce and scholars of aesthetics and neo-idealist literary critics who depended on him.

EET/TEE KEYWORDS: History of education; Children's literature; Popular science; Science for kids; Italy; XIXth Century.

Miguel Martín-Sánchez, Carolina Gutiérrez-Tejeiro, Jorge Cáceres-Muñoz

Krause's influence in school architecture: the case of Spanish pedagogy in the 19th Century

ABSTRACT: This paper is based on the hypothesis of contemplating school architecture and school areas as resources to be considered in the curriculum design and in the historical research on Education. School architecture or pedagogy of spaces is an important topic of study, which is crucial and with a great capacity to continue growing in the field of history of education. The main purpose of this work is to analyze school architecture and spaces as an educational entity, reflecting on its educational importance, its hermeneutics and its influence on educational processes. In order to do so, we will base our reflections on a relevant pedagogical theory in European and Latin American pedagogy: the Krausism. In addition, we will see its influence in Spain and other countries during the nineteenth century and a substantial part of the twentieth century.

EET/TEE KEYWORDS: History of architecture; History of education; Krause; History of pedagogy; Spain; XIXth Century.

Grigory Kornetov, Maria Polyakova

Leibniz und Peter I: ein Bildungsprojekt zu Beginn des Aufklärungszeitalters

ABSTRACT: The paper deals with the program of introducing science and education in Russia proposed in the letters of G.W. Leibniz and in his talks with Czar Peter I in the early 18th century. The program met with the needs for social development of the time and found realization in the reforms of Peter I, so that to a certain extent the Russian system of education can be traced back to Leibniz's project. On the part of Leibniz, this program was aimed at establishing a contact between the civilizations of the West and the East on the basis of a further expansion of Christianity. In this plan Russia was to play the role of a mediator as part of the European cultural field, which meant a certain transition from the Western conception of Russia as a barbaric country to the one of an ally.

EET/TEE KEYWORDS: History of education; Russian education system; G.W. Leibniz; Peter I; Russia; XVIIIth Century.

Critical Reviews and Bibliography

Anna Ascenzi

Edmondo De Amicis fra letteratura e società. A proposito di una recente e importante pubblicazione francese

ABSTRACT: This article focuses on the diffusion of the work and thought of the writer Edmondo De Amicis in contemporary France. Through the analysis of the contributions of a recent monographic issue on the theme published in the prestigious international magazine «Transalpina», the author reconstructs the fundamental stages of the writer's biographical itinerary and the dissemination of his main works in the French territory, giving particular attention not only for De Amicis' best known masterpieces but also for all those works, which although considered minor, have contributed to define the poetics of one of the most famous Italian writers of the nineteenth century.

EET/TEE KEYWORDS: Children's literature; History of education; Literature; Italy; XIX-XXth Centuries.

Haifeng Hui, Yuzhen Zhang

A reflection on current research on picture books and visual/verbal texts for young

ABSTRACT: The collection under review comprises papers selected from the symposium celebrating the twenty-fifth anniversary of Perry Nodelman's monumental book *Words about Pictures* in 1988. It showcases the current academic achievements in the field of picture book studies, and, in this sense, joins the critical tradition in the field since 1988 through Maria Nikolajeva and Carole Scott's *How Picturebooks Work* in 2006 to the current flourishing of the field. The essays included in the collection

cover three strands of themes: structural and semiotic reading of picture books, media studies of the relationship between the visual and the texts, and the materiality and performativity of picture books. By adopting methodologies widely from adjacent disciplines, they broaden the definition of the genre, challenge existing notions and assumption, and offer insightful reflections of diverse topics, phenomena and features of picture book studies.

EET/TEE KEYWORDS: Picture book studies; Children's literature; Visual; New media; Bibliographic review.

Fabio Targhetta

Tra produzione industriale e alfabetizzazione diffusa: nuovi approdi per la storia della cultura materiale della scuola

ABSTRACT: The present essay aims to offer reflection ideas about a recent and very interesting line of the historical-educational research: the history of school material culture. The need to find new sources, the open questions, the interpretative keys, the need for a greater connection between industrial development and mass education: these are just a few issues covered by this essay, which starts from the publication of a recent volume, written by Juri Meda.

EET/TEE KEYWORDS: School material culture; Teaching aids; Industrial production; XIXth Centuries.

Carmela Covato

L'altra educazione. A proposito di un recente volume di Massimo Baldacci

ABSTRACT: Starting from the analysis of a recent work by Massimo Baldacci, the present essay intends to underline the contribution offered by Antonio Gramsci in the pedagogical field, focusing attention on the main works of one of the most important Italian authors in the world.

EET/TEE KEYWORDS: History of pedagogy; Historiography; Antonio Gramsci; Italy; XXth Century.

Evelina Scaglia

I necrologi dei maestri elementari italiani: da Spoon River a fonti inedite per la storia della scuola e dell'educazione

ABSTRACT: The paper deals with some issues opened by a recent research conducted by Anna Ascenzi and Roberto Sani, full professors of History of Education at the University of Macerata (Italy), in order to highlight how the death notices published by some Italian primary teachers' reviews could be considered as new sources for studying the changes of the primary teacher's profession between XIX and XX

centuries. Their proposal could be interpreted as the attempt of spreading a new historiographical paradigm in Italy, according to the current development of the «School Memories» trend, introduced in Spain at the beginning of the XXI century by the historians Agustín Escolano Benito and Antonio Viñao Frago and recently celebrated in an International Symposium in Seville (22-23 September, 2015).

EET/TEE KEYWORDS: Death notices; Primary teachers; History of education; School Memories; Italy; XIX-XXth Centuries.

Maria Bocci

Associazionismo giovanile cattolico nell'Italia degli anni Cinquanta e Sessanta. A proposito di Gioventù Studentesca. Storia di un movimento cattolico dalla ricostruzione alla contestazione di Marta Busani

ABSTRACT: In the light of the latest historiographical findings, the essay analyses Marta Busani's text on the Italian Catholic youth movement Gioventù Studentesca, contextualising it against the backdrop of the transformations characterising the Catholic associations between the 1950s and 1960s. The history of GS is indeed one of the most important educational experiences of Postwar Italy: initially emerging within Catholic Action, Gioventù Studentesca then underwent a process of development that culminated in its establishment as a fully-fledged ecclesial movement.

EET/TEE KEYWORDS: History of education; Catholic associations; Catholic youth movement; Italy; XXth Century.

Luca Montecchi

L'istruzione tecnica e professionale nell'Italia dell'Ottocento

ABSTRACT: This paper shows the main problems of technical and professional education in Italy in the XIXth century. In particular, it analyzes the results of a recent research by Valeria Viola on this topic. This is a theme of great interest in the Italian history as other issues are linked to it such as the democratization of knowledge, the opening of the school to the children of the lower middle class that means an opening to society, too. The way to reach this aim is not linear and it is characterized by a certain ambiguity: if technical education should help the economic development of the country and the integration of a part of the society in the State structures, it is also considered as a form of lower secondary level education compared to high school that continues to be seen as the classical school for excellence able to form the future ruling class.

EET/TEE KEYWORDS: Technical education; Professional education; Secondary school; Italy; XIXth Century.

Giorgio Chiosso, Serge Tomamichel

Il Novecento: il secolo del bambino? Riflessioni storiografiche

ABSTRACT: Starting from the analysis of a recent publication *Il Novecento: il secolo del bambino?*, edited by Mario Gecchele, Simonetta Polenghi and Paolo Dal Toso, the authors of this essay intend to offer a fruitful reflection on the rich and varied season of studies on childhood developed since the Seventies and Eighties of the 20th century. Great merit of the book under review was to have developed a multidisciplinary approach to early learning and giving an European dimension to the discussion.

EET/TEE KEYWORDS: History of education; History of childhood; Historiography; Europe; Italy; XXth Century.

Lucia Paciaroni

Il patrimonio storico-educativo tra ricerca e didattica della storia. A proposito di un importante seminario di studi

ABSTRACT: Report of the seminar «Practices and considerations on the schools' historical-educational heritage as source for the teaching of history» organised by the Associazione delle Scuole Storiche Napoletane in collaboration with the Society for the study of Historical- Educational Heritage (SIPSE). The seminar gave the opportunity to discuss the historical-educational heritage in Italy and Europe and to exchange ideas and perspectives on good practices to recover, preserve and protect this heritage.

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

Chiara Meta

Le emozioni hanno una storia? Ipotesi e nuovi percorsi degli studi storico-educativi

ABSTRACT: The essay aims at exploring – starting from the identification of a new line of historiographical studies on the history of emotions and feelings – the implications of that “new frontier” on historical-educational research. In particular, its impact on the re-definition of issues and concepts of the history of education, as well as on putting into question traditional areas and disciplinary boundaries, will be taken into consideration.

EET/TEE KEYWORDS: Education; Historical educational research; Emotional community; Affective individualism.

Notices / Recensioni

Scientific News and Activities of Research Centres

Dorena Caroli, Ben Eklof, Tatiana Saburova

«Seeing Like a State?» Innovative approaches to the history of education in Russia presented at the International conference at the Indiana University Europe Gateway at CIEE Global Institute (Berlin, 14-15 October 2017)

ABSTRACT: On October 14th and 15th, 2017, a conference organized by Ben Eklof (Indiana University), Igor Fedyukin (Higher School of Economics (Moscow), Tatiana Saburova (Higher School of Economics, Indiana University), Elena Vishlenkova (Higher School of Economics, Moscow) was held at the Indiana University Europe Gateway (Berlin) with the aim of seeking new approaches to the history of Russian education. As a starting point, participants were encouraged to consider the applicability to education studies of James C. Scott's book, *Seeing like a State. How Certain Schemes to Improve the Human Condition Have Failed* (1998), in particular the concept of «high modernism» and the effort stemming from this mindset to transform society in accordance with its tenets.

EET/TEE KEYWORDS: History of education; History of schooling; History of childhood; Historiography; Germany; Russia; Soviet Union, XIX-XXth Centuries.