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History of Education & Children's Literature (HECL)

Roberto Sani

It is with great satisfaction that I present the first issue of the Journal *History of Education & Children's Literature*, which is the result of a project which has been carried out over a long time by a large group of historians of education and children's literature, from Italy and other European and non European countries. The aim of the project was to set up a Journal in this field, a Journal with a strong international vocation, i.e. open to contributions by scholars and researchers from other countries, and focused on issues concerning the history of education, of school institutions and educational systems, of literature and publishing for children and youth, the history of textbooks and manuals for teaching, and the history of pedagogical thinking and theories of education.

With the setting up of *History of Education & Children's Literature* we primarily intended to create international connections with experts in the field and with research groups working in various European and non European countries. We hope to promote a profitable and crucial comparison on methodological aspects among scholars, and an equally significant interdisciplinary approach to themes and issues, then to contribute to the diffusion of the most important results of national and international researches. Last, but not least, we aim at reporting the activities of institutions and specialised organizations, in Europe and other continents, which work in the field of documentation and research both in the history of education – in its larger meaning – and in the history of literature for children and young people. With regard to this, the

Journal will also encourage congresses and international workshops, research meetings, exhibitions and other events concerning the most significant cultural and scientific themes, in order to involve a great number of experts in the field.

History of Education & Children's Literature consists of three boards: an *Executive Council*, whose function is to define the cultural and editorial line of the Journal, and the table of contents of each issue. The *International Scientific Board* – which consists of scholars from more than fifty European and non European Universities and Centres of research – has the task of furthering the knowledge of the Journal in each of their respective academic and cultural fields. Finally, the *Editorial Staff's* job consists of editing the bibliographic section, the regular columns, and of managing the editorial activities on the whole.

In line with its mainly international vocation, *History of Education & Children's Literature* houses contributions in the following languages: Italian, English, French, Spanish and German; and it supervises the diffusion of the *abstracts* of the accepted articles on the main specialised databases. Taking other scientific journals as a model, each submitted article will be assessed by two anonymous *referees*, selected by the *Executive Council* according to their specific competences.

History of Education & Children's Literature is a half-yearly Journal and it is available both in printed version and *on line*. The Journal is organized into four separate sections: a) *Essays and Researches*; b) *Sources and Documents*; c) *Critical Reviews and Bibliography*; d) *Scientific News and Activities of Research Centres*. The first section (*Essays and Researches*) houses contributions which are the result of original researches on issues regarding several trends of history of education and literature for children and young people, with special (but not exclusive) attention to the Modern and Contemporary Age. In *Sources and Documents* we intend to publish, or reprint – equipped with the editor's introduction and a possible *apparatus criticus* – unpublished texts, collections of documents and correspondence which are remarkable for the above mentioned issues. In the third section (*Critical Reviews and Bibliography*), bibliographic reviews, papers and notes about themes and currents of research particularly important, or outstanding publications, as well as reports and reviews of essays and collective works, will be collected. The last section (*Scientific News and Activities of Research Centres*) aims at revealing the national and international activity of centres of documentation and research in the field of history of education and children's literature, giving information about congresses and research workshops, and reporting current researches in several European and non European countries.

History of Education & Children's Literature is open to collaboration and contribution by historians of education and of children's literature; but it intends to make room for studies and researches by experts and scholars of other branches of historical research as well: from political to social history,

from religious to legal history, to economic and institutional history, cultural processes history etc. We are convinced in fact that a continuous and international comparison among different approaches and methodologies of historiographical research, can represent an important opportunity for growth and enhancement.

History of Education & Children's Literature will become part of an already existing background of pedagogical journals, which already offers a series of world-wide valuable titles. It is enough to mention – only in the European area – *Pedagogica Historica. International Journal of the History of Education*, or *Historia de la Educación. Revista interuniversitaria*, and *Histoire de l'Éducation*, edited by the Institut National de Recherche Pédagogique in Paris (INRP); we can also recall the rich world of the specialised journals published in US, Canada, Argentine and several countries of the Middle and Far East. With these journals, HECL intends to form a proficuous relationship and, in the meanwhile, to have a constant methodological comparison. The aim is to foster an ever-increasing world-wide knowledge of Italian researches about history of education and children's literature; and, at the same time, to give Italian scholars and researchers in this field a fresh – and indispensable – chance to study in depth trends and key results of the researches carried out in several countries in and out of Europe.

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È con particolare soddisfazione che presento il primo fascicolo della rivista *History of Education & Children's Literature*, la quale scaturisce da un progetto a lungo coltivato da un folto gruppo di storici dell'educazione e della letteratura per l'infanzia italiani e di diversi altri paesi europei ed extra europei: quello di dare vita ad un periodico del settore a marcata vocazione internazionale, aperto cioè alla collaborazione di studiosi e ricercatori di diversi paesi, e incentrato sulle problematiche relative alla storia dell'educazione, delle istituzioni e dei sistemi scolastici e formativi, della letteratura e dell'editoria per l'infanzia e per la gioventù, dei libri di testo e della manualistica scolastica, del pensiero pedagogico e delle teorie sull'educazione.

Con la creazione di *History of Education & Children's Literature* ci si propone in primo luogo di stabilire organici collegamenti tra specialisti del settore e gruppi di ricerca operanti nei diversi paesi europei ed extra europei, di favorire un proficuo e indispensabile confronto sul piano metodologico e un altrettanto significativo approccio interdisciplinare ai temi e alle problematiche oggetto di studio, di contribuire alla diffusione dei più significativi risultati delle indagini condotte a livello nazionale e internazionale; infine, ma non da ultimo, di dare conto dell'attività di istituzioni e organismi specializzati che,

in Europa e in altri continenti, operano nel campo della documentazione e della ricerca sul duplice fronte della storia dell'educazione, considerata nella sua accezione più ampia, e della storia della letteratura per l'infanzia e la gioventù. A questo riguardo, la rivista si farà anche promotrice di convegni e seminari internazionali, incontri di studio, mostre e altre iniziative sulle tematiche scientifiche e culturali di maggiore respiro e significato, puntando al più ampio coinvolgimento di specialisti del settore.

History of Education & Children's Literature si avvale di un *Consiglio Direttivo* cui spetta il compito di definire l'indirizzo culturale ed editoriale della pubblicazione e di stabilire il sommario di ogni fascicolo; di un *Comitato Scientifico Internazionale*, i cui componenti, provenienti da oltre cinquanta Università e Centri di ricerca europei ed extra europei, sono chiamati a promuoverne la conoscenza nei rispettivi ambiti accademici e culturali; infine, di un *Comitato di redazione*, incaricato di curare la sezione bibliografia e le rubriche fisse e di gestire il complesso delle attività di carattere redazionale.

In linea con la sua vocazione eminentemente internazionale, *History of Education & Children's Literature* accoglie contributi redatti nelle seguenti lingue: italiano, inglese, francese, spagnolo e tedesco; e cura la diffusione degli *abstract* degli articoli pubblicati sulle principali banche dati specializzate. Sul modello di altre pubblicazioni periodiche di carattere scientifico, ogni articolo di cui si propone la pubblicazione sulla rivista sarà valutato da due *referee* anonimi, selezionati dal *Consiglio Direttivo* sulla base delle loro specifiche competenze.

History of Education & Children's Literature ha cadenza semestrale ed è disponibile tanto in formato cartaceo quanto in versione *on line*. La rivista si articola in quattro distinte sezioni: a) *Saggi e Ricerche*; b) *Fonti e Documenti*; c) *Rassegne critiche e Bibliografia*; d) *Cronache scientifiche e Attività degli istituti di ricerca*. La prima sezione (*Saggi e Ricerche*) è destinata ad accogliere contributi frutto di ricerche originali su problematiche relative ai diversi filoni della storia dell'educazione e della letteratura per l'infanzia e la gioventù, con particolare, ma non esclusiva attenzione all'età moderna e contemporanea; la seconda (*Fonti e Documenti*) si propone di pubblicare (o ristampare) testi, raccolte di documenti e carteggi inediti di particolare valore relativi alle tematiche sopra richiamate, con introduzione del curatore ed eventuale apparato critico; nella terza sezione (*Rassegne critiche e Bibliografia*) saranno accolte rassegne bibliografiche, interventi e note su temi e filoni di ricerca di particolare importanza o su pubblicazioni di indiscusso valore, nonché recensioni e segnalazioni di saggi e opere collettanee; la quarta e ultima sezione (*Cronache scientifiche e Attività degli istituti di ricerca*) intende far conoscere l'attività di centri di documentazione e di ricerca nel settore della storia dell'educazione e della letteratura per l'infanzia a carattere nazionale e internazionale, informare su convegni e seminari di studio, dare conto delle ricerche in atto nei diversi paesi europei ed extra-europei.

History of Education & Children's Literature è aperta alla collaborazione e al contributo di storici dell'educazione e della letteratura per l'infanzia, ma

intende anche dare spazio, sulle sue pagine, a studi e ricerche di specialisti e cultori di altre branche della ricerca storica: dalla storia politica a quella sociale, religiosa, della letteratura, del diritto, dell'economia, delle istituzioni, dei processi culturali ecc., nella convinzione che un costante ed organico confronto tra approcci, metodologie d'indagine e sensibilità storiografiche differenti rappresenti una straordinaria occasione di crescita e di arricchimento.

History of Education & Children's Literature si inserisce in uno scenario – quello delle riviste scientifiche del settore – che, sul piano internazionale, presenta già una serie di testate di straordinario valore: basterebbe qui far cenno, limitatamente al continente europeo, a *Pedagogica Historica*, *International Journal of the History of Education*, a *Historia de la Educación*, *Revista interuniversitaria*, a *Histoire de l'Éducation*, edita dall'Institut National del Recherche Pédagogique di Parigi (INRP), per non parlare del ricco panorama delle riviste specializzate pubblicate negli Stati Uniti, in Canada, in Argentina e in diversi paesi del Medio ed Estremo Oriente. Con queste testate la nostra rivista intende stabilire un fecondo dialogo e, insieme, un costante confronto sul piano metodologico e storiografico, favorendo altresì la sempre maggiore conoscenza, a livello internazionale, degli studi di storia dell'educazione e della letteratura per l'infanzia condotti in Italia e, nel contempo, offrendo agli studiosi e ai ricercatori italiani del settore un'ulteriore – e indispensabile – occasione di approfondimento degli indirizzi e dei principali risultati della ricerca in diversi paesi d'Europa e in altri continenti.

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Abstracts

Amedeo Quondam, «Formare con parole». L'Institutio del moderno gentiluomo / «Formare con parole». The Institutio of the modern gentleman

Starting with the new edition of the *Humanist educational treatises* edited by Craig W. Kallendorf, the A. intends to revalue the role of the humanistic tradition of the *institutio* and of the new humanistic schools in the development of modern Italian and European culture. In fact, even though Jesuit *Ratio studiorum* and *collegia nobilium* are a direct legacy of the educational models of «humanist pedagogues», current studies seem to show a marked interest towards the former ones, but to neglect the humanistic pedagogy. From Pier Paolo Vergerio to Antonio De Ferrariis, to Baldassar Castiglione, the humanistic school is built around the *institutio*, with its own target, its own *ratio* and *forma*. The target is made by *ingenui adulescentes* of aristocracy of Italian fifteenth century Signoria-States. *Ratio* and *forma* consist of method and arrangement aimed at cultivating *litterae*, especially in the personalized teaching typical of the daily work of pupils around their teacher. The A. reviews several typologies of the speeches of *institutio*, from *rationes* and *ordines* for *studia humanitatis*, to religious *institutiones*, to medical-scientific *methodus*: several texts, doubtless increased by the explosion of the hand-printed book market. In conclusion, humanists founded the educational system for the European *élites*, a system which still maintains the *imprinting* of that European classicistic modernity.

Keywords: History of Education; Educational Theory; Humanism; Printing; Italy; XVth Century

Roberto Sani, *For a History of Family Education in the Modern and Contemporary Era. Research Itineraries and Perspectives*

Examining the recent international historiography about the development of the family and its educational practices in Modern and Contemporary Age, the article highlights, on the one hand, the interaction between the family and its environment, the local community and society in general in the western world. On the other hand, it considers the several elements (political, cultural, religious and social-economic) that have historically affected the family/community relations, especially with regards to the care of children and their education, and the family's educational mentality and practices. The analysis considers four historical periods. The *ancient regime*, from the earliest Modern Age to the French Revolution and the Napoleonic Era (XV-XVIII). The nineteenth century, to be intended as the 'long century' which lasted until the First World War, and which was also the age of the rise and decline of the Liberal-States, as well as the age when the middle-class hegemony was established all over society and largely influenced the new family model and family education. The period between the Two World Wars, known as the so-called 'authoritarian involution', in which the mass-dictatorial regimes arose in Italy and Europe. And finally the fourth period, constituted by the last fifty years, when democracy was born and consolidated in the chief western countries. Thus, the history of mentality and of cultural processes, but also the history of institutions and of educational practices, come together in a new interdisciplinary approach – the basis on which, the A. poses new ways of research, focusing on sources and documentary materials which are less used by researchers in history of education and childhood.

Keywords: History of Education; Family Education; Child Care; Social History; Modern History; XXth Century

Mariella Colin, *Cents ans de Cuore en France: édition, traduction, lecture / One hundred years of Cuore in France: editions, translations and readership*

In order to adapt itself to a foreign public, modifications and alterations, that were at the beginning neither wanted nor planned, can be made to a literary work which circulates in another cultural sphere, especially in the case of a book for younger readers. New intermediaries work with, or even replace, the author, such as the publisher, who has selected the text to be translated and who, according to his own criteria, might modify its original version; or the translator who, anxious to fit the foreign text to the readers' abilities, might change it to make it easier to read and understand. The history of the reception in France of *Cuore* by De Amicis has been reconstituted with its different editions, translations and adaptations. In the 100 years it has been read, the book has gone through several adaptations, focused on the demands of the receiving pole: corrected in order to be of a greater appeal to the French public, updated, cut or falsified, it has also been subjected to all sorts of changes – ideological, stylistic or narrative. Published in 1892 by Charles Delagrave with the title *Grands Cœurs* and in an incomplete version partially depriving it of its Italian identity, the book, throughout the Third Republic, has been used to teach pupils the values of secularism at school and patriotism. From 1892 to 1962, this reading was done collectively in class rooms, and it was not until the late 1960's that *Cuore* moved from class rooms to the younger-readers sections of public libraries, thus becoming part of the young French people's leisure time. Not an easy task, considering the gap between the models and values promoted by a book with roots in nineteenth-century culture and mentalities, on the one hand, and the new expectations of the consumer society, on the other hand. In 1981 *Cuore* was adapted for the cinema by Luigi Comencini and several adaptations appeared, trying to modernise and update the book, but this only led to clumsy distortions.

In 2001 the first complete French translation was eventually published in a scientific edition meant for academics. In France, *Cuore* thus recovered its original completeness and fundamental Italian character only when people stopped considering it as a text meant for younger readers – which is paradoxical, considering the history of its reception.

Keywords: Children's and Youth Literature; Foreign Literature; Literary History; Edmondo De Amicis; France; XIX-XXth Centuries

Daniel Lindmark, *Importing Educational Reform. International News in Sweden's First Pedagogical Journal (1810-1812)*

This article presents an investigation of the international contents of the first pedagogical journal in Sweden, «Magazine for Parents and Teachers» (Sw. *Magasin för föräldrar och lärare*), edited by Carl Ulric Broocman from 1810 until his demise in 1812. Issued in six numbers only, the journal exercised long-lasting influence on the Swedish pedagogical debate, especially concerning the objective and organisation of public education, a burning issue in the first half of the 19th century. After introducing Broocman, the article focuses on the «Magazine for Parents and Teachers», which indeed opened a window to educational reform activities abroad, by presenting brief *Educational News* in a standing section, and by introducing foreign pedagogical literature, especially in a series of review articles on *The Most Recent Pedagogical Literature in Germany*. Raised in a German Baltic family, educated in the German Secondary School, and having made a study trip to German-speaking areas, Broocman's German orientation was a common feature in the scientific and intellectual life of contemporary Sweden: he was only more extreme by reserving his journal almost exclusively for educational news from the German-speaking world. Educated in a modern secondary school teaching a wide range of useful and practical subjects, and himself serving as a teacher in the same school, Broocman never lost his interest in common civic education. When discussing Swedish school reform plans, he always reproduced the Philanthropist model of elementary schools and two types of secondary schools: modern and grammar schools. At the same time he was open to almost any kind of reform ideas, and his journal gives proof of an increasing appreciation of Pestalozzian, neo-humanist, character-building education. Consequently, «Magazine for Parents and Teachers» not only introduced the most influential German educational philosophers, practitioners, and reformers to the Swedish public, but contributed also to preventing the introduction of an elementary school system by promoting neo-humanist ideals.

Keywords: History of Education; Educational Reform; Pedagogical Theory; Primary School; Periodical; Carl Ulric Broocman; Sweden; Germany; XXth Century

Giorgio Chiosso, *Il rinnovamento del libro scolastico nelle esperienze di Giuseppe Lombardo Radice e dei «lombardiani» / Textbook renewal in the experiences of Giuseppe Lombardo Radice and the «lombardiani» group*

The report examines the innovative role played by Giuseppe Lombardo Radice and the group of the so-called 'lombardiani' in the Italian school-publishing of the first Twentieth century, in the aftermath of the School Reformation of the 1923. Lombardo Radice was at the head of the *Central Commission for the Examination of the Textbook* set up to reform textbooks according to the new pedagogical ideals. So his conception of the educational role of books and reading affected the textbooks' renewal, as well as the pre-war debate about the 'national education', the Idealistic reflection about new educational models, the

new conception of childhood and, finally, the cultural project of the ‘lombardiani’. This group, informally made up of teachers, headmasters and children’s writers, shared the ideal of a ‘serene school’ where the learning was centred on the teacher’s creative impulse, the psychological reality of the child, and the new value of reading. So, in the arena of school-publishing several crucial challenges were raised, such as the capability of a new generation of authors to meet the Reformation’s demands, of publishers to face the economic costs of new editions, and of teachers to face a non-ritual and more active use of the textbook.

Keywords: History of education; Educational Theory; Philosophy of Education; Idealism; Fascism; Educational Reform; Reading; Textbook; Printing; Giuseppe Lombardo Radice; Italy; XXth Century

Joaquim Pintassilgo, *Portuguese Pedagogical Textbooks in the First Third of the 20th Century: Between Tradition and Innovation*

The last decades of the 19th century and the first decades of the 20th century witnessed the emergence, in tandem with the development of the teacher training system for primary school teachers, of a new tool – pedagogical and didactic textbooks. They became important instruments for disseminating new teaching ideas and practices, as a counterpoint to practices considered traditional, which the pedagogical discourse of the time constantly brought into question. In scrutinising the pedagogical and didactic textbooks produced over a thirty-year period, we aim to capture the movement of innovative ideas in education throughout this time, namely those deriving from the intuitive teaching model and the affirmation of the so-called active methods. Our analysis will focus on the image, profile, role and activity of the primary school teacher, as borne out in the selected textbooks.

Keywords: History of education; Teacher Education; Teaching Method; Primary School; Textbook; Portugal; XIX-XXth Centuries

Carmen Colmenar Orzaes, *La protección a la primera infancia en España en el primer tercio del siglo XX / Childhood protection in Spain in the first third of the XX century*

From the beginning of the twentieth century, a movement to promote child welfare began in Spain, caused by the development of the paediatrics sector and the health systems. The first important step was the 1904 law, which guaranteed the protection of childhood. This was followed by further laws regulating the scopes of protection. One issue was infant mortality, problem that triggered the attention of certain sectors of Spanish society. To help reduce this social problem, mainly concerning the poorest sectors of the population, several measures in social reform and education were taken. Among them, was the creation of institutions and the improvement of already existing ones, the control of the wet nurses activity, the regulation of mercenary breast-feeding and the task of social education, directed fundamentally towards women involved in the care of and feeding of children.

Keywords: Child Care; Child Rearing; Infant Mortality; Paediatrics; Health Care; Social Policy; Spain; XXth Century

Simonetta Polenghi, *Youth Culture and military Education in Napoleonic Times: the Battalions of Hope in the First Cisalpine Republic*

The case presented is about the experience of the so called Battaglioni della Speranza (Battalions of Hope) which were set up in the Italian Cisalpine Republic (1797-1802), on the model of the revolutionary *Bataillon de l’Espérance*. The Italic Battalions of Hope were to be com-

posed by children and teenagers, from 7-10 to 17 years old, recruited from poor families. Provided by the authorities with green uniforms, shoes, caps, rifles, swords and military tools, these boys were given a military training, so that they could take part in political celebrations. In Milan, capital of the Cisalpine Republic, the Battalion of Hope had a significant political and pedagogical meaning that may constitute an interesting case of children/juvenile culture. The archival sources allow a detailed reconstruction of this experience in Milan and partially in Bologna. In both cases we can see that, beyond the political and economical struggle that took place around this experience, the particular significance that boys gave to it was different from the ones coming from adults, and that fact determined the rapid end of the Battalions. In fact, both in Milan and in Bologna boys absorbed the novelty of Jacobin pedagogy turning it into a new culture, produced by themselves and not corresponding to the desires of the authorities. The gap between adult intentions and the boys culture is quite evident: boys interpreted a paramilitary experience as one of freedom instead of a way to become good and disciplined citizens and soldiers. However there was also a difference between the Milan and Bologna boys: if in both cases the Battalion was a way to establish their autonomous group identity, in Milan it had a more political meaning, with a strong antireligious mark, due to the fact that the majority of boys involved came from the City Orphanage, founded and still directed by Scolopian Fathers. The pupils of Bologna, younger, less subjected to a rigid religious discipline and members of a family, brought to the Battalion only the intention to experience play and freedom. In both cases, it looks like the chance of sharing uniforms and weapons, of marching and obeying orders together, of parading in public political ceremonies actually developed an *esprit de corps*, that allowed boys to take initiatives in an autonomous way, opposed to the adult world. The adult world wanted them obedient and subdued; they instead asserted themselves, refused adult rules, and temporarily achieved autonomy of their peer group, sometimes in a more conscious way, other times in a more naïf one, but certainly showing their own way of seeing the world.

Keywords: History of Education; Military School; Political Propaganda; Youth Group; Adult-Child Relation; Italy; XVIII-XIXth Centuries

Antonella Cagnolati, «Educare arbusculas Dei». *The School of Infancy in Comenius' Educational Theory*

In all his life and work Comenius (1592-1670) tried to fight against old stereotypes in education, and to elaborate a new ontological idea of infancy. Founding the main basis of his conception in the *Gospels*, he also dedicates all his educational care to the very young. The idea to draw up a project for a school for infancy based on responsibility, simplicity, and gradual progress emerges in Comenius' educational theory from 1629-1630 onwards; the result was *Informatorium školy mateřské*, written in the Czech language in 1632, subsequently published with the title *Schola Infantiae* in *Opera Didactica Omnia* (1657). This work presents many new features. First of all, emphasis is laid on the choice of paying particular attention to a stage of infancy generally not dealt with by educationalists: the years from zero to six, commonly believed wholly unsuitable for any kind of education, because of the lack of learning skills. Secondly, Comenius addresses his precepts to parents: father and mother play an essential role, which they are not sufficiently aware of, and which they should be properly prepared for. Comenius deals with important issues ranging from children's upbringing to cognitive psychology, from religious worship to didactic methodology; all of which are individually analyzed with the aim of improving what we may call nursery education. The main part of *Schola Infantiae* is devoted to the four areas considered fundamental for the correct upbringing of the child: physical health, an understanding

of basic principles of religious worship, moral education and the acquisition of knowledge. Teaching must be carried out focussing on the concrete knowledge of things, and not only of words. Even more attention is paid to the teaching of basic concepts in the areas of knowledge, know-how and speaking: which form the prerequisites for entering the public school. It is also important that basic notions learnt between zero and six adequately prepare the child for attending 'public' school in the best possible way, according to the principles of a gradual, sequential approach which teaching should be based on.

Keywords: History of education; Educational Theory; Philosophy of education; Child-development; Early-Childhood Education; Beginning Learning; Jan Amos Komenský; XVI-Ith Century

Renata Lollo, *Poesia per l'infanzia nel secolo XIX / Children's Poetry in the XIX century*

The research is about a special subject of young people's literature, which has not had enough attention so far, children's poetry in nineteenth century Italy. The analysis of the early twentieth century books has outlined the beginning of the critical-historical way of children's literature. This has made it possible to consider the poet Giovanni Pascoli as the author who, due to his idea of poetry and of childhood and his lyrical skills, marked the end of the nineteenth century poetic tradition, and at the same time opening new ways and experiences typical of the twentieth century. Moving backwards in a chronological sequence to discover the main starting-point of children's poetry in nineteenth century, it was not possible to indicate the founding author, although some names are well-known and more widespread than others. So it seemed to be constructive to research and to study literary resources like the *Literature Anthologies*, where writers, poets and educators were collected together. The anthologies have revealed valuable information about books of poetry, about the cultural background, the reasons, the themes and of course also about editorial, cultural and institutional relationships. The analysis has indicated some important tracks of research in the period between the 1839 and 1888, and has also verified the contribution to children's poetry of Luigi Sailer, a writer less studied, but author of an extraordinarily rich work, *L'Arpa della Fanciullezza*, which had a great success in Italy in the nineteenth and twentieth century, and which was published many times.

Keywords: Children's and Youth Literature; Children's Book; Literary History; Poetry; Italy; XIX-XXth Centuries

Sabrina Fava, *Tra libri e riviste: l'apporto della casa editrice Formiggini alla letteratura per l'infanzia / Between books and reviews: the contribution of the publisher Formiggini to children's' literature*

The article explores some editorial choices made by the publisher Angelo Fortunato Formiggini (1908-1938) which contribute to throwing light on interest for children's literature which he, and his wife Emilia Santamaria, had. The tendency to publish humour literature brought Formiggini to discover the history of literary texts by foreign authors, who were not very popular in Italy, and which he freed from reductionisms and clichés. In this way Formiggini laid the bases of the literary contamination between adults' and children's literature, and so of the migration of texts through special cultural contexts – e.g. from the series *I Classici del ridere*, to series of children's and youth literature – on the basis of a conscious adaptation. By writing reviews for the journal «L'Italia che scrive» edited by the publisher Formiggini, Emilia Santamaria shows an everlasting consideration about children's literature, she expresses her educational point of view, and clarifies a plurality of cultural suggestions, which

had often only been intuited by the publisher Formìgini. Order and genius interacted and completed each other: the first one giving the subject an immediate formal identification; the second one working constantly and, every now and then, giving brilliant results.

Keywords: Children's and Youth Literature; Literary History; Book; Periodical; Publishing Industry; Angelo Fortunato Formìgini; Emilia Santamaria; Italy; XXth Century

Juri Meda, *La politica quotidiana. L'utilizzo propagandistico del diario scolastico nella scuola fascista / Everyday politics. The propaganda use of the school diary in the Fascist school*

The purpose of this essay is to prove how the Fascist regime used school diaries to drum up support in grassroots society in conjunction with its propaganda campaigns, and to spread its own ideological tenets among Italy's younger generations. The regime attempted to promote the regular use of school diaries in Italy's schools because, despite the fact that a ministerial circular dated 31 December 1913 had made keeping such diaries compulsory, they were in fact not in widespread use in the early thirties. The school diary became the basic tool for communication between the school and Italian families, as part of a drive to morally bond the two social institutions traditionally tasked with educating youngsters, and to make sure that the two institutions contributed to the formation of the «new man» that was the regime's ideal model for humanity. The essay shows how, initially, the production of diaries was assigned to publishing houses traditionally involved in the field of educational publishing; while, following the approval of Law 1587 on 30 October 1940 instituting the state school diary in primary and secondary schools, their publication was delegated to the National Popular and School Libraries Board and to the State Bookshop, equivalent to HM Stationery Office. According to the regime's plan, the state school diary (used in Italian schools for the first time in the school year 1941-1942) was intended to become a tool for the dissemination of its ideology among the younger generations in much the same way as exercise books and comic strips were being used. This essay is based on the study of previously unpublished printed-materials, and on an analysis of the collections of school diaries in Padua's Museum of Education and in the archives of the National Institute of Documentation for Innovation and Educative Research in Florence.

Keywords: Educational Policy; Political Propaganda; Teaching Aids; State School; Parent-School Relation; Fascism; Italy; XXth Century

Anna Ascenzi, *Lettere a Vamba. «Il Giornalino della Domenica» nei rapporti epistolari tra Luigi Bertelli e i suoi collaboratori / Letters to Vamba. «Il Giornalino della Domenica» in the correspondence between Luigi Bertelli and his contributors*

The 27 letters from the rich correspondence of the journalist and writer for children Luigi Bertelli (*Vamba*), shows us the origin and the life of «Il Giornalino della Domenica», a review for young people founded and directed by Bertelli himself in the early twentieth century. The review was destined to have a wide impact in the periodical publication for children and young people, because of its fresh cultural and educational approach, the artistic and literary quality of its articles (e.g.: tales, short-stories, poetry, reports and letters), the ample room given to pictures (the magazine became famous for its front-cover, commissioned to high-level painters and young gifted illustrators, as Carlo Chiostri, Antonio Rubino, Ugo Conti, Lorenzo Viani, Giulio Aristide Sartorio and so on). Finally, well-known and prestigious authors wrote for the review – such as Emilio Salgari, Ada Negri, Ida Baccini, Renato Fucini, Grazia Deledda, Luigi Capuana, Giovanni Pascoli, Marino Moretti, Scipio

Slataper, Edmondo De Amicis, Matilde Serao etc. This editorial event happens in the complex frame of the development of the Italian publishing for children and youth in the early twentieth century. Full details are given about the cultural-educational plan and the new idea of childhood and youth which animated the «Giornalino della Domenica» and favoured the organization of several initiatives for involving the young readers. As a result, on the pages of the review directed by *Vamba* a new generation of writers for children's literature and text-books arose and became popular in the following decades. Among those we can find: Giuseppe Fanciulli, Enrico Guidotti, Onorato Roux, Giosuè Borsi, Augusto Vittorio Vecchi (*Jack La Bolina*), Giuseppe Ernesto Nuccio, Emma R. Corcos, Olga Ossani-Lodi, Assunta e Gina Mazzoni, Esther Modigliani, Maria Savi Lopez, Maria Antonietta Torelli Vaillier (*La Marchesa Colombi*), Paola Lombroso Carrara, Virginia Tedeschi Treves (*Cordelia*), Milly Dandolo.

Keywords: History of education; Children's Youth Literature; Periodical; Illustrated Paper; Luigi Bertelli; Italy; XXth Century

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