

# Abstracts

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### **Nuove frontiere nella ricerca storico-educativa. Il contributo di Carmela Covato**

#### **Introduzione**

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#### *Introduction*

ABSTRACT: This contribution aims to contextualize Carmela Covato's work and to introduce the interventions, collected in this monographic section, exposed at the conference in honor of the scholar, organized at the Department of Education of the University of Roma Tre, last November.

EET/TEE KEYWORDS: Carmela Covato; History of pedagogy; History of education; Italy; XX-XXI Centuries.

### **Il contributo alla storiografia pedagogica marxista della nuova edizione del volume di Carmela Covato *L'itinerario pedagogico del marxismo italiano***

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*The new edition of L'itinerario pedagogico del marxismo italiano by Carmela Covato and its contribution to the Marxist pedagogical historiography*

ABSTRACT: Through the presentation of the latest edition of *L'itinerario pedagogico del marxismo italiano* (first edition: 1983) by Carmela Covato, the Author of this paper deepens the peculiar and significant contribution of the Sicilian scholar to the recent renewal and growth of the studies on Marxist pedagogical reflection and on the work of the PCI and the left-wing political area about education and school policy during the post-World War II years.

EET/TEE KEYWORDS: History of education; Marxist pedagogy; School and education policy; Carmela Covato; Italy; XX Century.

### **La casa e altri labirinti pedagogici negli studi di Carmela Covato**

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*Home and other pedagogical labyrinths in Carmela Covato's studies*

ABSTRACT: Carmela Covato's historiographic work is inspired by the social history studies inaugurated by the «Annales» school and it is oriented towards a better understanding of the educational life of children, women and the paternal role between the 18th and 19th Centuries. Thanks to a more extensive and flexible conception of historical sources than the traditional canons, Covato has focused on the theme of the home and living as a «pedagogical labyrinth» full of meanings that run through the private history of women and men right up to the present.

EET/TEE KEYWORDS: Social history of education; Home; Carmela Covato; Italy; XX-XXI Centuries.

## **Storia delle donne e formazione delle maestre nell'Italia post-unitaria**

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*History of women and teacher training in post-unification Italy*

ABSTRACT: The essay deals with some thematic paths of Carmela Covato's scientific production in the field of women's studies, with particular attention to the history of female education in the contemporary world, the bourgeois education of girls in private life, and the history of teachers in post-unification Italy.

EET/TEE KEYWORD: Women's studies; Female education; School; Education; Teachers; XIX-XX Centuries.

## **Sentimenti ed emozioni nella storiografia educativa**

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*Feelings and emotions in educational historiography*

ABSTRACT: This article explores, starting from the recognition of a deep cultural and existential educational debt towards the studies and the figure of Carmela Covato, the repercussions which, in terms of the history of education, derive from a new frontier of research relating to history of emotions. It has produced a real revolution in the way of looking at the sources of the past. It is a question of the "broadening" of a perspective which, already in a nutshell in the annalist historiographic revolution, arrives at the delineation of a history of sensibility which definitively emancipates itself from a "teleological" vision of the civilization process and from a transposition of psychology into history. This new awareness, as Covato has shown well in his most recent studies, free from any intimist drift, has removed emotions and feelings from a dimension devoid of history, also showing a potential with respect to the possibility of indicating new educational and political perspectives for the present.

EET/TEE KEYWORDS: Carmela Covato; Emotions; Feelings; Training; Educational materiality.

## **Modelli di costruzione identitaria: rappresentazioni e stereotipi di genere nella letteratura per l'infanzia**

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*Models of identity construction: representations and gender stereotypes in children's literature*

ABSTRACT: The path to acquiring an identity is complex and not without its problems for girls and boys; it is therefore necessary to avoid the accumulation of absolutely gratuitous and removable obstacles on their formative path, such as those caused by gender restrictions. Contemporary children's literature today opens up to perspectives of this kind, feeding the imagination of readers with stories that address the gender issue from the perspective of the acquisition of an identity free of stereotypes. As we intend to demonstrate in this paper, an important contribution from this point of view is offered by the studies Carmela Covato has

conducted on the relationship between gender and education, offering a careful look at the use of literary sources, among which children's narratives are rightfully included.

EET/TEE KEYWORDS: Gender; Identity; Education; Stereotypes; Children's literature

## **La paura come dispositivo pedagogico e il perturbante nella letteratura per l'infanzia**

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*Fear as a pedagogical dispositif and the uncanny in children's literature*

ABSTRACT: The paper intends to offer an insight into the history of education and emotions through a reflection on the themes of fear and the uncanny, starting from the interpretative paths traced by Carmela Covato on fear as a pedagogical dispositif. From this perspective, children's literature – with particular reference to the fairy tale and its rewritings of today – represents, among the narrated pedagogies, an instrument capable of reflecting the symbolic architectures of a time and of a collectivity.

EET/TEE KEYWORDS: Fear; Uncanny; Children's literature; History of education; History of emotion.

## **Spazi reclusi e tempi di libertà tra privato e pubblico**

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*Confined spaces and times of freedom between private and public*

ABSTRACT: This contribution analyses the themes and suggestions of Carmela Covato's research laboratory tracing some of her most significant studies, focusing on the relationship between private and public and pausing upon the 'narrated pedagogies' in the history of education for the formation of free and conscious identities and the design of individual and collective emancipation paths.

EET/TEE KEYWORDS: Education; Private-public; Narrated pedagogies; Identity; Freedom.

## **Le fonti autobiografiche nella storia sociale dell'educazione**

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*Autobiographical sources in the social history of education*

ABSTRACT: The article intends to focus attention on the importance of autobiographical sources for the definition of social history of education, starting from the reflection on the "totality" of the Annales sources. The autobiographical narrative is a theme that route through the entire scientific path of Prof. Carmela Covato. In fact, her research studies have been the inspiration for the following paragraphs. The female declination of the autobiographical narration underlines its historical and educational value, allowing a new planning among women to emerge, a new space of female self-awareness. The declination of the autobiographical narration underlines its historical and educational value, allowing a new planning among women to emerge, a new space of female self-awareness.

EET/TEE KEYWORDS: Education; Social history of education; Autobiography; History; Gender.

## **Carmela Covato direttrice del Museo Storico della Didattica "Mauro Laeng": tra lavoro storico e ricerca teorica**

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*Carmela Covato director of the Historical Museum of Education "Mauro Laeng": between historical work and theoretical research*

ABSTRACT: In recent decades, the Italian educational and school historiography has gone through a fertile season of renewal of themes and methods that has prompted paths of theoretical and methodological reflection on both the sources of historical-educational research and the heritage related to the material culture of schools and education. This paper focuses on the history of the Historical Museum of Education, now MuSEd, its genesis and purpose; in particular, it aims to document the museum project and the educational experiments carried out during the years of Carmela Covato's direction (2002-2012).

EET/TEE KEYWORDS: Historical museum of education; History of education; Historical educational heritage; Material history; Historiographical sources.

## **Per Carmela Covato. Una testimonianza**

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*For Carmela Covato. A testimony*

ABSTRACT: The testimony of a more than forty years long friendship supported by continuous feminist awareness through parallel cultural interests and shared engagement in a public university system.

EET/TEE KEYWORDS: Carmela Covato; Friendship; Public engagement; Feminism; University.

## **Carmela Covato: amica e collega. Una testimonianza**

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*Carmela Covato: a friend and a colleague. A testimony*

ABSTRACT: This contribution provides a brief testimony of the cordial friendship and close collaboration established in recent decades between the scholar and current rector of the University of Rome Tre, Massimiliano Fiorucci, and the historian of education Carmela Covato, recalling certain scenarios and events that have marked her activity in the Capitoline University.

EET/TEE KEYWORDS: Carmela Covato; Friendship; University of Roma Tre; History of Education; Academic engagement.

## **Essays and Researches / Saggi e Ricerche**

### **The Images of the Ukrainian Teachers of the Early 20<sup>th</sup> Century (after materials of obituaries in pedagogical journals)**

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ABSTRACT: Obituaries to teachers, published in Ukrainian pedagogical journals of the beginning of XX century: «Svitlo» (Kyiv, 1910-1914), «Vilna Ukrainska Shkola» (Kyiv, 1917-1920), «Prosvitianyyn-kooperator» (Romny, 1919-1920) are analyzed in the article. It is revealed that the majority of obituaries are devoted to unknown or little-known teachers, who appear in the texts of obituaries as models for inheritance, as moral guidelines for the entire teacher community. It was cleared that honoring the memory of teachers in the form of obituaries was a national trend in Ukraine in the early twentieth century, a sign of the formation of corporate culture of Ukrainian teachers. It was argued that the commemoration of colleagues in the form of obituaries indicates the solidarity of Ukrainian teachers on the basis of moral values and is a marker of

mentality of the teachers' community as a micro-society of Ukrainian society of early twentieth century. Prospective directions for further research on obituaries have been proposed.

EET/TEE KEYWORDS: Obituary; Pedagogical journal; Ukrainian teacher; Biography; Ukraine; XX Century.

## **Communist Hungarian school in the memories of emigrated children**

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**ABSTRACT:** My study attempts to represent a relatively unknown aspect of Cold War history, based on unique sources, which has not been analysed deeply in the history of education. The sources are interviews with children in Austria, between 1950 and 1954, stored in the Radio Free Europe Archive (OSA). The specific aspects of childhood memories gain highlight here, through taking possible official US goals into consideration. The result is a «(re)-ideologized childhood»: both Hungarian and US administration could only see the children through the lenses of their own political intentions. The paper aims to exceed the simplifying dichotomy of resisting society vs. repressive power with these examples, showing a more complex and dynamic environment. The research utilizes a double, inside/outside perspective, as we can see childhood experiences from a retrospective and transformed view.

EET/TEE KEYWORDS: History of school; Emigrated children; Communism; Hungary; XX Century.

## **La educación española en el último tercio del siglo XX. De la dictadura a la democracia**

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*Spanish education in the last third of the 20<sup>th</sup> century. From dictatorship to democracy*

**ABSTRACT:** The political changes and social transformations that occurred in the last decades of the 20<sup>th</sup> century were fundamental for the evolution of Spanish society. In this paper we present the evolution that Spanish education has experienced from the dictatorship to the democratic stage. Following the legislative development, we will study the period that goes from the final years of the dictatorship with the enactment of the General Education Law in 1970 until the approval of the Organic Law of Education in 2006. Some thirty years in which Spanish education was advancing and transforming spaces. A series of improvements in education stand out, which were reflected in the extension of schooling and in the access of women to different academic levels.

EET/TEE KEYWORDS: School legislation; Education reform; Dictatorship; Technocracy; Democracy; Spain; XX Century.

## **Education of Polish children and youth in Livingstone, Northern Rhodesia, Africa, in 1941-1944**

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**ABSTRACT:** The aim of the article is to portray the establishment of the first Polish schools in East-Central and Southern Africa during the Second World War. The article uses methods relevant to research in the history of education. It presents the emergence of the schools in question as well as the difficulties and achievements related to their activity. The goals and methods of educational and teaching work are also presented here. Particular attention has been paid to the guarding of children and young people against denationalisation, as well as preparing them for life and work both at home and abroad. The role of after-school club activities and youth organisations in the educational process of the young generation has also been emphasised. The

problem is presented based on archival records located mainly at the Polish Institute and Sikorski Museum in London as well as the Hoover Institution on War, Revolution and Peace in Stanford, and also contained in Poland's national resources, in particular at the Institute of National Remembrance and at the Archive of New Files in Warsaw. The schools in Livingstone, which were established in the analysed period under review, developed methods of work in exile that were later applied and further developed in schools organised in over 20 settlements and centres of Polish refugees in Africa. In this way, the schools in question influenced the development of Polish education as well as broadly defined cultural and educational activities in exile during the Second World War.

EET/TEE KEYWORDS: School; Education; Youth; Students; Teachers; Africa; XX Century.

## **Le rôle des livres de lecture dans la transmission des mémoires à facettes multiples: le cas de la Suisse romande et du Tessin (1850-1930)**

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*The role of reading books in the transmission of multifaceted memories: the case of French-speaking Switzerland and Ticino (1850-1930)*

ABSTRACT: Since the establishment of the Swiss school systems during the 19<sup>th</sup> century, textbooks have played an important role as vectors of identity representations. Through transactional circulation, schoolbooks promote the development and dissemination of a national identity. From the second half of the 19<sup>th</sup> century, reading books became objects of school memory and conveyed a public use of the past and favored the dissemination of a collective memory related to the school and its educational experiences. This paper aims to study the setting up of this process in the Swiss case. The study of the corpus of reading books published and used in the French-speaking and the Italian-speaking parts of Switzerland between 1850 and 1930. This contribution will thus highlight how, through teaching materials, the construction of the nation goes beyond the purely ideological aspect to embrace a memory dimension.

EET/TEE KEYWORDS: Reading books; School memory; National identity; Swiss; XIX-XX Centuries.

## **Administrative and methodological innovations of the first years of Soviet power in Russian education (1917-1927)**

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ABSTRACT: The article is devoted to the characteristics of administrative and methodological innovations in Russian education in the first years of the Soviet power (1917- 1927). The political events that determined the development of the Russian enlightenment in this period are characterized as the result of the victory of the Great October Socialist Revolution. Administrative transformations in the country have opened up opportunities for affordable education of children of workers and peasants, and made it more democratic, connected with life and practice of the socialist construction. Methodological innovations are revealed on the example of activities of the People's Commissariat of Education, i.e. its efforts in developing comprehensive curricula and programs. This was the first experience of project-based education in schools

of the Bolshevik Russia, and its implementation was accompanied by great difficulties. Views of a number of significant enlightenment figures of the time, such as N.K. Krupskaya, A.V. Lunacharsky, P.P. Blonsky, M.N. Pokrovsky, S.T. Shatsky, are shown.

EET/TEE KEY WORDS: Soviet education; People's Commissariat of Education; State Academic Council; Russian Federation; XX Century.

## **Saberes e fazeres matemáticos do imigrante italiano no Rio Grande do Sul, Brasil**

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*Mathematical knowledge and practices of the Italian immigrant in Rio Grande do Sul, Brazil*

ABSTRACT: Italian immigration in Rio Grande do Sul began in 1875 with the arrival of families to the first colonies demarcated by the provincial government. In this movement of survival and adaptation to the new location, one can see the construction of artifacts and the presence of crafts that demanded mathematical knowledge, such as the craft of cooperage and various measuring objects, constituting a material culture of these communities. For the analysis of this materiality, Cultural History and the conception of material culture presented by Escolano Benito (2017), studies of everyday life by De Certeau (2014) and in the indicarism of Ginzburg (2007) are mobilized. As an empirical matter, two objects of local daily practice are analyzed: the mold (*sagma*) for building wine barrels and the quarta for measuring cereals. The materialities of these artifacts are presented and their analyzes are understood in the triad proposed by Sennett (2021), showing that mathematical knowledge was adapted to the new context, with generational transmission beyond school.

EET/TEE KEYWORDS: History of mathematic; Mathematical knowledge; History of education; Brazil; XX Century.

## **Imagens de escola nos livros didáticos e fotografias do começo do século XX**

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*School images in textbooks and photographs from the beginning of the 20<sup>th</sup> century*

ABSTRACT: The article deals with the modernization of primary school in São Paulo, with the emergence of the School Group model in the cities, as opposed to the old model, the Isolated School, in force in the countryside. School buildings and textbooks are taken as memory spaces that, when examined together with other materials and discourses, tend to outline images and representations of school, shared by the community. At the beginning of the 20<sup>th</sup> century, schooling was considered important by the government of São Paulo to measure the degree of progress and civilization of countries, putting into practice a modernization project, not only in new school buildings, but also in materials and teaching methods. In photographs and prints that circulated in textbooks at the time, an attempt is made to scrutinize which school images were most desirable and remained in that period.

EET/TEE KEYWORDS: History of public education; Textbook history; School pictures; Brazil; XX Century.

## **«Tengo fe en Chile y su futuro»: trabajos de la memoria sobre fechas emblemáticas del pasado difícil de Chile en la escuela primaria**

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*«I have faith in Chile and its future»: memory works on emblematic dates of Chile's difficult past in primary school*

ABSTRACT: This paper analyses the memory work carried out by the school on emblematic dates of the traumatic past in Chile. A qualitative research was carried out in a school named after an emblematic character of the national past. It describes the work of memory carried out by school actors on an emblematic date of the difficult past, modifying its expression through new commemoration practices from a traumatic and painful character to a creative and forward-looking one. The article provides evidence on the transmission of memories in school events as a space for the transmission of conflictive pasts in the countries of the Southern Cone.

EET/TEE KEYWORDS: School commemorations; Difficult past; Intergenerational relations; Chile; XX Century.

## **Le onorificenze scolastiche agli «apostoli dei tempi nuovi». Memoria scolastica pubblica e rappresentazione del personale scolastico durante il fascismo. Parte prima**

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*The scholastic honors to the «apostles of the new times». Public school memory and representation of school staff during fascism. Part one*

ABSTRACT: The paper aims to investigate public school memory during the fascist regime through school honours. The honour and the associated insignia, the diploma as well as the medal, represent an artefact that in the context of the mass society that connotes Fascist Italy, acquires multiple meanings. Decorations become an instrument aimed at supporting the process of fascisation of the teaching staff, the school system and the Italian extracurricular system. The analysis is conducted on several levels. After the presentation of the forms of honours instituted during the twenty years of Fascism, the analysis dwells on the reports of the commissions set up to evaluate the proposals and celebratory moments for the awarding of the honours with the aim of delving into the models of teacher and schoolmistress conveyed through the awarding of the recognitions to the school personnel, to the people and bodies that distinguished themselves during the twenty years of Fascism.

EET/TEE KEYWORDS: Scholastic honors; Public school memory; Fascism; Italy; XX Century.



## **The memory present in a Diary of Recollections: possibilities of an egodocument for the history of women's education**

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**ABSTRACT:** The general objective of this study is to analyze aspects of autobiographical identity contained in the Diary of Recollections of the Viscountess of Arcozelo, a woman educated in the standards of what was allowed to the female gender belonging to the Brazilian eighteenth-century elite, to become a good wife, mother, and house manager. The Viscountess of Arcozelo's Diary was written throughout the year 1887, and in it are recorded the events of her daily life. The historiographical operation carried out takes this egodocument as a source, in qualitative research that seeks to highlight the practices used to teach in that time and context. The conclusions are centered on the reading possibilities that the egodocument admits in relation to its protagonist, not disregarding the materiality of the object, in the format of a modern diary, and the information it has to offer about female education.

**EET/TEE KEYWORDS:** Diary of recollections; Viscountess of Arcozelo; Female education; Egodocument; Autobiographical writing; Brazil; XIX-XX Centuries.

## **Souvenir d'Auteurs: l'école italienne (fin XIX - debut XX siècle)**

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*Memory of Authors: the Italian school (late XIX - early XX century)*

**ABSTRACT:** This paper aims to emphasize the value of school as a place of memory. Particular attention is paid to the descriptions and the memories of the school provided by Italian writers, active between XIX and XX centuries, with precise reference to school premises, classmates, rural schools, pedagogical methods, punishment and rewards, exams and the memory of teachers. Among the authors here cited, there are also important and well-known names of Italian literature, including for example Salvemini, Negri, Pirandello and Jovine.

**EET/TEE KEYWORDS:** History of education; Italian school; School memory; Authors; XIX-XX Centuries.

## **Two sides of one coin. Images of school in Polish historical education in the times of communism (1945-1989)**

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**ABSTRACT:** This article presents and analyses the various visions of school in historical education during the communist period in Poland – school as a tool of institutional ideologisation, pointing to changes in structure and content within the educational system between 1945-1989. The authors argue that the history of school (its historical image) was an important argument in the ideological struggle, and history textbooks presented

the development of various types of schools and educational transformations as a result of the class struggle, using the Marxist interpretation of history (dialectical materialism and historical materialism). On the other hand, a 'bottom-up' vision of school is presented, from the local and regional perspective, by analysing the phenomenon of school traditions, cultivating, sometimes regardless of ideological pressure, old school patterns, restoring the memory of its teachers and pupils. In this case, the memory of subsequent generations of pupils played a greater role than the official, state-imposed version of history.

EET/TEE KEYWORDS: Communism; Historical education; School textbooks; School chamber of tradition; Poland; XX Century.

## **Children's Holidays – Santa Claus**

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ABSTRACT: Religious holidays in Serbia, which dominated until the end of the Second World War, were mostly related to events in the patriarchal environment. The family, as the basis of society, played a decisive role in nurturing tradition, religion and language, so family holidays dominated everyday life. Especially Christmas, which was the happiest Serbian holiday. In the period between the two wars, in addition to uniqueness and individuality, the festivities had a general state and general national character. In the spread of New Year's holidays, which replaced Christmas in the first years after the Second World War, the leading role was played by women, while the youngest were the main bearers of transformation. Many pre-war rituals in the celebration were replaced, and the emphasis was on celebrating the New Year and Santa Claus as the main character of the spectacle. Using the customs that were important for spreading progress, the ruling party, through the political role of the holiday, spread the ideological content of its ideas.

EET/TEE KEYWORDS: Children's holidays; Political role of holidays; Socialist Yugoslavia; Christmas; Serbia; XX Century.

## **The *memorandum* of the Educational Association «Ekpaideftikós Omilos» (EO), an innovation proposal for the program of the Primary School, the Teaching and the Higher Girl's School by the EO**

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ABSTRACT: The presentation refers to the action of the Educational Association «Ekpaideftikós Omilos» (EO) during 1912 and specifically to the compilation of a complete proposal-memorandum for detailed study programs. The Central Supervisory Board of Greece, requests the assistance of the EO for the formulation of specific proposals-plans regarding a planned reform in the program of primary, girls' and teaching schools. The EO appointed a special committee for the elaboration of the programs and sent the memorandum to the recipients at the end of May 1912. The memorandum first attempts a theoretical reference to the didactic and pedagogical issues and gives specific instructions for the teaching of the courses by defining the program schedule of the six-grade primary school and the upper girls' school, the role and necessity of the teaching and is the first official systematic educational work of EO.

EET/TEE KEYWORDS: Educational Association; Female education; Primary school; Teaching; Higher education; Greece; XX Century.

## **Educare alla democrazia. Luigi Giussani e la democrazia (1950-1970)**

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### *Educating Democracy. Luigi Giussani and Democracy (1950-1970)*

ABSTRACT: The political and social thought of Luigi Giussani – founder of the international Catholic movement of Communion and Liberation – was often described, in the 1980s, as antithetical to a democratic conception and identified, on the contrary, with a form of neo-theocracy directly descended from what would have been the «religious intransigentism» of the experience of Gioventù Studentesca (GS) first, and of Communion and Liberation later. This essay reconstructs the development of the reflections of Luigi Giussani and the students of Gioventù Studentesca on democracy between the 1950s and 1960s, returning a novel picture compared to the one outlined so far by a part of historiography.

EET/TEE KEYWORDS: Luigi Giussani; Communion and Liberation; Student movements; Education; Italy; XX Century.

### **Critical Reviews / Rassegne critiche**

## **Segnalazioni storico pedagogico educative 2021-2022**

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### *Reporting of historical-educational works 2021-2022*

ABSTRACT: This article offers an interesting bibliographical review of the latest works on the History of Pedagogy and History of Education published in Italy between 2021 and 2022. Analyzing the various works, the author presents the themes covered in each volume and highlights some fundamental aspects of these researches, and, in general, of the recent Italian historical-educational culture.

EET/TEE KEYWORDS: History of education; History of pedagogy; History of university; Italy; XXI Century.

## **Children's literature fostering a humane attitude towards animals during the late 19<sup>th</sup> and early 20<sup>th</sup> century: bibliographical aspect**

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ABSTRACT: During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, society reached a stage of development that allowed adults to come to an awareness of the need to educate their children to show care and compassion for animals. This led to the development of fiction and popular science literature for children in which caring attitudes towards animals were portrayed. This development was facilitated by prominent educators such as Tolstoy and Ushinsky, who wrote readers for children, and by the emergence of literary works, translations and anthologies that explored this theme, and led to the proliferation of ideas regarding the humane treatment of animals. Of particular note is a series of anthologies entitled Animal Friend, that is examined in some detail.

EET/TEE KEYWORDS: Education; Animals; Compassion; Children's literature; Ukraine; XIX-XX Centuries.

## **Tra letteratura per l'infanzia e costruzione dell'identità nazionale. A proposito di un recente lavoro di ricerca**

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*Between Children's Literature and the construction of the national identity. About a recent research work*  
ABSTRACT: These four papers present relevant insights on the recent work *Tra mobilitazione giovanile e costruzione dell'identità nazionale. Luigi Bertelli/Vamba scrittore per l'infanzia dall'età giolittiana al primo dopoguerra* by Sofia Montecchiani. Starting from different perspectives due to the research interest of each one, the authors offer keys to reading and to understanding useful to the comprehension of the value of the book and to the contextualization of Bertelli's literary and political work. In particular they highlighted the significant *Vamba's* contribution to children's literature and his important engagement in youth mobilization and in the construction of the Italian identity.

EET/TEE KEYWORDS: Children's Literature; Periodical press for children and youth; National identity; Luigi Bertelli (*Vamba*); Italy; XIX-XX Centuries.

### **Forum / Discussioni**

## **José María Hernández Díaz, un educador con historia**

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*José María Hernández Díaz, an educator with a history*

ABSTRACT: This paper would like to be a tribute to professor José María Hernández Díaz's work, who has been one of the main characters of the dissemination of the history of education across the seas. During his long and complex career, he has received national and international recognition for his hard research work, and he has become one of the protagonists of the Pedagogy of the XX-XXI centuries. As a supporter of science, he works with rigor and harmony, and in his contributions he has always maintained an evident and demonstrable seriousness, an identity that, as he himself stated, is the essence of the historians.

EET/TEE KEYWORDS: José María Hernández Díaz; History of education; Pedagogy; Research; Spain; XX-XXI Centuries.

## **A Forty Year period of Studies and Research on Marxism and Education**

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**ABSTRACT:** The contribution intends to offer a critical interpretative survey of the historiographical production published in Italy in the last forty years concerning pedagogical Marxism, with particular attention to the studies dedicated to Antonio Labriola and Antonio Gramsci. After a long season in which studies on Marxism and education have hardly circulated in the cultural and academic debate of our country, also coinciding with the affirmation of other paradigms in the educational field connected to the so-called «educational sciences», it should be noted, from the mid-2000s, a rediscovery and a resumption of an intense season of studies dedicated to theoretical Marxism and also to the related educational issues, especially in the reflections of Marx, but also of Labriola and Gramsci.

**EET/TEE KEYWORDS:** Marxism; Education; Hegemony, School; Practice; XX Century.

## **Intervista a Maria Giacobbe, autrice del *Diario di una maestra***

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*Interview with Maria Giacobbe, author of Diario di una maestra*

**ABSTRACT:** This essay aims to report an interview granted by the Sardinian writer Maria Giacobbe who became famous at the beginning thanks to her *Diario di una maestra*, an «ego-document» about her initial phase of teaching in rural and poor territories in North Sardinia. Many aspects of her life and the genesis of his well-known Diary help to understand better her social commitment and underline crucial aspects that are particularly explanatory of his pedagogical method. She taught during the postwar period, and she saw the situation first-hand of extreme poverty and illiteracy. Furthermore, in many Sardinian countries the instruction hadn't a value. Although nobody believed in her students, Maria Giacobbe, in her way, created a harmonious and dynamic dialogue between students and her, considering them respectable of care and attention.

**EET/TEE KEYWORDS:** History of education; Egodocument; Teaching memory; Italy; XX Century.

## **Il potere delle immagini: l'iconografia della «Gioventù eroica» e dell'«uomo nuovo fascista» nelle illustrazioni dei quaderni di scuola del Ventennio**

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*The power of pictures: the iconography of the «Heroic Youth» and the «new fascist man» in the illustrations of the school notebooks of the Twenties*

**ABSTRACT:** The school notebooks were the focus of the specific attention of the educational history of the last two decades, as particularly significant sources for the reconstruction of the school custom and the teaching practices characterizing the European and non-European educational systems at the turn of nineteenth and 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 the educational kit. So, they came to play an “another” and very different role than the one they originally possessed 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 real ideological and political means of propaganda can be dated back even before, and independently, to 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 appeared on the covers of school notebooks, Mussolini’s regime tried to convey the ideal of the totally fascist child and boy.

EET/TEE KEYWORDS: History of education; School notebooks; Image of childhood and youth; Italy; Fascist period; XX Century.

### **Notices / Recensioni**

Carmela Covato, *L’itinerario pedagogico del marxismo italiano*, premessa di R. Sani, nuova edizione, Roma, Edizioni Conoscenza, 2022, pp. 7-280.

(Carmen Betti)

Simonetta Polenghi, András Németh, Tomáš Kasper (edd.), *Corpo ed educazione in Europa (1900-1950). Movimenti socioculturali, salute pubblica, norme pedagogiche*, Parma, Edizioni Junior, 2022, 255 pp.

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Roberto Sani, *La Storia dell’Arte come disciplina scolastica. Dal primo Novecento al secondo dopoguerra*, Macerata, eum, 2022, 256 pp.

(Michel Ostenc)

Sofia Montecchiani, *Per una storia dell’assistenza ed educazione dell’infanzia abbandonata nelle Marche. Il brefotrofo di Osimo dal primo Ottocento al secondo dopoguerra*, Macerata, eum, 2021, 191 pp.

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Carla Ida Salviati, *Nuove Edizioni Romane. Libri che continuano a fare storia*, Firenze, Giunti Editore, 2021, 125 pp.

(Lucia Paciaroni)

**Scientific News and Activities of Research Centres / Cronache scientifiche e Attività degli istituti di ricerca**

### ***The School and Its Many Pasts. School Memories between Social Perception and Collective Representation. Un recente convegno internazionale di studi***

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The School and Its Many Pasts. School Memories between Social Perception and Collective Representation.  
*A recent International Conference*

ABSTRACT: This contribution intends to collect all the contributions presented at the International Conference *The School and Its Many Pasts. School Memories between Social Perception and Collective Representation*, held in Macerata from 12 to 15 December 2022. It was the occasion of which scholars from different countries to discuss the theme of school memory, understood as individual practice, collective and public commemoration of a common school past. The conference was the closing moment of the research project of relevant national interest «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)», lasting three years, attended by scholars from 14 Italian universities, who had the opportunity to compare their research with those of other Italian and foreign colleagues. The international event – hosted by the University of Macerata – has provided the opportunity for many participants to enrich the reflection on the theme, to establish valuable synergies and further forms of collaboration in research and to give an authentically international breath to the deepening of a line of investigation that still has many stimuli and suggestions to offer to historians of education and school.

EET/TEE KEYWORDS: School Memories; National Project; International Conference; Italy; XIX-XX Centuries.