

# Abstracts

## Vol. XVI n. 2 (2021)

*Journals for teachers, children and youth as a transnational phenomenon. Directions and experiences of the periodical press in Italy, Brazil, Spain, France and United States between political, social and cultural changes in 19<sup>th</sup> and 20<sup>th</sup> Centuries*

### Apresentação

Alberto Barausse  
barausse@unimol.it

Claudia Panizzolo  
claudiapanizzolo@uol.com.br

Roberto Sani  
roberto.sani@unimc.it

Mirian Jorge Warde  
mjwarde@uol.com.br

ABSTRACT: Journals for teachers, for children and youth are nowadays collectively considered a unique source for the History of Education and for the historiographical and pedagogical reconstruction of specific social processes. In line with this recent research perspective, this collection of papers intends to analyse international experiences, from Italy, Spain, Brazil, France and USA, which are an emblem of the significant educational contribution given by this particular kind of periodical press during the 19<sup>th</sup> and 20<sup>th</sup> Centuries. To be specific, every article aims to highlight peculiar aspects of this type of journals, such as their enhancement of the teacher training, or their support to school life, or even in the process of building the national awareness.

EET/TEE KEYWORDS: Educational press; Journals for teachers; Journals for children and youth; International experiences; XIX-XX Centuries

## **A imprensa pedagógica. Fonte de identidade docente e memória profissional**

Justino Pereira de Magalhães  
justinomagalhaes@ie.ulisboa.pt

### *The pedagogical press. Identity and teaching memory*

ABSTRACT: Scientific, cultural and pedagogical magazines are a means of sociability and dissemination of knowledge, oriented towards innovation. Education writing is meta-education, knowledge, action, innovation, memory. Due to humanistic and social intentionality, the news and educational arguments are based on the realized, the observed, the programmed. The pedagogical press generates effects of memory, normalization, diversification, differentiation, innovation, theorizing and giving examples of life and good practices. So, one of the frequent sections in pedagogical journals are subjects related to teaching, nature, status, training and exercise of the teaching profession.

EET/TEE KEYWORDS: History of Education; Pedagogical press; Professional identity; Teaching memory; Portugal; XVI-XIX Centuries.

## **As revistas de educação e ensino como objeto de historiadores da educação (Brasil, 1988-2021)**

Mirian Jorge Warde  
mjwarde@uol.com.br

### *Educational and teaching magazines as object of historians of the education (Brazil, 1998-2021)*

ABSTRACT: The Author selected 308 writings by Brazilian historians of education who chose one or more education and teaching journals as their object. From these works, she registered 123 Brazilian journals, classifying them into 12 types; she informs of them: title, complete life cycle, place of publication and responsible for the creation or financing. She explores some of the most frequent types and among them, some of the most researched journals. The Author highlights three doctoral theses that become mandatory references for studies on the subject and ends with some considerations on studies on 12 foreign educational journals examined in Brazil by historians of education. The main objective is to present the reader with a map of the journals that have already entered the radar of Brazilian historians so that, by contrast, gaps and silences are highlighted.

EET/TEE KEYWORDS: Periodical Press; Educational and teaching magazines; History of Education; Brazil; XX-XXI Centuries.

## **A imprensa periódica para professores na Itália (1861-1945)**

Roberto Sani  
roberto.sani@unimc.it

### *The periodical press for teachers in Italy (1861-1945)*

ABSTRACT: Author reconstructs the origins and development of the periodical press for teachers and schools published in Italy between the 19<sup>th</sup> and 20<sup>th</sup> centuries and, in particular, from the period of national unification (1861) until the fall of fascism and the end of the second world war (1945). Of the more than twelve hundred periodicals published in this phase, A. explores the typographic and editorial characteristics as well as the objectives and achievements, offering an extraordinarily rich and suggestive cross-section of the role that this periodical press played in the implementation, growth and modernization of the school system Italian, as well as the specific role it plays in the pedagogical and didactic innovation of the school, in the professional updating of teachers and in the legal and economic improvement of the entire teaching category.

EET/TEE KEYWORDS: History of Education; Journals for Teachers and Schools; Didactic Innovation; Teachers' Associations; Fascism; Italy; XIX-XX Centuries.

## **Las revistas de los sindicatos de enseñanza en España. Génesis, consolidación y nuevas formas de comunicación a los docentes**

José María Hernández Díaz  
jmhd@usal.es

*The magazines of the teacher's unions in Spain. Genesis, consolidation and new forms of communication to teachers*

ABSTRACT: In Spain, the teacher's union have a long history, almost centennial old in some cases, but most of them emerge in the context of the political transition at the end of the Franco regime, and specifically when they are allowed as free unions as of 1977. At all times throughout its history, each of the unions is endowed with instruments of support, dissemination and debate, such as their own union magazines or bulletins. All teacher unions have different written dissemination spokesmen (whether in paper or digital format), with a general nature for the whole of Spain, an almost always also combined with other union bulletins of the organizations established in each of the Autonomous Communities. As a consequence of the important decentralization of the Spanish educational system, applied progressively since the Constitution of 1978 and the subsequent Statues of Autonomy, the management of many educational matters of each day needs to offer quick and effective responses for the benefit of affiliate members and supporters, and sometimes documentation for educational policy debate and teacher training. This is where the meaning and appearance of many of the magazines and bulletins of the territorial teacher union organizations, even the provincial ones, is located. All this has favoured an immense flowering of union education publications in the last forty years of union history and history of education in Spain.

EET/TEE KEYWORDS: Teacher's unions; Communication; Journals; Spain; XX-XXI Centuries.

## **I periodici dell'associazionismo degli insegnanti primari nell'Italia del secondo Ottocento**

Alberto Barausse  
barausse@unimol.it

*Periodical press of Italian primary teachers' associations in the second half of the XIX century*

ABSTRACT: In the second half of the XIX century, journals and gazettes which were the expression of teachers' associations spread also in Italy, as a consequence of the building of a national school system and of the evolution of the school publishing market. It was a phenomenon which in the wider framework of the development of the educational and school press, was closely linked to the need of building a stronger professional identity of Italian teachers. Indeed, in that period they began to structure themselves as a social group with the ambition to manage to count in the political arena and in school policy making. This article aims to analyse the origins and the development of the magazines which in the second half of the XIX century gave voice to the associations' world of Italian male and female schoolteachers.

KEYWORDS: Teachers' press; Teachers' associations; Nation building and teaching; Italy; XIX Century.

## **Jornais e revistas infanto-juvenis na Itália do século XIX**

Anna Ascenzi  
anna.ascenzi@unimc.it

Roberto Sani  
roberto.sani@unimc.it

### *Italian journals for children and youth in the XIX Century*

ABSTRACT: Through the use of a very extensive documentation that is still little used, if not completely ignored by scholars, this contribution reconstructs for the first time in an organic way the complex and multifaceted reality of the periodical press for children and young people published in Italy during the 19<sup>th</sup> century, from the first collections of readings created and directed by Pietro Thouar and Raffaello Lambruschini in the preunification period in Florence, to the exuberant and captivating illustrated newspapers of the end of the century. The work focuses on the creation, during the 19<sup>th</sup> century, of several editorial centers specialized in the edition of newspapers and magazines for children and youth in the peninsula (Florence, Milan, Rome, etc.) and on the role played by the directors and/or editors/collaborators of the periodicals studied, by some of the main children and youth editors of the time, as well as by a series of editors destined to play a role of primordial importance in the national panorama that took place in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

EET/TEE KEYWORDS: History of Education; History of children's literature; Journals for children; Italy; XIX Century.

## **Publicações periódicas para professores universitários dos séculos XIX e XX. Uma fonte valiosa para estudar a história da universidade italiana**

Luigiaurelio Pomante  
luigiaurelio.pomante@unimc.it

### *Periodic journals for university professors from the XIX and XX Centuries. A valuable source for studying the history of the Italian university*

ABSTRACT: This article aims to present and analyze the genesis and development of the most important journals for university professors published in Italy between the nineteenth and twentieth centuries. Through

a careful and meticulous analysis of the contents of the numerous files of the various publications examined, communication tools in the academic world as well as a sounding board for university problems within the society of the time, it is possible to reconstruct the most significant passages, from both a historical and legislative point of view, of the evolution of the University and higher education in the Italian Peninsula.

EET/TEE KEYWORDS: History of University; Higher education; Journals; Italy; XIX-XX Centuries.

## **Didattica e coscienza magistrale nella stampa scolastica italiana. Due giornali educativi nella Basilicata di fine Ottocento**

Michela D'Alessio

michelina.dalessio@unibas.it

Clelia Tomasco

clelia.tomasco@unibas.it

*Didactics and teaching profession in the Italian school press. Two educational journals in late 19<sup>th</sup> century in Basilicata region*

ABSTRACT: Following the growing historiographical attention paid to the Italian educational press, the article intends to give light on some publications specialized in the training of southern primary school teachers: «Il Maestro elementare» and «L'Educatore Lucano», circulating in Basilicata region at the end of the nineteenth century. Despite the short life of these educational journals, it is of significant interest both to retrace the editorial events and to examine the issues addressed in favor of southern Italy teachers: on debates of the school policy, contemporary pedagogical addresses and specific issues in the didactic field.

EET/TEE KEYWORDS: School journal; Teaching profession; Teaching method; Italy; XIX Century.

## **Catholics and teacher training at the turn of the 20<sup>th</sup> century. The contribution of journals published by La Scuola in Brescia**

Carla Ghizzoni

carla.ghizzoni@unicatt.it

Renata Bressanelli

renata.bressanelli1@unicatt.it

ABSTRACT: This essay brings to light the role of periodicals produced by La Scuola publishing house (which is still in operation today) in the training of elementary school and women infant school teachers. It first offers an analysis of the political-educational debates and pedagogical and cultural context informing the decision, in 1893, to found a Catholic journal for elementary school teachers – «Scuola Italiana Moderna» – initially set up in Milan, where it was published by Antonio Vallardi. Following a review of the first decade of this periodical's existence, the paper documents its subsequent evolution under the publishing house La Scuola, which was founded in Brescia in May 1904 by leading exponents of the contemporary Catholic movement. The focus of the essay next shifts onto the publishing company's decision, in 1913, to expand its sphere of influence by launching a journal for women kindergarten teachers entitled «Pro Infantia». The insights

offered here are based on in-depth analysis of all the issues of these two periodicals, from their founding up to the introduction of the Gentile reform when they were confronted with radical changes in the Italian school system. Overall, the paper brings into focus the role of these two journals in disseminating educational perspectives and models, furthering the professional development of teachers, supporting teachers' battles for recognition of their rights as workers, and transmitting ideals and values, thereby demonstrating their importance within the reconstructed history of Italian educational institutions and its protagonists.

EET/TEE KEYWORDS: History of Education; Schools and education journals; Teacher training; Italy; XIX-XX Centuries.

## **«Hacia el Sol Naciente». La prensa periódica socialista para la infancia entre la educación moral y la construcción de la conciencia de clase en Italia (1900-1919)**

Juri Meda

juri.meda@unimc.it

Carlos Sanz Simón

csa02@ucm.es

*«Towards the Rising Sun». The Socialist Periodical Press for Children between Moral Education and the Construction of Class Consciousness in Italy (1900-1919)*

ABSTRACT: In 1907 the anarchist Leda Rafanelli published the pamphlet *Contro la scuola* [Against School], in which she attacked state schools and children's literature – full of sentimentalism and hypocritical charity – as tools of bourgeois propaganda and invited the socialist movement to «refute the books read in schools, fill the gaps in the stories approved by State and reveal lies». If the school and the reading books adopted in it were functional to the assimilation by lower classes' kids of the bourgeois behavioral models, the socialist movement was therefore obliged to find other means to educate them to values as equality, solidarity and anti-militarism, while consolidating their class consciousness. It was in this context that at the beginning of the 20<sup>th</sup> century lay proletarian recreational centers arose throughout Italy and a growing number of children's periodicals inspired by socialist ideals and values were printed. The first publications were isolated initiatives by groups of socialist teachers (as in the case of «Figli del Popolo») and publishing houses close to the Italian Socialist Party (as in the case of «Primavera» by Vittorio Podrecca). Later, in correspondence of the First War World, when the patriotic mobilization initiatives aimed at children by the liberal ruling class became more pressing, within the Italian Socialist Youth Federation matured the need to have increasingly refined tools to counteract the nationalistic propaganda. This is how the weekly magazine «Il Germoglio» by Italo Toscani was founded, although it was soon closed in order to make space for «Cuore», a new editorial initiative.

EET/TEE KEYWORDS: Socialism; Periodical press; Childhood; Italy; XX Century.

## **Métodos de ensino para a inovação pedagógica nas décadas de 1930 a 1950. O que a «Revista de Educação» de São Paulo divulga?**

Regina Cândida Ellero Gualtieri

regina.gualtieri@unifesp.br

*Teaching methods for pedagogical innovation in the 1930s to 1950s. What does «Revista de Educação» of São Paulo disclose?*

ABSTRACT: This article analyzes texts referring to teaching methods, published from the 1930s to the 1950s, in «Revista de Educação», a periodical linked to the public administration of education in the state of São Paulo. Such texts, written by teachers, school principals and educational technicians, deal with the teaching of school subjects, presumably following methodological innovations, many of which are advertised as “escolanovistas”. The analysis focuses on some texts referring to literacy and calculus. In these three decades, a period that covers the life of this journal, the reach of innovations, their success or failure to achieve the intended, are differently estimated by the authors, but their perspectives are related to the functions they occupy in the structure of the educational system, with the place of speech and with interests arising therefrom.

EET/TEE KEYWORDS: Educational journal; School success and failure; Teaching methods; Brazil; XX Century.

## **A imprensa de educação e ensino no Maranhão e Pará (1844-1954): primeiras aproximações**

Samuel Luis Velázquez Castellanos  
samuel.velasquez@ufma.br

Cesar Augusto Castro  
ccampin.ufma@gmail.com

*The education and teaching press in Maranhão and Pará (1844-1954): first approximations*

ABSTRACT: This article analyzes the circulation of education and teaching press in Maranhão and Pará in the imperial and republican, understood as a vehicle for the dissemination of pedagogical ideas and models, mobilizing authors/editors/teachers/ students based on records, exhibitor of the printing places and registered school practices, considering here the institutions and subjects involved as producers and consumers. These printed materials are used as a source and object to mine data, taking into account their specificity, analyzing them and crossing them with information from the Paraoaras and Maranhenses newspapers catalogs in light of the assumptions of cultural history.

EET/TEE KEYWORDS: Education and Teaching Press; Circulation of School Newspapers; Pedagogical Ideas; History of Education; Brazil; XIX-XX Centuries

## **A Revista «Escola Nova»: o objeto impresso a serviço da reforma do ensino**

Carlos Monarcha  
carlos.monarcha@gmail.com

*Journal «Escola Nova»: the printed object at the service of education reform*

ABSTRACT: This paper presents results of studies and research centered on the magazine «Escola Nova», which was a publication organized and directed by Manoel Bergström Lourenço Filho from 1930 to 1931. Lourenço Filho was named General Director of Public Instruction by the Provisional Government of the 1930

Revolution. He used the magazine as a mouthpiece for the ongoing education reform and dissemination of topics concerning the renewal of pedagogical culture, namely the new school, school programs, education and health, initiation to study of tests, the professional orientation problem, and educational cinema.

EET/TEE KEYWORDS: Lourenço Filho; Education reform; Didactic innovation; «Escola Nova»; Brazil; XX Century.

## **Bem servir e bem informar: a revista «Atualidades Pedagógicas» e a ofensiva cultural da Companhia Editora Nacional (1950-1962)**

Claudia Panizzolo

claudiapanizzolo@uol.com.br

*Well serve and well inform: the journal «Atualidades Pedagógicas» and the cultural offensive of the Companhia Editora Nacional (1950-1962)*

ABSTRACT: The aim of this article is to conduct a study on the journal «Atualidades Pedagógicas» published by “Companhia Editora Nacional”, between 1950 and 1962, through the analysis of its life cycle, the establishment of its thematic recurrences, and the understanding of the mediating subjects who produced and spread the periodical. Anchored in the references of Cultural History, the source is taken from the 54 issues published by the journal «Atualidades Pedagógicas». As a result, it can be said that the magazine aimed to configure the educational field through the dissemination of pedagogical knowledge, the standardization of the organization of time and school space, and the standardization of teachers’ performance.

EET/TEE KEYWORDS: Atualidades Pedagógicas; Companhia Editora Nacional; Educational periodical press; High school; Brazil; XX Century.

## **Reconstruyendo la historia de «La Escuela» y del «Magisterio Leonés» de finales del siglo XIX**

Alesia Cachazo Vasallo

acacv@unileon.es

*Reconstructing the history of the «La Escuela» and of «Magisterio Leonés» journals in the late 19<sup>th</sup> century*

ABSTRACT: Through the analysis of two pedagogical periodical publications such as «La Escuela» de León and «El Magisterio Leonés», an attempt will be made to reconstruct the puzzle that allows us to know, from the hand of its protagonists, how public education was and how it worked in the city of León and in his province in the years prior to the creation of the Ministry of Public Instruction on April 18, 1900. It will delve into the needs declared by education professionals, the characteristics of schools and the regulations that were being published on this subject and how they were put into practice in said territory.

EET/TEE KEYWORDS: Pedagogical press; School; Instruction; Magisterium; Spain; XIX Century.

## **La llama de la *Institución Libre de Enseñanza* en el exilio: «Boletín de la Corporación de Antiguos Alumnos», grupo de México (1958-1968)**



Raquel Vázquez Ramil  
mariaraquel.vazquez@uva.es

Ángel Serafín Porto Ucha  
angelserafin.porto@usc.es

*The flame of the Institución Libre de Enseñanza in Exile: «Boletín de la Corporación de Antiguos Alumnos» Mexico Group (1958-1968)*

ABSTRACT: We intend to analyze the work done by the Corporation of Alumni of the Institución Libre de Enseñanza, Instituto Escuela and Residencia de Estudiantes of Madrid to preserve in Mexican exile the memory of a project that marked the pedagogical renewal in Spain since 1876 until the tragic break of the Spanish Civil War (1936-1939). For that purpose we have a collection of bulletins published in Mexico between 1958 and 1968, in which we distinguish three main levels: 1) The aim to continue the line of the preceding «Boletín de la Institución Libre de Enseñanza», collecting experiences of pedagogical progress. 2) The preservation of the memory of those who had led the institutionist project. 3) The communication, in the 1960s, between the exiled intellectuals in Mexico and those who lived a particular “inner exile” in a Spain still closed to the world.

EET/TEE KEYWORDS: Exile; Pedagogical Press; Corporation of Alumni; Spain; XX Century.

## **Los Colegios Mayores en España (1960): gestión y participación de los estudiantes a través de la prensa universitaria**

Tatiane de Freitas Ermel  
tdefreit@ucm.es

*Colegios Mayores in Spain (1960): student management and participation through the university press*

ABSTRACT: This study aims to analyze the role of the university press and student participation in two journals published in Colegios Mayores (university residences) in Spain in the 1960s. Our documentary research looks into «Revista Anaya» (1963-64), published at San Bartolomé, a Colegio Mayor in Salamanca, and «Revista Cisneros» (1967-1969), published at Ximenez Cisneros, a Colegio Mayor in Madrid. It highlights topics related to editorial management, as well as discussions on campus life and political positions. We have observed that both journals expressed the directive ideas of specific college groups, working as an official agency for the shaping of students' worldview. Also, our research critically reflects on the structure of said journals, especially as far as the need for establishing dialogue with society is concerned. Student organizations' failure to adhere to editorial projects may be interpreted as a critical stance before the model then in force.

EET/TEE KEYWORDS: History of Education; Spanish Higher Education; University press; Residential Colleges; Student participation; Spain; XX Century.

## **La place de l'histoire dans la «Revue de l'Instruction publique» (1842-1847). Une nouvelle discipline pour un nouveau professorat?**

Jean-Charles Geslot  
jean-charles.geslot@uvsq.fr

*The place of History in the «Revue de l'Instruction publique» (1842-1847). A New Discipline for a New Professorship?*

ABSTRACT: Founded in 1842 by Louis Hachette, the «Revue de l'Instruction publique» quickly established itself as a major actor in the process of professionalization of the Université community. Written by teachers linked to the Hachette company, it was aimed directly at teachers, providing them with the practical and institutional information typical of professional journals. Above all, it contributed to the social and political affirmation of the teaching profession, for which it acted as an organ of defense against its adversaries. As shown by the example of the historical discipline, it also plays the role of a scholarly journal, offering scientific articles and book reviews likely to reinforce the disciplinary level of teachers. Concerned with improving the level and credibility of academics, the journal thus contributed to their professionalization.

EET/TEE KEYWORDS: Magazine; Teachers; Public Instruction; France; XIX Century.

## **Curriculum and racial differences: affective encounters in educational journals**

Nancy Lesko

lesko@exchange.tc.columbia.edu

Stephanie D. McCall

sdm36@tc.columbia.edu

ABSTRACT: The changing diversity of who attended school in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries was met with passionate responses about curricular knowledge. These responses to the demographic phenomenon of difference during The Great Migration reshaped school relations and conditions in what can be analyzed as broader «contact zones» over «good» curriculum. With increased access, schools had become the object of hope for some historically marginalized groups like Black Americans and women, but considered an object of danger for others. In the tides of more rational arguments for expanded literacy, social opportunities, and economic growth in US education, we are especially curious about how cultural and political moods were expressed and documented in two university-based education journals. We examine the circulation of curricular ideas along with a constellation of affects related to cultural differences, segregation, harmony, and progress.

EET/TEE KEYWORDS: Curriculum; Education; Journals; Race; Affect theory; USA; XIX-XX Century.

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

### **Making women visible. Female students at the University of Cambridge in 1860s-1980s**

Inna Kravchuk

i.kravchuk@udpu.edu.ua

ABSTRACT: The paper focuses on women's educational experiences at the University of Cambridge in 1860s-1980s. Women had to overcome lots of obstacles in the way of access to university education on the same terms as men. The attitude of university administration towards female education was rather controversial.

Due to the efforts of Emily Davies, the first British residential college for women was founded in Hitchin in 1869. It was considered a bold initiative at that time. Soon Newnham, another women's college in connection with the University of Cambridge, was established. However, then the rate of change slowed down for a long time and women had to fight for equality of opportunity, justice and recognition. Several attempts to make female students eligible to receive degrees failed. The University of Cambridge became the last among British universities to allow women officially graduate and admit them to full membership.

EET/TEE KEYWORDS: Women's education; University of Cambridge; Higher education; Women's college; Female students; England; XIX-XX Centuries.

## **Un salesiano a servizio della «buona stampa» per ragazzi: Rufillo Uguccione e la SEI (1922-1966)**

Francesca Davida Pizzigoni  
f.pizzigoni@indire.it

*A Salesian at the service of the «good press» for children: Rufillo Uguccione and SEI (1922-1966)*

ABSTRACT: The article explores the figure of Rufillo Uguccione, a writer for children whose work perfectly embodies the Salesian spirit and the role of the priest-writer. His publications, both in educational theater and in historical-moralizing texts, are almost entirely published by SEI, the Turin publishing house founded by Don Bosco within which Uguccione also plays the role of editorial consultant for over thirty years. His work and his role within the publishing house are analyzed through the privileged source of the Archive of the SEI Press Office which allows us to highlight how Uguccione can be considered the last «écrivain-maison» in children's production of this historic Catholic publishing house.

EET/TEE KEYWORDS: Children's literature; Catholic publishing house; Rufillo Uguccione; Italy; XIX Century.

## **Board games for children of pre-school age as an instrument for shaping regional and national identity in Warmia (East Prussia) during the inter-war period**

Barbara Sapała  
barbara.sapala@uwm.edu.pl

Małgorzata Sławińska  
malgorzata.slawska@uwm.edu.pl

ABSTRACT: Currently, there is very little known about the methods and content used in pre-school education in the two decades of the interwar period in the region of East Prussia. Two board games from the period 1935-1936 made by students at the Higher College for Teachers at Pre-Schools and Orphanages in Olsztyn, allows one to reflect on pre-school educator's aims and influence regarding the ideals of the national education being provided by Germany at that time. The particular socio-historical context of Warmia and Masuria, that is southern East Prussia, allows one to decipher the messages contained in the game whose aim was to educate children in a desired model of national identity being accomplished through fostering love for one's homeland (Heimat).

EET/TEE KEYWORDS: Board games; Heimat; Regional and national identity; Pre-school; East Prussia; XX Century.

## **Memorie di scuola a Campo Verano. I monumenti funebri a Erminia Fuà Fusinato e a Carlo Belviglieri**

Valentino Minuto  
v.minuto@unimc.it

*School memories at the Campo Verano. Funeral monuments to Erminia Fuà Fusinato and Carlo Belviglieri*

ABSTRACT: This essay explores the historical meaning of the funeral monuments to two praiseworthy educators, Erminia Fuà Fusinato (1834-1876) and Carlo Belviglieri (1826- 1885). The monumental honours paid in the solemnity of the Campo Verano in Rome are testimonies of the highest value publicly recognized to the deceased. While celebrating Fuà Fusinato and Belviglieri's educational merits, the monuments fix a symbolic message in the hard materiality of the marble: they preserve durably a paradigm of teaching worthy to be handed down over time. The joint analysis of monumental sources and commemorative documents is therefore revealing for the cultural history of school. Together with a reconstruction of the history of the monuments – from the birth of the initiative to the inauguration, an inferential work has been carried out on printed materials: a set of a good teacher's qualities has been extracted from the in memoriam speeches given during the inaugural ceremonies and other official occasions of homage, as well as from the writings of praise; it deals with some of the ideals of behaviour – differentiated according to gender – constitutive of the public imaginary about teaching during the post-Risorgimento period.

ETT/TEE KEYWORDS: Memory; Teacher behaviour; Praise; Cultural pattern; Cultural Heritage; Italy; XIX Century.

## **From Education 1.0 to Education 4.0. Teacher training models from the 19<sup>th</sup> Century to the present day**

Jarosław Kinal  
jaroslawkinal@gmail.com

ABSTRACT: The rapidly changing reality that has remained under the influence of technology development and the industrial revolution since the 19<sup>th</sup> century has largely depreciated the teaching profession and the forms and type of professional certification. The link between education and industry related to socialization and culture-forming processes is part of the development of individuals within societies and part of a broader formal development plan for various types of state and national organizations. The processes of systemic changes in education do not always keep up with the changing social, political and economic situation. At the same time, it is extremely difficult to work out a coherent model of teaching staff in different countries. The author of this article presents the historical outline of teacher education assumptions since ancient times, with particular emphasis on Poland. In addition, he is the first to correlate Education 4.0 with Industry 4.0, leading a logical argument proving that these are only marketing slogans.

EET/TEE KEYWORDS: History of Education; Education; Social education; Poland; XIX Century.

## **Storia di una pratica di insegnamento: dettato ortografico e dettato ideologico nei Programmi per la Scuola Elementare (1923-1934)**

Elisa Farina

elisa.farina@unimib.it

*History of a teaching practice: spelling and ideological dictation in Elementary School Programs (1923-1934)*

ABSTRACT: Between the end of the XIX Century and the beginning of the XX Century dictation was one of the main tools to teach Italian to an almost illiterate people. With the advent of the fascist regime, dictation took on other purposes and was used daily by teachers as propaganda of the fascist regime. Although dictation is rarely mentioned in the Elementary School Programs of 1923 and 1934 its diffusion continued without any significant debate on its usefulness, as well as on the different ways of proposing it or how to correct mistakes. The reconstruction of this practice through the analysis of national curricula, school journals and, in some cases, school exercise books, opens a track to grasp the contradiction between what is declared and what is done inside the classrooms.

EET/TEE KEYWORDS: Dictation; Language Teaching; Primary School; History of Education; Fascist regime; Italy; XIX Century.

## **Historia de la educación musical: la cátedra de canto en la Universidad de Salamanca hasta el siglo XVIII**

Javier Cruz Rodríguez

javiercruz@usal.es

*History of music education: the singing chair at the University of Salamanca until the XVIII Century*

ABSTRACT: An attempt to provide new data on the history of music teaching at the University of Salamanca. In this way, several questions will be discussed regarding the methodology, content and resources used, as well as other details, in the music classes of the famous chair of singing until it disappeared at the end of the XVIII Century. All this based on the archive source called Chairs Visiting Books, whose temporal or information limitations will make us focus preferably on the Modern Age, and within it a little more on what happened in the XVI and XVII Centuries.

EET/TEE KEYWORDS: History of Education; Musical education; University of Salamanca; Spain; XVI-XVIII Centuries.

## **«Libri per ragazzi»: Daniele Ponchioli nel laboratorio per l'infanzia di Casa Einaudi**

Lucia Vigutto

lucia.vigutto@unibo.it

*Children's books: Daniele Ponchioli in the Casa Einaudi children's workshop*

ABSTRACT: The essay tries to retrace the life of Daniele Ponchioli, a brilliant editor in chief who worked at the Giulio Einaudi Editore for almost thirty years. A special attention is given to his activity dedicated to the

publishing for children and young adults. In fact, among the editors of Einaudi, he was the point of reference in this field and also a writer for children himself. Thanks to the study of his correspondence with the editorial staff between 1974 and 1978, this research sheds some light on the criteria used for the selection of the texts and the political and pedagogical purpose of the collection «Libri per ragazzi» published by Einaudi and edited by Ponchioli. He introduced a new way of thinking the child and gave space to the most relevant and innovative authors for children of the postwar Italy, such as Mario Lodi and Gianni Rodari.

EET/TEE KEYWORDS: Children's Literature; Children's book; Publishing; Einaudi; Italy; XX Century.

## **Pedagogia, università e scuola nella rivista «Studium» (1906-1922)**

Andrea Marrone

marroneandrea86@gmail.com

*Pedagogy, university and school in the journal «Studium» (1906-1922)*

ABSTRACT: The article aims to highlight the pedagogical and scholastic view of «Studium», the magazine of the Italian Catholic University Federation (FUCI). Founded in 1906, the periodical represented a space of cultural expression for many young university students, but also a space of debates that ranged from moral philosophy to social sciences, from the history of literature to the chronicle of various universities (including foreign ones). Among the various topics covered by the magazine, this contribution focuses on the strong interest in the pedagogical debate, the world of school and university, with the aim of highlighting the view of the periodical around these issues. The research concerns the numbers published between the foundation of the magazine and the advent of fascism.

EET/TEE KEYWORDS: Education System; Periodical; Catholicism; Italy; XIX-XX Centuries.

## ***Critical reviews / Rassegne critiche***

### **Sull'Università come oggetto storiografico. A proposito di un recente volume**

Carmela Covato

carmela.covato@uniroma3.it

Michel Ostenc

nmod@noos.fr

Simonetta Polenghi

simonetta.polenghi@unicatt.it

Simona Salustri

simona.salustri@unibo.it

*University as a historiographical object. About a recent volume*

ABSTRACT: This contribution intends to start a reflection on the concept of university as a historiographical object starting from a recent publication by Luigiaurelio Pomante. The authors thus retrace the most significant themes and passages of the university historiography of the twentieth century.

EET/TEE KEYWORDS: History of University; Historiography; Review of studies; Italy; XX Century.

## **Il «paesaggio educativo». Alcune sollecitazioni storico-pedagogiche**

Carmela Covato

carmela.covato@uniroma3.it

Mariella Colin

colinmariella.univcaen@gmail.com

Carmen Betti

carmen.betti@unifi.it

Michel Ostenc

nmod@noos.fr

Evelina Scaglia

evelina.scaglia@unibg.it

*The educational landscape. Some historical-pedagogical solicitations*

ABSTRACT: The contribution deals with a critical re-reading of an innovative research conducted in the field of History of Education by Fabio Targhetta and which is characterized by the introduction of a new category: the «educational landscapes». The contribution will concentrate on two possible interpretative lines: the first one concerns the relation between landscape and education, in the wider frame of the relation between nature and culture during the millennia; the second one will focus on the relation between landscape, representation and imaginary in the works of some important authors of the Contemporary Age.

EET/TEE KEYWORDS: Educational landscapes; Nation building; History of Education; Historical-educational heritage; Italy; XIX-XX Centuries.

## **Verso il centenario della Ciudad Universitaria di Madrid. Per una riflessione sulla recente evoluzione della storia dell'istruzione superiore e degli spazi universitari urbani in Spagna**

Sofia Montecchiani

s.montecchiani2@unimc.it

*Towards the centenary of the Ciudad Universitaria of Madrid. Reflection on the recent development of the History of University and of the academic and urban spaces in Spain*

ABSTRACT: This paper aims to discuss the relationship between the recent development of the History of University and Higher Education in Spain and the urban configuration of Madrid. To be specific, using *Hacia el Centenario. La Ciudad Universitaria de Madrid a sus 90 años*, a book edited by Carolina Rodríguez López

and Jara Muñoz Hernández, this contribution intends to celebrate the centenary of the campus and to reconstruct the leading events that marked its history. The *Ciudad Universitaria* of Madrid symbolizing a unique academic experience, both as a university campus and as a place of daily lives, which is characterized by numerous services and research centers. Thanks to a multidisciplinary approach, the issues offered by the book are able to enhance the significant historical memory of this academic institution and to open up to new research perspectives.

EET/TEE KEYWORDS: History of University; Historical memory; *Ciudad Universitaria*; Madrid; Spain; XX-XXI Centuries.

### **La Fabbrica di Pinocchio. Dalla fiaba all'illustrazione, l'immaginario di Collodi. A proposito di una recente pubblicazione**

Teresa Gargano

teresa.gargano@uniroma3.it

*The Pinocchio Factory. From fairy tales to illustration, Collodi's imagery. About a recent publication*

ABSTRACT: A reflection from the book *La fabbrica di Pinocchio. Dalla fiaba all'illustrazione, l'immaginario di Collodi* by Veronica Bonanni. The author conducts an analysis focused on the text and the illustrations of Collodi's masterpiece, *The Adventures of Pinocchio*, in order to examine the large display of sources that underly the narration: from the French fairy tales of Perrault and Madame d'Aulnoy, translated by the author himself, to the popular tales of Basile and Imbriani, the myths of Ovid and Apuleius and the illustrations of Bertall and Dorè, as well as the cooperation with Enrico Mazzanti. Thanks to the innovative comparative theories, Collodi's original method of composition is revealed, besides his peculiar techniques of assembly and rewriting his own and other people's literary material.

EET/TEE KEYWORDS: Children's Literature; Fairy tale; Intertextuality; Comparative literature; Pinocchio; Italy; XIX-XX Centuries.

### **Forum / Discussioni**

### **Calendar/Information bulletins of the first secular American school for girls in Istanbul, Arnavutköy American College for girls, in comparison among the years of 1925 and 1927 after the Law of unification of education in Turkey**

Nuran Özlük

nuranozluk@ibu.edu.tr

ABSTRACT: Arnavutköy American College published several reports-bulletins calendar-lists-catalogs. There is not sufficient information and especially the syllabus after 1923 which is a milestone that followed by Lausanne Agreement, proclamation of The Republic of Turkey and The Law of Unification of Education. This study covers various information about the college, containing the college's syllabus and it's building stucture with reference to Calendar/Information Bulletin published by Zellich Brothers in Ottoman Turkish in 1925 and also both with reference and in comparison to Calendar/Information Bulletin published by Tsitouris



Brothers in Ottoman Turkish in 1927 in order to draw attention to Arnavutköy American College's system of activity and study as a missionary college in Turkey in 1925 and 1927.

EET/TEE KEYWORDS: Female education; Women's College; Calendar/Information Bulletin; Secular education; Turkey; XX Century.

## **L'innovazione pedagogica e didattica nel sistema formativo italiano tra storia e attualità. Note sulla IV Settimana di Eccellenza dell'Università di Macerata**

Sofia Montecchiani  
s.montecchiani2@unimc.it

*Pedagogical and didactic innovation in the educational system. Insights into the IV Week of Excellence*

ABSTRACT: This contribution aims to present in a synthetic but exhaustive way the IV Week of Excellence's work. This event, entitled *Pedagogical and didactic innovation in the training system*, took place from the 10<sup>th</sup> to the 14<sup>th</sup> of May 2021 and it was held online. The works were planned as a part of highly qualified educational activities proposed by the Department of Education, Cultural Heritage and Tourism of the University of Macerata under the project «3i4u – Innovation, Internationalisation, Inclusion for the University» (from 2018 to 2022), which is supported by the Italian program for Universities Excellence Departments (Law n. 232/2016, art. 1, codicils 314-338). The event provided a wide range of highly qualified seminars, most of all a national conference with History of Education scholars and researchers of great value from Italy and all over Europe, together with highly specialized workshops for undergraduates, graduated and PhD students. This Week of Excellence was attended by more than 40 speakers and also by about 200 listeners. It was an exceptional training opportunity.

EET/TEE KEYWORDS: History of Education; History of Pedagogy; Pedagogical and didactic innovation; Week of Excellence; Italy; XIX-XX Centuries.

## **Gli archivi scolastici come fonti per la ricerca storico-educativa: esperienze e prospettive**

Mirella D'Ascenzo  
mirella.dascenzo@unibo.it

*School archives as source for historical-educational research: experiences and perspectives*

ABSTRACT: This paper outlines the main historiographical reasons behind the birth of school archives, which, although often neglected and ignored, represent new pivotal sources for the history of education. With reference to the legislation on this topic, some pioneering experiences regarding the census and recovery of school archives in Emilia Romagna (Italy) are presented, with special attention to the city of Bologna (Italy). Moreover, this contribution sets out to promote the safeguarding of this remarkable educational heritage, which is essential not only for researchers and the history of education, but also for teaching and citizenship.

EET/TEE KEYWORDS: School archives; Material school culture; Educational heritage; Collective memory; Italy; XIX-XX Centuries.

## **Notices / Recensioni**

Anna Ascenzi, Roberto Sani (edd.), *Inclusione e promozione sociale nel sistema formativo italiano dall'Unità ad oggi*, Milano, FrancoAngeli, 2020, 296 pp.  
(Mariella Colin)

Paolo Alfieri (ed.), *Immagini dei nostri maestri. Memorie di scuola nel cinema e nella televisione dell'Italia repubblicana*, Roma, Armando Editore, 2019, 176 pp.  
(Lucia Paciaroni)

Gabriella D'Aprile, *Memorie di una inedita corrispondenza. Lettere di Giuseppe Lombardo Radice ad Adolphe Ferrière*, Pisa, Edizioni ETS, 2019, 144 pp.  
(Lucia Paciaroni)

Francesco Sacchini, *Sobre el provecho y los peligros de la lectura*. Traducción, introducción, edición y notas de Javier Laspalas y Alejandro Martínez Sobrino, Zaragoza, Prensas de la Universidad de Zaragoza, 2021, LXV, 118 pp.  
(Elisabetta Patrizi)

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

#### **Le forme della memoria scolastica e i primi affondi interpretativi. A proposito del quarto seminario nazionale PRIN (Milano, 26 febbraio 2021)**

Sofia Montecchiani  
s.montecchiani2@unimc.it

*School memories and their first interpretations. About the fourth national PRIN seminar (Milan, 26<sup>th</sup> February 2021)*

ABSTRACT: This article intends to collect all the contributions presented at the fourth national PRIN seminar, which has been organized by the Catholic University of the Sacred Heart of Milan and held on the past 26<sup>th</sup> February. The important event had as protagonists scholars from different national and international universities. It has represented an extraordinary opportunity for a critical reflection on school memories and also to listen to the work reports of the different research units involved in the national research project «School Memories between Social Perception and Collective Representation (Italy, 1861- 2001)».

EET/TEE KEYWORDS: History of Education; School memories; National research project; Italy; XIX-XXI Centuries.