

## Abstracts

### **Cultural and educational role of the Rila Monastery in the history of Bulgaria (X-XIX centuries). A bridge between eras, generations and cultures**

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**ABSTRACT:** The Rila Monastery is the oldest and largest Bulgarian monastery, permanently connected to the historical fate of the Bulgarian people since its foundation in the tenth century until the liberation (1878). He has had a great importance in the cultural life of the Bulgarians during the entire period of its existence, but it was especially important during Ottoman rule and Renaissance (XV-XIXth Centuries). One of the most important prerequisites for that is the cult of its founder St. Ivan Rilski who turned in the first centuries after his death not only in Bulgarian, but in a Balkan and Slavic saint. It is essential that the status of the Rila Monastery as stauropegial (patriarchal). Having outgrown the nature of a cult center in the Middle Ages, the Rila monastery became a national cultural center during the Renaissance and a factor of communication between Bulgarian and other Balkan and Slavic peoples until the liberation.

**EET/TEE KEYWORDS:** Rila Monastery; St. Ivan Rilski (worship); Religious Education; Cultural Identity; Nationality; History of Education; Bulgaria; XV-XIXth Centuries.

### **Los maestros ortógrafos en el Siglo de Oro Español**

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*Orthographers teachers in the Spanish Siglo de Oro*

**ABSTRACT:** The figure of Schoolteachers that published arts of orthography and readers during the Spanish Golden Age are analysed in this paper, in the context of the debate on the reform of phonetic writing. Very meaningful proposals are deducted from the examination of their work, such as the great importance of first letters notebooks in children literacy, the relevance of the training and professionalization of schoolteachers, the proposal for an early pre-school education with specialized teachers or, even more important, the implementation of the syllabic method of teaching to read and write at the same time. These teachers were undoubtedly ahead of their

time, they were very innovative in their century and give us a testimony about how literacy processes were conceived in primary schools.

EET/TEE KEYWORDS: Spelling; Literacy; Language Teaching; Primary education; Spain; XVI-XVIIth Centuries.

## **Politiche educative nella *Nueva Granada* e nel *Reino de Chile*. Caballero y Góngora e Salas y Corbalàn, due intellettuali nel Secolo dei Lumi**

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*Educational policies in Nueva Granada and in Reino de Chile Caballero y Góngora and Salas y Corbalàn, two intellectuals in the Age of Enlightenment*

ABSTRACT: Antonio Caballero y Góngora and Manuel de Salas y Corbalàn represent two intellectuals- from Nueva Granada and from Reino de Chile, respectively- who facilitated the scientific debate about the question of Education. The education of young disciples who wish to take up a civil, or ecclesiastical or artistic career was at the heart of their reflections about educational approaches during the most prolific years of Hispanic-American Enlightenment. We are going to analyze the primary sources collected in the National Historical Archives of Colombia and Chile, the recommended readings in the writings of the two erudites, the proposals of teaching organization in Universidad de San Carlos in Santafé de Bogotá and in Academia de San Luis in Santiago. The goal is to retrace the moments that preceded the establishment of a system of public academic education in those countries.

EET/TEE KEYWORDS: Educational policies; Higher Education; Colombia; Chile; XVIII<sup>th</sup> Century.

## **Teacher Training in Spain from late Francoism to the beginning of the Constitutional Monarchy: Reforms and Challenges**

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ABSTRACT: This work aims to provide a synthesis of the model used in the initial teacher training primary school teachers in Spain from Francoism. It deals with the renovation of this educational

level that took place between the implementation of the General Law of Education (LGE, 1970) until the General Law of the Organization of the Spanish Educational System (LOGSE, 1990), when a different model was implemented. The modification of teachers' roles and the re-construction of their professional identities required considerable dedication by teachers to learn new theoretical and didactic methodologies. Not only did new teachers need time to study and learn, but so did teacher trainers at teacher training colleges who were in charge of initial training. In this analysis, basic training, theory and practice, as well as disciplinary and pedagogical training and the question of gender are considered. Additionally, the presence of political ideologies and several questions related to training initiatives and educational renovation are tackled. A historical educational study combined with an ethnographic one allows us to compare the different situations and gender differences experienced by teachers during this period. This analysis contributes to our knowledge and reflections on teacher training and education in the political and social context from the end of Franco's dictatorship to the beginning of Spain's constitutional monarchy.

EET/TEE KEYWORDS: Educational policy; Teacher training; Gender; Renovation; Inequalities; Spain; XXth Century.

## **Per una storia del sistema educativo dall'Impero Ottomano alla Turchia contemporanea**

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### *Brief History of Educational Policies from the Ottoman Empire to Contemporary Turkey*

ABSTRACT: The essay offers an historical analysis of the educational system in Turkey from the Nineteenth century to the present day, showing development, changes of perspective and instances of reform. Such a process is strictly linked to national policies and their general impact on social dynamics. The transition from an Ottoman educational conception, with deep references to religious tradition, to a secular approach – directly inspired by European programs – has fundamentally altered the *curriculum* with a series of challenges. Most recently, a new approach is evident in the light of the international guidelines for educational integration and in a context of geopolitical reformulation of regional equilibrium.

EET/TEE KEYWORDS: Educational Policies; History of Turkey; History of the Ottoman Empire; History of Education; International Relations; XIX-XXIth Centuries.

# **Banned, Bagged, Bowdlerized: A Diachronic Analysis of Censorship Practices in Children's Literature of Turkey**

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**ABSTRACT:** The primary aim of this study is to explore the historical dynamics of censorship practices as an organized state policy which sustains and promotes the control and suppression of both home-grown and translated children's books in Turkey from a diachronic perspective. Analysis of Turkish politics regarding censorship policies for children in curricula and literature reveals a continuum from state-centered public censorship policies of early republican period to Islamist structural censorship policies in more recent times. In other words, historical records reveal that the promulgation of ideologies in children's literature is operated along the axes of Republican mentalities and pro-Islamist conservative ideology. Within this political climate, different modes of censorship practices highlight the critical role of children's books as a didactic political instruments, which are banned, covered in plastic bags, hidden, and stigmatized on the grounds that they constituted harm to minors.

**EET/TEE KEYWORDS:** Censorship practices in children's literature; Public censorship; Structural censorship; Republican ideology; Turkey; Republican history; XX-XXI<sup>th</sup> Centuries.

## **Between rhetoric celebration and social marginalization. The teachers' and headmasters' memory and celebration through the obituaries published in the school and teachers' magazines in the first century after the unification (1861-1961). Part Two\***

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**ABSTRACT:** Through the analysis of more than two thousand *obituaries* published in some of the more prestigious school, didactic and teachers' magazines of united Italy- the magazines of Turin «L'Istituto» (1852-1894), «L'Osservatore Scolastico» (1865-1899), «L'Unione dei maestri elementari d'Italia» (1870-1920) and «La Scuola Nazionale» (1889-1901); the Milanese (then Roman) magazine «I Diritti della Scuola» (1899-1994) and, finally, the one of Brescia «Scuola Italiana Moderna» (1893-present) – the Authors retrace the evolution of the model of the elementary school teacher and school official in the different historical periods and in the light of different ideological, political and cultural contexts. They also provide a unique and original insight

into the meaning given to popular education and to the struggle against illiteracy, as well as to the role of education and school in the construction of national identity and in the promotion of the values of citizenship in the various phases of the long – time Italian unitary process.

EET/TEE KEYWORDS: History of Education; Obituaries of Teachers and School Officials; Journals for School and for Teachers; Cultural Identity; Italy; XIX-XX<sup>th</sup> Centuries.

## **The Scientific Method in Giuseppe Sergi's Pedagogy**

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ABSTRACT: The pedagogical anthropology inspired by Giuseppe Sergi is briefly sketched and analysed in terms of the scientific method and logic underlying its structure. Such method and logic are compared to the scientific techniques of both natural and social sciences of the contemporary age, as they are subsumed in the thought of the author. Giuseppe Sergi's pedagogical anthropology stands out for its use of logical and introspective thought, evolutionary ideas on the psyche leading to an improvement of man's character and mental higher functions. It hints at a bridge between the world of quantity, where science resides, and the world of quality, where humanity dwells.

EET/TEE KEYWORDS: Anthropology; History of Pedagogy; Positivism; Italy; XIX-XX<sup>th</sup> Centuries.

## **We Shall See Him as He Is: Image of God in Soviet Children's Literature of the 1960s**

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ABSTRACT: The 1960s were marked by a renewed wave of attacks against the Russian Orthodox Church. Atheist education through literature became the cornerstone of the campaign. Children's books were expected to emphasize the predominance of the communist ideology over Christianity. Atheism as a new religion had its own scriptures and a pantheon of saints, whose martyrdom heralded by mass literature was to inspire younger generations of readers to follow suit. These books comprised both ideological pamphlets, often written by former priests, illustrated in this article by the analysis of Alexey Chertkov's brochure, and works of fiction by well-known children's writers such as Lyubov Voronkova, Vladimir Tendryakov, Irina Pechernikova. At first sight, their novels fully correspond to the task set before the writers, i.e. making children believe that «there is no God». However, the analysis of anti-religious discourse contained in certain books reveals an internal discrepancy between the explicit propaganda of atheist dogmas and the implicit message of real human values. This ambivalent discourse is created by the writers,

whether intentionally or not, by a true-to-life and talented portrayal of characters such as Lyubov Voronkova's dilogy about the Streshnevs. The purpose of the article is to study the image of God and Christianity in the children's books by the aforementioned authors dating back to this period.  
EET/TEE KEYWORDS: Children's Literature; Russian Orthodox Church; Education; Soviet Union; XX<sup>th</sup> Century.

## **«Science and didactics» in school textbooks for secondary school during de-Stalinization in the Soviet Union (1954-1962)**

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**ABSTRACT:** This article aims to analyze some of the main aspects of the revision process of textbooks undertaken after Stalin's death (1953) and particularly in the period between 1954 and 1962. Revisions carried out during de-Stalinization meant not only changes at the ideological level, that were still very important for the communist education of the new generation, but also a long process of updating scientific knowledge in the various school subjects. After an introduction to the historical context of the Khrushchev period which marked the condemnation of Stalin's cult of personality and the relaunch of the communist project through new social and educational reforms, the two parts of this paper describe the review process with a focus on the debates initiated «from above», within the Ministry of Education, the historians of the Academy of Sciences and the Publishing House for Teaching and Pedagogy (*Uchpedgiz*), and «from below», among teachers in the journal *The teaching of history in school*. The first part, in two sections (a and b), analyzes the start of the review and reprinting process that began in 1954 with particular attention paid to the exact sciences textbooks (a) and those of history (b), both for secondary schools, based mainly on the archival documents from the Ministry of Education. The second part (also in two sections a) and b) highlights the teachers' debates about the renewal of didactical methodology in the postwar secondary school, with a focus on World War II (a) and an in-depth review of the «most stable» textbook in Soviet history, the *History of the Soviet Union* published under Pankratova's direction (b).

EET/TEE KEYWORDS: History of Education; Textbooks; History teaching; M.N. Pankratova; N.P. Kuzin; Soviet Union; XX<sup>th</sup> Century.

# **The *Source of Truth or Path to Virtue* brochure and the apprehensions about the Nineteenth century primary instructions in the Sergipe Province**

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**ABSTRACT:** This study aims at analyzing and describing aspects of primary education in the Sergipe Province from the use and prohibition of the *Source of Truth or Path to Virtue* brochure (1841). The spatial framework of the research is the Sergipe Province, from 1833 to 1835. The main sources are: *Source of Truth or Path to Virtue* brochure, mails from primary teachers, reports from the Provincial President and the educational legislation of the time. Methodologically, it resorts to the guidelines developed by Ginzburg, through the evidentiary method and the concept of circularity exploited by cultural historian Darnton. In the sources here analyzed, it was possible to make a triangulation of data and it allowed an analysis and description of the aspects of primary education in the Sergipe Province through 1833-1835 mediated by educational legislation of the time.

**EET/TEE KEYWORDS:** Primary Education; Educational Legislation; History of Education; Brasil; XIXth Century.

## **Assistance and education of mutilated soldiers of World War I. The Italian case**

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**ABSTRACT:** During the Great World and in the post war years, the Pious Institute for rickets sufferers of Milan, directed by the famous orthopaedist Riccardo Galeazzi, was a leading hospital which also had an educational vocation towards crippled children. The Industrial School for mutilated soldiers, which opened in 1915, became a national model, too. Besides, Galeazzi set up a National Prosthesis Workshop for soldier amputees. He had already developed a theory about cripples' education that stressed the importance of labour. Galeazzi thought private and public

charity was not the solution, but labour was. Galeazzi knew French and English orthopaedists, such as Robert Jones, but was especially influenced by Konrad Biesalski's work and Hans Würtz's *Krüppelpädagogik*. For him, though, working did not simply coincide with earning a living, it was the sheer fact of working, and the effort that it implied, that gave back human dignity. Galeazzi clearly said it was not a question of the economic value of men, but a moral question that a civilized State could not refuse to face. Hence assistance and welfare to mutilated soldiers were a duty (and he was deeply involved in these areas), but they were not enough. Every invalid had to be able to work again, even if with a little salary. Having a pension should not prevent them working. Rehabilitation meant both physical and vocational training. The paper highlights Galeazzi's work in the framework of the Italian case (welfare, education and propaganda for mutilated soldiers).

EET/TEE KEYWORDS: First World War; Mutilated soldiers; Disabled veterans care; War propaganda; Special education; Italy; XXth Century.

## **Between the recovery of abandoned children and vocational training: the Italian training-ships between the Nineteenth and Twentieth century**

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ABSTRACT: This essay aims to reconstruct the history of training-ships, educational institutions for abandoned children appeared in Italy between the second-half of the 19th and the first half of the 20th century. Once introduced in Italy, following the English model, the training-ships received little consideration from the Italian political world so that they continued to exist only thanks to the support of philanthropists and individuals. Later, training-ships started to have also other aims such as the professional training for sailors and fishermen and in particular, the military training during the Fascist regime.

EET/TEE KEYWORDS: Abandoned children; popular education; Education and formation of workers; Italy, XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Music as the Educational Mean in the Making of the «Socialist Man»: Music Education in Primary Schools of Croatia (1945-1965)**

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**ABSTRACT:** The task of education and the school system in the first two post-war decades of the Communist Party rule in Croatia was to create “all-round developed socialist men” who would suit the community’s interests by their characteristics. The whole teaching process should have been synchronised to the politics of the ruling class, and to transmit by the school system the ideological principles to younger generations and thus guarantee the implementation of party directives. The curricula in primary teaching proscribed the realisation of very ambitious aims and tasks. A new concert public belonging to the widest working layers of people should have been educated by music teaching, music should have been made a cultural need for all citizens of the country. Such a projection was hardly achievable. The discrepancy between high art and wider layers of society, also visible in the area of music education, could not have been surpassed quickly and easily. The few and insufficiently professionally trained and competent teachers’ personnel did not succeed to adapt quickly enough to ambitious curricula and the educated public’s demands. Enthusiasm and belief in new art’s tasks helped a great effort to be put in the attempt to bring music closer to the young, but despite all the anticipated music education results were humbler than expected. Based on the curricula and cultural and pedagogical magazines texts, this article has offered an insight into the aims and tasks of music education and by using archives documentation and personal testimonies it has considered the results of their implementation in the teaching process.

**EET/TEE KEYWORDS:** Primary School; Teaching process; Musical education; Socialism; Communist Party; Croatia; XXth Century.

## **China and the World: Children’s Literature Studies as a Discipline and its Development**

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**ABSTRACT:** Children’s literature studies as a discipline established itself in the west in the late 1960s, and has been enjoying a fast development in the last two decades. Its history of development can be roughly divided into four stages and is now flourishing especially in theme studies and national studies. Graduate programs of children’s literature research have been established in some top universities around the world, and have produced a number of experts in the field. In China, children’s literature studies, as well as graduate programs, is still in its beginning period with a slow pace, but changes have been taken place under governmental encouragements. This article delineates the developments of children’s literature studies in the west and in China since its establishment, analyzes its trends, and reiterates the necessity and significance of children’s literature studies.

**EET/TEE KEYWORDS:** Children’s literature; Curriculum; Literary studies; China; XX<sup>th</sup> Century.

# **From mother to woman. The child's socialization in the Italian kindergarten from the 60s to the 90s. Assistance, citizenship and education**

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**ABSTRACT:** This article is about the development in the kindergarten through the analysis of the manifesto and the contemporary psycho-pedagogical critics in order to identify the joints that mark the evolution of children's socializing models and the transition from a paradigm of education and socialization informal family and mother based, to a more institutionalized and formalized one. Background to these joints were social, cultural and political transformations which took place in Italy after WWII: the loss of the traditional open family based approach and a new professional support to the parenthood, run by the State or local authorities not depending only on the individual demands. The wide spreading of those services has modified the perception of the woman's social role, being an important feature of women's emancipation and development of a new identity of the childhood which will turn out to be less dependent on the own caretakers and more competent on the social negotiations and multiple identifications.

**EET/TEE KEYWORDS:** Infancy; Women empowerment; Child's socialization; Kindergarten; Italy; XXth Century.

## **Per un'educazione giovanile europea alla lettura: «Il premio europeo Città di Caorle» (1962-1968)**

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*For European youth education to read: «The European prize of Caorle City» (1962-1968)*

**ABSTRACT:** The «European Award City of Caorle» was held from 1962 to 1968 and gave start to a qualified international debate on the children's literature. Giuseppe Flores d'Arcais and Anna Maria Bernardinis, scholars in science of education at the University of Padua, promoted a dialectic debate between scholars from various countries to encourage the best works of youth literature and to offer critic guidelines because they wanted to create an European education for young readers. Based on extensive archival unpublished, the essay reconstructs the developments of the Prize, outlines the relations between international institutions, including the IBBY, in the various editions shows the critical assessments on the literary works. The desire to improve the future of Europe from the literature and the love on reading youth, allowed to structure a network of European cultural studies and the circulation of works. These reasons allowed Italy to overcome self position in literary criticism and they gave a decisive contribution in the development of the epistemological status of children's literature.

EET/TEE KEYWORDS: History of Children's Reading; History of Children's Literature; Literary Criticism; Young Readers; Italy; XX<sup>th</sup> Century.

## Los tiempos de la memoria del Instituto para Obreros

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### *The times of the memory of the Workers' Institute*

ABSTRACT: This work intends to make an interpretive approximation about the evocations of the former pupils' Workers' Institute (WI) on the presence of two moments about this institution. Comparing the answers given in 1986 on the memories and experiences and the provided ones almost twenty years later -2003-2004 – on the same school institution, it is possible to observe significant differences between them. On one hand they rectify some memories declared in 1986 and, on the other one, they add new information not declared at that time. In the first moment – of «idealized memory» (1986)- the pupils remember on the basis of the vivid and known personal experiences. In the second time -of «stimulated and learned memory» (2003-2004) – the subjects have had occasion to share memories, to do foreign readings on the shared experience and to appropriate information that have ended making their own. So, have circumstances re-formed the collective memory of the group of pupils of the WI? Does individual memory adopt the point of view of the group?

EET/TEE KEYWORDS: Spanish Civil War; Second Spanish Republic; Workers' Institute; Popular Education; Workers' Education; Memory of Education; Spain; XX<sup>th</sup> Century.

## Seduction and Sediton of the “Table” in the History of Children's Literature

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ABSTRACT: Sitting, eating, talking around a table: these actions have been performed by men and women of different times, places and traditions. The table as a research object can be included in some recent developments of the history of education, of the history of children's literature and in some literary studies dedicated to this *topos*. Tables are constantly and regularly present in children's literature and appear both in verbal and visual narratives of domestic life. In this study, we investigate the association between the physical dimension of the table (shape, dimension and different materials) and its vast symbolic and narrative potential. This “new” narrating object is considered as a significant indicator for the critical analysis of the changing representation of children's life and family relationships in children's literature.

EET/TEE KEYWORDS: Space and Place in Children's Literature; Narrating Objects; Home and domestic landscapes; History of Children's Literature; Critical Approaches to Children's Literature.

## **Il rinnovamento dei «metodi scolastici» nello Stato Pontificio nel carteggio tra Vitale Rosi e Ottavio Gigli (1845-1847)**

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*Waiting for a reform of the educational methods in the Papal States during the Restoration. The correspondence Rosi-Gigli (1847-1851)*

ABSTRACT: The chart that is published here, allows us to understand the anxieties and the attempts of a school reform in the Papal States during the Restoration period advocated by some of the most sensitive men of school and culture. Among them there was the Umbrian educationist Vitale Rosi, a follower of Pestalozzi's and Gerard's theories and a supporter of the introduction of new educational methods. He was the protagonist of an editorial collaboration with the Roman scholar Ottavio Gigli in order to create some text books for popular education.

EET/TEE KEYWORDS: Pestalozzi; Girard; Textbooks; Educational methods; Italy; XIX<sup>th</sup> Century.

## **The Influence of ideas of J.F. Herbart and the Herbartianism in Slovenia during the Period of the Austro-Hungarian Monarchy**

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ABSTRACT: This paper is a critical analysis of Edvard Protner's study and interpretation of the impact of ideas of J.F. Herbart and the Herbartianism and their educational consequences in the period of the Austro-Hungarian Monarchy and Slovenia. The original assumptions, knowledge, conceptions and standpoint of the author have been considered, which provide a significant contribution to the study of some general pedagogical questions and problems, such as interpretations of ideas and relations between Herbart and the Herbartianism as well as some specific questions such as the importance, place or the role of the Herbartianism and its impact on the overall pedagogical concept and in particular the segment of teacher education in Slovenia. Based on the analytical and critical approach to these problems, we came to the conclusion that featured historical and pedagogical perspectives and interpretations of context can be significantly beneficial to the understanding of modern ways of teacher development and understanding of teacher's personality.

EET/TEE KEYWORDS: J.F. Herbart; the Herbartianism; the Austro-Hungarian Monarchy; Education; Teacher; Slovenia; XIX-XX<sup>th</sup> Centuries.

## **«La larga noche de la educación española». Il sistema educativo spagnolo negli anni della dittatura Franchista**

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«The long night of Spanish education». *Reflections on the Spanish education system during the Franco dictatorship*

ABSTRACT: The present work intends to present an overview of the specific characteristics of the Spanish education system during the Franco dictatorship. From the recent and interesting publication *La larga noche de la educación española. El sistema educativo español en la posguerra*, edited by Antonio Francisco Canales Serrano e Amparo Gómez Rodríguez, the author offers a fruitful and stimulating reflection on the role of culture in Spain, and especially of the school and education, during the forties and fifties of the twentieth century (the years of the so-called «primer franquismo»).

EET/TEE KEYWORDS: Education System; History of Education; Francoism; Spain; XX Century.

## **Fare pedagogia a Trieste (1960-2010)**

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*Making pedagogy in Trieste (1960-2010)*

ABSTRACT: Through the analysis of the recent work *Pedagogia, psicologia, figure, scuola e territorio nella Trieste della seconda metà del Novecento*, edited by Claudio Desinan, this article will focus its attention on the history of the Faculty of Education in Trieste which represented a specific pedagogical experience as the intersection between teaching, educational practices and support for the training of teachers.

EET/TEE KEYWORDS: History of Education; History of Pedagogy; Higher Education; Italy; XX<sup>th</sup> Century.

## ***Il romanzo d'un maestro* di Edmondo De Amicis: le ragioni della sua recente riscoperta**

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The romance of a schoolmaster *by Edmondo De Amicis: the reasons of its recent revival*

ABSTRACT: The recent French translation by Mariella Colin of *Il romanzo d'un maestro* (*The romance of a schoolmaster*) contributes to the great attention that in the last 10 years has been given to this book written by Edmondo De Amicis. This essay, presenting the work edited by Colin, aims to investigate the reasons why an old and lengthy nineteenth-century book – less known than *Cuore*, De Amicis's masterpiece – is enjoying so much luck, in Italy and abroad.

EET/TEE KEYWORDS: Literature; Primary school; Schoolmaster; Italy; France; XIX<sup>th</sup> Century.

## **Il coraggio di dire “cose nuove”. A proposito di quattro recenti libri**

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*The courage to say “new things”. About four recent books*

ABSTRACT: This paper intends to make an assessment on the current state of historical educational and pedagogical research in Italy. The analysis of four recent books of young historians of education reveals how the discipline is experiencing a season of renewal thanks to the rigorous and valuable work conducted by a new generation of historians of education.

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

## **The subject of Pedagogy at Austrian universities and teacher training between 1774 and 1918**

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ABSTRACT: Austria was the first state to introduce chairs for pedagogy at its universities and philosophical colleges. What was the purpose of this measure? Which tasks should its professors take care of? What did they contribute to the advantage of the school system through teacher training and pedagogical research? And how did the subject pedagogy develop until the end of the Habsburg Monarchy in 1918? These questions are treated here concerning the differences between primary and secondary school teachers, as well as the difference between practical, philosophical and scientific pedagogy. The history of the subject pedagogy at universities starts with the period of «practical knowledge of education» from 1805 to 1848, as demonstrated in the textbook of Vinzenz Eduard Milde 1811-1813, which is indeed its climax. The main part of this paper deals with the beginning of «philosophical pedagogy» from 1871 onwards. Its central figure was Otto Willmann, the most important representative of the first generation of nine professors who taught pedagogy at the universities of Vienna, Lemberg, Prague and Graz between 1871 and 1918. Willmann serves as an example of how the insecurity of the epistemological groundwork has injured the ascent of pedagogy as a science and its usefulness for the training of teachers.

EET/TEE KEYWORDS: Vinzenz Eduard Milde; Otto Willmann; History of Pedagogy, History of Education; Austria; XVIIIth-XXth Centuries.

## **Accomplishing «the silent mission of Italian women at war». The fascist “pedagogy of war” for women: from the kitchen front to the war garden**

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ABSTRACT: This paper aims to analyse how, against the emergence of World War II, the countries involved in the conflict implemented an educational-propagandistic campaign aimed at mobilizing women in wartime. Both in democratic countries (such as Great Britain and the United States) and dictatorial regimes, this propaganda assumed similar forms and women’s mobilization took the shape of a real call to fight on the domestic front, in its two dimensions of the «kitchen front» and the «war garden». As a result, there was a boom – also in Italy – in training courses, cookbooks, textbooks and popular texts, articles and columns in women’s and general magazines etc. that focused on domestic savings, the fight against food waste, and the production of home-grown vegetables. The paper outlines the features of this pervasive ideological, propagandistic and educational machine targeted at Italian women, which was clearly based on the contingent need to support the Nation; nevertheless, it was used by the regime to defend a traditional model of the woman (as housewife, thrifty woman, exemplary mother and wife). A model that was destined to disintegrate in the post-war period, and paradoxically in virtue of the new self-awareness that women assumed with their active engagement during wartime.

EET/TEE KEYWORDS: War; Women’s Education; Propaganda; Fascism; Italy; XX<sup>th</sup> Century.

# **L'importanza di chiamarsi *letteratura*. La letteratura per l'infanzia e le tesi di Christopher Booker sull'origine e la funzione delle storie**

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*The importance of being literature. The children's literature and the ideas of Christopher Booker on the origin and function of the stories*

ABSTRACT: Recently, in different fields of research (psychological, evolutionary, cognitivist) many studies have appeared inquiring the how and why human beings have always been telling stories. These researches produce hypothesis that provide precious hints as to what the ultimate aim, meaning and nature of storytelling – and thus of literature – can be. Applied to the study of children's literature, these trends of research can open new and interesting perspectives and hermeneutic directions, contributing to the definition of criteria according to which it can be possible to recognize which books, among all children's books, possess the necessary characteristics to be called a 'literature'. In this article the thesis of Christopher Booker on the origin and the deepest function of stories are analyzed – together with those of other scholars – and are used to try and see if, according to them, it is possible to detect the kind of books that can be considered more truly artistic, literary, somehow 'universal', also among children's books.

EET/TEE KEYWORDS: Christopher Booker; Children's Literature; Art; Storytelling; Origin of Species; Archetypes.

## **Time and reading**

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ABSTRACT: The frequent claim that you do not read for want of time ends up to glimpse a connection between time and reading that is worth further consideration to the inherent educational value. We are convinced that the problem does not concern just a better «management» of the time. The reading education in fact cannot be separated from an education at the time. The problem is the awareness of what the time for each of us since it is this time that the reading needs. Our reflection then, is about the definition of a personal time. We need to be aware of the existence and importance of an interior time and we need to grasp its value to us irrespective of any results visible to others. The ability to be alone with a book, and the desire to read in order to be at one with ourselves for a while is not innate; it is something that needs to be taught.

EET/TEE KEYWORDS: Time; Reading; Education at the time; Teaching of reading.



# **Aus der Forschung der Schülermotivation im Muttersprachenunterricht in dem letzten halben Jahrhunderts (In Bezug auf Slowakisch als Muttersprache)**

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*The students' motivation in teaching Slovak as mother tongue in the second half of the XXth century*

ABSTRACT: This study is the author's own research of students' motivation in teaching Slovak as mother tongue on a subgrade of teaching experience and long-term research in several projects. In each section is teaching motivation of students in teaching mother tongue represented as following: After an introduction, which is driven by historical and scientific context, there is in part 1 presented a selection of specific features in development of pupils' motivation, part 2 describes the evolution of the profiling program in motivation effects and part 3 offers main results of the measurements of students motivational structure. The conclusion summarizes the main trends and opens some perspectives in the field of educational effect on children in the school education. EET/TEE KEYWORDS: Mother tongue; Learning motivation; Motivation factors; Research tools; Primary and secondary education; Slovakia; XXth Century.

## **One hundred years since the birth of Dahl: an International conference on current perspectives of research. *Rebel Stories and Glittering Eyes. One Hundred Years with Roald Dahl* (Bologna, Children's Book Fair 2016, April 5<sup>th</sup> 2016)**

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ABSTRACT: On the occasion of the centenary of Roald Dahl's birth, the Bologna Children's Book Fair in collaboration with the CRLI (Centro di Ricerche in Letteratura per l'Infanzia – Centre of Research on Children's Literature) has organised an international conference with the title *Rebel Stories and Glittering Eyes – One Hundred Years of Roald Dahl* (April 5th 2016), in which some of the most influential researchers on Dahl have participated, such as J.M. Held, S. Rennie, D. Sturrock. The aim of this contribution is to provide a critical review on the current state of the researches that investigate the life, the work and the poetics of R. Dahl – one of the main British writers in the field of Children's Literature within our 20th century – in light of the speeches that have been given and debated during the scientific event.

EET/TEE KEYWORDS: Roald Dahl; History of Children's Literature; Interdisciplinary; Imaginary; International Conference.

## **Two recent international events on textbook research. The Symposium *Education in periods of political transition* and the Workshop *After the War. A New Beginning?***

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ABSTRACT: The present article proposes a report on two recent events devoted to textbook research. We refer to the Conference *Education in periods of political transition*, held in Berlanga de Duero (Soria, Spain) on 13th-15th April 2015, and the Workshop *After the War – A New Beginning? A Comparative Examination of Reading Primers Published and Used in 1945 in Europe*, held in Braunschweig (Lower Saxony, Germany) on 13th-14th November 2015. During these scientific reunions, schoolbooks were analysed from different perspectives, evidencing the different national research traditions of the promoters of these initiatives, from Nord and South Europe. The examination of textbooks and other sources offered by the authors in their presentations provided a varied and thorough panorama on the last trends which characterize textbook studies in Europe.

EET/TEE KEYWORDS: Textbook studies; Research centres; History of Education; Germany; Italy; Portugal; Spain.

## **«Una biografia collettiva degli educatori italiani degli ultimi due secoli». Note a margine del seminario di studi su *Educatori e istituzioni scolastiche in Italia: percorsi, bilanci e prospettive d'indagine* (Potenza, 26 novembre 2015)**

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«A collective biography of Italian educators of the last two centuries». *Marginal notes about study seminar Educators and educational institutions in Italy: routes, balances and perspectives of investigation (Potenza, 26th November 2015).*

ABSTRACT: This paper, starting with the debate developed in the study seminar entitled *Educators and educational institutions in Italy: routes, balances and perspectives of investigation* (Potenza, 26th November 2015), aims to achieve a synthesis of the fruitful discussion started from important historians of education on the contribution to the historiography of the recent and prestigious publication *Biographical Dictionary of Education (1800-2000)*, edited by Giorgio Chiosso and Roberto Sani, and fruit of the work of research groups working in different universities of Peninsula.

EET/TEE KEYWORDS: Dictionary; History of Education; Historical Research; Historiography; Italy, XIXth-XXth Centuries.

## **Children's Literature and Play. La conferenza internazionale *The Child and the Book* (Breslavia, 19-21 maggio 2016)**

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*Children's Literature and Play. The international conference The Child and the Book* (Wroclaw, May 19 to 21 2016).

ABSTRACT: This article aims to provide a report of twelfth edition of the international conference *The Child and the Book* (Wroclaw, May 19 to 21 2016), dedicated to the relationship between play and children's literature. The conference, which was attended by scholars from around the world, was also the occasion to commemorate the centenary of the birth of prof. Jerzy Cieslikowski (1916-1977), one of the finest scholars of Polish literature for children, that long was involved in the dimension of the game in children's books.

EET/TEE KEYWORDS: Children's Literature; Play; Conference; Poland; XX<sup>th</sup>-XXI<sup>th</sup> Centuries.

## **Espacios y Patrimonio Histórico-Educativo / Spaces and Historical-Educational Heritage. Balance, suggestions and perspectives from the VII Jornadas Científicas of the SEPHE and the V Simposio Iberoamericano, Historia, Educación, Patrimonio of the RIDPHE (San Sebastián, June 28 - July 1, 2016)**

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ABSTRACT: From June 29 until July 1, 2016 for the very first time a joint conference, combining the VII Jornadas Científicas de la SEPHE (*Sociedad Española para el Estudio del Patrimonio Histórico-Educativo*) and the V Simposium de la Rede Iberoamericano para a Investigação e a Difusão do Patrimônio Histórico Educativo (RIDPHE), was held in Donostia-San Sebastián (Basque Country, Spain). Focused on the topic of the «school space and educational heritage», the conference aimed to present the theme of the space intended as a kaleidoscopic object, made of multiple places and full of people and objects, and where children, pupils, young and adult people had educational experiences and spent their lives.

EET/TEE KEYWORDS: History of Education; Historical Research; School Museum; Heritage Education; Conference; Spain; XIX<sup>th</sup>-XXI<sup>th</sup> Centuries.

## **International Bibliography of History of Education and Children's Literature (2015)**

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ABSTRACT: The present overview *International Bibliography of the history of education and children's literature* about the year 2015 is the fourth of a serie, which has been published in 2013, 2014 and 2015 on the international journal «History of Education & Children's Literature» and

concerned the five years period 2010-2014; it was followed by the publication of three volumes about the same period. This specialised bibliographical overview includes researches and studies about the history of education edited around the world (articles published in journals, monographs, collections of essays, proceedings and textbooks).

EET/TEE KEYWORDS: History of Education; Historical Research; Bibliography; Children's Literature; XXI<sup>th</sup> Century.