

Abstracts

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Historical development of Islamic integrated education in Malaysia since 15th Century: current needs for the globalized world

Sidek Bin Baba
sidek@iium.edu.my

Mohamad Johdi Salleh
johdi@iium.edu.my

Tareq M. Zayed
tareq.zayed@live.iium.edu.my

Ridwan Harris
ridwan200182@gmail.com

ABSTRACT: Unlike traditional Islamic education (IE) systems, Islamic Integrated Education (IIE) emphasizes on developing graduate competency to generate employability to cope with an increasingly globalized world, while pursuing the core principles of IE. This paper tracks how IIE grew in Malaysia in the course of time and what are the opportunities offered for the students currently in primary, secondary and tertiary levels at IIE institutions. Historically, Islamic education in the Malay Archipelago (presently modern day Malaysia) started since Muslims ruled in Melaka around the 14th century. After the independence from British colonization, Malaysia retained the dualistic system of education i.e. separate Islamic and secular education systems. At current time, the Islamic education has been developed in an integrated way to accommodate the advancement of science and technology in Islamic subjects and thoughts. In this light, this paper presents the development of major aspects of IIE, such as pedagogy, curriculum, textbooks, teacher's training and assessment through the different ages till the present, based on available resources. Finally, this paper suggests that the IIE still needs to be enhanced in terms of quality and quantity of the educational institutions and the teachers. In this regard, teachers must be adequately trained to be able to creatively integrate the teaching of the Muslim holy scripture, the «Quran» with science, and vice versa.

EET/TEE KEYWORDS: History of education; Islamic education; Globalization; Malaysia; XVth-XXth Centuries.

Schoolbook as an instrument of in-group cohesion and social integration: various strategies of intergenerational cultural transmission in the Latvian and the Polish primers and textbooks of Russian emigration in 1920s

Maria Kozlova
makozlova@yandex.ru

ABSTRACT: The article reviews a problem set of intergenerational cultural transmission through the example of primers, which were published for Russian-speaking children in Latvia and Poland in the period of 1920s. We compare the content of the alphabet books published in limitrophe states with the content of the alphabet books published in Soviet Russia at the same time, so as to reveal the particular nature and instruments of socio-cultural transmission in the communities of Russian-speaking minorities who found themselves in the actual emigration. Conceptual framework of research consists of culture typology by M. Mead and recent studies of intergenerational cultural transmission and social cohesion. Source base of conducted research consisted off three primers published in 1920s in Latvia and one primer published in Poland. In addition we reviewed two primers published within the same time frame in Soviet Russia. Model of intergenerational transmission in the analyzed Latvian emigrant primers is based on a child's urge to individual development of values and guidelines, testing of behavioral practices, etc., using means recommended by adult community, i.e. knowledge and education. Therefore, Latvian primers «allow» children to be included in network of weak ties, thereby loosening in-group cohesion, but preparing children for integration into dominant culture. In the Polish edition of primer for Russianspeaking children one can observe classic post figurative type of intergenerational cultural transmission. This «permanence» of conveyed values and illusion of stability homogenize community, both vertically and horizontally, and provide in-group cohesion, protecting the group as a cocoon from cultural diffusion and assimilation. In Polish textbooks this cohesion strategy is supported and strengthened by representation of external environment as hostile and in-group environment as stable, based on age-proven popular wisdom and support of superior, i.e. divine, essence. Content analysis of primers published in 1920s in Soviet Russia allows talking about reconstruction of postfigurative type of intergenerational cultural transmission. In the context of actual abrupton of cultural continuity the strategy of extrapolation of intrafamilial model to the society at large is used here. It enables to normalize current social transformations and legitimates established social hierarchy.

EET/TEE KEYWORDS: History of education; Primers; Intergenerational cultural transmission; Latvia; Poland; XXth Century.

The 'emulators' of Samuel Smiles: Self-Help literature in Italy during the 19th Century

Roberto Sani
roberto.sani@unimc.it

ABSTRACT: Based on a wide and deep analysis of the vast and articulate journalism of a self-helpist line appearing in the peninsula following the publication in the Italian language of Samuel Smiles's famous essay *Self-Help* (1865), the article focuses on significant differences that can be seen, from the point of view of the socio-economic and political orientations and of the cultural and formative models transmitted, among this journalism, which in Italy soon assumed the most correct definition of «proletarian» journalism, and the original «selfhelpist» ideology of an anglo-saxon origin advocated by the Smiles essay.

EET/TEE KEYWORDS: History of education; Children's literature; Self-Help literature; Italy; XIXth Century.

Histórias do Tio Damião (1942-1951), by Lourenço Filho: an interpretation of Brazil through children's literature

Estela Natalina Mantovani Bertoletti
estela@uems.br

Maria do Rosário Longo Mortatti
mrosario@marilia.unesp.br

ABSTRACT: Brazilian educator Manuel Bergström Lourenço Filho (1897-1970) dedicated himself to a range of activities with national and international repercussion. Despite of the importance of his work and his concern with education in accordance with the principles of the educational renovation movement as well as with the political debate surrounding the modernization of the nation, especially from the 1930s onward, his production as a writer of children's literature remained overlooked. Aiming to understand this facet of this educator's work, the Série Histórias do Tio Damião (1942-1951) is analyzed. It can be concluded that, by means of these books, Lourenço Filho taught an interpretation of Brazil to the children of the time, as well as a way of writing and editing texts and teaching through children's literature, to adults of that time and beyond.

EET/TEE KEYWORDS: History of education; History of children's literature; Modernization; Brasil; XXth Century.

«Youth was never this united»? Manifestations of social injustices within the Hitler-Jugend and ways of systemizing those

Jakob Benecke
jakob.benecke@phil.uni-augsburg.de

ABSTRACT: The NS-regime was, generally speaking, not interested in an outright levelling of social differentiation patterns, as they were present within the German society around 1933. On the contrary: old hierarchies were to be fought and new ones were to be established – both according

to the Nazi administration's social ideology and, deriving from it, its racial ideology. The Hitler-Jugend [henceforth HJ], the Nazi's youth organization, can be subsumed under this conclusion. The following contribution will investigate in how far phenomena of social injustice appeared in the Nazi youth organization and how these can be classified systematically by using selected examples. This represents an attempt – never seen in educational-historical research with respect to the Nazi regime – at systematically analyzing the issue of social injustices in the research field concerning the, which on the one hand is almost unmanageable¹, but on the other hand shows numerous desiderates.

EET/TEE KEYWORDS: Research of historical socialization; Youth organization; Social inequality; National socialism; Hitler-Jugend; Germany; XXth Century.

Francoist censorship and its influence on magazines and comics for female children and teenagers (1938-1977)

José Joaquín Rodríguez Moreno
tebeoteca@uca.es

ABSTRACT: General Franco's dictatorship imposed publications for children and teenagers a strict censorship system, which generated an important limitation for authors and editors of comic books. This article analyses – through the legislation of the «Boletín Oficial» del Estado and theoretical texts published during the dictatorship- who were the people in charge of creating the regulations and supervising the contents, and what objective they were looking after in the case of female teen comics, which were publications aimed at female readers. We will also examine the different positions on this gender-based segregation, discovering the dissenting voices that appeared and the arguments they employed.

EET/TEE KEYWORDS: History of education; Journals; Comics for female children; Spain; XXth Century.

Preparatory classes as a form of preschool education in Ukraine during the Soviet Period (the 1920s-1980s): the main stages of their development

Tetiana Havrylenko
gavrienko-tanya@yandex.ru

ABSTRACT: The retrospective analysis of the activity of preparatory classes as a form of preschool education in Ukraine during the Soviet period is carried out in the article. The main stages of formation and development of preparatory classes during the 1920s-1980s are determined and characterised. It is shown that at different stages of their functioning preparatory classes were not only oriented to the preparation of children for systematic schooling, they also arranged conditions for the lowering of school starting age.

EET/TEE KEYWORDS: Preparation classes; Preschool education; Primary education; School; Ukraine; XXth Century.

Aprender en clave de género. El ideal de feminidad en la formación de maestras durante el franquismo

Teresa González Pérez
teregonz@ull.edu.es

Learning in the key of gender. The ideal of femininity in the training of teachers during the Franco regime

ABSTRACT: The Franco dictatorship reformulated the model of women, in the interest of the ideal of femininity, and made them the legitimating base of the new regime defined by national-Catholicism and patriarchal ideology. The life of women was marked by the normative canon based on homelike discourse and the exaltation of motherhood. The social norms imposed on them by the leading institutions forced them to assume them as theirs own, unique and true. The symbolic constructions associated with the feminine, with the return to traditional values and the loss of civic rights, imposed the ideology of subordination. The relations between both sexes were endorsed by a propagandistic and formative process. The Falangist ideology, the religious dogmas and the proclamations of the military established the framework of action of women. Although in theory they were subordinate subjects, the role played by women in the family structure was very prominent. The main objective of this article is to know the ideal of femininity of Spanish women, education and the learning of gender postulates in the formation of the teachers who in turn would be responsible for the education of the new generations during the Franco regime. We intend to make the differentiated formation visible in the context of the Francoism, with the imposition of a curriculum in teaching marked by religion, national history, the exaltation of moral values (honor, authority, chastity, self-denial and honor), domesticity and motherhood. The methodology follows the design of educational historiography with a gender focus. We consult primary and secondary sources (legislation, curricula, programs, textbooks, magazines, newsletters, etc.).

EET/TEE KEYWORDS: History of education; Francoism; Ideal of femininity; Teachers; Curriculum; Spain; XXth Century.

Time, age, and length of stay in school: a study based on registration books (Brazil, 1895-1919)

Natália Gil
natalia.gil@uol.com.br

Joseane El Hawat
joseaneh@yahoo.com.br

ABSTRACT: This article analyzes a set of registration books, produced in Brazil, in the state of Rio Grande do Sul, from 1895 to 1919, seeking to understand, through data filled out and categories adopted for identification of enrolled students, their school careers, ages of admittance, and attendance and length of stay in school. We also intended to relate the provisions of decrees concerning public education with the records contained in the documents under study.

Furthermore, we intended, to some extent, to contribute to the reflection on the potential and limits of school bookkeeping as sources that can contribute to understanding aspects of the school practice and of the experience of students in the indicated period.

EET/TEE KEYWORDS: History of school; School bookkeeping; Registration books; School age; Brasil; XXth Century.

Platero y yo, ¿libro para la infancia y las escuelas? Un estudio histórico-cultural sobre la representación pedagógica de la obra literaria

J. Carlos González-Faraco
faraco@uhu.es

Heliodoro M. Pérez-Moreno
heliodoro.perez@dedu.uhu.es

Juan Ramón Jiménez-Vicioso
jjmenez@uhu.es

Platero and I, a book for children and schools? A cultural-historical study about the pedagogical representation of a literary work

ABSTRACT: *Platero and I* is the most popular work of Juan Ramón Jiménez, one of the most important Spanish poets of the 20th century, who was awarded the Nobel Prize for Literature in 1956. After *Quijote*, *Platero* is the most reissued work of Spanish literature of all the times. Although it was not written for children, it has usually been considered a work of children's literature. Almost since its first appearance in 1914, its presence in Spanish and Hispanic-American school culture has been extraordinary. Based on the analysis of numerous Spanish textbooks published over the last one hundred years, in this article we study the long educational trajectory and the various pedagogical representations (or readings) of this book.

EET/TEE KEYWORDS: Children's literature; Reading; Textbooks; Literary education; Spain; XXth Century.

La radio per ragazzi nei primi anni del fascismo (1925-1933)

Carla Ghizzoni
carla.ghizzoni@unicatt.it

Radio for young people in the first years of Fascism (1925-1933)

ABSTRACT: While already widespread in several European countries and the United States at the beginning of the 1920s, radio broadcasts began in Italy in the autumn of 1924. The first radio station opened in Rome with many others soon following. To date, various studies have researched radio development and its use for propaganda and recreational purposes throughout the Fascist period. Also, it has been studied the role that radio broadcasts played during those years to create a mass

Italian society. Despite radios being credited with shaping the Italian «collective memory» and the general appreciation of the important role played by radio in reaching out to all Italians (even those who were illiterate and thus unable to read books or newspapers), there is a certain lack of attention given to the medium of radio by scholars of the history of education. Researchers into the birth of Italian radio broadcasting have pointed out the interest in childhood and school. Yet, there are very few studies that have thoroughly investigated stages, features, protagonists of such subject. This essay plans to close this gap in knowledge by looking into the history of the first radio broadcasting meant for the Italian youth in the Fascist period, from their beginning in 1925 until 1933: the time period when the Mussolini government promoted the birth of the organization Ente Radio Rurale with the aim to reach out to as many Italians as possible. During this time period, each station still acted autonomously in their programming for youths, and the programs had much in common with other excellences in children's literature and journalism of the beginning of the 1920s even if Fascism was soon to pervade considerably all radio programming for younger audiences. The research has started with a review of the magazines used by Italian radio programmers to list all programs meant for the youths of the time and discover about their creators and their collaborators. We have analyzed all magazines published first by the Unione Radiofonica Italiana (URI) and then, from 1930, by the Ente Italiano Audizioni Radiofoniche (EIAR) such as the «Radiorario» (1925-1929), the «Radiocorriere» (from 1930), and the EIAR «Annuario». Similarly, we have also reviewed all books signed by those radio hosts who have left accounts, written texts and track lists for their programs meant for the Italian youths.

EET/TEE KEYWORDS: History of education; Fascism; Tools of education; Italy; XXth Century.

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

Anna Ascenzi
anna.ascenzi@unimc.it

Roberto Sani
roberto.sani@unimc.it

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

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

«From the bricks to the memory tree»: interlocutions between school architecture and historical-educational heritage. Porto Alegre/RS (1919-2016)

Tatiane de Freitas Ermel
termel@uri.edu.br

ABSTRACT: The study falls within the perspective of Cultural History and School Culture, problematizing school architecture as historical-educational heritage. It investigates the first buildings constructed in the period of First Brazilian Republic, in which discourses concerning the need to build adequate school spaces for children were lined up with the ideal of quantitative and qualitative improvement of primary education. It analyzes a documentary corpus composed of Reports by the Direction of Public Instruction and Public Works of the State of Rio Grande do Sul, as well as photographs, floor plans, projects and documents from school archives. The research shows that the school building is a material support for school culture conservation, and relates it to preservation and conservation policies.

EET/TEE KEYWORDS: Primary school; School architecture; Historical-educational heritage; Brasil; XXth Century.

Foreign schools in Thessaloniki from the perspective of the Ottoman State (1850-1912)

Fatih Demirel
fatihdemirel@uludag.edu.tr

ABSTRACT: During the education reform process of the Ottoman Empire, Thessaloniki always had a significant place. In Thessaloniki, a variety of schools were established by foreigners at the levels of primary and secondary education and high school. These schools were established by France, Italy, England, Germany, the USA and Romania. This study aims to provide an insight into the foreign schools established in Thessaloniki during the period of Ottoman education modernization. To this end, these schools established in the name of different countries were examined in terms of their educational activities, their missions, the efforts of the Ottoman administration to control them, and also the problems experienced.

EET/TEE KEYWORDS: History of education; Education modernization; Ottoman; Foreign schools; Thessaloniki; XIXth-XXth Centuries.

A Fairy tale (r)evolution: the value and the critical reading of fairy tales in the contemporary educational context

Dijana Vučković
dijanav@ac.me

ABSTRACT: In this paper we present a diachronic overview of a classical fairy tale, i.e. its creative and receptive (r)evolution, which is the basis on which we determine the educational value of this literary type. In different epochs a fairy tale was the source of controversy and it is also the case today-some people praise it, pointing out that it gives hope, while others connect it with conservative attitudes and values. Most often, a fairy tale in education is treated as a story that simply distinguishes good from evil, but the structure of many fairy tales cannot be reduced to the black and white morality. This is especially true if we interpret a fairy tale at deeper significance levels. Instead of using a fairy tale in education to serve as a moral lesson, it would be more meaningful to interpret it as a story that calls for critical reading, to explore its numerous adaptations and evolution. A fairy tale is increasingly present, so the evolution of this genre turns into a revolution. In order for children to better understand a fairy tale message and its complex artistic nature, it is necessary to read it in the classroom with a problem-based and research-based critical approach. Such an approach to a fairy tale is suggested in this text within the framework of the reception theory.

EET/TEE KEYWORDS: Adaptations; Children's literature; Critical reading; Evolution of a genre; Fairy tale in education; Fairy tale reception; XIXth-XXIst Centuries.

Educazione e scuola nell'opera di Geremia Bonomelli

Andrea Marrone
marroneandrea86@gmail.com

Education and School in Geremia Bonomelli

ABSTRACT: Geremia Bonomelli (1831-1914), bishop of Cremona for more than forty years, was one of the most important figures of Italian Catholicism of his time. His life, pastoral work and books have been widely studied, while his pedagogical and scholastic interests remain largely unpublished. Despite the historiography gap, he committed to education of young people, promoted a new catechetical method, took care of the situation of the Italian school and its legislation. Differently from other Catholics, Bonomelli defended the fundamental role of the State in the government and management of the school, proposing an alliance between national and religious education. The article aims to highlight Bonomelli's pedagogical and school views, which appear particularly important in the Italian Cristian pedagogy.

EET/TEE KEYWORDS: Education system; Catechism; Catholicism; Principles of education; Teaching; Italy; XIXth-XXth Centuries.

Spells and the microscope. Picture books about fairies: fantasy, science and children's literature

William Grandi
william.grandi@unibo.it

ABSTRACT: This article examines some important children's picture books about fairies, from the Victorian era to modern times, from a historical, pedagogical, graphic and literary point of view. In the past two centuries this editorial genre of children's literature has been little investigated. Writers and illustrators – including Cicely Mary Barker, Sophie Reinheimer, Maria Savi-Lopez, Wil Huygen and many others besides – have told stories of fairies, angels and sprites, using narrative models borrowed from popular traditions, botany and the observation of nature. Examining these books in their historical succession, a constant and – at times – conflictual relationship emerges between fairies and technical and scientific development. Industrialisation and biological discoveries have not deleted these legendary figures from the collective imagination. On the contrary, fairies have transformed, to become a strong and rebellious presence that is not afraid of microscopes and cameras, nonchalantly brushing even with evolutionary and anthropological theories. Over the decades, children's books about fairies have become a narrative sector of particular interest, not only for children's literature but indeed also for the history of cultural and social customs.

EET/TEE KEYWORDS: Children's Literature; Fairies; Science; Technology; Illustrations; XIXth-XXth Centuries.

Rinnovamento storiografico e passione civile nella proposta di Carlo Guido Mor di istituire un «Centro Nazionale sulla storia della scuola in Italia» (1940-1942)

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

Historiographic renewal and civil passion in the proposal of Carlo Guido Mor to establish a «National Center on the history of the school in Italy» (1940-1942)

ABSTRACT: The article intends to present an interesting proposal by Carlo Guido Mor, professor of History of Law at the University of Modena, about the establishment of a «National Center on the history of the school in Italy». The project was presented in Bologna in April 1940 on the occasion of the First National Conference for the History of Italian Universities and then summarized and expanded in August 1942 on the journal «Gli Annali della Università d'Italia». This Center intended to coordinate the studies conducted in Italy on the history of the school in order to make the results of the research more widespread and known.

EET/TEE KEYWORDS: History of school; History of university; Fascism; Italy; XXth Century.

A reflection on Canon Constitution and Canon Change in Children's Literature

Haifeng Hui
huihf@hust.edu.cn

ABSTRACT: This collection on canon studies in the realm of children's literature aims to explore canon formation, decanonization and recanonization processes that lie at the very core of children's literature, which constitute a hitherto underdeveloped area of research, especially in comparison

with canon research in general literature. The collection comprises three thematic strands: canon and cultural capital, challenges to the canon, and gatekeeper agents of the canon. By drawing on a wide range of essays covering multiple nationalities and historical periods, the collection explores the diverse social, cultural, educational and political contexts that contribute to the dynamics of canon formation and canon changes.

EET/TEE KEYWORDS: Children's literature; Canon studies; Decanonization; Recanonization; Cultural function.

Children's and youth literature in scientific journals: analysis and characterization using WoS and Scopus databases (1985-2017)

Araceli García-Rodríguez
araceli@usal.es

Raquel Gómez-Díaz
rgomez@usal.es

ABSTRACT: Though children's and youth literature (CYL) became an object of study towards the mid-twentieth century, the number of studies that measure the evolution of scientific production in this area is still limited. Thus, the purpose of this research is to analyse scientific production based on articles published between 1985 and 2017 cited in the WoS and SCOPUS databases to determine their relevance to the field of research. This is done by analysing production, country of origin, language of publication, concentration of production, degree of overlap, visibility, impact and most significant areas of knowledge. The results show that there is an increase in production, with a strong presence of authors linked to Anglo-Saxon institutions, as well as a rather low degree of visibility. The journals are mostly framed in the areas of language, linguistics and education, coinciding with the areas where the journals are best positioned.

EET/TEE KEYWORDS: Children's and youth literature; Scientific production on children's and youth literature; Journal; WoS; Scopus.

Per una storia dell'esperienza magistrale in Italia tra Otto e Novecento: il caso della maestra elementare marchigiana Maria Riccini (1892-1975) tra nuove fonti e nuove metodologie di indagine

Anna Ascenzi
anna.ascenzi@unimc.it

Elisabetta Patrizi
elisabetta.patrizi@unimc.it

A history of the teaching experience in Italy between the Nineteenth and Twentieth centuries: a case study of Maria Riccini (1892-1975), a primary school teacher from the Marche, based on new sources and new methods of investigation

ABSTRACT: In recent years, research in the historical-educational field has greatly expanded the spectrum of sources used to reconstruct the history of teaching in an effort to gain a deeper understanding of the true scholastic experience. To this end, the authors believe that the examination of teachers' personal archives and libraries can provide a new contribution to the progress of studies in this sector. Proffering an initial overview of the results of their investigation, still scarce and in a certain sense entirely new to this field of research, the authors have focused on a very unique case study: the documentary and bibliographic archives of primary school teacher Maria Riccini (Ancona 1892-1975), preserved at the University of Macerata's Centre for documentation and research on the history of schoolbooks and children's literature. The purpose of this paper is to reconstruct, for the first time, the experiential journey of a specific teacher through a series of indisputably significant sources: her personal library, consisting of training texts (pedagogical and didactic manuals, disciplinary manuals from the normal school, etc.), texts adopted for teaching and continuing education (school textbooks and reading books for primary school students, teaching journals, and cultural magazines); her personal archives, containing documents related to her own didactic work (teaching programs, notes and summaries used for conducting lessons, notebooks with newspaper clippings collected for educational purposes, etc.), and materials produced by the students (dictated texts, essays, exercises, drawings, etc.). The novelty of the approach adopted in analysing this variegated set of sources consists in having cross-referenced and re-read them within the framework of a historical reconstruction that aims to insert the human and professional history of Riccini into the historical-cultural and historical-scholastic context in which she lived and worked, intertwining her life's work with the significant eras that defined the nation's history, from fascism to the post-World War II period. It is, therefore, a «story seen from within», which does not speak of an abstract category of teachers, but rather of a specific teacher, her contribution and her direct educational impact, in order to provide a new historiographical perspective on the history of teaching.

EET/TEE KEYWORDS: Primary school teachers; Teachers' archives and libraries; Educational practices; Italy; 20th Century.

Cataloghi commerciali dei materiali scolastici e collezioni storiche dei sussidi didattici. Nuove fonti per la storia dell'industria per la scuola in Italia (1870-1922)

Marta Brunelli
marta.brunelli@unimc.it

Between the School supplies catalogues and the schools' teaching collections. New sources for the history of the educational industries in Italy (1870-1922)

ABSTRACT: The article presents the first results of a research on the history of production and circulation of school materials in Italy between the late 19th and the first half of the 20th century. The starting point of this work is the analysis carried out on some teaching materials still preserved in the historic collections of seven schools, and which have been studied not only in their educational nature but also in their quality of industrial products and object of consumption. Moving from an in-depth analysis of some anatomical models, the author illustrates a research methodology

based on a systematic comparison of school objects, commercial catalogues and the ministerial teaching prescriptions. The triangulation of information from multiple sources, allows outlining the birth and development of the school market and industry in Italy in the period 1870-1922.

EET/TEE KEYWORDS: History of Education; School Industries; Teaching Aids; Historical-educational Heritage; Historical Research; Italy; XIXth-XXth Centuries.

Montessori Pedagogy, an educational alternative, from Romania. Evolution from the beginning of the 20th century until the Second World War contribution

Carmen Maria Chişiu

carmenmaria.chisiu@ulbsibiu.ro

ABSTRACT: Montessori Pedagogy, having as a founder M. Montessori, Italian physician and pedagogue, is one of the alternatives that entered Romania at the beginning of the 20th century, due to the opening of the occupants of those times. We present in this paper the evolution in Romania of Montessori pedagogy and educational alternative, from the beginning to the Second World War. We will refer to the interest that the ideas of M. Montessori have made, translations of her works in Romanian, as well as the writings of some Romanian specialists who have popularized and supported her. We will bring readers' attention and involvement issues by attending conferences and training courses for teachers, by setting up the Montessori schools and the role of renowned personalities in the development of the Montessori alternative and the Montessori Association, an expression of the interest and appreciation.

EET/TEE KEYWORDS: History of pedagogy; Pedagogy; Montessori method; Romania; XXth Century.

Gli studi sul patrimonio storico-educativo in Spagna e in Italia. Due realtà a confronto

Lucia Paciaroni

l.paciaroni2@unimc.it

Research on historical-educational heritage in Spain and Italy. Realities in comparison

ABSTRACT: The report illustrates the main founding of the seminar intitled «Research on historical-educational heritage in Spain and Italy. Realities in comparison» which was organised by the Society for the study of Historical-Educational Heritage (SIPSE) in collaboration with the University Roma Tre and University of Macerata, and was held in Roma on 15 June 2018. The seminar gave the opportunity to discuss the state of the art of the research on historical-educational heritage in Italy and Spain and to exchange ideas and perspectives about the preservation and the recovering of this heritage.

EET/TEE KEYWORDS: History of education; School material culture; Educational heritage; Teaching aids; Europe; Spain; XIXth-XXth Centuries.

International Bibliography of History of Education and Children's Literature (2017)

Dorena Caroli
dorena.caroli@unimc.it

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

ABSTRACT: The present International Bibliography of the history of education and children's literature about the year 2017 is the sixfth of a serie, which has been published in 2013, 2014, 2015, 2016 and 2017 on the international journal «History of Education & Children's Literature» and concerned the eight years period 2010-2017; it was followed by the publication of five 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).