

Abstracts

Vol. XIV n. 1 (2019)

Memories and public celebrations of education in contemporary times. Presentation

Juri Meda
juri.meda@unimc.it

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

Marta Brunelli
marta.brunelli@unimc.it

ABSTRACT: The purpose of this contribution is to examine «school memory» in depth as a specific object of research and a new line of investigation for historians of education. The starting point is the new historical-cultural approach and the related key-concepts of cultural memory, collective memory and public memory, which have provided historians of education with new methodological tools to explore the school past, places and heritage. A more specific focus then follows on the methods by which the memory of schools and education has been developed and transmitted by the institutions through official commemorations and public celebrations, and on the basis of a precise «politics of memory» and «public use of memory» designed to build consensus and to strengthen feelings of belonging to a particular community. The authors also analyse the social-cultural dynamics underlying both the commemoration of innovative educationalists and educators, and the celebration of those places where the memory of schools and education has become part of community memory and identity.

EET/TEE KEYWORDS: History of education; Collective memory; Cultural memory; Politics of memory; Places of memory.

The «Sites of School Memory» in Italy between memory and oblivion: a first approach

Juri Meda

juri.meda@unimc.it

ABSTRACT: This paper, starting from the categories of *lieux de mémoire* and *place memory* developed respectively by Pierre Nora and Paul Connerton, is aimed at determining what constitute «sites of school memory» and the dynamics that govern them. Five kinds of «sites of school memory» have been identified, namely, in order: school museums; schoolhouse museums and schoolroom museums; historic schools; «forgotten schools», i.e. schools which have fallen into ruin; those that we have previously defined as «sacred places of education», namely those places (usually schools) that constitute the spatial incubators of innovative educational experiences so as to be considered unique and be counted as such in the annals of the national education system. This paper presents the main characteristics of these different types, highlighting linearities and asymmetries, and tracks an interpretive framework that documents the highly localistic character of school memory, albeit with some distinctions.

EET/TEE KEYWORDS: History of education; School memories; Sites of memory; Collective memory; Public memory; Italy; XXth-XXIth Centuries.

«Non-places» of school memory. First reflections on the forgotten places of education as generators of collective school memory: between Oral history, Public history and Digital history

Marta Brunelli

marta.brunelli@unimc.it

ABSTRACT: The article explores the concept of *places of memory* by analysing it from the opposite perspective of «non-places», an expression which – born in the context of the studies on the so-called «difficult heritage» and «difficult history» – was definitively popularised by the famous work of Marc Augé. By «non-places of school memory» the author means all those educational places consisting of abandoned, forgotten, or even materially no longer present schools and that, for this reason, have been removed from the collective imagination. Such places, however, still conserve an ability to generate memories that survive and resurface thanks to people who preserve what Assmann has called «communicative memory»: a collective memory that – on the contrary of formalised and institutionalised «cultural memory» – only «lives in everyday interaction and communication» and is preserved within the limited time span of three generations. Just by gathering and appropriately socialising these individual memories – a process which can be further facilitated, today, by the joint use of the methods and tools of Oral, Public and Digital History –, such Communicative memory can be transformed into Cultural memory and, consequently, a «non-place» can once more become a *place of collective school memory* and an identity building element for the whole community.

EET/TEE KEYWORDS: History of education; Non-places of memory; School memories; School photographs; Public history; Digital history; School museums.

Different schools as «places of memory»: the case of Cooperativa A Torre (1970 – present days)

Joaquim Pintassilgo
japintassilgo@ie.ulisboa.pt

Alda Namora de Andrade
aldanamora_81@hotmail.com

ABSTRACT: The concept of place of memory proves useful to interpret the images and the representations constructed by a group of different schools which appeared in the international educational arena from the end of the nineteenth century. In the context of a project whose purpose is to map and characterized a set of different schools developed in Portugal, particularly in the second half of the twentieth century, we are studying the case of Cooperativa A Torre, created in 1970 and still in operation today. This articles's main goal is to promote a reflection on the representations created by the actors connected to this experience, which allow us to consider it today as a place of memory of an alternative education. In this context, we deploy diverse methodological strategies to capture the memories of these actors, namely the analysis of a set of interviews.

EET/TEE KEYWORDS: History of education; School memories; Sites of memory; Portugal; XXth Century.

The Beckwith schoolhouse-museums as places of memory

Francesca Davida Pizzigoni
f.pizzigoni@indire.it

ABSTRACT: The Beckwith schoolhouse-museums, established in the 1970s as a transformation of the Beckwith schools of the Waldensian valleys of Piedmont, represent the peculiar yet meaningful history of the «colonel schools». At the same time, however, these small nineteenth-century schoolhouses, equipped with antique furnishing and teaching aids, have the power to embody and pass down the whole meaning of the concept of school for the Waldensian people. From being a place of early schooling scattered throughout the territory, the Beckwith schoolhouse-museums have become «places of memory» where history, identity and collectivity come together to form a whole and in which material space extends far beyond its own borders to become a symbolic space too.

EET/TEE KEYWORDS: History of education; School memories; Colonel schools; Public memory; XVIIth-XXth Centuries.

Politics of collective memory in education: Atatürk corners in Turkish schools

Neslihan Kansu-Yetkiner
neslihan.yetkiner@ieu.edu.tr

ABSTRACT: Drawing upon Halbwachsian approach to collective memory (1992/1980) and Foucault's notion of panoptical surveillance, the present study focuses on the management of Atatürk's (the founder of Turkish republic) legacy in the educational environment thorough the establishment of specific areas in institutions known as Atatürk corners, which act as mnemonic devices, state surveillance instruments and the spaces of absence. The study builds on insight about how veneration for him has been shaped in the educational environment, and how routine rituals, celebrations and commemorations have molded collective memory on Kemalist republican ideology. It further discusses how these sites have become a problematic issue, leading to clashes between Islamist and secularist fronts. It is important to understand whether individual memories engage critically and constructively with inherited Kemalist ideology. Thus, apart from the collective structuring sources on Atatürk corners, other focuses were considered; individual memories, newspaper news and website forums, in order to provide a full examinations of subjectivities created by official and personal practices. The analyses showed a common pattern across similar cultural scripts, based oh shared ideological ground on school memories related to Atatürk.

EET/TEE KEYWORDS: Atatürk corners; Politics of Collective Memory; Atatürk as a Multivalent Symbol; Kemalist panopticon; Turkey; XXth Century.

The School Museum as a tool for building a bridge between the national and European cultural heritage in Vojvodina: a case study of the Serbian Orthodox Gymnasium in Novi Sad (1810-1918)

Aleksandra Maksimović
amaksimovic@vivasabac.edu.rs

Jovana Milutinović
jovanajm@ff.uns.ac.rs

ABSTRACT: The aim of this paper is to analyze the School Museum of the Serbian Orthodox Gymnasium in Novi Sad as a kind of bridge between national and European cultural heritage, as a place of memory (*lieu de mémoire*) in the way the French historian Pierre Nora uses this concept. Thereby, the paper focuses on specific educational and cultural heritage that this scholl promotes. The analysis will be based on the historical materials available in the Museum. This study will show how the School Museum of the Serbian Orthodox Gymnasium, as a place of memory, functions as a meeting point of the past and the present, with an important educational mission that not only supports the collective memory but also provokes the re-interpretation of the national and international cultural heritage.

EET/TEE KEYWORDS: History of school; Heritage education; Place of memory; Hasburg empire; Serbia; XIXth-XXth Centuries.

Forging a new homeland: the unique experience of *brizoletas* in Rio Grande do Sul/Brazil in the second half on the 20th century

Claudemir de Quadros
claudemirdequadros@gmail.com

ABSTRACT: This article presents a study related to the musealization of school buildings denominated *brizoletas*, which were built in the State of Rio Grande do Sul/Brazil, between the years of 1959 and 1963, period of the government of Leonel Brizola. In general terms, it can be seen that *brizoletas* have been constituted in public monuments dedicated to the commemoration of their own past and in this sense, mobilization actions have been developed in several municipalities of the State of Rio Grande do Sul with sights to conservation and restoration of remnants of these school buildings; dissemination of news related to them in the local media; mobilization of the figure of former governor Leonel Brizola as leadership of movements for schooling; remembrance of this unique experience as a justification for proposing laws related to full-time school, as well as different uses of experience and family relationship with the former governor as a qualifier in political-party disputes in the State of Rio Grande do Sul.

EET/TEE KEYWORDS: History of education; School buildings; *Brizoletas*; Memories; Brasil; XXth Century.

The normal school of Piracicaba as a memory place of the republican regime in Brazil

Tony Honorato
tony@uel.br

Ana Clara Bortoleto Nery
ana-clara.nery@unesp.br

ABSTRACT: The Normal School of Piracicaba, whose premises was inaugurated in 1917, is a landmark within the historical, cultural and educational heritage of the city in the state of São Paulo, Brazil. Several events record its role in teachers' training from the Republican standpoint. Current research analyzes the institution's premises as the site of the production of history and memory, from its architectonic ideals, construction, forming elements and possible uses by agents. Narration endeavors to investigate the agents' appropriation of school space-time as constituents of memory by Pierre Nora, cultural heritage by Néstor García Canclini and educational experience as a didactic and pedagogical value of school architecture by Antonio Vinão-Frago.

EET/TEE KEYWORDS: Normal school; School architecture; Memory and history; The Republic of Brazil and education; Teacher formation; Brasil; XXth Century.

«Ricambiare l'amore che portano all'educazione...». Public memory and awards of honour of public education in Italy from the Unification to the end of the 19thCentury (1861-1898)

Alberto Barausse
barausse@unimol.it

ABSTRACT: From the time of the Unification period, the ones responsible of the public politics for the development of public education through specific normative and regulamentar measures have instituted the practice of awards honouring conferred by the public authority with the title of «Benemerito della Pubblica Istruzione». This process has involved, from the beginning, municipal institutions, associations, and above all, primary school teachers. Subsequently, also professional categories of inspectors, didactical authorities were honoured by public decorations. This special honour institution, which granted certificates of merit and medals, with the time being had a significant evolution. The paper aims to demonstrate and calls the attention to the decoration as a public policy of the memory, a functional way of incentivising even the development of the primary school processes and to promote the professionalization of the teacher's body. Through these awards and celebrations, truly memory places, it is possible to verify the different models of teachers that the diverse political classes intended to spread, adequate to foment the development of the primary education in a laic and gratuity, an ethic-civil reference to the local communities, capable of taking charge in a string mission, characterized as a civil religion and ready for any sacrifices. The paper inspires for the suggestions that the research in the field of History of Education has produced during the last years, in relation with the ways of remembering how representation forms the school and the teachers' body adopted to make it public. It is based on the analyses of the unpublished documentation filed kept in the Italian State Central Archive, integrated by the printed documentation through commemorative booklets or the official bulletin from the Ministry of Public Education.

EET/TEE KEYWORDS: Politics of public memory and education; Awards of honour; Medals and certificates of merit; Teachers' public memory; Italy; XIXthCentury.

Medals and diplomas of merit for teachers: the *Premio Bottero* award in Turin (1891-1918)

Maria Cristina Morandini
maria.morandini@unito.it

ABSTRACT: In the wake of Unification, the education ministers of the Kingdom of Italy launched the conferral of medals and diplomas of merit, as both an incentive and a token of gratitude to teachers called, in the face of numerous challenges, to form a national consciousness and identity. Turin City Council decided to join its efforts to those of the Ministry by setting up its own awards. One such prize was the Premio Bottero, called after the famous Turin journalist of the same name and founder of the newspaper «La Gazzetta del Popolo». Awarded every two years between 1891 and 1918, at each edition, the two winning teachers received the sum of 500 lire each. Only lay teachers at state schools were eligible to receive the award, which by regulation was conferred on similar numbers of men and women candidates. Candidates were required to have at least fifteen years' teaching

service, display competence and skill in their teaching work, exercise their profession with dedication and enthusiasm, and hold experience of teaching adults as well as primary schoolchildren.

EET/TEE KEYWORDS: Award; Primary school teacher; Italy; XIXth-XXth Centuries.

A stone on the wall. Collective and public memory of an eclectic primary school teacher

Chiara Venturelli

chiara.venturelli4@unibo.it

Abstract: Within the recent research field represented by the perspective of school memories in its various declinations, the present contribution intends to focus on the theme of public buildings named after figures in the educational and scholarly field as a space and instrument of public and collective memory, in order to identify, on the one hand, what reasons and representations guided the ruling class in choosing them, on the other what identity of teaching profession is transmitted through such commemorative plaques. Particularly, it will be considered a case study consisting of the naming of a municipal library in Bologna after Cesare Malservisi (1935-2005), a figure of primary school teacher between the 60's and the 80's, well-known in the city for his multifaceted activities. Indeed, Malservisi was also a librarian, a scholar of folk traditions and folk culture and a singer-songwriter.

EET/TEE KEYWORDS: Stone memories; Public memory; Collective memory; Primary school teachers; Italy; XXthCentury.

Renewing the ties of a century of history: an experiment in citizen history on the occasion of the Centenary of the Fortuzzi school

Carla Carpigiani

carla.carpigiani@libero.it

Gianluca Gabrielli

gianluca Gabrielli8@gmail.com

ABSTRACT: In 2017, the primary school Fortuzzi located in Bologna, reached its first 100 years of age. It was actually inaugurated on July 22, 1917 and today hosts two sections of full-time primary school. As part of the initiatives to celebrate the centenary, a public and participatory research has been carried out. The objective was not limited to the reconstruction of the most significant events that accompanied the existence of the school and that of the people who both taught and learned inside this facility. At the same time we have always wanted to communicate to the citizenship and the subjects that constituted the actual school (pupils, students and parents) the importance of the institution in the city context and the changing character that it had taken over time. The purpose of this essay was to provide a report of the characteristics of this experimental research formula, illustrating its methods and results, reflecting both its potential and its limits.

EET/TEE KEYWORDS: Citizen history; Intersubjective memory; Outdoor school; Bologna; Italy; XXth Century.

The politics of immortality: the funeral of an education minister and teacher unionist

Joakim Landahl

joakim.landhal@edu.su.se

Annika Ullman

annika.ullman@edu.su.se

ABSTRACT: The funeral of former Education Minister and teacher unionist Fridtjuv Berg in 1916 is analysed here from the perspective of collective remembrance. Drawing on obituaries and on media coverage depicting the funeral, this article discusses how the commemoration of Berg was an expression of two uncompleted achievements of the late 19th and early 20th centuries: the rising social status of elementary school teachers and the emergence of a collective teacher identity. The funeral is analysed both as an expression of these tendencies and as an attempt to strengthen the very same tendencies, thereby counteracting the fact that the elementary school and its teachers were still haunted by a lack of social status as well as by fragmentation. Thus the funeral provided an opportunity to symbolically express cherished but precarious ideals.

EET/TEE KEYWORDS: History of education; Memory; Funeral memories; Sweden; XIXth-XXth Centuries.

Remembering teachers and headmasters. Funeral memories as source in history of education between nation building and collective memory

Mirella D'Ascenzo

mirella.dascenzo@unibo.it

ABSTRACT: Studies of school memories have underlined the heuristic value of many new sources which have been underused by education historians until now. This contribution sets out to analyse the forms of public commemorations of school teachers and headmasters, understood as historical sources able to reveal many aspects of school, collective and public memories. Starting from the studies of obituaries of school teachers and officials in Italy, the paper circumscribes the area of investigation to the local case of the city of Bologna (Italy) from the Unity of Italy to the post-Second World War period. Some common aspects emerge over time in relation to the contents and forms of commemoration, but also the peculiarities in relation to the different historical periods and the different ways of remembering female and male school teachers, in a sort of «gender» commemoration.

EET/TEE KEYWORDS: History of education; School memories; Primary teachers' and Headmasters' funeral memories; Collective memory; Italy; XXth Century.

Funeral memories as a form of promotion of the value system and contributions of important protagonists in the area of development of education in Montenegro

Vučina Zorić
vucinazoric@gmail.com

ABSTRACT: This theoretical study focuses on the phenomenon of public forms of commemoration in order to describe and analyse the forms, functions and importance of commemorating the individuals who have contributed to the development of education in Montenegro. The research presents an analysis of: ceremonies and orations from the funerals; in educational and other public institutions; tombstones and funerary epitaphs; memorials (in memoriam/obituaries) in the journals; books of remembrance and papers given at scientific conferences, etc. It was shown that the forms of public commemorations are expressions of respect and sadness, as well as significant life celebrations of pedagogical workers, their performance and, in accordance with that, the corresponding value system. They are very important as fulfilment of the private formal obligations (funeral as one of the most important forms of human communication), but also as promoting the importance, history and progress of education.

EET/TEE KEYWORDS: Funeral Memories; Commemoration; History of Education; Montenegro; XIXth-XXIth Centuries.

The invention of tradition in the Italian University during the Fascist period (1922-1943)

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

ABSTRACT: On the basis of a rich amount of sources, some of which are still less used by scholars, this article aims at focusing the attention on the Fascist regime's aspiration to make University the privileged place for the elaboration of an Italian cultural and civil tradition, which was able to establish itself in the world and to recover the idea of a national «primacy». Hence the need of a real «invention of an Italian university tradition» during the twenty years of Fascism, in order to start a process of an ideological reconstruction for national identity, clearly and mainly founded on the recovery of a glorious past.

EET/TEE KEYWORDS: History of education; History of university; Invention of tradition; Fascism; Italy; XXth Century.

The invention of the educational tradition in religious Madrid elite schools. Identity and distinction of the private school culture during Franco's dictatorship

Sara Ramos Zamora
sramosz@ucm.es

Teresa Rabazas Romero

rabarom@ucm.es

ABSTRACT: Tradition is key in identity processes, using history to legitimize the past. This work aims to study the traditions of some elite private schools in Madrid belonging to religious congregations during the Franco era. For this analysis we have selected two relevant experiences in educational historiography, namely, the Congregation of the Marianist Fathers and the Brothers of the Christian schools-La Salle. Our purpose is not to reconstruct the history of these congregations or their educational institutions, which has been the object of study by other specialized authors, but to examine the way that two private religious colleges for the education of boys – Nuestra Señora del Pilar and Nuestra Señora del Maravillas-La Salle – made use of rituals, rules and practices that shaped their own traditions in order to build a school identity.

EET/TEE KEYWORDS: History of education; Invention of tradition; Christian schools; Franco's dictatorship; Spain; XXth Century.

«Lenin has studied here»: a case study of the invention of the Sovietic University «revolutionary» myth

Alla Salnikova

Alla.Salnikova@kpfu.ru

Svetlana Malysheva

Svetlana.Malysheva@kpfu.ru

ABSTRACT: This article examines the invention of tradition and related processes in the Soviet period, as well as their transformation in the post-Soviet period, with respect to one of Russia's oldest universities – Kazan University. These processes are illustrated through the evolution of the «Lenin myth», which was defined over the course of decades and functioned as both a site of collective memory and self-representation of the university, as well as a matrix for all of the university's educational work with its students. The myth emphasizes Vladimir Ulyanov-Lenin's time at Kazan University as the origin of the future leader's revolutionary biography, thus thinking the university, through Lenin as student, with the Bolshevik Party and the Soviet state. Although the «Lenin myth» has lost its central position in contemporary university tradition, it remains a significant part of a subterranean university culture. Moreover, its separate and formalized elements continue to be utilized by both the official bureaucratic discourse and by the new traditions of the modern university.

EET/TEE KEYWORDS: University; Historical memory; Corporative memory; «Revolutionary» myth; Soviet and post-Soviet Russia; XXth Century.

The invention of the Common School tradition Early American educational historiography and the building of a long-standing narrative

Luana Salvarani

luana.salvarani@unipr.it

ABSTRACT: In the second half of the 19th century, comprehensive Histories of Education started to be written in the United States. Especially in their treatment of history from the Reformation onwards, these books «invented a tradition» presenting everything as a preparation to the full realization of the Common School model, overlooking the fact that education in the US was largely made of individual efforts or organized by local communities. This narrative was made popular by its dominance in textbooks for teacher training, being therefore repeated in classrooms. While «revisionist» historians of the 1960's attributed it to the Progressive Era authors, we argue that it was born much earlier, together with the Common School movement itself, and we analyze the major elements of its narrative, seen as a self-aware technique more than a failed attempt by amateur historians.

EET/TEE KEYWORDS: History of education; Common school; Invention of tradition; USA; XXth Century.

Syrian protestant college in American missionary archives (1887-1902)

Özgür Yıldız

ozgur@mu.edu.tr

ABSTRACT: American Protestant missionary colleges spread throughout the Ottoman Empire following the declaration of the Imperial Edict of Gulhane and the Edict of Reform. Thereafter, the number of missionary schools increased quickly. This paper focuses on the period between 1887-1902 in the Syrian Protestant College, which was started by American missionaries in Syria. Founded in 1866, the school turned into a prominent institution in the region within 20 years. The school was particularly popular for its provision of medical studies. Serving students from different religious and sectarian backgrounds, the college also had an international nature. It was not only instrumental in the spread of Arab nationalism in the region, but was also famous for the high quality education it offered as well as its library, museum, laboratories and fossil collections in the 1880s. This study analyzes the school between 1887-1902 based on the American Missionary archives.

EET/TEE KEYWORDS: History of education; Missionary schools; American Protestant Colleges; Syria; Ottoman Empire; XIXth Century.

«Transformando el jardín en escuela». Las escrituras expuestas en las Escuelas del Ave-María del Padre Manjón

Elena Fernández Gómez

e.fernandezg@edu.uah.es

«Transforming the garden into a school». The writings exhibited in the Schools of the Ave-María of Padre Manjón

ABSTRACT: The objective of this article is to approach the Ave-María Schools and the manjoniana pedagogy from the methodology of the Social History of Written Culture. For this, I am going to focus on the role they played and the way in which the so-called exposed scriptures were used, which in these schools acquire the form either of inscriptions or of reliefs.

EET/TEE KEYWORDS: Social history of written culture; Exposed scriptures; Schools of Ave-María; Spain; XIXth-XXth Centuries.

Changes in and challenges of the secondary teacher training system in Budapest during the Great War and the period immediately following it

Imre Garai

garai.imre@ppk.elte.hu

András Németh

nemeth.andras@ppk.elte.hu

ABSTRACT: In this paper we examine the patterns of secondary teacher training in continental Europe and their impact on the development of the teaching profession in Hungary. We focus on teacher training institutions at the University of Budapest between 1914 and 1924. We employed a qualitative approach in our research. We therefore gained the results by carrying out hermeneutical document analysis of archival sources and analysing the content of secondary literature. We also used the theory of professionalization to interpret the results. Furthermore, the recollection, national tradition and places of memory (*lieux de mémoire*) notions implemented by Maurice Halbwachs and Pierre Nora were used in our study to explore the «recollection layers» of the Eötvös Collegium as a national historical site. During our investigations we found that the relationship between the Ministry of Religion and Public Education and the institutions of secondary teacher training (Secondary Teacher Training Institution, National Secondary Teacher Examination Committee and Baron Eötvös József Collegium) was based on cooperation within the framework of state regulation until 1918. The Baron Eötvös József Collegium was founded on the «scholar teacher» principle. The boarding school, which based on the French *grandes écoles* system was considered an important element of secondary teacher training. This was illustrated by the fact that various political regimes interfered with the operation of the institute by directly regulating it. Some of these measures were symbolic but others transformed the inner life of the boarding school and influenced training. The Collegium was an integral part of the secondary teacher training system, thus it is a historical memorial site which refers to Hungarian secondary teacher training prior to 1950. This reference is an important «recollection layer» which allows researchers to explore the peculiarities of the secondary teacher training system in the Hungarian capital.

EET/TEE KEYWORDS: History of education; History of colleges; Secondary teacher training; Hungary; XXth Century.

The cultural poetics of anthropomorphism: rereading a chinese fable

Chengcheng You

cyou1984@hotmail.com

ABSTRACT: Taking as a point of departure the allegorical nature of the Chinese fable *The Wolf of Zhongshan* (1544), this paper investigates the cultural poetics of anthropomorphism in contemporary re-constructions of the tale in its adaptation for young children. The poetics

suggested in this essay is twofold: the aesthetic and the ethical. It first and foremost theorizes a subversive function of the fable, challenging the commonly accepted function of fable as moralizing cautionary tale, and posits fable as a dynamic, evolving form. Then the poetics aims to issue various ethical calls to the reader: to cast away presumptions of form, to engage the moral ramifications of criticism, and to consider environmental ethics in encounters with non-human alterity. EET/TEE KEYWORDS: Chinese fable; Children's literature; Anthropomorphism; Socialist realism; Ethics; China; XVIth-XXth Centuries.

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

Beyond the initial aim of literary adaptation for children: stylistic and narrative changes and their «Byproducts» in the Penguin readers edition of *Gulliver's Travels*

Haifeng Hui
huihf@mail.hust.edu.cn

Yuan Tan
tanyuan@hust.edu.cn

ABSTRACT: Jonathan Swift's *Gulliver's Travels* has long been recognized as a literary canon both for adults and children. The present paper explores places where the personality of characters has been changed. These changes operate on stylistic levels of diction, syntax and sentences order, as well as on more macroscopic level of plot, as rearranging the motivation of Gulliver's escape from Lilliput to Blefuscu. Changes also occur on narrative level by replacing retrospective focalization with experiencing focalization to depict Gulliver's mollified treatment, heartened mood and elevated ego. The paper argues that the adaptation inevitably alters the personality of the protagonist as well as other characters and changes their character space, thus restructuring their relationship. The result is an edition with a somewhat changed protagonist in a changed social setting.

EET/TEE KEYWORDS: Children's literature; Literary adaptation for children; Characterization; Power relation.

Brief history of Slovak children's literature until 1960

Eva Vitezova
eva.vitezova@truni.sk

Jana Waldnerova
jwaldnerova@ukf.sk

ABSTRACT: The text speaks about the evolution of Slovak children's literature from its beginning until the first half of 20th century. It introduces children's literature as a specific kind of literature with certain needs (age, intentionality, aesthetics, education) that make it partly different from the rest of literary area, from literature for adults, and whose principles motivate its periodization. However, this paper offers rather a chronological point of view, as its aim is also to show how

unfavourable political conditions and lack of freedom could lead into high quality, like in the case of certain authors whose writing for adults was banned so they wrote for the young readers.

EET/TEE KEYWORDS: Children's literature; Literature; Education; Slovak Republic; XXth Century.

Educational-and-cultural processes in Ukraine in XVIIth Century: European tendencies

Tetiana Kochubei

udpu_tania@ukr.net

Olha Melnykova

olga@mastruk.com

ABSTRACT: Publications printed anciently of the 17th century, archival materials, periodicals of the 19th century, works of Ukrainian emigrants and modern researchers were analyzed in the article. Attention was paid to the fact that educational-and-upbringing system acquired particular importance in the times of social-and-economic transformations, determination of priorities of humanitarian policy. In the 17th century, Ukraine experienced a kind of renaissance that raised it to the European level of social and educational-andcultural development. Activity of brotherhood schools, Kyiv-Mohyla Collegium, printing houses and libraries was favourable to it. The development of education in Ukraine was considered in the context of European civilization which sustained various influences of distinctive civilizations (Russian, Polish, Austrian, etc.).

EET/TEE KEYWORDS: Development of printing houses and libraries; Educational literature; European-type schools; Ukraine; XVIIth Century.

Un tratado de educación cosmopolita: las *Cartas* de Lord Chesterfield a su hijo

Javier Laspalas

jlaspalas@unav.es

A treatise on cosmopolitan education: the Letters of Lord Chesterfield to his son

ABSTRACT: The Letters written by Lord Chesterfield to his son are a fascinating testimony which allows us to reconstruct the education received at the end of the Old Regime by the members of the high nobility in charge of leading the destinies of nations. This article is intended to show this education's strong cosmopolitan character, the ultimate aim of which was to convey young people a way of understanding life and politics whose cultural background was common to the whole of Eastern Europe. After referring briefly to the genesis and the importance of the analyzed work, different aspects are studied separately. First, the value and the relative weight the author accords to the wide variety of languages he wants his son to learn: Latin, Greek, English, French, German, Italian and Spanish. Second, the role of Greek and Latin culture, and subsequently that of the vernacular, closely linked to the exercise of politics. Thirdly, the wide, multifaceted and multilingual canon of readings proposed. Finally, the peculiar Ciceronianism – somewhat Machiavellian – of the author, as well as the importance of the knowledge of the world, that is to say, the proper integration within the «good society» of the time are examined.

EET/TEE KEYWORDS: Aristocratic education; Classical languages; Modern languages; Rhetoric; XVIIIth-XIXth Centuries.

El concepto curricular de «consumo» durante el tardofranquismo y la transición democrática en España (1969-1982)

Manuel Ferraz Lorenzo

mferraz@ull.edu.es

The curricular concept of «consumption» during the late Franco and the democratic transition in Spain (1969-1982)

ABSTRACT: The concept of consumption as a personal and social activity has evolved considerably over the years. The school, as an essential institution in the transmission and perpetuation of knowledge, has played a fundamental role in its definition and establishment, especially since the publication of the Ley General de Educación of 1970 and the complementary regulations that developed it. The aim of this paper is to describe, analyse and explain the changes that took place after the adoption of this Law with regard to «the revision of the contents of education, orienting it more towards the formative aspects». In addition, we will see some examples of how this is done in practice.

EET/TEE KEYWORDS: State; Political transition; Textbooks; Educational curriculum; Spain; XXth Century.

«¡Estudiosa juventud! Elevad vuestra mente ácia la nobleza del arte!». The tradition of the artistic education in Chile in the Speech from Alessandro Ciccarelli (19th century)

Noemi Cinelli

ncinelli@uautonoma.cl

ABSTRACT: In 1849 Alessandro Ciccarelli Manzoni, napolitan painter with a working brilliant international career, performed the Discurso de inauguración de la Academia de Pintura in Santiago de Chile. Thereby was established the plan of the Government to offer to the country an institution that could watch over the education of young artists involved in history painting. We will analyze the Discurso and we will reflect about the establishment of a painting education system that was set since that moment and of which Ciccarelli was pioneer. We think that the resulting adhesion of the institution to the canon of the classicism of 19th century, even though it seemed anachronistic in relation to the romantic trend that took place in America and Europe, turned out to be in line with the idiosyncrasy of Chile, that grew until the moment when the institutions regulated the education in Arts.

EET/TEE KEYWORDS: History of education, Artistic education; Education system; Chile; XIXth Century.

Il secolo dei trovatelli e il brefotrofito di Osimo. Un modello di istituto assistenziale tra fede e diplomazia nelle Marche dell'Ottocento

Sofia Montecchiani

s.montecchiani2@unimc.it

The foundlings' century and the brefotrofito of Osimo. A model of a welfare institution between religious faith and diplomacy in the Nineteenth century's Marche

ABSTRACT: This essay aims to reconstruct the history of a charitable institution for abandoned children created in the city of Osimo, in the region Marche, during the XIXth century. Particularly, it analyses the process and the preliminary debate for the opening of a 'brefotrofito' in the city, strongly desired by the cardinal bishop Giovanni Antonio Benvenuti, who was an example of welfare and diplomatic commitment. His episcopal work was intertwined with several politics events, such as the insurrections of 1830-1831, after which he was completely repudiated by the Roman Curia, also due to his bond with Carbonari movement's, Freemasonry's and Napoleonic exponents. In the specific instance, is reported the Leopoldo Armaroli's contribution in the writing of the regulation for the 'brefotrofito', as an expert on the foundlings' phenomenon.

EET/TEE KEYWORDS: Abandoned children; Foundlings; Welfare culture; Catholic Church; XIXth century.

There is no story without its heroes. Ten women and the right to vote in Italy in 1906

Marco Severini

marco.severini@unimc.it

ABSTRACT: It is common opinion that the first women voters in Italy were the women who voted in 1946. However, the very first ones were ten bold teachers from the Marche area who had their right to vote recognized with a judgement issued on 25th July 1906 by the Court of appeal of Ancona headed by jurist Lodovico Mortara. Their story and oblivion thereof are explained by the process of women's liberation, the liveliness of Italian women's associations in the early 20th century and the political and civil dynamism of the time bearing the name of statesman Giovanni Giolitti.

EET/TEE KEYWORDS: Contemporary history; History of school; Rights and duties; Women's liberation; Italy; XXth Century.

Les organisations de jeunesse fascistes dans l'Italie mussolinienne (1926-1943). L'Opera Nazionale Balilla (O.N.B.) et La Gioventù Italiana del Littorio (G.I.L.) Première partie

Michel Ostenc

nmod@noos.fr

Fascist youth organizations in Mussolini's Italy (1926-1943). The Opera Nazionale Balilla (O.N.B.) and the Gioventù Italiana del Littorio (G.I.L.)

ABSTRACT: On the basis of a large collection of sources that have not yet been analyzed, the present paper aims to reconstruct in detail the history of the fascist youth organizations during the Mussolini regime, paying particular attention to the Opera Nazionale Balilla (O.N.B.) and to the Gioventù Italiana del Littorio (G.I.L.).

EET/TEE KEYWORDS: History of education; History of youth organizations; Fascism; Italy, XXth Century.

L'educazione delle donne nell'Italia postunitaria. Una autorevole discussione a più voci della fine degli anni Ottanta

Carmela Covato

carmela.covato@uniroma3.it

The education of women in post-unitary Italy. An authoritative discussion with several voices of the late 1980s

ABSTRACT: Starting in the 1980s, in Italy, very significant surveys have matured on the history of women's education and education. In order to offer readers and readers the opportunity to confront themselves, in a sort of «archive of ideas», with the themes of the debate that took place in those years, it is repropounded here, with a wide and documented introduction of a critical approach, a multi-voice discussion, already appeared in 1988 on the Italian contemporary history journal «Passato e presente», entitled The education of women after Unity. A multi-dimensional problem, which, coordinated by Simonetta Soldani, had as specialists and high-profile scholars such as: Ester De Fort, Silvio Lanaro, Mario Alighiero Manacorda, Marino Raicich and Giuseppe Talamo.

EET/TEE KEYWORDS: History of education; Education and female education; Liberal age; Italy; XIXth Century.

Nuove piste di ricerca per la storia della letteratura per l'infanzia: a proposito di un recente volume

Ilaria Mattioni

ilaria.mattioni@unito.it

Luana Salvarani

luana.salvarani@unipr.it

Katarzyna Biernacka-Licznar

katarzyna.biernacka-licznar@uwr.edu.pl

New research paths for the history of children's literature: about a recent volume

ABSTRACT: This critical note focuses on some aspects of a recent volume, considered fundamental and foresight of further developments: on the one hand, the interpretation of the history of children's literature as a history of non-formal education processes; on the other hand, the study of

children's literature in translation and its editorial fortune; finally, the study of children's religious literature.

EET/TEE KEYWORDS: Children's literature; Children's journal; Education; Italy; XIXth Century.

Giuseppe Bottai et l'Université italienne: un projet de réforme de audacieux

Michel Ostenc

nmod@noos.fr

Gwenola Spataro

gwen.spataro@gmail.com

Giuseppe Bottai and the Italian University: a bold reform project

ABSTRACT: Starting from the analysis of a recent work by Luigiaurelio Pomante, the present essay analyzes the role of Giuseppe Bottai at the helm of the Ministry of Education. In particular this debate in two voices focuses on the initiatives that the fascist hierarchy proposed for a radical reform of the Italian University.

EET/TEE KEYWORDS: History of university; Historiography; Fascism; Giuseppe Bottai; Italy; XXth Century.

Qualche segnalazione sull'attuale produzione storico-educativa

Giorgio Chiosso

giorgio.chiosso@unito.it

Some reports on current historical-educational production

ABSTRACT: The article tracks an interesting bibliographic review of the most recent works of History of Pedagogy and History of Education published in recent years in Italy. The author, analyzing the individual works, presents the topics covered in each volume and puts the focus on some fundamental aspects of the Italian historical-educational culture.

EET/TEE KEYWORDS: Historiography; Historical research; History of education; Historical method; Italy; XXth-XXIth Centuries.

La scuola elementare italiana e il Sessantotto. Alcune riflessioni storiografiche

Luigiaurelio Pomante

luigiaurelio.pomante@unimc.it

The Italian primary school and the "1968". Some historiographical reflections

ABSTRACT: Starting from a recent volume, this paper seeks to analyze how the student movements of 1968 have influenced and modified the Italian elementary school, paying particular attention to the testimonies of the schoolmasters of those years, to the school journals and to some important political and cultural movements developed in Italy after World War II.

EET/TEE KEYWORDS: History of school; History of education; Student protest; 1968; Italy, XXth Century.

Cultura materiale della scuola e scolarizzazione

Diana Gonçalves Vidal

dvidal@usp.br

Material School Culture and Schooling

ABSTRACT: This article focus on the material school culture to analyse the process of schooling. The dissemination of a school industry, the strategies mobilized to sell didactic material to schools and governments and the emergency of a school market at the end of Nineteen century are main the aspects discussed. From the circulation of a single artifact, the Museu Escolar Brasileiro (Brazilian School Museum) within three geographical spaces (Brazil, Portugal and France), it emphasis the importance of studying the activities of particular individuals (Joaquim José Menezes Vieira, Etienne Collet and Louis Conseil) and enterprises (Maison Deyrolle) to understand the context in which public and private elementary schools implemented new pedagogical trends, such as object lesson teaching methodology.

EET/TEE KEYWORDS: Material culture; School industry, Cultural translation; History of education; XXth-XXIth Centuries.

Field trips and other teaching resources in natural and social sciences: educational implications from past experiences in Spanish primary schools

Diego Corrochano

dcf@usal.es

Alejandro Gómez-Gonçalves

algomez@usal.es

Beatriz Sánchez-Barbero

beatrizsanchezb@usal.es

Elena Martín-Pastor

emapa@usal.es

ABSTRACT: This paper describes the use of Natural and Social Sciences teaching resources in Spanish primary schools during the second half of the 20th century, based on quantitative and qualitative analysis of 250 recollections of retired teachers. Differences were identified between groups of teachers determined by gender, previous teaching context (urban vs rural) and higher education qualifications. Our results show that the academic background had a direct impact on the variety and type of teaching resources used and was a determinant factor to promote experiential learning. The study also highlights the comprehensive use of school field trips in the past as teaching

resources to motivate students and develop different inquiry skills. Finally, the importance of mastering different educational resources in the teaching profession is discussed.

EET/TEE KEYWORDS: Natural sciences; Social sciences; Teaching resources; Primary education; School field trips; Spain; XXth Century.

School archives: a resource for historical-educational research and schools

Lucia Paciaroni

l.paciaroni2@unimc.it

ABSTRACT: This article examines the research potential of school archives in the field of historical-educational research as well as of history teaching in schools. After highlighting the lack of consideration reserved to these cultural institutions today, this paper intends to demonstrate the significant contribution that archives could give to both research and teaching. With this aim, after describing the evolution of legislation on school archives, the article presents a list of relevant projects carried out by Italian schools and local authorities. Finally, it will be discussed the role of archives as a learning resource and “collective memory”, through which it is possible to reconstruct the past and create an intergenerational dialogue.

EET/TEE KEYWORDS: History of education; School material culture; Educational heritage; Italy; XXth-XXIth Centuries.

Recensioni

Mirella D’Ascenzo, *Per una storia delle scuole all’aperto in Italia*, Pisa, ETS, 2018, 291 pp.
(Fabio Targhetta)

Sabine Reh, Denise Wilde (Hrsg.), *Die Materialität des Schreiben- und Lesenlernens. Zur Geschichte schulischer Unterweisungspraktiken seit der Mitte des 18. Jahrhunderts*, Bad Heilbrunn, Verlag Julius Klinkhardt, 2016, 325 pp.
(Michaela Vogt, Agneta Floth)

Agustín Escolano Benito, *Emociones & Educación. La construcción de la educación emocional*, Berlanga de Duero, Vision Libros-CEINCE, 2018, 246 pp.
(Mirella D’Ascenzo)

L’«Archivio Mario Alighiero Manacorda»: una recente acquisizione del Museo della Scuola e dell’Educazione «Mauro Laeng»

Chiara Meta

chiameta@libero.it

The Mario Alighiero Manacorda Archive. A recent acquisition of the Museum of School and Education, «Mauro Laeng»

ABSTRACT: The contribution aims to describe the Archive «Mario Alighiero Manacorda». It includes a large documentation, both typewritten and printed, donated by the heirs to the Historical Museum of School and Education «Mauro Laeng» of Roma Tre University, in December 2015 and now collected in an inventoried, filed and rearranged fund, freely accessible at the same museum and online on the platform: <[https:// romatre_ museodidattica.archiui.it](https://romatre_museodidattica.archiui.it)>. The main objective of the contribution is to highlight the contents of a documentation whose study may, in the future, open new paths of investigation and research in the field of school history, with particular attention to initiatives aimed, in the cultural and political climate of the post-World War II period in Italy, to a radical social and cultural transformation of educational pathways. In the pedagogical and political activity of Manacorda, an innovative idea of school appears with evidence, aimed at building a new educational model based on the unity of education and work, mind and body, theory and practice. EET/TEE KEYWORDS: Manacorda Archive; Democratic school; Critical pedagogy; Education and work; Education and politics; Italy.

Patrimonio storico educativo in vetrina. Appunti su una recente mostra sulle scuole all'aperto tra passato e futuro

Mirella D'Ascenzo

mirella.dascenzo@unibo.it

Historical educational heritage in evidence. Notes on a recent exhibition on outdoor schools between past and future

ABSTRACT: Report of the Exhibition Back to the future? From open air schools to new educational experiences in the nature (Bologna, 9th November 2018 - 9th December 2019) organized by the Municipality of Bologna (Italy) in collaboration with the Department of Education Studies «Giovanni Maria Bertin» of University of Bologna. The report presents synthetically the context, the reasons, the process and the results of the exhibition staged at the Museum of Modern Art – MAMbo in order to enhance the historical and educational heritage that intertwined the history of open air schools with the more recent educational trend in the outdoor education.

EET/TEE KEYWORDS: History of education; Educational heritage; Open air schools; Outdoor education; Italy; XXth-XXIth Centuries.