

# Abstracts

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### **Being a student in the Habsburg monarchy. Introduction**

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**ABSTRACT:** This essay is an introduction to a collection of papers that discuss the (proto-) modern school system in various parts of the Habsburg Monarchy during the 18<sup>th</sup> and 19<sup>th</sup> centuries from the perspective of students or their teachers. While the research on the history of education and schooling in East Central Europe has mainly focused on the topic in terms of political aspects of education, this collection of papers aims at weakening the influence of this perspective by placing the social, cultural or anthropological aspects of the student's life at the centre of the analysis. The papers were presented at the international conference *Being a Student in the Habsburg Monarchy* organised by the Croatian Institute of History in Zagreb from 18<sup>th</sup> to 19<sup>th</sup> May 2017.

**EET/TEE KEYWORDS:** History of education; History of school; Students; Habsburg monarchy; XVIII-XIX<sup>th</sup> Centuries.

### ***Sola praxis format hominem?* Ideals and criticism of the system of higher learning in the 18<sup>th</sup> Century Kingdom of Hungary**

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ABSTRACT: This research paper focuses on the perceptions of reforms in the system of higher learning in the eastern part of the Habsburg Monarchy, particularly among Hungarian intellectuals during the second part of the 18<sup>th</sup> century. The research is based on archival sources and selected contemporary writings. Discussions and criticism among the (contemporary) academics on the topic of the intense school reforms are a valuable contribution to our understanding of the extent to which Court provisions were perceived and adopted among the more traditional political and social structures of the Habsburg Monarchy. This paper provides an insight into tendencies and ideas behind educational reforms, focusing on the problems of practical education, and points to diverse practices in accepting changes in educational standards throughout the Habsburg Monarchy.  
EET/TEE KEYWORDS: Higher learning; History of school; Jesuits; Habsburg Monarchy; XVIII<sup>th</sup> Century.

### **Learning in *ginnasio* and *liceo* in Habsburg Milan (1814-1859)**

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ABSTRACT: This article presents the results of research carried out using archival sources and the class registers of the high schools of Milan during the Restoration period. The sources used allow a quantitative analysis that produces a detailed picture of pupils' social family backgrounds and their school performances. Milan, the capital of the Kingdom of Lombardy and Venetia, had two Imperial *ginnasi* and *licei*, plus a municipal *ginnasio* and a private College. The research proves that many of the *ginnasi*'s pupils came from the middle but also lower classes, whereas upper class pupils prevailed in the *licei*. The discipline in these schools was rigid, the teaching mainly by rote, with a strict and obsessive system of exams. Pupils' morality and behaviour were also controlled by the school as far as possible. The high levels of attendance were a constant worry for Vienna, which tried repeatedly to make high school more selective, fearing social mobility. However, Milan was a rich city, with many artisans and shopkeepers who desired a better education for their sons. The lack of Realschulen was one of the causes of the overcrowding of *Gymnasien*.

EET/TEE KEYWORDS: History of school; Secondary school; Gymnasien; Milan; XIX<sup>th</sup> Century.

### **School in the eyes of Hungarian high nobility. The counts Széchenyi (1867-1918)**

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ABSTRACT: The aim of the research is to examine whether the aristocrats' studying habits had changed as a result of the emergence of civil society, as well as the process of professionalisation and the establishment of the modern Hungarian educational system. Was studying transferred from family milieu to the schools? And if it was, how did the high nobility students experience everyday school life? The study aims to answer these questions using the examples of selected members of

the Count Széchenyi family. The research is based on archival documents (school application forms, student name registries, family letters) and school reports.

EET/TEE KEYWORDS: History of school; Hungarian educational system; Count Széchenyi family; Hungary; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Education interrupted: reasons why clerics in Bosna Srebrena discontinued their studies**

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ABSTRACT: The paper presents reasons why students from the Franciscan Province of Bosna Srebrena often discontinued their education in the first half of the 19<sup>th</sup> century. During this period, they received scholarships from a fund that had been established by Emperor Joseph II in 1785, and attended various educational institutions across the Hungarian part of Habsburg Monarchy, mainly in present-day Croatia, Hungary and Slovakia. Considering that almost every third one of them at some point ceased his studies without completing them, this paper presents the reasons for this and offers case studies. Furthermore, it questions the consequences of these suspensions on Bosna Srebrena by establishing whether or not students later became involved in pastoral activities. EET/TEE KEYWORDS: History of school; Educational institutions; Bosna Srebrena; Habsburg Monarchy; XIX<sup>th</sup> Century.

## **«... we do not need educated farmers». Rural education in Istria 1850-1914**

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ABSTRACT: Despite the vast research on peasantry, little is known about traditional society's role on education. The present case study on Istrian male primary education up to the age of fifteen outlines both the role of children within the traditional society as well as the opportunities given to them in the course of basic schooling in the late Habsburg Monarchy. In doing so, it approaches the topic from the traditional society perspective and its living world. By means of records of local authorities held by the National Archive of Rijeka from the 1850s, it was possible to produce a more nuanced idea of traditional society's power to prevent individual progress through education, which would have jeopardised the entire community.

EET/TEE KEYWORDS: History of education; Rural education; Habsburg Monarchy; Istria, XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Upbringing and early education in the selected 19<sup>th</sup> Century Croatian memoirs**

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**ABSTRACT:** The idea that the memoirs and autobiographies provide us with a specific point of view and therefore present unique types of historical sources has long been debated. As they present first-person narratives on someone's past, investigating them can clarify and fill in the often colourless variety of historical data. The basis for the research at hand are five narratives dealing with this subject, namely by Imbro Tkalac, Juraj Matija Šporer, Mijat Stojanović, Ljudevit Gaj and Dragojla Jarnević. Although the accounts here investigated should be handled with great care, since they are almost always intertwined with the authors' ideals, aspirations and other characteristic first-person data, a sound comparative approach can yield important results and provide a closer perspective of the life of children and youth in the first half of the 19<sup>th</sup> century.

**EET/TEE ABSTRACT:** History of education; Memoirs; Comparative approach; Croatia; XIX<sup>th</sup> Century.

## **Young ladies at the piano. The role of music in the upbringing and education of girls in Novi Sad in the Nineteenth Century**

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**ABSTRACT:** With the decree of the Austrian Empress Maria Theresa, from 1 February 1748, Novi Sad was given the status of a free royal city in the Habsburg Monarchy, and closeness and connections with Vienna and Budapest significantly contributed to the dynamic cultural life of the city. This paper points to the role of music in the upbringing and education of young girls from the most prominent, middle class families of Novi Sad, in the 19<sup>th</sup> century. The way music was integrated into the education system is best seen in the case of teaching the piano, as the most representative symbol of wealth and civic education. Musical education was not used only for the purpose of social presentation, but was in close connection with the formation of the female character. General, as well as musical education of young girls from respectable families in Novi Sad was entrusted to Alexander Morfidis Nisis, who came to Novi Sad from Vienna in 1838. Among his piano students, a special place belongs to Julija Velisavljević, who, in addition to playing the piano, was also involved in composing.

**EET/TEE KEYWORDS:** History of education; Musical education; Female education, Serbia; XIX<sup>th</sup> Century.

## **How to turn female students into good mothers, wives and housewives. The construction of female identity in pedagogical discourses in Croatia in the second half of the 19<sup>th</sup> Century**

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**ABSTRACT:** By analysing the position of female students in the Croatian educational system in the second half of the 19<sup>th</sup> century, the author researches the discourse of school journals and

pedagogical books in Croatia in the second half of the 19<sup>th</sup> century when the *education of women* became one of the central topics in the discussions of Croatian pedagogues and professors. They constructed desirable female identities in their books and articles and recommended ways in which those identities were supposed to be formed within the Croatian educational system. According to the opinions of the then educational authorities, the aim of the school system was to turn the female students into good mothers, wives and housewives.

EET/TEE KEYWORDS: History of education; Education of women; Female identity; Croatia; XIX<sup>th</sup> Century.

## **Claiming adolescent spaces: education and power in Austro-Hungarian Bosnia and Hercegovina**

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ABSTRACT: This paper outlines the educational mission of the Austro-Hungarian administration in Bosnia, with special focus on how power was executed in educational spaces. In the late nineteenth century, the integration and disintegration of education was a determining factor for the Austro-Hungarian Monarchy's future. On the one hand, an educational system could indeed stimulate a sense of belonging; on the other hand, it was likely that students belonging to minority cultures would realize at school how their language and culture were oppressed. Subsequently, they could develop ideas and methods for opposition. The paper concludes that the Austro-Hungarian educational policy in Bosnia indeed had both expected and unexpected consequences. Most importantly, the creation of a formal educational space for learning led to the creation of different types of new informal and non-formal educational spaces, which facilitated and shaped a cultural transfer of the widespread European phenomenon of modern adolescence as a political force. EET/TEE KEYWORDS: Education; Educational spaces; Austro-Hungarian Monarchy's; Bosnia; Hercegovina; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Mediocre pupils – informative letters? Hungarian nobleman István Desseffy at Vienna Theresianum in the 1750s**

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ABSTRACT: The paper considers a hypothesis that less-drilled pupils, who paid less attention to the formalities of letter-writing rules, wrote more informative letters. To test it, letters of the Hungarian nobleman István Desseffy – a son of the Sáros county official – from the prestigious Viennese Theresian College of the Society of Jesus are examined. He spent four years there, side by side with most prominent offspring of the Habsburg lands, sons of dignitaries and mighty courtiers. The value of these letters is a wide range of topics the young man was discussing: his neighbours in the shared bedroom, dress and dress-codes, sweets and wine, pocket money, outdoor activities. Some 23

letters written between 1754 and 1757 are a unique insight into the everyday life of a closed elitist school.

EET/TEE KEYWORDS: History of education; Society of Jesus; Colleges; Habsburg Monarchy; XVIII<sup>th</sup> Century.

## **Students from the small country in the big city: Croatians studying in Vienna in the nineteenth Century**

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ABSTRACT: This paper discusses the life of Croatian students in the Habsburg capital of Vienna in the nineteenth century on the basis of the autobiographic and diary notes and personal correspondence of four distinguished members of the Croatian intellectual elite – writers and politicians Juraj Matija Šporer, Andrija Torkvat Brlić, Ignjat Brlić and Ksaver Šandor Gjalski. The sources mentioned enable us to reconstruct some aspects of their everyday life (student obligations, their opinion about some of their professors and their teaching methods, their social and cultural practices). Different intellectual, social and cultural experiences from the period of their education at the University of Vienna exerted very positive influence on their future professional life. These private sources in the comparative methodological approach are used as material for analysing the high school system from the bottom-up perspective, as well as for a cultural transfer from the centre to the periphery.

EET/TEE KEYWORDS: History of education; Croatian Students; University; Teaching methods; Vienna; XIX<sup>th</sup> Century.

## **Croatian clerics studying at the *Frintaneum* Imperial Institute and the University of Vienna 1816 to 1918**

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ABSTRACT: For one hundred years, the *Frintaneum*, designed to nurture a loyal clergy who would later assume senior positions in church administration, served as a post-graduate institution for Roman Catholic and Greek-Uniate priests of the Habsburg Monarchy. About seven hundred of more than one thousand Frintaneists completed their studies at the University of Vienna with a doctorate. 375 students came from the Kingdom of Hungary, 60 from Croatian-Slavonian dioceses, and another 45 priests originated from the Adriatic coastal lands and from Dalmatia. Residence over a number of years in Vienna exercised a formative influence on the members of the Institute not only theologically and spiritually, but also culturally and politically. Consequently, they disseminated trends and tendencies that were current in the imperial metropolis to their home provinces.

EET/TEE KEYWORDS: History of university; History of education; Frintaneum Imperial Institute; Habsburg Monarchy; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **The everyday life of cadets at the Wiener Neustadt Military Academy, as portrayed in the paintings of Bernhard Albrecht (1785-1793)**

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**ABSTRACT:** In late 1779, the Bohemian Count and Austrian Army officer, Franz Joseph Kinsky, (1739-1805), became the junior director of the Theresian Military Academy at Wiener Neustadt. There he could translate his Enlightenment theoretical concepts about education into reality. Alongside the writings of Kinsky himself, various cadets and historians of the Academy, there are thirteen gouache paintings by Bernhard Albrecht (1755-1822), which provide a valuable visual source for researching the everyday life of this elite imperial military institution. They illustrate the cadets indulging in activities such as riding, gymnastics, drill and manoeuvres, sport and games, swimming and even ice skating. The paintings were first hung in the imperial guest house and later, in the art room at the Academy. These days, eleven paintings are stored in the Military Academy's Museum, but two are held at the *Heeresgeschichtliches (Military History) Museum* in Vienna. The purpose of this paper is to compare the painted images of these activities with Kinsky's own Enlightenment views on physical education.

**EET/TEE KEYWORDS:** History of education; Military education; Military training; Images; Austria; XVIII<sup>th</sup>-XIX<sup>th</sup> Centuries.

## **Socializing of Slovene students at Austrian universities from the March Revolution to World War I**

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**ABSTRACT:** The life of Slovene students in Vienna, Graz, and Prague was correlated with their social standing, means of subsistence, affinities, social skills, and concurrent academic freedoms. Students were socializing at universities, in circles of prosperous bourgeois families, in taverns where informal round table discussions took place, at student clubs and societies, cultural events, and in students' private apartments. The majority of the students were male, although there is mention of the campaign to allow women to enroll at the university and accounts of a few active female students after 1897. Living in Vienna, Graz or Prague, in a bustling metropolis, was a unique personal experience for each student because it represented a life full of opportunities, but also great responsibility. Students needed to obtain scholarships and find extra part-time work. Memoirs of Slovene students, who became successful scholars, politicians, and writers, report on hunger, poverty, and poor living conditions. However, they also speak of leisure activities.

**EET/TEE KEYWORDS:** History of university; Higher education; Student life; Austria; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Students' magazines at the beginning of the 20th Century in Zagreb**

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**ABSTRACT:** In the focus of the paper are the activities of Croatian students in publishing their magazines at the beginning of the 20<sup>th</sup> century. The emphasis is placed on the magazines that were published in Zagreb, but considering a strong student fluctuation at that period, it is not possible to fix certain publication within a single university centre. The analysis of their contents and circumstances of publication are stressed, as well as the analysis of the nature of student magazines as a historiographical source. Belonging to various political and cultural groups, students' publications illustrate fresh ideas that were brought to Croatian public life but also provide wide range of information of different aspects of students' social and everyday life.

**EET/TEE KEYWORDS:** History of education; Student life; Journals; Croatia; XX<sup>th</sup> Century.

## **The activities of the educators in Russia in the first half of the XVIII Century (the case of the Vyatka Province)**

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**ABSTRACT:** The article presents the progressive educational efforts of the Bishop Lavrenty Gorka (1671-1733), the founder of the first Slav-Latin school in the town of Hlynov, in the Vyatka province. The article is aimed to show in what way the initial phase of the process of enlightenment in rural Russia was carried out. Much attention in the article is devoted to the characteristic of socio-political conditions which influenced the initial stage of the process of the enlightenment, and to the role of the Emperor Peter I in the process of education in Russia, as well as to the description of difficulties which the first educators had to overcome. The Vyatka province was a remote region of the Russian Empire in the XVIII<sup>th</sup> century, and as well as all the other Russian regions of that time, it has suffered heavily from the illiteracy of its population. Gorka had to face a lot of difficulties: lack of textbooks, teachers, finance, facilities, etc. But the most difficult obstacle was the stubborn resistance of the local clergy; practically all the local priests were almost illiterate, and they didn't want to get well educated young rivals. Gorka made straightforward preparations for opening the first school in the Vyatka province. He succeeded in inviting well-educated teachers to Hlynov. A school library was established. Gorka was successful in gathering 400 pupils. He paid much attention to the rational organization of the school routine. After his death the succeeding Vyatka Bishops Veniamin Sahnovsky, Varlaam Skamnizky and Antony Illiashevich promoted the development of education in Hlynov. These were the first educators of the Vyatka province.

**EET/TEE KEYWORDS:** History of education; History of school; The Emperor Peter I; Slav-Latin school; XVIII<sup>th</sup> Century.



## **La Renovación Pedagógica: análisis de dos proyectos educativos para identificar las dificultades y las claves del impacto social**

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*The Pedagogical Renewal: analysis of two educational projects to identify the difficulties and the keys of the social impact*

ABSTRACT: In the history of the Spanish Pedagogical Renewal, there are two initiatives especially significant for their social achievements (social impact). We refer to the Free Teaching Institution and the Modern School of Ferrer i Guardia. Given this reality, we will identify what were the barriers and the keys that both initiatives had to generate social impact. For this, we have conducted in-depth interviews with recognized experts in the phenomenon of pedagogical reform and we have analyzed different documents (historical memories, scientific and dissemination articles, photographs, newspaper news, etc.).

EET/TEE KEYWORDS: History of pedagogy; History of school; Free Institution of Education; Modern School of Ferrer i Guardia; Pedagogic renewal; Spain; XIX<sup>th</sup> Century.

## **About a history of periodical press for teachers and schools in a united Italy (1861-1945)**

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ABSTRACT: On the basis of a research conducted over the last thirty years, A. reconstructs the origins and the developments of periodical press for teachers and schools published in Italy between the nineteenth and the twentieth centuries and, in particular, between the national unification (1861) and the fall of Fascism and the end of World War II (1945). Among more than a thousand twelve hundred periodicals published in this period, A. examines their objectives and realizations, in addition to their typographical and editorial features, offering an extraordinarily rich and suggestive cross section of the role which this periodical press had in the implementation, the growth and the modernization of the Italian school system, as well as the specific function it performs on the pedagogical and didactic school innovation, the professional continuing education for teachers and the legal and economic improvement of the entire teaching category.

EET/TEE KEYWORDS: History of education; Periodical press for teachers and schools; Didactic innovation; Teaching associationism; Italy; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **(Anti)religious propaganda in the Soviet and post-Soviet works of fiction for young readers**

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**ABSTRACT:** The article presents a comparative analysis of two novels for young readers focusing on anti-religious and religious propaganda: *The Miracle Worker* (Chudotvornaya, 1958) and *Serafima's Extraordinary Journey* (Neobyknovennoye Puteshestviye Serafimy, 2016). Although the novels feature a similar set of characters, the writers use different techniques for their portrayal subject to the pursued objective. The article analyzes how similar lexical units and stylistic devices may be used for the opposite purposes. The analysis reveals the reversal of values between Soviet and post-Soviet societies resulting in the shift of the focus of the didactic messages conveyed through children's literature.

**EET/TEE KEYOWRDS:** History of novels; History of children's literature; Propaganda; Soviet e post-Soviet societies; Russia; XX<sup>th</sup>-XXI<sup>st</sup> Centuries.

## **Una città ancora troppo coloniale. Uno studio sulle scuole di Asmara negli anni '50**

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*A still too colonial city. A study on the schools of Asmara in the 1950s*

**ABSTRACT:** The literature on the Italian influence over Eritrea after the collapse of the Fascist Empire is deficient. In particular the question of the implications of the Italian presence for education in the former colony opens up an almost new frontier to the work of historians. This essay attempts to increase the adequacy of the state of art on the basis of a thesis entitled *Aspetti e problemi educativi e scolastici nella città di Asmara*. After graduating in education in 1959 with this dissertation, Eleonora Onnis, Sister Maria Nora to the Catholic Church, a missionary in Eritrea, would have become the Rector of the University of Asmara. Her thesis, which has never been studied before, is noteworthy because of its richness of information and depth of research. Hence it can be considered a relevant source for the multi-perspective reconstruction of the educational phenomenology in Asmara in the 1950s. This analysis of Onnis' thesis contributes to the further growth of historical knowledge not only because this nun sets out the organizational structure of the schools of Asmara at that time in detail, especially those established by Italians, but also because of other important elements resulting from this study. Onnis undertakes an accurate review of the social stratification in Asmara. Sister Maria Nora also highlights the tightening of racial prejudice after the abolition of the discriminatory laws passed between 1936 e 1940 for the implementation of an apartheid regime in the Italian African colonies. Moreover, the remarks made by this nun are of interest in terms of their reflection of the Italian mentality of the 1950s: firstly, as a consequence of the moral condemnation of non-marital unions, Onnis ascribes stigmatising psychological characteristics to half-caste youngsters; and secondly, in line with the ongoing colonial ideology of progressive mission in Africa, Sister Maria Nora addresses the problem of education from the standpoint of raising Eritrea to the standard of European civilization. In conclusion, this essay is a starting point for understanding the persistence of unequal relations between Italians and Eritreans even after the end of colonial rule.

**EET/TEE KEYWORDS:** History of education; Racial segregation; Social inequality; Cultural relations; East Africa; XX<sup>th</sup> Century.

## **History of Korean education and the Fourth Industrial Revolution**

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**ABSTRACT:** This paper focuses on looking at teaching methods and programs for the era of the Fourth Industrial Revolution in Korean education. Korean education has gone through three stages of changes so far. The first stage was the education of nationalism driven by the government; the second, of liberalism, which emphasized autonomy; and the third, of creativity, preparing for the era of the Fourth Industrial Revolution. These changes reflect the history and reality of Korean education and the necessity of reform and innovation in the educational system. Until now, Korean education has focused on mass education and a standardized curriculum. However, these education policies do not fit with nurturing creative, talented students. Therefore, the Korean government is attempting to change all aspects of the education system and curriculum and target a personal learning system that considers each student's characteristics. Korean education currently stresses creativity, fusion, and collaboration and seeks better teaching methods and programs such as flipped learning, MOOCs, and online courses for the era of the Fourth Industrial Revolution.

**EET/TEE KEYWORDS:** History of education; Teaching methods; Creativity; The Fourth Industrial Revolution; Korea; XX<sup>th</sup>-XXI<sup>st</sup> Centuries.

## **Education and propaganda in the «Patriotic Postcards» distributed by the Lombard Committee of the General Union of Italian Teachers during WWI**

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**ABSTRACT:** Founded in 1915 by the Italian senator Vittorio Scialoja and a small group of professors, the *Unione Generale degli Insegnanti d'Italia* («General Union of Italian Teachers») was aimed at involving teachers from all grades and kinds of schools, to promote civil mobilization initiatives in support of the «internal front» during WWI. The Lombard Committee was the most active local committee, because the publication of local informational bulletins, propaganda materials and teaching materials. In particular, the propagandistic and educational nature of the «Patriotic Postcards» contributed to foster the process of the Italian nation building and the development of the Italians' civic-mindedness.

**EET/TEE KEYWORDS:** History of Education; Principles of education; War Propaganda; WWI; Italy; XX<sup>th</sup> Century.

## **Periodical press for University professors in Italy between war and post-war period (1939-1960)**

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**ABSTRACT:** This contribution intends to introduce and to analyse the origin, the development and the main topics published in the most important journals for University professors in Italy between the Second World War and the Second Post-War period. In particular, the author examines three periodicals which can be considered as the indispensable reference point for Italian academic world during the other following periods. They deal with «Gli Annali della Università d'Italia» (1939-1943) [The Annals of the University of Italy], edited by Giuseppe Giustini and founded by the Fascist Minister of National Education, Giuseppe Bottai, with the declared aim «at examining the study of our University in the multiple aspects of its structures and functions»; «L'Università italiana» (1946-1949) [The Italian University], edited by Giuseppe Caronia and mainly inspired by Nicola Spano, immediately considered the national journal of the entire academic community and «faithful mirror of the different currents of thought and material and spiritual needs of all the Italian universities»; and «Il Giornale dell'Università» (1951-1960) [The University Journal], as the expression of the National Association of Professors and the «journal of the Italian university life in the multiplicity of its aspects». Through a careful and meticulous analysis of the contents of several issues for the three publications examined – that are important communication tools within the academic world, as well as a sounding-board of university problems within the society of the time –, it is possible to reconstruct the most significant steps of a delicate period for the Italian university from a historical and legislative point of view: first, between anxieties and fears linked to the difficulties of the Second World War, then in the urgent need for moral and material reconstruction of the entire university system.

**EET/TEE KEYWORDS:** History of university; Higher education; Journals; Italy; XX<sup>th</sup> Century.

## **Italian missionary schools in the Ottoman Empire since XVIII Century**

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**ABSTRACT:** This study aims to shed light on the historical development of Italian missionary schools in the Ottoman Empire and their activities, based on archived documents of the Ottoman Empire. In the first part of the article, the history of the Italian missionary institutions and the activities before the Ottoman state are examined. In the second part, the establishment, activities, and effects of the missionary schools on the Ottoman society are determined. Up until the 19<sup>th</sup> century, the Italian missionary institutions attempted to disseminate Christianity in Ottoman territories under the protection of France, although they were unable to significantly develop. The basic activities were limited to the teaching of the Bible and Italian. After the colonization movements and the political unity of Italy in the 19<sup>th</sup> century, they changed into institutions serving Italian

interests. In addition to Constantinople, the capital of the Ottoman Empire, the number of Italian schools increased across regions such as the Balkans, the Middle East, and North Africa. These schools also served as an Italian agency to the building of an Italian identity among Italian citizens. Up until World War I, Italian schools continued to exist within the Ottoman Empire, although most were closed after the war. Only the Italian High School continued to exist during the Republican period, continuing to provide training within Turkey but having ended its missionary efforts.

EET/TEE KEYWORDS: History of school; Missionary; Ottoman Empire; Turkey; XVIII<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Il conte Leopoldo Armaroli: giurista, politico e studioso dell'esposizione infantile nell'Italia di fine Settecento e inizio Ottocento**

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*The Count Leopoldo Armaroli: lawyer, politician and scholar of children's exposure in Italy, between the 18<sup>th</sup> and the 19<sup>th</sup> Century*

ABSTRACT: This article intends to explore the figure of the count Leopoldo Armaroli from different points of view. Armaroli, in fact, was an important lawyer, politician and scholar of children's exposure in Italy, between the 18<sup>th</sup> and the 19<sup>th</sup> Century, who has been also involved in many crucial historical events. Through the analysis of different notes and documents written by the count, previously almost unpublished, this work focuses on his contribution to the phenomenon of the abandoned children and on his bond with the opening of the *Brefotrofia* of Osimo. In particular, the text highlights the relationship between Armaroli and the cardinal bishop Giovanni Antonio Benvenuti, which offers an important example of useful collaboration among Church and secular authorities, in the field of public beneficence.

EET/TEE KEYWORDS: Childhood history; Abandoned children; Law; Politics; Philanthropy; Italy; XVIII<sup>th</sup>-XIX<sup>th</sup> Centuries.

## **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.). Deuxième partie**

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*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; XX<sup>th</sup> Century.

## **Recenti pubblicazioni in ambito storico educativo. Qualche proposta di lettura**

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*Recent publications in the historical educational field. Some reading proposals*

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; XX<sup>th</sup>-XXI<sup>st</sup> Centuries.

## **L'educazione degli italiani. Riflessioni su un recente contributo di Giorgio Chiosso**

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*The education of Italians. Reflections on a recent contribution by Giorgio Chiosso*

ABSTRACT: The three papers are intended to offer different interpretations of the recent book by Giorgio Chiosso, entitled *L'educazione degli italiani. Laicità, progresso e nazione nel primo Novecento*. The authors, starting from different perspectives due to the interests of each one, present interpretative keys useful for understanding the value of the book and for contextualizing its contents.

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

## **I «Monumenta Italiae Paedagogica» e la costruzione del canone pedagogico nazionale (1886-1956): una rassegna di studi**

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*The «Monumenta Italiae Paedagogica» and the construction of the national pedagogical canon (1886-1956): a review of studies*

ABSTRACT: This review of studies collects the contributions presented by Giorgio Chiosso, Carmela Covato and Giuseppe Zago during the presentation of the volume *I «Monumenta Italiae Paedagogica» e la costruzione del canone pedagogico nazionale (1886-1956)* by Juri Meda, held in Rome on January 16, 2020. The volume aims to reconstruct the history of the editorial project of the *Monumenta Italiae Paedagogica* promoted between 1886 and 1956 by educationalists like Luigi Credaro, Giuseppe Lombardo Radice and Giovanni Calò. They – although starting from different theoretical bases – tried to define the national educational canon, i.e. the corpus of educational works to which the national educational community recognized an exemplary value, considering it worthy of being studied and known. This volume – on the basis of an unpublished documentation – deepens the many aspects of this complex cultural operation, which was never completed.

EET/TEE KEYWORDS: History of pedagogy; Editorial projects; Review of studies; Italy; XX<sup>th</sup> Century.

## **Immaginario e realtà dei percorsi storico-educativi legati all'infanzia. A proposito di una recente ricerca**

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*The imaginary and the reality of historical-educational itineraries dealing with childhood. About a recent research*

ABSTRACT: This critical note deals with issues analytically brought out by a recent work of Francesca Borruso. Through the analysis of different types of historical sources, such as autobiographies, lullabies, movies or narrations, the author describes the transformations of the *real* childhood from the XVIII<sup>th</sup> to the XX<sup>th</sup> century. In fact, children's actual living conditions often disagree on what pedagogical textbooks report. Above all, the author points out five main subjects: middle-class families' *metamorphosis*, the gender question and the maternal role, the importance of oral sources, violence against children and the childhood imaginary in movies productions.

EET/TEE KEYWORDS: Childhood; History of sentimental education; History of family; Gender question; Italy; XVII<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Forme, temi e simboli del contemporaneo nella letteratura per l'infanzia. A proposito di una recente pubblicazione**

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*Forms, themes and symbols of the contemporary in children's literature. About a recent publication*

ABSTRACT: A reflection from the book *Letteratura per l'infanzia. Forme, temi e simboli del contemporaneo*, edited by Susanna Barsotti and Lorenzo Cantatore. The collective essay reflects on the last thirty years of children's literature production, ranging from novels to comics, from cinema to music, crossing a crucial concept of this time: visual literacy. Visions, images, visionariness:

everything asks the history of pedagogy to question itself about these new forms of narration.  
EET/TEE KEYWORDS: Children's literature; History of pedagogy; Visual literacy; Pictorial turn; Italy; XX<sup>th</sup>-XXI<sup>st</sup> Centuries.

## **The reception of the Spanish Civil War in the Italian elementary school during fascism (1936-1943)**

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ABSTRACT: This article attempts to trace the presence and the repercussion of the Spanish civil war in Italian grade schools during the final years of fascism. Beginning with the Italian intervention in the war in 1936, we continue through 1943, when Mussolini ceases to preside the Council of Ministers. In our study we examine textbooks, school notebook covers, children's literature and children's press. Three categories of analysis are used: first, the understanding of war as a struggle of identities and values; secondly, the understanding of war as a confrontation of weapons; and finally, we delve into the emotional, social and patrimonial consequences of the war.

EET/TEE KEYWORDS: History of school; National identity; Spanish Civil War; Fascism; Francoism; Spain; Italy; XX<sup>th</sup> Century.

## **Dolcezza psichiatrica e cura educativa in Adelmo Sichel**

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### *Psychiatric kindness and educational care of Adelmo Sichel*

ABSTRACT: This research analyses the intersections between existential-phenomenological psychiatry and relational pedagogy of encounter, according to the standard of the anthropological phenomenology, which was experimented by the little known Italian psychiatrist Adelmo Sichel from Reggio-Emilia, explained in terms of education in order to relaunch a *care pedagogy* of the person. The aim is to highlight, within the epistemological controversy of the *daseinsanalytical thinking*, the pedagogical value and the educational topicality of this approach affecting the human side, hence it is based on the pedagogical category of the *Cure*. The reconstruction of Sichel's biography, the anti-psychiatry movement as well as the historical and legislative excursus, from the segregating Act of 1904 No. 36 about mental hospitals and the *Mariotti* custodial Act of 1968, to the *Basaglia* revolutionary Act of 1978 No.180, all restore the *Significance* of the Copernican revolution both in medical and educational domains. Professional *skills* are outlined, in order to deal with the dynamics of the educational delivery and Sichel's *psychiatric kindness*, which lies in humanising educational activities, giving back to the individual his dignity, in the size of the experiential and dialogical encounter with the *Alter Ego*, within an asymmetric but complementary connection. An



empathetic dance based on the *Logos*, as pedagogical technique of mirroring, thanks to the healing vis (power) of words; it corresponds to the reminding strategy of *coping*, according to a narrative and autobiographical thought. As described in the diary like life breviary *Dolorosa felicità*, as well as the analysis of other Sichel's writings. Suspended between the arrogant *hubris* of the technique and the prolific contamination of pedagogical and therapeutic knowledge, the educational practice is enriched by de Martino's ethno psychiatric approach and by Deverux's transcultural and complementary perspective, which apply to educational contexts as well. In summary, the physician/philosopher Sichel outlines the epistemological breakthrough, which he intensely pursued, guided by the *theorein* of the analogous presence, overcoming the stereotyped diagnostic isolation in the sterile application of standard protocols, cause of the human relationship obliteration; the *theorein* of the analogous presence aspires to the establishment of a pact based on trust and on the solidary alliance generated by enteropathy.

EET/TEE KEYWORDS: History of education; Psychiatric kindness; Educational care; Legislation; Adelmo Sichel; XX<sup>th</sup> Century.

## **The teaching profession in XXI<sup>st</sup> Century Spain described through teacher testimonies**

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ABSTRACT: The various characteristics comprising the teaching profession is constantly under review. Here we analyse the profile of a teacher by studying the perceptions that teachers have regarding their own professional competencies and skills, highlighting the societal demands placed on them and the way in which they respond. This study was achieved by analysing 333 booklets containing the testimonies of retired teachers, randomly selected from 1,500 booklets which comprise the collection of «Testimonies of School Life» housed at the Pedagogical Museum of the University of Salamanca (Centro Museo Pedagógico – CeMuPe). Among many other aspects, these booklets preserve the teachers' reflections concerning the characteristics of their profession in the 21st century and the professional skills needed most for performing their job satisfactorily. The analysis of the teachers' perceptions indicated that vocation is considered by the majority to be the most important factor; female teachers place more importance on vocation than male teachers; and young teachers advocate for a higher level of professionalism in their teaching practices. EET/TEE KEYWORDS: Profession; Teacher; Competencies; Testimonies; Spain; XXI<sup>st</sup> Century.

## The question of sources in historical research on school and educational heritage

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ABSTRACT: Recent studies on the conservation and promotion of historical educational heritage in Italy have been informed by the Spanish, Portuguese, and French historiographical traditions, as well as by new lines of inquiry concerning the material culture of schools and the construction of school memories. Based on scholarly analyses and field research outcomes, the present paper outlines the goals to be pursued in order to develop a solid line of inquiry into this theme within Italian history of education. A particular focus is brought to bear on the issue of sources, and it is sought to show that the use of novel sources, alongside those traditionally drawn on by historians of education, can contribute to advances in key research domains, such as the history of educational thought, educational institutions and educational practice, as well as more recent areas of study such as the history of material culture in schools.

EET/TEE KEYWORDS: Historical research; History of school; Educational heritage; Europe; XX<sup>th</sup>-XXI<sup>st</sup> Centuries.

### Recensioni

Jakob Benecke, *Soziale Ungleichheit und Hitler-Jugend. Zur Systematisierung sozialer Differenz in der nationalsozialistischen Jugendorganisation*, Weinheim- Basel, Juventa, 2015, 256 pp.

(Simonetta Polenghi)

Hervé A. Cavallera, *Storia delle dottrine e delle istituzioni educative*, Brescia, La Scuola, 2017, 448 pp.

(Michel Ostenc)

Dana Kasperová, *Československá obec učitelská v kontexte reformy vzdělávání učitelů a reformy školy* [The Czechoslovak Teaching Community in the Context of Teacher Training Reform and School Reform], Praha, Academia, 2018, 530 pp.

(Blanka Kudláčová)

Don K. Philpot, *Character Focalization in Children's Novels*, Londra, Palgrave Macmillan, 2017, 314 pp.

(Haifeng Hui, Xiaoling Ke)

Roberto Sani, *Education, school and cultural processes in contemporary Italy*, Macerata, eum, 2018, 243 pp.

(Michel Ostenc)

## **La memoria e le carte. Gli archivi e la valorizzazione del patrimonio storico-educativo. A proposito del recente Convegno nazionale di studi di Matera (4-5 ottobre 2019)**

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*The memory of papers. The archives and the enhancement of the historical and educational heritage». About the National Study Conference (Matera, October 4-5th, 2019).*

ABSTRACT: This paper offers a focus on the scientific initiative dedicated to *The memory of papers. The archives and the enhancement of the historical-educational heritage*, included in the cultural scenario of Matera European Capital of Culture 2019 to promote and spread out a culture of conservation and enhancement of the specific historical-educational heritage in the territory. The Conference therefore proposed to start and bring the first results, in the various Italian territorial realities, of a recognition of places, archives and sources useful for the knowledge and enhancement of a heritage often overlooked and instead a cultural deposit of historical, identity and community value.

EET/TEE KEYWORDS: History of education; Historical research; Historical-educational heritage; Archival sources; Italy; XXI<sup>st</sup> Century.

## **Le forme della memoria scolastica: interventi nazionali e prospettive internazionali. A proposito del secondo seminario PRIN**

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*School Memories: national actions and international perspectives. About the second PRIN meeting*

ABSTRACT: This article collects and summarizes all the papers presented at the second meeting within the project of relevant national interest (PRIN) «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)». The event represents one of the scheduled meetings of the project members and was aimed to clarify the state of art of the project and to highlight the future engagements. On this occasion, the research outcomes of the three working committees (database, website, *public history*) have been presented. In addition, the objectives and themes of the project have been analysed in depth also from an international and European perspective, which provided new ideas and cues of reflection for the future work.

EET/TEE KEYWORDS: History of education; School memories; National Research Project; Italy; Portugal; XIX<sup>th</sup>-XXI<sup>st</sup> Centuries.