

Abstracts

Vol. XVII n. 1 (2022)

Essays and Researches / Saggi e Ricerche

«School Memories between Social Perception and Collective Representation». Un progetto di ricerca innovativo e a marcata vocazione internazionale

Roberto Sani
roberto.sani@unimc.it

Juri Meda
juri.meda@unimc.it

«School Memories between Social Perception and Collective Representation». An innovative research project with a marked international vocation

ABSTRACT: This paper describes the activities promoted between 2019 and 2021 by the research units participating in the research project «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)», which aims to study school memory as a practice of individual remembrance or collective and public commemoration of a common school past through the creation of the web portal www.memoriascolastica.it and eight databases relating to the multiple forms of school memory. The project immediately aims to socialize research results with a broader audience and to experiment with new forms of scientific communication, available free of charge online, according to the open science policy at the center of the new European Framework Programme for research and innovation (2021-2027).

EET/TEE KEYWORDS: School Memories; Social Perception; Collective Representation; PRIN; Italy; XIX-XX Centuries.

Books as tools of spiritual solace and religious education during World War One

Loretta De Franceschi
loretta.defranceschi@uniurb.it

ABSTRACT: The aim of this essay is to analyze the production of religious publications which came out in the years of the Great war. Their authors, contents, goals are considered at the purpose to highlight the key role they played in supporting the interventionism of our country and the effort of the Italian army. The real goal was not only to spread Catholicism among young soldiers but, thinking at the post-war period, to educate them in becoming good citizens proponents of a religion-based new social order.

EET/TEE KEYWORDS: Religious publications; Religious education works; Catholicism and Great war; Religion and World War One; Europe; XX Century.

The Polish College in Beirut in 1946-1948

Witold Chmielewski

witold.chmielewski@ignatianum.edu.pl

ABSTRACT: The aim of the article is to present the activities of the two-year Polish College in the years immediately after the Second World War, and in particular to present its achievements in the field of training Polish language teachers in exile and to prepare auditing students for independent intellectual work and the continuation of their studies in a free Poland. A great deal of attention has been paid to the curriculum and plan of the studies, as well as to the lecturers and students themselves. In the process of writing the article, methods used in pedagogical and historical sciences have mainly been applied. The result of the research is an article on unique Polish studies in the Middle East in difficult post-war conditions. The issue presented in the article indicates that the intellectual elite of Poles in exile attached great importance to educating and bringing up Polish youth in the spirit of patriotism.

EET/TEE KEYWORDS: Studies; Auditing students; Curriculum; Lecturers; Poles; XX Century.

L'editrice La Scuola e l'educazione infantile ai primi del Novecento. Dalla rubrica per gli asili di «Scuola italiana moderna» alla nascita di «Pro Infantia» nel 1913

Renata Bressanelli

renata.bressanelli1@unicatt.it

The publisher La Scuola and infant education in the early twentieth century. From the column for kindergartens of the «Scuola Italiana Moderna» to the birth of «Pro Infantia» in 1913

ABSTRACT: This paper explores the role played by the publisher La Scuola, over the first decade of its history (1904-1913), in the field of early childhood education. The first section offers an analysis of the cultural and educational backdrop against which prominent exponents of the contemporary Catholic movement decided, in 1893, to set up a journal for elementary school teachers, «Scuola Italiana Moderna», and, in 1904, to found the publishing house La Scuola. The second section scrutinises the contents of the journal. This line of research indicates that the Brescia-based editorial group was influenced by the newfound interest in early childhood that characterized the turn of the twentieth century. Indeed, beginning in the 1904-1905 school year, «Scuola Italiana Moderna» began to feature a column on the topic of kindergarten education. Such a move reflected the launching, at the beginning of the Giolittian era, of the secular association Unione per le educatrici d'infanzia (Unei) [National Union of Women Infant-School Teachers], and its mouthpiece «La Voce delle maestre d'asilo» [The Voice of Infant-School Teachers], first published in 1904. After illustrating the subject matter of this column over the period spanning 1904 and 1913, the paper proceeds to examine La Scuola's decision in autumn 1913 to launch a dedicated journal for women infant school teachers, «Pro Infantia». The research presented here sheds light on a feature of «Scuola Italiana Moderna» that had not been the focus of any of the numerous existing studies on the journal: namely, the fact that a full ten years prior to the founding of «Pro Infantia», La Scuola had already felt urgently called to participate in the contemporary political and educational debates surrounding the issue of early childhood education.

EET/TEE KEYWORDS: History of education; Childhood education; Schools and education journals; Italy; XX Century.

Narration and identity construction in the practice of autobiography. Two cases of female narratives: Ida Baccini and Elena Raffalovich Comparetti

Chiara Meta
chiarameta@libero.it

ABSTRACT: In the new field of historical research related to the History of Emotions that has, however, already produced numerous national and international studies, the so-called alternative sources as private writings, biographies, epistolary correspondence, play a central role in shedding a light on the extent of the role of pedagogical devices in bringing “emotional impulses” back within the norm. In this vein, the article investigates the role of “self-writing” in some female figures of the late nineteenth century, in particular Ida Baccini and Elena Raffalovich Comparetti, starting from the visual angle of autobiography seen not as a mere intimist excavation but as a hermeneutic and critical mode of existential planning, when, also coinciding with the take-off of the emancipationist movement, the search for constituting oneself as a “subject” through the practice of writing represented, for the women themselves, an experience of rebirth, or rather, a process of “self-creation” on a symbolic level.

EET/TEE KEYWORDS: History of emotions; Empowerment; Autobiography; Selfwriting; History of children’s literature; Italy; XIX-XX Centuries.

Aspectos didácticos presentes en libros de aritmética publicados en castellano en el siglo XVI

María José Madrid
mjmadridma@upsa.es

Alexander Maz-Machado
ma1mamaa@uco.es

Carmen López-Esteban
lopezc@usal.es

Carmen León-Mantero
cmleon@uco.es

Didactic aspects included in arithmetic books published in Spanish in the 16th century

ABSTRACT: Textbooks include not only the contents of one topic, but also other aspects that aims to ease the understanding of these contents. This study focus on knowing which didactic aspects were included in several arithmetic books published originally in Spanish in the 16th century. In order to do that, it has been carried out a historical research and it has been used the content analysis as analysis technique. The criteria followed for the analysis were: modernity, originality, structure and organization, social interest, applications to other fields, review and synthesis of contents or other didactic principles. Results show social interest was the main feature of most of these books. However, the contents were not original and in general, they were not modern considering the time when they were written.

EET/TEE KEYWORDS: History of mathematics and mathematics education; Spanish arithmetic books; Didactic aspects; Spain; XVI Century.

La Charte de l’Ecole de Giuseppe Bottai

Michel Ostenc
nmod@noos.fr

The Charter of School by Giuseppe Bottai

ABSTRACT: During the 1930s, the fascist regime needed to create an instrument that would place a limit on the freedom of education and intellectual autonomy previously allowed by the Gentile reform. The new Minister of National Education Giuseppe Bottai, for whom the educational question was not only a cultural issue but also a political and a social one, understood that the consensus of the masses could also be guaranteed through the reorganization of the Italian school and university system. According to Bottai, the political, military, professional and cultural spheres were summed up in the school, while the university was configured as a place of elaboration of science and culture, as well as a place for the formation of the future ruling class. The present contribution therefore intends to highlight the various phases that led to the elaboration and the enactment of the Charter of School in 1939, in addition to the characteristics of this significant political and programmatic document.

EET/TEE KEYWORDS: School and University reorganization; Giuseppe Bottai; Fascist period; Italy; XX Century.

Julián Caparrós-Morata y Juan José Arévalo-Bermejo. La vinculación epistolar entre dos educadores de amplia conciencia política y social

Manuel Ferraz-Lorenzo
mferraz@ull.edu.es

Mariano González-Delgado
mgondel@ull.edu.es

Cristian Machado-Trujillo
cmachado@ull.edu.es

Julián Caparrós-Morata and Juan José Arévalo-Bermejo. The epistolary relationship between two educators with a broad political and social conscience

ABSTRACT: The aim of this paper is twofold. On the one hand, to know about the pedagogical approaches of Julián B. Caparrós Morata, one of the best-trained, most committed and, unfortunately, less well-known teachers of pedagogical renewal in the Canary Islands and Spain. And, on the other hand, to delve into the figure of what was one of the most important men in the fields of education and politics in Central America. And all this, in a pre-war, war, post-war and cold war time, of a clear setback in ideas and the rise of pragmatism in the political, social and cultural spheres.

EET/TEE KEYWORDS: Caparrós-Morata; Arévalo-Bermejo; Pedagogical Renovation; Canary Islands, Guatemala; Spain; XX Century.

La literatura fantástica del XIX latinoamericano en la conformación de la ciudadanía maravillosa. La construcción pedagógica de la comunidad imaginada

Pedro Perera Méndez
ppereram@ull.edu.es

Tatiana Castañeda Acosta
alu0100492286@ull.edu.es

Andrés González Novoa
agonzaln@ull.edu.es

The nineteenth-century fantastic literature of Latin America in the shaping of the marvellous citizenship. The pedagogical construction of the imagined community

ABSTRACT: This paper is an analysis of nineteenth-century Latin American proposals to shape a model of citizenship founded on fantasy hosted in romantic horror literature. Their monsters, landscapes and reflections are mirrors in which they confront the vilified indignities of individualism. They augur the fall of citizenship as a model for inhabiting the world, in the face of the other monstrously made-up model; the individual-mass of the techno-scientific pact. Silenced voices, sentenced to the oblivion of the attic that persist in their vital purpose, to generate a network that strengthens the sense of the common. Praxis and reflection will try to converge in a synthesis of what we could learn from ourselves, from the communal coexistence that hosts the fantastic literature that emerged in the 19th century.

EET/TEE KEYWORDS: Pedagogy; Literature; Citizenship; Community; Fantasy; Latin America; XIX Century.

Everyday life of teachers and students at the Russian School in Paris in the mirror of 1920s-1930s correspondence

Liudmila Klimovich
Lusek84@yandex.ru

Valeriy Suvorov
valeriy_s@inbox.ru

Leonid Shaipak
shaipak@rambler.ru

ABSTRACT: The article is based on the analysis of the correspondence between the director of the Russian Secondary School-Gymnasium in Paris B.A. Durov and its teacher G.L. Lozinsky, along with the letters from its students and their parents. It highlights the details of Russian schools functioning in exile. An analysis of personal and business correspondence leads to our better understanding of the learning process management in Russian schools, their curriculum, the ratio of subjects from the Rossica cycle to the disciplines of the country of residence, and the interaction between the head and subordinates. The main issue under discussion was related to teaching French and French literature, as well as Russian and Russian literature. The problems raised in the letters demonstrate the desire of teachers to optimize the educational process, make it more rational and efficient, and reflect the desire to help young people adapting to life in a foreign country while maintaining their national and cultural identity. The tone of G.L. Lozinsky's letters testifies to the independence of teachers, their capability to make suggestions to the management, and the fact that their opinions were taken into account when distributing the academic load and making the schedule.

EET/TEE KEYWORDS: Russian history; Russian diaspora abroad; Emigration; Russian school; G.L. Lozinsky; B.A. Durov; Russia; XIX Century.

Maestros y diputados. El compromiso político del magisterio catalán, 1932 y 1980

Xavier Tornafoch Yuste
xavier.tornafoch@uvic.cat

Teachers and deputies. Commitment politician of the Catalan teaching profession, 1932 and 1980

ABSTRACT: The political commitment of Catalan teachers had two special moments during the 20th century: the proclamation of the Second Republic in 1931, which favoured the establishment of an autonomous parliament in 1932, and the recovery of autonomy in 1980. In both periods, teachers with long and prestigious careers reached the institutions of Catalan self-government. For the Catalan nationalists, introducing Catalan in the school, in language and content, was an essential issue. Thus, these teachers also acquired political commitments that were to be reflected in the legal norms that were approved and in the

school organization of the Catalan autonomous regime, in 1932 and 1980. Some of these professionals were leading figures in pedagogy, others were simple professionals who combined their teaching dedication with political activity, in all cases, teachers and professors who believed in the transforming power of education. EET/TEE KEYWORDS: Catalan self-government; Autonomous parliament teachers; Political commitment; School organization; Pedagogy; Spain; XIX Century.

Revisitar las políticas educativas en España y Portugal en el ocaso de sus dictaduras (1970-1973)

Álvaro Nieto Ratero
lvrnieto@gmail.com

Evangelina Bonifácio
vangelina@ipb.pt

Revisiting education policies in Spain and Portugal in the twilight of their dictatorships (1970-1973)

ABSTRACT: The education of the Salazar-Caetano and Franco dictatorships was used as an element to manipulate the will of the citizens and to inculcate the roles and behaviours that both men and women should follow in society. The text aims to analyse educational policies from the time of the dictatorship to the transition to democracy in the two countries. The methodology is historical-educational (Ruiz, 1976; Tiana, 1988), aiming to analyse legislative texts. The results highlight the idea that in both countries the two fundamental pretensions were dogmatic and patriotic, but masked in an open-minded discourse by the pressures of international organisations to promote equitable education centred on human capital in order to improve the professional qualifications of citizens.

EET/TEE KEYWORDS: Education; Dictatorships; Spain; Portugal; XX Century.

The role of female university students of the FUCI within the Italian universities during fascism and post-war reconstruction

Sofia Montecchiani
s.montecchiani2@unimc.it

ABSTRACT: This contribution intends to reflect on the birth and the role of the female section of the Federazione Universitaria Cattolica Italiana (FUCI) between the 1920s and the post-war period. In greater detail, within the complex national university context, female Catholic university students aimed to define their representation in an increasingly preponderant way within a historically patriarchal environment and to offer a valid alternative to modern women's movements of secular inspiration, while not failing to respect the principles and ideals of Catholic associationism. Despite the traditional cultural legacy that essentially relegated women to the home, during the course of the twentieth century female Catholic university students succeeded in transforming their apostolic commitment and placing it at the service of women's mobilisation. In fact, they managed to promote a renewed conception of study and civic responsibilities, which were seen as indispensable opportunities for personal growth, as well as both social and professional affirmation.

EET/TEE KEYWORDS: History of University; Italian Catholic University Federation; Women's associations; Italy; XX Century.

L'evoluzione della rappresentazione di Giovanni Cena nella memoria pubblica (1918-1927)

Valentino Minuto
v.minuto@unimc.it

The evolution in the representation of Giovanni Cena in public memory (1918-1927)

ABSTRACT: This article aims to highlight the place that Giovanni Cena occupied in the public imagination after his death on the basis of the monumental tributes paid to his memory from 1918 to 1927. Three commemorative artifacts were dedicated to the so-called apostle of education of the peasants of the Agro Romano and Pontine Marshes: the plaque on the façade of the School of Colle di Fuori (1918); the plaque under the porch of the School of Casal delle Palme (1921); the funeral monument in his native Montanaro (1927). Analyzing the three monumental sources – jointly with the related printed commemorative materials, in particular those containing inaugural speeches – enables to trace the development of the memorial narrative on Cena from his late liberal civil exaltation to his fascist religious sublimation; thus, the monument at Montanaro Cemetery – which was erected as the Lateran Treaty was drawing near – consists of the sculptured face of Christ. The public use of memory is also studied: inaugural ceremonies provide the promoters of Cena's memorialization an opportunity to deal with extra commemorative issues.

EET/TEE KEYWORDS: Development of education; Memory; Persuasion; Italy; XX Century.

Sources and Documents / Fonti e Documenti

Le origini del periodico «Pro Infantia» alla luce di alcuni documenti d'archivio

Renata Bressanelli
renata.bressanelli1@unicatt.it

The origins of the periodical «Pro Infantia» based of some archival documents

ABSTRACT: This paper explores the motives and personalities that, at the end of the Giolittian Era, persuaded the Brescia-based publishing house La Scuola of the urgent need to address the challenges then facing the early childhood education sector by founding a dedicated journal. The periodical in question, «Pro Infantia», has never been subjected to systematic and exhaustive analysis. The study presented here investigated the journal's cultural agenda, based on documents held in the General Archive of the Daughters of Mary Help of Christians (the Salesian Sisters), a religious congregation that played a significant part in the life of the publication. This line of inquiry has brought to light previously unknown aspects of the early stages of «Pro Infantia»'s history and clarified the Salesian Sisters' role during this period.

EET/TEE KEYWORDS: Childhood education; Schools and education journals; Italy; XX Century.

Critical Reviews / Rassegne critiche

Panorama della ricerca storico pedagogica 2020-2021

Giorgio Chiosso
giorgio.chiosso@unito.it

Panorama of historical pedagogical research 2020-2021

ABSTRACT: The article intends to provide 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 historicaleducational culture.

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

Un progetto ambizioso tra passato e presente: la nuova collana «Clásicos de la Educación»

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

An ambitious project between past and present: the new series «Clásicos de la Educación»

ABSTRACT: The contribution intends to present the genesis and birth of the new and prestigious series of classics of pedagogy «Clásicos de la Educación», the result of an agreement signed in 2019 between the Sociedad Española de Historia de la Educación (SEDHE) and the prestigious publishing house Morata of Madrid. It is a series of classics of pedagogy and education of undoubted interest and with an ambitious profile, not only for the scientific authority of its curators and the seriousness and competence of the scholars involved, but also for the precise cultural and pedagogical design which inspired the first classic prints.

EET/TEE KEYWORDS: Publishing; History of education; History of pedagogy; Europe; XVIII-XX Centuries.

L'editoria religiosa e i manuali educativi di Maria Vincenti: un recente volume di Rita Fresu e Stefania Sotgiu

Andrea Marrone
andrea.marrone@unica.it

Religious publishing and education manuals of Maria Vincenti: a recent volume by Rita Fresu and Stefania Sotgiu

ABSTRACT: The history of education has focused with great attention on «female plutarchs» and educational publications, textual genres that were widespread in the nineteenth century. These manuals for young people, instructions for brides and educational novels are valuable sources for reconstructing the mentality and stereotypes of the period. In their book, Rita Fresu and Stefania Sotgiu retrace the history of this publishing phenomenon, deepened on the historical linguistic level (field of study of the two authors), but also in its contents and educational objectives. Moreover, the book looks at the work of Maria Vincenti, a catholic nun who lived between Italy and England, author of highly successful educational booklets.

EET/TEE KEYWORDS: History of education; Female education; Catholicism; Italy; XIX-XX Centuries.

Educazione e carità fra modelli del passato e cambiamento sociale. La leggenda del «santo educatore»

Carmela Covato
carmela.covato@uniroma3.it

Elisabetta Patrizi
elisabetta.patrizi@unmc.it

Edoardo Bressan
edoardo.bressan@unimc.it

Giorgio Rossi
rossig36@gmail.com

Paolo Alfieri
paolo.alfieri@unicatt.it

Lorenzo Cantatore
lorenzo.cantatore@uniroma3.it

Education and charity between past models and social change. The legend of the «holy educator»

ABSTRACT: The essay examines the volume by Roberto Sani dedicated to the transformation of the figure and the historical experience of Filippo Neri, up to the construction of the image of the «holy educator», with its centrality in Catholic educational works from the second eighteenth century onwards. Through an extensive debate involving several voices, the worthy work of Filippo Neri is reviewed, both in the field of popular school and in that of social assistance.

EET/TEE KEYWORDS: History of education; Lay associations; New religious congregations; Charity institutions; XVIII-XIX Centuries.

Il museo scolastico fra storia, memoria e progettualità educativa. A proposito di un recente volume

Carmela Covato
carmela.covato@uniroma3.it

Mirella D'Ascenzo
mirella.dascenzo@unibo.it

Lorenzo Cantatore
lorenzo.cantatore@uniroma3.it

The school museum for history, memory and educational planning. About a recent volume

ABSTRACT: This contribution intends to start a reflection on the role played by the «school museum» between the 19th and 20th centuries in the context of the development of primary and popular schools. Starting from the analysis of a recent volume by Marta Brunelli, the debate reconstructs the different types of museums, the didactic purposes implicit in them, the relationship with school, cultural and political contexts and, moreover, the practice of the training devices experienced.

EET/TEE KEYWORDS: School museum; Memory; Primary school; Didactic; Italy; XIX-XX Centuries.

Le vicende della storica casa editrice SEI di Torino. Riflessioni storiografiche

Lorenzo Cantatore
lorenzo.cantatore@uniroma3.it

Maria Cristina Morandini
mariacristina.morandini@unito.it

Fabio Targhetta
fabio.targhetta@unimc.it

Sabrina Fava
sabrina.fava@unicatt.it

The events of the historic SEI publishing house in Turin. Historiographic reflections

ABSTRACT: Starting from a recent work by Francesca Davida Pizzigoni, this contribution intends to start a reflection on the analysis of the children's production of the Turin Catholic publishing house SEI, offering educational historians precious stimuli and suggestions in relation to both the specific type of texts object of the research, and, in a more general sense, the complex and articulated evolution of Italian society between the nineteenth and twentieth centuries in the plurality of its dimensions.

EET/TEE KEYWORDS: Children's production; Publishing houses; Publications; SEI; Italy; XIX-XX Centuries.

Forum / Discussioni

Il viaggio delle idee: «le scienze della natura» alla Montesca, tra Lucy Latter, Maria Montessori e Giuseppe Lombardo Radice

Cristina Caracchini
ccaracch@uwo.ca

The journey of ideas: «the sciences of nature» at Montesca, between Lucy Latter, Maria Montessori and Lombardo Radice

ABSTRACT: In order to plan for the study of natural sciences and botany in the rural elementary schools she had opened at Villa Montesca in 1901, Alice Hallgarten Franchetti secured the collaboration of British science-trained women, among which Lucy Latter, Bertha La Mothe and Mary Hamilton. This article considers the science program that resulted from such teamwork, its relationship with the model elaborated by Latter at her Invicta School in London, and the influence that it had on the programs that Lombardo Radice compiled for the 1923 Gentile's reform of the Italian elementary school. Reference will be made to the presence of Montessori at Montesca since 1908, and to some notable overlaps between her method and the pedagogical practises of Hallgarten's school.

EET/TEE KEYWORDS: History of school; Rural elementary schools; Giuseppe Lombardo Radice; Maria Montessori; Italy; XX Century.

«May you have a special thought of appealing to your husband». An analysis of women's educational schemes in the 18th-century Polish-Lithuanian Commonwealth on the example of a premarital instruction written for Anna Jabłonowska née Sanguszko (1739-1766)

Anna Penkała-Jastrzębska
anna.penkala-jastrzebska@up.krakow.pl

ABSTRACT: The article analyses an 18th-century educational instruction titled *Mother's Teachings for a Daughter Who Is to Be Married*, written in 1755 by Barbara Sanguszko née Dunin, and found among handwritten archival documents. The document is a unique and exceptionally interesting source which broadens the current knowledge on women's educational schemes. The analysis of the source has been set in a wide historical context with a particular emphasis on the reality of women's education in the 18th century. Changing moral and cultural reality and women's position in the 18th-century Commonwealth has a special significance. The existence of specific personal and moral patterns, as well as the problem of shaping a specific line of educating women, should be particularly stressed. An educational instruction had an actual impact on models of behaviour and defining woman's role in family and society. Preserved source materials let us learn the ways of shaping women's attitudes and the rules of their coexistence in marital, familiar, and social relations. The document is also a great source to study the mechanisms which directly impacted society's perception of women's role and position in the 18th century. The analysis of the preserved source

materials provides European historiography with new observations based on the studies on former Polish-Lithuanian Commonwealth.

EET/TEE KEYWORDS: Education; Educational instruction; Nobility; Polish-Lithuanian Commonwealth; XVIII Century.

Evolution of the image of the hero in English children's literature: a study of english fairy tales and Harry Potter

Huda Al-Matrafi
huda.m@tu.edu.sa

ABSTRACT: The typically youthful heroes of children's literature enable exploration of the genre's specifics. Its readers identify with similarly aged heroes, readily imagining themselves within the fictional world; thus the genre's ethical, pedagogical, aspect is organic. This paper traces the child-hero figure's literary evolution, identifying key characteristics: goodness, cunning, desire only to fulfil one's duty. Attention is paid to the Harry Potter series as educational works with ethically exemplary child-heroes who are seen to possess those same key traits while the novels otherwise evidence generic diversity and stylistic syncretism. Best seen as monomyth theory's "universal hero" Harry's character, though, evolves in new ways: an iteration of the child-hero that reflects contemporary culture.

EET/TEE KEYWORDS: Children's Literature; Contemporary fantasy literature; English fairy tale; Hero; Harry Potter; XX-XXI Century.

S. Makarenko: «the father» of the Soviet pedagogy

Vladimir Borissovich Pomelov
vladimirpomelov@mail.ru

ABSTRACT: The article is devoted to the great teacher Anton Semyonovich Makarenko (1888-1939), who is considered by many researchers one of the most significant figures of education in the XXth century, the founder of Soviet pedagogy. The purpose of the article is to give an idea of his contribution to the theory and practice of pedagogy. The study solves the following tasks: to present in a holistic form the biography of A.S. Makarenko and to reveal some little-known facts of the teacher's life, to characterize his pedagogical and literary activities, to show the importance of his efforts for the development of pedagogical science and practice. It tells in detail about the origin of the teacher and the family in which he grew up. The main attention is paid to the disclosure of his activities as the head of educational institutions for homeless children and adolescents: the Gorky colony, the Dzerzhinsky commune. A.S. Makarenko is shown not only as a great teacher and a pedagogical innovator, but also as one of the most significant Russian writers. His books, especially Pedagogical Poem, Flags on Towers and Book for Parents, have been published in dozens of countries around the world. A.S. Makarenko is entitled by the UNESCO as one of the four most important teachers of the XXth century.

EET/TEE KEY WORDS: System of the Soviet education; Gorky colony; Dzerzhinsky commune; A.S. Makarenko; Pedagogical Poem; URSS; XX Century.

«Le querce non fanno limoni». Mutamenti scolastici e sociali nelle testimonianze orali relative agli anni Cinquanta, Sessanta e Settanta

Chiara Martinelli
chiara.martinelli@unifi.it

«Oaks do not make lemons». *Scholastic and social changes in oral sources during 1950s, 1960s and 1970s*
ABSTRACT: The paper aims at analysing the repository collected by the University of Florence in the framework of the PRIN «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)». The repository constitutes a pivotal source in defining how scholastic perception changed in Italy throughout late 1940s and 1970s. In particular, it is possible to study the relationship between pupils, society and scholastic institutions: on this regard, the paper highlighted the growing spaces of self-determination and wellness pupils gained after 1968.
EET/TEE KEYWORDS: School memory; Italian history; Pupils; 1968 movement; Italy; XX Century.

Notices / Recensioni

Tommaso Petrucciani, *Per una più mite servitù. Protezione degli animali e civilizzazione degli italiani (1800-1913)*, Milano-Udine, Mimesis, 2020, 192 pp.
(Carmen Petrucci)

Edmondo De Amicis, *Il Romanzo d'un Maestro*, a cura di Anna Ascenzi e Roberto Sani, Pisa, ETS, 2021, 360 pp.
(Michel Ostenc)

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

Presentazione ufficiale delle banche dati sulla memoria scolastica. A proposito del quinto seminario nazionale PRIN (Roma, 5 novembre 2021)

Valentino Minuto
v.minuto@unimc.it

Official presentation of the databases on school memory. About the fifth national PRIN seminar (Rome, 5th November 2021)

ABSTRACT: This paper collects and summarizes the reports proposed at the fifth national PRIN seminar that the University of Roma Tre organized on 5th November 2021 as part of the scientific activities under the research project of relevant national interest «School Memories between Social Perception and Collective Representation (Italy, 1861- 2001)». The initiative aimed to illustrate the state of the art of the project in establishing electronic repertoires of school memories; the databases officially presented in this occasion relate to: audiovisual products; video oral testimonies, awards of honour, public memories, art works, illustrations, literary works; school diaries and autobiographies. The seminar, as well as to make a balance of the operational results achieved, has been productive to shed further light on the historiographical category of school memory in view of the end-of-project international conference «The School and its Many Pasts».
EET/TEE KEYWORDS: History of education; School memories; Italy; National research project; Italy; XIX-XXI Centuries.