

# Abstracts

## Vol. XIV n. 2 (2019)

### **Student movements of the «long 1960s». Steps towards the cultural revolution, social change and political transformation**

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**ABSTRACT:** This work examines a corpus of ten articles on the global student movements which took place throughout the 1960s. The impact of the students' agitation in Argentina, Brazil, Greece, Israel, Slovakia, Spain and the USA, amongst others, is examined from the perspective of history of education, with a view to understanding how the movements arose and developed. The different historical investigations presented herein look at the successes, failures, power relations and actions which, both in education and in politics, aimed to transform the world the protestors saw.

**EET/TEE KEYWORDS:** History of education; Student movements; University; May 68; Social change; Europe; XX<sup>th</sup> Century.

### **Other social actors involved in Brazil's «Long '68» in the midst of the violence. Public-sphere representations of the Catholic Church's discourse and actions in solidarity with student agitators**

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**ABSTRACT:** The worldwide student mobilisation in 1968 managed to attract solidarity, and sometimes, direct participation from other social actors, outside of universities and informal youth contexts, including churches, civil movements, trade unions, politicians, artists, intellectuals and journalists. This article sets out to analyse the public representations of the Catholic Church's discourse and actions in support of Brazil's university students, in the face of the violence deployed by the military dictatorship in 1968. The focus is on four main aspects: 1) the physical and symbolic violence perpetrated against the students; 2) the times and spaces where public social interaction between students and religious figures occurred; (3) the Catholic Church's public discourse concerning the government's violence, expressed through the mouthpiece of the daily press; (4) the depiction of that violence given to ordinary Brazilian citizens through the press. The documentary sources consulted for this study include the news items, columns, photos, editorials and opinion pieces published in Brazil's main daily newspapers, whose leitmotiv matches our subject.

**EET/TEE KEYWORDS:** Brazil; University students; Catholic Church; Social consciousness; Public sphere; Daily press; 1968; Brazil.

## **Illegal confessional education of university students in the secret church in Slovakia in the 1960s**

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**ABSTRACT:** After the Communists took power in 1948, the school system and education in Czechoslovakia were indoctrinated by the ideology of Marxism-Leninism and a unified, state system of education was created (Act No. 95/1948). The Church became the biggest internal enemy of the state and the government attempted to track and control representatives of the official Church. Work with children, the youth and students in a religious spirit was harshly punished and considered an anti-state activity. Therefore, in the period of political release in the 1960s (Prague Spring), when all political prisoners were released from prison, the so-called Secret Church started its activity. The paper is focused on analysis of a model of work with university students in the Secret Church in Slovakia.

**EET/TEE KEYWORDS:** Education; Communism; Prague Spring; Illegal Church, Religious Education; Slovakia; XX<sup>th</sup> Century.

## **From popular culture to social transformation: student youth, peasants and the Base Education Movement (MEB) in the 1960s**

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**ABSTRACT:** We discuss how popular culture was used as a political category by university students who acted in Ação Popular [AP, Popular Action] in the early 1960s, and how it was mobilized in the primer book *Viver é lutar* (1963), [Fighting is to Live], written by militants who worked along the Movimento de Educação de Base [MEB, Base Education Movement], to assist in the literacy of adults

peasant. Secondly, we approach the culture of the specific historical context of its production, having as sources the letters written by the peasants who attended.

EET/TEE KEYWORDS: University youth; Popular culture; Adult literacy; Epistolary interchange; Brazil; XX<sup>th</sup> Century.

## **La experiencia estudiantil universitaria en los largos 60s y el estallido del '69 argentino. Emergencia juvenil y biografías femeninas**

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*The university student experience in the long 1960s and the Argentine eruption of 1969. Emergence of youth and feminine biographies*

ABSTRACT: This article analyzes the emergence of university youth in Argentina between the 1950s and 1970s. First, it explores the link between the legacy of the University Reform of Cordoba of 1918 and the echoes of May '68 in Paris, through the characterization of the «Argentine '69», centered on the workers struggles in the provinces of Argentina. Second, it tackles the representations of the role of students in university institutions and in the field of politics, through differing interpretations of the prohibition of Personism. Finally, it reconstructs the experience of esteemed academics of the University of Buenos Aires during their youth/student years. It focuses on the adherence of the student movement to workers' struggles and places the multiple interventions and academic and intellectual actions of women, marked by youth radicalization, knowledge of social inequalities and identification with the popular sectors.

EET/TEE KEYWORDS: History of education; 1968; Youth movements; Argentine; XX<sup>th</sup> Century.

## **Women should remain very womanly: female university students and work in Spain in 1968**

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ABSTRACT: May 1968 was not especially feminist, but it was a milestone for the feminist movement that would take place during the following decades. The Spanish situation was anachronistic due to the long dictatorship was even more evident when talking about women. This article analyses the approaches that in the sixties and seventies were made in university environments (sociological studies and work guides) about the job opportunities for women. Alongside with both anachronistic and innovative positions, there was another one, intermediary and majority, that believed that women, even when they were working, had to remain «very womanly» and that job and family were hardly compatible options. Finally, we try to promote a reflection on what has been achieved in these decades in relation to the current worrying situation.

EET/TEE KEYWORDS: Women's work; Women's education; Women's movement; 1968; Spain; XX<sup>th</sup> Century.

## **On May '68 in Spain: student youth and the autonomous universities**

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**ABSTRACT:** May '68 was a trigger for the student youth in Spain during late Francoism. The massification of universities, political conflicts and the outdated state of the Spanish university system forced the government to create Autonomous Universities in Madrid, Barcelona and Bilbao. To analyse this state of affairs, we employ a number of theoretical tools, such as the concept of generation and youth, the official account of May '68, the context of the student movement and the study of the beginnings of these three universities, in order to highlight the historic interrelation among these phenomena. We also highlight the parallels among the three autonomous universities.  
**EET/TEE KEYWORDS:** Student movement; Autonomous universities; May '68; Spain; XX<sup>th</sup> Century.

## **«They are the force for change in today's world and they will lead tomorrow's». The United States and Spanish students in the context of global '68**

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**ABSTRACT:** The aim of this article is to examine the U.S. foreign policy towards Spanish students in connection with the global upheaval of 1968. This work intends to shed light on the U.S. response to the challenge posed by the growing student unrest in Spain during the 1960s. To this effect, the piece first analyzes the U.S. efforts to entice Spanish student leaders by means of various cultural, educational and informational programs. Secondly, it explores the student reaction to these U.S. public diplomacy activities. Finally, the article addresses the U.S. support for the General Education Act (1970) as part of the change to U.S. student diplomacy as a consequence of the events of 1968. However, the U.S. commitment to modernize the educative system in Spain did not manage to neutralize the increasing anti-American feeling in Spanish universities.  
**EET/TEE KEYWORDS:** Educative system; Student diplomacy; Spain; United States; XX<sup>th</sup> Century.

## **Student protest and the «Legitimation Crisis» in Israel, 1965-1977**

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**ABSTRACT:** In the late-1960s, a unique model of student protest and activism had developed in the Israeli campuses. This model included strong criticism against the government which seen as non-

legitimate to lead the state. They protested on main issues in the public sphere such as governmental corruption and the normalized diplomatic relations with West Germany, alongside a harsh criticism against the way that the labor party's leaders led the state, which seen as an immoral. Alongside big demonstrations which organized by students, a main platform which students used to criticize the regime was satire columns in the students' press. This article, based on an historical-sociological research, deals with the new form of studentship which occurred in Israel and was part of the «Legitimation Crisis» in the Israeli society, in the words of the German sociologist and philosopher, Juergen Habermas.

EET/TEE KEYWORDS: Student protest; Student culture; Legitimation Crisis; Israel; XX<sup>th</sup> Century.

## **The formation of resistance culture in Greece and the history null curriculum: a preliminary account**

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ABSTRACT: The last decade Greece is undergoing a multi-crisis. During this period of time the history and the past emerged in a peculiar way: the past was used as an example to be followed, while the demonstrators were calling people for disobedience and resistance against the imposed monetary and fiscal measures and against the state as well. This projection of the past to the present was entrenched on certain historical facts which are questionable and not overall well accepted, such as the 1945-9 Civil war, or the 1973 students' uprising against the military dictatorship. Under these circumstances one could be reasonably wondering about the uses of history and the ways history is perceived as a means that construct identities. The notion of the 'resistance culture' is emerged through the utilization of history and the school history's null curriculum, revealing the role various forms of historical narratives can play in the process of historical awareness.

EET/ TEE KEYWORDS: School history; Null curriculum; Unwritten history; Resistance; Greece; XX<sup>th</sup> Century.

## **«Et Après?» - The 1970s philosophical fallout from May '68 and its contemporary significance**

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ABSTRACT: This essay explores the complex philosophical reaction to the May '68 events, with an especial emphasis on the internalist critique from the Left. Through the 1960s, the respective theories of Lyotard and Debord can be seen as prescient of and influential on the '68 movements and revolt. In contrast, it is only after '68 that there emerges a self-critique of Leftist thought in the work of Rancière. Žižek's work, an amalgam of Marx and Lacan, is also explored as a more idiosyncratic approach to related socio-political questions. Nonetheless, the future of politics and philosophy remains an open horizon. In such a complex space of interpretation and political praxis, the «long '68» will undoubtedly continue to surprise us with its new mutations and metamorphoses.

EET/TEE KEYWORDS: Philosophy; Ideology; Socio-political questions; May '68; XX<sup>th</sup> Century.

## **History of education and migrations: crossed (or connected or entangled) histories between local and transnational perspective. A research «agenda»**

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**ABSTRACT:** This collection of papers has its origins back in a meeting that took place in Caxias do Sul (Brazil), on September 11th and 12th, 2018, with scholars of Brazilian and Italian universities interested in migration and history of education. The event was promoted and organized by the Research Group on History of Education, Immigration and Memory (GRUPHEIM) of the University of Caxias do Sul (UCS) (Brazil) and the Center for Research and Documentation on the History of Educational Institutions, School Books and Children's Literature (CeSIS) of the Department of Humanities, Social Sciences and Education of the University of Molise (Italy). Different research groups aimed to analyze migrants, migration and human mobility within History of Education and specially to deepen studies about educational initiatives for (e/im)migrants and/or their children in Brazil, carried out by religious, State and civil society institutions, during the 19th and 20th centuries. Educational and schooling processes; educational models and tools for circulation of knowledge; teaching and learning practices in culturally distinguished spaces and times; and practices for promotion of ethnical and cultural identity related to an Italian character are part of a new research field. In a transnational view, Italian and Brazilian scholars, with their participation and methodological approaches, have opened new perspectives of investigation in the field of History of Education.

**EET/TEE KEYWORDS:** Migration; History of education; Transnational; Brazil; Italy; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Catholicism, education and emigration: the *Spiritual Guide of the Italian emigrant in America* [Guida spirituale per l'emigrato italiano nella America] by the Scalabrinian priest Pietro Colbacchini**

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**ABSTRACT:** On the basis of a very rich archival and printed documentation, A. traces the genesis and goes into the characteristics and the underlying guidelines of the *Spiritual Guide of the Italian emigrant in America* [Guida spirituale per l'emigrato italiano nella America], edited by the Scalabrinian missionary Pietro Colbacchini (1845-1901) in Milan in 1896. Destined to be an effective

aid for the pastoral and religious work carried out in the communities of Italian emigrants in America by the Institute of the Missionaries of St. Charles Borromeo, which was founded by the bishop of Piacenza, Msgr. Giovanni Battista Scalabrini, some time ago, the *Spiritual Guide* is an extremely significant – and, in some cases, unique – document used to throw light on the guidelines and the choices carried out by the Scalabrinian religious in Brazil and in other countries of the New World between the nineteenth and the twentieth centuries. Furthermore, this article is one of the first contributions devoted to the examination of the modern tools of pastoral animation and religious and civil education for Italian people emigrated abroad.

EET/TEE KEYWORDS: History of education; Religious and pastoral animation; Father Pietro Colbacchini; Institute of the Missionaries of St. Charles Borromeo (Scalabrinian Missionaries); Brazil; America; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

### **Childhood, school and education in Italian settlements under the auspices of the Scalabrinian Missionaries, located in the state of Paraná, Brazil**

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ABSTRACT: The present study aims at analyzing how the Italian Catholic missionaries organized the formal schooling process in the Italian settlements located in the state of Paraná, Brazil. It seeks to understand the guidelines and actions set out by the priests to organize the education and to teach morals to immigrant children. The study covers the period 1887 to 1930. The analysis was carried out comparing personal and official sources, from the Cultural History perspective. Considering that the Italian immigrants who arrived in the state of Paraná professed the Catholic faith, the missionaries' work to create schools and offer guidance regarding childhood was fully embraced in the Italian settlements. The settlers had absolute trust in the priests, who supported them spiritually, organized the communal life, mediated conflicts, and educated their children.

EET/TEE KEYWORDS: Missionaries; Formal Schooling; Catholic church; Italian immigration; Brazil; XX<sup>th</sup> Century.

### **Between religion and nation: *Italica Gens* and the development of ethnical schools and Italian language in Southern Brazil in the early 20th century (1910-1930)**

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ABSTRACT: The article aims to investigate the role of *Italica Gens* in Rio Grande do Sul (Brazil) along the phenomenon of Italian colonization and immigration. After illustrating the origins of this Catholic federation, the text analyses the characteristics of their cultural project of stimulating Italianity in Brazil's Southern states, especially the activities for developing Italian schools in Rio Grande do Sul in the 1920s. It highlights the profile and role of the Catholic organization's inspector Cesare Bompard and goes deeper into the dynamics that followed the evolution of the perspective of Italian nationalist Catholicism, facing the process of «Brazilianization» of Italian immigrants.

EET/TEE KEYWORDS: Italian ethnical schools; Migration and education; Catholicism and nationalism; Brazil; XX<sup>th</sup> Century.

## **A «civilizing mission» between quills, inks, and types: Italian immigrants and «La Tribuna» newspaper (Florianópolis/SC - 1932)**

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**ABSTRACT:** The Newspaper «La Tribuna» circulated in Florianópolis/Santa Catarina, southern Brazil between February and September 1932, totaling 17 numbers and 15 localized specimens. The study analyzes how a civic-educational ideal, especially Catholic/ religious, was disseminated to the Italian immigrants who inhabited the capital and the state. His pages constituted a civilizer instrument, in the sense of educating immigrants, reminding them of their bonds with their country of origin, and especially about their greatness and value as people and as a nation. The analyzed pages let us see a cult of the heroes-, represented in a laudatory form that acquired forms of memories and celebrating virtue, devotion, patriotism and heroism, besides exalt the work of Italian immigration in the state, the glory of Giuseppe and Anita Garibaldi, new Italy and Mussolini.

EET/TEE KEYWORDS: Newspaper «La Tribuna»; Italian immigration; Civic-educational ideal; Brazil; XX<sup>th</sup> Century.

## **Informing and educating for Italianess on the pages of «Stella d'Italia» (Porto Alegre/RS, 1902-1908)**

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**ABSTRACT:** The phenomenon of the ethnic press in the context of Rio Grande do Sul was rich and can be included in the more general movement of the Italian diaspora worldwide. Today, the study of the ethnic press reflects the dynamic, which has characterized globalized society, such as human mobility, which appears to be the focus of historiography and of transnational research networks. Recent studies evidence the multiplicity of the role that was played by the ethnic press in the context of emigration and immigration. According to this premise, the present study aims to analyze the Italian ethnic press of Porto Alegre/ RS, especially the contribution of the longest-lived newspaper «Stella d'Italia», published initially twice a week and then three times a week from 1902 to 1925, which was the most respected mouth-piece of the numerous Italian community in the state. Run by Adelchi Colnaghi from Milan, the newspaper proclaimed its independence as an advocate of Italian interests and institutions, especially schools and the promoter of Italian associativism.



EET/TEE KEYWORDS: Ethnic press; Italian immigration; School education; Identity; Brazil; XX<sup>th</sup> Century.

## **Ethnic catholic press in the RS Italian colonial regional: clashes and consensus on behalf of education (1898-1927)**

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**ABSTRACT:** This article analyses the four first Catholic newspapers published in Italian in the known Italian Colonial Region of Rio Grande do Sul in the period from 1898 to 1927, trying to map the main consensus and clashes printed in their pages, regarding educational processes. Matching contributions of the Cultural History of the press, Migration History and Education History, the empirical corpus is formed by these newspapers' collections, crosschecked with correspondences, consular agents reports, and records of the Book of Records. The historical documentation analysis of the newspaper's production progressed with regular attention dedicated to education as a prescription of ways of thinking, doing, and instructing children. As a consensus, to educate meant to form good Catholics and instruction, preferentially in confessional schools. As a clash, the Italian spirit, and the emphasis on children education.

EET/TEE KEYWORDS: Press; Education; Catholicism; Italian immigrants and descendents; Ethnicity; XX<sup>th</sup> Century.

## **Journals for Italian young people abroad during the Fascist Twenty Years: from «Aquilotti d'Italia» (1928-1930) to «Il Tamburino della gioventù italiana all'estero» (1931-1943)**

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**ABSTRACT:** Author reconstructs for the first time the course of the two periodicals for children and young people – «Aquilotti d'Italia» (1928-1930) and «Il Tamburino della gioventù italiana all'estero» (1931-1943) –, published by the Segreteria Generale dei Fasci Italiani all'Estero and mainly aimed at children and young people coming from the Italian communities living outside the national borders. After having analyzed the approach and the different characteristics of the two periodicals, A. examines with a wealth of details their role carried out firstly on the national and patriotic education and secondly with regard to the Fascistization of Italian young people abroad, especially since the mid-thirties.

EET/TEE KEYWORDS: History of Education; Journals for Children; «Aquilotti d'Italia» (1928-1930); «Il Tamburino della gioventù italiana all'estero» (1931-1943); Fascist period; Italy; XX<sup>th</sup> Century.

## ***Scuole italiane all'estero: a study on reading books circulating in Italian ethnical schools in Brazil (Late 19<sup>th</sup> and early 20<sup>th</sup> Century)***

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ABSTRACT: This article aims to look into Italian nationalist politics and educational proposals taken to Brazil. Its goal is to investigate the values prescribed for the promotion of Italian identity and ties to the Motherland in students living in the colony of Sao Caetano, SP. Based on references of Cultural History and adopting document analysis as a procedure, it takes as sources the books *Cuore*, by Edmondo de Amicis, and the *Libro di letture Piccolo Mondo, letture per le scuole elementari*, by Fanny Romagnoli and Silvia Albertoni, which can be comprehended as cultural tools that establish links and bonds between mental structures and social figurations.

EET/TEE KEYWORDS: Ethnical schools; Italian immigrants; Elementary school; History of school; Brazil; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **«...libriccini, tutto l'amore che nutro per l'infanzia». Syllabaries written and printed in Brazil to the Italian ethnic schools (1906-1907)**

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ABSTRACT: To analyze textbooks published in Brazil within the years of 1906 and 1907 that were used by students who attended the Italian schools, to perceive their production and materiality is the aim of the present article. The subject is part of a larger research project called «History of school culture at Italian schools in Brazilian lands (1875-1945)». The empirical corpus consists of five books, cross-checked with other documents such as newspapers, consular reports, correspondences, and photos, based on a historical documentary analysis that explored shreds of evidence, signs, and recurrences from the object of investigation, in light of Cultural and Educational History. The time cut corresponds to the years of publication of the works. Considering that with these books the immigrants' children or children who immigrated and lived in Brazil were alphabetized in the Italian language, we can think about this single experience with the mediation of the works, these dialogue artifacts between Italian culture and the context lived in Brazilian lands.

EET/TEE KEYWORDS: History of education; Italian schools; Syllabaries; Brazil; XX<sup>th</sup> Century.

## **Preparatory courses addressed to «special» teachers for training Italian migrants in the early twentieth century**

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ABSTRACT: After the initial disregard that the phenomenon of migration received from both the public opinion and the Government, in 1901 was established the General Committee for Migration

[Commissariato Generale dell'Emigrazione], which developed a number of interventions aimed at protecting and supporting migrants before their departure, during their journey and upon arrival to each final destination. This contribution will analyze some little-known pages of the migration policy enacted by the Government in Italy in the early twentieth century to support migrants, both via compulsory course addressed to those who were about to expatriate, and via preparatory courses addressed to teachers who were entrusted with the «social support» of migrants.

EET/TEE KEYWORDS: Migration policies; Migrants' training; Teaching profession; Teaching culture; Italy; XX<sup>th</sup> Century.

## **Orphaned and abandoned children in the city of São Paulo: the crucial understanding to create the Scalabrinian orphanage**

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ABSTRACT: The large number of children wandering around the city captured the attention of the passers-by. The city of São Paulo took in many new inhabitants in the final years of the 19<sup>th</sup> century. They came from various ethnic backgrounds, but mainly from the Italian Peninsula. The peaceful city became a metropolis and its factories attracted unemployed people from the state's countryside. Since many families caught diseases and did not withstand the long trips, their children became orphans. Many orphanages, day cares and vocational schools were created in order to take in these children and youngsters. However, a Catholic orphanage of social welfare and vocational nature, supported by a Catholic philanthropist, stood out. He was a Scalabrinian missionary who, with many difficulties and through donations, founded the Cristovão Colombo orphanage in order to take in orphans of Italian immigrants.

EET/TEE KEYWORDS: Abandoned children; Catholic philanthropism; Cristovão Colombo orphanage; São Paulo; XIX<sup>th</sup> Century.

## **Schooling of italian immigrants in Porto Alegre/RS (1928-1938)**

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ABSTRACT: The article discusses elements of the school process between Italian immigrants and Italian descendants established in the city of Porto Alegre, capital of Rio Grande do Sul, highlighting the period from 1928 to 1938, in which there is the restructuring of schools and the creation of new schools maintained by Italian Societies and by the Italian General Consulate in Porto Alegre. The formation of an ethnic Italian school network was identified in the 1930s, with about five hundred pupils, five schools, a common didactic program and a school culture aligned with the model of the Italian fascist school. These schools were closed in 1938 under the allegation of non-compliance with the laws of nationalization and no longer reopened.

EET/TEE KEYWORDS: Fascism; Italian schools in the abroad; Italian ethnic schools; Italian consuls; Porto Alegre; Brazil; XX<sup>th</sup> Century.

## **Italians in the cities of Rio Grande do Sul: social networks and ethnic associationism (1870-1914)**

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ABSTRACT: This article presents the primary results of a wider study relating to Italian immigration in the cities of Rio Grande do Sul (Brazil). It analyses the social networks that were formed due to the professional insertion of Italians in urban contexts, as well as the organization of education, culture, and leisure among them, from the first arrivals in the nineteenth century, until the first decades of the twentieth century. In particular, besides broadening the interpretative perspectives relating to the capital Porto Alegre, the study addresses the analysis of ethnical associationism in the territorial realities that remained stranger to the process of colonization organized by Brazilian authorities, including cities on the Argentinian and Uruguayan border, which became welcoming places for numerous groups of Italians in the period prior to the 'great immigration' to Brazil. EET/TEE KEYWORDS: History of immigration; Urban immigration; Ethnic associativism; Social networks; Brazil; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Teaching turkish to Germans in 1910s in Istanbul and Berlin: Bolland's Book *Türkisches Lesebuch für Deutsche***

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ABSTRACT: The present study aimed to introduce and analyze the book *Türkisches Lesebuch Für Deutsche* (Turkish Reading Book for Germans) authored by W. Bolland. The first volume was published in Istanbul in 1915. It was authored for use as a textbook for primary school students attending the school where the author was employed. The second volume, published in Stuttgart in 1919, is an anthology that provided information about the development of Turkish language and literature to adults learning Turkish. In the analysis of the book, certain information will be provided about the content, methodology and suitability of the book for the target group. As a result of this analysis, it was expected to contribute to the quality of teaching Turkish as a second language in Turkey and in other countries in the 20th century and to provide information about the advantages and disadvantages of a Turkish textbook authored by a foreigner.

EET/TEE KEYWORDS: Teaching Turkish as a second language; W. Bolland; German High School; Reading; Germany; XX<sup>th</sup> Century.

## **Civic-patriotic celebrations in Brazilian schools. History and memory of the *Gymnásio Mineiro de Uberlândia* in Minas Gerais, Brazil (1930-1950)**

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**ABSTRACT:** In this text, we analyze school practices developed around civic spirit and patriotism in Brazilian schools, particularly in the *Gymnásio Mineiro de Uberlândia* [Uberlandia State Secondary School] in Minas Gerais, Brazil, in the 1930s to 1950s. Our method of analysis is mainly based on the ideas of Escolano Benito, Julia, Souza, Bencostta and Candido. Sources included manuscripts, printed materials, iconography, and testimony of former students, teachers, and school directors. The results allowed a picture to be drawn of the historical-educational context of the period and the initiatives of a civic-patriotic nature that gave life to the school and the town.

**EET/TEE KEYWORDS:** History; Memory; School, Civic spirit; Patriotism; Brazil; XX<sup>th</sup> Century.

## **«Passons aux barbares» Antoine-Frédéric Ozanam, Catholicism and challenges of a modern industrial society in France in the first half of the nineteenth century**

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**ABSTRACT:** On the basis of a rich printed documentation, this article examines the complex and original reflection started by the Catholic historian and apologist Antoine-Frédéric Ozanam during the first half of the nineteenth century in France on the fatal effects produced by the advent of a modern industrial society and the triumph of a capitalist economy not only over material life, but also over Christian faith and religious customs of the working classes who lived in the outskirts of the main industrial cities of the country. Hence, Ozanam's denunciation of the need for a strong position by Church and Christians in the face of the massive and inexorable process of «de-Christianization» and loss of conscience between the industrial proletariat and the poorest and the most neglected ranks of urban people and, likewise, the appeal for a more vigorous commitment in favor of the improvement of the living conditions of working classes and the affirmation of a system inspired to the principles and the values of democracy from a social and political point of view.

**EET/TEE KEYWORDS:** History of education; Antoine-Frédéric Ozanam (1813-1853); Industrial society; Worker movement; France; XIX<sup>th</sup> Century.

## **«Meeting Spain» and lessons the Soviet front-line generation learned from the 1936-1939 Spanish Civil War**

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**ABSTRACT:** This article analyzes the responses of Soviet schoolchildren to the Civil War in Spain and to the arrival of the children of Spanish Republicans to the Soviet Union. Perceived from the concept of «world revolution», the struggle of the Spanish Republicans engendered a variety of solidarity actions on the part of children and adolescents, starting with attempts to run off to Spain and ending with self-organization of paramilitary units for purposes of joining international detachments. These forms of activities of Soviet adolescents are considered against the backdrop of the similar transformation of children's play activity in countries that underwent a process of militarization. Soviet schoolchildren regarded their Spanish Republican peers as allies in the process of the world's revolutionary reformation and tried to develop relations with Spanish children evacuated to the Soviet Union. In their perception, those relations became the basis of interaction among members of the future universal Communist society.

**EET/TEE KEYWORDS:** Spanish Civil War; Education; Soviet teenagers; World revolution; Soviet schoolchildren; XX<sup>th</sup> Century.

## **Graphic and cultural press as school's place of memory. «Céltiga» (Buenos Aires) and «La Esfera» (Madrid) as contrasting examples in the early 20<sup>th</sup> century**

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**ABSTRACT:** Here we deal with the study of the different representations of school that appear in two relevant media of written and cultural press in the first third of the twentieth century: the magazine «Céltiga» – published by Galicians from the emigration in Buenos Aires-, and the renowned Madrid publication «La Esfera». From the critical observation of their texts and images, taking into account the historiographical observations regarding the written press, we investigate the existence of models and expectations – to some extent opposed and conflicting among themselves – about school, school education and childhood which, in turn, respond to representations of a centralist and Europeanist upper bourgeoisie located in Madrid, on the one hand, and of an emerging Galician nationalist petite bourgeoisie that expresses itself from the transoceanic emigration in Buenos Aires, on the other.

**EET/TEE KEYWORDS:** History of education; Journals; School's place memory; Spain; Argentine; XX<sup>th</sup> Century.

## **Formazione dell'uomo e teoria della personalità in Antonio Gramsci**

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### *Formation of Man and Theory of Personality in Antonio Gramsci*

**ABSTRACT:** the contribution intends to explore some of the themes, in the writings of Antonio Gramsci, which contributed to the development of his complex theory of personality. From the critique of positivist marxism that can be found in his early articles which appeared at the beginning of the twentieth century in the socialist press, to the prison notes in which his stance against sociological marxism à la Bukharin is present, the Sardinian thinker brings out a vision of the

formation of man that is completely original. Gramsci's particular theory of education – which is also affected by multiple influences, from the early twentieth-century avant-gardes to the late nineteenth-century French vitalism and Anglo-American pragmatism, up to the activism of Lombardo-Radice – can be traced back to a dialectic vision of social relations in which the subjective elements of action are interrelated and interwoven with the material and objective ones, so that it is never possible to reduce one side of the action to another, as subject and object are always in a dynamic relationship aimed at the construction of social action.

EET/TEE KEYWORDS: Education; Formation of man; Positivism; Antonio Gramsci; Italy.

## **The ordinary and the extreme: Second World War in young adult fiction set in Asia**

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ABSTRACT: Scholars of children's and young adult fiction have argued that traumatic subjects might inflict psychological stress on the young readers which they might not be equipped to deal with. Hence much of children's literature scholarship in the field of Trauma Studies is preoccupied with the question: how do we tell the children about the traumas of history? This study turns to two young adult novels set during the Second World War in Asia – *When my Name was Keoko* (2002) and *Year of Impossible Goodbyes* (1991) which narrate catastrophic events in war-torn Korea. Written in first person, the two novels set war trauma against the ordinariness of everyday life. The two elements – the real and the extreme – at times, merge and at times, challenge each other, hence shaping the narratives of coming-of-age of the protagonist as well as the reader.

EET/TEE KEYWORDS: Second World War; Young adult fiction; Korea; Asia; XX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Humboldt and the written word: on the media conditions for *bildung***

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ABSTRACT: This article treats Wilhelm von Humboldt and the concept of *Bildung* [self-formation]. It starts out in a general discussion of literacy, media history and German culture towards the end of the eighteenth century. Humboldt's time is characterized by what has been called a «media revolution». Literacy and extensive reading became increasingly common and the medium of writing gained a cultural dominance it did not have before. It is argued that the concept of *Bildung* in Humboldt can be understood in close relation to conditions shaped by these changes. The discussion focuses on the most important and famous work of Humboldt's youth, *The Limits of State Action* (1792). This text does not deal with the medium of writing on a manifest level, but with the relationship between the individual and the state. On closer examination, however, it is possible to interpret the text as a clear expression of the increasing cultural dominance of writing.

EET/TEE KEYWORDS: History of education; Self formation; Humboldt; Germany; XVIII<sup>th</sup>-XIX<sup>th</sup> Centuries.

## **Sunday school as a non-traditional educational establishment for children and adults: the history of the issue**

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ABSTRACT: The article is devoted to the review of the activity of Sunday schools (non-traditional extracurricular establishments for children and adults, education in which took place on Sunday (for Jewish – on Saturday) and holidays) in Ukraine in the second half of the 19<sup>th</sup> – early 20<sup>th</sup> century. They became the place of testing, implementation and popularization of the new pedagogical ideas, methods and forms of academic process organization. The author paid special attention to such aspects of the investigated problem as: the history of Sunday schools emergence in the world; the origin of the first Sunday schools in Ukraine; organizational fundamentals of Sunday schools activity; teachers' staff and pupils of Sunday schools; forms and methods of Sunday schools educational activity.

EET/TEE KEYWORDS: Sunday school; Public education; Moral and spiritual education; Ukraine; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Life reform and talent care in Tarhos. The failure of a promising Hungarian school experiment in the early 1950s**

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ABSTRACT: Researchers have already demonstrated that thanks to Kodály Zoltán's intellectual impact, music education movements and school establishing initiatives have emerged in Hungary, which have borne certain signs of life-reform pedagogy. Among these was the so-called «Singing School» in Tarhos, Békés County, in the southeast corner of Hungary, between 1947 and 1954. This short-lived, but highly effective pedagogical institution is now highly respected among Hungarian (music) pedagogical professionals, but the thorough processing of its history has not been done so far. In our study, we undertake to reconstruct the story of Tarhos's «birth», life and «passing» based on the appropriate sources. We also want to demonstrate that some of the typical life-reform motifs could be found in the pedagogical concept of «talent-care» in the music school complex of Tarhos.

EET/TEE KEYWORDS: History of school; History of education; School experiment; Hungary; XX<sup>th</sup> Century.



## **Nicolò Rezzara e le battaglie scolastiche dei cattolici tra Otto e Novecento**

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*Nicolò Rezzara and the school battles of Italian Catholics between XIX Century and XX Century*  
ABSTRACT: During the first fifteen years of the XX Century the Italian scholastic debate was animated by two main questions: the control of the state over primary school and the teaching of religion in public schools. Among the various protagonists of those debates, Nicolò Rezzara represented one of the most relevant figures of the Catholic front: author of various books on the school and its legislation, his contribution well represents the evolution of Catholic positions on these issues, hovering between the request of a religiously oriented public school and the opposition to the monopoly regime imposed after the Italian unification. The article aims to highlight the work of this author, which still lacks an in-depth study.  
EET/TEE KEYWORDS: Liberty of education; Education system; Catholicism; Italy; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Educación y literatura en el tardofranquismo y la transición democrática española. La enseñanza de la literatura en una sociedad tecnificada (1970-1982)**

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*Education and literature during the late-Franco and spanish democratic transition periods. The teaching of literature in a technified society (1970-1982)*  
ABSTRACT: This article analyses the first educational principles ensued from Franco's 1970 education law to stress the technification undergone by literary studies in Spanish compulsory school. A modernisation process, which relegates literature to a utilitarian and pragmatic space, in favour of a communicational approach of the language. The study of educational programmes and numerous school textbooks show that the most progressive concept experienced in Spain until today was implemented in the last years of Franco's dictatorship and that, due to the openness, although many textbook publishers kept a national-Castilian school literary tradition concept, others did present a more plural and inclusive landscape of the literary fact.  
EET/TEE KEYWORDS: Literary education; Literary canon; Scholar canon; Textbooks; late-Franco period; Spanish democratic transition; Spain; XX<sup>th</sup> Century.

## **Migrant otherness: social representations, historical courses, educational patterns**

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ABSTRACT: Within the field of historical educational research the social history of education is increasingly committed to the study of the material and symbolic processes of any educational domain and its social actors, through investigating the ongoing creation of imagination and mind building, the spaces of one's private sphere, and the weight of cultural traditions in educational

practices and transmission. The recognition and interpretation of sources, a fundamental issue of any historiographical research and methodology, allows the recovery of marks and fragments likely to narrate the experience of everyday life, thus tracing the nonlinear boundary between history and memory. With this perspective the present essay uses the narrating dimension of memory to retrace the patterns followed by the Italian emigrant families in their intercourse with the local communities and see how cultural variables have conditioned the relationship. Special attention has been given to women's narrating voice as the unavoidable and essential element in any further elaboration of identity in the light of each family's migratory experience. To give "voice" to subjects of a time past permits the emergence of an interpersonal dimension unveiling affectivity and states of mind, together with the feeling of cultural marginality and exclusion, through one's self perception, through the wish of belonging, and through the dimension of transgenerational ties in defining processes of female identities in migration.

ETT/TEE KEYWORDS: Memory; Gender; Migrations; History of education; XIX<sup>th</sup> -XX<sup>th</sup> Centuries.

## **Ex cathedra. Lodovico Mortara, l'emancipazione femminile e la legge sulla capacità giuridica della donna**

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*Ex cathedra. Lodovico Mortara, women's emancipation and the law on women's legal capacity*  
ABSTRACT: Law n. 1176 was issued by the Italian Parliament on 17<sup>th</sup> July 1919 to acknowledge the juridical capacity of women, by abolishing the legal arrangement of marital authorization and opening the door of the labour market for women. The bill had a long complicated path to follow before becoming law; however, it has been soon expunged from collective memory for being a halfway conquest and an announced change that never got real, considering the limitations and restrictions inherent to it. The law, which eventually came to meet the ambitions nurtured by Italian women for over half a century, is linked to the name of then Minister of Justice Lodovico Mortara, a lawyer, university teacher and First President of the Cassation Court of Rome. The purpose of this essay is to revisit the most relevant steps of Mortara's public commitment to women's liberation and highlight his leading role in the process of approval of the above-mentioned law.

EET/TEE KEYWORDS: Contemporary history; History of school; Rights and duties; Women's liberation; Italy; XX<sup>th</sup> Century.

## **The MuSEd of Roma Tre between past and present. With unpublished writings by Giuseppe Lombardo Radice and Mauro Laeng**

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ABSTRACT: The English word *heritage* can be translated in Italian in two different and, especially in our case, converging ways: *patrimonio* (*patrimony*) and *eredità* (*inheritance*). What are our museums of school, education, didactics if not collections of documents (in the broadest sense possible) that have come to us from the past and that are, often unwillingly, a non-secondary part

of our heritage of cultural heritage? But we must also reflect on the fact that these museum sites collect cultural assets that bear witness to how, before us, in specific periods, circumstances and places, from generation to generation, the various legacies of the past, both material and immaterial, have been preserved and handed down: knowledge, beliefs, cultures, learning methods, exceptional objects, objects of daily use, etc. We are therefore moving in the field of the management of *inheritance of a heritage*, of a patrimony that mainly consists of instruments and devices that, from time to time, have been conceived and used to better preserve and transmit the cultural heritage of the past. In the case of the writer, the word *heritage* has an even greater moral and cultural weight because it refers to the direction of MuSEd, the Museum of School and Education «Mauro Laeng» of the University of Roma Tre, that is what we can now consider as the oldest Italian museum dedicated to this field of cultural heritage. This contribution is organized in four main sections, in which the fundamental stages of the history of the Museum up to the present day are retraced, with the contribution of unpublished documents relating to the years of the direction of Giuseppe Lombardo-Radice (1936-1938) and the re-founding by Mauro Laeng (1986).  
EET/TEE KEYWORDS: Heritage education; Museum; Giuseppe Lombardo Radice; Mauro Laeng; XIX<sup>th</sup>-XX<sup>th</sup> Centuries.

## **Para una lectura de *Heidi*, de Johanna Spyri**

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### *A Reading of Heidi, by Johanna Spyri*

ABSTRACT: We propose in this article a reading of the novel *Heidi*, by Johanna Spyri, from a celebrated Portuguese edition of 1960 successively reissued, both because we recognize its literary value, and because we see in it messages of great human and social depth. In particular, we will try to show that the fascination of this work in children's and young adult literature stems from its construction as a narrative whose essential themes (childhood, nature, home and family) guarantee, along with the quality of its writing and narrative choices, a universal reach. In Portugal and other countries, as happened in the 70s of the last century, children, youth and adult audiences currently know Heidi more from movies and from the series of cartoons than from the novel *Heidi*. And despite the success of the novel, there is not, as far as we know, a single scholarly study of the work in Portugal, either book- or article-length, about this work by Johanna Spyri. With the present article we hope to promote the reading of this book and discussion of an internationally famous character and story.

EET/TEE KEYWORDS: Johanna Spyri; Heidi; Universal narrative; Childhood; Nature; XX<sup>th</sup> Century.

## **Editoria e letture per i soldati nel primo Novecento. A proposito di una recente ricerca**

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*Publications and books for soldiers in the early 20<sup>th</sup> century. About a recent research*

ABSTRACT: This critical note presents a recent study focusing on the publications and books for soldiers at the beginning of the twentieth century. Through the investigation of the Italian book industry and some reading promotion activities for the soldiers, the author describes the fundamental role that books, magazines and other types of publications of the time had as an instrument of moral support and escapism, but also as a means of information and propaganda. Moreover, the author shows how the consequences of the war have influenced the production of publications and the circulation of reading material by presenting a little-known cultural insight into this dramatic event.

EET/TEE KEYWORDS: First World War; Literature; Publishing; Italy; XX<sup>th</sup> Century.

## **Una historiografía en constante evolución. Nuevos itinerarios y perspectivas de investigación en el campo de la historia de la educación**

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*A historiography in constant evolution. New itineraries and perspectives of research in the field of history of education*

ABSTRACT: Through the analysis of the most recent and authorized historiographic production related to educational and school institutions and processes, the article focuses its attention on the most relevant and fruitful lines of research that characterize the sector. On this basis, after an extensive and thorough review of the main evolutionary stages of educational and school historiography of the twentieth century, the authors investigate many important research areas, first of all those related to the history of sentimental education, culture school material, educational and school memory and the role of children's and youth literature as a source of the history of education and of educational and cultural processes.

EET/TEE KEYWORDS: History of education; Historiography; Children's Literature; Europe; XX<sup>th</sup>-XXI<sup>th</sup> Centuries.

## **Hygiene education and museums: experiments and suggestions from a school museum**

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ABSTRACT: Following the international campaigns concerning hand-hygiene education, over the years a growing number of Italian schools has been undertaking educational projects aimed at making new generations aware of the importance of adopting good hygienic behaviors as an effective and affordable way to prevent diseases. In this scenario, the educational staff of the School Museum of the University of Macerata has experimented/ carried out a pilot program intended to promote the importance of hand-washing among children of primary schools. The contribution illustrates how a humanistic museum (in addition to science centers and science museums) can also contribute to the achievement of such an objective and respond to the educational needs of contemporary society.

EET/TEE KEYWORDS. Hand washing education; Hygiene education; Museum Education; School museum; History of Education.

## **Mobilization of sources for preservation of school culture: an experience in the history of Mathematics education in Brazil**

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ABSTRACT: This article aims to reply to the following questions: Which mobilisations are being performed on tests, exams, and assessments so there may be a writing on the History of Mathematics Education in Brazil? Which role should these documents take place in researches? This article is structured into two parts; first we have presented database, specifically RCD (Digital Content Repository, Initials in Portuguese), hosted in the servers of the Federal University of Santa Catarina (UFSC), in the community «History of Mathematics Education [L'Histoire de l'éducation mathématique]», and its collection «Tests – Exams – Assessments», organised by GHEMAT Brazil (Research Group on History of Mathematics Education in Brazil – Initials in Portuguese); second we have presented some researches as a source for tests, exams and assessments, specifically those presented in the XVI Thematic Seminar: Tests, Exams and written mathematics and education history. We have observed that it is necessary to perform a triangle method among tests, exams and assessments regarding further documents and materials from the time observed, by contextualizing and comparing it to build meanings.

EET/TEE KEYWORDS: Digital content repository; Documentary source; GHEMAT; History of mathematics education; School culture; Brazil.

## **The house and the forest in the fairy tales as educational spaces. The case of the picture book *C'era una volta una bambina***

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ABSTRACT: The fairytale, since ancient times, has succeeded in capturing the imagination of human beings everywhere in the world. Its fascination still reaches us through rewritings, constant contamination with different media, from orality to writing, from cinema to theatre, from advertising to animation. This article aims to draw attention on two fairytale spaces of excellence: the house and the forest, highlighting their value as spaces where education takes place. On this subject, we analyze the particular case of the picture book *C'era una volta una bambina* (Topipittori) by Giovanna Zoboli and Joanna Concejo. In this book, the house, a private space in which to grow, becomes a symbol of the female dimension from which the story begins, unfolding through the adventurous and unknown paths of the forest. The house is that nest which was so important in 19th century children's literature, a place of salvation and protection. It is not always a safe place in the fairy tales and in this version of Little Red Riding Hood it even becomes a prison, which prevents a free and educational space, but, luckily, there are the forest and the wolves.

EET/TEE KEYWORDS: Children's literature; Picture book; Media; Italy; XIX<sup>th</sup> Century.

## **Antonio Gramsci e John Dewey in dialogo. Affinità e differenze nella teoria dell'educazione**

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*Antonio Gramsci and John Dewey in dialogue. Affinities and differences in education theory*

ABSTRACT: John Dewey and Antonio Gramsci: two authors belonging to different cultural contexts and traditions, but with significant elements of convergence. The criticism of classical liberalism and thegnoseological grounds on which it is based, namely social atomism, typical of the American pedagogue, is comparable with the criticism that the Sardinian thinker moved to the positivist marxism of the Second and in part also of the Third International, starting from a dynamic and relational conception of human subjectivity. Furthermore, in both, the link between education and politics is central and therefore also the idea that the participation of all human beings in the responsibility of government, without distinction of social status or class, as was happening in mass society in the early twentieth century, implied a structural reform of the ways and forms of education aimed at ensuring to all human beings a global formation of all the theoretical and practical faculties together.

EET/TEE KEYWORDS: Politics and Education; Global Formation; Liberalism; Marxism; Positivism.

## **La «scuola serena» a Mogliano. Riflessione pedagogica e pratica didattica nell'attività magistrale di Giovanni Lucaroni (1923-1934)**

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*The «serene school» in Mogliano. Pedagogical reflection and teaching practice in the professional activity of the teacher Giovanni Lucaroni (1923-1934)*

ABSTRACT: The present contribution aims to focus on the intellectual and professional biography of the teacher Giovanni Lucaroni who worked for more than forty years in the primary school in

Mogliano, near Macerata. Lucaroni – after the entry into force of the Reform of Education by Giovanni Gentile in 1923 – was increasingly inspired by the activist *educational principles* and practices promoted by Giuseppe Lombardo Radice in the primary school programs and started to test them in Mogliano. Thanks to extensive research both in his own archives and in the archives of the primary school in Mogliano, several publications by Lucaroni on the interpretation of the «new school» advocated by the Reform of Education and the diaries in which he told day by day the application of activist principles in his classroom will be presented. Moreover, the system of highly qualified intellectual relations – such as those with Alfredo Saraz and Giuseppe Lombardo Radice – will be reconstructed.

EET/TEE KEYWORDS: Primary school; Teaching practice; Progressive education; Active learning; Italy; XX<sup>th</sup> Century.

## Recensioni

Dorena Caroli, Anne Maître (edd.), *La littérature de jeunesse russe et soviétique: poétique, auteurs, genres et personnages (XIX<sup>e</sup>-XX<sup>e</sup> siècle)*, Macerata, eum, 2018, 362 pp.  
(Mariella Colin)

Lorenzo Planzi, *Il Collegio Papio di Ascona. Da Carlo Borromeo alla diocesi di Lugano*, Locarno, Associazione Amici del Collegio Papio – Armando Dadò Editore, 2018, 350 pp., ill. f.t.  
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Vincenza Iossa, Manuele Gianfrancesco (edd.), *Vietato studiare vietato insegnare. Il Ministero dell'educazione nazionale e l'attuazione delle norme antiebraiche 1938-1943*, Roma, Palombi editori, 2019, 284 pp.  
(Nina Quarenghi)

## Le forme della memoria scolastica. A proposito del primo seminario nazionale PRIN

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*School Memories. About the first national PRIN study seminar*

ABSTRACT: This article collects and summarizes all the papers presented at the first seminar about the important national research project «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)». This seminar represented the first meeting among all the Italian researchers, to establish the guidelines and the goals of this research project, that covers three years. The fundamental aim is to define the sense of the Italian school through the XIX<sup>th</sup> and the XX<sup>th</sup> centuries, due to the study of individual and collective sources.

EET/TEE KEYWORDS: History of Education; School Memories; National Research Project; Italy; XIX<sup>th</sup>-XXI<sup>th</sup> Centuries.