

# Abstracts

## Vol. XIX n. 1 (2024)

### Special issue

#### **Public Histories of Education: Perceptions, Memories and Constructions**

edited by

Francisca Comas Rubí and Juri Meda

#### **Public Histories of Education: Perceptions, Memories and Constructions. Introduction**

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**ABSTRACT:** Historians of education have spent decades working collaboratively with diverse audiences and publics. Their determination to maintain public engagement with the past and construct history in a participatory way is neither new nor recent. In recent decades we have witnessed the expansion of “public history” – given our interest in history, memory, didactics and heritage – it is only recently that we have incorporated the term “public history of education” to denote how “history of education” has not only been constructed “for” but also “by” and “with” non-specialised individuals and non-members of the academic community. In this special issue, we try to provide reflections, historiographical analyses and studies of specific products and experiences for critical analysis of what is currently understood as “public history of education” from different academic traditions and geographical contexts.

**EET/TEE KEYWORDS:** Public History; School; Education; Memory; Historiography.

#### **Looking Back, Going Forward: Education and the Making of Public[ly] Engaged Histories**

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**ABSTRACT:** This article documents the emergence of the “participatory turn” in Public History in the UK, as academics in the humanities and social sciences have been encouraged to work more closely with

communities, and to engage in research collaboration and co-production to produce “public[ly] engaged history”. In the first part of the article UK case studies related to education, formal and informal, are presented to illustrate this shift in research focus. In the second part of the article, the authors argue that this “participatory turn” in Public History is not a new phenomenon, but dates to the History Workshop movement of the 1980s and earlier. In the final section of the paper, the article addresses the question of why such collaborative work in the past has been forgotten and what this means for the future of publicly engaged history.

EET/TEE KEYWORDS: Public History; School; Education; Public Engagement; United Kingdom.

## **Pasts Revisited: The Rise of Public History through Epistemological and Technological Transformations**

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**ABSTRACT:** The rise of public history is the result of an unfolding technological-epistemological transformation. Gradual changes in media technologies, historiography, museology and museography until well into the 1970s can be considered as a pre-history of public history. During the last third of the twentieth century the rise of memory and related historiographical changes went hand in hand with an increased influence of analogue and digital media that impacted communication, documentation and preservation. Overall, it will be argued that the transformation of historiographical approaches, a focus on memory and the rise of participatory historical research were brought about through shifts in media technologies.

EET/TEE KEYWORDS: Public History; Education; Historiography; Memory; ICT.

## **Public History of School: A Different Way of Enhancing the School Past?**

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**ABSTRACT:** In recent years, a fundamental question has been raised in international historiography on education, namely what we mean exactly when we use the term *public history*. Public history, in fact, in its most up-to-date conception, should be an history written in a participatory form both by experts and specialists and by ordinary people, those who had long been the recipients of the traditional historical narratives, who become co-producers of the historical reconstruction. Actually, this is not always the case and public history today consists of a widest range of initiatives. Then we wonder whether the public history is defined – rather than by contents treated and the nature of their treatment – by the recipients to whom it is addressed and by the tools used to transmit those contents. Moreover, it must aim to reach non-professionals and must use tools suitable for this purpose, obviously not coinciding with those of traditional scientific communication, such as books and articles, unless they have non-canonical features. If there is a substantial difference between history and public history – which however still too often is written by historians without the creative contribution of the ordinary people – it is this. Some scholars claim that public history is also subject to the risk of making a public use of the past, since – despite being subject to a scientific constraint and to the application of the historiographical method, based on a critical analysis of sources – its objectivity can be challenged. The interpretation of the past expressed by a certain community, which can also be the main customer of the historiographical reconstruction, can be partial and affected by a vulgate spread over time within the community itself, which can determine a distorted view of the past predetermined by common sense, difficult to eradicate. This risk, however, is actually taken every time we make history.

EET/TEE KEYWORDS: Public History; School; Education; Memory; Museums.

## **For a Definition of Public History of Education between Shared Authority and Memories: Re-Thinking the History of School**

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**ABSTRACT:** Clarifying the public history of education and determining whether it is possible to provide a precise definition requires considering two interconnected conceptual planes relating to public history as an approach and a way of making history and a currently underway valorisation of historical-educational heritage. Education museums are seen as a privileged place in which to meet the past, in which shared authority can be realized brought to fruition in a historical-educational context, and a research space whose doors are open to the community and its contributions, research which makes use of the narrative dimension present in the sources displayed. Rethinking school history involves combining school memories and narratives in a shared authority context based on historical rigour.

**EET/TEE KEYWORDS:** Public History; School; Education; Heritage; Museums.

## **Mapping Public History of Education in Spain: The Treasure Trove of Documentaries**

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**ABSTRACT:** The documentary or non-fictional film is a powerful means of dissemination and communication with audiences, making it a cultural product that plays an important part in the construction of a country's public history. And yet, this research source has been absolutely neglected by historians of education. In this study we offer the first systematic study of documentaries of a historical-educational nature to be carried out in the field of Spanish historiography. Our study consists of two parts. The first part focuses on the exploration of the concepts of «documentary» and «historical documentary» from the perspectives of filmmakers, spectators, institutions, and films itself, the last being specifically related with the taxonomy of documentaries coined by Bill Nichols. In the second part we focus on historical-educational documentaries made in Spain between 1976 and 2023, describing the contextual and conceptual characteristics of these documentaries and comparing them with a set of categories that are derived from our explorations in the first part of this article. The preliminary results of our investigation yield a descriptive inventory of 73 documentaries, this being a novel contribution, given that no such catalogue has ever been published. Our initial analysis of these documentaries, which focused on plainly observable categories – for example, release date, funding sources, directors and producers, duration, language, classic narrative techniques and so on –, allowed us to come to some initial conclusions regarding the role played by documentaries in the Spanish public history of education and to outline our subsequent lines of research.

**EET/TEE KEYWORDS:** Public History of Education; Documentaries; Civil War; Spain.

## **The Strengths and Limitations of Wikipedia in Teaching History of Education**

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**ABSTRACT:** Wikipedia is one of the most commonly used resources by university students, often as a reference and source to write essays and assignments. This article aims to analyse Wikipedia's strengths and limitations in teaching history of education, based on reference bibliography. It provides a critical examination of Wikipedia's role in the context of public history and public uses of history. In turn, it looks at didactic experiences with Wikipedia and, more specifically, those undertaken by historians or individuals with history training. Finally, it sets out a case study looking at students' use of Wikipedia at the University of the Balearic Islands on history of education subjects.

**EET/TEE KEYWORDS:** History of Education; Wikipedia; Public History; Educational Experiences.

## ***Forja de Almas (1943): Francoist Appropriation of Andrés Manjón's Pedagogy to Construct a Model Image of Teachers through Cinema***

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**ABSTRACT:** Cinema interests historians of education as it represents an opportunity to analyse and study the aim of creating collective imagery around different educational topics, such as schools and teachers in the past. This contribution takes a specific look at cinema's influence in Spain in the early years of the Franco dictatorship, which aimed to conjure model teachers and educational practices from a new approach supported by the regime, through an analysis of the film *Forja de Almas* (1943). The research also intends to analyze the Francoist appropriation of Andrés Manjón's pedagogy. Our initial hypothesis is that the film may help us understand the collective perception and imagery put forward by the Franco regime to construct and impose a type of model teacher in Spanish society.

**EET/TEE KEYWORDS:** Public History; School; Cinema; Propaganda; Spain; XX Century.

## **The Public and Corporate Use of History: Commemorative Books at Catholic Schools**

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**ABSTRACT:** The present research is framed within the study of Catholic schools and more specifically, in the commemorative books that these centres promoted and published. In order to carry out the study, a total of 34 books have been analysed. They all deal with the history of different Catholic schools in the Balearic Islands (Spain). The involvement of educational community members (students, alumni, teachers, families, ecc.) in

the production of the books, together with the institutional and reputational use made of them, link these historiographical products to both the genre of public history and the field of corporate history. In order to understand the nature of these links, as well as the idiosyncrasy of these monographs, this study aims to shed light on the “who”, “what” and “how”, that is, on the authorship, content and format of the commemorative books in question. The results obtained show that the commemorative books, apart from offering a wealth of useful data regarding the past of Catholic schools, help to better understand the evolution of a historiographical practice that has formed the basis of “new” historiographical genres related to the public and corporate use of history.

EET/TEE KEYWORDS: Catholic schools; Commemorative books; Public history; Corporate history; History of education.

## Special issue

### **Per una storia dell’educazione speciale tra Otto e Novecento**

edited by Anna Ascenzi, Andrés Paya Rico, Luigiaurelio Pomante and Roberto Sani

### **Per una storia dell’educazione speciale tra Otto e Novecento. Presentazione**

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*For a history of special education between the nineteenth and twentieth centuries. Presentation*

ABSTRACT: This contribution aims to introduce the monographic section that will focus on the history of special education in the Mediterranean area between the 19<sup>th</sup> and the 20<sup>th</sup> centuries, with specific regard to the Spanish and Italian context. The purpose of the papers in this monographic section is to show the consolidation and the development of the historiographical research on the topic of inclusion and special education in the last 25 years and to highlight the relevant role of the recent project *Connecting History of Education. International networks, scientific production and global dissemination* (CHE) (Ref.: PID2019-105328GB-I00), which aims to globally map the social spaces, international networks and international scientific output on the History of Education.

EET/TEE KEYWORDS: History of education; Special education; Connecting History; Italy; Spain; XIX-XX Centuries.

### **La storia dell’educazione speciale in area mediterranea come traiettoria di ricerca attraverso i risultati del progetto *Connecting History of Education***

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*The History of special education in the Mediterranean area as a research path through the results of the project Connecting History of Education*

ABSTRACT: This paper aims to introduce and analyze the results of the international project *Connecting History of Education. International networks, scientific production and global dissemination* (CHE) (Ref.: PID2019-105328GB-I00), with particular reference to the Mediterranean area and to one of its main topic: inclusion and attention to diversity. From an historical and educational perspective, this research theme has grown tremendously in the last 10-20 years, especially thanks to the work of scientific magazines. The history of special education has long been neglected in the past, but now it is a topical theme both for pedagogy and the history of education. This contribution also intends to explain the bibliometric approach of this project, in relation to the matter, and highlight some particular characteristics, for example, information about the authors, the idiom and the most examined period.

EET/TEE KEYWORDS: History of special education; Inclusion; Connecting History of Education; Mediterranean area; XIX-XXI Centuries.

## **Severino Fabriani e l'educazione delle sordomute a Modena nella prima metà dell'Ottocento (1822-1849)**

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*Severino Fabriani and the education of the deaf and dumb in Modena in the first half of the nineteenth century (1822-1849)*

ABSTRACT: This contribution intends to present the life, work and educational thought of Severino Fabriani. The priest was an important and undisputed protagonist of the education of the deaf and dumb in Modena in the first half of the nineteenth century (1822-1849).

EET/TEE KEYWORDS: History of special education; Inclusion; Religious education; Italy; XIX Century.

## **L'educazione dei sordomuti in Italia nel XIX secolo: Tommaso Pendola nella memoria scolastica pubblica**

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*The Education of Deaf-mutes in Italy in the 19<sup>th</sup> Century: Tommaso Pendola in Public School Memory*

ABSTRACT: The article aims to present the history of education of deaf-mutes in Italy, with particular reference to the work of Tommaso Pendola. Father Pendola, in fact, was among the main protagonists of the education of deaf-mutes in Nineteenth-century in Italy. He founded an institute in Siena in 1828 to give physical, moral and pedagogical assistance to boys and girls from all over Italy. After tracing the history of the Institute for the Deaf and Mute in Siena, the contribution aims to highlight how the work of the educator revives in the public school memory through busts, gravestones and monuments.

EET/TEE KEYWORDS: Tommaso Pendola; History of special education; Public school memory; Italy; XIX Century.

## **Apertura alla diversità e accoglienza della differenza: influssi transnazionali e cambiamenti propulsivi dalla/della letteratura per l'infanzia nel contesto italiano negli anni Sessanta/Settanta. Una proposta di ricerca**

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*Openness to diversity and acceptance of difference: transnational influences and propulsive changes from and of Children's literature in the Italian context in the 1960s/70s. A research proposal*

ABSTRACT: The Seventies were significant for Italian special education, especially due to the approval of Law 517/1977, an important first step to integrate disability into the educational, cultural and social environment, guaranteeing access to education for all. The contribution moves from a literature review to resume some of the paths that have favored this vision of social equity, focusing, in particular, on experiences related to language education and children's literature. The aim is to investigate how the latter, understood as a source for the reconstruction of historical, educational and cultural processes, anticipated the trends of "welcoming" diversity, difference and different pedagogical views – either linked to a disability or a specific social or gender condition – and contributed to spreading them thanks to a transnational cultural milieu decisive for special education itself.

EET/TEE KEYWORDS: History of special education; Inclusion; Children's literature; Italy; XXI Century.

## **Juan Manuel Ballesteros y Santamaría y la formación del profesorado especialista en educación especial. Una intuición inclusiva en el Siglo XIX**

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*Juan Manuel Ballesteros y Santamaría and the training of specialist teachers in special education. An inclusive intuition in the 19<sup>th</sup> century*

ABSTRACT: Juan Manuel Ballesteros is a national and international reference for special education in the 19th century. The article analyzes his contribution to one of the axes of educational inclusion, of which he was a forerunner: teacher training. Specifically, it presents its proposal for training the teachers of the *Colegio Nacional de Sordomudos y de Ciegos de Madrid* (National College of the Deaf and Mute and the Blind of Madrid), through the creation of the *Academia de Profesores* (Teachers' Academy). Secondly, a national training plan for teachers in charge of general instruction, which would be taught through the *Escuela Superior Normal* (Higher Normal School).

EET/TEE KEYWORDS: Juan Manuel Ballesteros; Teacher training; Deaf education; Blind education; Special education; Spain; XIX Century.

## **La Torino dell'Ottocento: una realtà attiva e dinamica nell'educazione dei sordomuti**

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*Turin in the nineteenth century: an active and dynamic reality in the education of the deaf and mute*

ABSTRACT: During the Nineteenth century the education of the deaf and mute in Turin is characterized by the presence of three institutions: the school of the lay Giovanni Battista Scagliotti, founded in 1819; the Royal Normal School promoted in the Carlo-Albertina age (between 1831-1849); the Institute started by Don Lorenzo Prinotti in 1881. The history of these institutions, deeply intertwined, is affected by the influence

exerted by the political context and the choices made in the educational and welfare fields. The comparison on the didactic level emerges the contrast between two different models: one elite, based on the exclusive use of the word; the other accessible to all thanks to the use of gestures.

EET/TEE KEYWORDS: Education of deaf and mutes; Teaching methods; Turin, Italy; XIX Century.

## **The teachers of mentally disabled children in Reggio Emilia: the “Antonio Marro” Colony-School across the 1920s and 1930s**

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ABSTRACT: The “Antonio Marro” Colony-School, inaugurated in Reggio Emilia in 1921 and overseen by the adjacent “San Lazzaro” Asylum, offered an alternative to the conventional practice of confining children with mental disabilities in asylums. Bringing a holistic approach, the Institute recruited a number of elementary teachers to work alongside its health and welfare staff. In this paper, I outline the history of the Institute, with a particular focus on the teachers employed there during the 1920s and 1930s in terms of their biographical profiles and, more specifically, their educational backgrounds. The aim is to provide additional insights into a historiographical theme that remains largely unexplored: the training of teachers for disabled pupils.

EET KEYWORDS: “Antonio Marro” Colony-School; Teachers of Mentally Disabled Children; Medico-Pedagogical Institutes; Italy; XX Century.

### ***Essays and Researches / Saggi e Ricerche***

## **The appearance and development of the teaching of descriptive statistics in Hungarian mathematics education**

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ABSTRACT: Hungary, the regular and significant appearance of (descriptive) statistics in elementary school curricula is due to the name and work of Tamás Varga (and his colleagues). *Combinatorics, probability and statistics* as a separate theme – was integrated into the elementary school curriculum in 1978. In this article, we examine two main questions, primarily concerning the 5-8 grade age group: 1) What traces of descriptive statistics can be discovered in the curricula before 1978 and in the related textbooks and supporting materials? 2) What is the proportion and function of the topic in curricula and related documents in 1978 and the following period? The research has revealed that, although descriptive statistics was only marginally formally introduced in education at the beginning of the 20<sup>th</sup> century, it was given an important role before this time.

EET/TEE KEYWORDS: History of Education; Curriculum development; Statistics; Teaching aid; Hungary; XX Century.

## **Per una storia dei manuali scolastici di storia dell’arte nel ventennio fascista (1922-1943)**



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*For a history of school textbooks on the history of art during the fascist period (1923-1943)*

ABSTRACT: Giovanni Gentile's reform of high school education in 1923 made art history part of the classical high school curriculum. This educational innovation led to the publication of textbooks in the discipline, which were suitable for school use. This contribution analyses the corpus of the most relevant art history textbooks published between 1923 and 1943 by teachers and university lecturers in the light of the ministerial school curricula, the needs of the publishing market, and disciplinary and didactic methodological debates.

EET/TEE KEYWORDS: History of Education; History of Art; School notebooks; Classical High School; Italy; Fascist period.

## Literature in the first Albanian school

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ABSTRACT: The history of Albanian children's literature spans a long time. Initially, religious texts of medieval literature were used as such literature in Albanian schools, but pure children's literature was born during the period of Albanian Romanticism. At this time, it was originally written to meet the educational needs of the first Albanian school. However, it was literature that was written by the best authors of Albanian Romanticism and, apart from its function in school, it had all the characteristics of good children's literature. This study deals with these two sides of the first Albanian children's literature, with its artistic level and with the educational role it played in the first Albanian school. From the analysis we have done, we have managed to establish that literature in the first Albanian school played a decisive role in the artistic, cultural and moral formation of Albanian students. Initially, this stems from the fact that the authors who compiled books for the subjects in the first Albanian school, were primarily writers and they could not be separated from literature even when they wrote books on other subjects, making the literature found in books of different subjects and its importance is irreplaceable. The results of the paper have been achieved using thematic, genre and contextual analysis.

EET/TEE KEYWORDS: Children's literature; Albanian school; Albanian culture; Education; XIX-XX Centuries.

## Una scuola per leggere la vita: il mondo del lavoro nella collana *Biblioteca di lavoro* e nei giornali di classe di Mario Lodi

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*A school for reading life: the world of work in the dossier series Biblioteca di Lavoro and in Mario Lodi class journals*

ABSTRACT: The contribution aims to relate the representation of work emerging in the dossier series *Biblioteca di Lavoro*, directed by Mario Lodi, and in Lodi's class journals to the social, pedagogical and political ideas of Lodi and other teachers' afferent to *Movimento di Cooperazione Educativa* in Italy in the Seventies. In the dossiers and the journals considered, the teachers start from the child's experience of work, mostly lived within the family, to stimulate a debate on the social problems and dynamics. The various representations of work, in Lodi's idea, contributes to develop a critical attitude in the students and an awareness of their role in a democratic society.

EET/TEE KEYWORDS: *Biblioteca di lavoro*; Mario Lodi; Movimento di Cooperazione Educativa; Work; XX Century

## **The enlightening activity of the Educational Association (EO) during its operation (1910-1930)**

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ABSTRACT: This announcement refers to the Enlightening activity of the EO during its operation. EO is an Athenian union with philological literary deviations and a liberal urban character. The organization of speeches and lectures is a key means of spreading the ideas of Demoticism and EO propaganda. They begin to be held from 1912 to 1929. Educational, literary, scientific, ecc. topics were chosen at the weekly meetings in the group and outside the group. Also, since the start of the operation of EO to his split in 1927, tutorial courses were organized with the aim of clarifying issues of educational, scientific and social content, followed by a discussion with the listeners.

EET/TEE KEYWORDS: Educational association (EO); Tutoring courses; Speeches; Lectures; XX Century.

## **«Ottobre ci ha traditi»: l'occupazione delle scuole romane durante il secondo dopoguerra**

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*«October betrayed us»: the occupation of Roman schools during the Second World War*

ABSTRACT: This work aims to analyse the educational and social consequences of the Second World War, through the history of the occupation of Roman schools by the people displaced and bombed. This significant event interrupted, between the Forties and Fifties, the regular teaching for thousands of students and was resolved only through the construction of schools and social housing. It is a multifaceted theme that intertwines the history of education with social and economic aspects, the work, therefore, required a wide range of sources, necessary to reconstruct the complex period and the difficult post-war situation.

EET/TEE KEYWORDS: Post-war period; School policy; Evacuees; School building; XX Century.

## **Practice, idea and criticism of a Great Books program. John Erskine and the General Honors at Columbia College (1920-1928)**

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ABSTRACT: Given the recent introduction of Great Books seminars in Europe, stemming from North American collegial tradition, we aim to examine the program that led to their inception: the General Honors at Columbia, a course designed to restore the comprehensive nature of undergraduate education by exposing students to the most significant works in the world of letters. After providing a brief historical context, we delve into its organization, method and implementation, drawing from the memoirs of its architect, John Erskine, and his closest collaborators. Thereafter, we explore the theoretical foundations

upon which Erskine, under the influence of George E. Woodberry, built the conception of literature and teaching underlying these seminars. Lastly, in order to assess critically the General Honors, we trace its projection on subsequent programs, analyzing some of their variations – such as adaptation to popular education or integration with instruction of the arts of language – as efforts to achieve two ideals essential to its educational philosophy: the democratization of culture and the growth of intellectual powers.

EET/TEE KEYWORDS: Great Books; John Erskine; General education; Literature; Columbia; XX Century.

## **Alle origini di *Un anno a Pietralata*: Albino Bernardini collaboratore di «Riforma della scuola»**

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*At the origins of Un anno a Pietralata: Albino Bernardini collaborator of «Riforma della scuola»*

ABSTRACT: Albino Bernardini was an elementary school teacher and writer who worked to change the Italian school in an inclusive and democratic way. In 1968 he published his first book, *Un anno a Pietralata* [A Year in Pietralata], which became famous thanks to the director Vittorio De Seta, who inspired him to create the television series *Diario di un maestro* [Diary of an Elementary School Teacher]. In the various studies dedicated to Bernardini, the phase that preceded the publication of the first book remained largely in the background. It was an important formative period, in which Bernardini's participation in the editorial staff of the pedagogical journal «Riforma della scuola» [School Reform] was decisive for his subsequent work. This article aims to deepen this collaboration, examining the many articles published, their contents, influences and links with books published later.

EET/TEE KEYWORDS: History of education; Pedagogical journal; Marxism; Italy; XX Century.

## **The omnilateral life of Mario Alighiero Manacorda (1914-2013)**

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ABSTRACT: This paper intends to reconstruct the long and multifaceted intellectual biography of Mario Alighiero Manacorda (1914-2013). The analysis will focus on the four phases of Manacorda's educational research: the Marxism pedagogy (1960s-1970s), the history of education (1970s-1980s), the relationship between laicity and schooling (1980s-1990s) and the history of sport (2000s). The contribution also attempts to show how Manacorda interprets these four themes in the light of the cultural paradigm of Marxism and in particular through the works of Marx, Engels and Gramsci.

EET/TEE KEYWORDS: Mario Alighiero Manacorda; Educational research; Biography; Marxism; XX Century.

## **Interwar Greek «school communities»: Recruitment, implementations, and effects**

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ABSTRACT: During the early 1900s, educational institutions in the United States and Europe underwent a significant transformation. They evolved into environments that fostered democracy, critical thinking, and community life. The establishment of school communities is being pursued, although there exists a discrepancy among educators regarding the definition of this institution. Greece is proactively advancing school communities by facilitating the translation of works by foreign educators, providing teacher training programs at foreign institutions – primarily in Germany –, and conducting teacher training at Normal Schools. This paper focuses on the efforts made by schools during the interwar period to introduce the institution. Specifically, it highlights the significant contributions of “invisible” teachers in Greek Primary and Secondary Education who played a pivotal role in spreading the institution’s influence. Their efforts were instrumental in shaping the educational landscape during this period.

EET/TEE KEYWORDS: School community; Interwar period; Greece; Democratisation of education; XX Century.

## **Le origini delle scuole italiane a Buenos Aires in prospettiva transnazionale: un’iniziativa educativa tra bisogno sociale, strumentalizzazione politica e idealità risorgimentale (1867)**

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*The origins of Italian schools in Buenos Aires in transnational perspective: An educational initiative between social need, political instrumentalization and Risorgimento ideality (1867)*

ABSTRACT: Through a transnational approach, the research analyzes the origins of the first Italian schools in Buenos Aires, inaugurated in 1867 by the Italian Mutual Aid Association (IMAA) *Unione e Benevolenza* and *Nazionale Italiana*. The article focuses on the following questions: Why were the schools founded? Who supported this project and why? What were the political-educational models of reference? The first part reflects on the migratory and institutional context of the foundations; the second describes «nationalistic» and «instrumental» theories on the origins of the schools, and the third section analyses the issue through hitherto unexplored sources from various Italian and Argentine archives. The foundations are situated at the intersection of the *Risorgimento* ideality of the IMAA founders, their efforts to build a homogeneous «Italian colony» led by them, and the lack of public schools in the city.

EET/TEE KEYWORDS: Italian associationism; Migration; Italian schools abroad; Buenos Aires; XIX Century.

## **Ferdinando Coletti and his inaugural speech *Dell’Università e de’ suoi studi* (1879): clinical teaching at the medical faculties in the second half of the 19<sup>th</sup> century**

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ABSTRACT: Ferdinando Coletti, Rector at the University of Padua in 1872-1873 and a full professor of *Materia Medica* and Therapeutics, delivered his inaugural academic year speech *Della Università e de’ suoi studi*, which was published in 1880, but little known, at the lecture hall in the University of Padua on November 19th, 1879. This article analyses the inaugural speech, which is divided into six paragraphs: the first two are

about the history of Italian universities in comparison with the European ones in general and the other four are devoted to a reflection on medical training and the disciplines into which the contemporary study system of the medical faculties is divided. The nodal point of this analysis is represented by clinical teaching in its various declinations and it becomes the field in the speech where medical-scientific, cultural, pedagogical, political and civil instances find a ground for comparison and synthesis.

EET/TEE KEYWORDS: History of Medical Education; Ferdinando Coletti; History of Clinical Teaching; Propaedeutic Clinic; XIX Century.

## **La formazione magistrale in Italia negli anni del secondo dopoguerra e i manuali scolastici di pedagogia (1945-1968)**

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*Teacher's training in Italy after World War II and the pedagogical textbooks (1945-1968)*

ABSTRACT: In the history of Italian *Istituto magistrale*, the secondary school designed for the primary school's teachers, the discipline of Pedagogy has represented a central element for the education of future teachers. To explore its features, the manuals offer an effective point of observation to evaluate the school model, the implicit and explicit pedagogical theories, the cultural and political debate. While several studies on these sources have already been published in other countries, there is a lack of research on the Italian case. The aim of this article is to start to fill to the brim this historiographical emptiness of a systematic study of Pedagogy manuals, analyzing the structure and differences between some of the main manuals used after Second World War.

EET/TEE KEYWORDS: History of education; Pedagogy and Philosophy manuals; Secondary school; Italy; XX Century.

### ***Critical Reviews / Rassegne critiche***

## **Reperti di vite al femminile tra emancipazione e percorsi formativi: la «piccola rivoluzione culturale» di Romeyne Robert**

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*Findings of female lives between emancipation and education: Romeyne Robert's «little cultural revolution»*

ABSTRACT: Starting from the suggestions that emerged from Claudia Pazzini's book, *Maria Montessori tra Romeyne Ranieri di Sorbello e Alice Franchetti dall'imprenditoria femminile modernista alla creazione del Metodo*, published by Fefè Editore in 2021, this contribution intends to reflect on the virtuous connections of female existential paths that originated around the noblewoman Romeyne Ranieri di Sorbello. Between modernist thrusts and emancipationist impulses, major personalities such as Maria Montessori and Alice Franchetti crossed paths with those of misunderstood women within a microcosm of education and daily life interwoven with real and symbolic meanings.

EET/TEE KEYWORDS: Romeyne Ranieri di Sorbello; Maria Montessori; Alice Franchetti; Modernism; Women's entrepreneurship.

## **Tracce di patrimonio scolastico-educativo: un recente e importante contributo di Francesca D. Pizzigoni**

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*Traces of educational heritage: a recent and important work by Francesca D. Pizzigoni*

ABSTRACT: The historical heritage produced by schools represents a recent area of research around which educational historians have been practicing for a few years now, including through a transnational approach. Within this new perspective of investigation, there is still limited scholarly production oriented to deepen the epistemological and methodological aspects that support research on school culture. Francesca Davida Pizzigoni's essay *Tracce di Patrimonio* is located within this trajectory and examines some unpublished sources that can help shed light on the historical material dimension of schooling and contribute to the renewal of historiographic practice in the field. The documentary nucleus constituted by the collection with a didactic-educational character of the Royal Industrial Museum of Turin, the manuals produced in the second half of the nineteenth century dedicated to school museums, the school collections present in national exhibitions, and trade catalogs represent the framework around which the scholar's rich and articulate reflection unfolds.

EET/TEE KEYWORDS: Historical school heritage; Material school culture; History of Education; School objects; Italy.

## **L'educazione secondo Luigi Giussani. A proposito di un recente libro**

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*Education according to Luigi Giussani. About a recent publication*

ABSTRACT: This contribution aims to present the characteristic elements of Luigi Giussani's pedagogical reflection. The recent publication of three significant works edited by Carmine Di Martino offered a particular suggestion to reconsider the idea of education defined by the founder of the Catholic Movement of Communion and Liberation. In particular, this paper focuses on the transformation of the concept of education in the Western world, and on the relaunching of Christian education. Giussani's educational proposal aims on the one hand to contain efficiency, which today tests the training guidelines and makes traditional education obsolete and, at the same time, is a strong invitation to rediscover what is essential.

EET/TEE KEYWORDS: Luigi Giussani; Education; Catholic Movement of Communion and Liberation; Pedagogical reflection; XX-XXI Centuries.

### **Forum / Discussioni**

## **Children's Literature Adaptation Studies: Interdisciplinary Theoretical Resources with a Special Focus for Education**

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ABSTRACT: Children's literature adaptation research is an interface study between children's literature study and adaptation studies. It has the common characteristics of two relatively marginalized research fields, and also shows distinct interdisciplinary attributes due to its interface nature. In the current situation where literary research is constantly seeking innovation and going in-depth, the interdisciplinarity and

corresponding interdisciplinary practices of children's literature adaptation research reflect its cutting-edge research directions, while also mapping out some development trends of literary research as a whole. This paper starts from the theoretical discussion of children's literature adaptation studies, reflects on its conjunction points of education studies (with a special focus), narrative studies, cognitive studies, and digital humanities to scrutinize its interdisciplinary theoretical resources, and attempts to explore how the underlying attributes of children's literature adaptation research combine with interdisciplinary theoretical resources to promote its own development.

EET/TEE KEYWORDS: Children's literature adaptation; Education; Narratology; Cognitive science; Digital humanities.

## **Giuseppe Capretz. Dalla calligrafia alla letteratura. Un percorso di ricollocazione professionale all'epoca della Riforma Gentile**

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*Giuseppe Capretz. From calligraphy to literature. A path of professional relocation at the time of the Gentile Reform*

ABSTRACT: This paper aims to present the significant experience of Giuseppe Capretz and his professional interest in calligraphy and literature, with particular regard of his necessary relocation after the Gentile Reform. Significant was the role of the journal he founded, «Calligrafia», which became a sort of trade union bulletin for the calligraphy teachers. Capretz and his process of adaptation to the directives of the regime seem to mark a defeat of his subject, but we discover that these also reflect the feeling of an educational action that has its own reasons, that has important content to pass on to future generations, at the cost of sacrifices and renunciations and that are independent from the nature of the taught subject, be it the modest calligraphy or the Italian literature.

EET/TEE KEYWORDS: Giuseppe Capretz; Calligraphy; Literature; Gentile Reform; XX Century.

## **Storia della bibliografia medica: una risorsa utile per l'insegnamento di storia della medicina? Un esempio pratico: l'illustrazione della peste**

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*History of medical bibliography: a useful tool for teaching medical history? A practical sample: explaining the plague*

ABSTRACT: The history of medical bibliography is considered an exclusive prerogative of research for historians of bibliography, historians of book and libraries but not a matter of interest to medical historians. Actually, it represents a high-level potential research field almost unexplored and underused in medical history and also in didactics. The history of medical bibliography suggests original teaching paths to medical historians with connection to the main theories of medical historical knowledge development. The flourishing medical bibliographies printed between the 16th and 17th-century represent a wide didactic tool to introduce medical students to rare medical books collections. The paper offers a practical sample: the history of theories, preventive remedies and treatments of the plague, explained using the printed medical bibliography of Otto Brunfels (1530) and Johannes Antonides Van der Linden (1662).

EET/TEE KEYWORDS: History of Medical Bibliography; Plague; Medical education; Medical Teaching; XVI-XVII Centuries.

## **Notices / Recensioni**

Luciano Pazzaglia, *La conversione di Gemelli. Da Edoardo a frate Agostino*, Brescia, Morcelliana, 2022, 156 pp.

(Carmen Betti)

Andrea Mariuzzo, *La lunga strada per il dottorato. Il dibattito sulla formazione alla ricerca in Italia dal 1923 al 1980*, Bologna, il Mulino, 2022, 144 pp.

(Marco Tarallo)

Lucia Paciaroni, *Il maestro di Mogliano. Vita e opera di Giovanni Lucaroni (1891-1980)*, Venezia, Marcianum Press – Edizioni Studium, 2023, 256 pp.

(Michel Ostenc)