

Abstracts

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The historical research into school practice. Presentation

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ABSTRACT: This article is an introduction to a collection of papers that present new sources for the study of school and educational practices, such as school writings, teaching instruments, photographs, personal testimonies or teaching material catalogues. The key aspects of daily classroom activities are highlighted through the study of these diverse and numerous sources, which, until now, have been underestimated or scarcely considered. The last historical-educational research perspectives show us that we are in a thriving period in which research into the history of school practices is probing new resources and it is revising the contributions that all resources can offer, testing new processes for review and revision, combining various sources to analyze particular topics, and formulate more holistic interpretative models.

EET/TEE KEYWORDS: School practice; Educational practices; Teaching instruments; School heritage; XIXth-XXth Centuries.

School writings as sources for the study of teaching practices: the Italian case (1925-1945)

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ABSTRACT: Over the last twenty years, the historians of education who investigated the heuristic potential of school writings tended to focus on extraordinary historical periods (such as wars and revolutions) and to use notebooks and diaries not as sources able to describe how wars and dictatorships adulterated educational processes and teaching practices commonly promoted at school, but as materials to be used to tell how wars and dictatorships upset the lives of small

protagonists in their school life or as unintentional written witnesses about social and political changes. Hence, the obsessive search for spontaneity as a guarantee of the reliability of the source, able to witness in a more natural and genuine way what was happening outside school and/or how this affected children's lives inside school. This polarization generated a prevailing interest in what Davide Montino called *disciplined writings*. Starting from this assumption, this study tries to recover the *production rejects* of the strict selection process to which historians subjected these sources in search of the rare cases of evident spontaneity, and to re-evaluate them on the basis of a different interpretative parameter, that is reading their rhetoric, repetitiveness and stereotypy not as negative elements, but as real markers of a widespread teaching practice.

EET/TEE KEYWORDS: History of school; History of teaching; School writing; School notebooks; XXth Century.

Private religious schools for boys in the Spanish post Civil War period: an analysis through triangulating historical sources

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ABSTRACT: This research offers a triangulation of historical sources to look into day-to-day life at private religious schools for boys in the post-Civil War period in Spain (1939-1945). The article will compare information from other studies on these schools with information provided by a new source: the testimonies of former pupils. The text offers a comparative analysis between the recollections of former pupils from certain schools and the reports that teacher training students wrote on the same schools on their placements there during the time the interviewees were pupils. The work aims to provide information on a little-known topic: educational practice at private religious schools. In turn, it reflects on the features and value of the historical sources used.

EET/TEE KEYWORDS: Private school; Oral testimonies; Trainee reports; Religious orders; School culture; XXth Century.

Historical perspective of material school culture: theoretical and methodological possibilities

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ABSTRACT: This paper focuses on understanding schools from a perspective that encompasses the thematic spectrum of material culture. The empirical basis of the study relies on commonly cited texts and authors who are considered authorities and interlocutors of the production about material school culture, especially those with greater circulation among the community of historians. We

want to show that the studies dedicated to material school culture cover a range of countries and institutions. We believe that the study of the materiality of schools can be a powerful tool to demonstrate historical options about supplying different groups of children in the schooling process in different ways. But it may also indicate choices and incorporation of school objects, methods and practices, the universalisation of education and the reduction of social inequalities, and the provision of access to cultural and scientific assets through material supports to which children would not have had access were it not for schools.

EET/TEE KEYWORDS: Material school culture; Supply of school material; Theoretical-methodological perspectives in material school culture.

Teaching material catalogues as a source for studying educational practice in natural science in Spain (1882-1936)

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ABSTRACT: The study is based on the hypothesis that commercial catalogues of teaching materials are a fundamental source for historical research into the materials used in academic institutions, the production and distribution of equipment, and the teaching resources for educational practices. This paper covers a key period of Spanish educational history and seeks to set out, first, the concept and distinctive features of this source and offer a historiographic approach to the uses made of it. Secondly, it aims to analyse the characteristics of the sample studied and, thirdly, to examine the types of materials offered for the teaching of natural sciences, their emergence and evolution, as well as their introduction, dissemination and uses in Spanish secondary schools.

EET/TEE KEYWORDS: History of education; Material culture; Catalogues of teaching materials; Natural sciences; Educational practices; Spain; XIXth-XXth Centuries.

Illustrated gallery of animals: figurative ABCs and the literacy process (France and Brazil, 19th and 20th centuries)

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ABSTRACT: The article analyzes a set of illustrated ABCs printed in France and Brazil, in the 19th and 20th centuries, focused on teaching reading and writing, whose central theme is the «animal kingdom», part of natural history, a theme that is characterized by its variety and didactic versatility in the literacy process. The investigation examines how the association between letters, words, and illustrations of animals is produced. By comparing them, we have found recurrences, specificities, and, above all, a possible common adoption of models and images. Indications of transnational

circulation between Brazil-France can be seen by the publishers; the recurrence of the «animal kingdom» in very similar illustrations; the indication of the printing locations; and the presentation notes that justify the translations, adaptations, and reprints to meet the specificities of the different contexts.

EET/TEE KEYWORDS: History of education; Illustrated ABCs; France; Brazil; XIXth and XXth Centuries.

Professional press for teachers as a source to study schooling practice: «El Magisterio Balear» (1873-1916)

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ABSTRACT: Beyond articles and theoretical reflections on highly diverse topics linked to schooling, professional publications for teachers contain testimonials from teachers describing their daily work in the classroom. In this sense, they are potentially useful sources to uncover historical knowledge on daily life in schools. This article analyses the journal «El Magisterio Balear» from the period spanning 1873-1916, with a view to locating articles where teachers describe their work and, in this way, demonstrate the value of professional publications for teachers as a testimonial source for analysing schooling practices.

EET/TEE KEYWORDS: Education; Pedagogical press; Teaching; School practice; Balearic Islands; XIXth - XXth Century.

School photographs: studying the history of a school institution and educational practices based on images

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ABSTRACT: Studies of school photographs open up multiple analysis opportunities. The goal of this paper is to present the study carried out at Escola Polivalente located in Osório, Brazil, based on the images available in its photographic records. There are over one thousand photographs in total, but this study focuses on a group of 767, taken between 1970 and 1990. To understand the history of the institution and its educational practices, it was necessary to peruse the entire photographic records. Therefore, the collection was categorised and organised in line with certain theoretical and methodological references, which we shall reflect on.

EET/TEE KEYWORDS: School photographs; School institutions; Educational practices; Brazil; XXth Century.

The Filmstrip. History and evolution of an educational tool

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ABSTRACT: Forgotten in the history of Modern Education, the filmstrip is reborn at the beginning of the 20s as an ideological tool for both Catholic and secular schools (as well as being an educational device). From the 30s to the 60s, it has been one of the most used educational tools in France: teaching device since the arrival of the slides in the 60s and the computer in the 80s, the filmstrip's history – by its confined chronological limits – offers a possible study of such a didactic object. It is also a way of participating in the construction of the history of education. Our contribution seeks to highlight the characteristics of the filmstrip and its use as an indicator of evolving educational practices.

EET/TEE KEYWORDS: History of education; Filmstrip; Educational tools; Educational practices; France; XXth Century.

The representation of school on NO-DO: visions of school practice on Francoist newsreels

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ABSTRACT: The aim of this article is to analyze educational practice as presented on the images of NO-DO newsreels concerning schools. NO-DO was the official newsreel of the Franco regime, unique and obligatory, which spread the work of the government in propagandistic fashion. Educational practice itself is a secondary element on the NO-DOs analyzed; their objective was to make believe that education was an actual concern for the government and that it endowed the country with a significant number of schools, along with teaching material and adequate spaces. In the last stage of Franco's regime, NO-DOs used a revamped pedagogical discourse, but far removed from the reality of most Spanish schools. NO-DO was propagandistic in nature and therefore raises doubts about the actual scope of material improvements in schools and the implementation of an innovative educational practice.

EET/TEE KEYWORDS: NO-DO; Francoist newsreels; Educational practices; School practices; Spain; XXth Century.

School textbooks, didactic material and a new approach in music teaching in Catalonia with the opening of the School of musical pedagogy – Ireneu Segarra method

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ABSTRACT: The School of musical pedagogy – Ireneu Segarra method (EPM-MIS) was mainly founded to teach the methodology designed by Ireneu Segarra in the early 1970s in Catalonia. This institute published school textbooks and specific didactic material on the method to be used in different years during what was then known as General Basic Education within the framework of the Spanish General Education Act. This article aims to delve into and highlight the contribution made from the method promoted by the EPM-MIS and the published school textbooks and original and specific didactic material, both in constructing a new approach to music teaching in Catalonia and in promoting and enhancing Catalan identity and culture in the 1970s and 80s.

EET/TEE KEYWORDS: History of music education; Pedagogical renewal; School textbooks; Didactic materials; School of musical pedagogy; Catalonia; XXth Century.

A new source for the study of educational practices: competitive exams for school headteacher positions (Spain, 20th century)

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ABSTRACT: In this article we present a new source for studying school practices in Spain during the 20th century. This source consists of the documents preserved from the competitive public exams for the position of school headteacher. We analyse the exams held in 1932 and under the Francoist regime. Among the elements common to all of them was the requirement that the candidates elaborate a report of their professional life. These reports, along with their supporting documents, provide us with abundant information about 20th century school culture. By presenting a variety of examples of descriptions of school practices from before and after the Civil War we are able to detect continuities in these practices. The article concludes with some explanations for these continuities.

KEYWORDS: Competitive public exams; School practices; School headteachers; Teacher archives; Spain; XXth Century.

Yearbooks as a source in researching school practices in private religious schools

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ABSTRACT: Yearbooks are a documentary source that lets us reconstruct certain school practices in religious schools that are, in general, rarely reflected in other types of primary sources. In this article, we assess yearbooks as a documentary source for learning about such practices by analysing the types of documents that fall into the category «yearbook», the religious orders or congregations in Spain that produced yearbooks and their geographic distribution within the country, how the yearbooks are structured, and the uses they have in educational historiography. We also note that, beyond their value of serving as a channel of communication between the schools and families, they also have value as builders of a historical account of school practices. To carry out our study, we examined a corpus of 1,200 yearbooks belonging to the Museum of Education at the University of the Basque Country.

EET/TEE KEYWORDS: Yearbooks; Religious schools; School practices; Spain; XIXth-XXth Centuries.

The past and the present: a historical outline of Polish research into translations of children's and young adult literature. Introduction

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ABSTRACT: The purpose of this contribution is to examine the historical outline of Polish research into translations of children's and young adult literature, especially between the XXth and the XXIst century. Thanks to several scholars and translators, in the last fifty years these studies have been increased, also in an international way. The contributors report on their research findings and identify the reasons behind the presence or absence of certain translations of children's and young adult literature in Poland; in fact, the dynamic development of Polish research into translations for young readers intertwines different connections, for example, with Western children's literature, with the censorship or with the field of illustrated books for children.

EET/TEE KEYWORDS: Children's and young literature; Polish literature; Translation studies; Poland; XXth-XXIst Centuries.

Is more always better? Translations of Italian children's literature in Poland after 2000. Selected aspects

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ABSTRACT: The aim of this paper is to show how the Polish publishing market of children's books translated from Italian evolved in the period from 2000 to 2018. It asks questions about whether the market dominated by classic Italian authors such as Collodi, De Amicis and Rodari, or by less famous contemporary authors; who is publishing, how often, and what the typical print runs are. The editorial policy is shown on dates from «Bibliographic Guide» and «Polish Publishing in Figures»,

from interviews conducted with members of Polish publishing staff and, last but not least, takes a closer look at the cult publishing house Nasza Księgarnia – the most important publisher in the People’s Republic of Poland, also active after the fall of communism.

EET/TEE KEYWORDS: Italian children’s literature; Translations; Publishing market; Poland; XXIst Century.

Bianca Pitzorno in Polish translations

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ABSTRACT: Only four children’s novels out of Bianca Pitzorno’s entire literary production have been published in Polish. In this paper, all these Polish versions are compared with their originals. The analysis focuses on the translation of culture-specific items such as proper names. The aim is to determine what procedures were applied by the translators and whether there are significant differences between the first translation, published in 1981 (*Clorofilla dal cielo blu*), and the other ones, published a quarter of a century later. The analysis shows that the omission strategy was hardly employed at all, and the translator’s footnotes were only used in one Polish edition. The translators of *Ascolta il mio cuore* (2005) and *La casa sull’albero* (2007) were least consistent in their choice of techniques, while the translator of *Clorofilla dal cielo blu* borrowed most of the anthroponyms from the original.

EET/TEE KEYWORDS: Bianca Pitzorno; Italian literature in Poland; Literary translation; Anthroponyms; Children’s literature; XXth-XXIst Centuries.

From outside the Iron Curtain: censorship and translations of Western children’s and young-adult literature in people’s Poland under Stalinism (1948-1956)

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ABSTRACT: The aim of the article is to show the ways in which the censors of the Central Office for the Control of the Press, Publications, and Performances (*Główny Urząd Kontroli Prasy, Publikacji i Widowisk*) assessed translations for children and young adults from behind the Iron Curtain to be published in the Stalinist period of People’s Poland (1948-1956). Our exploration is based on censorial reviews collected at the Central Archives of Modern Records (*Archiwum Akt Nowych*) in Warsaw. Our paper develops in four stages. First, we describe the foundation and operations of the censorship agency in People’s Poland, and then we outline the process in which the publishing market was subordinated to the central authorities. Subsequently, we discuss the censorial review as a type of text. Finally, we analyse censorial reviews to identify the criteria used by censors in their assessment of translations of Western children’s and young-adult literature.

EET/TEE KEYWORDS: Children’s and young adult literature; Censorship; Poland; XXth Century.

Dutch-language children's literature in Polish translation: 200 years of relations between the peripheries

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ABSTRACT: Polish translations of children's literature from the Netherlands and Flanders are only about 100 books in more than 200 years. This small corpus provides an opportunity to trace the literary transfer from peripheries to peripheries: the countries of the Dutch-speaking cultural area and Poland. In the analyses of inequalities within world literature much less attention is paid to the relations between peripheries than to the more obvious, unequal relations between periphery and centre. This paper adopts a historical perspective to present the change in the relations between peripheries and in the role of the centre: German, French, and English as intermediaries. It also discusses the factors which have contributed to the circumventing of mediation by the centre, alongside the factors which play an important role in the cultural transfer of children's literature from the Netherlands and Flanders to Poland. The theoretical framework of the analysis is provided by the sociology of translation and the studies of the international circulation of literature from the Low Countries.

EET/TEE KEYWORDS: Dutch and Flemish children's literature; Polish translation; Cultural transfer; Sociology of translation; Periphery-periphery relations; XXth-XXIst Centuries.

One hundred years of illustrated books for children in Poland: an analysis of the publishing market in the years 1918-2018

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ABSTRACT: The article outlines the development of illustrated children's books in Poland over the last 100 years – from 1918, when Poland regained political independence, through the socialist period and the post-1989 political transition, to the beginning of the new millennium. Poland's tempestuous history involving several tectonic political, economic, social, and cultural changes has profoundly affected the publishing industry. The article highlights the impact of these transformations on the evolution of the publishing repertoire and editorial designs of children's books, as well as addressing the crucial role of private and state-owned publishers throughout the period. Additionally, major trends, styles, and tendencies that can be observed in book-illustration artwork for a young readership are discussed alongside those of Poland's seminal book artists, their achievements, and the international distinctions conferred on them, which have made illustrated Polish children's books recognisable and appreciated across the world.

EET/TEE KEYWORDS: Illustrated books; Publishing market; Children's literature; Polish children's publishers; Poland; XXth-XXIst Centuries.

Professors' obituaries. A valuable source for studying the history of university and higher education

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ABSTRACT: This work aims at analysing and enhancing the role of professors' obituaries, which were published on the pages of the specialized periodical press during the nineteenth and twentieth centuries, for the precise and detailed reconstruction of the history of Italian university during the contemporary era. In fact, as demonstrated by the author's careful analysis, this source, which has only recently been the subject of a specific attention by historians of education and school, also has an undoubted heuristic potential in terms of history of Higher Education and University.

EET/TEE KEYWORDS: History of university; Professors; University periodicals; Obituaries; Italy; XIXth-XXth Centuries.

Marcus Tullius Cicero's concept of education through culture

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ABSTRACT: The article analyzes Mark Tullius Cicero's speeches, writings and letters of different years, in which he touches upon the issues of education through culture in the educational space of the ancient city. Expressing his opinion on the theatre, poetry and art (in the broad sense of the word, including the art of living and the art of speech), Cicero not only emphasized the educational power of culture, but also pointed to its educational weakness, which takes place if the functions of culture are reduced to mere entertainment.

EET/TEE KEYWORDS: Education through culture; Educational space; Ancient city; Cicero's heritage; Ancient Roman pedagogy; First century BC.

Female bildungsroman in Czech conduct periodicals: the inception of the genre

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ABSTRACT: The paper discusses the beginning of female bildungsroman in the Czech culture between the 1860s and 1870s and recognises the process of establishing its main hermeneutic codes concerning gender, nation, and class. Firstly, I investigate the historical substantiation of conduct fiction for the women as embedded into the literary culture of Czech nationalism and the early stages of establishing systematic education for the girls. Then I explore the continuum of conduct fiction published in the journal for girls «Zlaté klásky» between 1867 and 1875 as a moral campaign aimed at recruiting the girls into new practices such as educating at the Czech schools, practising Czech identity including speaking Czech language, and marrying the Czech men exceptionally.

EET/TEE KEYWORDS: Bildungsroman; Conduct Periodicals; Women's Education; Czech Republic; XIXth Century.

Teaching history of art in European universities and high schools in the light of a 1914 investigation

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ABSTRACT: Based on the results of an investigation, which was launched by the «Revue de synthèse historique» in February 1914 on the way *art history* was taught in European universities and high schools, the author examines the European debate on the role which the discipline played in different countries and the issues relating to the new epistemological profile taken on by art history at the turn of 19th-20th centuries.

EET/TEE KEYWORDS: Art history; History of University; Higher and university education; Europe; XIXth-XXth Centuries.

Mons. Giovanni Battista Scalabrini and Italian emigration in Brazil: pastoral care, education and national identity (1888-1905)

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ABSTRACT: The article, which uses a very rich unpublished and printed documentation, reconstructs the educational and pastoral experience of Monsignor Giovanni Battista Scalabrini with particular reference to the role played by the priest in the Italian emigration in Brazil.

EET/TEE KEYWORDS: History of education; Italian emigration; Pastoral care; National identity; Brazil; XIXth-XXth Centuries.

Prácticas útiles para enseñar hoy a leer contenidas en una cartilla hispanoamericana del siglo XIX

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Useful practices to teach reading today contained in a XIXth Century Spanish- American primer

ABSTRACT: The object of this paper is to highlight the literacy primer *Paso a paso*, by José Henriques Figueira, for its relevance to teaching of reading and writing. This book, little known in Spain, was very popular in Uruguay or Argentina at the end of the 19th century and the beginning of the 20th. The content and the form of this didactic material is analyzed to verify what are the pedagogical foundations on which it is based and to evaluate if they could somehow be transferred today to the school practice.

EET/TEE KEYWORDS: Literacy methods; Early childhood education; Primers; Educational Innovations; South America; XIXth Century.

Myrtle Shannon v. Herbert King: power, privilege & silence

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ABSTRACT: Myrtle Shannon sued Herbert King, the principal of Kitsilano High School in Vancouver, Canada, for libel and slander in the early 1930s. She claimed wrongful dismissal from her teaching position at the school, and damages for the difficulties she had subsequently in finding another teaching position. Myrtle Shannon's story demonstrates the gendered nature of administrator-teacher relations in the 1930s and the power of principals to remove teachers from their positions. It reveals how the Vancouver School Board and Herbert King used silence to quash Shannon's case, illustrating the use of power in the control of teachers.

EET/TEE KEYWORDS: Teacher-principal relationships; History of education; High School; Canada; 1930s.

«Debemos considerar al marido como nuestro señor». El ideal de la perfecta esposa en los teatros de papel de Seix i Barral (1915-1953)

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«We must consider our husband as our master». The archetype of the perfect wife in toy theatres of Seix and Barral (1915-1953)

ABSTRACT: The subordination of women to men has been the historical basis for the division of spaces and functions between men and women. From the time they were born, boys and girls were brought up in this reality, materializing gender differences in their daily lives in very different ways. The teaching of reading and writing has been used by all societies for the transmission of certain values and ideologies, where gender differences have also always been present. A reflection of this can be found in paper theaters, a toy conceived as an entertainment instrument as well as a useful didactic tool to transmit to childhood the prevailing female stereotypes in the society of the moment, in order to perpetuate and consolidate the model of conventional woman inherited from centuries ago: that of the perfect wife.

EET/TEE KEYWORDS: Children's and youth spanish literature; Toy theatres; Gender stereotypes; Spain; XXth Century.

Università, ideologie e potere. La comunità di discorso universitaria del primo franchismo

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University, ideologies and power. The university community of discourse in the first francoist period
ABSTRACT: The article offers a critical reading of the debate concerning the definition of the role of the University that took place within the Spanish academia during the early years of the Franco regime (1939-1943). By analyzing several primary sources, it reconstructs the life cycle of the

community of discourse that contributed to build the national ideology. In particular, it shows its different souls, its attempts of unification, and its continuous struggles for hegemony. Accordingly, the article demonstrates the existence of a strict relation between the university and the socio-political reality. Moreover, it proves that this close connection, where the two spheres overlap one another, leads to a perversion of the university's own mission.

EET/TEE KEYWORDS: Francoism; University; Community of discourse; Spain; XXth Century.

Education in Jesuit boarding schools for nobles in Połock (1772-1820)

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ABSTRACT: The purpose of this article is to present the educational activity of boarding schools for nobles at Jesuit colleges in Russia in the years 1772-1820. The literature lacks studies on this subject, which is why the present article is a contribution to the history of education in the Russian Empire. The authors of the text have based their work on manuscripts from the studied period, leaflets and rarely available studies. They present the activities of boarding schools for nobles in Połock – the central and largest center of Jesuit activity in the Russian Empire. In the course of the analysis, they find that the popularity of Jesuit education in Russia resulted from the fact that it offered a modern, Western-style education program as well as from the financial support for students expressed in the activities of boarding schools for nobles and in scholarships for the most deprived.

EET/TEE KEYWORDS: History of Russia; History of the Jesuit School System; Połock academy; Noble pensions; XVIIIth-XIXth Centuries.

National anthems: voices of the past and feelings of the present

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ABSTRACT: National anthems express a model of national identity that is revealed through the content of their lyrics. As symbols, they can perform various functions, among which we highlight politics and education. The purpose of this article is to interpret national anthems from a socio-educational point of view and from an ethnic nationalism in order to facilitate the understanding of the construction of national identities and to deduce the persistence of certain themes and their xenophobic and excluding consequences. For this, we will link the content of the European national anthems with the principles of ethnic nationalisms, which is the context in which they make sense.

EET/TEE KEYWORDS: National anthems; Symbols; History of education; National identity; Europe; XIXth-XXth Centuries.

The selection of *elites* during the Italian fascist period: from Gentile's idealism to Bottai's eugenics

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ABSTRACT: This paper sets out to analyse the nature and role of the Italian school system during the fascist *Ventennio*, i.e., the twenty years of fascist rule. In particular, the analysis follows the thread of elite selection in order to examine the characteristics of the Italian youth from 1922 to 1943 by studying primary sources and the literature in this field. Similarly, by highlighting the origins of the close dependence of pedagogy from the dominant ideology in the years of radical reorganization of the school system (the so-called «bonifica fascista»), the paper delineates the move from idealistic selection, nationalism, and Giovanni Gentile's idea of education of the Spirit to a school system that was meant to select the right people for the regime, based on Giuseppe Bottai's works and influenced by Italian scientists' eugenics theories.

EET/TEE KEYWORDS: History of education; Idealism; Fascism; Gentile; Bottai; Italy; XXth Century.

Garibaldi narrato e celebrato nelle scuole elementari nel primo centenario della nascita (1907). Il caso di Milano

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Garibaldi as narrated and celebrated in primary schools on the first centenary of his birth (1907). Milan as a case study

ABSTRACT: Among the events planned to mark the first centenary of Garibaldi's birth (4 July 1907), the municipal authorities in Milan organized a special commemorative program for the city's elementary schools, including lectures at individual schools, the distribution of *Storia dei Mille narrata ai giovinetti* [History of the Thousand as told to young people] by Giuseppe Cesare Abba, and the parading of a delegation of elementary students in front of the Garibaldi monument in Largo Cairoli. Numerous scholarly publications have examined perceptions of Garibaldi and the impact of the mythography surrounding him in post-Unification Italy. In recent years, key analyses have been undertaken – within broader inquiry into the development of a civic religion for the newly united nation – on how this religion was introduced into schools and how the education system contributed to shaping a national identity. No existing study, however, has examined the role of schools in building up a public image of the “hero of two worlds” as part of the effort to construct a shared memory of the national unification process. This essay is intended to fill that gap, albeit only in part, by presenting research on the involvement of elementary schools, specifically in the city of Milan, in commemorations of Garibaldi on the first centenary of his birth. The primary focus of the study

was to investigate the image of Garibaldi transmitted by elementary teachers in the classroom. To this end, contemporary education journals published locally in Milan – as well as those with national circulation that were likely to have been consumed by the city’s elementary teachers – were analysed with a view to reconstructing the cultural message then on offer about Garibaldi.

EET/TEE KEYWORDS: History of school; Primary schools; Garibaldi; Milan, XXth Century.

Male and female teachers between real and ideal. The literary-historical representation of three novels by De Amicis

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ABSTRACT: Edmondo De Amicis offers a detailed depiction of Italian schools at the end of the XIX Century. In his most works, from *Cuore* to *Il romanzo di un maestro* and *Primo maggio*, the author focuses on real and ideal issues related to teachers’ working and personal conditions. The present paper explores the different approaches on male and female teaching showed by the author. The works demonstrate to be a fundamental literary and historical source as they give both an idyllic and truthful vision of the education system in post-unity Italy, offering different, interrelated perspectives on teachers’ portrayals.

EET/TEE KEYWORDS: Teachers; Children’s Literature; History of Education; De Amicis, Italy; XIXth Century.

Celebrations of Italiannes: italian immigration in Rio Grande do Sul and schools, between memory and history (1924-1926)

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ABSTRACT: The mass migrations that occurred from the 19th to the 20th century are characterized by the construction of traditions and identity processes in which school played a major role. There was a broad range of forms and initiatives by means of which local authorities and Brazilian policies on the one hand, and Italian on the other sought to mediate identities. The settlement of groups of immigrants in the colonization areas of Rio Grande do Sul (RS) at the end of 1875 was progressively accompanied by the rise of small municipalities carrying the names of their cities of origin, such as New Rome, New Vicenza, New Padua, or recalling Garibaldi, the hero “of two worlds”, as well as other toponyms that mark the ethnic bonds. As the municipalities developed, other identity and celebratory markers of Italian ethnicity appeared, with the inauguration of squares and schools, mutual aid societies, clubs and sociability spaces such as chapels and their surroundings in rural areas. They formed memory spaces that (re)invented traditions and negotiated customs and ways of life that were seen as “Italian”. The objective of this text is to analyze the pedagogical value of the commemorative practices between Italiannes and Brazilness, that took place in the colonization areas of Rio Grande do Sul as builders of memories and ethnic identity processes taking school into

account. The methodological procedures employed were the historical document analysis of the empirical body consisting of consular reports, press, letters and photographs. A look is taken at ethnic celebrations, especially those commemorating the 50th anniversary of immigration (1925) which were expressions of the ethnic identity processes that educated and highlighted ethnicity and can be considered from the viewpoint of negotiation between Italianness and Brazilness.

EET/TEE KEYWORDS: Italian immigrants; School; Fiftieth Anniversary of Italian immigration; Identity process; Brazil; XIXth-XXth Centuries.

L'apartheid educativo nell'Eritrea italiana. Quali scuole per i meticci?

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The educational apartheid in Italian Eritrea. What schools for halfcastes?

ABSTRACT: Educational system was double in Eritrea throughout the colonial period: schools for nationals and schools for natives. The presence of Italian Eritreans cracked the separatist backbone of colonial body. In fact, *halfcastes* created ambiguity because they were neither all Italian nor all African. What schools could Italian Eritreans attend? Those for nationals? Those for natives? Until 1939, the few halfcastes acknowledged by the Italian father had the right to go to schools for nationals. Moreover, catholic missionaries arranged boarding schools specifically designed to provide Italian Eritreans with an Italian education. Those residential educational establishments were also open to the many unacknowledged halfcastes. During the second half of the 1930s, the political strategy towards Italian Eritreans degenerated into segregation. That change occurred under pressure from fascist biological racism: halfcastes were an expression of biological decline because they were impure of blood. They therefore could not be deemed as Italian: they were African. Consequently, the law no. 822 of 1940 denied Italian Eritreans access to schools for nationals and banned missionary catholic institutions for halfcastes. Mixed *race* people were allowed to attend only schools for natives.

EET/TEE KEYWORDS: Colonialism; Political power; Educational deficit; Racial segregation; East Africa; XXth Century.

La «scuola attiva» a Mogliano. Riflessione pedagogica e pratica didattica nell'attività magistrale di Giovanni Lucaroni (1934-1956)

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The «active school» in Mogliano. Pedagogical reflection and teaching practice in the professional activity of the teacher Giovanni Lucaroni (1934-1956)

ABSTRACT: This paper aims to continue the reconstruction of the intellectual and professional biography of the teacher Giovanni Lucaroni, who was increasingly inspired by the activist educational principles and practices promoted by Giuseppe Lombardo Radice in the primary school programs of 1923. Despite the substantial and profound changes in the school, Lucaroni will be able to preserve the «active school» in which he believed. In this paper the analysis of publications, programs and school chronicles, from the 1930s until the advent of democracy, is proposed in order

to highlight educational conception and teaching methodology of the teacher who worked for more than forty years in the primary school of Mogliano, near Macerata.

EET/TEE KEYWORDS: Giovanni Lucaroni; Primary school; Teaching practice; Italy; XXth Century.

Entrance examinations in the 1920s: correspondence schools decline the invitation

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ABSTRACT: Can all adults benefit from part-time education? Or should some potential students be told the courses were beyond their ability? In the 1920s, the leaders of U.S. correspondence schools wanted to enroll as many students as possible. In contrast, the head of the major U.S. philanthropy for education questioned that optimism. This article includes two letters setting forth the different views. The exchange is a case study of the longstanding American debate on open access to education.

EET/TEE KEYWORDS: History of education; Adult education; Correspondence schools; History of testing; USA; XXth Century.

Scuola, memoria, storia. A proposito di un recente volume

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School, memory, history. About a recent book

ABSTRACT: This critical note presents a recent study focusing on the oral sources in the historical-educational research. Through the collection of oral testimonies of former teachers and alumni, the authors show many aspects of elementary school in Marche region in the twentieth century, such as corporal punishment, teacher training and school reforms. Moreover, the authors demonstrate the important role of oral sources in the historical-educational context to reconstruct the 'real history' behind the 'legal history' studied through manuals, pedagogical magazines and legislation.

EET/TEE KEYWORDS: Oral history; History of education; Memory; Italy; XXth Century.

Some considerations on comparative studies of Chinese children's literature and foreign children's literature

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ABSTRACT: The monograph under review constitutes a new attempt by a leading children's literature scholar in China to explore the rich and subtle connection of Chinese children's literature and foreign children's literature with a long historical span from the early twentieth century to the present. By focusing on key issues of debate among Chinese children's literature scholars including the notion of childhood, the birth of children's literature in China, and how foreign (especially Japanese and American) children's literature has influenced modern China and prompted it to produce its own children's literature that served to emancipate the Chinese people, Professor Zhu's book sheds new light on the thorny issues peculiar to Chinese children's literature, which, to use Professor Zhu's own words, was born in the context of import of foreign ideas in a passive way. The book therefore may be regarded as an attempt to dismantle the evolution of key ideas in children's literature from a comparative and international scope.

EET/TEE KEYWORDS: Children's literature; Comparative literature; Theory of children's literature; World literature; XXIst Century.

Reflections on children's adaptation of British literary classics

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ABSTRACT: The monograph under review is one of the pioneering endeavors to explore the adaptation of English literary classics for children in a consistent and methodological way, spanning the long historical period from the eighteenth century to the twentieth century. Adopting narrative theory, literary stylistics, consumer criticism, and cognitive studies, it investigates how British literary classics are adapted for children from the aspects of stylistic adaptations and changes in narrative strategy. It also probes social factors of adaptation, such as consumer culture and educational ideas from a diachronic perspective, in an attempt to discuss the social and cultural drives of changes in the children's editions.

EET/TEE KEYWORDS: Adaptation for children; Children's edition; Literary classics; China; XVIIIth-XXth Centuries.

Un grande affresco della vicenda pedagogica ed educativa italiana tra Otto e Novecento. A proposito di un recente saggio di Giorgio Chiosso

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A large fresco of the pedagogical and educational Italian affair between the Nineteenth and Twentieth centuries. About a recent essay by Giorgio Chiosso

ABSTRACT: This work intends to start a reflection on the Italian pedagogical and educational affair between the Nineteenth and Twentieth centuries, starting with the reading of a recent volume by Giorgio Chiosso, which closely analyzes the most important educational events of the Peninsula.

EET/TEE KEYWORDS: History of pedagogy; History of education; Educational journals; Italy; XIXth-XXth Centuries.

Il XVIII secolo e le origini della modernità. A proposito di *Settecento pedagogico e riformatore* di Roberto Sani

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The Eighteenth Century and the Origins of Modernity. On Settecento pedagogico e riformatore by Roberto Sani

ABSTRACT: To the light of various and recent historiographic interpretations, the intervention examines the text by Roberto Sani on the pedagogical reflection of the eighteenth century in its various dimensions. Through a broad introduction and specific reading notes, the texts of some of the most significant authors of both the period and the debate on education are presented. A very rich picture emerges, in which the need for a reform of the system is confronted with the political problems of the time. The work offers a convincing interpretation and opens up new research perspectives.

EET/TEE KEYWORDS: History of education; Rousseau; Enlightened absolutism; Ancient Italian States; XVIIIth Century.

L'istruzione difende la libertà. Riflessioni sui percorsi educativi delle donne in Albania tra XIX e XX secolo

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Education defends freedom. Reflections on women's educational paths in Albania between the XIXth and XXth Centuries

ABSTRACT: The paper is intended to offer a critical view of the recent book by Vittoria Bosna entitled, *La mano che muove la culla del bambino è quella che comanda il mondo. I percorsi educative delle donne in Albania tra XIX e XX secolo*. The work, starting from the Albanian history in 19th-20th Centuries, aims to look into two issues: the creation of Albanian national identity and the education for everyone. The article focuses on the figure of Qiriazi sisters as a pioneers of education. Their work allowed the woman's emancipation to improve their training in the school and their role in the society going further the feature of woman trapped into domestic walls. The paper, starting from the pedagogical ideas of Qiriazi sisters, explores the connection between education, school and society.

EET/TEE KEYWORDS: History of school; History of Albanian pedagogy; Female empowerment; Education and society; Albania; XIXth-XXth Centuries.

Marxismo e femminismo: una questione educativa?

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Marxism and feminism: an educational question?

ABSTRACT: This contribution addresses the complex issue of the relationship between Marxist thinking and the topic of women's emancipation. It analyses particularly the considerations made by Karl Marx and Friedrich Engels starting from the Communist Party Manifesto (1848) and in other texts, where the report of exploitation in female masses' work is linked to a critique of the bourgeois conception of the relationship between man and woman, declined in terms of domination and possession. At the same time it refers to the complex and troubled relationship between 20th century feminism and Marxist thought, to the acute critical observations made by Simone De Beauvoir and also to the Marxist-inspired theses elaborated by Kate Millet and, later, by Nancy Fraser. It is considered a rich issue, relating to historical-educational values, as is shown by the epistolary testimonies of Karl Marx's family life.

ETT/TEE KEYWORDS: Marxism; Feminism; Gender Inequality; Marx House; History of education; XIXth Century.

Cento anni dalla scomparsa di *Vamba*: contributo per un bilancio storiografico su «Il Giornalino della Domenica» e per l'individuazione di nuove prospettive di ricerca

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One hundred years after the death of Vamba: a paper for a historiographical report on «Il Giornalino della Domenica» and to identify new research perspectives

ABSTRACT: After a brief review of the criticalities and strong points of the historical research on Luigi Bertelli, and based on the latest epistemological and methodological approaches developed in the field of the history of education and children's literature, this contribution intends to explore renewed subjects and new issues related to *Vamba's* production, as a writer and journalist for children and youth. Starting from the editorial experience of «Il Giornalino della Domenica», to understand the real value of *Vamba's* influence on the twentieth century periodical press, it is necessary to analyze the development of his educational project. The liberal ideals, typical of the Italian Risorgimento, were the baseline of this comprehensive plan, that aimed to reform the ethical and civil awareness of young bourgeois generations.

EET/TEE KEYWORDS: Luigi Bertelli (*Vamba*); «Il Giornalino della Domenica»; Children's literature; Periodical press; Italy; XIXth-XXth Centuries.

L'evoluzione del fenomeno migratorio in Europa e le indicazioni delle istituzioni europee in merito all'educazione e all'istruzione dei figli dei lavoratori immigrati. Una rilettura storica

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The evolution of the migratory phenomenon in Europe and the indications of the European institutions regarding the education and training of the children of immigrant workers. A historical interpretation

ABSTRACT: Since the second half of the twentieth century, Europe has had to cope with the arrival of a considerable wave of immigrants seeking above all a job. In the following decades, this

phenomenon has not only progressively grown, but has also taken on an entity of greater stability and irreversibility. If originally, in fact, the immigrant population was basically made up of individuals looking for a job and with the prospect of a temporary stay in the host country, later, the new physiognomy assumed by the migratory flows has translated into family reunification, requests for political asylum and, for the most part, in illegal immigration. The appearance of entire families and, consequently, of many foreign minors of school age has implied for the host countries the need to redefine the social integration policies adopted up to that moment and to ensure the right to study and inclusion of these children in national school systems. In this regard, in this work we have tried to highlight the attention shown by European political institutions in favoring school integration and the right to study of immigrant pupils.

EET/TEE KEYWORDS: Migration flows; Integration; European school systems; Immigrant pupils; Europe; XXth Century.

La letteratura italiana per l'infanzia in Polonia (1945-1989): traduzioni di classici e nuovi successi

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Italian children's literature in Poland (1945-1989): translations of classics and new hits

ABSTRACT: This article attempts to present a systematic account of issues around Polish translations of Italian literature for children and young adults between 1945 and 1989. Based on detailed bibliographic research, it shows which Italian works have been published by Polish publishers, both private and state-owned ones (until 1949) for the Polish bookstore shelves in this time-frame. Our findings indicate, in fact focused on the texts with which the Polish reading public had been familiar before World War Two. In the following decades, the publishing policies for a young readership were immensely affected by political, economic, cultural and, primarily, demographic factors. The publishing repertoire of Italian literature for young readers in Poland was first limited to the classics of Italian literature (Carlo Collodi and Edmondo De Amicis), but it started to expand in the course of time. Initially, the politically correct authors, such as Gianni Rodari and Marcello Argilli, were published; subsequently, new publications which were appreciated by Italian readers, critics and juries also started to appear in Poland. Our examination of the total publishing output in the years 1945-1989 implies that the repertoire was enriched through two channels: as a result of non-literary circumstances and due to the translation movement, which involved importing, on the one hand, new titles and, on the other, older books well-known to the older generations and enjoying the status of valuable readings.

EET/TEE KEYWORDS: History of Children's Literature; Translation Studies; Publishing Policy; Poland; Italy; XXth Century.

Learning in the *Zibaldone* by Leopardi

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ABSTRACT: Several acute observations of a pedagogical nature are present within Leopardi's immense output. Among the themes dealt with by the poet, the habituation theory concerning human learning, elaborated in the early 1820s and featured in the *Zibaldone* pages, is indeed relevant. Habituation is a slow process, by which new mental attitudes and results of the most diverse nature are acquired. Leopardi assigns great importance to exercise and to individual willpower. This reflection by the poet, surely conditioned by his own personal scholarly path, may be helpful for current reflection on didactics, in some notes about learning how to write elegantly; the latter was a personal goal of significant importance for Leopardi.

EET/TEE KEYWORDS: Habituation; Learning; Leopardi; Italy; XIXth Century.

Adapting fairy tales through an islamic lens: a study of Gilani-Williams' *Cinderella: An Islamic Tale*

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ABSTRACT: Fairy tales contain allegorical plots that portray real life events and are powerful enough to shape people's attitudes. However, some elements included in them may not be appropriate for young readers who have not developed a sufficient moral compass to differentiate the good from the bad. In order to protect children from untoward influences, it is perhaps important to adapt the plots by making some amendments, removing and replacing the not-so-relevant elements with ones that suit children's imaginations and promote good values. Hence, Fawzia Gilani-Williams brings in Islamic perspectives in children's literature. She seeks to produce alternative versions of tales to make them compatible with Islamic teachings and appropriate for children. In this paper we examine her *Cinderella: An Islamic Tale (2010)* and compares her adapted story with Perrault's *Cinderella (1697)*.

EET/TEE KEYWORDS: Children's literature; Fairy tales; Charles Perrault; Cinderella; Fairy tales for Muslim children; XVIIth-XXIst Centuries.

Adelina Mamaqi: a writer for childhood in 20th century Albania

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ABSTRACT: This essay focuses on the work of Adelina Mamaqi, one of the first female authors of Albanian children's literature of the twentieth century. Firstly, the communication problems between the scriptures and the Albanian people and the subsequent resolution through Rilindja (the National Risorgimento) are analyzed. Secondly, the research deals with the characteristics of fairy tales, fables and poems for the childhood of Albanian writers in a realistic key. Finally, the

writing traits of Adelina Mamaqi are highlighted, appreciated for her concrete texts. Some examples are *Bubi i vogël* (The little puppy, 1963), and *Orizi i milingonave* (The rice of the ants, 1965).
EET/TEE KEYWORDS: History of education; Childhood; Writing; Albania; XXth Century.