

Abstracts

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Monographic section / Sezione monografica

Atti del Convegno *L'internazionalizzazione del sistema scolastico e universitario italiano dall'Unità a oggi (Macerata, 17-18 maggio 2022)*

I. Modelli europei e processi di internazionalizzazione del sistema formativo tra Otto e Novecento

I «*Monumenta Germaniae Paedagogica*» di Karl Kehrbach: un modello per la costruzione della tradizione pedagogica italiana (1884-1908)

Juri Meda
juri.meda@unimc.it

The «Monumenta Germaniae Paedagogica» by Karl Kehrbach: a model for the construction of the Italian educational tradition (1884-1908)

ABSTRACT: This paper aims to describe the great influence exerted by German pedagogy on the Italian one during the last twenty years of the 19th century through the reconstruction of the growing reputation obtained by the ambitious project of the *Monumenta Germaniae Paedagogica* promoted by Karl Kehrbach and the numerous attempts to promote a similar one also in Italy, in order to bring back to light our glorious educational tradition. After describing the fundamental features of the Kehrbach's *Monumenta*, the still-embryonic initiative promoted by Romeo Taverni in Padua between 1882 and 1886 and the more organic project carried out by Luigi Credaro between 1896 and 1903 will be analyzed, underlining their similarities and differences and measuring their compliance with the German model.

EET/TEE KEYWORDS: History of Educational Theories; Educational tradition; Germany; Italy; XIX-XX Centuries.

Alle origini del sistema universitario italiano. I modelli europei e le esperienze internazionali

Simona Salustri
simona.salustri@unibo.it

At the origins of the Italian university system. European models and international experience

ABSTRACT: The essay focuses on the years following the Unification of Italy when the new State tried to shape a University system as part of its nation building processes. Moving from a complex situation of conflict

between central and local instances and competition among Universities, Italy looked abroad to France, Germany, Great Britain and Belgium to identify a model to imitate. The chosen example, namely the German system, as though applied after corrective measures to make it more responsive to the Italian situation.
EET/TEE KEYWORDS: University system; European models; National unification; Italy; XIX-XX Centuries.

«Sprovincializzare la cultura pedagogica, rinnovare la scuola italiana». Il ministero della Pubblica Istruzione, lo studio comparato dei sistemi scolastici stranieri e le missioni conoscitive all'estero dall'Unità alla fine del XIX secolo

Roberto Sani
roberto.sani@unimc.it

«Deprovincialize pedagogical culture, renew the Italian school». The Ministry of Public Education, the comparative study of foreign school systems and the research missions abroad from the Italian unification to the end of the 19th century

ABSTRACT: The «Bollettino Ufficiale del Ministero della Pubblica Istruzione» has been founded in Italy, after the national unification. It was a newspaper by the Ministry of Public Education to represent the administration movement of the Italian education. The magazine, which was divided into different sections, also published information about comparative studies of the foreign school systems, especially the German and the French ones, and about research missions abroad. The issue was quite large and complex, and it did not concern only the pedagogical and theoretic field, but also the school furniture and architecture.

EET/TEE KEYWORDS: Ministry of Public Education; Foreign school systems; Comparative studies; Italy; XIX Century.

Alle origini dell'insegnamento della storia dell'arte in Italia: tra istanze nazionali e modelli europei

Susanne Adina Meyer
susanneadina.meyer@unimc.it

At the origins of the teaching of Art History: between national instances and European models

ABSTRACT: This essay resumes the intense transnational debate between art historians on the methods, materials and goals of the teaching of Art History in the early decades of the 20th Century, which have been crucial years for the recognition of the discipline in the academic field. In particular, this study is about the international investigation published by the «Revue de synthèse historique» in 1914, on the *Enseignement de l'Histoire de l'art*, in which professors and museum directors from seven different countries were involved, such as August Schmarsow, Henry Focillon and Adolfo Venturi.

EET/TEE KEYWORDS: History of Art; Academic field; International investigation; Europe; XX Century.

«Esportare la lingua e la cultura del Belpaese». Le scuole italiane all'estero dall'Unità ai primi anni del fascismo (1861-1925)

Alberto Barausse
barausse@unimol.it

«Exporting the language and culture of the beautiful country». Italian schools abroad from the Unification to the early years of fascism (1861-1925)

ABSTRACT: The contribution examines the history of Italian schools abroad from the Unification to the early years of Fascism. The article intends to highlight the characteristics of the first initiatives aimed at teaching Italian language and culture within the colonial nuclei by outlining the evolution of the directions and choices of liberal policy makers, first, and then fascist policy makers, regarding schooling in colonial and migratory contexts. The article intends to highlight, thus, the elements of continuity and discontinuity that characterised the orientations and interventions of the Italian ruling classes and the initiatives of the colonial nuclei, of secular and religious associations on the scholastic side for the defense and promotion of *Italianness*. But it also proposes to recall some of the problematic issues that accompanied the development of Italian schools abroad in the face of the changes that marked the international geopolitical framework with the consequent tensions of a nationalist nature and the mass migratory movements over the sixty-five years following the unification of Italy.

EET/TEE KEYWORDS: Italian schools abroad; Italian language and *Italianness*; Migration and education; Colonialism and schooling; XIX-XX Centuries.

L'incidenza del pensiero e dell'opera di John Dewey e della pedagogia attivistica internazionale sul rinnovamento e sulla democratizzazione del sistema scolastico nell'Italia del secondo dopoguerra

Carmen Betti
carmen.betti@unifi.it

The influence of John Dewey's thought and work and of the international pedagogical activism on the process of renewal and democratization of the Italian school system in the second postwar period

ABSTRACT: The essay reconstructs the diffusion of Dewey's thought in Italy and the related history of activism, since the early postwar period. It describes also its following decline, after the student protest.

EET/TEE KEYWORDS: John Dewey; Pedagogical activism; Democratization process; Italy; XX Century.

II. Il ruolo dell'Unione Europea e delle altre istituzioni e agenzie internazionali nell'evoluzione del sistema formativo italiano e nelle politiche scolastiche e universitarie avviate nella penisola dagli anni Settanta ai giorni nostri

Il Rapporto Faure e le ricadute sul sistema scolastico italiano

Anna Ascenzi
anna.ascenzi@unimc.it

Fabio Targhetta
fabio.targhetta@unimc.it

The Faure Report and its influence on the Italian school system

ABSTRACT: The Faure Report represents in several respects a fundamental, pioneering step in grasping the evolution of certain trends that are still ongoing. In the first place, in today's globalised world, documents originating from supranational bodies, and therefore unrelated to the usual lines of pedagogical research elaborated in the various national spheres, have taken on increasing importance. The authority of these new principals has forced the various countries to confront these proposals, in which, it should be noted, the close relationship between the education system and the economic system is very often favoured. As it is clear from the present essay, the effects in our country of the Faure Report are measurable in a profound paradigm shift, at the level of scholastic and educational culture, which has seen a radical change in traditional models over the long term, both in terms of the primacy of state schools, and in terms of the declining role of pedagogical knowledge in terms of its importance in school policies. These are processes that cannot be derived exclusively from the Faure Report, but which have found authoritative support in that document.

EET/TEE KEYWORDS: Faure Report; Education; Pedagogical knowledge; Italy; XX Century.

Differenze di genere, politiche europee e realtà del sistema scolastico italiano

Francesca Borruso

francesca.borruso@uniroma3.it

Carmela Covato

carmela.covato@uniroma3.it

Gender differences, European policies and actuality of the Italian school system

ABSTRACT: The essay addresses the issue of equal opportunities and gender discrimination in the remit of school and education by examining the educational policies implemented at European level to that aim, their impact on the Italian school system. To this end, we tried first to reconstruct the historical reasons for the hostility towards a full women's participation to the world of knowledge, especially at its highest levels. This phenomenon has represented, even in the history of Western culture, one of the most persistent and long lasting forms of discrimination. While noting that today in Europe, including Italy, equal access to education has been largely achieved on an institutional and legislative level, the contribution highlights that many forms of discrimination still persist in practice, including in the form of educational self-segregation when girls choose their paths of study. Indeed, it emerges that, with respect to these problems, the educational systems do not play a very incisive role. Moreover, the problem is aggravated because of the absence of teacher trainings devoted to gender-related issues coming from the persistence of old cultural prejudices.

EET/TEE KEYWORDS: Gender discrimination; Educational policies; School system; Europe; Italy; XX-XXI Centuries.

Il sistema scolastico italiano e le politiche di integrazione promosse dall'Unione Europea

Serena Sani

serena.sani@unimol.it

The Italian school system and the integration policies promoted by the European Union

ABSTRACT: According to the recent considerations about the flow of migrants in Europe, this contribution aims to deepen the issue of integration policies, with particular reference to the European school systems. The author tries also to highlight as in the international debate, Italy has consciously demonstrated the need to promote educational integration of foreign students and to enhance a fruitful international dialogue between native and migrants.

EET/TEE KEYWORDS: School system; Integration policies; Europe; Italy; XXI Century.

Il programma degli scambi Erasmus e l'internazionalizzazione degli Atenei italiani

Silvia Nanni

silvia.nanni@univaq.it

The Erasmus exchange program and the internationalization of Italian universities

ABSTRACT: The article aims to address a brief excursus on the history of the internationalization processes of Italian universities from the second post-war period up to 15 June 1987, when, with a unanimous vote of the Council of the European Union, the *Community action Program on mobility student*, ERASMUS, was officially adopted. The pedagogical approach, which runs through the entire article, returns the intentions and values of peace and social cohesion conveyed by the exchange programs with a view to lifelong and lifewide learning. Presenting itself as an international university means establishing access to a wide range of opportunities on a European and global scale for and with all the stakeholders involved, first of all students and teachers. At the same time it also means gradually becoming a hub in which to attract and consolidate skills, resources, networks, people and projects in an international key. Within the Program, we can find such as social inclusion, environmental sustainability, the transition towards digital and the promotion of participation in democratic life by the younger generations in line with the objectives of the 2030 Agenda for Sustainable Development.

EET/TEE KEYWORDS: ERASMUS; Pedagogical approach; Internationalization; European Union; XXI Century.

L'Europa e la creazione di uno Spazio Europeo dell'Istruzione Superiore: il «Processo di Bologna» e la sua attuazione in Italia

Luigiaurelio Pomante

luigiaurelio.pomante@unimc.it

Roberto Sani

roberto.sani@unimc.it

Europe and the development of a European space for Higher Education: the «Bologna Process» and its application in Italy

ABSTRACT: This article intends to reconstruct the fundamental steps of the Bologna process which aims to create a European area of higher education. It is an attempt at reform still in place, of a European nature, which seeks to connect and converge the different research systems and higher education within a common framework.

EET/TEE KEYWORDS: Bologna Process; Higher Education; Europe; Italy; XXI Century.

Le sfide educative della rete internazionale di Storia dell'educazione: una prospettiva europea

Sofia Montecchiani
s.montecchiani2@unimc.it

Lucia Paciaroni
l.paciaroni2@unimc.it

Educational challenges of the international network for the History of Education: a European perspective
ABSTRACT: This contribution aims to focus on the issue of internationalization, one of the most significant and current challenges in the History of Education. The authors present a unique research perspective developed by the project *Connecting History of Education. International networks, scientific production and global dissemination*, which involve scholars from all over the world. The project has ambitious goals, including for example the development of databases to index the products of the historical and educational research. Then, the paper precisely refers to the work of the team from the University of Macerata, which is one of the protagonists of the project. In the first part of the programme, the working group from Macerata has been assigned to the research of the main topics of the articles published in some of the most important magazines of the History of Education and has been asked to collaborate on creating specific scientific tools.
EET/TEE KEYWORDS: History of Education; Connecting History of Education; Internationalization; European perspective; Contemporary age.

Essays and Researches / Saggi e Ricerche

Local Dynamics and History of Education. Municipalities and Schooling in Inland Portugal

Justino Magalhães
justinomagalhaes@ie.ulisboa.pt

ABSTRACT: In the last decades, the history of education has evolved in terms of new sources, new epistemic objects, new hermeneutical perspectives. One of the most dynamic fields is the educational heritage and school memories. These are themes that gain substance and meaning in the density, contiguity and representation that characterize the regional and local history of education. As a location of education, with legitimacy to idealize and develop written acculturation and schooling, municipalities are the first entity of the public sphere. It is through the municipalities that the local community is represented and preserves sovereignty of action and adaptation. It is through the municipalities that the exterior reaches the local dimension and becomes a stimulus for development. At the political, administrative, cultural and educational levels, the tension between central and local power has permeated the last two centuries of Portugal's history. The history of municipalities in education is not uniform. This text will focus on the encouragement of schooling in the municipalities of Sertã, Proença-a-Nova, Vila de Rei and Mação. To understand the local dynamics associated with education, the *pedagogical municipality* concept will be used as a transformative complex and meta history. As far as possible, the history of Inland-Portugal will be taken as the reference in this study.

EET/TEE KEYWORDS: History of Education; Educational Memory; Pedagogical Municipality; Mobile Schools; XXI Century.

Il maestro giusto nel “paese sbagliato”. La scuola di Mario Lodi tra educazione democratica e cooperazione educativa (1948-1963)

Juri Meda

juri.meda@unimc.it

The Right Teacher in the “Wrong Country”. Mario Lodi’s school between democratic education and cooperative learning (1948-1963)

ABSTRACT: This contribution – whose title refers to the title of his most famous work, *Il Paese Sbagliato* (The Wrong Country) of 1970 – intends to present the innovative educational experience conducted by Mario Lodi in the Italian school between the end of the Forties and the beginning of the Sixties. Through the use of unpublished sources, housed in several archives, the complex path of professional development of this teacher is reconstructed first in the primary school of San Giovanni in Croce and then in that of Vho di Piadena, where the innovative teaching techniques of Célestin Freinet were applied. The militancy in the *Movimento di Cooperazione Educativa*, the project to create an experimental Freinetian school in Coldigioco with Giuseppe Tamagnini and Giovanna Legatti, the momentary entry on leave and the transfer to Edizioni Avanti! of Milan to direct the series «Universale Ragazzi», in some way anticipating «Biblioteca di Lavoro», are the subsequent stages of an extraordinary human journey essential to understand the exhausting process of renewal faced by the Italian school in those years.

EET/TEE KEYWORDS: History of school; Active learning; Mario Lodi; Democratic education; XX Century.

School memories from the Eritrean Colony. The Eritreans’ oral testimonies

Valentino Minuto

v.minuto@unimc.it

ABSTRACT: This article takes as a documentary basis the oral reports from Eritrean witnesses of Italian colonialism that the historian Irma Taddia recorded between 1986 and 1994. The interviews – which were published in 1996 – are particularly relevant for their historical-educational contents. The school memories emerging in the autobiographical accounts are subjected to analysis for the first time in this study: the oral materials collected by Taddia turn out to be of exceptional testimonial value by providing the Eritreans’ retrospective look at their school past during the Italian occupation. The interviewees give their judgement on the colonial educational organization: they express dissatisfaction with the inadequacy of the Italian initiative in relation to school matters and are aware that the lines of colonial educational policy were oriented towards maintaining the status quo. The live voices of Eritrean witnesses are precious as they integrate the Italian written sources used for reconstructing the educational history in the Eritrean Colony.

EET/TEE KEYWORDS: Colonialism; Racial segregation; Educational deficit; East Africa; XX Century.

The ideology of the *Ligue internationale pour l'éducation nouvelle* (LIEN) in Brazilian History of Education manuals published in the 1930s

Décio Gatti Júnior
degatti@ufu.br

ABSTRACT: This is an analysis of the way the ideology of the LIEN was represented in two manuals of the History of Education published in Brazil. The first is *Concepts of History of Education* by Afrânio Peixoto (1933), and the second *Education. History of Pedagogy. Current Problems* by Peeters and Cooman (1937). In both, from conflicting perspectives, there is intense presence of the theme New Education, which was linked, on the one hand, with the effort to construct a democratic republic, and on the other hand, with the attempt to maintain Catholic relevance in Brazilian society. In one point, the narrative of the manuals converges – in the objection, for different reasons, to the educational initiatives of Soviet Russia. The study leads to the conclusion of the centrality acquired by New Education in Brazilian educational debates in the first decades of the twentieth century.

EET/KEE KEYWORDS: New Education; Manuals of Education; Liberalism; Catholicism; XX Century.

«Importa moltissimo che il bambino senta il *bisogno della nettezza* come sente quello del pane, del gioco, del riposo». L'educazione igienica negli asili tra età giolittiana e scoppio della prima guerra mondiale

Renata Bressanelli
renata.bressanelli1@unicatt.it

«It matters very much that the child feels the need of cleanness as he feels that of bread, play and rest».
Health education in kindergartens between the Giolittian age and the First World War

ABSTRACT: The paper presents a study on the role of health education in kindergartens during the Giolitti era. Up to World War I, in the absence of official infant education programmes and teacher training schools, kindergarten educators mainly learned about health promotion from education manuals and journals. Analysis of these sources suggests that the growing emphasis on hygienics in late nineteenth-century elementary schools was also reflected across the infant school sector. A further theme of the present research was the 1914 ministerial programs for kindergartens, which institutionalized good health practices, endowing them with a pervasive and crosscutting role. This study investigated the aims and methodologies that underpinned the teaching of hygienics in infant schools, as well as the broader social meaning attributed to it.

EET/TEE KEYWORDS: History of childhood education; Kindergartens; Health education; Italy; XX Century.

Children's and young adults' literature awards in Spain: analysis and characterization

Araceli García-Rodríguez
araceli@usal.es

Raquel Gómez-Díaz

rgomez@usal.es

ABSTRACT: Literary awards are one of the essential elements of the publishing market and one of its common promotional instruments. They are part of our literary culture; they provide visibility; they draw in the media and readers; they influence a work's literary legitimacy; they are an element to be taken into account when it comes to academic and popular canonization. The objective of this article is to compile, identify, classify and analyse literary awards for children's and young adults' literature in Spain and to ascertain their key attributes. To these ends, we compiled and analysed information pertaining to 103 literary awards. We conclude, among other matters, that the set of awards for children's and young adults' literature has grown considerably, especially since the 1980s; that the language of the works reflects public language policies; and that the genres reflect current publishing trends.

EET/TEE KEYWORDS: Children's and young adults' literature; Literary canon; Children's and young adult literary awards; Spain; XX-XXI Centuries.

La formazione e il reclutamento dei professori delle scuole secondarie nel Meridione preunitario

Florindo Palladino

florindo.palladino@unimol.it

Training and recruitment of teachers of secondary schools in the South of Italy during the pre-unification period

ABSTRACT: In the context of radical changes which characterized the school policy in the Kingdom of Naples during the French Decade (1806-1815), on the basis of the reform implemented in the French Empire (1806-1808), the paper examines the modes of recruitment of secondary school teachers, based on training that, in turn, is strongly tied to the qualification and aimed to create a teaching staff professionally qualified and functionally inserted in the public administration. The Bourbons during the Second Restoration (1815- 1820), after confirming the setting of the Decade, defined the bureaucratic modes of the recruitment and the subject contents of the exams, that remained almost unchanged until the Unification of Italy.

EET/TEE KEYWORDS: History of school; Teachers' history; Secondary education; Southern Italy; XIX Century.

State, School Supervision and its Identity. The Case of Poland (1773-1939)

Mirosław Łapot

m.lapot@ujd.edu.pl

ABSTRACT: In the article, the role of the state in the development of school administration was presented in the example of Poland in the years 1773-1939. It was analysed how the course of the history of the Polish state, its reforms in the second half of the 18th century, and fall of the country in 1795, the years of partitions in 1795-1918, including the uprising of Poles, and the crises of the partitioning states, and finally the year of 1918 stimulated or inhibited the development of education, and thus school administration. The author paid special attention to the process of gaining the professional identity of employees of school supervision,

underlying the importance of an independent state with a system of sovereign school administration for the professionalisation and integration of the community of school inspectors.

EET/TEE KEYWORDS: History of education; School administration; School supervisor; State formation; Poland; XVIII-XX Centuries.

Geschichte der deutschsprachigen Minderheitenlehrer Innenausbildung in Ungarn

Ján Gunčaga
guncaga@fedu.uniba.sk

Ágnes Klein
klein.agnes@pte.hu

Éva Márkus
markus.eva@tok.elte.hu

History of teacher training in Hungary

ABSTRACT: 2019 marked the two-hundredth anniversary of elementary-level teacher training for the German minority in Hungary. A systemic review of regulations, laws and curricula enable an examination of the changes in teacher training institutions, including the language of instruction in teacher training, beginning from the period of the Kingdom of Hungary to modern-day Hungary. Important stage in institutionalization of teacher training were the establishment of Teacher Institutes in Spišská Kapitula (1819) and Eger (1828) by bishop Johann Ladislaus Pyrker (1772-1847). The most important historical sources of this study, which will be examined in this qualitative research analysis, are curricula, educational laws and regulations as well as textbooks and timetables, in addition to the review of related publications. An in-depth look of the documents makes it possible to follow the continuously changing attitudes toward minority teacher training throughout the different epochs of Hungarian education.

EET/TEE KEYWORDS: Teacher training; Teacher institutes; Educational laws; Hungary; XX Century.

The Albanian student of Kosovo under the influence of ideological literature. The case of literature of socialist realism in Kosovo

Muhamed Çitaku
muhamed.citaku@uni-pr.edu

ABSTRACT: Socialist realism in Kosovo was of service to the communist ideology. It encompasses a didactic mission which paves the way for the Albanian community onto the norms of the new communist way of living by using literature as a propaganda tool to shape the students' convictions towards having a positive outlook of communism as a whole. This literature was used in schools as compulsory literature that had to be read by students in order for them to create good impressions of communism and be influenced by communism. On the other hand, this way of doing literature targets and lashes out at anything and everything that does not reflect the communist ideology, especially the Albanian customs and traditions' system which had the good fortune of being on opposite sides of the latter. This influenced the students to create a bad impression

of the traditional life they led in their families, so that after a while they separated from them and embraced communism. The effects of such a war on the Albanian traditions which lasted for half a century, are still very much present in the Albanian way of living even today, because when communism was eradicated for good, as a governing ideological system, it did not take all of its misfortunes with it. The main purpose of this paper is to show how communism used an ideological literature in schools to offer students as close as possible to communism. For the realization of this goal, we have done a research on how life is presented in this literature in front of the students, how the ideal life of communism is presented in this literature, and in front of it the poor traditional life, because the way of presenting this life in front of students was tendentious that as soon as they love communism. For analysis in this study are taken not all literary books of primary and secondary school, but only those of socialist realism.

EET/TEE KEYWORDS: Student; Socialist realism; Communism; Albanian society; XX Century.

***Dux* di Margherita Sarfatti: costruzione del mito e propaganda ideologica rivolta all'infanzia**

Sabrina Fava
sabrina.fava@unicatt.it

Dux by Margherita Sarfatti: the construction of myth and ideological propaganda aimed at children

ABSTRACT: In *My Fault* (2014) Margherita Sarfatti distanced herself from Benito Mussolini, who was transformed into a brutal figure by Hitler's power and national socialism. This thought is far from *Dux*, Mussolini's biography that Sarfatti wrote halfway through the 1920s to build his myth in a free and intentional way. The editorial history of this text can be traced with the support of the documents kept at the Historical Archives of the Arnaldo and Alberto Mondadori Foundation, and allows to appreciate the success of *Dux*. The editorial correspondence allows to better understand the conception of the biography, the control of authorship and editorial strategies aimed at maintaining over time the dissemination of the text providing for popular and economic editions (1932), illustrated editions (1934 and 1935) which were recommended by the Ministry of National Education to be read in schools in Italy and in Italian schools abroad. This research will outline the reasons behind *Dux's* success, reflecting on the narrative strategies adopted and the educational models conveyed, along with the ideological propaganda addressed to the young audience that much contributed to generate popular consensus around fascism.

EET/TEE KEYWORDS: Children's literature; Fascism; Publishing history; Italy; XX Century.

Inventing the «perfetta vedova»: the legitimisation of widows through their «utility» as pedagogues and educators in early modern Italy

Maria-Konstantina (Maritina) Leontsini
maritina@arch.uoa.gr

ABSTRACT: This article explores the social status of widowhood during the Catholic Reformation as described by male canonical authors. Widows were traditionally viewed in a negative light in the early modern period. After the Council of Trent, clerics and moralists argued that they could become useful to society. By exploring the canonical discourse on widows that emerged during the Catholic Reformation this article aims to point

out that charitable acts as well as the act of providing education to children or other members of society became key elements in the shifting views on widowhood. These canonical authors offered advice on how women could become «perfect widows» and thus serve their family, the Church, the state and, as a result, the society as a whole.

EET/TEE KEYWORDS: Catholic Reformation; Gender; Widowhood; Education; Italy; XV-XIX Centuries.

Marshall in Wonderland. Un'interpretazione del ruolo della letteratura per l'infanzia nell'opera di McLuhan a partire dal capolavoro di Lewis Carroll

Simone di Biasio

simone.dibiasio@uniroma3.it

Marshall in Wonderland. An interpretation of the role of children's literature in McLuhan's work from Lewis Carroll's masterpiece

ABSTRACT: This paper aims to investigate the predominant role of children's literature in implanting the works of Canadian media scholar Marshall McLuhan. In particular, Lewis Carroll's nonsense works, *Alice in Wonderland* and *Through the Looking Glass*, provide McLuhan with keys to interpreting the contemporary and analyzing reality also from a pedagogical perspective. Also suggested is the hypothesis that McLuhan himself made use of pedagogical "devices" (even a deck of cards with seeds and quotations with which he alluded to educational play), particularly the picturebook, whose peculiarities were exploited to produce one of his best-known works, *The Medium is the Massage*. In this contribution we review the numerous references to Carroll, but also to Joyce, two authors beloved by McLuhan and, in a sense, juxtaposed: in this way the work defined as «for children» becomes a work of literature tout court and, conversely, the most complex work of 20th-century literature lends itself to a "child" reading.

EET/TEE KEYWORDS: Marshall McLuhan; Children's literature; Picturebook; Education; XIX Century.

The *Galatei Medici* and Medical Education in the Nineteenth Century

Fabiola Zurlini

fabiola@studiofirmano.net

ABSTRACT: The literary genre of the *Galatei Medici*, or Medical Etiquette, which developed notably between the 1700s and 1800s, has been the object of studies focused on the ethical nature of essays on professional codes of conduct. The article puts together an initial geographical-editorial picture of diffusion across Italy and offers a new interpretation from a historical-educational perspective. The production of the *Galatei Medici* needs to be contextualised in a wider setting that includes works of similar content which address didactic aspects and medical training, in addition to etiquette and communication in the 19th-century. It concerns the rich production of prologues, lessons and inaugural discussions often written by the same authors of the *Galatei Medici* that represent a kind of link between ethical and formative contexts.

EET/TEE KEYWORDS: Medical education; *Galatei Medici*; Medical deontology; XIX Century.

Alla ricerca di una nuova metodologia. «Revisione di vita», JEC francese e mondo cattolico italiano negli anni Sessanta

Marta Busani
marta.busani@unicatt.it

Looking for a new methodology, «Revision of Life», French JEC and Italian catholic world in the Sixties

ABSTRACT: In the 1920s, in Belgium, a young priest, Joseph Cardin, founded a new method of apostolate among workers called «Revision of Life» and gave rise to what was known as Specialized Catholic Action. After the end of the Second World War, his model spread throughout the world and especially among catholic student groups in France. As is well known, in 1965 these Catholic Action groups clashed with the French episcopate, triggering an unprecedented crisis in the youth laity. The French crisis was a questioning of the models of lay action and Catholic Action that reverberated beyond national borders and became a “world case”. The article reconstructs the stages of that crisis and investigates the impact they had within the Italian and French Catholic world and in particular within the student world which, involved in the organizations of the international laity and at a time of strong internal crisis, was challenged by the positions of the French students, initiating new reflections.

EET/TEE KEYWORDS: Apostolate; Revision of Life; Catholic Action; French students; XX Century.

Sources and Documents / Fonti e Documenti

Istruzione secondaria e formazione delle classi dirigenti in Molise nelle relazioni dei presidi, dei provveditori, dei prefetti e degli ispettori scolastici (1862-1877)

Florindo Palladino
florindo.palladino@unimol.it

Secondary education and the formation of ruling élites in Molise. The reports of principals, superintendents, prefects and inspectors (1862-1877)

ABSTRACT: Based on the reports written by principals, inspectors, superintendents and prefects, drawn up between 1862 and 1877, this contribution reconstructs the events of secondary education in Molise, with special attention devoted to the transition between the Bourbon Kingdom and the National State. Among the documents that handed down us, we publish, as an appendix, the transcript, complete with explanatory notes, of the report written by Francesco D’Ovidio in his capacity as Royal Inspector for Secondary Education, on the occasion of his visit to the Royal high grammar school (Liceo ginnasiale) “Mario Pagano” in Campobasso, which took place in 1877.

EET/TEE KEYWORDS: History of educational institutions; Secondary education; Francesco D’Ovidio; Molise; XIX Century.

Critical Reviews / Rassegne critiche

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

Andrea Marrone
andrea.marrone@unica.it

Religious publishing and Maria Vincenti's educational manuals: a recent work by Rita Fresu and Stefania Sotgiu

ABSTRACT: Starting from the recent work of Rita Fresu and Stefania Sotgiu (*Editoria cattolica femminile tra Otto e Novecento. La lingua della produzione educativa di suor Maria Vincenti*), this article intends to highlight the main characteristics of the educational manuals for women's education. In particular, in the catholic field, this kind of publication was composed by edifying novels, lives of female saints, almanacs for girls and pedagogical booklets. This genre has fully developed in the field of women's publishing of the 19th and 20th-centuries, which is analyzed by the two authors both in a linguistic and historicalpedagogical manner.

EET/TEE KEYWORDS: Religious publication; Female education; Educational books; Italy; XIX-XX Centuries.

Tra assistenza ed educazione dell'infanzia abbandonata. Riflessioni storiografiche a partire da un recente lavoro di ricerca

Luigiaurelio Pomante
luigiaurelio.pomante@unimc.it

Between assistance and education of abandoned childhood. Historical reflections starting from a recent research work

ABSTRACT: This contribution intends to propose a reflection on the development of the assistance and educational network for abandoned children on the national territory. Starting from the recent work of Sofia Montecchiani, the article tries to reconstruct the most significant stages of childcare abandoned in Italy between the modern age and the contemporary age with particular reference to the educational dimension assumed by some important institutes that arose in the peninsula in Contemporary age.

EET/TEE KEYWORDS: Abandoned childhood; Education; Orphanages; Italy; XIX-XX Centuries.

La riscoperta della funzione didattica di un dispositivo ottocentesco: il museo scolastico

Francesca Davida Pizzigoni
francescadavida.pizzigoni@unito.it

The rediscovery of the didactic function of a 19th-century tool: the school museum

ABSTRACT: Inspired by a recent volume dedicated to the origins of the school museum, the contribution aims to underline its teaching functions closely linked to its original identity. The contributions of pedagogists and teachers of the time offer definitions of the school museum useful to understand the differences with the pedagogical museum. The moves of the school industry towards the production of this subsidy, starting from 1885, allow then to study also from a commercial point of view the growing fortune of this subsidy linked to a new way of understanding the daily teaching.

EET/TEE KEYWORDS: School museum; Didactic; Identity; School industry; XIX Century.

Missioni popolari, educazione cristiana e disciplinamento della religiosità popolare a Roma in età moderna. A proposito di un recente volume

Roberto Sani
roberto.sani@unimc.it

Popular missions, Christian education and discipline of popular religiousness in the modern age Rome. About a recent volume

ABSTRACT: The author analyzes the recent work of Massimo Cattaneo, historian of the modern age, which is entitled *Convertire e disciplinare. Chiesa romana e religiosità popolare in età moderna* (Napoli, Federico II University Press, 2022). The author highlights the richness and complexity of the issues faced in Cattaneo's work, with particular reference to religious life and popular devotion in modern age Rome, and also the variety of archival and print sources used for the reconstruction. The recent volume is notable also for the articulate national and international historiographical field, in which it is located.

EET/TEE KEYWORDS: Religious History; Christian Doctrine; Religious Conversion; Social Discipline; Rome; XVII-XIX Centuries.

Forum / Discussioni

Infância e Cinema

Pedro Florêncio
pedroflorencio@fcs.unl.pt

Childhood and Cinema

ABSTRACT: The problematic that runs through this article lies in characterizing and explaining the nexuses that form the complex constituted by the binomials: science and childhood; art of cinema and childhood look. We will argue that the art of cinema and the spectator's view generate a reconfiguration of the real, in a game of possibilities regarding the outcome, constituting the main characteristic of cinema about childhood. After sketching a theoretical framework, four childhood films will be briefly analyzed: *The Kid* (Charles Chaplin, 1921); *Bicycle Thieves* (Vittorio De Sica, 1948); *Good Morning* (Yajuziro Ozu, 1959); *Three Sisters* (Wang Bing, 2012). In dialogue with authors related to the cinema theme, we will associate that committed look at the "art of ignorance" evident in the cinematographic representation of childhood. It underlies childhood an attitude of astonishment and desire for knowledge only translatable in the suspension inherent to the experience of the cinematographic image.

EET/TEE KEYWORDS: Cinema; Childhood; *The Kid* (Charles Chaplin); *Bicycle Thieves* (Vittorio De Sica); *Good Morning* (Yajuziro Ozu); *Three Sisters* (Wang Bing); XX-XXI Centuries.

The importance of *On aesthetic education* (1903) by Janina Mortkowiczowa (1875- 1960) for the Polish theory of aesthetic education

Alicja Lisiecka
a.lisiecka@poczta.umcs.lublin.pl

ABSTRACT: The present article is devoted to the importance of the publication: *On Aesthetic Education* (1903) by Janina Mortkowiczowa (1875-1960) – children’s author, translator and editor – for the development of the Polish theory of aesthetic education. In order to explain the issue further outlined the historical context for the aesthetic and pedagogical reform, along with the biographical profile of Janina Mortkowiczowa and the main theses contained in *On Aesthetic Education* (1903). Then continued by presenting the assumptions of the Polish theory of aesthetic education from the second half of the 20th century, authored by Bogdan Suchodolski (1903-1992) and Irena Wojnar (1924), to further demonstrate the pioneering nature of Mortkowiczowa’s publication and the continuity of Polish pedagogical and aesthetic thought set in a wider European context.

EET/TEE KEYWORDS: Janina Mortkowiczowa; Polish theory of aesthetic education; Pedagogical reform; Poland; XX Century.

Awakening: struggle for Ukrainian Education in Eastern Galicia at the turn of the Twentieth Century

Oksana Sovhar
mail@asv.gov.ua

ABSTRACT: The purpose of the research is to examine the upheaval of the national schooling in Eastern Galicia at the turn of the 20th-century due to the efforts of nationally conscious intelligentsia. An analysis of social activities of Galicia educational and political organizations aimed at improving educational system has been performed. The contribution of educational and political elite to the formation and development of Ukrainian schooling in Eastern Galicia at turn of the 20th century is analyzed, specific examples of the ineffectiveness of the political and legal provision of the educational rights of Ukrainians by the central and local authorities are examined; historical patterns of the adoption of Ukrainian language in the system of primary and secondary education of the Austrian and Austro-Hungarian Empire are determined.

EET/TEE KEYWORDS: Education; Educational and Political organizations; Eastern Galicia; XX Century.

The individual who works. The subject of Josemaría Escrivá de Balaguer at the foundation of *La Educación Personalizada en el mundo del trabajo* (1994) by Victor García Hoz

Daniel Boccacci
boccacci@correo.ugr.es

ABSTRACT: This study historically analyzes the constitutive meanings of the idea of the individual expressed in the *Educación Personalizada en el mundo del trabajo* (1994), a collection of essays edited by V. García Hoz, leader of Spanish education research of the second half of the twentieth century. Through the reconstruction of the semantic context of elaboration, the study shows the strict adherence to the principle of sanctification of work of Josemaría Escrivá de Balaguer. This idea is not the superstructure of the Spanish economy of the Cold War and the early years of the new order of globalization, but a “creative” proposal capable of acting on historical-social meaning and actions.

EET/TEE KEYWORDS: Victor García Hoz; Opus Dei; Personalized education; Spain; XX Century.

Russian contemporary illustrators and the development of the art of children's books illustration in the period of 2000-2020

Wu Zijing
zijing5787@uoel.uk

ABSTRACT: This study examines the issues of creativity of modern Russian illustrators and the development of the art of illustration for children's books over the period from the beginning of the 21st-century. Until now. The purpose of this study is to analyse the creativity of modern illustrators of children's literature, as well as their contribution to the development of the entire industry of illustrating children's books. **Methods:** theoretical and comparative analysis, study of the basic concepts of creating a children's book, analysis of available research publications within the framework of the research topic. **Results:** identification of the main trends in the development of the art of illustration of children's books in the period under review, the designation of the main directions of development of this area at the present time and for subsequent periods.

EET/TEE KEYWORDS: Illustrations; Children's Literature; Children's book; Russia; XX-XXI Centuries.

Musei e patrimonio storico-didattico per l'internazionalizzazione della ricerca: un caso di studio che intreccia Brasile ed Europa nell'Ottocento

Diana Gonçalves Vidal
dvidal@usp.br

Museums and historical-educational heritage for the internationalization of the research: a case study intertwining Brazil and Europe in the nineteenth century

ABSTRACT: At the turn of the nineteenth and twentieth centuries, pedagogical museums became – along with the Universal Expositions and the national a/o international pedagogical congresses of the time – one of the pulsating engines of the international circulation of school materials and of the new pedagogical ideas and the educational models underlying them as well. The essay retraces the dense network which connected the cultural trajectories to the trade routes between Europe and Brazil. So, a clear pattern of entanglement is rebuilt of the movement of goods, people and ideas that confirms the role of the nineteenth-century pedagogical museum as a true cultural and economic “hub”, around which revolved many crucial figures of pedagogues and educators, as well as industrial producers, trade agents and retailers of school materials.

EET/TEE KEYWORDS: Educational Museums; Historical-educational Heritage; School Industries; Brazil; Europe; XIX Century.

Training and practice of the profession of midwife in the Napoleonic age in the March of Fermo

Silvia Iorio
silvia.iorio@uniroma1.it

Fabiola Zurlini

fabiola@studiofirmano.net

ABSTRACT: The aim of this contribution is the historical reconstruction of the training and professional practice of midwives in the March of Fermo (La Marca, or today's Abruzzo and Marche regions) territory in the Napoleonic age. This study offers an unprecedented picture of this profession, through the study of archival sources integrated with museum objects. The case of the first midwives was analysed, starting from training at the school of obstetrics of S. Caterina alla Ruota of Milan to the professional practice in the March of Fermo. The activity of the local school of obstetrics at the civic hospital was also part of the process of secularisation of the «mothers» (*mammane*) put in place by Napoleonic institutions in order to return a formal aspect to what was once an unauthorised practice of the profession. The role and work of the professional midwife was also one of the first signs of modernity in health care in the territory.

EET/TEE KEYWORDS: Midwife; School of obstetrics; Civic hospital; Fermo; XIX Century.

Notices / Recensioni

Paolo Alfieri, *La scuola elementare e l'educazione fisica nell'Italia liberale (1888-1923)*, Lecce-Brescia, Pensa MultiMedia Editore, 2020, 187 pp.

(Carmen Betti)

Janusz Korczak, *Racconti e scritti educativi. Opere inedite I*, traduzioni e note di F. Fratangelo, introduzione di A. Potestio, postfazione di I. Lizzola, Roma, Studium, 2022, 314 pp.

Janusz Korczak, *Lettere e altri scritti. Opere inedite II*, traduzioni e note di F. Fratangelo, introduzione di A. Potestio, postfazione di M. Giuliani, Roma, Studium, 2022, 467 pp.

(Alice Locatelli)

Francesco Magni, *La libertà di espressione nelle università tra Usa ed Europa. Una prospettiva pedagogica*, Roma, Studium, 2022, 176 pp.

(Virginia Capriotti)

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

Internazionalizzazione della didattica e della ricerca nel sistema formativo. Note sulla VI Settimana di Eccellenza all'Università degli Studi di Macerata

Valentino Minuto
v.minuto@unimc.it

Internationalization of didactics and research in the educational system. Insights into the VI Week of Excellence at the University of Macerata

ABSTRACT: This paper aims to give a brief but exhaustive account of the VI Week of Excellence at the University of Macerata. This initiative, entitled «Internationalization of didactics and research in the educational system», took place in presence and online from 16 to 20 May 2022. The activities through the Week were proposed under the project «3i4u – Innovation, Internationalization, Inclusion for the University» (from 2018 to 2022) and carried out by the Department of Education, Cultural Heritage and Tourism of the

University of Macerata, which was awarded of «Departments of Excellence» funding (Law n. 232/2016, art. 1, codicils 314-338). The event provided a wide range of highly qualified educational activities held by leading scholars and researchers in History of Education from Italy and abroad, mainly the national conference «The Internationalization of the Italian School and University System from the Unification to Today», together with two highly specialized seminars and a high specialization workshop for undergraduate and PhD students. The VI Week of Excellence, enriched by the presence of more than 25 speakers, was an extraordinary training opportunity.

EET/TEE KEYWORDS: History of education; Internationalization; Didactics; Research; Week of Excellence; XIX-XX Centuries.