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SOMMARIO

<i>Abstracts</i>	p. 9
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BILANCIO E PROSPETTIVE DELLA STORIA DELL'EDUCAZIONE IN EUROPA Colloquio internazionale - Brescia, 7, 8, 9 ottobre 2004

Luciano Pazzaglia, <i>Introduzione</i>	» 15
Enzo Giammancheri, <i>Prolusione</i>	» 17
Antonio Viñao, <i>La memoria escolar: restos y buellas, recuerdos y olvidos</i>	» 19
Gian Paolo Brizzi, <i>Università e memoria. In margine all'intervento di Antonio Viñao</i>	» 35
Mineke van Essen - Greetje Timmerman, <i>Value and benefits of a gender lens on Western educational historiography</i>	» 41
Giancarlo Rocca, <i>Annotazioni al testo di M. van Essen e G. Timmerman</i>	» 57
Dominique Julia, <i>Confessions chrétiennes et éducation: histoire d'une sécularisation</i>	» 65
Paolo Prodi, <i>Storia religiosa, storia dell'educazione: eredità e sviluppi della storiografia</i>	» 101
Egle Becchi, <i>Dialectics in a branch of historiography</i>	» 107
Simonetta Polenghi, <i>Osservazioni in margine all'intervento di Egle Becchi</i>	» 125
Luciano Pazzaglia - Fulvio De Giorgi, <i>Le dimensioni culturali e politiche della ricerca storica nel campo dell'educazione</i>	» 133
Jean-François Chanet, <i>L'histoire de l'éducation, de l'histoire politique à l'histoire culturelle. Remarques et propositions comparatives</i>	» 155
Pierre Caspard, <i>Pour une histoire micro-économique de l'éducation</i>	» 171
Philippe Savoie, <i>Investissement éducatif, autonomie du scolaire et place des établissements dans l'histoire de la scolarisation</i>	» 177
Xenio Toscani, <i>Le prospettive classiche e la microeconomia dell'educazione</i>	187

Giovanni Vigo, <i>Istruzione e sviluppo: qualche considerazione</i>	p. 193
Agustín Escolano Benito, <i>Etnohistoria e historia de la escuela</i>	» 197
Giorgio Chiosso, <i>Towards a multidisciplinary history of education</i>	» 207
Bruno Belhoste, <i>Culture scolaire et histoire des disciplines</i>	» 213
Angelo Bianchi, <i>Storia della scuola e cultura scolastica (note in margine all'intervento di Bruno Belhoste)</i>	» 225
Giuseppe Tognon, <i>La pedagogia come sapere storico e la crisi della cultura moderna dell'educazione</i>	» 237
Winfried Böhm, <i>Von der historischen Dimension der Pädagogik zur Historiographie der Erziehung</i>	» 259
Tavola Rotonda.	
LUOGHI E STRUMENTI DELLA RICERCA E DELL'INSEGNAMENTO DELLA STORIA DELL'EDUCAZIONE NEI DIFFERENTI PAESI D'EUROPA	
Gary McCulloch, <i>The history of education in England: the state of the art</i>	» 269
Marie-Madeleine Compère, <i>L'histoire de l'éducation en France: institutions, outils et caractères de la production</i>	» 281
José María Hernández Díaz, <i>Lugares e instrumentos de la investigación y la enseñanza de la historia de la educación en España</i>	» 291
Pia Schmid, « <i>Storia dell'educazione</i> » in <i>Deutschland: ein Überblick</i>	» 303
Charles Magnin, <i>L'histoire de l'éducation en Suisse: esquisse d'un bilan et quelques perspectives d'avenir</i>	» 309
Luciano Caimi, <i>Luoghi e strumenti della ricerca e dell'insegnamento della storia dell'educazione in Italia</i>	» 317
Marc Depaepe - Frank Simon, « <i>Paedagogica Historica</i> »: <i>véhicule de l'internationalisation de l'histoire de l'éducation (1996-2004)?</i>	» 345
APPENDICE	» 363

ABSTRACTS

ANTONIO VIÑAO, *School Memory: Reminders and Trails, Memories and Forgetfulness*, pp. 19-23

In recent years, school memory has become an object of study for education historians. This paper carries out, firstly, some general considerations on the various patterns and features of memory and oblivion. Secondly, the article respectively analyzes pupils' memory (memories and school experiences), teachers' memory (accounts and self-referential writings) and the memory of objects (museums of education). For each of these three cases, the author explains both its various features and also some of the problems posed to historical investigation by their analysis.

MINEKE VAN ESSEN - GREETJE TIMMERMAN, *Value and benefits of a gender lens on Western educational historiography*, pp. 41-55

The article's aim is to illustrate the productivity of a gender lens in the historiography of education as well as the importance of comparisons between countries to put gender issues in perspective. It specifically focuses on coeducation in schools and the feminization of teaching. Based on the revenues of historiography, mainly published in English, French, and German, on both subjects a comparative overview is presented. Each section will conclude with some suggestions for future investigations.

DOMINIQUE JULIA, *Christian Confessions and Education: History of a Secularization*, pp. 65-100

In order to study the relationships between religious history and education history, it is advisable, firstly, to get rid of any thought categories inherited by 19th century historiography, secondly, to question our own way of identifying a "religious" sector in the past and, finally, to take into account the global shifting of structures and references that build society between the 17th and the 18th century. From this point of view, the article, backed up by recent bibliography, examines two questions at the crossroad between two domains: on one hand, the relationship between catechesis, schooling and alphabetisation in modern Europe (16th-18th centuries); on the other hand, the religious education of pupils in the same period.

EGLE BECCHI, *Dialectics in a branch of historiography*, pp. 107-123

The frequency of expositions and publications on childhood raises some questions concerning the work by any scholar dealing with children in the past. A first metahistoriographical survey results in a standing emerging of the subject other than the child as studied in the past: a subject being handled, represented and meant to become a still nonexistent being, which is often misinterpreted. Reconsidering the child as a producer of peculiar meanings, not established by adults, could lead to new patterns of investigation, where the non adult is reconsidered and given a new epistemological statute. A second analysis focuses on the cultural and historiographical perspectives from which childhood is considered (psychohistory, oral history, women's history...). As a matter of fact, it is now necessary to start some critical and comparative researches on the historiography of childhood.

LUCIANO PAZZAGLIA - FULVIO DE GIORGI, *Cultural and Political Dimensions of Historical Research in the Field of Education*, pp. 133-153

Mainly focusing on Italian historical research, this article examines the last fifty years in the history of education. Whilst, after World War II, historical studies on school were mostly politically-based, during the Sixties, economical development first, then the '68 favoured studies on school from the

point of view of social trends, which included acknowledgement of educational places not only on an institutional basis. In the mid-seventies, G. Mosse's study on the nationalisation of the masses started new historiographical debates, which were influenced by cultural studies and by the idea of nation, whose definition was strictly connected with culture. During the Nineties, from the renewal in studies on fascism to the theme of nation-building, the educational issue definitely stands out. Latest years show the need to overcome the cultural turn's viewpoint and to renew cultural history, setting the latter in close relationship with the history of education.

PIERRE CASPARD, *For a Micro-Economical History of Education*, pp. 171-175

The historiography of education and teaching often supplies accurate information regarding educational approaches chosen by families, though not in a methodical way and minimizing their importance in relation to the role of great institutions, such as Churches and States. This article proposes some reflections in order to revalue and more clearly examine the rationality of familial educational investments, before the generalization of state financing by means of taxes drawn on a national basis, during the 19th century.

PHILIPPE SAVOIE, *Educational Investment, School Autonomy and the Role of the Institutions in the History of Schooling*, pp. 177-185

This paper proposes an analysis of the way the history of schooling has been developed and, in particular, of the role played by reasons related to individual results and economical growth. The author aims at showing that the analysis should start from the micro-economical history of schooling then, paying attention to the peculiarity of school phenomena and setting educational establishments as core of the question, it could contribute to integrate individual and familial dimensions into the history of schooling, avoiding the symmetrical traps of the concealment of this dimension and of the reification of a supposed "social demand of education".

AGUSTÍN ESCOLANO BENITO, *Ethno-History and School History*, pp. 197-206

This paper analyzes the historiographical trend, that has taken place in the intellectual field of history of education during the last decade, focusing on ethnological and hermeneutical approaches. School, which is the object of this new history, is a social institution, that creates or invents a culture and doesn't confine itself to adopting or imitating patterns from outside. Underneath these constructions, there are codes from a determinate grammar, that originate a tradition, which could be represented as an ethnographic mimesis in texts made by writings, voices, iconographies and objects. Such representations are shared by the members of the interpretative community in which they spread. The scope of this historiographical approach justifies the ethno-historical option in building the intellectual outline of the history of school.

BRUNO BELHOSTE, *School Culture and History of the Disciplines*, pp. 213-223

This paper aims at introducing current problems in the history of school disciplines, in relation to the notion of "school culture". It is therefore basically grounded on the research, that has taken place in France during the last 30 years. The main questions are: 1) the disciplining process of school culture, mainly in the secondary school, marked by the dislocation of the humanities block; 2) the definition of cultural standards through the development of specific disciplinary practices, such as magistral course, school exercises or evaluation and exam practices; 3) finally, the influence of school culture outside the School, namely its role in building intellectual customs and its implications regarding relationships between the social world and the school institution.

GIUSEPPE TOGNON, *Pedagogy as Historical Knowledge and the Crisis of the Modern Culture of Education*, pp. 237-257

Contemporary pedagogy needs to recover a historical perspective in order to: a) regain the specificity of the educational content developed by modern civilisation; b) investigate the reasons why, in spite of plenty of educational experiences and initiatives, contemporary pedagogy hasn't succeeded in keeping a central place in culture. Pedagogy has been a historical knowledge right from its origins: in Athens, it embodied the elaboration of a historical identity made by an educated community. The

same happened in Rome. The modern age has given birth to violent antibodies. In spite of a poor pedagogic culture, a pedagogically rich civilisation has arisen: a modern network of social and familial relations and of new representations of the world was created, also thanks to the alphabetisation due to the Reformations. Nevertheless, the modern pedagogic "engagement" hasn't taken place without resistance or escapes. Humanistic pedagogy was dominated by velleities and precariousness. The 17th century pedagogic utopia had conservative aims and the *Ratio studiorum* was an invention to withstand the shattering of Europe. During the 19th century, the ambiguity of modern age was a core question, that will enable social scientists to build up Western genealogies. The apparent fragility of pedagogic reflections, too much involved in an ideologization of education, which was typical of the 20th century, finally finds its redemption in its inalienable historicity. The latter supplies the intellectual basis, that will lead to a detachment from artificial objects and from all of its ideological embodiments. This is the necessary premise to seize the complexity of the educational act.

GARY MCCULLOCH, *The history of education in England: the state of the art*, pp. 269-279

The state of the art of the history of education in England has been a topic of some dispute over the past few years. This paper briefly reviews the debate and inspects the contribution of the history of education in England in a number of key areas, before proceeding to examine new developments in the field. The historical relationship between education and social change, a well established focus for discussion, is coming under renewed examination, while appraisal of the linkages between the history of education, theory and methodology is attracting some overdue attention.

MARIE-MADELEINE COMPÈRE, *History of Education in France: Institutions, Tools and Production Features*, pp. 281-290

The history of French education is easy to know, since its bibliography (soon available online) is spread on an annual basis. It is characterized by investment of the state and the teaching actors, sometimes with the risk of confusing memory and history. University research on the subject seems weak and dispersed. We've been observing for some decades a promising dynamism in the research on the history of school disciplines (programs' content, teaching methods).

JOSÉ MARÍA HERNÁNDEZ DÍAZ, *Places and Tools of Research and Teaching of the History of Education in Spain*, pp. 291-302

The main points of information and analysis, that the paper proposes, emerge from the general model of university teaching in the history of education, from the vitality of scientific societies of history of education, from conferences of history of education in Spain and from scientific reviews. Starting with these necessarily selective criteria, we can approach some of the research themes, which indicate the latest favourite study-lines in history of education in Spain.

PIA SCHMID, *History of Education in Germany*, pp. 303-308

History of Education in the German speaking regions appears to be, at least in regard to quantity, one of the preferred fields for taking degrees and conducting funded research. This is remarkable if one considers that only about three percent of the educational chairs in German universities, colleges of higher education/universities of applied sciences, and teacher training colleges are wholly or partly dedicated to History of Education. History of Education represents a productive and obviously favourite field of research in the German speaking educational sciences. This survey deals with History of Education in German Universities and Colleges (1), the institutions of History of Education (2), its publications and focal themes on the basis of core publications and periodicals (3), and research in the German speaking regions.

CHARLES MAGNIN, *History of Education in Switzerland: a Trial Balance and Some Future Perspectives*, pp. 309-315

This article shows that Switzerland has a relevant number of researchers and university teachers, who work in the field of the history of education, but very few of them have the possibility to work full-time in this field, which is a dynamic but also dangerous situation. Furthermore, the article underlines that, in relation to the country, education historians seem to share methodological approaches,

which are common or at least easy to match, regarding the historical analysis of the "discourse" on education, of "representations" and of "practices" existing in this domain. The author proposes to exploit to the utmost this conjuncture, which is twice as positive, in order to develop in Switzerland a history of education, that may be really national, i.e. really comparative works, regarding at least two of the three major linguistic areas of the country, instead of only some cantons with the same language. He suggests as well to study methodically the very nature of the narratives (in the meaning of Ricoeur), that have been produced over the last decades by Swiss historiography on education.

LUCIANO CAIMI, *Research and Teaching Locations and Tools in the History of Education in Italy*, pp. 317-344

The author develops some preliminary considerations on the renewal of pedagogic historiography in Italy, which started in the Seventies. The result was the overcoming of the traditional model of history of pedagogy as a simple "history of ideas", towards a history of education, able to embrace the latest thematic and methodological cues on an international level. The paper examines as well "locations" and "tools" of the Italian research in history of education, with a particular attention for institutions, which are better organized to support researches on the 19th and 20th centuries. Therefore, some of the most significant Research centres, Foundations, Archives, Museums, Libraries, Publishing houses and Reviews related to this field are here listed. Finally, the paper proposes a survey of the situation of history of pedagogy and education courses in the Italian university.

MARC DEPAEPE - FRANK SIMON, *«Paedagogica Historica»: a vehicle for the internationalization of the history of education (1996-2004)?*, pp. 345-361

In this paper we make a modest attempt to operationalize the international nature of «Paedagogica Historica» – the hallmark that, by means of its subtitle, the journal has always proudly displayed – and to see what evolution it has undergone with respect to this dimension. Has it thereby acted as a vehicle of the internationalization of the history of education? We did this primarily on the basis of a number of qualitative and quantitative indicators: the language of the publications, the institutional origin of the authors, their sex, the period studied, the subjects studied, and the possible relationships of a number of these parameters with each other.

(Traduzioni di Giulia Gibertoni)