

## ABSTRACT

*Egle Becchi, The child of yesterday: a short history of historiography*

Feelings between idea and emotion: The author reflects on these themes linking their reflection in the world of childhood. The French trials are very important with regard to the social history of childhood and the researcher begins by the work of Aries continuing in areas of more recent and pedagogically significant. There are important references, within the essay, to the child of the past in the historiography of across the Atlantic. There are important references within the essay, to the child of the past in historiography 's across the Atlantic and the essay becomes an important source of significant debate and Technical Symposium.

*Franco Cambi, The most advanced frontiers of history of childhood today*

The essay addresses issues of methodology and historiography. The research on the history of children are growing, pluralistic and articulated. The author insists that this historiographical revolution is still ongoing and emphasizes on the intricate identity of childhood. This paper focuses on two specific paradigms: "childhood itself" and "the long duration" and provides an important reflection on the current state of research on childhood.

*Monica Ferrari, The child and his environment: children's things and things for children in the historiographical debate*

This paper shows how, despite much has been done in relation to history of childhood during the second half of the twentieth century, there is still much to do. The work of Philippe Ariès is the beginning of discussion and this work is the benchmark for all authors of the history of childhood. Dominique Julia and Egle Becchi have worked a lot on the "lessons of things" that part of the environment and the practical use of objects and it is socially aimed, directly or indirectly in the education of citizens. The essay offers a very articulate historical overview and a precise bibliographic reconstruction.

*Angela Giallongo, Emotional Representations of Childhood*

This report examines, among the paradigms that emerged in the last thirty years of research, studies that have shown very significant phenomenon of the past, namely the emotional relationships (representations and practices) in the first years of life. The author makes a reflection on this theme from Middle Ages and she highlights both the negative behaviors related to childhood but also positive ones, denying in part the positions too uncompromising Aries. We must ask ourselves: is this still valid point of view that Western culture has been emancipated

from the barbaric medieval feel only when it starts to make a loving sense of protection to children? The author gives us her interpretation.

*Antonella Cagnolati, Comenius and childhood*

The focus of the essay is an reinterpretation of *Didactica Magna* with particular attention to the dimension of childhood. The children are like “arbusculas Dei”: so the parents, but also those who preside over the political and ecclesiastical government of the whole community, must hasten to “plant, prune, irrigate”, because soon be seen in new generations clear progress towards of wisdom and piety. Important is the idea of Comenius to organize a nursery, thus bringing the education of children within a larger social project. The essay is an important contribution to the reinterpretation of pedagogical classics.

*Tiziana Pironi: The design of new educational spaces for children: Ellen Key to Maria Montessori.*

The essay presents a comparison between the thought of Ellen Key and that of Maria Montessori. Changes that involved the role of women, caught in its interdependence with the development of new educational practices, were the center of the theoretical contribution of Ellen Key. Maria Montessori believed that only women work outside the home would guarantee the economic independence necessary to form a union on sentiment rather than on utilitarian calculations and therefore she did not seem to share the concerns of the Key on an increasingly massive female entry into the world of work. The paper offers an updated reflection on the work of two scholars of education.

*Emiliano Macinai, The rights of twenty years after the Convention: research perspectives for a historic budget.*

A framework for the history of children’s rights within a pedagogical perspective enables us to watch your child in a new light, that only in the twentieth century began to emerge slowly buy up to a final takeover at the end of the century: the child understood as legal person, an active subject of rights and equal relationships that link him to the adult. Much has been written about the historical milestones that have paved the ideal and material changes to the twentieth-century idea of childhood, up to the *International Convention on the Rights of the Child*.

*Franco Cambi, Formed to/in the contamination*

The culture of postmodernism, with its principles of pluralism, difference, weaknesses, etc.. is already in the direction of the encounter and exchange and contaminate. The postmodern «golden» age is for the contamination. Because of its legitimacy, for his actions as a rule, by its very act itself as art. And in any discipline. These issues have a strong pedagogical significance and the author critically reflects on their importance in education.

*Franco Cambi, Training in the Nineteenth Century Bourgeois Imagination. From Opera to the Party. Introduction to Research (unfinished)*

The history of education, from pedagogy to educational processes, has become aware of the need for this frontier of imaginary studies. Of its close relevance. Compared to the object (= education) that it also explores historically, socially

and psychologically. The author has a reflection on this argument starting from the *Annales*, and then the social history, addressing contemporary authors about pedagogical interpretation.

*Giacomo Cives, The Indian Period of Maria Montessori*

On Maria Montessori (1870-1952), Italian educator of the twentieth century the most successful in the world, there is, also a growing if belated, interest in more recent times also in Italy. So to confine ourselves to two thousand years, studies have appeared on his life and works of great interest, finally showing that its value is recognized beyond resistance of the idealistic and Catholic area survived for a long time. The author investigates these new frontiers of research on the Montessori starting from a new biography dedicated to her which gives attention also to the Indian period.

*Caroline Guibet Lafaye, Social Diversity and Tolerance in School*

The author points out that some communities still do not accept the fact that in the world of education, their children are exposed to different lifestyles from their own. We must ask ourselves to what extent it is possible to respect for pluralism in school, the extent to which we must preserve the ability of everyone to benefit from an education for citizenship and pluralism. Then debate is open and very current.

*Maria Vittoria Isidori, Main critical of pedagogy and didactics of emergency*

The author, at the beginning of the essay, presents the specific area of research which is dealing with: a didactics dedicated to educational emergencies. Here are some keywords: humanitarian assistance, disaster, marginalization, spatial and temporal exclusion, extraordinary daily life, etc. We must build a kind of emotional and cognitive habitus to organize our lives in relation to otherness and difference and pedagogy may be a useful tool for the elaboration of experience and of error and to build educational relationships focused on the plurality.

*Vincenzo Orsomarso, No Rebels no Slaves. Luigi Credaro and the «Educational Review»*

The author addresses the figure of Louis Credaro. The motto was reported in the title he gave on the occasion of the birth of the *Unione Magistrale Nazionale*. Credaro was significant expert of pedagogical issues and many Italian authors consider him a researcher of fine scientific production and also sensitive research on the experiential. Credaro was significant expert of pedagogical issues and many authors regard it as a student of fine Italian scientific production is also sensitive research on the experiential. It is considered a classical, a Classicism that is rooted in his time, which absorbs the mood and conditioning, but in large part transcends them.

*Vincenzo Orsomarso, The Teaching of the Collective and Pedagogical Poem*

The author makes a careful and thorough consideration of *Pedagogical Poem* edition edited by Nicola Siciliani de Cumis. It is an edition that comes after other studies related Makarenco and Russian education and the work completes a careful and sophisticated itinerary of studies.

*Ekkehard Nuissl, Trends in Adult and Continuing Education in Germany*

This contribution summarizes the most important trends in adult education in Germany as they were elaborated in a secondary analytic research project of the DIE (Deutsches Institut für Erwachsenenbildung – German Institute for Adult Education) in 2007. According to the study, participation in continuing education in Germany is increasing after long years of decrease, even though, overall, financing of adult education has been further reduced. Cooperation as well as competition between continuing education institutions has increased. Course offers have become shorter, counselling and information have more significant roles than in the past, and those employed in adult education, especially teaching staff, have a higher level of qualifications than before. Adult education policy in Germany has varying aims as a result of the federal structure of the country. Incentives for vocational and workplace training predominate however.