

## International Bibliography of History of Education and Children's Literature (2017)

The present *International Bibliography of History of Education and Children's Literature* about the year 2017 is the sixth of a serie, which has been published in 2013, 2014, 2015, 2016, 2017 and 2018 on the international journal «History of Education & Children's Literature» and concerned the eight years period 2010-2017; it was followed by the publication of five volumes about the same period. This specialized bibliographical overview includes researches and studies about the history of education edited around the world (articles published in journals, monographs, collections of essays, proceedings and textbooks). In order to build the present work tool, addressed in particular to the scholars of history of education and of children's literature, it was necessary to go systematically through an outstanding quantity of national and international specialized publishers' catalogues (historical studies, social and human sciences, educational sciences), as well as through the catalogues of almost 400 high specialized scientific reviews published in different countries of the world.

**Dorena Caroli** (Faenza 1966) is associate professor in History of education at the Department of Education, Cultural Heritage and Tourism of the University of Macerata. She is member of the editorial coordination of the international scientific journal *History of Education & Children's Literature*. She is author of several essays on the history of childhood, education and schooling in Russia/Soviet Union.

**Luigiaurelio Pomante** (Teramo 1980), senior researcher in History of Education at the Department of Education, Cultural Heritage and Tourism of the University of Macerata, he received the title of Ph.D. in «Theory and History of Education» at the same university, where he worked in the activities of the «Center for Studies and documentation on the University history». Since 2010 he is managing editor of the international journal *History of Education & Children's Literature*.

International Bibliography of History of Education  
and Children's Literature (2017)



Repertori bibliografici della Biblioteca di  
«History of Education & Children's Literature»



Edited by  
Dorena Caroli and Luigiaurelio Pomante

**International Bibliography of History of Education  
and Children's Literature (2017)**



eum edizioni università di macerata



Repertori bibliografici della Biblioteca di  
«History of Education & Children's Literature»

## Biblioteca di «History of Education & Children's Literature».

Collana diretta da *Roberto Sani* e *Anna Ascenzi*

La collana è emanazione del *Centro di documentazione e ricerca sulla storia del libro scolastico e della letteratura per l'infanzia*, afferente al Dipartimento di Scienze della formazione, dei Beni culturali e del Turismo dell'Università degli Studi di Macerata. Essa rappresenta lo sviluppo del progetto già avviato con la rivista scientifica internazionale *History of Education & Children's Literature*.

Diretta dal prof. *Roberto Sani* e dalla prof.ssa *Anna Ascenzi* (Università degli Studi di Macerata), la collana è affidata alla supervisione di un *Comitato scientifico internazionale* del quale fanno parte i seguenti studiosi: *Ana María Badanelli Rubio* (Universidad Nacional de Educación – UNED de Madrid, Spain), *Alberto Barausse* (Università degli Studi del Molise), *Carmen Betti* (Università degli Studi di Firenze), *Vitaly Bezrogov* (Institute of Theory and History of Education of Moscow, Russia), *Edoardo Bressan* (Università degli Studi di Macerata), *Wolfgang Brezinka* (Österreichische Akademie der Wissenschaften, Austria), *Luis Octavio Celis Muñoz* (Universidad Católica de Chile – Santiago, Chile), *Giorgio Chiosso* (Università degli Studi di Torino), *Mariella Colin* (Université de Caen, France), *Maria Carmen Colmenar Orzaes* (Universidad Complutense de Madrid, España), *Carmela Covato* (Università degli Studi di Roma Tre), *Agustín Escolano Benito* (Universidad de Valladolid, España), *Weiping Fang* (Zhejiang Normal University-China), *Carla Ghizzoni* (Università Cattolica di Milano), *Willem Frijhoff* (Vrije Universiteit Amsterdam, Netherlands), *Robert Hampel* (University of Delaware, USA), *Srecko Jelusic* (University of Zadar, Croatia), *Elemér Kelemen* (History of Education Subcommittee of the Hungarian Academy of Sciences, Hungary), *Carmen Labrador Herráiz* (Universidad Complutense de Madrid, España), *Daniel Lindmark* (Umeå University, Sweden), *Gary McCulloch* (Institute of Education, University of London, United Kingdom), *Michel Ostenc* (Université de Angers, France), *Simonetta Polenghi* (Università Cattolica di Milano), *Bernat Sureda García* (Universitat de les Illes Balears, España).

La collana si avvale altresì di un Comitato di redazione coordinato da *Marta Brunelli* (responsabile editing), *Luigiaurelio Pomante* (responsabile delle procedure di referaggio e sito web), *Dorena Caroli* (responsabile bibliografia internazionale) ed *Elisabetta Patrizi* (responsabile gestione social & academic networks).

La collana è dotata di un International Referees' Comitee che per il quinquennio 2016-2020 comprende i seguenti membri:

*Gianfranco Bandini* (Università degli Studi di Firenze), *Emy Beseghi* (Università degli Studi di Bologna), *Paolo Bianchini* (Università degli Studi di Torino), *Dorena Caroli* (Università degli Studi di Macerata), *Michelina D'Alessio* (Università degli Studi della Basilicata, Italy), *Jan Guncaga* (University of Ružomberok, Slovakia), *Pigga Keskitalo* (Sámi University, Norway), *Adriana Kičková* (University of Nitra, Slovakia), *Juri Meda* (Università degli Studi di Macerata), *Maria Cristina Morandini* (Università degli Studi di Torino), *Gabriela Ossenbach Sauter* (Universidad Nacional de Educación – UNED de Madrid, Spain), *Riccardo Pagano* (Università degli Studi di Bari), *Elisabetta Patrizi* (Università degli Studi di Macerata), *Furio Pesci* (Università degli Studi di Roma La Sapienza), *Joaquim Pintassilgo* (Universidade de Lisboa, Portugal), *Tiziana Pironi* (Università degli Studi di Bologna), *Erika Sarivaara* (Sámi University, Norway), *Marika Savukoski* (Municipality of Pyhäraanta, Finland), *Miguel Somoza Rodriguez* (Universidad Nacional de Educación – UNED de Madrid, Spain), *Fabio Targhetta* (Università degli Studi di Padova), *Aricle Vechá* (Universidade Tuiuti do Paraná-Curitiba, Brazil), *Javier Vergara* (Universidad Nacional de Educación – UNED de Madrid, Spain).

**eum** > scienze dell'educazione > repertori bibliografici



# International Bibliography of History of Education and Children's Literature (2017)

edited by Dorena Caroli and Luigiaurelio Pomante

Volume stampato con il contributo del Dipartimento di Scienze della formazione, dei Beni culturali e del Turismo dell'Università degli Studi di Macerata.

Repertori bibliografici della Biblioteca di  
«*History of Education & Children's Literature*»

Collana diretta da Roberto Sani e Anna Ascenzi

Immagine di copertina di Letizia Geminiani

isbn 978-88-6056-595-2

Prima edizione: gennaio 2019

©2019 eum edizioni università di macerata

Centro Direzionale, Via Carducci 63 snc - 62100 Macerata

info.ceum@unimc.it

<http://eum.unimc.it>

*Impaginazione;* Giorgio Cipolletta

*Contents*

- 7 Introduction
- 11 Abbreviations and Acronyms
- 35 Publications: A. Journal Articles
- 147 Publications: B. *Miscellanea* and monographs



## *Introduction\**

The present International Bibliography of History of Education and Children's Literature about the year 2017 is the sixth of a serie, which has been published in 2013, 2014, 2015, 2016, 2017 and 2018 on the international journal «History of Education & Children's Literature» and concerned the eight years period 2010-2017; it was followed by the publication of five volumes about the same period. This specialised bibliographical overview includes researches and studies about the history of education edited around the world (articles published in journals, monographs, collections of essays, proceedings and textbooks).

In order to build the present work tool, addressed in particular to the scholars of history of education and of children's literature, it was necessary to go systematically through an outstanding quantity of national and international specialized publishers' catalogues (historical studies, social and human sciences, educational sciences), as well as through the catalogues of almost 400 high specialized scientific reviews published in different countries of the world.

This research is necessarily a *work in progress*, because of the difficulties, which are sometimes insurmountable, and intervening to every legitimate will of completeness and exhaustiveness in the searching of data retrieval. Notwithstanding the growing boost produced by *internet* and by *social media* to the globalization process, indeed, not always the *web sites* of publishers and of the scientific reviews (such as of those of the Universities and of the public and private research Centers) provide updated and exhaustive information (catalogues, bibliographical report, tables of contents of the issues etc.). It's because of the difficulties encountered during the acquisition of precise data and sure information about the scientific production of this field concerning some particular countries and, consequently, the real necessity to have a broad net of collaborators in loco, that is a net of researches and scholars specialized in this field, who are available to offer a systematic information to «History of Education & Children's Literature» of the most recent and relevant publications

\* The introduction is the result of the joint work of the two authors. Luigiaurelio Pomante has collected the first part of the titles about scientific Journals; Dorena Caroli has collected and settled the second part of the titles about Monographs and Miscellaneous, and also all the titles from Eastern-Europe.

edited in their countries and, if necessary, to complete the information, sometime fragmentary, thanks to a distance research through internet.

To the building and to the enhancement of a similar net of collaborators, we are willing, to consecrate our energies in the next years, pointing at the possibility to make of this bibliographical overview a reliable tool, constantly updated, exploitable by all the scholars, and most of all capable to present in his complexity and variety the wide-ranging investigation of the international scientific production in the field of the history of education and children's literature.

To the building of this *International Bibliography* concerning (mainly) the year 2016, a number of other experts and researchers from all over the world have given their valuable contribution, in addition to colleagues of the scientific board of the Journal «History of Education & Children's Literature».

In this regard, the editors would like to sincerely thank for their collaboration: Vitaly G. Bezrogov (Russian Academy of Education, Moscow, Russia), Ariane Calderari (Centre de Documentation et de Recherche Pestalozzi d'Yverdon, France), Craig Campbell (University of Sydney, Australia), Peter Carrier (redaction of the review «Journal of Educational Media, Memory and Society», Germany), Jonathan Doney (University of Exeter, United Kingdom), Antonio Castillo Gómez (Universidad de Alcalá, Spain), Anne-Marie Chartier and Renaud D'Enfert (INRP – Service d'Histoire de l'Éducation, France), Maria Elena Del Valle de Villalba (Universidad Metropolitana, Caracas Venezuela), Inés Dussel (Facultad Latinoamericana de Ciencias Sociales, Argentina), Agustín Escolano Benito (Universidad de Valladolid, Centro Internacional de la Cultura Escolar, Spain), Aslam Fataar (Stellenbosch University, South Africa), Décio Gatti (Faculdade de Educação, Universidade Federal de Uberlândia, Brazil), Hui Haifeng (Huazhong University of Science and Technology, Wuhan, China), Margot Hillel (Australian Catholic University, Australia), Rebekka Horlacher (redaction of the review «Bildungsgeschichte. International Journal for the Historiography of Education», Switzerland), Esmeralda Hoti (Faculty Education/Department of Psychology, University of “Aleksander Moisiu”, Durres (Albania), Peter Kallaway (University of Cape Town, South Africa), Anu Kehman (Estonian Children's Literature Centre, Tallinn), Iveta Kestere (University of Lettland), Librarian Staff of the Library K.D. Ushinsky (Russian Academy of Education, Moscow, Russia), Grigory Kornetov (Academy of the Social Administration, Moscow, Russia), Javier Laspalas (Universidad de Navarra, Spain), Terciane Ângela Luchese (Universidade de Caxias do Sul), Manuel Martínez Neira (Universidad Carlos III de Madrid, Spain), Hugh Morrison (University of Otago, New Zealand), Gabriela Ossenbach Sauter (UNED, Spain), Paraskevi Pougaridou (University of Western Macedonia, Greece), Joaquim Pintassilgo (University of Lisbon, Portugal), Edvard Protner (University of Maribor, Slovenia), Paul J. Ramsey (Eastern Michigan University, Editor of the review «American Educational History Journal»), Rebecca Rogers

(Université Paris Descartes, France), Vadim Rõuk (Tallinn University, Estonia), Alla A. Salnikova (Kazan State University, Russia), Joanna Schiller-Walicka (Redaction of the review «Rozprawy z Dziejów Owiaty», Poland), Evelina Scaglia (University of Bergamo, Italy), Juan Senís Fernández (University of Saragoza, Spain), Verónica Sierra Blas (Universidad de Alcalá, Spain), Larisa Smirnova (redaction of the review «Istoriko-Pedagogichesky Zhurnal», Russia), Wendelin Sroka (Reading Primers Special Interest Group of the International Society for Historical and Systematic Research on Schoolbooks, Germany), Irena Stonkuvienė (Vilnius University, Lithuania), Claudia Tatasciore (Ph. D., University of Bologna), Natasa Vujscic Zivkovic (Department of Pedagogy, Faculty of philosophy, University of Belgrade, Serbia), Johannes Westberg (Uppsala University, Sweden), Cristina Yanes (Universidad de Sevilla, Spain), Christian Ydesen (Aalborg University, Denmark).



## *Abbreviations and Acronyms*

- AABE = «Acta Academiae Beregsasiensis» (Hungary)
- ABI = «Ab Imperio» (Russia)
- ACAD = «Academia» (China)
- ACADEM = «Academic Monthly» (China)
- ACEX = «Academic Exploration» (China)
- ACTAB = «Acta Baltica Historiae et Philosophiae Scientiarum» (Lettland)
- ACTAC = «Acta Academiae Beregsasiensis» (Hungary)
- AEHJ = «American Educational History Journal» (USA)
- AHEA = «Historia de la Educación Argentina. Anuario» (Argentina)
- AHT = «Acta Historica Tallinnensia» (Estonia)
- AHUS = «Acta Humanitarica Universitatis Saulensis» (Lithuania)
- AIPS = «Annali Istituto Paolo VI» (Italy)
- AJA = «Ajalooline Ajakiri/The Estonian Historical Journal» (Estonia)
- AJER = «American Journal of Educational Research» (USA)
- AJZ = «Academic Journal of Zhejiang» (China)
- AK = «Makarenko» (Russia)
- AKAD = «Akadeemia» (Estonia)
- ALMAM = «Alma Mater. Vestnik vysshej shkoly» (Russia)
- ANDO = «Anthology of Dongyue» (China)
- ANLI = «Anhui Literature» (China)
- ANSO = «Análise Social» (Portugal)
- ANYPED = «Anyanyelv-pedagógia» (Hungary)
- AOB = «Administrator Obrazovanya» (Russia)
- AOE = «Antitetradia of education» (Greece)
- APMA = «Appreciation of Masterpieces» (China)
- APOP = «Aktual'nye Problemy Obshego i Professional'nogo Obrazovanya» (Russia)
- APV = «Acta Paedagogica Vilnensis» (Lithuania)

- ARTS = «Arts criticism» (China)
- ASE = «Annali di Storia dell'Educazione e delle Istituzioni scolastiche» (Italy)
- ASESOA = «Assessment of Southeastern Asia» (China)
- ASNSP = «Annali della Scuola Normale Superiore di Pisa. Classe di Lettere e Filosofia» (Italy)
- ASUI = «Annali di Storia delle Università Italiane» (Italy)
- AUFEL = «Autonómia és felelősségek: neveléstudományi folyóirat» (Hungary)
- AURP = «Aula. Revista de Pedagogía de la Universidad de Salamanca» (Spain)
- BALSPI = «Balgarsko spisanie za obrazovanie» (Bulgaria)
- BASMC = «Bollettino dell'Archivio per la storia del movimento sociale cattolico in Italia» (Italy)
- BCP = «Le Bulletin du Centre de documentation et de recherche Pestalozzi» (Switzerland)
- BERJ = «British Educational Research Journal» (United Kingdom)
- BHR = «Bibliothèque d'Humanisme et Renaissance» (France)
- BIBCO = «Bibliotheca Comeniana» (Hungary)
- BIS = «Biologya v Shkole» (Russia)
- BJES = «Baltic Journal of European Studies» (Lettland)
- BJPS = «British Journal of Political Science» (Great Britain)
- BORP = «Bordón. Revista de Pedagogía» (Spain)
- BPHM = «Bulletin der Polnischen Historischen Mission» (Germany)
- BS = «Brixia Sacra» (Italy)
- BSMIJB = «Das Bücherschloss. Mitteilungen aus der Internationalen Jugendbibliothek» (Germany)
- BSSE = «Buletini Shkencor. Shkencat e Edukimit» (Albania)
- BSSV = «Bollettino della Società degli Studi Valdesi» (Italy)
- BSZO = «Bulgarsko spisanie za obrazovanie» (Bulgaria)
- CABAS = «Cabas. Revista digital sobre el Patrimonio Histórico Educativo» (Spain)
- CAE = «Carrefours de l'Éducation» (France)
- CAED = «Chinese Adult Education» (China)
- CBMH = «Canadian Bulletin of Medical History» (Canada)
- CBR = «China Book Review» (China)
- CCL = «China Comparative Literature» (China)
- CEIS = «Cennosti. Smysli» (Russia)
- CEL = «Ceļš» (Lettland)

- CFMAE = «The Changing Face of Music and Art Education» (Estonia)
- CHE = «Cadernos de História da Educação» (Brazil)
- CHEBRO = «Chelovek i obrazovanie» (Russia)
- CHIBO = «China Book Review» (China)
- CHICO = «Chinese College Teaching» (China)
- CHINE = «China Editor»» (China)
- CHINPI = «China Newspaper Industry» (China)
- CHIPRE = «China Press» (China)
- CHIPU = «China Publishing» (China)
- CHIT = «Chinese Teaching» (China)
- CHR = «The Catholic Historical Review» (USA)
- CHSCC = «Church History: Studies in Christianity and Culture» (UK)
- CIAN = «CIAN. Revista de Historia de las Universidades» (Spain)
- CJES = «Cypriot Journal of Educational Sciences» (Cyprus)
- CLR = «Chinese Literature Research» (China)
- CMLRS = «Chinese Modern Literature Research Series» (China)
- COED = «Contemporary Education Dialogue» (India)
- CON = «Contemporanea. Rivista di Storia dell'800 e del '900» (Italy)
- CONCE = «Contemporary College Education» (China)
- CONCHI = «Construction of Chinese Course» (China)
- CONFOLI = «Contemporary Foreign Literature» (China)
- CONLIF = «Contemporary Literary Forum»(China)
- CP = «Cuestiones Pedagógicas. Revista de Ciencias de la educación» (Spain)
- CT = «Chinese Teaching» (China)
- CUACHI = «Cuadernos Chilenos de Historia de la Educación» (Chile)
- DDSZ = «Die Deutsche Schule. Zeitschrift für Erziehungswissenschaft, Bildungspolitik und pädagogische Praxis» (Germany)
- DEBA = «Debates in Arts» (China)
- DEF = «Defektologya» (Russia)
- DEVEC = «Development of Chinese Course» (China)
- DIALOSV = «Dialog so vremenem» (Russia)
- DNV = «Dukhovno-Nravstvennoe Vospitanie» (Russia)
- DO = «Docencia» (Chile)
- DOS = «Doshkolnik» (Russia)
- DOSBRAV = «Doshkol'noe obrazovanie i vospitanie» (Russia)

- DOV = «Doshkolnoe Vospitanie» (Russia)  
DPRS = «Dimensioni e problemi della ricerca storica» (Italy)  
DRL = «Drama Literature» (China)  
DSA = «Detsky Sad ot A do Ya» (Russia)  
DSS = «Direktor Sel'skoj Shkoly» (Russia)  
EASF = «Eastern Forum» (China)  
ECOPOL = «Economic and Political Weekly» (India)  
ED = «Educación XXI» (Spain)  
EDC = «Educatio» (Hungary)  
EDI = «Educazione interculturale» (Italy)  
EDU = «Educação» (Brazil)  
EDUPE = «Educação e pesquisa: Revista da Universidade de São Paulo» (Brazil)  
EDUR = «Educar em Revista» (Brazil)  
EERE = «Elementary Education Research» (China)  
EERJ = «European Educational Research Journal» (United Kingdom)  
EF = «Editor's Friends» (China)  
EFIL = «Educação e Filosofia» (Brazil)  
EFP = «El Futuro del Pasado» (Spain)  
EH = «Educació i Història. Revista d'Història de l'Educació» (Spain)  
EHA = «Eesti Haridusteaduste Ajakiri/Estonian Journal of Education» (Estonia)  
EI = «Education Inquiry» (Sweden)  
EJ = «Editor's Journal» (China)  
EJE = «European Journal of Education» (USA)  
EJPE = «Encyclopaideia. Journal of Phenomenology and Education» (Italy)  
EKO = «Ekologicheskoe Obrazovanie: do Shkoly, v Shkole, vne Shkoly» (Russia)  
EKS = «Ekonomika v Shkole» (Russia)  
ELKT = «Eesti Lastekirjanduse Keskuse toimetised» (Estonia)  
EMSTT = «Elementary and Middle School Teacher Training» (China)  
ENCONTE = «Encounters in Theory and History of Education» (Canada)  
EOZ = «Evrazyskoe Ozherel'e» (Russia)  
ES = «Educational Studies. A Journal of the American Educational Studies Association» (United Kingdom)  
ESAF = «Eastern and Southern Asian Forum» (China)  
ESE = «ESE. Estudios Sobre Educación» (Spain)  
ESTHU = «Estudios Humanisticos. História» (Spain)

- ESXX = «Estudos do Século XX» (Portugal)
- ETE = «Espacio, Tiempo y Educacion» (Spain)
- EUROBUL = «EUROCLIO Bulletin» (Greece)
- EVEOK = «Neveléstudomány: oktatás – kutatás – innovació» (Hungary)
- EXE = «Exedra. Revista Científica (on line)» (Portugal)
- EXPL = «Exploration» (China)
- EYD = «Eydos. Al'manakh teorii ta istorii istorichnoy nauki» (UKraine)
- FE = «Foro de Educación» (Spain)
- FEMSE = «Foreign Elementary and Middle School Education» (China)
- FILI = «Film Literature» (China)
- FILOBRA = «Filosofya obrazovanya» (Russia)
- FIOL = «Filologos» (Greece)
- FIS = «Fizika v Shkole» (Russia)
- FKVT = «Fizicheskaya Kul'tura: Vospitanie, Obrazovanie, Trenirovka» (Russia)
- FLP = «CQIA Rivista – Formazione, Lavoro, Persona» (Italy)
- FLT = «Foreign Literature Trends» (China)
- FOB = «Filosofya Obrazovanya» (Russia)
- FOLET = «Foreign Language Teaching» (China)
- FOLFOLT = «Foreign Language and Foreign Language Teaching» (China)
- FOLST = «Foreign Language Studies» (China)
- FORDUL = «Fordulópont» (Hungary)
- FOREC = «Forum of Education and Culture» (China)
- FORELT = «Foreign Language Teaching Theory and Practice» (China)
- FORER = «Forum of Education and Research» (China)
- FORET = «Forum of Education and Teaching» (China)
- FORME = «Forum of Modern Education» (China)
- FORT = «Forum of Teaching» (China)
- FORWOC = «Forum of World Chinese Literature» (China)
- FS = «Filosofija. Sociologija» (Lettland)
- GEES = «Geografya i Ekologya v Shkole XXI Veka» (Russia)
- GEMR = «Guizhou Ethnic Minority Research» (China)
- GEN = «Genesis. Rivista della società italiana delle storiche» (Italia)
- GERUN = «Gerundium: egyetemtörténeti közlemények» (Hungary)
- GES = «Geografya v Shkole» (Russia)
- GLOCAL = «Glocal. Rivista molisana di storia e di scienze sociali» (Italy)

- GODUZ = «Godishnik na Universitet “Prof. Dr. Asen Zlatarov”» (Bulgaria)  
GSS = «Guangxi Social Science» (China)  
GSU = «Godishnik na Sofijski Universitet “St. Kliment Ohridski”» (Bulgaria)  
GUANS = «Guangxi Social Sciences» (China)  
GUISS = «Guizhou Social Science» (China)  
GUMNAU = «Gumanitarnye nauki v XXI veke» (Russia)  
GWU = «Geschichte in Wissenschaft und Unterricht» (Germany)  
GYER = «Gyermeknevelés» (Hungary)  
HAR = «Haridus» (Estonia)  
HE = «Histoire de l’Éducation» (France)  
HECL = «History of Education & Children’s Literature» (Italy)  
HEILED = «Heilongjiang Education» (China)  
HEILSCI = «Heilongjiang Sci-Tech Info» (China)  
HEJ = «History of Education. Journal of the History of Education Society»  
         (United Kingdom)  
HENAN = «Henan Social Science» (China)  
HEQ = «History of Education Quarterly» (USA)  
HER = «History of Education Review. The official Journal of the Australian &  
         New Zealand History of Education Society» (Australia)  
HERE = «History of Education Researcher» (United Kingdom)  
HERI = «Historia de la Educación. Revista Interuniversitaria» (Spain)  
HES = «Higher Education Studies» (Canada)  
HF = «The History of the Family. An International Quarterly» (Ireland)  
HIQDE = «História: Questões & Debates», Curitiba (Brazil)  
HISTCA = «Historia Caribe» (Colombia)  
HISTCA = «Revista Historia Caribe» (Colombia)  
HISTI = «History of education issues» (Greece)  
HISTOJ = «História Hoje. Revista eletrônica de História e Ensino. O Ensino de  
         História e o Tempo Presente» (Brazil)  
HM = «Historia Magistra» (Italy)  
HME = «Historia y memoria de la educación» (Spain)  
HP = «History of Psychiatry» (California-Usa)  
HS = «Historia Scholastica» (Czech Republic)  
HSE = «Historical Studies in Education/Revue d’Histoire de l’Éducation» (Canada)  
HU = «History of Universities» (United Kingdom)  
HUERI = «Hungarian Educational Research Journal» (Hungary)

- HUM = «Humanitas» (Italy)
- IAFOR = «IAFOR Journal of Education» (Japan)
- IC = «Italia Contemporanea» (Italy)
- IE = «Innovación Educativa» (Spain)
- IJED = «International Journal of Educational Development» (Hong Kong, China)
- IJHE = «Bildungsgeschichte. International Journal for the Historiography of Education» (Switzerland)
- IL = «Interlitteraria» (Estonia)
- IN = «Infanzia» (Italy)
- INJS = «Inostrannye Yazyki v Shkole» (Russia)
- INNOB = «Innovacii v obrazovanii» (Russia)
- INT = «Intellect» (China)
- INTEP = «International and European Politics» (Greece)
- INTER = «Interacções» (Portugal)
- IOL = «Innovaccii v Obrazovanii i Lingvistike» (Russia)
- IPAV = «Istoriko-Pedagogichesky Almanakh VLADI» (Russia)
- IPZ = «Istoriko-Pedagogichesky Zhurnal» (Russia)
- IRAO = «Izvestya Rossyskoj Akademii Obrazovanya» (Russia)
- IRCL = «International Research in Children’s Literature» (Canada)
- IRGPU = «Izvestya Rossyskogo Gosudarstvennogo Pedagogicheskogo Universiteta im. A.I. Gercena» (Russia)
- IRHED = «International Review of History Education» (Greece)
- ISBRA = «Iskusstvo i obrazovanie» (Russia)
- ISK = «Iskolakultura Könyvek» (Hungary)
- ISPESE = «Istoriya pedagogiki segodnya» (Russia)
- ISSRA = «Issledovatel’skaya rabota shkol’nikov» (Russia)
- IST = «Istorija» (Lithuania)
- ISTOBA = «Istorichesko badeshte» (Bulgaria)
- ISTPAM = Istoriya i istoricheskaya pamiat (Russia)
- ISTPE = «Istoriko-pedagogichesky Ezhegodnik» (Russia)
- IT = «δια-κειμένα - inter-textes» (Greece)
- ITALICA = «Italica Wratislaviensia» (Poland)
- IZYUFED = «Izvestya Yuzhnogo Federal’nogo universiteta: Pedagogicheskie nauki» (Russia)
- JCES = Journal of Contemporary European Studies (United Kingdom/Usa)

- JCOU = «Journal of Chinese Oceanic University (Social Science Edition)» (China)
- JEAH = «Journal of Educational Administration & History» (United Kingdom)
- JEF = «Journal of Ethnology and Folkloristics» (Estonia)
- JEMMS = «Journal of Educational Media, Memory, and Society» (Germany)
- JF = «Jianghan Forum» (China)
- JFH = «Journal of Family History. Studies in Family, Kinship, Gender, and Demography» (Canada)
- JHB = «Jahrbuch für Historische Bildungsforschung» (Germany)
- JHCY = «Journal of the History of Childhood and Youth» (USA)
- JHE = «The Journal of Higher Education» (USA)
- JIANER = «Jiangsu Education Research» (China)
- JIANSS = «Jiangxi Social Science» (China)
- JJE = «Journal of Jewish Education» (USA)
- JJU = «Journal of Jishou University» (China)
- JMCL = «Journal of Modern Chinese Literature» (China)
- JOAUT = «Journal of Anhui University of Technology» (China)
- JOCHIMU = «Journal of China Marine University» (China)
- JOCHU = «Journal of Chengdu University» (China)
- JOCHUD = «Journal of China Education» (China)
- JOCUT = «Journal of Changchun University of Technology» (China)
- JOED = «Journal of Editing» (China)
- JOEDU = «Journal of Education (China)
- JOFUN = «Journal of Fujian Normal University (Social Science Edition)» (China)
- JOGUCOT = «Journal of Guangdong College of Technology» (China)
- JOGUNOS = «Journal of Guilin Normal School» (China)
- JOGUPS = «Journal of Guilin Professional School» (China)
- JOHABS = «Journal of Hainan Broadcast School» (China)
- JOHEUT = «Journal of Henan University of Technology» (China)
- JOHUCOT = «Journal of Hunan College of Technology» (China)
- JOHUNI = «Journal of Hunan University (Education Science Edition)» (China)
- JOHUSENS = «Journal of Hubei Second Normal School» (China)
- JOINMONU = «Journal of Inner Mongolia Normal University» (China)
- JOJCE = «Journal of Jilin College of Education» (China)
- JOJIAN = «Journal of Jiangsu Normal University (Social Science Edition)» (China)
- JOJUN = «Journal of Jimi University» (China)

- JOKUC = «Journal of Kunming College» (China)
- JOLACE = «Journal of Lanzhou College of Education» (China)
- JOLINS = «Journal of Liuzhou Normal School» (China)
- JOLINU = «Journal of Liaoning Normal University» (China)
- JOLUNS = «Journal of Luoyang Normal School» (China)
- JOMU = «Journal of Mudanjiang University» (China)
- JONNU = «Journal of Nanjing Normal University» (China)
- JOPLA = «Journal of PLA Foreign Language School» (China)
- JOSE = «Journal of Scientific Education» (China)
- JOSHANU = «Journal of Shanxi Normal University» (China)
- JOSIPROS = «Journal of Sichuan Professional School» (China)
- JOUBENU = «Journal of Hebei Normal University» (China)
- JOUCHI = «Journal of Chinese Contemporary Literature» (China)
- JOUCS = «Journal of Curriculum Studies» (United Kingdom)
- JOUEC = «Journal of Education in China» (China)
- JOUHUFINS = «Journal of Hunan First Normal School» (China)
- JOUJICOT = «Journal of Jinchu College of Technology» (China)
- JOULQ = «Journal of Qilu» (China)
- JOUNAN = «Journal of Nanjing College of Arts» (China)
- JOWU = «Journal of Wuhan University» (China)
- JOXIANU = «Journal of Xi'an University of International Studies» (China)
- JOXIBRU = «Journal of Xiamen Broadcast University» (China)
- JOXIPS = «Journal of Xiangfan Professional School» (China)
- JOYU = «Journal of Yangtze University» (China)
- JOZHENG = «Journal of Zhejiang Normal University (Social Science Edition)» (China)
- JOZUNS = «Journal of Zunyi Normal School» (China)
- JPFLS = «Journal of PLA Foreign Languages School» (China)
- JPH = «The Journal of Pacific History» (United Kingdom)
- JPHE = «Journal of Philosophy & History of Education» (USA)
- JSCNU = «Journal of Southern China Normal University» (China)
- JSE = «The Journal of Special Education» (United Kingdom)
- JSL = «Journal of School of Literature of Nanjing Normal University» (China)
- JSSE = «Journal of Social Science Education» (Germany)
- JU = «Jahrbuch für Universitätsgeschichte» (Germany)

- JXJ = «Journal of Xi'an Jiaotong University» (China)
- KAF = «Kafedra» (Russia)
- KAINN = «Kachestvo. Innovacii. Obrazovanie» (Russia)
- KATPED = «Katolikus pedagógia (Hungary)
- KEK = «Kultúra és közösségi» (Hungary)
- KEPGY = «Képzés és gyakorlat» (Hungary)
- KEPGYA = «Képzés és gyakorlat/Training & Practice» (Hungary)
- KJHEDU = «Korean Journal of the History of Education» (Korea)
- KJLF = «Kinder- und Jugendliteraturforschung» (Germany)
- KK = «Keel ja Kirjandus» (Estonia)
- KLIO = «Klio. Zhurnal dlya uchenykh» (Russia)
- KONNEV = «Könyv és nevelés» (Hungary)
- KOR = «Korrektionnaya Pedagogika» (Russia)
- KSOP = «Kachestvo Sovremennoogo Obrazovanya: Problemy i Putyakh Reshenya» (Russia)
- KULBA = «Különleges bánásmód» (Hungary)
- KULT = «Kultúrne dejiny» (Slovakia)
- KUOBRA = «Kul'tura, Obrazovanie, Nauka» (Russia)
- LANT = «Lantai World» (China)
- Lib-Lib = «Libri & Liberi: časopis za istraživanje dječje književnosti i kulture» (Croatia)
- LIBS = «Library Science» (China)
- LIN = «Linhas» (Brasil)
- LIT = «Lituanistica» (Lithuania)
- LITC = «Literary Circle» (China)
- LITED = «Literary Education» (China)
- LITS = «Literatura v Shkole» (Russia)
- LL = «Lähivõrdlusi / Lähivertailuja» (Estonia)
- LRE = «London Review of Education» (United Kingdom)
- LURA = «Latvijas Universitātes Raksti (Lettland)
- LURAPE = «Latvijas Universitātes Raksti. Pedagoģija un skolotāju izglītība» (Lettland)
- LZAV = «Latvijas Zinātņu Akadēmijas Vēstis. A daļa. Sociālās un humanitārās zinātnes» (Lettland)
- MÄE = «Mäetagused» (Estonia)
- MAS = «Matematika v Shkole» (Russia)

- MD = «Media» (China)
- MDS = «Il mestiere di Storico» (Italy)
- MEDIAOB = «Mediaobrazovanie» (Russia)
- MEDS = «Modern Education Science» (China)
- MEKADO = «Menedzhement kachestva doshkol'nogo obrazovanya: istoriya i sovremennost'» (Russia)
- MEME = «Modern Elementary and Middle School Education» (China)
- MEMSE = «Modern Elementary and Middle School Education» (China)
- MER = «Memoria e Ricerca» (Italy)
- MES = «Medicina e Storia» (Italy)
- MESU = «Mësuesi» (Albania)
- METEP = «Modern Education: Theory and Practice» (China)
- MFB = «Mitteilungsblatt des Förderkreises der Bibliothek für Bildungsgeschichtliche Forschung» (Germany)
- MGBO = «Mitteilungen der Gesellschaft für Buchforschung in Österreich» (Austria)
- MIROB = «Mir obrazovanya - Obrazovanie v mire» (Russia)
- MMP = «Matematika i Metodika ee Prepodavanya» (Russia)
- MNIM = «Mnimon» (Greece)
- MNS = «Medicina nei Secoli» (Italy)
- MOD = «Modern Education Science» (China)
- MODEC = «Modern Chinese Literature Research Series» (China)
- MOOM = «Mir Obrazovanya – Obrazovanie v Mire» (Russia)
- MOR = «Modern Reading» (China)
- MP = «Magyar Pedagógia» (Hungary)
- MSHE = «Methis. Studia humaniora Estonica» (Estonia)
- MT = «Magyar Tudomány» (Hungary)
- MTR = «Mokslo ir technikos raida» (Lettland)
- MVDS = «Muttersprache. Vierteljahresschrift für Deutsche Sprache» (Germany)
- NAC = «Nachalnoe Obrazovanie» (Russia)
- NACS = «Nachalnaya Shkola» (Russia)
- NAER = «Journal of New Approaches in Educational Research» (Spain)
- NAR = «Narodnoe Obrazovanie» (Russia)
- NAS = «Nauka i Shkola» (Russia)
- NASP = «Nachalnaya Shkola Plyus Do i Posle» (Russia)
- NASS = «Nanjing Social Science» (China)

- NAV = «Nastava i vaspitanje» (Serbia)
- N-AZfürR = «Nordost-Archiv: Zeitschrift für Regionalgeschichte» (Germany)
- NE = «Neveléstörténet» (Hungary)
- NEWPA = «New paideia» (Greece)
- NEWW = «News and Writing» (China)
- NFDS = «Le nuove frontiere della scuola» (Italy)
- NINSS = «Ningxia Social Science» (China)
- NISO = «Nauchnye Issledovanya v Obrazovanii. Pedagogika. Psichologiya. Ekonomika» (Russia)
- NJHS = «Nuncius. Journal of the History of Science» (Italy)
- NLOBO = «Novoe Literaturnoe obozrenie» (Russia)
- NOJEH = «Nordic Journal of Educational History» (Norway)
- NOLIT = «Northern Literature» (China)
- NOVPETE = «Novye pedagogicheskie tekhnologii» (Russia)
- NP = «Neos Pedagogos» (Greece)
- NPPI = «Novoe v Psikhologo-Pedagogicheskikh Issledovanyakh» (Russia)
- NR = «Nauka i Religya» (Russia)
- NS = «Neskuchnyj Sad» (Russia)
- NSS = «Ningxia Social Science» (China)
- OBED = «Observation of Education» (China)
- OBRA = «Obrazovanie» (Bulgaria)
- OBRAN = «Obrazovanie i nauka» (Russia)
- OBRAS = «Obrazovanie v sovremennoj shkole» (Russia)
- OBRO = «Obrazovanie i Obshchestvo» (Russia)
- OBUCH = «Obuchenie» (Russia)
- ODOSHDE = «O doshkol'nom detstve» (Russia)
- ODP = «Obrazovanie XXI Veka» (Russia)
- OES = «ÕES (Õpetatud Eesti Seltsi) aastaraamat/The Yearbook of Learned Estonian Society» (Estonia)
- ONDE = «O Novo despertar» (Portugal)
- ORE = «Oxford Review of Education» (United Kingdom)
- OSS = «Obrazovanie v Sovremennoj Shkole» (Russia)
- OTECH = «Obrazovanie i tekhnologii. Godishno nauchno-metodicheskoe spisanie» (Bulgaria)
- OTS = «Otkrytaya Shkola» (Russia)
- OUP = «Obrazovanie v uslovyakh Perekhodana Novye Standarty» (Russia)

- OZP = «Otechestvennaya i Zarubezhnaya Pedagogika» (Russia)
- PC = «Publication Corner» (China)
- PDG = «Pedagogika» (Lithuania)
- PDV = «Prepodavatel XXI Vek» (Russia)
- PE = «People's Education» (China)
- PED = «Pedagogika» (Bulgaria)
- PEDASZE = «Pedagógiatörténeti szemle» (Hungary)
- PEDG = «Pedagogika» (Russia)
- PEDISK = «Pedagogika iskusstva» (Russia)
- PEDIZ = «Pedagogicheskie izmerenya» (Russia)
- PEDS = «Pedagogija (P)» (Serbia)
- PEDS = «Pedagoška stvartnost» (Serbia)
- PEED = «People's Education» (China)
- PENSE = «Pensar Enfermagem» (Portugal)
- PER = «Perspectiva. Revista do Centro de Ciências da Educação» (Brazil)
- PERAS = «Per Aspera as Astra» (Hungary)
- PERS = Preschool Education Research» (China)
- PH = «Paedagogica Historica» (Netherlands)
- PHHE = «Perspectives on the History of Higher Education» (USA)
- PNPR = «Pedagogicheskaya Nauka i Praktika – Regionu» (Russia)
- PO = «Pedagogia Oggi» (Italy)
- POBN = «Pedagogicheskoe Obrazovanie i Nauka» (Russia)
- PP = «Pro-Posições» (Brazil)
- PPP = «Psikhologo-Pedagogichesky Poisk» (Russia)
- PPR = «Pedagogika i Psikhologya v Rossii: Vchera, Segodnya, Zavtra» (Russia)
- PR = «Pedagogical Review» (Greece)
- PRC = «Publication Review of China» (China)
- PRE = «Press» (China)
- PRER = «Preschool Education Research» (China)
- PRIMEF = «Primary Education Florina» (Greece)
- PRIS = «Prepodavanie Istorii v Shkole» (Russia)
- PRISO = «Prepodavanie Istorii Obshestvoznanaya v Shkole» (Russia)
- PRO = «Pravo i Obrazovanie» (Russia)
- PROBRA = «Professional'noe obrazovanie: teoriya i praktika» (Russia)

- PROPO = «Problemy pedagogicheskogo obrazovanya: istoriya i sovremennoст» (Russia)
- PROQ = Prospects, Quarterly Review of Comparative Education (Schwitzerland)
- PROS = «Profilnaya Shkola» (Russia)
- PSEKA = «Paar sammukest. Eesti Kirjandusmuuseumi aastaraamat» (Estonia)
- PSIKHOL = «Psikhologya i shkola» (Russia)
- PSM = «Pedagogika v Sovremennom Mire» (Russia)
- PSO = «Problemy Sovremennogo Obrazovanya» (Russia)
- PST = «Portuguese Studies» (England)
- PTE IGYK = «PTE-Igyk» (Hungary)
- PTP = «Pedagogy. Theory & Praxis» (Greece)
- PUBLIR = «Publication Research» (China)
- PUBS = «Publishing Square» (China)
- PV = «Pedagogia e vita» (Italy)
- PZB = «Pedagocheskyj Zhurnal Bashkortostana» (Russia)
- QB = «Quaderni della Brianza» (Italy)
- QDS = «Quaderni di didattica della scrittura» (Italy)
- QFIAB = «Quellen und Forschungen aus Italienischen Archiven und Bibliotheken» (Germany)
- QI = «Quaderni di intercultura» (Italy)
- QS = «Quaderni Storici» (Italy)
- QSUP = «Quaderni per la Storia dell'Università di Padova» (Italy)
- RALO = «Revista de Administração Local» (Portugal)
- RBE = «Revista Brasileira de Educação» (Brazil)
- RBHE = «Revista Brasileira de História de Educação» (Brazil)
- RCE = «Revista de Ciencias de la Educación» (Spain)
- RDE = «Research of Digital Education» (China)
- RDO = «Rozprawy z Dziejow Oswiaty» (Poland)
- RECHIL = «Research of Chinese Literature» (China)
- RECOED = «Revista Contemporânea de Educação» (Brazil)
- RECOW = «Review of Contemporary Writers» (China)
- REDU = «REDU - Revista de Docencia Universitaria» (Spain)
- REDUQ = «Revista Educacão em Questão» (Brazil)
- REED = «Research of Elementary Education» (China)
- REL = «Research of Ethnic Literature» (China)
- RELUE = «Revista Lusófona de Educação» (Portugal)

- REMOCL = «Research of Modern Chinese Literature» (China)
- REOSET = «Research of Education and Teaching» (China)
- REPD = «Revista Profissão Docente» (Brazil)
- REPMA = «Research of Press Marketing» (China)
- REV = «Review of Chinese Books» (China)
- REVA = «Review of Arts» (China)
- REVHE = «Revue d'Histoire Ecclésiastique» (Belgium)
- REVM = «Review of Modern Writers» (China)
- REVT = «Revista Transversos» (Brazil)
- RF = «Review of Films» (China)
- RFL = «Research of Foreign Languages» (China)
- RFP = «Revue Française de Pédagogie» (France)
- RH = «Revista HISTEDBR-On Line» (Brazil)
- RHE = «Revista História da Educação» (Brazil)
- RHEC = «Revista Historia de la Educación Colombiana» (Colombia)
- RHEI = «Revue d'Histoire de l'Enfance Irrégulière. Le Temps de l'Histoire» (France)
- RHEL = «Revista Historia de la Educación Latinoamericana» (Colombia)
- RHR = «Revista de História Regional y Local» (Colombia)
- RI = «Interações- Revista Internacional de Desenvolvimento Local» (Brazil)
- RIPEDI = «Ricerche di pedagogia e didattica» (Italy)
- RMHE = «Revista Mexicana de Historia de la Educación» (Mexico)
- RN = «Revue du Nord» (France)
- RP = «Rassegna di Pedagogia» (Italy)
- RPED = «Revista Portuguesa de Educação» (Portugal)
- RPH = «Revista Procesos Históricos» (Venezuela)
- RPI = «Reading Primers International – Newsletter» (Germany)
- RPM = «Research of Publishing and Marketing» (China)
- RS = «Rousseau Studies» (Switzerland)
- RSE = «Rivista di storia dell'educazione. Periodico del Centro Italiano per la Ricerca Storico-Educativa»; until 2013: NBC = «Nuovo Bollettino del Centro Italiano per la Ricerca Storico-Educativa» (Italy)
- RSHKE = «Revista e Shkencave Shoqerore» (Albania)
- RSI = «Rivista Storica Italiana» (Italy)
- RSR = «Rassegna Storica del Risorgimento» (Italy)
- RSS = «Research of Social Sciences» (China)

- RSUT = «Rivista di Storia dell'Università di Torino»; until 2012: QSUT = «Quaderni di Storia dell'Università di Torino» (Italy)
- RTUZI = RTU zinātniskie raksti. Humanitārās un sociālās zinātnes (Lettland)
- RUSJA = «Russky yazyk v shkole» (Russia)
- RUSREC = «Russkaya rech'» (Russia)
- SA = «Studime Albanalogjike» (Albania)
- SAGHE = «Sarmiento. Anuario Galego de Historia da Educación» (Spain)
- SARE = «Southern African Review of Education» (South Africa)
- SCIENOF = «Science of Publication» (China)
- SCIRS = «Social Compass. International Review of Sociology of Religion» (United Kingdom)
- SCI-TE = «Sci-Tech Info» (China)
- SE = «Studium Educationis» (Italy)
- SEH = «Social and Education History» (Spain)
- SELSH = «Sel'skaya shkola» (Russia)
- SES = «Società e Storia» (Italy)
- SFLT = «Shandong Foreign Language Teaching» (China)
- SHB = «Shkol'naya Biblioteka» (Russia)
- SIBUCH = «Sibirskij uchitel» (Russia)
- SIS = «Sisyphus - Journal of education» (Portugal)
- SISP = «Sovremennye issledovanya social'nykh problem (elektronnyj nauchnyj zhurnal» (Russia)
- SL = «Southern Literature» (China)
- SOB = «Sociologya Obrazovanya» (Russia)
- SOBOD = «Sodobna pedagogika» (Serbia)
- SOCIASR «Social Science Research» (China)
- SOCIOBRA = «Sociologya obrazovanya» (Russia)
- SONP = «Strategiina Obrazovatelnata i Nauchnata Politika» (Bulgaria)
- SOTLI = «Southern Literature» (China)
- SOUTLIF = «Southern Literary Forum» (China)
- SOVRO = «Sovremennaya shkola Rossii. Voprosy modernizacii» (Russia)
- SP = «Sodobna Pedagogika. Journal of Contemporary Educational Studies» (Slovenia)
- SPR = «Social'naya Pedagogika v Rossii» (Russia)
- SR = «Slavica Revalensia» (Estonia)
- SREPRO = «Srednee professional'noe obrazovanie» (Russia)

- SS = «Studi Storici» (Italy)  
SSC = «Social Scientist» (China)  
SSR = «Social Science Research» (China)  
SSS = «Shandong Social Science» (China)  
SSST = «Sign Systems Studies» (Estonia)  
STE = «Shkol'nye Tekhnologii» (Russia)  
STIP = «Stranicy Istorii Pedagogiki» (Russia)  
SUAN = «Sumadijski anali» (Lettland)  
TAC = «Theory of Art and Criticism» (China)  
TAG = «Tagad» (Hungary)  
TAM = «Teaching and Management» (China)  
TEAMA = «Teaching and Management» (China)  
TEOPRA = «Teorya i praktika obuchenya i vospitanya» (Russia)  
THEC = «Theory and Creation» (China)  
THEMAT = «Teemata Istorias tes» (Grece)  
TID = «Tradiciya ir dabartis. Mokslo darbai» (Lettland)  
TILT = «Tiltai» (Lithuania)  
TLJA = «Theodor-Litt-Jahrbuch» (Germany)  
TM = «Theory Monthly» (China)  
TORN = «Történelemtanítás» (Hungary)  
TRAN = «Translation in China» (China)  
TRR = «The Russian Review» (Usa)  
TRUS = «Truth Seeking» (China)  
TT = «Teachers and Teaching» (United Kingdom)  
TÜAK = «Tartu Ülikooli Ajaloo Küsimusi» (Estonia)  
TUDAS = «Tudásmenedzsment» (Hungary)  
TÜLEKKKA = «Tartu Ülikooli Lõuna-Eesti keele- ja kultuuruuringu keskuse aastaraamat» (Estonia)  
TUN = «Tuna. Ajalookultuuri ajakiri» (Estonia)  
UCHIT = «Uchitel'» (Russia)  
UDD = «Uddannelseshistorie (Danemark)  
UDOOU = «Upravlenie Doshkol'nym Obrazovatel'nym Uchrezhdeniem» (Russia)  
UNICH = «Universitetskie Chteny» (Russia)  
UPED = «Új pedagógiai szemle» (Hungary)  
UPRAOB = «Upravlenie i obrazovanie» (Bulgaria)

- UPRASO = «Upravlenie sovremennoj shkoly» (Russia)
- US-CHI = «US-China Education Review» (USA)
- UZKU = «Uchenye Zapiski Kazanskogo Universiteta. Serya Gumanitarnyj Nauki» (Russia)
- VDOU = «Vospitatel' Dosholnogo Obrazovatel'nogo Uchrezhdenya» (Russia)
- VESAP = «Vestnik Sankt-Peterburgskogo universiteta kultury i iskusstva» (Russia)
- VESGE = «Vestnik Gercenovskogo universiteta» (Russia)
- VESTU = «Vestnik Universiteta Rossijskoj akademii obrazovanya» (Russia)
- VKTU = «Vestnik Kazanskogo tekhnologicheskogo universiteta» (Russia)
- VMGGU = «Vestnik Moskovskogo Gosudarstvennogo Gumanitarnogo Universiteta im. M.A. Sholokhova» (Russia)
- VMGPU = «Vestnik Moskovskogo Gorodskogo Pedagogicheskogo Universiteta. Serya Pedagogika i Psikhologiya» (Russia)
- VMUPO = «Vestnik Moskovskogo Universiteta. Pedagogicheskoe Obrazovanie» (Russia)
- VNES = «Vneshkol'nik» (Russia)
- VOB = «Voprosy Obrazovanya» (Russia)
- VOF = «Voprosy filosofii» (Russia)
- VOGPU = «Vestnik Orenburgskogo Gosudarstvennogo Pedagogicheskogo Universiteta» (Russia)
- VOR = «Vysshe Obrazovanie v Rossii» (Russia)
- VORS = «Vysshee obrazovanie segodnya» (Russia)
- VOSPIMLA = «Vospitanie i obuchenie detej mladshego vozrasta» (Russia)
- VOSRAS = «Vospitatel'naya rabota v shkole» (Russia)
- VOSS = «Vospitanie v Shkole» (Russia)
- VOSSHKO = «Vospitanie shkolnikov» (Russia)
- VROGU = «Vestnik Rossyskogo gumanitarnogo nauchnogo fonda» (Russia)
- VSO = «Voprosy sovremennogo obrazovanya» (Russia)
- VVS = «Vestnik Vysshei Shkoly» (Russia)
- WC = «Writing and Criticism» (China)
- WCLF = «World Chinese Literature Forum» (China)
- WEDO «World Education Outlook» (China)
- YD = «Yearbook. International Society for History Didactics» (Germany)
- YIL = «Yilin» (China)
- ZHP = «Zeitschrift für Heilpädagogik» (Germany)

ZNS = «Zavuch Nachal'noj Shkoly» (Russia)

ZP = «Zeitschrift für Pädagogik» (Germany)

\* \* \*

*Almum studium Papiense: storia dell'Università di Pavia* = Dario Mantovani (ed.), *Almum studium Papiense: storia dell'Università di Pavia*, Milano, Cisalpino, 2012-2017; tomo 1: *Origini e fondazione dello Studium generale*, 2012, pp. 840; tomo 2: *L'età spagnola*, 2013, pp. 845-1378; vol. 2: *Dall'età austriaca alla nuova Italia*; tomo 1: *L'età austriaca e napoleonica*, 2015, pp. 696; tomo 2: *Dalla restaurazione alla grande guerra*, 2017, pp. 701-1508.

*Ausencias presentes. Autoras críticas de la cultura italiana* = María Bélen Hernández González, Pedro Luis Ladrón de Guevara, Zosi Zografidou (edd.), *Ausencias presentes. Autoras críticas de la cultura italiana*, Sevilla, Arcibel, 2017, pp. 278.

*Biografi Universitetskikh arkhivov* = Vishlenkova Elena A., Kira A. Il'nina, Vadim S. Parsamov (edd.), *Biografi Universitetskikh arkhivov*, Moskva, Izdatel'skij dom Vysshej shkoly ekonomiki, 2017, pp. 298.

*Catholicism: Rites, history & Social Issues* = Gary Henderson (ed.), *Catholicism: Rites, history & Social Issues*, New York, Nova Science Publishers, 2017, pp. 147.

*Censura y libros en la Edad Moderna* = Javier Vergara Ciordia, Alicia Sala Villaverde, *Censura y libros en la Edad Moderna*, Madrid, Dikinson, 2017, pp. 416.

*Corpi molteplici. Differenze ed educazione nella realtà di oggi e nella storia*, Gabriella Seveso (ed.), *Corpi molteplici. Differenze ed educazione nella realtà di oggi e nella storia*. Prefazione di Carmela Covato, Milano, Guerini scientifica, 2017, pp. 189.

*Cultura e sport a Bologna negli anni della Grande Guerra 1915-1918* = Paola Furlan (ed.), *Cultura e sport a Bologna negli anni della Grande Guerra 1915-1918*. Catalogo della mostra di documenti originali Archivio Storico, Comune di Bologna, 17 dicembre 2015-24 maggio 2016, Bologna, Persiani, 2017, pp. 146.

*Culture parlamentari a confronto* = Andrea Romano (ed.), *Culture parlamentari a confronto. Modelli della rappresentanza politica e identità nazionali*, Bologna, Bologna, CLUEB, 2016, pp. XXVI-470.

*Dal pensiero alla formazione* = Gabriella Armenise (ed.), *Dal pensiero alla formazione*, vol. 1, Pensa Multimedia, Lecce 2017, pp. 657.

*Desde los márgenes: narraciones y representaciones femeninas* = Daniele Cerrato (ed.), *Desde los márgenes: narraciones y representaciones femeninas*, Benilde, Siviglia, 2017, pp. 298.

*Die Thun-Hohenstein'schen Universitätsreformen 1849-1860 / The Thun-Hohenstein University Reforms 1849-1860* = Christof Aichner, Brigitte Mazohl (edd.), *Die Thun-Hohenstein'schen Universitätsreformen 1849-1860. Konzeption-Umsetzung-Nachwirkungen*, Böhlau Verlag, Wien, Köln, Weimar, 2017, pp. 424 [Translated into English: *The Thun-Hohenstein University Reforms 1849-1860. Conception- Implementation-Aftermath*, Vienna, Böhlau, 2017, pp. 350].

*Digital academic history. Studi sulle popolazioni accademiche in Europa* = Brizzi Gian Paolo, Frijhoff Willem (edd.), *Digital academic history. Studi sulle popolazioni accademiche in Europa*, Bologna, il Mulino, 2017, pp. 169.

*Dispaced Children in Russia and Eastern Europe, 1915-1953* = Nick Baron (ed.), *Dispaced Children in Russia and Eastern Europe, 1915-1953*, Leiden, Boston, Brill, 2017, 11 ill., pp. 310.

*Educare alla bellezza la gioventù della nuova Italia* = Dorena Caroli, Elisabetta Patrizi (edd.), *Educare alla bellezza la gioventù della nuova Italia. Scuola, beni culturali e costruzione dell'identità nazionale dall'Unità al secondo dopoguerra*, Milano, FrancoAngeli, 2017, pp. 270.

*Éduquer dans et hors l'école* = Bruno Garnier, Pierre Kahn (edd.), *Éduquer dans et hors l'école. Lieux et milieux de formation. XVII<sup>e</sup>-XX<sup>e</sup> siècle*, Rennes, Presses Universitaire de Rennes, 2016, pp. 284.

*El monopolio del hombre* = Antonella Cagnolati, Almazán M.D. Ramírez (edd.), Anna Kuliscioff, *El monopolio del hombre*, Roma, Aracne, Roma, 2017, pp. 90.

*Enlarging One's Vision 2* = Gianfranco Bandini, Simonetta Polenghi (edd.), *Enlarging One's Vision 2. Strumenti per la ricerca educativa in ambito internazionale*, Milano, Educatt, 2017, pp. 112.

*Escritoras italianas fuera del canon* = Daniele Cerrato (ed.), *Escritoras italianas fuera del canon*, Benilde, Siviglia, 2017, pp. 508.

*Escrituras autobiográficas y canon literario* = M. Martín Clavijo (ed.), *Escrituras autobiográficas y canon literario*, Sevilla, Benilde, 2017.

*Essays in the History of Irish Education* = Walsh Brendan (ed.), *Essays in the History of Irish Education*, London, Palgrave Macmillan, 2016, pp. XVII-393.

*Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 1-2 = Hervé A. Cavallera (ed.), *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, Lecce, Rovato, Pensa Multimedia, 2017, vol. 1, pp. 595; vol. 2, pp. 415.

*Globalisation and Historiography of National Leaders* = Joseph Zajda, Tatyana Tsyrina-Spady, Michael Lovorn (edd.), *Globalisation and Historiography of National Leaders. Symbolic Representations in School Textbooks*, Dordrecht, Springer, 2017, pp. 283.

*Herbert Spencer. Educazione intellettuale, morale e fisica* = Letterio Todaro (ed.), *Herbert Spencer. Educazione intellettuale, morale e fisica*, Anicia, Roma, 2017, pp. 320.

*História e narrativas transculturais entre a Europa Mediterrânea e a América Latina* = Antonio De Ruggiero, Vania Beatriz M. Heredia, Alberto Barausse (edd.), *História e narrativas transculturais entre a Europa Mediterrânea e a América Latina*, Porto Alegre, EDIPUCRS, 2017, vol. 1. pp. 320.

*Il Novecento: il secolo del bambino?* = Mario Gecchele, Simonetta Polenghi, Paola Dal Toso (edd.), *Il Novecento: il secolo del bambino?*, Milano, Edizioni Junior, 2017, pp. 463.

*Imagen y educación* = Pedro Luis Moreno, Antonio Viñao (edd.), *Imagen y educación: Marketing, comercialización y didáctica (España, siglo XX)*, Madrid, Morata, 2017, pp. 245.

*John Dewey e la pedagogia democratica* = Massimiliano Fiorucci, Gennaro Lopez (edd.), *John Dewey e la pedagogia democratica*, Roma Tre Press, Roma 2017, pp. 168.

*Kindergarten Narratives on Froebelian Education* = May Helen, Kristen Nawrotzki, Larry Prochner (edd.), *Kindergarten Narratives on Froebelian Education: Transnational Investigations*, London, Bloomsbury, 2016, pp. 224.

*L'innovazione nella scuola* = Cesare Scurati, Graziano Biraghi, *L'innovazione nella scuola. Per la formazione degli insegnanti*, Brescia, ELS-La Scuola, 2017, pp. 176.

*L'Università in tempo di crisi* = Pio Berardo, Parmeggiani Riccardo (edd.), *L'università in tempo di crisi. Revisioni e novità dei saperi e delle istituzioni nel Trecento, da Bologna all'Europa*, Bologna, Clueb, 2016, pp. XIII-248.

*La donna, l'insegnante, la scrittrice* = Rossella Caso (ed.), Giovanna Righini Ricci, *La donna, l'insegnante, la scrittrice*. Prefazione di Antonella Cagnolati. Contributi di Mercedes Arriaga Flóres, pp. 176.

*La littérature de jeunesse: la fabrication de la fiction* = Philippe Clermont, Danielle Henkey (edd.), *La littérature de jeunesse: la fabrication de la fiction*, Frankfurt am Main, Peter Lang, 2017, pp. 207.

*La nascita delle Università di Stato tra medioevo ed età moderna* = Piero Del Negro (ed.), *La nascita delle Università di Stato tra medioevo ed età moderna*, Bologna, il Mulino, 2017, pp. 174.

*La ricerca pedagogica nell'Italia contemporanea* = Giuseppe Bertagna, Simonetta Olivieri (edd.), *La ricerca pedagogica nell'Italia contemporanea. Problemi e prospettive Problemi e prospettive*. Con la collaborazione di F. Togni, Roma, Edizioni Studium, 2017, pp. 345.

*La Scuola e l'Università tra passato e presente: Volume in onore del Prof. Giorgio Chiosso* = Cristina Coggi, Sante Redi Di Pol (edd.), *La Scuola e l'Università tra passato e presente: Volume in onore del Prof. Giorgio Chiosso*, FrancoAngeli, Milano, 2017, pp. 460.

*La scuola trentina tra guerra e primo dopoguerra* = Paolo Marangon (ed.), *La scuola trentina tra guerra e primo dopoguerra (1914-1924)*, Trento, Università degli studi di Trento, Dipartimento di lettere e filosofia, 2017, pp. 138.

*Le "scienze umane" in Italia tra Otto e Novecento* = Marco Antonio D'Arcangeli, Alessandro Sanzo, *Le "scienze umane" in Italia tra Otto e Novecento. Pedagogia, psicologia, sociologia e filosofia*, Milano, FrancoAngeli, 2017, pp. 416.

*Le cose e le loro lezioni* = Monica Ferrari, Matteo Morandi (edd.), *Le cose e le loro lezioni. Itinerari di analisi pedagogica in prospettiva diacronica*, Mantova, Comune di Mantova/Settore Sviluppo Servizi Educativi Bibliotecari e Archivisti, 2017, pp. 206.

*L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)* = Giuseppe Zago (ed.), *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, Milano, FrancoAngeli, 2017, pp. 256.

*Les femmes dans le monde académique* = Rebecca Rogers, Pascale Molinier (edd.), *Les femmes dans le monde académique. Perspectives comparatives*, Rennes, Presses universitaires de Rennes, 2016, pp. 226.

*Les sciences de l'éducation* = Françoise Laot, Rebecca Rogers (edd.), *Les sciences de l'éducation: émergence d'un champs de recherche dans l'après-guerre*, Rennes, Presses universitaires de Rennes, 2015, pp. 317.

*Littérature de jeunesse au présent. Genres littéraires en question(s)* = Christiane Connan-Pintado, Gilles Béhotéguy (edd.), *Littérature de jeunesse au présent. Genres littéraires en question(s)*, Bordeaux, Presses Universitaires de Bordeaux, 2015, pp. 287.

*Maps and Mapping in Children's Literature* = Nina Goga, Bettina Kümmelring-Meibauer (edd.), *Maps and Mapping in Children's Literature. Landscapes, seascapes and cityscapes*, Amsetrdam/Philadelphia, John Benjamin Publishing Company, 2017, pp. 267.

*Minerva armata. Le università e la Grande guerra* = Gian Paolo Brizzi, Elisa Signori (edd.), *Minerva armata. Le università e la Grande guerra*, Bologna, Clueb, 2017, pp. X-251.

*Obrazovanie v Rossii i mire* = Grigorij Borisovich Kornetov (ed.), *Obrazovanie v Rossii i mire v kontekste Okt'jabrskoj Revolyucii 1917. Sbornik nauchnykh trudov i materialov* [Education in Russia and in the context of 1917 October Revolution. Collection of scientific works], Moskva, Asou, 2017, pp. 280.

*Paradigmy universitetskoi istorii i perspektivy universitetologii* = *Paradigmy universitetskoi istorii i perspektivy universitetologii* (k 50-letiyu Chuvashskogo gosudarstvennogo universiteta im. I.N. Ul'yanova) [University History Paradigms and Prospects of University Studies (to the 50th Anniversary of the Chuvash State University named after I. N. Ul'yanov], vol. 1, Cheboksary, Sreda, 2017.

*Paulo Freire pedagogista di comunità: libertà e democrazia in divenire* = Piergiuseppe Ellerani, Demetrio Ria (ed.), *Paulo Freire pedagogista di comunità: libertà e democrazia in divenire*, Salento, Università del Salento-coordinamento SIBA, 2017, pp. 292.

*Per non dimenticare: Mariotti e Mestica all'ombra di Leopardi* = Franco Musarra et al. (edd.), *Per non dimenticare: Mariotti e Mestica all'ombra di Leopardi*, Ancona, Deputazione di storia patria per le Marche/Firenze, Franco Cesati, 2017, pp. 270.

*Primo: leggere. Per un'educazione alla lettura* = Lorenzo Cantatore (ed.), *Primo: leggere. Per un'educazione alla lettura*, Roma, Edizioni Conoscenza, 2017, pp. 224.

*School Memory: Historiographical Balance and Heuristics Perspectives* = Cristina Yanes Cabrera, Juri Meda, Antonio Viñao (edd.), *School Memory: Historiographical Balance and Heuristics Perspectives*, Dordrecht, Springer, 2017, pp. 278.

*Scuola ed emozioni. Un nuovo approccio formativo* = Agustín Benito Escolano (ed.), *Scuola ed emozioni. Un nuovo approccio formativo*. Traduzione dallo spagnolo a cura di Giorgio Poletti, Ferrara, Volta la Carta, 2017, pp. 141.

*Scuola, infanzia e Grande Guerra* = Brunella Serpe (ed.), *Scuola, infanzia e Grande Guerra*, Milano, Educatt, 2017, pp. 165.

*Spazi formativi, modelli e pratiche di educazione all'aperto nel primo Novecento* = Maria Tomarchio, Letterio Todaro (edd.), *Spazi formativi, modelli e pratiche di educazione all'aperto nel primo Novecento*, Milano, Apogeo Education/Maggioli/Sant'Arcangelo di Romagna, 2017, pp. XXII-198.

*Una vita per l'infanzia* = Davide Boatti, Rosario Cavallo, Giorgio Uberti (edd.), *Una vita per l'infanzia. Il Pio Istituto di Rosario Maternità di Milano: una esperienza di 150 anni*, Milano, FrancoAngeli, 2017, pp. 130.

*Women educators, leaders and activists* = Tanya Fitzgerald, Elizabeth M. Smyth (edd.), *Women educators, leaders and activists: educational lives and networks 1900-1960*, London, Palgrave MacMillan, 2017, pp. XI-214.

*Women's Education in Southern Europe* = Antonella Cagnolati, Antonio Francisco Canales Serrano (edd.), *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, vol. I, Roma, Aracne, 2017, pp. 304.

*Zu einer Pädagogik der Aufklärung* = Philipe Genoud, Fritz Oser (edd.), *Zu einer Pädagogik der Aufklärung ... oder / ou ... vers une éclaircie pédagogique? Zum 250. Geburtstag von Pater Grégoire Girard*, Fribourg, Academic Press, 2016, pp. 220.

## *Publications*

### *A. Journal articles*

1. Abramova Mariya Alexeevna, Krasheninnikov Valery Vasilyevich, *Interaction of Science and Education in Soviet and Post-Soviet Russia (on the example of the Republic of Sakha, Yakutia)*, HUERJ, 7, (2017), n. 4, pp. 12-22.
2. Açıkgöz Betül, *Approval and disapproval of textbooks in the late Ottoman Empire*, HEJ, 46 (2017), n. 1, pp. 1-20.
3. Acosta Felicitas, *Ensinar história da educação: reflexões em torno de uma proposta*, RHE, 21 (2017), n. 52, pp. 295-311.
4. Aguirre Georgina María Esther, *Ahorro, educación y modernidad. Ensayos de interpretación en una perspectiva de largo aliento*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 225-241.
5. Aguirre Lora María Esther, Márquez Carrillo Jesús, *Comunidad mexicana de historiadores de la educación. Aproximaciones a un recuento historiográfico 2002-2012*, HME, 3 (2017), n. 5, pp. 401-422.
6. Agulló Díaz Carmen, Agulló Blanca Juan, *Materiales museísticos y ámbitos rurales valencianos pasados y presentes*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 79-88.
7. Ahumada Daniel, *La asistencia técnica universitaria como mecanismo de generación de recursos*, CUACHI, 5 (2017), n. 8, pp. 185-190.
8. Aisenstein Ángela, Guevara Jennifer Luciana; Feijoó Macarena, *Estado de la cuestión acerca de las investigaciones históricas sobre la formación inicial docente de maestros y profesores en Argentina en el período 1860-1990*, AHEA, 18 (2017), n. 1, pp. 133-155.
9. Al Mamun Sarkar Shah, Manna Nirban, *Juvenile rights and politicization of childhood in colonial Bengal. A socio-literary panorama*, HECL, 12 (2017), n. 1, pp. 357-376.
10. Al Samara Kinda, *A new educational model and the crisis of modern terminologies: a view of Egypt in the nineteenth century*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 24-35.

11. Alarcón Meneses Luis Alfonso, *En busca de una escuela laica. La organización de la instrucción pública en el Caribe colombiano durante el federalismo*, HISTCA, 12 (2017), n. 30, pp. 51-79.
12. Albert B. Gábor, *Történelemtankönyvek a budapesti fiú-középiskolákban Klebelsberg Kuno minisztersége idején* [History Textbooks in All-boys Schools in Budapest Under Education Minister Kuno Klebelsberg], MP, 117 (2017), n. 3, pp. 275-293.
13. Albertazzi Silvia, *Streetwise Children. Bambini e metropoli da Dickens a Lethem*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 87-97.
14. Alfieri Paolo, *Dalla «metafisica illuminista» alle prime esperienze educative per i disabili sensoriali: un'importante eredità pedagogica*, FLP, 8 (2017), n. 20, pp. 141-148.
15. Alfieri Paolo, *Gymnastics as a discipline of primary school in the years of Italian unification. A proposal for a historiographical «re-contextualization»*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 187-208.
16. Alfieri Paolo, *Il cinema nei pronunciamenti di alcuni vescovi europei e statunitensi durante il pontificato di Pio XI*, in Franco Cajani (ed.), *Pio XI e il suo tempo. Atti del Covegno. Desio, 6 Febbraio 2016*, QB, 40 (2017), n. 183, pp. 19-36.
17. Aline Sbrana Roberta, Cunha Marcus Vinicius, *Análise retórica das memórias de Paschoal Lemme*, RHE, 21 (2017), n. 52, pp. 96-110.
18. Allen Benjamin, *Exploring the Role of Ideology in Interdisciplinary Science Education Policy*, ES, 53 (2017), n. 6, pp. 642-653.
19. Allender Tim, *Household bibis, pious learning and racial cure: changing feminine identities in colonial India, 1780-1925*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 155-169.
20. Allender Tim, *Malfeasant bodies, Orientalism, and colonial image-making, 1850-1912*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 650-667.
21. Allmond Gillian, *Liberty and the individual: the colony asylum in Scotland and England*, in Philo Chris, Andrews Jonathan (edd.), *Histories of asylums, insanity and psychiatry in Scotland*, HP, 28 (2017), n. 1, pp. 29-43.

22. Almeida Ana Caroline de, Tôledo Côrrea Hércules, *Memórias na sala de aula: análise de uma prática pedagógica na perspectiva do letramento literário*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 108-130.
23. Almeida Ana Maria F., Giovine Manuel Alejandro, Alves Maria Teresa G., Ziegler Sandra, *A educação privada na Argentina e no Brasil*, EDUPE, 43 (2017), n. 4, pp. 939-956.
24. Almeida Orlando Evelyn de, “*A Bandeira e a Cruz*”: caminhos da trajetória intelectual da educadora Maria Junqueira Schmidt, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 103-118.
25. Almeida Orlando Evelyn de, Henriques Helder, *Nota prévia sobre a escola de pais no Brasil e em Portugal*, in Almeida Orlando Evelyn de, Leonardi Paula (edd.), *História da educação católica: produção e circulação de saberes pedagógicos*, RHE, 21 (2017), n. 52, pp. 56-80.
26. Almeida Orlando Evelyn de, Leonardi Paula, *Apresentação*, in Id. (edd.), *História da educação católica: produção e circulação de saberes pedagógicos*, RHE, 21 (2017), n. 52, pp. 15-20.
27. Almiron Victoria Soledad, Padawer Ana, Artieda Teresa Laura, *Políticas y prácticas de alfabetización de misioneros protestantes entre qom del noroeste chaqueño (Argentina, Chaco, 1964-1973 circa)*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 251-271.
28. Álvarez Pablo, Dávila Paulí, Naya Luis M., *Education museums: historical educational discourse, typology and characteristics. The case of Spain*, PH, 53 (2017), n. 6, pp. 827-845.
29. Ambrosini Manuele, *Il progetto di scuola media unica in Italia nei verbali del Consiglio Superiore della Pubblica Istruzione (1958-1960)*, HECL, 12 (2017), n. 1, pp. 555-574.
30. Amorim Melo Nery Marco Arlindo, *Os agrônomos e a construção das políticas para o ensino agrícola no início do Século XX*, RBHE, 17 (2017), n. 1, pp. 167-199.
31. Amsterdam Daniel, *Toward the Resegregation of Southern Schools: African American Suburbanization and Historical Erasure in Freeman v. Pitts*, HEQ, 57 (2017), n. 4, pp. 451-479.
32. Anderson Robert, *Professors and examinations: ideas of the university in nineteenth-century Scotland*, HEJ, 46 (2017), n. 1, pp. 21-38.

33. Anderson Robert, *Writing University History in Great Britain, from the 1960s to the Present*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 17-40.
34. Andrade de Brito Silvia Helena, Cardoso Maria Angélica, Gonçalves de Oliveira Rosely, Fernando de Azevedo: uma nova organização do trabalho didático para uma escola renovada (1927-1931), RH, 17 (2017), n. 71, pp. 93-116.
35. Anfray Jean-Pascal, *Scottish Scotism? The Philosophical Theses in the Scottish Universities, 1610-1630*, HU, 29 (2017), n. 2.
36. Angulo A.J., *James Bartlett Edmonson and the Mid-Twentieth-Century Crusade against For-Profit Colleges: An Episode of Ignorance-Making in the United States*, HSE, 29 (2017), n. 2, pp. 1-25.
37. Angulo Jo-ann Peña, *Dos escrituras en torno a la mujer: Historiografía y narración testimonial*, RPH, 16 (2017), n. 32, pp. 88-102.
38. Anjos Juarez José Tuchinski dos, *Representações em disputa sobre a educação da criança pela família (Província do Paraná, 1853-1889)*, EDUPE, 43 (2017), n. 1, pp. 199-214.
39. Anjos Juarez José Tuchinski dos, *The obituaries and the education of children by their families in the province of Paraná (1853-1889)*, PP, 28 (2017), n. 1, pp. 81-102.
40. Ann Abate Michelle, Bradford Fletcher Sarah, «*Staring into All Their Yellow Eyes*»: *Where the Wild Things Are, the 1960s, and the Vietnam War*, IRCL, 10 (2017), n. 1, pp. 59-73.
41. Antoniassi de Almeida Wilson Ricardo, *Professor Leovegildo Chagas Santos (1955): patrono do terceiro grupo escolar de Limeira, Estado De São Paulo*, RHE, 21 (2017), n. 52, pp. 335-355.
42. Appel Charlotte, Christensen Nina, *Follow the Child, Follow the Books – Cross-Disciplinary Approaches to a Child-Centred History of Danish Children's Literature 1790-1850*, IRCL, 10 (2017), n. 2, pp. 194-212.
43. Apple Rima D., *School health is community health: school nursing in the early twentieth century in the USA*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 136-149.
44. Araújo de Oliveira Maria Cristina, *História da educação matemática como disciplina na formação de professores que ensinam Matemática*, in Rodrigues Valente Wagner (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 653-665.

45. Araújo Marta Maria de, *A educação formativa da estudante Petronila da Silva Neri no Grupo Escolar ‘João Tibúrcio’ da cidade de Natal (1935-1938)*, RBHE, 17 (2017), n. 4, pp. 81-102.
46. Araujo Marta Maria, *Regulamento para Inspeção Médico-Escolar no Rio Grande do Norte (1923)*, REDUQ, 55 (2017), n. 45, pp. 281-288.
47. Arduini Guilherme Ramalho, *Catholic Church in Brazil and its Higher Education institutions*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 60-82.
48. Arguelho de Souza Ana Aparecida, *A literatura de Monteiro Lobato e a escola nova*, RH, 17 (2017), n. 71, pp. 20-41.
49. Argueta Hernández Bienvenido, *El pensamiento pedagógico de Natalia Górriz*, RHEL, 19 (2017), n. 29, pp. 11-33.
50. Arias Gómez Bárbara, Sanchidrián Blanco María del Carmen, *Relato autobiográfico del maestro rural Alejo García García*, HERI, 36 (2017), pp. 367-401.
51. Armani Barbara, *Il linguaggio del «sangue». Identità, «razza» e nazione nella stampa ebraica italiana (1901-1936)*, CON, 20 (2017), n. 2, pp. 177-212.
52. Arneback Emma, Englund Tomas, Dyrdal Solbrekke Tone, *Student teachers' experiences of academic writing in teacher education on moving between different disciplines*, EI, 8 (2017), n. 4, pp. 268-283.
53. Aroni Allan, *50 anos da Reforma Universitária de 1968: a reforma que não acabou*, RBHE, 17 (2017), n. 3, pp. 219-243.
54. Arredondo Adelina, Capistrán-López Carlos, *Pedagogy of death in popular traditions and in the institutionalization of the day of the dead in México*, HECL, 12 (2017), n. 1, pp. 297-319.
55. Arredondo Adelina, *From Religious Education to Secular Education in the Official Curriculum of Primary Education in Mexico (1821-1917)*, in González Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 253-272.
56. Arredondo Adelina, González Villarreal Roberto, *1861: la emergencia de la educación laica en México*, HISTCA, 12 (2017), n. 30, pp. 25-49.
57. Artieda Teresa Laura, Nicoletti María Andrea, *Historiografía de la educación entre pueblos indígenas en países de América Latina: notas introductorias*, in Id. (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 87-99.

58. Ascenzi Anna, «*Italian beauties*». *The Italian cultural heritage and its landscape and natural resources in the school exercise books from the Fascist period to the World War II*, in Caroli Dorena, Patrizi Elisabetta (edd.), «*Educating for beauty the youth of the new Italy*». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 213-247.
59. Ascenzi Anna, *For the «patriotic and national education» of Italians abroad. The posthumous edition of the reading book O Patria mia... by Luigi Bertelli (Vamba) and its distribution in Brazil*, HECL, 12 (2017), n. 2, pp. 169-190.
60. Ascenzi Anna, *Per l'educazione patriottica e nazionale degli italiani all'estero l'edizione postuma del libro di lettura o Patria mia di Luigi Bertelli (Vamba) e la sua diffusione in Brasile*, in Luchese Terciane Ângela, Barausse Alberto (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 101-122.
61. Asensi Díaz Jesús, *El Museo de la Educación y su entorno cultural, educativo, lúdico y turístico*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 117-131.
62. Assaneo Agustín, *Mirar y ordenar: construcciones de aboriginalidad en la inspección escolar*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 210-227.
63. Astaf'eva E.N., “*Chelovecheskoe*” i “*Grazhdanskoe*” vospitanie v pedagogicheskem nasledii P.P. Blonskogo i P.F. Kaptereva [“Human” and 2Civic” education in the pedagogical heritage of P.P. Blonskiy an P.F. Kapterev], IPZ, 6 (2017), n. 2, pp. 82-91.
64. Astaf'eva E.N., *The year 1928: Dialog John Dewej i S.T. Shchatskogo* [Dialogue between J. Dewey and S. Shatsky], ISTPE (2017), pp. 105-115.
65. Astaf'eva E.N., *Istoriya pedagogiki v Akademii social'nogo upravleniya: analiz nauchnykh meropriyatij poslednykh let* [History of pedagogy at teh Academy of Social Management: analysis of recent scientific events], IPZ, 6 (2017), n. 4, pp. 161-180.
66. Astaf'eva Elena N., *Traktovka obrazovaniya A.V. Lunacharskim v ofisial'nykh dokumentakh sovetskoy vlasti (konec 1917-1918 god)* [A.V. Lunacharsky's interpretation of education in the official documents of the soviet government (the end of 1917-1918)], IPZ, 6 (2017), n. 3, pp. 84-89.
67. Astaf'eva Elena, N., *Institut shkoly v pedagogicheskem nasledii N.V. Chekov* [The institution of school in pedagogical heritage of N.V. Chekhov], IPZ, 6 (2017), n. 1, pp. 67-78.

68. Athanasiades Charis & Patrikiou Alexandra, «Προς την οδόν ἀρτιας παιδαγωγίας της νεότητος του ἔθνους». *Oι σχολικοί αγώνες στη δημόσια σφαίρα (1900-1901)* [“Towards the path of an impeccable education of the nation’s youth”. School games in the public sphere (1900-1901)], TAHE, 15-16 (2017-2018), pp. 100-123.
69. Athanasiades Harris, *Enlightenment and School History in 19th Century Greece: the Case of Gerostathis by Leon Melas (1862-1901)*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-27.
70. Atkinson Maggie, *Vizije Britanije: rat, zamišljaji i nadzemaljski prostori* [Visionen von Britannien: Feen, Krieg und außerirdische Sphären / Visions of “Blighty”: Fairies, War and Fragile Spaces], Lib-Lib, 6 (2017), n. 1, pp. 39-62.
71. Ávila-Reyes Natalia, *Postsecondary writing studies in Hispanic Latin America: Intertextual dynamics and intellectual influence*, LRE, 15 (2017), n. 1, pp. 21-37.
72. Ayala Zuluaga Carlos Federico, Tadeu Iaochite Roberto, Souza Neto Samuel de, *Colombia, Brasil, Argentina y Chile: práctica educativa y orientaciones pedagógicas*, RHEL, 19 (2017), n. 29, pp. 197-218.
73. Ayres Barboza Marcos, Alencar Arnaut de Toledo Cézar de, *A missão dos Franciscanos da Província de Santo Antônio do Brasil no Maranhão e Grão-Pará em meados do século XVII*, RBHE, 17 (2017), n. 3, pp. 56-84.
74. Ayres Bryan John, «‘Navvy’ import aliens [sic]: the schooling of navvy children in the Midlands in the 1890s», HEJ, 46 (2017), n. 4, pp. 419-435.
75. Azcuy Lorenz Luis, Rivero Rivero Melva Luisa, *La integración de contenidos desde la asignatura fisicaquímica (I) en la carrera biología-química*, AURP, 22 (2016), pp. 289-301.
76. Azevedo Weimer Rodrigo de, *Professoras e alunos negros no litoral norte do Rio Grande do Sul (meados do século XX): o aprendizado da cor*, RBHE, 17 (2017), n. 2, pp. 253-259.
77. Broniarczyk Marcin, Adama Kazanowskiego, marszałka nadwornego koronnego, lata szkolne i peregrynacje [The School years and Peregrinations of Adam Kazanowski, Marshal or the Court of the Crown], RDO, 54 (2017), pp. 11-26.
78. Buczek Katarzyna, *Projekt do ogólnych prawideł dla Liceum Wołyńskiego w Krzemieńcu* (Materiały) [Draft of the General Rules for the Volyn Hight School in Krzemieniec], RDO, 54 (2017), pp. 185-202.
79. Bagella Stefania, Mattone Antonello, *Il Museo storico-scientifico dell’Università di Sassari (mUNISS)*, ASUI, 21 (2017), n. 1, pp. 185-194.

80. Baiges López Alba, *Les reformes de l'ensenyament tècnic durant la Dictadura de Primo de Rivera. Canvis i reaccions a l'Escola Industrial de Vilanova i la Geltrú*, EH, 24 (2017), n. 29, pp. 77-113.
81. Bakker Nelleke, *A culture of knowledge production: testing and observation of Dutch children with learning and behavioural problems (1949-1985)*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 7-23.
82. Bakker Nelleke, *Promoting school efficiency: Dutch school doctors and the meaning of child health (1930-1970)*, SEH, 6 (2017), n. 2, pp. 196-219.
83. Bakker Nelleke, *School medical inspection and the "healthy" child in the Netherlands, 1904-1970*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 164-177.
84. Baldez Louzada Barbosa Etienne, «*Inspecionar, instruir e dirigir*»: a configuração da inspeção da instrução pública na província do Paraná (1854-1889), in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 152-177.
85. Bali Chariklia, Δωρεές αλλοεθνών προς το «Πανεπιστήμιον του Όθωνος. [Foreign donations to the "University of Otto" (University of Athens)]», TAHE, 15-16 (2017-2018), pp. 75-99.
86. Ballah Henryatta L., *Politics Is Not for Children: Student Activism and State Repression in Liberia, 1944-1990*, JHCY, 10 (2017), n. 3, pp. 362-379.
87. Bandini Gianfranco, «*Make love, not war*». Communitarian life experiences as laboratories of peace education in Italy, AURP, 22 (2016), pp. 175-188.
88. Barannikova N.B., Bezrogov V.G., *Praktika uchebnogo knigoizdaniya v russkom zarubezh'ye: berlinskij variant* [School textbooks for russian emigration: the Berlin case of the 1920s], IPZ, 6 (2017), n. 2, pp. 159-180.
89. Barannikova N.B., *Ideja obucheniya novomu v pedagogicheskoy tradicii Antichnoj epokhi* [The idea of learning new in the pedagogical tradition of the Ancient era], ISTPE (2017), pp. 16-23.
90. Baranova N.A., Baranov A.E., *Izuchenie fenomena V.A. Karakovskogo v sovremennom kurse pedagogiki* [The study of V.A. Karakovskiy phenomon in the modern course of Pedagogy], OZP, 36 (2017), n. 1/2, pp. 165-170.
91. Barausse Alberto, *Focolari di educazione nazionale e di sentimento patrio: le scuole italiane nel Rio Grande do Sul durante gli anni della colonizzazione di fine ottocento (1875-1898)*, in Luchese Terciane Ângela, Barausse Alberto (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 41-84.

92. Barausse Alberto, Luchese Terciane Ângela, *Nationalisms and schooling: between italianity and brazility, disputes in the education of italian-gaucho people* (Rs, Brazil, 1930-1945), HECL, 12 (2017), n. 2, pp. 443-475.
93. Barausse Alberto, *Research in History of Education. Interview with Maria Helena Camara Bastos*, ETE, 4 (2017), n. 1, pp. 1-17.
94. Barbara Catani Denice, *A escrita da História da Educação: distâncias e proximidades na apropriação de fontes e métodos no caso das produções de Portugal, França, Espanha e Brasil*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 6-17.
95. Barbosa Etienne, De Souza Gizele, *Apresentação*, in Id. (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 4-8.
96. Barceló Bauzá Gabriel, Moll Bagur Sergi, Sureda Garcia Bernat, *La escuela privada religiosa en Mallorca durante la postguerra. Cultura y práctica escolar*, HECL, 12 (2017), n. 2, pp. 191-212.
97. Barman Jean, *Introduction*, in Id. (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 3-7.
98. Barsotti Susanna, *Formazione e viaggio al femminile nella letteratura per l'infanzia tra passato e presente*, PO, 15 (2017), n. 1, pp. 71-86.
99. Batalka Krisztina, *A Műegyetem az I. világháborúban* [The Royal Joseph Technical University in the First World War], GERUN, 7 (2016) nn. 3-4, pp. 48-60.
100. Batir Betül, *The foundation of the Turkish National Student Union and the attendance of the International Student Union at the Second Warsaw Congress*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 107-114.
101. Battell Lowman Emma, *Mamook Kom'tax Chinuk Pipa / Learning to Write Chinook Jargon: Indigenous Peoples and Literacy Strategies in the South Central Interior of British Columbia in the Late 19<sup>th</sup> Century*, in Barman Jean (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 77-98.
102. Bauer Carlos, Paiva Luis, *O Sindicalismo docente universitário da Argentina, Brasil, Colômbia, México e sua resistência à contrarreforma universitária*, RHEL, 19 (2016), n. 28, pp. 109-128.
103. Baviello Davide, *Storia dell'educazione alimentare in Italia nel Novecento*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 32-50.

104. Beauvais Clémentine, *Teacher, Tester, Soldier, Spy: Psychologists Talk about Teachers in the Intelligence-Testing Movement, 1910s-1930s*, HEQ, 57 (2017), n. 3, pp. 371-398.
105. Behrman Joanna, *Domesticating physics: introductory physics textbooks for women in home economics in the United States, 1914-1955*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 193-209.
106. Bel Martínez Juan Carlos, Colomer Rubio Juan Carlos, *Guerra Civil y franquismo en los libros de texto actuales de Educación Primaria: análisis de contenido y orientación didáctica en el marco de la LOMCE*, CABAS, 9 (2017), n. 17, pp. 1-17.
107. Bel Martínez Juan Carlos, *El papel de las mujeres en la historia según las imágenes de los libros de texto. Comparación de manuales editados durante la LOE y la LOMCE*, AURP, 22 (2016), pp. 219-233.
108. Beljaeva G. Yu., *Cennosti i smysli sistemy Karakovskogo: dialog s sovremenost'yu* [the values and meanings of the Karakovsky system: a dialogue with modernity], OZP, 36 (2017), n. 1/2, pp. 64-74.
109. Beljaeva N.V., *Idei patrioticheskogo i nravstvennogo vospitaniya sredstvami literatury v pedagogicheskoy koncepcii V.Ja Stoyunina* [Ideas on patriotic and moral upbringing, upbringing component in literary education, modern school literary education], OZP, 35 (2017), n. 1/1.
110. Bell Amy Helen, *Heroes or hooligans?: Children in English War-Scarred Landscapes 1940-1953*, JHCY, 10 (2017), n. 1, pp. 81-103.
111. Bell John Frederick, *When Regulation Was Religious: College Philanthropy, Antislavery Politics, and Accreditation in the Mid-Nineteenth-Century West*, HEQ, 57 (2017), n. 1, pp. 68-93.
112. Benedicto Giglio Célia Maria, *A inspeção da instrução pública na província de São Paulo (1836-1876)*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 64-95.
113. Bernardi Milena, *Estraneità del corpo bambino: la letteratura e la letteratura per l'infanzia ritraggono l'ambivalenza di quel piccolo corpo imperfetto*, EJPE, 21 (2017), n. 49, pp. 31-49.
114. Bernardi Milena, *Poesie a memoria, poesie della memoria. Affrancare l'infanzia dall'orfanezza poetica: una sfida per l'educazione, per la letteratura per l'infanzia*, HECL, 12 (2017), n. 1, pp. 699-708.
115. Bernardi Milena, *Un laboratorio culturale e scientifico: il «Centro di ricerca in letteratura per l'infanzia» dell'Università degli Studi di Bologna*, HECL, 12 (2017), n. 1, pp. 757-767.

116. Bernini Stefania, *Consuming Socialists: Children, Families and the State in Postwar Poland*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 205-223.
117. Bertagna Giuseppe, *The Italian Constitution and the right-duty to work. A reinterpretation in educational perspective*, SE, 18 (2017), n. 1, pp. 129-158.
118. Betti Carmen, Desideri Mauro, *L'inattuale attualità di Lettera a una professoressa*, RP, 75 (2017), nn. 1-2, pp. 109-121.
119. Beyer Carl, *The White Architects of Hawaiian Education*, AEHJ, 44 (2017), n. 2.
120. Bezerra Neto Luiz, Luna Junior Cesar, *Análise das bases filosóficas dos pressupostos teóricos presentes nas propostas do movimento «por uma educação do campo»*, RH, 17 (2017), n. 73, pp. 811-826.
121. Bezrogov V.G., Tendryakova M.V., *Chto nemcu dialog, to russkomu uchitel': ot "estesvtennoj istorii" G.K. Raffa k "Detskomu miru" K.D. Ushchinskogo* [One Man's work is another man's teacher: from G.Ch. Raff's "Natural history for children" ("Naturgeschichte für Kinder") to K.D. Ushinsky's "Children's World"], PPP, 43 (2017), n. 3, pp. 58-69.
122. Bezrogov V.G., Tendryakova M.V., *Chto nemcu nauki, to russkomu zabora bytja: ot "Estestvennoj istorii" G.K. Raffa k "Detskomu miru" K.D. Ushchinskogo* [From G.Ch. Raff's "Natural history for children" to K.D. Ushinsky's "Children's world"], PPP, 44 (2017), n. 4, pp. 22-31.
123. Bianchini Paolo, Morandini Maria Cristina, *A Useless Subject?: Teaching Civic Education in Italy from the School Programs of 1958 to the Present Day*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 58-82.
124. Bianco Fabrizio Amore, *Dalla Carta del lavoro alla Carta della scuola: mito e pratica del lavoro nell'università italiana durante gli anni del fascismo maturo (1936-1943)*, ASUI, 21 (2017), n. 2, pp. 301-322.
125. Bianco Maria Grazia, *Clemente Alessandrino e l'educazione nel 2. secolo d.C.*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 89-105.
126. Bigarella Nadia, Gomes Lewandowski Alessandro, *Os documentos como provas da história da sociedade, das suas contradições, conflitos e movimentos que influenciam as ações educacionais*, CUACHI, 5 (2017), n. 7, pp. 121-129.
127. Billorou María José, «*Niños sanos para el progreso pampeano». Las políticas de protección de la salud infantil en el Territorio Nacional de La Pampa en la primera mitad del siglo XX*», HISTCA, 12 (2017), n. 31, pp. 45-84.

128. Bilsel Nilay, Dinçyürek Özgür, *Education under the shadow of politics: school buildings in Cyprus during the British colonial period*, PH, 53 (2017), n. 4, pp. 394-410.
129. Bim-Bad B.M., *Vzglyad na rjad moikh shkol'nykh uchitelej, broshennyj cherez polveka i bolee* [A look at a number of my school teachers, thrown in half a century or more], ISTPE (2017), pp. 131-135.
130. Binford Paul E., *Symbolic Considerations: A Critical Decision in the History of the National Council for the Social Studies*, AEHJ, 44 (2017), n. 2.
131. Bittar Marisa, Ferreira Junior Amarilio, *A última reforma da educação Soviética*, RH, 17 (2017), n. 73, pp. 732-765.
132. Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho, *Apresentação*, in Id. (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 12-28.
133. Bittencourt Agueda Bernardete, *The era of congregations – social thought, education and Catholicism*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 29-59.
134. Bittencourt Santos Casimiro Ana Palmira, Oliveira de Almeida Maria Cleidiana, Nunes Duarte Silveira Camila, *O catecismo das Constituições Primeiras do Arcebispado da Bahia*, RH, 17 (2017), n. 74, pp. 1036-1053.
135. Blanco Emiliano Gil, *Las luchas de poder por el control de la Universidad y de su financiación vistas a partir del levantamiento de los alumnos del Real Colegio Máximo y Seminario de San Luis de Quito en 1725*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 51-64.
136. Bodé Gérard, *Les ateliers des écoles d'enseignement technique (années 1860-années 1950), un objet insaisissable ?*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 37-65.
137. Boero Stefano, «Ciascuno pretendea d'avere titolo d'anzianità e di precedenza sull'altro»: *controversie e politiche assistenziali nelle confraternite aquilane (secc. XVI-XVIII)*, DPRS, 20 (2017), n. 2, pp. 327-360.
138. Bogdán Péter, *Issues of Roma Education in Light of Interrelations of School Theories between 1978 and 1998*, HUERJ, 7 (2017), n. 4, pp. 103-116.

139. Boguslavskij M.V., *Traktovka religiozno-nravstennogo i grazhdanskogo vospitaniya vydayushchimsja otechestvennym pedagogicheskim myslitelem knjazem V.F. Odoevskim* [A prominent Russian pedagogue prince V.F. Odoevsky's ideas about religious, moral and civic education], PPP, 44 (2017), n. 4, pp. 13-21.
140. Bolaño Amigo María Eugenia, *Estética ilustrada, discursos de clase y educación musical escolar en los comienzos del siglo XX*, in Tort i Bardollet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 385-400.
141. Boldysheva N.O., *Prepodavanie ekonomiceskoy teorii v amerikanskikh universitetakh (konec XIX – nachalo XX veka)* [Teaching economic theory in American universities (late XIX<sup>th</sup> - early XX<sup>th</sup> century)], ISTPE (2017), pp. 97-104.
142. Bonato Massimo, *Catholic church and the pastoral and missionary experiments in the 1960s: the Gioventù Studentesca experiment in Brazil*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 144-168.
143. Bonde Hans, *Gymnastics between Protestantism and Liberalism from 1880 to 1940: A Comparative Analysis of Two Internationally Renowned Danish Gymnastics Educators*, in Tröhler Daniel, Westberg Johannes (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 85-111.
144. Bonini Francesco, *Un modello originale. Le istituzioni sportive italiane nella storia della Repubblica*, PV, 75 (2017), n. 1, pp. 21-36.
145. Bontempi Jr. Bruno, *Nacionalismo e regionalismo em dois inquéritos sobre o Ensino Superior Brasileiro nos anos 1920*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 35-50.
146. Borges Angélica, *A fiscalização que mais se deseja: a inspeção do ensino na Capital do Império Brasileiro*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 9-40.
147. Boros László, *A nyolcvanas évek ifjúsági mozgalmai* [Youth movements in the 80's], EDC, 26 (2017), n. 1, pp. 3-14.
148. Boser Lukas, Brühwiler Ingrid, *Languages, script and national identity: struggles over linguistic heterogeneity in Switzerland in the nineteenth and twentieth centuries*, HEJ, 46 (2017), n. 3, pp. 306-323.

149. Bozzay Réka, *Magyar diákok hollandiai tanulmányai a kora újkorban* [The Study of Hungarian Students at Dutch Universities in the Early Modern Age], GERUN, 8 (2017), n. 2, pp. 23-35.
150. Bracamonte Lucía, *La organización normativa de la Comisión central de señoritas cooperadoras salesianas: género y sociabilidad Argentina, 1900-1926*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 145-173.
151. Braga Michel Caroline, Arriada Eduardo, *Viagem educacional ao Uruguai em 1913: impressões dos professores rio-grandenses acerca das escolas de Montevidéu*, RHE, 21 (2017), n. 51, pp. 253-270.
152. Branco Rui, *Entre Bismarck e Beveridge: Sociedade Civil e Estado Providência em Portugal (1960-2011)*, ANSO, 52 (2017), n. 224, pp. 534-558.
153. Brasó Rius Jordi, *Historia y pedagogía de la Escuela del Mar (1922-1938). Estudio icónico-hermenéutico*, SEH, 6 (2017), n. 3, pp. 226-260.
154. Bravi Luca, Vitale Tommaso, *Editoriale*, in Id. (edd.), «*In-dipendenza. Percorsi di controllo e di emancipazione delle minoranze culturali nella storia sociale dell'educazione europea*», RSE, 4 (2017), n. 1, pp. 9-16.
155. Brémand Nathalie, *Les premiers socialistes et les femmes abandonneuses (1830-1850)*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 47-66.
156. Brizzi Gian Paolo, Daltri Andrea, *Per aspera ad Asfe. Sviluppi progressivi di un database accademico*, ASUI, 21 (2017), n. 1, pp. 75-94.
157. Brizzi Gian Paolo, Signori Elisa, *Presentación*, in Id. (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 11-16.
158. Broadie Alexander, *James Dundas (c.1620-1679) on the sixth commandment*, HU, 29 (2017), n. 2.
159. Broadie Alexander, *Seventeenth-Century Scottish Philosophers and their Universities*, HU, 29 (2017), n. 2.
160. Brühwiler Ingrid, *Contested Citizenship: Public Schooling and Political Changes in Early Nineteenth Century Switzerland*, JEMMS, 9 (2017), n. 2, pp. 15-39.
161. Brühwiler Ingrid, *In-between "Swedish Gymnastics" and "Deutsche Turnkunst:" Educating "National" Citizens through Physical Education in Switzerland in the Last Decades of the Nineteenth Century*, in Tröhler Daniel, Westberg Johannes (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 71-84.
162. Brunelli Marta, *La recente costituzione della Società Italiana per lo studio del Patrimonio Storico-Educativo (SIPSE)*, HECL, 12 (2017), n. 2, pp. 653-665.

163. Brunelli Marta, Meda Juri, *Gymnastics between school desks: An educational practice between hygiene requirements, healthcare and logistic inadequacies in Italian primary schools (1870-1970)*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 178-193.
164. Brunelli Marta, Meda Juri, Pomante Luigiaurelio, *Call for Papers «History of Education & Children's Literature». Memories and Public Celebrations of Education in Contemporary Times. Multilingual version*, HECL, 12 (2017), n. 1, pp. 555-574. pp. 769-783.
165. Bruno Karl, *Silvi-kulturella möten: Sveriges lantbruksuniversitet och högre skoglig utbildning i Etiopien 1986-2009*, NOJEH, 4 (2017), n. 1, pp. 29-51.
166. Bruno-Jofré Rosa, *Introduction*, in Ead. (ed.), *Catholic education across time and space: From educational projects in early modernity, through colonial education, to opening spaces of social transformation*, ENCONTE, 18 (2017), pp. XI-XIV.
167. Bruno-Jofré Rosa, *Las Religiosas del Niño Jesús en Bembibre, León, España, en la segunda etapa del franquismo: la escuela sin puertas*, in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 53-70.
168. Bruno-Jofré Rosa, Quiroga Uceda Patricia, *Explorando intersecciones entre religión y prácticas y teorías educativas en escenarios Canadienses y Europeos: presentación*, in Id. (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 27-33.
169. Buczek Katarzyna, *From the Royal Castle to school. King Stanisław August's legacy and the Volhynian Gymnasium collections*, ETE, 4 (2017), n. 1, pp. 1-17.
170. Buklijas Tatjana, *The laboratory and the asylum: Francis Walker Mott and the pathological laboratory at London County Council Lunatic Asylum, Claybury, Essex (1895-1916)*, HP, 28 (2017), n. 3, pp. 311-325.
171. Burigana Riccardo, *Disciplinare il mondo. Le tesi di Filippo Melantone all'Università di Wittenberg (1518-1560)*, in Negruzzo Simona (ed.), *Riforma e università a cinquecento anni dalle tesi di Lutero (1517-2017)*, ASUI, 21 (2017), n. 2, pp. 59-74.
172. Burioli Ivashita Simone, Schelbauer Analete Regina, *Boletim da Secretaria de Educação e Cultura do Paraná (1951-1953): representações sobre a escola rural*, RH, 17 (2017), n. 72, pp. 559-577.

173. Buriti de Oliveira Iranilson, Vasconcelos Santos Lais, «*Por un beso de tu boca*: assistência à saúde bucal infantil na revista *Salud y sanidad da Colômbia* (década de 1930), in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 97-118.
174. Burlaw Lynn, Williams Lauren, Kelly Larry J., *Education for Agricultural Improvement: Teacher Certification at the Agricultural and Mechanical College of Texas*, AEHJ, 44 (2017), n. 1.
175. Burman Chaim, *Truth-Telling in the UK Jewish Studies Classroom for Orthodox Educators*, JJE, 83 (2017), n. 4, pp. 310-338.
176. Burton Simon J.G., *Disputing Providence in Seventeenth-Century Scottish Universities: The Conflict between Samuel Rutherford and the Aberdeen Doctors and its Repercussions*, HU, 29 (2017), n. 2.
177. Byford Andy, *The imperfect child in early twentieth-century Russia*, HEJ, 46 (2017), n. 5, pp. 595-617.
178. Caballero Truyol Tomàs, *Entre los negocios y la familia: Mujer, crédito y sociedad en Barranquilla (Colombia), 1849-1900*, RHR, 9 (2017), n. 17, pp. 192-220.
179. Cabezas González Marcos, Casillas Martín Sonia, Acuña Aguirre Stephan, *Entorno personal de aprendizaje (PLE): una propuesta para desarrollar las competencias digital e informacional en la enseñanza universitaria del derecho en Colombia*, AURP, 22 (2016), pp. 271-287.
180. Cabrera Martínez Alejandra María, Vidal Ortega Vidal Antonnino, *Organización del patrimonio cultural en Colombia: Una categoría inexplorada*, RHR, 9 (2017), n. 18, pp. 383-421.
181. Caetano Monteiro Carlos Manuel, Pimentel Maria Helena, *Os benefícios sociais no ensino superior público português nas últimas quatro décadas*, AURP, 23 (2017), pp. 233-242.
182. Caiceo Escudero Jaime, *El colegio Santa Isabel de Hungría en su cincuentenario: de una inserción en comuna semi-rural ha pasado a comuna urbana*, RH, 17 (2017), n. 71, pp. 5-19.
183. Caiceo Escudero Jaime, *Orígenes y principales exponentes del laicismo, en su vertiente educativa, en Chile*, RHE, 21 (2017), n. 51, pp. 333-350.
184. Caiceo Escudero Jaime, *Reflexiones en torno a la reforma educacional desde una perspectiva católica*, REPD, 17 (2017), n. 36, pp. 95-108.
185. Callegari Carla, *Comparative education in the global age: Italian tradition and future perspectives*, SE, 18 (2017), n. 2, pp. 93-104.
186. Calvert Leanne, «*A More Careful Tender Nurse Cannot Be than My Dear Husband*». *Reassessing the Role of Men in Pregnancy and Childbirth in Ulster, 1780-1838*, JFH, 42 (2017), n. 1, pp. 22-36.

187. Camara Bastos Maria Helena, *A pesquisa em história da educação - testemunho de um autor: entrevista com Antonio Viñao Frago*, RHE, 21 (2017), n. 51, pp. 15-31.
188. Camara Bastos Maria Helena, *An italian book for brazilian children. Heart, by Edmondo De Amicis (1886)*, HECL, 12 (2017), n. 2, pp. 477-505.
189. Camara Bastos Maria Helena, *De jardineira para a jardineira: orientações didático-pedagógicas para a educação pré-primária (Revista do Ensino/RS, 1951-1963)*, in Henriques Helder, Marchão Amélia (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 63-80.
190. Camara Rangel Sonia Oliveira, Moura Silva Alessandra, *Em favor da infância e em caridade da Pátria: a criação da primeira colônia escolar de férias do Rio de Janeiro de 1923 a 1924*, RBHE, 17 (2017), n. 3, pp. 106-136.
191. Camara Sônia, *As damas da assistência à infância e as ações educativas, assistenciais e filantrópicas (Rio de Janeiro/Rj, 1906-1930)*, RHE, 21 (2017), n. 53, pp. 199-218.
192. Campagnaro Marnie, *From Palace to House. The Changing Domestic Settings of Fairy-tales*, EJPE, 21 (2017), n. 49, pp. 8-30.
193. Campagnaro Marnie, *Le cornici del corpo. Spazi e luoghi nella Letteratura per l'infanzia*, EJPE, 21 (2017), n. 49, pp. 3-7.
194. Campos Berto Rosianny, Silva Simões Regina Helena, *Rádio e cinema escolares como elementos de inovação pedagógica na escola ativa capixaba (1928-1930)*, RBHE, 17 (2017), n. 1, pp. 65-88.
195. Campos Cusati Iracema, Ribeiro dos Santos Mário, Pereira da Silva de Ávila Virgínia, *Escritas que cruzam o tempo: dos diários de classe aos cadernos de anotações da Professora Maria Franca Pires (Juazeiro, 1957-1985)*, RBHE, 17 (2017), n. 4, pp. 256-289.
196. Campos Mariano Ruckstadter Vanessa, *Expansão e consolidação das escolas normais no Paraná: um olhar a partir do Norte pioneiro paranaense (1926-1971)*, RH, 17 (2017), n. 72, pp. 534-558.
197. Candia da Silva Fernando, *La escuela misional entre los mapuche: ensayos para una «escuela indígena» en la Araucanía (1896-1924)*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 146-162.
198. Canola Treis Teixeira Lisley, Liz Souza Luani de, *A honra escolar: memória material da escola*, RHE, 21 (2017), n. 53, pp. 219-238.

199. Cantatore Lorenzo, *Luoghi educanti, corpi prigionieri e spazi della libertà nella letteratura per l'infanzia fra Otto e Novecento*, EJPE, 21 (2017), n. 49, pp. 50-64.
200. Cantón Mayo Isabel, González García Cristina, Hidalgo González Sheila, *Los edificios escolares en una comarca leonesa: metáforas y estudio de caso*, HERI, 35 (2016), pp. 335-360.
201. Cantón-Delgado Manuela, *Gypsy leadership, cohesion and social memory in the Evangelical Church of Philadelphia*, SCIRS, 64 (2017), n. 1, pp. 76-91.
202. Cárdenas Herrera John Jairo, *Elementos fundamentales para la historia conceptual de la educación neogranadina: 1767-1853*, RMHE, 5 (2017), n. 9, pp. 1-28.
203. Cardona Maria João, *Planejar e avaliar na educação pré-escolar: a realidade portuguesa das últimas décadas*, in Henriques Helder, Marchão Amélia (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 143-159.
204. Caregnato Célia Elizabete, Campos Oliven Arabela, *Educação superior e políticas de ação afirmativa no Rio Grande do Sul: desigualdades e equidade*, EDUR, 33 (2017), n. 64, pp. 171-187.
205. Carleton Sean, *Settler Anxiety and State Support for Missionary Schooling in Colonial British Columbia, 1849-1871*, in Barman Jean (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 57-76.
206. Carlsmith Christopher, *Locations for Children: school and orphanages in Bergamo and Bologna in the 16<sup>th</sup> and 17<sup>th</sup> centuries*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 77-86.
207. Carmen Gómez Gómez María Del, Vidal Jacinto Escudero, Iglesias Polo María Teresa, *Baltasar Pardal. Fundador de La Grande Obra de Atocha, una institución creada para educar a la mujer*, RBHE, 17 (2017), n. 4, pp. 3-24.
208. Carmo Vieira Goulart Ilsa do, *Nas publicações sobre livros de leitura no início do século XX: traços de uma cultura material rscolar*, RHE, 21 (2017), n. 52, pp. 235-249.
209. Carneiro Aguiar Letícia, *O binômio educação e desenvolvimento como eixo das políticas de modernização do estado de Santa Catarina*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 143-168.

210. Caroli Dorena, Borisovich Kornetov Grigory, *The new school movement in Russia: Konstantin N. Venttsel (1857-1947), the concept of «free upbringing» and the Declaration of the rights of the child*, HECL, 12 (2017), n. 2, pp. 9-45.
211. Caroli Dorena, *Images and imagery of «Europe's Garden». Cultural, artistic and natural heritage in reading books for the Italian schools abroad*, in Caroli Dorena, Patrizi Elisabetta (edd.), «Educating for beauty the youth of the new Italy». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 115-156.
212. Caroli Dorena, Patrizi Elisabetta, *Becoming Italians at school through the cultural and natural heritage*, in Id. (edd.), «Educating for beauty the youth of the new Italy». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 11-17.
213. Carvalho Alessandra, Knack Diego, *Conhecimento histórico escolar, tempo presente e o uso de documentos audiovisuais no ensino sobre a ditadura militar na educação básica*, HISTOJ, 6 (2017), pp. 98-121.
214. Carvalho Costa Jean Carlo de, *Ideias, conceitos, contextos: a contribuição de Reinhart Koselleck à escrita da História da Educação*, RBHE, 17 (2017), n. 4, pp. 54-80.
215. Carvalho Costa Jean Carlo de, Lewtchuk Espindola Maira, *A universidade popular na Paraíba: circulação de ideias, sujeitos e ações*, RH, 17 (2017), n. 71, pp. 158-173.
216. Carvalho de Araújo Vania, *Educação infantil em tempo integral: em busca de uma philia social*, EDUR, 33 (2017), n. 63, pp. 191-203.
217. Casalaspi David, *The Making of a «Legislative Miracle»: The Elementary and Secondary Education Act of 1965*, HEQ, 57 (2017), n. 2, pp. 247-277.
218. Casalini Cristiano, Sander Christoph, *Benet Perera's Pious Humanism: Aristotelianism, Philology, and Education in Jesuit Colleges. An Edition of Perera's Documenta quaedam perutilia*, HU, 30 (2017), nn. 1-2.
219. Cássia Assumpção Mariana de, Duarte Newton, *Arte, educação e sociedade em György Lukács e na pedagogia histórico-crítica*, REDUQ, 55 (2017), n. 44, pp. 169-190.
220. Cássia Pereira Moraes Cristina de, Tavares Lara Alexandra, de Souza Rildo Bento, *Três tempos de caridade, assistência e filantropia em Goiás (séculos XVIII ao XX)*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 23-53.

221. Cássia Rodrigues Fabiana de, Salvatti Coutinho Luciana Cristina, *Aportamentos sobre educação e trabalho no Brasil contemporâneo: aspectos da contrarreforma educacional*, RH, 17 (2017), n. 73, pp. 886-905.
222. Cassiano Kuhn Malcus, Bayer Arno, *A trajetória educacional das escolas paroquiais luteranas do início do século XX no Rio Grande do Sul*, RBHE, 17 (2017), n. 1, pp. 234-265.
223. Castanha André Paulo, *Os métodos de ensino no Brasil do século XIX*, RH, 17 (2017), n. 74, pp. 1054-1077.
224. Castellani Laetizia, *La délinquance juvénile au début du XX<sup>e</sup> siècle: les parcours de deux adolescents meurtriers d'Aregno*, RHEI, 19 (2017), pp. 149-167.
225. Castilho Gonçalves Mauro, *Integralismo lusitano e educação católica: conexões entre intelectuais e o caso do Colégio Vasco da Gama de Lisboa, Portugal (década de 1920)*, in Lange do Amaral Giana, Castilho Gonçalves Mauro (edd.), *Discursos e itinerários de modernização educativa no espaço luso-brasileiro*, RHE, 21 (2017), n. 53, pp. 72-83.
226. Castro Cesar Augusto, *A legislação como fonte para a História da Instrução Primária Maranhense*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 30-44.
227. Castro Cesar Augusto, *Controlar e disciplinar a vida escolar: a ação da inspetoria da instrução pública no Maranhão (1844-1889)*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 96-120.
228. Castro Maria Gontijo, Alves Daniela Alves de, *Ensino, pesquisa e extensão na Universidade Federal de Viçosa: origem e trajetória institucional (1926-1988)*, RBE, 22 (2017), n. 70, pp. 752-773.
229. Castro Raquel Poy, *Miguel Cordero del Campillo. Cronista e historiador de la educación*, HERI, 35 (2016), pp. 419-435.
230. Catani Denice Barbara, Gatti Júnior Décio, *Apresentação*, in Id. (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 3-5.
231. Catarino Paula, Costa Cecília, *O livro do professor «Didáctica das Lições do 1.º ano do Ensino Primário Rural» em Angola nos anos 60: descrição geral*, CHE, 16 (2017), n. 1, pp. 258-285.
232. Caterina Lucia, Giunta Roberta, Graziani Simonetta, Loreto Romolo, Manzo Andrea, *Le collezioni museali dell'Orientale di Napoli. Il Museo Orientale «Umberto Scerrato». La Collezione della Società Africana d'Italia*, ASUI, 21 (2017), n. 1, pp. 177-184.

233. Cavadas Bento, «*On the Origin of Species*: Didactic transposition to the curriculum and Portuguese science textbooks (1859-1959), in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 143-164.
234. Cavalcante Albano da Cruz Paula Lorena, Sucupira Stamatto Maria Inês, *Análise das disciplinas para a formação do cidadão republicano: o caso do Grupo Escolar Barão de Mipibu – RN (1909-1920)*, RH, 17 (2017), n. 73, pp. 766-781.
235. Cavalcante de Oliveira Blenda, Pereira da Silva Cruz Shirleide, *Verticalização e trabalho docente nos institutos federais: uma construção histórica*, RH, 17 (2017), n. 72, pp. 639-661.
236. Cavallera Giovanni U., Costantino VII Porfirogenito. *Il basileus evergetes nella tradizione bizantina*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 119-133.
237. Cavieres-Fernández Eduardo, *Teacher counter stories to a citizenship education mega policy narrative. Preparing for citizenship in Chile*, JOUCS, 49 (2017), n. 4, pp. 414-436.
238. Cazorla María Jesús Vera, *Tradition and innovation in foreign language teaching in Gran Canaria in the Nineteenth Century*, HECL, 12 (2017), n. 2, pp. 241-262.
239. Cedeño Peguero María Guadalupe, *Maestros de primeras letras de la Nueva España, siglos XVI y XVII*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 31-50.
240. Cercós i Raichs Raquel, *El pensamiento estético-pedagógico de Joseph Beuys: entre la memoria y la performance*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 217-237.
241. Cerdá Juan Manuel, *Las desigualdades educativas en Mendoza en la primera mitad del siglo XX*, HISTCA, 12 (2017), n. 31, pp. 127-158.
242. Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel, *El museo pedagógico de Otones. Una experiencia rural en la difusión del patrimonio educativo*, in Id. (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 53-68.
243. Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel, *Museísmo pedagógico y desarrollo de la comunidad*, in Id. (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 31-34.
244. Ceri Jones Hywel, *Celebrating 30 years of the Erasmus programme*, EJE, 52 (2017), n. 4, pp. 558-562.

245. Chagas Silva Souza Francisco das, Silva Rodrigues Iaponira da, *Formação de professores para educação profissional no Brasil: percurso histórico e desafios contemporâneos*, RH, 17 (2017), n. 72, pp. 621-638.
246. Chakramakkil Anto Thomas, *The Polemics of Real and Imagined Childhood(s) in India*, IRCL, 10 (2017), n. 1, pp. 74-88.
247. Chancey Mark A., *Religious Instruction, Public Education, and The Dallas High Schools Bible Study Course (1923-1985)*, CHSCC, 86 (2017), n. 1, pp. 145-177.
248. Chaves Bráulio Silva, *Perspectivas de mobilidade intelectual: a confluência entre Brasil e Argentina no projeto de educação de Luis Reissig (1940-1960)*, CHE, 16 (2017), n. 2, pp. 348-373.
249. Chaves Martínez Ingrid Viviana, *El ejercicio del poder: el uso del consenso y la violencia en pasto, 1821-1831*, RHEC, 19 (2016), n. 19, pp. 59-80.
250. Chen Hui, 以理想、思想、梦想建构的儿童文学世界——常星儿创作面面观 [Constructing a world of children's literature based on dream, ideals and hopes: Chang Xing's works], RECW, 4 (2017), pp. 193-197.
251. Chen Xi, 2016年儿童文学出版状况盘点 [Review of the publications of children's literature in 2016], PRC, 1 (2017), pp. 61-71.
252. Chernaya L.A., "Arifmetika" Leontiya Magnickogo ["Arithmetics" by Leontiy Magnitskiy], OZP, 39 (2017), n. 3/1, pp. 154-166.
253. Chiosso Giorgio, *Redi Sante Di Pol (1951-2017)*, HECL, 12 (2017), n. 2, pp. 9-45. pp. 639-641.
254. Chiosso Giorgio, *Uno sguardo alla produzione storico-educativa più recente*, HECL, 12 (2017), n. 2, pp. 511-523.
255. Chourdakis Antonis, *Παρελκυστικές πολιτικές στην εκπαιδευτική μετακίνηση των νέων χωρών και ο ρόλος της Κρήτης στις απόπειρες εκπαιδευτικής μεταρρύθμισης των κυβερνήσεων του Ελευθερίου Βενιζέλου (1913-1929)* [Policies of adaptation in the educational shifts and skews of the new countries and the role of Crete in the efforts of educational reform of Eleftherios Venizelos Governments (1913-1929)], TAHE, 15-16 (2017-2018), pp. 174-200.
256. Ciampi Helenice, Pianelli Godoy Alexandre, *Histórias divergentes na intelectualidade docente: trajetórias formativas nas memórias de professoras do ensino municipal de São Paulo (1964-1985)*, RBHE, 17 (2017), n. 3, pp. 244-272.
257. Cianci Dorella, *Alle origini dell'idea di maieutica*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 58-71.

258. Cid Fernández Xosé Manuel, Carrera Fernández María Victoria, Diéguez Sans Núria, Rodríguez Antía Cid, *Educació per a la pau en la trajectòria freinetiana. Del seu discurs originari als actuals moviments de l'escola moderna a la península Ibèrica*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 41-63.
259. Clark Jennifer, *In the shadow of Sputnik: a transnational approach to Menzies support for science education in Australia, 1957-1964*, PH, 53 (2017), n. 5, pp. 623-639.
260. Clarkson Alexander, *Russian dreams and Prussian ghosts: Immanuel Kant Baltic Federal University and debates over historical memory and identity in Kaliningrad*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 256-272.
261. Clycq Noel, «*We value your food but not your language»: Education systems and nation-building processes in Flanders*», EERJ, 16 (2017), n. 4, pp. 407-424.
262. Coelho Patricia, *A radioeducação no Brasil e o culto ao pacifismo (1919-1939)*, CHE, 16 (2017), n. 2, pp. 539-553.
263. Colaci Anna Maria, *Educare alla povertà: le Clarisse a Galatina*, RSE, 4 (2017), n. 2, pp. 287-298.
264. Cole Josh, «*Our Only Hope is Apocalypse»: Marshall McLuhan, Catholic Antimodernism, and 1960s Education Reform*», in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 89-103.
265. Colin Mariella, *Quando Pascoli scriveva per i fanciulli*, HECL, 12 (2017), n. 2, pp. 151-167.
266. Colleldemont Eulàlia, Vilanou Conrad, *Inhabiting culture: Spanish anarchists' vision of cultural learning through aesthetics in the nineteenth and early twentieth centuries*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 228-245.
267. Colleldemont Pujadas Eulàlia, Casanova Prat Josep, *Los documentales y noticiarios como texto de apertura para pensar la educación estético-política*, HME, 3 (2017), n. 5, pp. 469-487.
268. Colombo Maria Alzira da Cruz, *Catholic female religious congregations facing the secularization and exile in French Third Republic*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 374-390.

269. Conde Olatz, El Valle del Hierro-Legazpi. *Un pueblo convertido en un museo vivo*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 149-158.
270. Cordoví Núñez Yoel, Muguia Méndez Dayana, *La regulación de la enseñanza privada en Cuba. Principales proyectos, normativas y polémicas*, HISTCA, 12 (2017), n. 30, pp. 211-243.
271. Corvalán Rodríguez Javier Enrique, *La evaluación de la escuela de Isla de Pascua en las notas de los visitantes externos al establecimiento (1939-1967): un ejemplo de control colonial mediante la forma escolar*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 195-209.
272. Corzo José Luis, *Una Barbiana spagnola. Nel dramma della “scuola cattolica”*, ASE, 24 (2017), pp. 261-286.
273. Costa Carvalho Magda, Santos Ana Isabel, Sequeira Renata, *Os Diagramas de Venn como recurso filosófico no Jardim de Infância*, EFIL, 31 (2017), n. 62, pp. 727-750.
274. Costa Dias Garcia Noely, Carrilho Slavez Milka Helena, *A Configuração da formação de professores normalistas no estado de Mato Grosso (1911-1971)*, REPD, 17 (2017), n. 36, pp. 4-20.
275. Costa Pereira Ana Carolina, Pereira Daniele Esteves, *Manuais escolares de matemática: uma visão panorâmica sobre sua história e políticas públicas*, RH, 17 (2017), n. 71, pp. 214-229.
276. Costa Rico Antón, *O exercício docente universitário na matéria «História da Educação»*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 89-102.
277. Costa Soares Jefferson da, *Aspectos da Crise do Programa Institucional no Colégio Pedro II (1931-1945)*, RBHE, 17 (2017), n. 4, pp. 224-255.
278. Cotinguiba Gomes Euvaldo, *Philosophy and Its Course in History of Brazilian Education*, AJER, 5 (2017), n. 7, pp. 770-775.
279. Criboire Raffaella, *A history of education in antiquity. Filling in some blanks*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 29-40.
280. Crippa de Araujo Silvete Aparecida, *Professora Julia Wanderley: guardiã da memória iconográfica do Paraná*, LIN, 18 (2017), n. 37, pp. 283-302.
281. Cruset Maria Eugenia, *Migración y exilio: el papel de las mujeres*, REVt, 4 (2017), n. 9, pp. 117-138.
282. Cruz de Souza Christiane Maria, Gonçalves Alves Ismael, *Apresentação*, in Ead. (ed.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 5-16.

283. Cruz e Zica Matheus da, *Pedagogos da nação: Reflexões sobre trajetórias e sociabilidades de bacharéis brasileiros a partir do periódico A Actualidade (1859-1861)*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 85-101.
284. Cruz Gonçalo, Payan-Carreira Rita, Dominguez Caroline, *Critical thinking education in the portuguese higher education institutions: a systematic review of educational practices*, RELUE, 32 (2017), n. 38, pp. 43-61.
285. Cruz Orozco José Ignacio, *La extensión del bachillerato en los suburbios españoles (1956-1984). Las Secciones Filiales de Instituto*, ESE, 17 (2017), n. 32, pp. 115-134.
286. Cullen Lynsey T., *Post-mortem in the Victorian asylum: practice, purpose and findings at the Littlemore County Lunatic Asylum, 1886-1887*, HP, 28 (2017), n. 3, pp. 280-296.
287. Cundari da Rocha Santos Flavio Tito, Groppe Aquino Julio, As ‘Cartas de Formação’ de Mário de Andrade (1924-1945) e sua Potência Educativa, RBHE, 17 (2017), n. 4, pp. 103-131.
288. Curry Lynne, «A Sick Child Deserves Its Rights»: Law, Religion, And Children’s Medical Care In The United States, 1870-1910, JHCY, 10 (2017), n. 3, pp. 313-338.
289. Custódio Maria Aparecida Corrêa, *The role of the Capuchin Congregation in the formation of regional middle classes and elites*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 169-203.
290. Dąbrowska Joanna E., *Profesor Ryszard Wroczyński – w trzydziest rocznicę śmierci* [Profesor Ryszard Wroczyński – on the 30<sup>th</sup> Anniversary of His Death], RDO, 54 (2017), pp. 27-38.
291. D’Alessio Michela, «La vita delle 28» nella scuola superiore femminile fascistiadi economia domestica (1942). Per una rilettura di un’esperienza formativa di omologazione culturale e sociale, in Bravi Luca, Vitale Tommaso (edd.), «In-dipendenza». Percorsi di controllo e di emancipazione delle minoranze culturali nella storia sociale dell’educazione europea, RSE, 4 (2017), n. 1, pp. 17-30.
292. D’Alessio Michela, *La professione docente in Italia meridionale nel primo Novecento. L’esperienza del maestro Ialenti in Molise*, RSE, 4 (2017), n. 2, pp. 325-340.

293. D'Alessio Michela, «*Il duro calle*. *Le memorie di un ispettore scolastico italiano* (Berengario Galileo Amorosa - 1865/1937), in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 178-199.
294. D'Alessio Michela, «O árduo caminho»: *Memórias de um inspetor escolar italiano* (Berengario Galileo Amorosa, 1865-1937), in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 200-220.
295. D'Ascenzo Mirella, *Collective and public memory on the walls. School naming as a resource in history of education*, HECL, 12 (2017), n. 1, pp. 633-657.
296. Da Costa David Antonio, *A emergência da disciplina História da Educação Matemática*, in Rodrigues Valente Wagner (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 640-652.
297. Da Cunha Marcus Vinicius, *John Dewey no Manifesto dos Pioneiros da Educação Nova*, CHE, 16 (2017), n. 2, pp. 474-486.
298. Da Silva Carla Cristina Jacinto, Fagundes de Lima Sandra Cristina, *História da Educação de Adolescentes e Adultos: campanhas de alfabetização, escolas noturnas e representações do analfabeto e de analfabetismo em Uberlândia-MG (1947-1963)*, CHE, 16 (2017), n. 1, pp. 103-124.
299. Da Silva Carlos Manique, *A afirmação da inspeção escolar no quadro da Reforma de António Rodrigues Sampaio*, CHE, 16 (2017), n. 2, pp. 374-386.
300. Da Silva Silveira Éder, Zanini Moretti Cheron, *Memórias de uma educação clandestina: comunistas brasileiros e escolas políticas na União Soviética na década de 1950*, EDUR, 33 (2017), n. 66, pp. 193-208.
301. Dal Toso Paola, *Per il centenario dello scautismo cattolico. Una guida bibliografica ragionata*, ASE, 24 (2017), pp. 333-352.
302. Dalakoura Katerina, *Changing Identities in Ottoman Context: The National «Self» and the «Other» in 19th Century Greek Women's Writings*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-21.
303. Dallabrida Norberto, *As classes secundárias experimentais: uma tradição escolar (quase) esquecida*, RBHE, 17 (2017), n. 3, pp. 196-218.
304. Dallabrida Norberto, *Luteranismo e escolarização: entrevista com João Klug*, CHE, 16 (2017), n. 3, pp. 601-607.
305. Dalmagro Sandra Luciana, *História da escola no Movimento dos Trabalhadores Rurais Sem Terra*, RH, 17 (2017), n. 73, pp. 782-810.

306. Damasceno Alberto, *A instrução no Grão-Pará Imperial: do Ato Adicional de 1834 ao Relatório Gonçalves Dias*, RBHE, 17 (2017), n. 1, pp. 37-64.
307. Daniel Huerta María José, *La metodología gimnástica del profesor García Fraguas*, AURP, 22 (2016), pp. 205-217.
308. Danielsson Malmros Ingmarie, *Swedish history textbooks as identity constructing narratives (1931-2009)*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 129-164.
309. Dantas Maria José, *Alarga-se o horizonte... revista «Cidade nova» no Brasil e a difusão da proposta educativa dos «focolares» (1957-1967)*, in Almeida Orlando Evelyn de, Leonardi Paula (edd.), *História da educação católica: produção e circulação de saberes pedagógicos*, RHE, 21 (2017), n. 52, pp. 40-55.
310. Daskalova Krassimira, *Developments in Bulgarian Education: from the Ottoman Empire to the Nation-State and beyond, 1800-1940s*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-29.
311. De Castro Javier Mateo, *El museo: un espacio educativo para la igualdad social. El caso pionero del Museo Pedagógico Nacional en España (1882-1941)*, in Pérez Miranda Iván, Carvajal de la Vega David (edd.), *Historia y desigualdad*, EFP, 8 (2017), pp. 83-120.
312. De Giorgi Fulvio, *Il dicotomico avvio della storiografia sulla Befana*, in Sani Filippo (ed.), *Volo, esseri volanti e cultura infantile*, ASE, 24 (2017), pp. 141-167.
313. De Giorgi Fulvio, *La nuova edizione dell'Epistolario completo di Antonio Rosmini. Una fonte per la storia della sua formazione roveretana*, ASE, 24 (2017), pp. 325-332.
314. De la Arada Acebes Raquel, Garcia Farrero Jordi, Vilanou Torrano Conrad, *Literatura, formación y república. André Maurois y el instinto de felicidad burgués (Segunda parte)*, HME, 3 (2017), n. 6, pp. 381-420.
315. De la Arada Acebes Raquel, Garcia Farrero Jordi, Vilanou Torrano Conrad, *Literatura, formación y república. André Maurois y el instinto de felicidad burgués (Primera parte)*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 157-190.
316. De Mello Sanfelici Aline, da Silva Fábio Luiz, *A formação do leitor literário na escola e a presença da indústria cultural no processo*, LIN, 18 (2017), n. 36, pp. 273-284.

317. De Melo Victor Andrade, *Jogando no olho do furacão: o desporto na Casa dos Estudantes do Império (1944-1965)*, ANSO, 52 (2017), n. 223, pp. 280-304.
318. De Oliveira Beiral Josilandia, Martinez Silvia Alicia, de Oliveira Fernando José Luna, *A Instalação do Gabinete de Física no Liceu de Humanidades de Campos (1895-1920): analisando os vestígios materiais*, CHE, 16 (2017), n. 3, pp. 770-787.
319. De Oliveira Silva Stella Sanches, *A conservação de acervos e [ou] arquivos em instituições escolares de Mato Grosso do Sul: busca por uma herança educativa*, CHE, 16 (2017), n. 3, pp. 832-845.
320. De Ridder-Symoens Hilde, *Il difficile cammino dalle schede cartacee al database*, ASUI, 21 (2017), n. 1, pp. 153-166.
321. De Salvo Dario, *Dall'occasionale al profondo. Per una pedagogia dell'aderenza in don Lorenzo Milani*, QI, 9 (2017), pp. 38-46.
322. De Salvo Dario, *Love, peace, nature. Rural schools of Montesca and Rovigliano*, HECL, 12 (2017), n. 2, pp. 587-595.
323. De Wilde Lieselot, Vanobbergen Bruno, *Puzzling history – the personal file in residential care: a source for life history and historical research*, HEJ, 46 (2017), n. 3, pp. 384-397.
324. Debè Anna, *Educare gli anormali nella Milano di inizio Novecento: l'esperienza dell'Istituto San Vincenzo*, FLP, 8 (2017), n. 20, pp. 149-157.
325. Debè Anna, Polenghi Simonetta, *La scuola italiana e la coeducazione: storia di un percorso accidentato*, PV, 75 (2017), n. 3, pp. 179-190.
326. Deepak Kumar, Radha Gayathri Ch, *Dr. Zakir Husain on Education and Language*, COED, 14 (2017), n. 2, pp. 187-200.
327. Degerickx Heidi, Roets Griet, Rutten Kris, Van Gorp Angelo, «*What kind of silence is being broken?»: a visual-rhetorical history of the out-of-home placement of children in poverty in 1990s Belgium*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 707-729.
328. Degerickx Heidi, Roets Griet, Van Gorp Angelo, *The Visual Rhetoric of Self-advocacy Organisations on Poverty: All about Courage?*, SEH, 6 (2017), n. 1, pp. 53-77.
329. Del Carmen Agulló Díaz M., Ramos i González Alfred, *Presentació*, in Id. (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 9-15.
330. Del Pozo Serrano Francisco José, *La educación en las prisiones españolas: Formación y acción socioeducativa con reclutas drogodependientes*, ED, 20 (2017), n. 2, pp. 343-363.

331. Del Valle de Moya Martínez María, López García Narciso José, Madrid Vivar Dolores, *La legislación educativa elemental de la música en la España del siglo XIX*, HERI, 35 (2016), pp. 217-236.
332. Delgado Ander, *Spanish Migrants in Basque Social Science Textbooks from the Late Franco Era to the Transition to Democracy*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 100-117.
333. Delgado Cendagortagalarza Ander, *Gordailu y la renovación pedagógica en el País Vasco. Política y educación en el tardofranquismo*, AURP, 22 (2016), pp. 189-203.
334. Delgado-Algarra Emilio, Estepa-Giménez Jesús, *Educación ciudadana y dimensiones de la memoria en la enseñanza de las ciencias sociales. Investigación sobre las concepciones del profesorado de educación secundaria de Huelva y provincia*, ED, 20 (2017), n. 2, pp. 259-278.
335. Depaepe Marc, *Colonial education in the Congo – a question of «uncritical» pedagogy until the bitter end?*, in Bruno-Jofré Rosa (ed.), *Catholic education across time and space: From educational projects in early modernity, through colonial education, to opening spaces of social transformation*, ENCONTE, 18 (2017), pp. 2-26.
336. Derisso José Luis, Cássia Duarte Rita de, *Crítica ao ideário neoliberal na educação: precarização e descaracterização da escola pública paulista*, RH, 17 (2017), n. 74, pp. 1169-1185.
337. Dessardo Andrea, *Presidi e presidi: la scuola in Alto Adige nel primo dopoguerra tra occupazione italiana e resistenza tirolese (1918-1922)*, in Bravi Luca, Vitale Tommaso (edd.), *«In-dipendenza». Percorsi di controllo e di emancipazione delle minoranze culturali nella storia sociale dell'educazione europea*, RSE, 4 (2017), n. 1, pp. 73-92.
338. Dhruv Raina, *Engineering Science Education and the Indian Institutes of Technology Reframing the Context of the ‘Cold War and Science’ (1950-1970)*, COED, 14 (2017), n. 1, pp. 49-70.
339. Di Masi Diego, Zanon Ombretta, *L'inclusione scolastica dei bambini Rom, Sinti e Caminanti: il “profilo inclusivo” per comprendere il clima di classe*, EJPE, 21 (2017), n. 47, pp. 65-85.

340. Dias Navarro Barreto Raylane Andreza, *Tobias Barreto de Menezes e a educação para um Brasil moderno (século XIX)*, in Lange do Amaral Giana, Castilho Gonçalves Mauro (edd), *Discursos e itinerários de modernização educativa no espaço luso-brasileiro*, RHE, 21 (2017), n. 53, pp. 38-55. Lange do Amaral Giana, *Os maçons e a modernização educativa no Brasil no período de implantação e consolidação da República*, in Lange do Amaral Giana, Castilho Gonçalves Mauro (edd), *Discursos e itinerários de modernização educativa no espaço luso-brasileiro*, RHE, 21 (2017), n. 53, pp. 56-71.
341. Dias Souza Carlos Eduardo, *A educação como horizonte político no Segundo Reinado: notas sobre a trajetória e a atuação de Abílio César Borges*, RBHE, 17 (2017), n. 2, pp. 28-55.
342. Díaz Jaramillo José Abelardo, *Anticomunismo y defensa del catolicismo en las protestas estudiantiles en Colombia (1945)*, HISTCA, 12 (2017), n. 30, pp. 145-177.
343. Dip Nicolás, *Un proyecto para la universidad. De la revista Envido a la JUP y ADUP 1972-1973*, AHEA, 18 (2017), n. 2, pp. 64-86.
344. Dishon Gideon, *Games of character: team sports, games, and character development in Victorian public schools, 1850-1900*, PH, 53 (2017), n. 4, pp. 364-380.
345. do Nascimento Alcileide Cabral, *Entre a caridade e o saber médico: os embates em torno da assistência às crianças abandonadas no Recife (1840-1860)*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 75-96.
346. Dodd Dianne, *Canadian Military Nurse Deaths in the First World War*, CBMH, 34 (2017), n. 2, pp. 327-363.
347. Domínguez Garrido María Concepción, Ruiz Cabezas Adiela, Medina Rivilla Antonio, *Experiencias docentes y su proyección en la identidad profesional: el caso de las maestras de Santa Marta y su entorno*, RHEL, 19 (2017), n. 29, pp. 111-134.
348. Dominique Julia, *Le métier d'historien selon Henri-Irénée Marrou. Un exercice spirituel*, ASE, 24 (2017), pp. 287-310.
349. Domiter Protner Ksenija, *Child abuse in the family environment in Slovenia in the first part of the 20<sup>th</sup> Century*, HECL, 12 (2017), n. 1, pp. 537-553.
350. Doney Jonathan, Parker Stephen G., Freathy Rob, *Enriching the historiography of Religious Education: insights from oral life history*, HEJ, 46 (2017), n. 4, pp. 436-458.
351. Donoso Romo Andrés, *Constantes en los movimientos estudiantiles latinoamericanos: Aproximación a partir del caso chileno de 2011*, RHEL, 19 (2016), n. 28, pp. 71-90.

352. Doria Corinne, *Le ‘fléau de la jeunesse studieuse’. Le discours médical autour de la myopie scolaire dans la France de la Belle Époque*, ASE, 24 (2017), pp. 223-236.
353. Doucet Isabelle, *Learning in the “Real” World: encounters with radical architectures (1960s–1970s)*, JEAH, 49 (2017), n. 1, pp. 7-21.
354. Dove Jane, *Teaching children the geography of England and Wales: an analysis of selected Georgian and Victorian textbooks and educational pastimes*, PH, 53 (2017), n. 4, pp. 347-363.
355. Draskóczy István, *Magyarországi hallgatók a bécsi és a krakkói egyetemen a Jagelló-korban (1491-1525)* [Students from the Hungarian Kingdom at the Universities of Vienna and Krakow in the Jagiellonian Age (1491-1525)], GERUN, 8 (2017), n. 1, pp. 7-22.
356. Dröscher Ariane, *Il database delle Facoltà italiane di Scienze, 1860-1915: analisi quantitativa dei suoi professori, assistenti e tecnici*, ASUI, 21 (2017), n. 1, pp. 95-116.
357. Dudek Peter, “*Alles braver Durchschnitt?* Impressionen zur Schülerschaft der FSG Wickersdorf 1906-1945”, JHB, 23 (2017).
358. Duggan Jennifer, *Hot for Teacher: Intergenerational Desire, Harry Potter, and the Case of Snarry*, IRCL, 10 (2017), n. 2, pp. 146-161.
359. Duoblienė Liliya, In memoriam Prof. Leonas Jovaisha, APV, 38 (20179, pp. 192-197.
360. Duquette Catherine, Fine-Meyer Rose, *Gaining Nationhood: A Comparative Analysis of Images Found in Ontario and Quebec History Textbooks, 1920 to 1948*, HSE, 29 (2017), n. 2, pp. 48-73.
361. Durán Maximiliano, *Locura, novedad y educación en el pensamiento político de Simón Rodríguez: un abordaje filosófico*, CHE, 16 (2017), n. 2, pp. 525-538.
362. Durant Tommaso, *Il collegio dei dottori di medicina di Bologna: università, professioni e ruolo sociale in un organismo oligarchico della fine del medioevo*, ASUI, 21 (2017), n. 2, pp. 151-178.
363. Dussel Inés, *Iconoclastic images in the history of education: another look at children in revolt in two children’s films from the 1930s*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 668-682.
364. Dussel Inés, Priem Karin, *Introduction. The visual in histories of education: a reappraisal*, in Id. (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 641-649.

365. Eckelmann Berghel Susan, «*What My Generation Makes of America*»: *American Youth Citizenship, Civil Rights Allies, and 1960s Black Freedom Struggle*, JHCY, 10 (2017), n. 3, pp. 422-440.
366. Eder Salas Martínez Luisinho, *Educación, maestro y ciudadanía en el Bolívar Grande (Colombia), 1870-1889: variables de una continuidad*, RMHE, 5 (2017), n. 10, pp. 133-157.
367. Egan Bridget, Goodman Joyce, *Household and domestic science: entangling the personal and the professional*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 176-192.
368. Eigenmann Philipp, *Vom Aktivismus zur Professionalität - Voraussetzungen und Folgen der Institutionalisierung interkultureller Pädagogik in den 1980er-Jahren*, in *Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, JHB, 23 (2017).
369. Elia Domenico Francesco Antonio, *Per una mappatura del consumo degli attrezzi ginnici e sportivi nella scuola italiana*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 143-166.
370. Elia Domenico Francesco Antonio, *Per una promozione dei mezzi di educazione di massa nella ginnastica: l'opera di Pietro Gallo (1841-1916)*, HECL, 12 (2017), n. 1, pp. 507-525.
371. Elia Domenico Francesco Antonio, *Una divisa per i docenti di ginnastica: l'opera di Alessandro La Pegna (1837-1898)*, PV, 75 (2017), n. 1, pp. 75-89.
372. Elizalde-San Miguel Begoña, *El Cuidado Informal en las Zonas Rurales. Nuevas formas, nuevos actores*, SEH, 6 (2017), n. 2, pp. 168-195.
373. Ellis Heather, *Editorial*, in Ead. (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 143-146.
374. Elwick Alex, *Education reform in New York City (2002-2013)*, ORE, 43 (2017), n. 6, pp. 677-694.
375. Emilio Castillejo Cambra, *Edición escolar en España, identidad, cultura política y contexto: la Enciclopedia Dalmau Carles-Pla*, HME, 3 (2017), n. 6, pp. 487-521.
376. Erdal Yıldırım Ayça Erinç, Aslan Demo Ahmet, *Britain in the imperial age: history and national identity*, HECL, 12 (2017), n. 2, pp. 133-150.
377. Eric Wickman, *Shaping Church-State Relations After Constantine: The Political Theology of Hilary of Poitiers*, CHSCC, 86 (2017), n. 2, pp. 287-310.

378. Errázuriz Javiera, *Control y disciplinamiento de la comunidad estudiantil en los primeros años del régimen militar (1973-1975): Los expedientes de Geografía y Teatro en la Universidad de Chile*, in Lecaros Miguel, Moya Silvano Benito (edd.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 36-56.
379. Escalante Carlos, *Revisitando la Casa del Estudiante Indígena*, México (1924-1932), in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 133-145.
380. Escudero Jaime Caiceo, *La Educación Pública en Chile, a partir de los Premios Nacionales Laicos*, CHE, 16 (2017), n. 1, pp. 196-208.
381. Espejo Juan Cornejo, *Sexual dissidence in the Chilean school system: repression and invisibility*, EDUPE, 43 (2017), n. 3, pp. 879-898.
382. Esquinsani Rosimar, Esquinsani Valdocir, *Anísio Teixeira: El gran defensor de la escuela pública brasileña*, CUACHI, 5 (2017), n. 7, pp. 102-119.
383. Esteruelas Teixidó Albert, Laudo Castillo Xavier, *Del «arte povera» a la pedagogía povera: El arte de trasmudar lo efímero en intensidad*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 191-216.
384. Esteves Alexandra, *Entre a caridade e a assistência: a criação e o funcionamento do Hospital da caridade em Viana do Castelo (séculos XVIII-XIX)*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 55-74.
385. Faa-Lendvai Erzsébet, *Bencés diákok egyetemjárása a 17–18. században [The University Attendance of Benedictine Students in the 17th-18th Centuries]*, GERUN, 7 (2016), nn. 1-2, pp. 86-103.
386. Fabuel Vicent Sebastian, *El que han d'ensenyar els mestres als xiquets i els pares als seus fills. El didactisme en un directori catòlic del segle XVIII*, EH, 24 (2017), n. 29, pp. 155-183.
387. Faleiro Wender, Farias Magno Nunes, *Inclusão de mulheres camponesas na universidade: entre sonhos, desafios e lutas*, EDUPE, 43 (2017), n. 3, pp. 833-846.
388. Farquharson Lauren, *A ‘Scottish Poor Law of Lunacy’? Poor Law, Lunacy Law and Scotland’s parochial asylums*, in Philo Chris, Andrews Jonathan (edd.), *Histories of asylums, insanity and psychiatry in Scotland*, HP, 28 (2017), n. 1, pp. 15-28.
389. Fasora Lukáš, Hanuš Jiří, *University History in the Czech Republic*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 41-70.

390. Feng Weiping, 歌德童话《新帕里斯》的仪式解读 [Interpretation of rituals in Goethe's fairy tale new Paris], FOLFOLT, 4 (2017), pp. 13-18.
391. Fernandes Bittencourt Circe, *História da Educação Indígena no Brasil: percursos de pesquisas*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 100-113.
392. Fernandes Enilda, Bueno de Camargo Paulo Edyr, *A organização do trabalho didático na proposta da escola parque de Anísio Teixeira*, RH, 17 (2017), n. 71, pp. 55-76.
393. Fernandes Fabiana Silva, Domingues Juliana dos Reis, *Educação infantil no estado de São Paulo: condições de atendimento e perfil das crianças*, EDUPE, 43 (2017), n. 1, pp. 146-150.
394. Fernandes Paz Ana Luísa, *Can genius be taught? Debates in Portuguese music education (1868-1930)*, EERJ, 16 (2017), n. 4, pp. 504-516.
395. Fernández Antón Estefanía, *La Institución Libre de Enseñanza, las Misiones Pedagógicas y las Colonias Escolares: sus acciones para la renovación y sus dificultades durante su implantación*, CABAS, 9 (2017), n. 18, pp. 55-74.
396. Fernández Gómez Elena, *Entre lo impreso y lo manuscrito: viaje por España de la mano de un manual y un cuaderno escolar*, CABAS, 9 (2017), n. 17, pp. 68-95.
397. Fernández Nogueira Donna, Igelmo Zaldívar Jon, Pereda Herrero Visitación, *Envisioning higher education in the 21<sup>st</sup> century: A Conversation with Juan José Etxeberria, SJ, at Deusto University of the Society of Jesus*, ENCONTE, 18 (2017), pp. 151-164.
398. Fernández Pais Montea, *Mujeres, género y jardín de infantes: entre el regazo materno y la sala*, AHEA, 18 (2017), n. 1, pp. 112-132.
399. Fernández Terán Rosario E., González Redondo Francisco A., *Entre José Castillejo y José M.<sup>a</sup> Albareda: Julio Palacios, el «último presidente» de la Junta para Ampliación de Estudios, 1939-1940*, HERI, 35 (2016), pp. 293-320.
400. Fernández-Soria Juan Manuel, *Dos Españas en guerra, dos educaciones*, EH, 24 (2017), n. 29, pp. 47-76.
401. Fernando Ripe, «Se hum instante vos descuidais, se hum instante desamparais vosso filho, talvez que para sempre fique perdido»: vigilância e punição em um manual de Comportamento Social português do século XVIII, CHE, 16 (2017), n. 1, pp. 155-179.

402. Ferraz Lorenzo Manuel, *La segunda época de cooperación, experimentación y aplicación de las técnicas Freinet en las Islas Canarias (1977-1982)*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 151-170.
403. Ferraz Lorenzo Manuel, Medina Santana Jonatan, *Depuración y representación del profesorado de la Universidad de La Laguna (1936-1937)*, FE, 15 (2017), n. 23, pp. 185-204.
404. Ferreira da Silva André Gustavo, Ferrez Araújo Erika, Calixto Dos Santos Jaqueline, *Representando a moderna caridade: a instituição dos Salesianos no Recife (1892-1906)*, CHE, 16 (2017), n. 3, pp. 716-731.
405. Ferhat Ismail, *De l'enseignement catholique au foulard musulman: la laïcité scolaire entre débats et mutations en France, 1984-2004*, HISTCA, 12 (2017), n. 30, pp. 245-266.
406. Figueiredo de Sá Elizabeth, Moreira Kenia Hilda, *A morte no cotidiano e no Vida Escolar em Campo Grande-MT*, RBHE, 17 (2017), n. 3, pp. 171-195.
407. Filho Macioniro Celeste, *Universidade de São Paulo concebida em 1968 por seus professores, alunos e funcionários*, RBHE, 17 (2017), n. 1, pp. 200-233.
408. Finkler Mirelle, Souza Ramos Flavia Regina, *La dimensión ética de la educación superior en odontología: un estudio en Brasil*, in Esteban Francisco, Hogan Pádraid (edd.), *El corazón del asunto: revisando cuestiones éticas en la educación superior*, BORP, 69 (2017), n. 4, pp. 35-49.
409. Fiss Andrew, *Mathematics and Mourning: Textbook Burial and Student Culture Before and After the Civil War, 1853-1880*, HEQ, 57 (2017), n. 2, pp. 221-246.
410. Fleites Marcos Álvaro, *La prensa novohispana y española ante la revuelta de Miguel Hidalgo (1810-1811)*, RPH, 16 (2017), n. 32, pp. 3-24.
411. Flores Cordero Karina Araceli, *El doble uso de un camión escolar: representaciones e identificación en la Escuela Regional Campesina de Ayotzinapa (1935-1938)*, RMHE, 5 (2017), n. 9, pp. 95-116.
412. Fonseca Danilo, *Cultura, identidade e neoliberalismo na Ruanda pós-genocídio: em busca de um novo homem ruandês*, REVAT, 4 (2017), n. 10, pp. 297-331.
413. Fontaine Alexandre, *L'éclectisme pédagogique germanique, précurseur de l'éducation comparée? Réceptions et héritage des Grundsätze de Hermann August Niemeyer dans l'espace franco-suisse*, RHE, 21 (2017), n. 53, pp. 84-99.
414. Forsyth Hannah, *Post-war political economics and the growth of Australian university research, c.1945-1965*, HER, 46 (2017), n. 1, pp. 15-32.

415. Foukas Vasilis, *Η πορεία αφομοίωσης των Σλαβόφωνων στη Μακεδονία: Απόψεις και προτάσεις των επιθεωρητών δημοτικής εκπαίδευσης (1924-1925)* [The assimilation process of slavik speakers in Macedonia: Concepts and suggestions of the primary school's supervisors (1924-1925)], TAHE, 15-16 (2017-2018), pp. 143-173.
416. Fraga de Azevedo Fernando, Balça Angela, *Educação literária em Portugal: os documentos oficiais, a voz e as práticas dos docentes*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 131-153.
417. Franco Ribeiro Álvaro Nonato, Siquelli Sônia Aparecida, *Práticas do ensino de história medieval: conhecendo as mentalidades*, RH, 17 (2017), n. 74, pp. 1223-1241.
418. Freitas Ermel Tatiane de, *Cultura material, espaços e edifícios escolares na Revista de Pedagogía/España: a circulação das ideias internacionais e o contexto espanhol (1922-1934)*, RHE, 21 (2017), n. 51, pp. 297-316.
419. Frijhoff Willem, Kouamé Thierry, Picard Emmanuelle, *Héloïse: vers un réseau européen consacré à l'histoire numérique des universités*, ASUI, 21 (2017), n. 1, pp. 3-12.
420. Frijhoff Willem, *University History in the Low Countries*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 71-95.
421. Frova Carla, Zucchini Stefania, *Onomasticon: una banca dati per la storia dell'Università di Perugia*, ASUI, 21 (2017), n. 1, pp. 117-134.
422. Fuchs Julien, *Les colonies de vacances en France, 1944-1958: impulsions politiques autour d'un fait social majeur*, PH, 53 (2017), n. 5, pp. 602-622.
423. Fuentes Codera Maximiliano, *Freinet abans de Freinet: el rebuig de la guerra i la perspectiva revolucionària*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 17-40.
424. Fullana Puigserver Pere, *Popular Catholic education in Spain: From charity and assistance to social commitment (1953-1967)*, in Bruno-Jofré Rosa (ed.), *Catholic education across time and space: From educational projects in early modernity, through colonial education, to opening spaces of social transformation*, ENCONTE, 18 (2017), pp. 78-98.
425. Funari Dias Lisete, Ferreira Maira, *Políticas públicas e produção de um contexto brasileiro para a formação continuada de professores no período de 2003 a 2015*, LIN, 18 (2017), n. 38, pp. 344-374.

426. Furtova G.A., *Tekhnicheskie sredstva obucheniya v praktike Rossiyskogo obrazovaniya nachala XIX – nachala XX vv.* [Technical training tools in practice of Russian education XIX<sup>th</sup> -early XX<sup>th</sup> century], IPZ, 6 (2017), n. 1, pp. 95-111.
427. Furuhagen Björn, Holmén Janne, *From Seminar to University: Dismantling an Old and Constructing a New Teacher Education in Finland and Sweden, 1946-1979*, NOJEH, 4 (2017), n. 1, pp. 53-81.
428. Gabrielli Gianluca, *La rivoluzione dei consumi vista attraverso i problemi scolastici elementari*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 167-186.
429. Gajardo Isaac, *Debates pedagógicos sobre la participación estudiantil y el aporte de la educación experimental en Chile durante la primera mitad del siglo XX*, CUACHI, 5 (2017), n. 7, pp. 77-100.
430. Galera Antonio D., *Educación física en los libros de texto escolares anteriores al franquismo (II): Cartillas y manuales específicos*, CABAS, 9 (2017), n. 17, pp. 96-125.
431. Galera Antonio D., *Inspección médica-escolar y educación física durante la I Restauración (1875-1931)*, CABAS, 9 (2017), n. 18, pp. 24-54.
432. Gallardo Córdova Katherina Edith, Gil Rendón María Eugenia, Govea Garza Alejandra Laura, *Evaluuar el desempeño en el marco del modelo educativo basado en competencias en educación superior con apoyo de redes sociales: un estudio de caso*, AURP, 22 (2016), pp. 303-319.
433. Gallegos Poll, *Más ciencia y menos relato: Un acercamiento a la recepción de la Novísima Historia en las revistas estudiantiles de la Escuela Profesional de Historia de la Universidad Nacional Federico Villarreal. Lima (1990-2006)*, in Lecaros Miguel, Moya Silvano Benito (edd.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 11-35.
434. Gallo Silvio, *Políticas da diferença e políticas públicas em educação no Brasil*, EFIL, 31 (2017), n. 63, pp. 2-10.
435. Galtarossa Massimo, *Lo sguardo sulle università. Resoconti di viaggio di diplomatici veneziani*, ASUI, 21 (2017), n. 2, pp. 179-202.
436. Gao Luyi, *百余年儿童文学翻译之索隐* [A century of the translation of children's literature], PUBLIR, 3 (2017), pp. 102-104+93.
437. García Amilburu María, *La evolución del ideal de la Escuela Común en el pensamiento de R. Pring. Sobre la compatibilidad de la democracia con la pluralidad de centros*, ESE, 17 (2017), n. 33, pp. 9-26.
438. García Cuadrado Amparo, *Una biblioteca del barroco: la colección bibliográfica de los marqueses de Beniel en 1710*, HME, 3 (2017), n. 6, pp. 421-457.

439. García de Fez Sandra, *La cohesión nacional a través de la prensa escolar de los colegios del exilio español en la ciudad de México (1939-1960)*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 103-121.
440. García Farrero Jordi, Villanou Torrano Conrad, *Postmodernity and Education. Death of Man and Death of Pedagogy*, ETE, 4 (2017), n. 2, pp. 273-286.
441. García Gutiérrez Juan, Cantero Fernando Gil, Reyero García David, *El sujeto ético en los estudios universitarios de educación: humanismo, post-humanismo y democracia*, in Esteban Francisco, Hogan Pádraid (edd.), *El corazón del asunto: revisando cuestiones éticas en la educación superior*, BORP, 69 (2017), n. 4, pp. 19-33.
442. Garcia Munhoz Fabiana, Gonçalves Vidal Diana, *Experiências docentes e culturas políticas: o professor de primeiras letras João Baptista Brandão de Proença*, RHE, 21 (2017), n. 52, pp. 157-179.
443. García Redondo Eva, *La educación de adultos en España durante el periodo azul. Del triunfo militar a la LGE*, HME, 3 (2017), n. 5, pp. 441-467.
444. García Redondo Eva, *La expresión de las cátedras ambulantes «Francisco Franco» en Castilla y León. Una recreación de las misiones culturales dirigidas por y para las mujeres*, HERI, 36 (2017), pp. 343-364.
445. Garneau Philippe, Crétin, *Snob et Chic type: figures de l'étudiant dans le journal Brébeuf*, HSE, 29 (2017), n. 2, pp. 74-90.
446. Garrido Francisca, *Universidad para Linares y Maule: Proyecto de Ley (1966)*, CUACHI, 5 (2017), n. 8, pp. 196-199.
447. Garro dos Santos Ana Laura, Junqueira de Souza Renata, Tagliari Feba Berta Lucia, *Chapeuzinho Vermelho e versões simplificadas: cuidado com a roupa do livro, ela pode enganar*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 78-107.
448. Garry Vanessa, *What Preservice Teachers Can Learn from One Jim Crow Community Engagement Program*, AEHJ, 44 (2017), n. 2.
449. Garske Lucas Frederik, *Challenging Substantive Knowledge in Educational Media: A Case Study of German History Textbooks*, JEMMS, 9 (2017), n. 2, pp. 110-128.
450. Gatti Júnior Décio, *O Ensino de História da Educação no Brasil: fontes e métodos de pesquisa*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 64-88.

451. Gaudio Angelo, *L'epistolario di don Lorenzo Milani: una lettura*, QI, 9 (2017), pp. 47-51.
452. Gellera Giovanni, *The Scottish Faculties of Arts and Cartesianism (1650-1700)*, HU, 29 (2017), n. 2.
453. Genet Jean-Philippe, *Studium Parisiense, un répertoire informatisé des écoles et de l'université de Paris*, ASUI, 21 (2017), n. 1, pp. 25-74.
454. Genovesi Piergiovanni, «Per l'onore e l'avvenire d'Italia». L'Ateneo di Parma alla vigilia della Grande Guerra, ASUI, 21 (2017), n. 2, pp. 267-286.
455. Gentile Pierangelo, *Una questione politica: la celebrazione di Luigi Cibrario «maestro dell'ateneo torinese»*, RSUT, 6 (2017), n. 2, pp. 65-78.
456. Gerasimova K. Yu., *Problema razvitiya idej tворческой деятельности учащихся в теории и практике российской и немецкой педагогики конца XIX-начала XX века* [The problem of the students' creative activity development in the theory and practice of Russian and German pedagogics at the end of the 19th – beginning of the 20th century], IPZ, 6 (2017), n. 4, pp. 144-160.
457. Gergely Ferenc, *Vállvetve a szabadságért – Tanárok és tanítványok az 1956-os forradalom és szabadságharc idején* [Teachers and Students at the Time of the '56 Revolution], UPED, 66 (2016), n. 9-12, pp. 24-44.
458. Germanovich A.A., *Pedagogicheskoe nasledie Syun' Czy* [Pedagogical heritage of Xun Tzu], IPZ, 6 (2017), n. 2, pp. 147-158.
459. Germanovich A.A., *Sociokul'turnaja napravленность и антропологические основания педагогических взглядов Мен-Цзы* [Socio-cultural orientation and anthropological ideas of Mencius pedagogical views], IPZ, 6 (2017), n. 4, pp. 123-143.
460. Gheloube Florence, *Importance des indices dans la récupération de l'information en mémoire: cas des élèves de 4ème année primaire, suivant le sexe et la classe d'âge*, FE, 15 (2017), n. 23, pp. 205-218.
461. Gibran Castillo Molina Daniel, *El idioma mexicano visto desde las escuelas de pueblos tlaxcaltecas, 1900-1930*, RMHE, 5 (2017), n. 10, pp. 181-197.
462. Giels Gert, «*Post exactam et diligentem examinationem*. How the Leuven theologians condemned Luther's theses (1519): context, practices and consequences», ASUI, 21 (2017), n. 2, pp. 121-134.
463. Gillborn David, Demack Sean, Rollock Nicola, Warmington Paul, *Moving the goalposts: Education policy and 25 years of the Black/White achievement gap*, BERJ, 43 (2017), n. 5, pp. 848-874.
464. Giovinazzo Chiara, *La formazione delle orfane stelline nella Milano tra Unità ed Età giolittiana*, QI, 9 (2017), pp. 52-69.

465. Giudici Anja, Grizelj Sandra, *National unity in cultural diversity: how national and linguistic identities affected Swiss language curricula (1914-1961)*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 137-154.
466. Gleason Mona, *Families Without Schools: Rurality, Correspondence Education, and the Promise of Schooling in Interwar Western Canada*, HEQ, 57 (2017), n. 3, pp. 305-330.
467. Godinho Lima Ana Laura, *É preciso adaptar o ensino às características do aluno: análise histórica de um enunciado*, CHE, 16 (2017), n. 2, pp. 311-333.
468. Golé Carla, Rodriguez Celin Maria Lucila, *Reconfiguraciones del vínculo entre escuelas y la diversidad étnica: criollos, mbyá-guaraníes y colonos en el sudoeste misionero desde principios del siglo XX*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 228-250.
469. Golovin V.V., *Evgenij Elachich – kritik detskoj literatury* [Evgeny Elachich – children's literature critic], IPZ, 6 (2017), n. 1, pp. 154-171.
470. Gombau Domingo M. Carme, *Religió, llengua i ensenyament en la premsa tortosina en català (1900-1936)*, EH, 24 (2017), n. 29, pp. 115-131.
471. Gomes Costa Mauro, *Católicos para Deus e brasileiros para a pátria: os povos indígenas do alto Rio Negro e a Educação Escolar Salesiana (1960-1980)*, RBHE, 17 (2017), n. 4, pp. 163-193.
472. Gomes de Oliveira Marco Aurélio, Borges Netto Mario, Lucena Carlos Alberto, *A modernidade e o projeto de formação humana Comeniano*, RH, 17 (2017), n. 72, pp. 448-468.
473. Gomes Figueira Felipe Luiz, Ayres Barboza Marcos, *Instituições Escolares: o Colégio Marista de Cascavel*, RBHE, 17 (2017), n. 4, pp. 290-297.
474. Gomes Machado Maria Cristina, Martineli Laís Pacifico, *A formação moral e cívica das crianças brasileiras na Primeira República pela prática da leitura de livros infantis: uma análise de contos pátrios (1904)*, RH, 17 (2017), n. 72, pp. 511-533.
475. Gomes Mancini Ana Paula, Monarcha Carlos, *A escola rural no Brasil (1930-1950). O Oitavo Congresso Brasileiro de Educação*, CHE, 16 (2017), n. 3, pp. 700-715.
476. Gómez Carrasco Cosme J., Chapman Arthur, *Enfoques historiográficos y representaciones sociales en los libros de texto. Un estudio comparativo, España-Francia-Inglatera*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 319-380.

477. Gómez Carrasco Cosme J., Rodríguez Pérez Raimundo A., *La enseñanza de la historia y el uso de libros de texto ante los retos del siglo XXI. Entrevista a Rafael Valls Montés*, HME, 3 (2017), n. 6, pp. 363-380.
478. Gómez i Mundó Anna, *La participación del arte y la literatura en la construcción discursiva de una historia de la educación*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 239-281.
479. Gómez Nashiki Antonio, *Estrategias de docentes en contra de la violencia escolar en escuelas primarias y secundarias de Colima*, México, AURP, 22 (2016), pp. 321-339.
480. Gonçalves Bueno de Freitas Anamaria, *Fontes para a difusão da didática moderna no ensino da Língua Portuguesa: os manuais do Ensino Ginasial e a autoria docente nas décadas de 1940 e 1950*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 18-29.
481. Gonçalves Costa Benedito, Silva Araújo Sonia Maria da, *Entre românticos e liberais: A Educação moderna na Província do Pará no século XIX*, RBHE, 17 (2017), n. 2, pp. 5-27.
482. Gonçalves dos Santos Costa Crisolita, Pereira da Silva Gilmar, Raiol da Costa Ana Maria, Conceição Ferreira Freitas Riane, *A política de educação para o ensino médio no Brasil: reflexões sobre o plano de desenvolvimento da educação e o novo plano nacional de educação*, RH, 17 (2017), n. 72, pp. 678-698.
483. Gonçalves Neto Wenceslau, Carvalho Carlos Henrique de, *Produção bibliográfica na ibero-américa: uma incursão pelo universo dos livros sobre modernização educativa no Brasil e em Portugal*, HERI, 36 (2017), pp. 403-412.
484. Gonçalves Vidal Diana, *Transnational education in the late nineteenth century: Brazil, France and Portugal connected by a school museum*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 228-241.
485. Góngora Cañizares Lizandra, *Radio Príncipe, de la oficina del historiador de la ciudad de Camagüey, Cuba. Un proyecto comunitario en función de la educación patrimonial*, CABAS, 9 (2017), n. 17, pp. 126-133.
486. González Barrero Nuria, *The School of La Paz and its role in women's education in Madrid in the Old Regime (1740-1780)*, ETE, 4 (2017), n. 2, pp. 287-306.

487. Gonzalez Delgado Mariano, Groves Tamar, *Programmed learning, UNESCO and the attempts to change the curriculum in the Development Spain (1962-1974)*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 73-100.
488. Gonzalez Delgado Mariano, Woyshner Christine A., *School Subjects and School Culture: A Conversation with Professor Antonio Viñao Frago on Curriculum History in Spain*, ETE, 4 (2017), n. 2, pp. 373-386.
489. Gonzalez Delgado Mariano, Woyshner Christine, *Curriculum history and new agenda for research: A national and international landscape*, in Id. (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 1-18.
490. González Enrique, *Santiago de Chile. Tres universidades coloniales, una historia pendiente*, in Lecaros Miguel, Moya Silvano Benito (edd.), *História de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 95-119.
491. González Falcón Inmaculada, Dusi Paola, *Immigración, familia y escuela. Condicionantes clave para la colaboración en España*, in Habib Allah Mohamed Chamseddine (ed.), *Familia, escuela e interculturalidad*, RI, 13 (2017), n. 43, pp. 27-52.
492. González García Erika, Salmerón Nieto Antonio, Beas Miranda Miguel, *Cambios en el desempeño profesional de la inspección educativa en España en los últimos cincuenta años*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 221-250.
493. González Pérez Teresa, *Formar maestros y maestras para la patria nacional-católica. Los estudios de magisterio en la España franquista (1936-1975)*, HECL, 12 (2017), n. 2, pp. 69-91.
494. González Redondo Francisco A., Leonardo Torres Quevedo: *el patrimonio histórico, científico, tecnológico y educativo ... y las funciones de la universidad*, CABAS, 9 (2017), n. 17, pp. 134-149.
495. González Ruiz Juan, *Memoria y gratitud: el reconocimiento de la docencia a través de escrituras expuestas*, HECL, 12 (2017), n. 1, pp. 271-295.
496. González-Delgado Mariano, *The treatment of the Holocaust in high school history textbooks: a case study from Spain*, HEJ, 46 (2017), n. 6, pp. 810-825.
497. Gordaliza Cornellà Benet, Sánchez-Valverde Visus Carlos, «*La Prote», vida quotidiana i històries de vida*», EH, 24 (2017), n. 29, pp. 187-220.
498. Gordaliza Cornellà Benet, Sánchez-Valverde Visus Carlos, *El Grup Benèfic Wad Ras: semblança en el centenari de la creació de «La Prote»*, EH, 24 (2017), n. 30, pp. 13-45.

499. Gossard Julia M., *Tattletales: Childhood and Authority in Eighteenth-Century France*, JHCY, 10 (2017), n. 2, pp. 169-187.
500. Gráberné Bősze Klára, *Iskolai érdemsorok, értesítők és évkönyvek a XVII. század közepétől a XX. század közepéig-jelentőségük szám-bavételiük [Grading Scales, School Reports and Yearbooks Issued by the School from the Mid 18<sup>th</sup> to the Mid 20<sup>th</sup> Century – Their Importance and Bibliographic Control]*, KONNEV, 18 (2016), n. 1, pp. 40-50.
501. Gráberné Bősze Klára, *Nőnevelő intézmények a 19. század végétől a 20. század végéig – A Wlassics-kollégium [The institutions of women's education from the end of the 19<sup>th</sup> century to the end of the 20th century – The Wlassics College]*, KONNEV, 19 (2017), n. 2, pp. 98-107.
502. Granda Paz Osvaldo, *Introducción de la enseñanza mutua en las escuelas de Cuba, Guatemala y México*, RHEL, 19 (2017), n. 29, pp. 219-244.
503. Greene Gina, *Architecture, Medicalization, and the Aesthetics of Hygiene at the Écoles maternelles*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19e et 20e siècles*, CBMH, 34 (2017), n. 1, pp. 9-41.
504. Greiner de Paula Dalvit, Nogueira Vera Lúcia, *Escola pública e liberalismo no Brasil imperial: construção do estado e abandono da Nação*, RHE, 21 (2017), n. 53, pp. 182-198.
505. Greiner De Paula Dalvit, Nogueira Vera Lúcia, José da Silva Lisboa, José Bonifácio e Martim Francisco: discussões sobre educação no Império do Brasil, RBE, 22 (2017), n. 71, pp. 1-15.
506. Greive Veiga Cynthia, *Discriminação social e desigualdade escolar na história política da educação Brasileira (1822-2016): alguns apontamentos*, RHE, 21 (2017), n. 53, pp. 158-181.
507. Grenut Isabelle, *L'enfant abandonné et sa famille d'origine: quel lien après la séparation ? Le cas des Basses-Alpes durant la III<sup>e</sup> République*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 67-85.
508. Griffith Jane, *Of linguicide and resistance: children and English instruction in nineteenth-century Indian boarding schools in Canada*, PH, 53 (2017), n. 6, pp. 763-782.
509. Grilli Giorgia, *To be or not to be. Death as a metaphoric dimension in children's literature*, RSE, 4 (2017), n. 1, pp. 211-220.
510. Groen Mark, «*For the Best Interests of the Community»: Riverside's 14<sup>th</sup> Street School Debate*, AEHJ, 44 (2017), n. 1.

511. Grosvenor Ian, Myers Kevin, *Questioning difference: bodies, (re-)presentation, and the development of «multicultural Britain»*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 730-750.
512. Grosvenor Ian, Pataki Gyöngyvér, *Learning through culture: seeking «critical case studies of possibilities» in the history of education*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 246-267.
513. Groves Tamar, *Freinet y los maestros españoles: la configuración de un movimiento social y pedagógico (1969-1983)*, EH, 24 (2017), n. 29, pp. 133-154.
514. Gualdi Chiara, *Educare le scout. L'Unione nazionale giovinette volontarie italiane di Antonietta Giacomelli*, ASE, 24 (2017), pp. 237-260.
515. Gualdi Chiara, *Elda Mazzocchi Scarzella (1904-2005): una vita al servizio di madri e bambini*, RSE, 4 (2017), n. 2, pp. 245-257.
516. Gubler Kaspar, Schwinges Rainer C., *Repertorium Academicum Germanicum (RAG): un nuovo Database per un'analisi basata sul Web e per la Visualizzazione dei Dati*, ASUI, 21 (2017), n. 1, pp. 13-24.
517. Guedes Cury Fernando, *Historia oral y análisis narrativo de narrativas en la investigación en la educación matemática brasileña*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 169-186.
518. Guichot-Reina Virginia, *Socialización política, afectividad y ciudadanía: la cultura política democrática en el cine de la Transición española*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 283-322.
519. Guimarães Anselmo, Eliana Souza Josefa, *O «americanismo» e a criação da cadeira de espanhol no ensino secundário brasileiro (1917-1926)*, RHE, 21 (2017), n. 52, pp. 180-193.
520. Gulczynska Justyna, *The student in the Polish socialist secondary school (1945-1989): a cultural context*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 170-188.
521. Gunčaga Ján, Ambrus Gabriella, *Über den Rechenunterricht an den Volksschulen in Österreich-Ungarn um das 19. Jahrhundert*, HECL, 12 (2017), n. 2, pp. 611-626.
522. Guo Donghui, 亨利·塞利克的“哥特童话”研究 [Henry Selick's Gothic fairy tales], FILI, 08 (2017), pp. 76-78.

523. Gutfreund Zevi, *Immigrant Education and Race: Alternative Approaches to “Americanization” in Los Angeles, 1910-1940*, HEQ, 57 (2017), n. 1, pp. 1-38.
524. Gutiérrez Eduardo, *Molestia por el cobro excesivo en los títulos universitarios por parte del padre Juan Romero*, CUACHI, 5 (2017), n. 8, pp. 192-196.
525. Guven Ismail, *Education as a power for constituting a new nation: the relations of power and education in Turkey from the Republican period (1923) until today*, HECL, 12 (2017), n. 1, pp. 415-433.
526. Habib Allah Mohamed Chamseddine, *Editorial*, in Id. (ed.), *Familia, escuela e interculturalidad*, RI, 13 (2017), n. 43, pp. 1-6.
527. Hake Barry J., *Strange encounters on the road to lifelong learning: the European economic community meets permanent education in 1973*, HEJ, 46 (2017), n. 4, pp. 514-532.
528. Hamdan Juliana Cesário, *Por uma sensibilidade objetiva: Tavares Bastos e a Educação no Império*, CHE, 16 (2017), n. 3, pp. 788-800.
529. Hammer Carl I., «Importunity Which Mocked All Denial»: *The Amherst Charity Fund and the Foundation of Amherst College*, HU, 30 (2017), nn. 1-2.
530. Hanailaki Polly, *Cherchez la femme. The gendered body of the Greek and Italian female schoolteachers as a case study (19<sup>th</sup>-early 20<sup>th</sup> centuries)*, RSE, 4 (2017), n. 1, pp. 167-182.
531. Hanicot-Bourdier Sylvie, *La difficile prise en charge de l'enfance abandonnée dans la Biscaye du début du XIX<sup>e</sup> siècle*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 25-46.
532. He Zonglong, 国内原创儿童文学绘本发展的创新维度 [New innovations in the development of picture books in China], PUBLIR, 3 (2017), pp. 49-51.
533. Heinze Carsten, Straube-Heinze Kristin, *Heroism and Volksgemeinschaft (ethnic community) in National Socialist education 1933-1945*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 115-136.
534. Hemming Peter J., *Childhood, youth and non-religion: Towards a social research agenda*, SCIRS, 64 (2017), n. 1, pp. 113-129.
535. Hengtgen Kristen, Resurrection of Lower Valley School, Kimberly Currens. Althea Stoeckel and Experiments with a History Laboratory in Higher Education, AEHJ, 44 (2017), n. 2.
536. Henriques Helder, Marchão Amélia, *Apresentação*, in Id. (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 6-10.

537. Henriques Helder, Marchão Amélia, Revisitar a formação de educadores/as de infância através da Revista Aprender (1987-2015), in Id. (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 160-182.
538. Herman Frederik, Plein Ira, *Envisioning the industrial present: pathways of cultural learning in Luxembourg (1880s-1920s)*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 268-284.
539. Herman Frederik, Priem Karin, Thyssen Geert, *Body\_machine? Encounters of the human and the mechanical in education, industry and science*, HEJ, 46 (2017), n. 1, pp. 108-127.
540. Herman Frederik, Roberts Siân, *Editorial. Adventures in cultural learning*, in Id. (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 189-198.
541. Hermann Róbert, *Az 1848–1849. évi forradalom és szabadságharc képe a középiskolai tankönyvekben a Kádár-korszaktól 2014-ig [Conceptions of the 1848/1849 Revolution and War of Independence in High School Textbooks from the Kádár Era to 2014]*, KONNEV, 18 (2016), n. 2, pp. 71-90.
542. Hernan Tesler-Mabé, *A Mickey Mouse kind of Europe: representations of Europe at Walt Disney World*, JCES, 25 (2017), n. 2, pp. 197-210.
543. Hernandez Arteaga Isabel, Hernández Jose Alberto Luna, Cadena Chala Martha Cecilia, *Cultura de Paz: Una Construcción educativa aporte teórico*, RHEL, 19 (2016), n. 28, pp. 149-172.
544. Hernández Díaz José María, *Museísmo pedagógico, contexto y ciudadanía*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 159-172.
545. Hernández Díaz José María, *Presentación. Nota sobre modernización educativa en la historia de Iberoamérica*, in Id. (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 27-29.
546. Hernández Fuentes Miguel Angel, «*Educar cristianamente a los obreros*. Actividad educativa en la diócesis de Zamora durante la restauración: las escuelas de adultos y el Círculo Católico de Obreros, HERI, 36 (2017), pp. 253-276.
547. Hernández Huerta José Luis, *Influència i recepció de Freinet a Espanya. Mapa del laberint historiogràfic i possibles vies de fuga (1979-2016)*, EH, 24 (2017), n. 29, pp. 221-246.
548. Heyneman Stephen P., *How It Started? the First Work on Post-soviet Education (in Honor of Wolfgang Mitter)*, HUERJ, 6, (2016), n. 3, pp. 32-42.

549. Hinterholz Marcos Luiz, *Tácitas e marginais: memórias das casas de estudante autônomas de Porto Alegre e as possibilidades para a história da educação*, RHE, 21 (2017), n. 51, pp. 435-448.
550. Hoare Lottie, *Dons not clowns: Isaiah Berlin challenges Richard Cawston's edit of the educator*, HEJ, 46 (2017), n. 1, pp. 76-93.
551. Hoegaerts Josephine, *Silence as borderland: a semiotic approach to the "silent" pupil in nineteenth-century vocal education*, PH, 53 (2017), n. 5, pp. 514-527.
552. Hoffmann-Ocon Andreas, Criblez Lucien, *Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, in *Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, JHB, 23 (2017).
553. Höhener Lukas, *Zur latenten Kontinuität der Curriculumdebatte in den 1980er-Jahren - eine Spurensuche in der Schweiz*, in *Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, JHB, 23 (2017).
554. Holmberg, Ulrik, «*I was born in the reign...»: Historical orientation in Ugandan students' national narratives*, LRE, 15 (2017), n. 2, pp. 212-226.
555. Honorato Tony, Bortoleto Nery Ana Clara, *Constituição, agentes e usos de uma biblioteca de formação de professores (1897-1923)*, RBHE, 17 (2017), n. 2, pp. 175-207.
556. Horlacher Rebekka, *The Emergence of Physical Education as a Subject for Compulsory Schooling in the First Half of the Nineteenth Century: The Case of Phokion Heinrich Clias and Adolf Spiess*, in Tröhler Daniel, Westberg Johannes (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 13-30.
557. Hou Ying, 朱自强的儿童观与儿童文学批评 [Zhu Ziqiang's concept of childhood and his children's literature criticism], JSL, 3 (2017), pp. 82-85.
558. Housley Norman, *Aeneas Silvius Piccolomini, Nicholas of Cusa, and the Crusade: Conciliar, Imperial, and Papal Authority*, CHSCC, 86 (2017), n. 3, pp. 643-667.
559. Howlett John, *The formation, development and contribution of the New Ideals in Education conferences, 1914-1937*, HEJ, 46 (2017), n. 4, pp. 459-479.
560. Hu Chunmei, 文本特征:书册阅读教学的核心内容——以《小王子》教学为例 [Textual features: core contents of reading education], DEVEC, 13 (2017), pp. 20-22.

561. Hu Lina, 传统文化的图画书转化——基于民间故事、童谣类图画书创作的思考 [Traditional culture into picture books: thoughts on the writing of picture books based on folklores and nursery rhymes], CHIPU, 11 (2017), pp. 13-17.
562. Huang Hsuan-Yi, *Moving with modernisation and civilisation: Taiwanese nativist education in the early 1930s*, HEJ, 46 (2017), n. 6, pp. 730-746.
563. Huang Hsuan-Yi, *Rethinking Taiwanese nationality and subjectivity: implications from language issues in colonial Taiwan in the 1920s*, PH, 53 (2017), n. 4, pp. 428-440.
564. Hui Haifeng, *A reflection about the big smallness: niche marketing, the American culture wars and the new children's literature*, HECL, 12 (2017), n. 2, pp. 525-530.
565. Ilina Kira, *German classical philologists at Russian Universities in the 1840s-1850s*, HECL, 12 (2017), n. 2, pp. 263-277.
566. Insley Jane, *Paper, scissors, rock: aspects of the intertwined histories of pedagogy and model-making*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 210-227.
567. Insulander Eva, Lindstrand Fredrik and Selander Staffan, *Designing Multi-modal Texts about the Middle Ages*, JEMMS, 9 (2017), n. 2, pp. 1-14.
568. Isozaki Tetsuo, *Laboratory work as a teaching method: A historical case study of the institutionalization of laboratory science in Japan*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 101-120.
569. Ivanova Svetlana V., *Children's periodical press during World War II (the Great Patriotic War) by the example of the magazine «Murzik»*, HECL, 12 (2017), n. 1, pp. 527-536.
570. Jackson Stephen J., *British History is Their History: Britain and the British Empire in the History Curriculum of Ontario, Canada and Victoria, Australia 1930-1975*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 165-186.
571. Jakovleva N.R., «Russkij vglyad» na pedagogiku K. Wahsburne [“The Russian view” on Pedagogy C. Washburne], ISTPE (2017), pp. 116-130.
572. Jakovleva N.R., *Winnicot-plan Karltona-Washburne v Rossii: publikacii i issledovaniya* [Carleton Wahsburne's Winnecot-plan in Russia: Researches and publications], IPZ, 6 (2017), n. 1, pp. 129-144.
573. James David C., Davies Brian, *Patterns of and influences on elementary school attendance in early Victorian industrial Monmouthshire 1839-1865*, HEJ, 46 (2017), n. 3, pp. 290-305.

574. Jaume i Campaner Miquel, *Tres assajos d'aplicació de les tècniques Freinet a Mallorca per iniciativa del mestre Teodor Terrés Lladó entre 1933 i 1937*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 65-97.
575. Jesús Almeida Alberto de, *Museu Pedagógico de Lamego*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 133-148.
576. Jesus Santos Magno Francisco de, «*Um esforço positivamente infructífero*: a criação das faculdades Tobias Barreto e Aníbal Freire em Aracaju (1924-1926), RBHE, 17 (2017), n. 3, pp. 137-170.
577. Jiang Jian, 叶圣陶的儿童文学创作与“五四”启蒙精神——以《稻草人》等童话为视域 [Ye Shengtao's writing of children's literature and the spirit of Enlightenment of May the Fourth Movement: case studies of The Scarecrow], AJZ, 3 (2017), pp. 145-151.
578. Jiménez Becerra Absalon, *Pensamiento pedagógico colombiano: Martín Restrepo Mejía. Una mirada a sus conceptos de pedagogía, infancia, maestro y escuela*, RHEL, 19 (2017), n. 29, pp. 245-269.
579. Jinzenji Mônica Yumi, Luz Iza Rodrigues da, *Campos Regina Helena de Freitas, Escrita e leitura de diários na formação de professoras para escolas rurais em Minas Gerais (1948-1974)*, EDUPE, 43 (2017), n. 3, pp. 863-878.
580. Johnson Lauri, «*Educating for Democratic Living*»: The City-Wide Citizens' Committee on Harlem (CWCCH), 1941-1947, SEH, 6 (2017), n. 3, pp. 261-289.
581. Jones Claire G., «*All your dreadful scientific things*»: women, science and education in the years around 1900, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 162-175.
582. Juan Borroy Víctor-Manuel, *El museo pedagógico de Aragón. Algunas consideraciones sobre sus diez primeros años de funcionamiento*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 35-51.
583. Juhász Réka Ibolya, *A magyar felsőoktatás egy fontos intézménycsoportja a királyi jogakadémiák forrásai és feldolgozásának lehetőségei (1777–1850)* [An Important Institutional Cluster of Higher Education in Hungary: The Sources Supplied by the Royal Academies of Law and the Processes of Their Cataloguing, (1777–1850)], GERUN, 7 (2016), nn. 1-2, pp. 121-132.
584. Julie McLeod, *The administration of feminism in education: revisiting and remembering narratives of gender equity and identity*, JEAH, 49 (2017), n. 4, pp. 283-300.

585. Jurčević Zorica, *Biblical allegory in The Little Prince* [Biblische Allegorie des Kleinen Prinzen. Biblijska alegoričnost Maloga princa], Lib-Lib, 6 (2017), n. 1, pp. 63-75.
586. Justice Benjamin, *Curriculum Theory and the Welfare State*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 19-42.
587. Justino Rogério, Gatti Júnior Décio, *The first world war as depicted in history textbooks (Argentina, Brazil, Chile, Mexico and the United Kingdom)*, RHE, 21 (2017), n. 52, pp. 136-156.
588. Kahlcke Inga, *Wie mit Bildern Geschichte gemacht wird: Visuelle Darstellungen des Nationalsozialismus im Geschichtsschulbuch der DDR*, JEMMS, 9 (2017), n. 2, pp. 86-109.
589. Kakkar Ankur, *Education, empire and the heterogeneity of investigative modalities: a reassessment of colonial surveys on indigenous Indian education*, PH, 53 (2017), n. 4, pp. 381-393.
590. Kang Jianyun, 英美儿童文学电影改编中的审美置换 [Aesthetic displacement in the film adaptation of British and American children's literature], FILI, 9 (2017), pp. 71-73.
591. Karabekmez Meryem, *A case study of women instructors and their education in the reign of Abdulhamid II*, in Me eci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 71-79.
592. Karady Victor, *Una «nobiltà di stato» nelle scienze umane e sociali nell'Accademia Ungherese durante l'epoca socialista e dopo (1950-2003)*, ASUI, 21 (2017), n. 1, pp. 135-152.
593. Karakatsani Despina & Nikolopoulou Pavlina, *Εικόνες της ελληνικής επαίδευσης στις κινηματογραφικές ταινίες της μεταπολεμικής Ελλάδας* [Images of greek education in the greek movies during the post-second world war period], TAHE, 15-16 (2017-2018), pp. 23-43.
594. Kasper Tomaš, Kasperová Dana, *Exactness and Czech pedagogy at the break of the 19<sup>th</sup> and 20<sup>th</sup> Century*, HECL, 12 (2017), n. 2, pp. 343-358.
595. Katona András, *Az általános iskola 70 éve – a történelemtanítás felől szemlélni I. Az általános iskola létrejötte és első évei az államosításig. A rövid demokratikus időszak történelemtanítása (1945–1948)* [The 70 years of the primary school – from the point of view of history teaching], KONNEV, 19 (2017), n. 2, pp. 75-97.

596. Katona András, *Az általános iskola 70 éve – a történelemtanítás felől szemléelve II. rész Az általános iskola ügye a Rákosi-korszakban. Történelemtanítás a kemény diktatúrában (1948–1956)* [70 years of primary school – analyzed from the aspect of history teaching. Part 2. The matter of the primary school in the Rákosi Era. History teaching under the hard dictatorship (1948–1956)], KONNEV, 19 (2017), n. 4, pp. 93-120.
597. Katona András, *Szarajevótól Trianonig: III. az első világháború és következményei a pártállami időszak történelemtankönyveiben (1956-tól az 1980-as évekig)* [From Sarajevo to Trianon. Part III. The First World War and its Consequences in History Textbooks of the Era of the One-Party State (1956–1980S years)], KONNEV, 18 (2016), n. 1, pp. 61-84.
598. Katona András, *Szarajevótól Trianonig: IV. az első világháború és következményei a pártállami időszak történelemtankönyveiben (1956-tól az 1980-as évekig)* [From Sarajevo to Trianon. Part III. The First World War and its Consequences in History Textbooks of the Era of the One-Party State (1956–1980S years)], KONNEV, 18 (2016), n. 3, pp. 43-75.
599. Katona András, *Szarajevótól Trianonig: V. az első világháború és következményei a pártállami időszak történelemtankönyveiben (1956-tól az 1980-as évekig)* [From Sarajevo to Trianon. Part III. The First World War and its Consequences in History Textbooks of the Era of the One-Party State (1956–1980S years)], KONNEV, 18 (2016), n. 4, pp. 62-85.
600. Kelemen Elemér, *A Magyar Pedagógiai Társaság újjáalakulása és tevékenységének első évtizede (1967–1976)* [The First Ten Years of the Hungarian Pedagogy Society after its Reformation (1967-1976)], UPED, 67 (2017), n. 9-10, pp. 72-87.
601. Kelényi Borbála, *Krakkótól Wittenbergig Magyarországi hallgatók a krakkói, bécsi és wittenbergi egyetemeken a 16. században* [From Krakow to Wittenberg. Students from the Hungarian Kingdom at the Universities of Krakow, Vienna and Wittenberg in the 16th Century], GERUN, 8 (2017), n. 1, pp. 23-50.
602. Kelly Laura, *Irish medical student culture and the performance of masculinity, c.1880-1930*, HEJ, 46 (2017), n. 1, pp. 39-57.
603. Kéri Katalin, *Tanult lányok, emancipált nők ábrázolása dualizmus kori karikatúrákon, Ikonográfiai kutatások a neveléstörténetben Pécsen* [The representation of learned girls, emancipated women on caricatures during dualism in Hungary], GYER, 5 (2017), n. 1, pp. 4-16.
604. Kestere Iveta, *The school theatre as a place of cultural learning: the case of Soviet Latvia (1960s-1980s)*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 318-341.

605. Kimourtzis Panagiotis, Kokkinos Georgios, Papageorgiou Ioannis V., Papageorgiou Ioannis F., *Economic crisis and integration: Deconstructing social borders in Rhodes Island*, SEH, 6 (2017), n. 2, pp. 142-167.
606. Kintzinger Martin, *Historiography of the University. A New Field for an Old Topic in German Historical Scholarship*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 97-139.
607. Kirsten Nils, Wermke Wieland, *Governing teachers by professional development: state programmes for continuing professional development in Sweden since 1991*, JOUCS, 49 (2017), n. 3, pp. 391-411.
608. Kiss Andrea, *Az elitoktatástól a tömegoktatásig (felsőoktatás Franciaországban 1953-1990)* [From Elite Higher Educational Systems to Mass Education (Higher Education in France 1953–1990)], GERUN, 8 (2017), n. 2, 2017, pp. 65-75.
609. Klein Annika, «*Augen und Arme des Ministers. Die Inspektion générale de l'Instruction publique 1802-1900*», GWU, 7/8 (2017), pp. 388-402.
610. Klein Jeanne, *An Epoch of Child Spectators in Early US Theatre*, JHCY, 10 (2017), n. 1, pp. 21-39.
611. Klinger Kerrin, *Das Abitur - Eine Akte. Zu einer Historischen Praxeologie des Abiturs*.
612. Kolaric Ana, Gender, nation, and education in the women's magazine Žena (The woman) (1911-1914), in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-23.
613. Komatsu Kayoko, Genealogy of self-expression: a reappraisal of the history of art education in England and Japan, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 214-227.
614. Könne Christian, *Die Darstellung von Revolution und Bürgerkrieg in Russland 1917-1922 in Schulvorschriften und Schulbüchern Deutschlands*, JHB, 23 (2017).
615. Kornetov G.B., «*Yunoshestvo mozhno tak vesti, chtoby vospitat' v nem lyubov' k dobrodeteli i okhotu k nauke (Gottfried Leibniz o raprostranenii v Rossii obrazovaniya i nauki)*» [“Youth can be so lead to cultivate in it the love of virtue and the pursuit of science” (Gottfried Leibniz on the spread of education and science in Russia)], ISTPE (2017), pp. 53-81.
616. Kornetov G.B., *Apostol svobodnogo vospitaniya (K 160-letiyu so dnja rozhdeniya K.N. Vencelya)* [The apostle of free education (by the 160<sup>th</sup> birthday anniversary of K.N. Wentzel], IPZ, 6 (2017), n. 4, pp. 21-56.

617. Kornetov G.B., *Istoriko-pedagogicheskoe osmyslenie oktjabrskoj revolyu-cii 1917 goda* [The historical and pedagogical reflection of the October Revolution of 1917], IPZ, 6 (2017), n. 3, pp. 6-16.
618. Kornetov G.B., *Jan Amos Komenskij i vozniknovenie pedagogicheskoi nauki* [Jan Amos Comenius and the emergence of pedagogical science], IPZ, 6 (2017), n. 1, pp. 13-20.
619. Kornetov G.B., K.N. Ventsel' – *vydayushchisja predstavitel' svobodnogo vopistaniya v Rossii* [K.N. Ventsel' – An outstanding adherent of liberal education in Russia], PPP, 43 (2017), n. 3, pp. 91-120.
620. Kornetov G.B., *Oktjabr'skaja revolyuciya 1917 goda v zerkale istorii pedagogiki* [1917 October Revolution as reflected in pedagogy], PPP, 44 (2017), n. 4, pp. 45-52.
621. Kornetov G.B., *Teoreticheskoe i istoricheskoe osmyslenie institutov obrazovaniya i pedagogicheskikh institucij (stat'ya 1)* [Theoretical and historical considerations of institutes of education and educational institutions], IPZ, 6 (2017), n. 2, pp. 51-81.
622. Kornetov G.B., *Teoreticheskoe i istoricheskoe osmyslenie institutov obrazovaniya i pedagogicheskikh institucij (stat'ya 2)* [Theoretical and historical considerations of institutes of education and educational institutions], IPZ, 6 (2017), n. 3, pp. 43-83.
623. Kornetov G.B., *Tri Rakursa izucheniya pedagogicheskogo nasledija proshloga: istoriya pedagogiki, pedagogicheskaja istoriya, istoricheskaja pedagogika* [Three perspectives of pedagogical heritage studying: the history of pedagogy, pedagogical history, historical pedagogy], IPZ, 6 (2017), n. 1, pp. 38-55.
624. Kortekangas Otso, *Useful citizens, useful citizenship: cultural contexts of Sámi education in early twentieth-century Norway, Sweden, and Finland*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 80-92.
625. Korten Christopher, *Pietro Tamburini's Jansenist Legacy at the Irish College in Rome and His Influence on the Irish Church*, CHR, 103 (2017), n. 2, pp. 271-296.
626. Korten Christopher, *Pope Gregory XVI's Chocolate Enterprise: How Some Italian Clerics Survived Financially During the Napoleonic Era*, CHSCC, 86 (2017), n. 1, pp. 63-85.
627. Koscianski da Silveira Rosilene, Santana Dias Debus Eliane, *A palavra poética na sala de aula: um estudo no curso de Pedagogia da UFSC*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 64-77.

628. Koskela Anne, Vehkalahti Kaisa, *Child in a form: the definition of normality and production of expertise in teacher statement forms – the case of northern Finland*, 1951-1990, PH, 53 (2017), n. 4, pp. 460-476.
629. Koufou Ageliki, *Πολιτική της ιστορικής ερμηνείας και δημόσια ιστορία: Η παρέμβαση του Hayden White και η διαμάχη του με τον Dirk Moses* [Public history and politics of historical interpretation: The debate between Hayden White and Dirk Moses], TAHE, 15-16 (2017-2018), pp. 5-22.
630. Kozlova M.A., *Latyshskij variant: modeli mezhpokolennoj kul'turnoij traansmissii v bukvarjakh dlja russkogo menshinstva 1920-kh godov* [The Latvian version: a model of intergenerational cultural transmission in the alphabet books for the Russian minority of the 1920-ies], IPZ, 6 (2017), n. 2, pp. 181-195.
631. Kozma Tamás, Tőzsér Zoltán, *Education and Transition in Hungary: Policy and Research in the Process of Transformation, 1988-2004*, HUERJ, 6 (2016), n. 2, pp. 22-39.
632. Kriauciunienė Roma, *For the Teacher of My Heart. Prof. Vanda Aramaviciutė (1936-2017)*, APV, 39 (2017), pp. 169-174.
633. Kronbauer Gláucia Andreza, Moura Nascimento Maria Isabel de, *Circo, educação e continuidade: a criação da escola nacional e a formação do artista no Brasil entre 1975-1984*, RH, 17 (2017), n. 72, pp. 578-604.
634. Kruk Fabio, *Educação de imigrantes poloneses e a atuação das irmãs da caridade em Irati-Paraná*, RH, 17 (2017), n. 74, pp. 1107-1128.
635. Krumenacker Yves, *L'Académie protestante de Die (1604-1684)*, ASUI, 21 (2017), n. 2, pp. 101-120.
636. Kugler Michael, *A Nebraska Boy's Comic Strip Narrative of World War II*, JHCY, 10 (2017), n. 1, pp. 7-19.
637. Kuhlmann Jr. Moysés, Leonardi Paula, *História da educação no quadro das relações sociais*, RHE, 21 (2017), n. 51, pp. 207-227.
638. Kuhn Malcus Cassiano, Bayer Arno, *Commercial and financial mathematics in the Lutheran parochial schools of Rio Grande do Sul in the first half of the 20<sup>th</sup> century*, PP, 28 (2017), special number, pp. 204-232.
639. Kuhn Malcus Cassiano, Bayer Arno, *O conhecimento matemático no periódico Evangelisch-Lutherisches Kinderblatt für Südamerika*, EDUR, 33 (2017), n. 64, pp. 247-265.
640. Kumkum Roy, *Handmaidens of History? Exploring English, Hindi and Sanskrit Textbooks for Schools*, COED, 14 (2017), n. 2, pp. 122-140.
641. Kushnir Ostap, *Ukrainian policies in the Black Sea littoral: history, current trends and perspectives*, JCES, 25 (2017), n. 2, pp. 163-179.
642. Kuzhabekova Aliya, Almukhametova Ainur, *Female academic leadership in the post-Soviet context*, EERJ, 16 (2017), nn. 2-3, pp. 183-199.

643. Lafuente Guantes María Isabel, *Educación intercultural y formación del profesorado*, RHEL, 19 (2017), n. 29, pp. 89-109.
644. Laís Olivato, «*Castigos Lancasterianos*» na Província de Minas Gerais (1829), CHE, 16 (2017), n. 3, pp. 846-858.
645. Lambert Guy et Lembré Stéphane, *L'enseignement technique en ses lieux. Conception, édification et usages (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 9-35.
646. Lambert Guy, *L'architecture des écoles nationales professionnelles dans l'entre-deux-guerres: le pragmatisme d'une politique centralisée*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 147-176.
647. Lange do Amaral Giana, Castilho Gonçalves Mauro, *Apresentação*, in Id. (edd.), *Discursos e itinerários de modernização educativa no espaço luso-brasileiro*, RHE, 21 (2017), n. 53, pp. 17-20.
648. Lanin B.A., *Metodicheskie podchody V.Ja. Stoyunin i stanovlenie chital'skogo kanona* [Vladimir Ya. Stoyunin's methodical approaches and formation of the reading canon], OZP, 35 (2017), n. 1/1, pp. 26-33.
649. Laranjeiro Dionisia, Antunes Maria João, Santos Paula, *As tecnologias digitais na aprendizagem das crianças e no envolvimento parental no Jardim de Infância: Estudo exploratório das necessidades das educadoras de infância*, RPED, 30 (2017), n. 2, pp. 223-248.
650. Larsen Christian, *A Diversity of Schools: The Danish School Acts of 1814 and the Emergence of Mass Schooling in Denmark*, NOJEH, 4 (2017), n. 1, pp. 3-28.
651. Larsson Anna, *Physical, emotional, and social illness: Changing problems for school health care in twentieth century Sweden*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 194-207.
652. Laukaitis John, *Ravitch Reversed: Ideology and the History of American Education Reform*, AEHJ, 44 (2017), n. 1.
653. Lawrence Adria K., *Repression and Activism among the Arab Spring's First Movers: Evidence from Morocco's February 20<sup>th</sup> Movement*, BJPS, 47 (2017), n. 3, pp. 699-718.
654. Lázaro Lorente Luis Miguel, *The Groupe Français d'Éducation Nouvelle and the Spanish Civil War in the reviews Pour l'Ère Nouvelle and L'Éducateur Prolétarien*, ETE, 4 (2017), n. 2, pp. 307-336.

655. Le Bars Loïc, *La progressive mise en place de la «collaboration» entre l'administration et les organisations corporatives des instituteurs avant la Seconde Guerre mondiale*, in Régler les carrières enseignantes: une histoire administrative et syndicale des conseils et commissions (XVII<sup>e</sup>-XX<sup>e</sup> siècles), HE, 146 (2016), n. 2, pp. 9-28.
656. Le Cam Jean-Luc, *Les universités saxonnes au feu de la Réforme: Wittenberg, Leipzig, Iéna, entre politique territoriale et confessionnelle*, in Negruzzo Simona (ed.), *Riforma e università a cinquecento anni dalle tesi di Lutero (15172017)*, ASUI, 21 (2017), n. 2, pp. 7-33.
657. Leahy Deana, Penney Dawn, Welch Rosie, *Schooling health: the critical contribution of curriculum in the 1980s*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 224-235.
658. Leal Soares Edilene Alexandra, Valle Gatti Giseli Cristina do, *A educação para o cívismo e o patriotismo no Colégio Triângulo Mineiro de Uberaba (Minas Gerais, Brasil) nas décadas de 1940 e 1950*, REDUQ, 55 (2017), n. 43, pp. 187-210.
659. Lecaros Miguel, Moya Silvano Benito, *Presentación del dossier*, in Id. (ed.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 6-9.
660. Leckie George, Goldstein Harvey, *The evolution of school league tables in England 1992–2016: ‘Contextual value added’, ‘expected progress’ and ‘progress 8’*, BERJ, 43 (2017), n. 2, pp. 193-212.
661. Lee Stacey J., Park Eujin, Stefanie Wong Jia-Hui, *Racialization, Schooling, and Becoming American: Asian American Experiences*, ES, 53 (2017), n. 5, pp. 492-510.
662. Leigh Katheryne T., Davis Matthew D., *U.S. Public Education: The Ivy Tower of Historical Trauma*, JPHE, 67 (2017), pp. 19-34.
663. Lejla Mušić, *Female Sociology as Academic Discipline*, AJER, 5 (2017), n. 3, pp. 241-245.
664. Lembré Stéphane, *L'enseignement technique et professionnel dans l'Algérie coloniale, du territoire à l'atelier (1866-1958)*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 91-117.
665. Lemonidou Eli, *H γερμανική διάσταση του Α'Παγκοσμίου Πολέμου στα ελληνικά σχολικά εγχειρίδια ιστορίας-μια ημιτελής αφήγηση* [The german projection of the First World War in the greek history textbooks-an incomplete narration], TAHE, 15-16 (2017-2018), pp. 124-142.
666. Lenski Katharina, *Post-War-Raum DDR. Pädagogische Forschungspraxis im Spiegel verdrängter Erfahrung*, in *Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, JHB, 23 (2017).

667. Lentini Stefano, «*Per te ci vuole la Garaventa!»: esperienze di educazione per il recupero sociale di minori a Genova (1883-1977)*, QI, 9 (2017), pp. 82-96.
668. Leonardi Paula, *Catholic associations as instances of socialization and time control*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 83-111.
669. Leoni Luca, «*La falange di Cristo». Preti e laici impegnati tra difesa e valorizzazione della scuola cattolica e lotta al comunismo*», HECL, 12 (2017), n. 2, pp. 279-300.
670. Lepri Chiara, *Dal Robinson alle Robinasonaden. Il mito e le metafore d'infanzia*, RSE, 4 (2017), n. 2, pp. 299-306.
671. Leroy Ghislain, *L'enfant-objet de préoccupations hygiéniques: évolution d'une figure de l'enfant dans les textes officiels de l'école maternelle française (19e–20e siècles)*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19e et 20e siècles*, CBMH, 34 (2017), n. 1, pp. 42-63.
672. Leus Tomé Cristinne, Brolo Rohden Josiane, *O discurso do progresso e a educação na história de Sinop - Mato grosso: «Como é bom alargar fronteiras de nossa pátria!»*, RHE, 21 (2017), n. 52, pp. 312-334.
673. Levrand Norma Elizabeth, *Contenidos urbanísticos en la carrera de Abogacía de la Universidad Nacional del Litoral (Argentina, 1920-1948)*, RHE, 21 (2017), n. 51, pp. 419-434.
674. Levy Bencostta Marcus, *Las fiestas escolares en Brasil (Curitiba, 1914-1971)*, HECL, 12 (2017), n. 1, pp. 337-355.
675. Lewis Marilyn A., Secci Davide A., Hengstermann Christian, «*Origenian Platonisme» in Interregnum Cambridge: Three Academic Texts by George Rust, 1656 and 1658*», HU, 30 (2017), nn. 1-2.
676. Lewis Marilyn A., Secci Davide A., Hengstermann Christian, Lewis John H., Williams Benjamin, *The Messiah Promised in the Holy Scripture Came a Long Time Ago*, HU, 30 (2017), nn. 1-2.
677. Li Lidan, “小红帽”故事的精神分析学研究之批评 [Psychoanalysis of Little Red Riding hood: a criticism], REL, 2 (2017), pp. 135-141.
678. Li Lifang, 论中国现代儿童文学价值观念 [On the values of contemporary Chinese children's literature], JF, 2 (2017), pp. 94-99.
679. Li Lin, *Education, culture and politics: the evolution of Chinese education at The University of Hong Kong, 1911-1941*, HEJ, 46 (2017), n. 6, pp. 711-729.

680. Li Wei, Wang Juan, 阅读媒介对5~6岁儿童故事生成的影响—基于数字化阅读和绘本阅读的比较研究 [Influence of media for 5-6 year-old children's narrative generation: comparative studies based on digital reading and picture book reading], RDE, 6 (2017), pp. 95-102 and p. 110.
681. Li Xiaolin, Liu Qian, 狄更斯小说的童年主题探究 [Explorations into the theme of childhood in Dickens' novels], DEVEC, 18 (2017), pp. 21-22.
682. Lima Bueno Manuela Priscila de, *Manuais pedagógicos e programas de ensino: interpretações da Escola Nova sobre a prática de ensino na formação de professores (1946-1961)*, LIN, 18 (2017), n. 38, pp. 264-291.
683. Lima da Silva Alexandra, *Lado a lado: marcas católicas do bandeirantismo no Brasil*, in Almeida Orlando Evelyn de, Leonardi Paula (edd.), *História da educação católica: produção e circulação de saberes pedagógicos*, RHE, 21 (2017), n. 52, pp. 21-39.
684. Lima Jardilino José Rubens, Soto-Arango Diana Elvira, Mora-Garcia José Pascual, *La historia de la educación en América Latina: contribución y aportes de la Sociedad de Historia de la Educación Latinoamericana - Shela (1994-2015)*, RHE, 21 (2017), n. 51, pp. 351-375.
685. Lima Marinheiro Edwylson de, Ferreira Ruiz Maria José, *Percurso político e histórico do Programa Dinheiro Direto na Escola e a parceria público-privada na gestão escolar*, RH, 17 (2017), n. 71, pp. 274-289.
686. Linares Fernández Jaime, *Los orígenes de la Oficina-Laboratorio de Orientación y Selección Profesional de Santander (1924-1929)*, CABAS, 9 (2017), n. 18, pp. 1-23.
687. Linhares Angerami Paula, *Uma reconstituição da filosofia educacional de John Dewey*, RBHE, 17 (2017), n. 4, pp. 23-53.
688. Lisovich V.N., *Krug samostoyatel'nogo chteniya peterbusrgskikh uchashchikhsja XIX veka* [The circle independent student's reading of St. Peterburg in the XIX century], IPZ, 6 (2017), n. 3, pp. 152-162.
689. Liu Lidan, Liu Junqiang, 儿童文学出版物情感熏陶功能的实现路径 [Emotional education and its realization in children's literature], PUBLIR, 1 (2017), pp. 47-49 and p. 42.
690. Llorent-Bedmar Vicente, Llorent García Vicente Jesús, *La labor socioeducativa de las misiones salesianas en América y España en el siglo XIX y los albores del siglo XX*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 65-82.
691. Long Rebecca, «*Here Always*»: Time and Place in the Archive of Green Knowe, IRCL, 10 (2017), n. 1, pp. 89-101.

692. Loparco Fabiana, *Former teachers' and pupils' autobiographical accounts of punishment in Italian rural primary schools during Fascism*, HEJ, 46 (2017), n. 5, pp. 618-630.
693. Lopes Barra Valdeniza Maria, *O serviço de inspeção escolar e a funcionarização pública da profissão docente no século XIX*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 41-63.
694. Lopes Costa Prado Renata, *O silêncio de grupos específicos de crianças em pesquisas*, EDUR, 33 (2017), n. 64, pp. 215-230.
695. López Esteban Carmen, Almaraz Menéndez Fernando, Maz Machado Alexander, *Formación de Maestros en España en el periodo de entre siglos XIX y XX: la Aritmética y el Álgebra de José Dalmáu Carles*, HECL, 12 (2017), n. 1, pp. 377-398.
696. López García Narciso José, Valle de Moya Martínez María del, *El Patronato de Misiones Pedagógicas, el Frente de Juventudes y la Sección Femenina: Instituciones clave en la historia de la educación musical en la enseñanza primaria española*, AURP, 23 (2017), pp. 215-232.
697. Lottie Hoare, «*The school career of the child as a unity*»: John Newsom's involvement with the BBC, 1934-1971, PH, 53 (2017), n. 4, pp. 411-427.
698. Lourdes Herrera Feria María de, *El Colegio del Estado de Puebla y el Primer Congreso Nacional de Estudiantes en 1910*, RMHE, 5 (2017), n. 10, pp. 199-221.
699. Loureiro Bráulio, O ativismo de rappers e o “progresso intelectual de massa”: uma leitura gramsciana do rap no Brasil, RH, 17 (2017), n. 72, pp. 419-447.
700. Luchese Terciane Ângela, *A pesquisa em história da educação. Testemunho de um autor: entrevista com Lúcio Kreutz*, RHE, 21 (2017), n. 52, pp. 5-14.
701. Luchese Terciane Ângela, Barausse Alberto, *Apresentação*, in Id. (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 33-40.
702. Luchese Terciane Ângela, *Da Itália ao Brasil: indícios da produção, circulação e consumo de livros de leitura (1875-1945)*, in Luchese Terciane Ângela, Barausse Alberto (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 123-142.
703. Lugaresi Maria Giulia, *Jesuit connections: Ruggiero G. Bosovich and Giovanni A. Lecchi*, ASUI, 21 (2017), n. 2, pp. 245-266.

704. Lüthi Dave, *Les écoles professionnelles en Suisse: palais ou usines ?*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 119-146.
705. Luz Bermejo Pajarito Ma. Francisca de la, *Vaivenes políticos. La enseñanza del derecho en los planes de estudio en la Universidad de Guadalajara y el Instituto de Ciencias del estado de Jalisco: 1792-1860*, RMHE, 5 (2017), n. 9, pp. 29-48.
706. Ma Shujuan, 童话中的真实: 奇幻森林》“人与自然”主题的研究 [Reality in a fairy tale: fantasy forest and the theme of human and nature], RF, 3 (2017), pp. 89-91.
707. Macdonald Heidi, *Transforming Catholic women's education in the sixties: Sister Catherine Wallace's feminist leadership at Mount Saint Vincent University*, in Bruno-Jofré Rosa (ed.), *Catholic education across time and space: From educational projects in early modernity, through colonial education, to opening spaces of social transformation*, ENCONTE, 18 (2017), pp. 53-77.
708. Macedo Abbud Maria Luiza, Burioli Ivashita Simone, *Fontes para pesquisa da História das Instituições Educativas escolares de Londrina (1936-2000)*, CHE, 16 (2017), n. 2, pp. 487-501.
709. Macena dos Santos Lays Regina Batista de, Ananias Mauricéia, *Talvez vos embarace o numero de meninos pobres que deve admittir cada aula: instrução pública primária – Província da Paraíba do Norte – 1849-1889*, RH, 17 (2017), n. 71, pp. 117-138.
710. Macinai Emiliano, *I diritti dei bambini nella società dei consumi*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 89-102.
711. Macinai Emiliano, Oliviero Stefano, *Stories of school and childhood: video testimonies for a bottom-up narrative*, HME, 3 (2017), n. 5, pp. 489-502.
712. Madruga Monteiro Lorena, *Condicionantes da atuação da Companhia de Jesus na formação escolar das elites da República no Brasil (1891-1930)*, CHE, 16 (2017), n. 1, pp. 209-234.
713. Magalhães Célia Maria, *A história da atenção à criança e da infância no Brasil e o surgimento da creche e da pré-escola*, in Henriques Helder, Marchão Amélia (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 81-142.
714. Magalhães Gomes Maria Laura, Alves de Faria Reis Diogo, *Ensinar a ensinar a Aritmética à luz das perspectivas escolanovistas em Minas Gerais: uma investigação no arquivo pessoal Alda Lodi*, CHE, 16 (2017), n. 1, pp. 235-257.

715. Magalhães Justino, *Municipalities and educational modernisation: a historical and geographical atlas of municipalities and education in Portugal*, PH, 53 (2017), n. 5, pp. 578-601.
716. Magalhães Justino, *Rito escolar – perspectiva histórico-pedagógica*, RH, 17 (2017), n. 73, pp. 714-731.
717. Magela Veloso Geisa, Baioni do Nascimento Rafael, Teixeira Amorim Mônica Maria, *Autoridade, disciplina e aplicação de castigos nas representações de professores (1910-1930)*, RHE, 21 (2017), n. 52, pp. 250-273.
718. Magela Veloso Geisa, *Representações sobre o Canto e o Ensino da Música: entre a socialização, a arte e a interpretação do texto (1920-1930)*, CHE, 16 (2017), n. 2, pp. 434-450.
719. Mahamud Angulo Kira and Hernández Laina Yovana, *Teaching Economics with Spanish Primary School Textbooks during the Franco Dictatorship and the Transition to Democracy (1962-1982)*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 83-99.
720. Mahamud Angulo Kira, Ascenzi Anna (edd.), *Textbooks in Periods of Political Transition after the Second World War*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 1-15.
721. Maia de Souza Maria Zélia, *Demandas sociais por ensino e trabalho: a assistência pela profissionalização no Instituto Profissional João Alfredo (1910-1930)*, CHE, 16 (2017), n. 2, pp. 502-524.
722. Maillard Fabienne, *Le baccalauréat professionnel de 1985 à nos jours: d'une singularité à l'autre*, RFP, 198 (2017), pp. 5-10.
723. Majhut Berislav, *Ezop za školsku djecu (1804)* [Aesop for Schoolchildren (1804)], Lib-Lib, 6 (2017), n. 1, pp. 79-118.
724. Makarov M.I., *Pervye popytki sekulyarnogo tolkovaniya vospitaniya na Rusi v XV-XVI vekakh* [The first attempts of secular interpretation of education in Russia in the XV<sup>th</sup>-XVI<sup>th</sup> centuries], ISTPE (2017), pp. 23-17.
725. Makhortykh Mykola, *War Memories and Online Encyclopedias: Framing 30 June 1941 in Wikipedia*, JEMMS, 9 (2017), n. 2, pp. 40-68.
726. Malheiro Gutiérrez Xosé Manuel, *Las bibliotecas escolares en la primera década del Franquismo: entre el amanecer y la luz cegada*, RHE, 21 (2017), n. 53, pp. 239-266.
727. Malikoski Adriano, Kreutz Lúcio, *Escolas étnicas polonesas no Rio Grande do Sul (1875-1939) - Polish ethnic schools in Rio Grande do Sul (1875-1939)*, RHE, 21 (2017), n. 51, pp. 317-331.

728. Malikoski Adriano, Luchese Terciane Ângela, *O processo de organização de escolas étnicas polonesas no Rio Grande do Sul (1875-1939)*, RBHE, 17 (2017), n. 3, pp. 85-105.
729. Mamone Graziano, *La mercificazione dell'infanzia nella Guerra di Libia. 1911-1912*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 119-141.
730. Manique da Silva Carlos, *Práticas pedagógico-didáticas e a sua influência na configuração do espaço escolar. A materialidade das escolas de ensino mútuo em Portugal à luz dos diretórios do método (1835-1844)*, HME, 3 (2017), n. 6, pp. 459-485.
731. Mannucci Andrea, *La presenza protestante in Toscana in ambito educativo dall'Unità d'Italia ad oggi*, in Bravi Luca, Vitale Tommaso (edd.), «*In-dipendenza». Percorsi di controllo e di emancipazione delle minoranze culturali nella storia sociale dell'educazione europea*, RSE, 4 (2017), n. 1, pp. 93-104.
732. Manrique Sanz José Luis, *Francisco de Frutos. Maestro de primeras letras purificado*. Segovia 1823, HERI, 35 (2016), pp. 393-412.
733. Mansan Jaime Valim, *A Escola Superior de Guerra e a formação de intelectuais no campo da educação superior no Brasil (1964-1988)*, RBE, 22 (2017), n. 70, pp. 826-850.
734. Manuel Jacqueline, Carter Don, *Continuities of influence: A critical analysis of subject English in the New South Wales' secondary school curriculum of 1911*, HER, 46 (2017), n. 1, pp. 72-94.
735. Marchukova S.M., Mel'nikov G.P., *Nasledie Jama Komenskogo: vzglyad iz XXI veka* [The heritage of Jan Comenius: a glance from the 21<sup>st</sup> century], PPP, 44 (2017), n. 4, pp. 53-64.
736. Maria Teresa Trisciuzzi, *Image and imagination in education. Visual narrative through children's literature*, RIPEDI, 12 (2017), n. 3, pp. 69-81.
737. Marín Ibarra Mariana, *Discordias y solidaridades: los preceptores de primeras letras en Puebla (1820-1860)*, RMHE, 5 (2017), n. 10, pp. 159-179.
738. Maroco dos Santos Emanuel José, *La formación ético-normativa de la persona como telos educativo de la paideia de Miguel de Unamuno*, CHE, 16 (2017), n. 2, pp. 408-433.
739. Maroco dos Santos Emanuel José, *Unamuno: las funciones educativas del estado. Del estado docente al estado organizador de la enseñanza*, HERI, 35 (2016), pp. 191-216.
740. Marques Hellen Jaqueline, Barcelos de Moura Abreu Claudia, *Reflexão ou inflexão? A formação de professores no brasil (2000-2010)*, RH, 17 (2017), n. 71, pp. 334-359.

741. Marrone Andrea, *La «Rivista di Filosofia Neo-Scolastica» e la pedagogia (1909-1923)*, HECL, 12 (2017), n. 2, pp. 377-396.
742. Marrou Henri-Iréneé, *L'héritage de la Grèce. Éducation et rhétorique*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 16-28.
743. Martinazzo Celso José, Mundstock Bozzetto Ingrid, Laurêncio Rockenback Arnildo, *A História do Curso de Pedagogia do Instituto Educacional Dom Bosco de Santa Rosa/RS*, CHE, 16 (2017), n. 3, pp. 732-744.
744. Martinelli Borges Oliveira Anelise, Lazzari Leite Barbosa Raquel, Um estudo histórico sobre o processo de implantação do colégio tiradentes da polícia militar de Uberaba-mg (1964-1968), RHE, 21 (2017), n. 52, pp. 214-234.
745. Martinelli Chiara, *Da “conquista sociale” a “selezione innaturale”: le illusioni perdute delle classi differenziali nella scuola media (1962-1971)*, IC, 44 (2017), n. 285, pp. 147-170.
746. Martinelli Chiara, *Scuole per lavoratrici, scuole per signorine: le scuole professionali femminili nell'Italia liberale (1878-1914)*, RSE, 4 (2017), n. 1, pp. 149-160.
747. Martínez Fernández Ernesto, «Ganhar o campesinato para a revolução». O PCP e o processo de enquadramento do campesinato nortenho (1974-1975), ANSO, 52 (2017), n. 222, pp. 72-89.
748. Martinez Moctezuma Lucia, *Éduquer les citoyens: corps, hygiène et santé à l'école mexicaine (1882-1913)*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19e et 20e siècles*, CBMH, 34 (2017), n. 1, pp. 121-145.
749. Martínez Valle Carlos, *Secularización social y métodos activos para la catequesis escolar en el franquismo (1939-1975): problemas y efectos de una transferencia de praxis educativa*, in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 71-87.
750. Martins de Almeida Aline, *Ritualização das práticas e do cotidiano escolar no primeiro jardim de Infância Público de São Paulo*, in Henriques Helder, Marchão Amélia (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 41-62.
751. Martins Jacomeli Mara Regina, Oliveira Damasceno Barão Gilcilene de, Sartori Gonçalves Leandro, *Educação integral do homem e a política educacional brasileira: limites e contradições*, RH, 17 (2017), n. 73, pp. 842-860.
752. Maslen Joseph, *Education and the working-class girl of the 1970s: reconstructing the theoretical field of Carolyn Steedman's The Tidy House*, HEJ, 46 (2017), n. 1, pp. 94-107.

753. Maslinskaja S.G., *Neutomimyj borec so skazkoj (Kritika detskoj literatury v trudakh N. Krupskoj)* [A tireless fighter against fairy-tale (criticism of children's literature in writings by N. Krupskaya)], IPZ, 6 (2017), n. 1, 172-186.
754. Mastin David, *Genre et musique en Grande Guerre: le cas des écoles nationales de musique françaises*, GEN, 16 (2017), n. 1, pp. 159-186.
755. Matos José Manuel, *O desenvolvimento do conhecimento profissional do professor de matemática nas Escolas Normais Superiores portuguesas (1911-1930)*, in Rodrigues Valente Wagner (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 666-683.
756. Mattes Monika, *Gesamtschule im Flächenversuch. Erfahrungen mit einem bildungspolitischen Experiment im hessischen Wetzlar 1965-1990*, in *Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren*, JHB, 23 (2017).
757. Maurer Christian, «*A Lapsu Corruptus»: Calvinist Doctrines and Seventeenth-Century Scottish Theses Ethicae*, HU, 29 (2017), n. 2.
758. Mauri Medrano Marta, *Frente de juventudes y escuela: la construcción del imaginario social de la juventud durante el franquismo (1940-1960)*, HERI, 35 (2016), pp. 321-334.
759. Maxwell Alexander, *Fashion, Nationalism, and Austro-Hungarian Images of Paris during the long nineteenth century*, CON, 20 (2017), n. 4, pp. 541-568.
760. McCardle Todd, *A Promise Deferred: Black Veterans' Access to Higher Education Through the GI Bill at the University of Florida, 1944-1962*, ES, 53 (2017), n. 2, pp. 122-134.
761. McCarther Shirley Marie, Davis Donna M., *Culturally Relevant Pedagogy Twenty-Plus Years Later: How an Arts Approach to Teaching and Learning Can Keep the Dream Alive*, AEHJ, 44 (2017), n. 2.
762. McGeachan Cheryl, «*The Head Carver»: Art Extraordinary and the small spaces of asylum*, in Philo Chris, Andrews Jonathan (edd.), *Histories of asylums, insanity and psychiatry in Scotland*, HP, 28 (2017), n. 1, pp. 58-71.
763. McLean Scott, *From Territory to Human Resources: A History of Colonial Adult Education in the Central Arctic*, HSE, 29 (2017), n. 2, pp. 26-47.
764. Mecacci Enzo, *Tre exemplaria per lo Studio senese*, ASUI, 21 (2017), n. 2, pp. 135-150.
765. Meda Juri, *Genesi ed evoluzione dei consumi scolastici in Italia tra XIX e XX secolo*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 103-117.

766. Meda Juri, *La letteratura per l'infanzia e la sua storia tra ricerca e didattica. A proposito di un importante seminario di studi*, HECL, 12 (2017), n. 1, pp. 749-755.
767. Meda Juri, Marazzi Elisa, Targhetta Fabio, Ostenc Michel, *Nuove piste di ricerca per la storia della letteratura per l'infanzia: a proposito di un recente volume*, HECL, 12 (2017), n. 2, pp. 541-560.
768. Medeiros Da Silva Mário Augusto, *Outra ponte sobre o Atlântico Sul: descolonização africana e alianças político-intelectuais em São Paulo nos anos 1960*, ANSO, 52 (2017), n. 225, pp 804-826.
769. Medina Audelo Ricardo, *La construcción sociodiscursiva de la identidad del inmigrante latinoamericano en Barcelona*, SEH, 6 (2017), n. 2, pp. 116-141.
770. Medina Casanovas Núria, *Apertura al mundo a través de la traducción de canciones infantiles*, in Tort i Bardolet Antoni, Colleldemnot Puigadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 337-384.
771. Medne Dace, Jansone-Ratinika Nora, Dinka Ilza, *The discourse of Parents' Competency in Upbringing in Latvian Media Space (2004-2016)*, APV, 38 (2017), pp. 159-175.
772. Meloni Reginaldo Alberto, *O ensino de Química nos Ginásios de São Paulo – 1896/1909*, RBHE, 17 (2017), n. 2, pp. 83-106.
773. Mendes de Faria Filho Luciano, *Sociabilidades, edição, educação: o Annuário Brasileiro de Literatura como projeto educativo (1937-1944)*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 51-66.
774. Méndez Villamizar Raquel, Linares García Johana, Rojas Betancur Hector Mauricio, *Protesta y movilización estudiantil en la Universidad Industrial de Santander: la oportunidad política*, RHEL, 19 (2016), n. 28, pp. 91-108.
775. Meneses Sônia, Melo Egberto, *A Babel do Tempo: Regimes de Historiidade e a história ensinada no universo virtual*, LIN, 18 (2017), n. 37, pp. 154-178.
776. Menezes de Souza Poubel Clarissa, Garcia Pinho Leandro, Tavares do Carmo Gerson, *Uma arena de tensões: a história da EJA ao PROEJA*, CHE, 16 (2017), n. 1, pp. 125-140.
777. Mesa Gómez Lídice, *Contribución de la obra educativa de Martín Rodríguez Vivanco al desarrollo de la educación cubana*, HERI, 35 (2016), pp. 271-292.

778. Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali, *Introduction. Culture and education: looking back to culture through education*, in Id. (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 1-6.
779. Meşeci-Giorgetti Filiz, *From Empire to Nation State: The Mutation of Educational Interaction Rituals in Turkey*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-14.
780. Meshkov A.E., *Razvitiye idej vospitaniya grazhdanina v otechestvennoj obshchestvennoj myschi pervoj poloviny XIX veka* [The development of ideas of civic education in the domestic public thought of the first half of the XIX century], IPZ, 6 (2017), n. 3, pp. 163-173.
781. Michułka Dorota, *Prelaženje granica mašte Romantičarsko iskustvo postojanja, prirode i zagonetnosti likova u paraboličnim bajkama Emilije Kiereš Brat i Łowy* [Überschreitung der Grenzen der Phantasie Roman-tische Erfahrung der Existenz, der Natur und der rätselhaften Gestalten in den Parabelmärchen Brat und Łowy von Emilia Kiereš / Crossing the Boundaries of Imagination Romantic experience of existence, nature, and the mystery of characters in Emilia Kiereš's parabolic fairy tales Brat and Łowy], Lib-Lib, 6 (2017), n. 1, pp. 25-38.
782. Middleton Sue C., *New Zealand Theosophists in "New Education" networks, 1880s-1938*, HER, 46 (2017), n. 1, pp. 42-57.
783. Mier y Terán Fernando Jiménez, *La Escuela Freinet de Barcelona*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 99-123.
784. Mijers Esther, «Addicted to Puritanism»: *Philosophical and Theological Relations between Scotland and the United Provinces in the First Half of the Seventeenth Century*, HU, 29 (2017), n. 2.
785. Milani Raffaele, *The child and the city: the little flâneur. Preface*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 1-2.
786. Milewski Patrice, *Historicizing health and education: Investigations of the eyesight of school children in the early nineteenth century*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 125-135.
787. Miller Carl F., «Worth Melting For»: *The Legacy of Difference and Desire in Hans Christian Andersen's 'The Snowman'*, IRCL, 10 (2017), n. 2, pp. 162-177.
788. Mimesse Prado Eliane, Falcade Maschio Elaine Cátia, *Entraves no ensino da língua portuguesa nas escolas italianas privadas curitibanas e paulistanas (1883-1907)*, in Luchese Terciane Ângela, Barausse Alberto (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 85-100.

789. Miralles Martínez Pedro, Gómez Carrasco Cosme J., *Presentación*, in Id. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 9-28.
790. Moerbeck Guilherme, Velloso Luciana, *Uma longa jornada da cidade antiga à contemporânea: escola, memória e cotidiano*, REVAT, 4 (2017), n. 11, pp. 144-157.
791. Mogarro Maria João, *Uma mulher no seu tempo: ciência, arte e educação num percurso de vida*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 119-134.
792. Mojica Sánchez Leonor, *Una aproximación al contexto investigativo académico y político de la autonomía universitaria en Colombia*, AURP, 22 (2016), pp. 235-250.
793. Monreal Pérez Juan Luis, *La contribución de Philipp Melanchthon, praeceptor germaniae, a la lengua y a la enseñanza. Entre la cultura humanista europea y la reforma alemana*, HERI, 36 (2017), pp. 207-228.
794. Monsalvo Mendoza Edwin, Chapman Quevedo Willian, Suárez Araméndiz Miguel, «*El funcionario viene a ser como una personificación del Estado*». *Conflictos y límites de la autoridad en el centro occidente colombiano, 1850-1925*, HISTCA, 12 (2017), n. 30, pp. 267-300.
795. Montecchi Luca, *Rural schools as a source of inspiration for urban schools. The historic example of Montesca, Umbria and its model of school gardening*, HECL, 12 (2017), n. 1, pp. 607-614.
796. Monteiro Gonzaga do Monti Ednardo, *Terminologia Musical e Origem do Fado: cultura política e identidade nacional nos estudos musicológicos de Mário de Andrade, publicados na revista Ilustração Musical (1930-1931)*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 67-83.
797. Moraes Caroline da Luz, Spindola Luisa Kaufman, *O currículo de história na reforma da Secretaria Municipal de Educação do Rio de Janeiro*, EDUPE, 43 (2017), n. 4, pp. 1147-1162.
798. Moraes Luana Aparecida, Gomes Nadal Beatriz, *Educação anarquista: contribuições para a escola e uma educação autêntica*, RH, 17 (2017), n. 74, pp. 1078-1095.
799. Moraga Fabio, *Incluir para formar la nación la “Escuela Nueva” o de la “Acción” en el México Posrevolucionario, 1921-1964*, CUACHI, 5 (2017), n. 7, pp. 9-46.

800. Moraga Fabio, *La Universidad de Chile: Ilustración y modernidad en el Chile decimonónico*, in Lecaros Miguel, Moya Silvano Benito (edd.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 57-94.
801. Morales Villena Amalia, Vieitez Cerdeño Soledad, *Intervención femenina en el mundo rural franquista (España, 1939-1975). Las cátedras ambulantes de la sección femenina de la Falange española y su labor de divulgación sanitaria y social*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 175-205.
802. Morandini Maria Cristina, *Il boom economico sulle riviste degli insegnanti: uno sguardo alle pubblicità*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 187-203.
803. Móré Tünde, *A búcsúztató kiadványok szerepe a 16. századi egyetemjárásban [The Role of School-Leaving Documentation in the University Attendance of 16<sup>th</sup> Century Institutions]*, GERUN, 7 nr. 1-2, 2016, pp. 79-85.
804. Moreira Cabral Talitha Estevam, Abrantes Carvas Giovanna Maria, Santos de Azevedo Denilson, *A expansão dos grupos escolares em Minas Gerais na primeira república: estudo comparado sobre a interiorização do ensino primário na zona da mata*, RH, 17 (2017), n. 71, pp. 174-190.
805. Moreno Jean Carlos, *A escrita didática da História na década de 1980: um ponto de reflexão para as intensas disputas públicas pelos sentidos da História ensinada no Brasil contemporâneo*, HISTOJ, 6 (2017), n. 11, pp. 349-368.
806. Moreno Martínez Pedro Luis, *Imágenes e historia de la educación popular: representaciones fotográficas de las Misiones Pedagógicas en la Región de Murcia*, in Tort i Bardolet Antoni, Collelldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 73-156.
807. Mores Francesco, *Antifascista antisemita ‘gunman’. Aristide Raimondi e la «Rivista di Milano»*, Piero Sraffa e l'avvento del fascismo al potere, ASNSP, 9 (2017), n. 1, pp. 219-245.
808. Moro Albacete Francisco, *Democracia y populismo en la Atenas de Pericles: una mirada desde la actualidad*, RPH, 16 (2017), n. 32, pp. 72-87.
809. Morrison Andrew, *A Sociologist Teaches History: Some Epistemological and Pedagogical Reflections*, ES, 53 (2017), n. 3, pp. 233-246.
810. Morrison Hugh, «It's Really Where Your Parents Were». Differentiating and Situating Protestant Missionary Children's Lives, c. 1900-1940, JFH, 42 (2017), n. 4, pp. 419-439.

811. Moscaleski Cavazzani André Luiz, Richter Gomes Sandro Aramis, *Gerações familiares, hierarquia e imigração portuguesa no Brasil meridional: aspectos e fatores das limitações das oportunidades sociais de membros da família Vieira Dos Santos*, HIQDE, 65 (2017), n. 2, pp. 265-294.
812. Moulinier Pierre, *A Review of Recent Research on the History of Universities and Students in France*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 141-161.
813. Moura Nascimento Maria Isabel, Petchack Zanlorenzi Claudia Maria, *A revista «A Escola» e o primeiro congresso de professores públicos do Paraná (1910): o princípio liberal de universalidade*, RH, 17 (2017), n. 74, pp. 1096-1106.
814. Mubarak Sultan Al-Ammari Badreya, *Amna Mahmoud Al-Jaydah, a pioneer in the struggle for female education in Qatar: a biographical research study*, HEJ, 46 (2017), n. 5, pp. 674-691.
815. Mueller Tim, *A legal odyssey: denazification law, Nazi elite schools, and the construction of postwar memory*, HEJ, 46 (2017), n. 4, pp. 498-513.
816. Mulderry Darra D., «*People are Suffering; People are Christ, and We Are Responsible*»: Sister Mary Emil Penet's Campaign for Social-Justice Education in the 1950s, CHR, 103 (2017), n. 3, pp. 725-754.
817. Mullally Sasha, Macdonald Heidi, *Arts, Crafts, and Rural Rehabilitation: the Sisters of Charity, Halifax, and Vocational Education in Terence Bay, Nova Scotia, 1938-1942*, in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 35-52.
818. Muñoz María Tejero, Barrera Laura Prieto, Álvarez Domínguez Pablo, *Educar a la infancia a través de juegos y juguetes tradicionales: experiencias pedagógicas al aire libre*, CABAS, 9 (2017), n. 18, pp. 75-108.
819. Munro Doug, *The house that Hugh built: the Adelaide history department during the Stretton era, 1954-1966*, HEJ, 46 (2017), n. 5, pp. 631-652.
820. Murillo Lizardo Orlando David, *El movimiento estudiantil de Córdoba y su influencia en Honduras*, RHEL, 19 (2016), n. 28, pp. 37-52.
821. Mykytyn-Gazziero Olha, *L'abandon d'enfant en Ukraine avant et après la dissolution de l'URSS (1917-2016)*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 119-145.
822. Nalle Sara T., *Women's Status, Family Systems, and Marriage in a Time of Economic Crisis Cuenca, 1500-1650*, JFH, 42 (2017), n. 3, pp. 236-249.

823. Nascimento Costa Suenya do, Carvalho Costa Jean Carlo de, *Carneiro da Cunha: análise da atuação política na província da Paraíba do norte (1874-1876)*, RH, 17 (2017), n. 72, pp. 469-489.
824. Nawani Disha, *School Textbooks: From Sublime to the Ridiculous*, ECOPOL, 52 (2017), n. 9, pp. 22-29.
825. Negri Martino, *La ricezione dello Struwwelpeter in Italia*, RSE, 4 (2017), n. 2, pp. 307-324.
826. Negruzzo Simona, *Dal ginnasio all'università: l'esempio di Strasburgo*, in Ead. (ed.), *Riforma e università a cinquecento anni dalle tesi di Lutero (1517-2017)*, ASUI, 21 (2017), n. 2, pp. 75-100.
827. Negruzzo Simona, *Introduzione*, in Ead. (ed.), *Riforma e università a cinquecento anni dalle tesi di Lutero (1517-2017)*, ASUI, 21 (2017), n. 2, pp. 3-6.
828. Negruzzo Simona, *Performance, Edification and Education in a confessional Context. Protestant and catholic sacred theatre in early modern Alsace*, REVHE 111 (2016), nn. 3-4.
829. Nelson Darwin, Low Gary, Hammett Rick, *Twenty First Century Skills for Achieving Education, Life, Work Success*, AJER, 5 (2017), n. 2, pp. 197-206.
830. Németh András, *Die pädagogischen Bewegungen der «Neuen Erziehung» und die Universitätspädagogik in Ungarn (1920-1945)*, HECL, 12 (2017), n. 1, pp. 465-482.
831. Németh András, *The development's phases of educational sciences as academic disciplin in Hungary in first half of the 20<sup>th</sup> century*, FE, 15 (2017), n. 22, pp. 1-23.
832. Nemeth Julian, *The Case for Cleaning House: Sidney Hook and the Ethics of Academic Freedom during the McCarthy Era*, HEQ, 57 (2017), n. 3, pp. 399-426.
833. Neri Serneri Simone, *Esperienze e resistenze generazionali: dalla guerra al dopoguerra, dall'educazione fascista alla cultura progressista*, SES, 40 (2017), n. 158, pp. 655-662.
834. Neupokoev I.V., *Procedura attestacii uchebnikov nachal'nykh svetskikh uchilisch (na primere g. Kurgan i Kurganskogo okruga Tobol'skoj gubernii v XIX – nachale XX vv.)* [The procedure of attestation of students of elementary secular education (on the example of Kurgan and Kurgam district of the Tobolsk province in the XIX –early XX century)], IPZ, 6 (2017), n. 4, pp. 74-83.

835. Newman Laura, Microbial metaphors: teaching ‘familiar science’ at a Kent sanatorium, c.1905–1930, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 242-255.
836. Nicácio Nicolete Jamilly, Almeida Jane Soares de, *Professoras e rainhas do lar: o protagonismo feminino na imprensa periódica (1902/1940)*, EDUR, 33 (2017), s.n. 2, pp. 203-220.
837. Nieto Bedoya Margarita, Rubia Avi Mariano, Huang Yun-Ting, *Los planes de estudio de español en las universidades de Taiwán*, AURP, 23 (2017), pp. 243-261.
838. Nikitina E.E., Milovanov K.Yu., *Nauchno-metodicheskoe i pedagogicheskoe nasledie V.Ja. Stoyunina: aktual'nost', problematica, novizna* [Scientific, methodical and pedagogical heritage of Vladimir Ya. Stoyunin: urgency, subject matter, novelty], OZP, 35 (2017), n. 1/1, pp. 15-25.
839. Nikolova Maja, *The pedagogues educated abroad and their impact on the education in Serbia in the late 19<sup>th</sup> and the first half of the 20<sup>th</sup> century*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-18.
840. Nikolova Terziyska-Stefanova Milka, *The example of Europe and the pedagogical ideas of the Bulgarian writers during the Bulgarian National Revival (XVIII – the first half of the XIX century)*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-16.
841. Nóbik Attila, *Feminization and professionalization in Hungary in the late 19<sup>th</sup> century. Women teachers in professional discourses in educational journals (1887-1891)*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-17.
842. Nocchi Francesca Romana, *La memoria nella formazione morale del cittadino romano*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 72-88.
843. Nogueira de Castro e Almeida Shirley Patrícia, Magalhães Gomes Maria Laura, *O processo de formação de professores no curso de matemática da faculdade de filosofia, ciências e letras de Montes Claros – Mg (1968-1978)*, RHE, 21 (2017), n. 53, pp. 284-306.
844. Nogueira Diógenes Elione Maria, Nascimento Silva Pauferro Nezilda do, *Matrizes históricas da inspeção escolar no Brasil: mecanismo de controle do trabalho docente em Alagoas nos Oitocentos*, in Barbosa Etienne, De Souza Gizele (edd.), *A inspeção da instrução pública no século XIX: seus sujeitos e as propostas para o ensino*, LIN, 18 (2017), n. 36, pp. 121-151.
845. Nordgren Kenneth, *Powerful knowledge, intercultural learning and history education*, JOUCS, 49 (2017), n. 5, pp. 663-682.

846. Norman Alison, «*Teachers Amongst their own People*»: *Kanyen'kehá:ka (Mohawk) Women Teachers in Nineteenth-Century Tyendinaga and Grand River, Ontario*, in Barman Jean (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 32-56.
847. Novella Enric J., Campos Ricardo, *From mental hygiene to mental health: ideology, discourses and practices in Franco's Spain (1939-1975)*, HP, 28 (2017), n. 4, pp. 453-459.
848. Novikov S.G., "Ja sebia pod Leninysh chishcu...": sovetskie vozhdji 1920-kh godov ob ideale vospitaniya ["I brush himself under Lenin...": soviet chiefs about the ideal of upbringing in 1920-s], IPZ, 6 (2017), n. 1, pp. 187-195.
849. Nunes da Silva Eliana, *Escola Mista na República: um lugar na sombra da história educacional*, RBHE, 17 (2017), n. 1, pp. 266-288.
850. O'Malley Andrew, «*The Innocence Project*» – An Online Exhibition and Archive on Children and Comics in the 1940s and 1950s, IRCL, 10 (2017), n. 1, pp. 20-38.
851. Obinu Francesco, *Educazione degli adulti e ideologia politica. Il caso dell'Unla sarda negli anni Settanta*, RSE, 4 (2017), n. 1, pp. 129-148.
852. Obiols Suari Núria, *Maestros de cuento. Análisis aproximativo de la figura del maestro en la literatura infantil*, HECL, 12 (2017), n. 2, pp. 359-376.
853. O'Donoghue Tom, Gleeson Jim, McCormack Orla, *National newspaper-reporting on state examinations: An historical exposition of the exceptional case of the Irish Leaving Certificate*, ENCONTE, 18 (2017), pp. 134-149.
854. Ogren Christine A., *Complexities of Efficiency Reform: The Case of Simplified Spelling, 1876-1921*, HEQ, 57 (2017), n. 3, pp. 333-368.
855. Oliveira Glenda Felix, Ferreira dos Santos João Diogenes, *A construção da memória: o trabalho como a «melhor escola» para a criança*, RH, 17 (2017), n. 74, pp. 1242-1265.
856. Oliveira Laterza Ribeiro Betânia de, Alberto Assis Souza Marilda Aparecida, Souza Araújo José Carlos, *Formando braços para a lavoura durante a Primeira República: o «Aprendizado Agrícola Borges Sampaio» em Uberaba/MG*, CHE, 16 (2017), n. 2, pp. 334-347.
857. Oliveira Rosana Medeiros de, *Descolonizar os livros didáticos: raça, gênero e colonialidade nos livros de educação do campo*, RBE, 22 (2017), n. 68, pp. 11-33.
858. Oliveira Terezinha, *Chartularium Portugalensis: reflexões sobre a universidade medieval no Século XIV e a política*, CHE, 16 (2017), n. 2, pp. 575-591.

859. Oliviero Stefano, *Editoriale*, in Id. (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 9-12.
860. Oliviero Stefano, *I consumi e la storia dell'educazione*, in Id. (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 13-32.
861. Oluremi Akanbi Grace, *Changing bodies, degenerating output: phases of Basic Education in Nigeria from 1914 to 2014*, CHE, 16 (2017), n. 1, pp. 180-195.
862. Opryatnova Yu. G., *Pedagogicheskie Ob'edineniya po izucheniyu russkogo jazyka i slovesnosti kak faktor integracii obshchestvenno-pedagogicheskogo dvizheniya v Rossi v XIX- nachale XX veka* [Pedagogical Associations for the study of the Russian language and literature as a factor of integration of socio-pedagogical movement in Russia in the 19<sup>th</sup>-beginning of the 20<sup>th</sup> century], IPZ, 6 (2017), n. 2, pp. 119-128.
863. Oropeza Sandoval Luciano, *Las andanzas laborales de las pioneras de la farmacia en Guadalajara*, RMHE, 5 (2017), n. 9, pp. 49-74.
864. Orosz Kata - Perna, Laura W., *Higher Education Internationalization in the Context of Ongoing Economic-political Transitions: Insights from Former Soviet and Eastern Bloc Nations*, HUERJ, 6 (2016), n. 1, pp. 3-19.
865. Orso Paulino José, *Um centenário da Revolução Russa (1917–2017) e a burguesia revela seu lado perverso*, RH, 17 (2017), n. 74, pp. 1019-1035.
866. Ortega Cervigón José Ignacio, Rodríguez Garrido Juan Esteban, *Análisis de la construcción de identidades colectivas en los libros de texto: el tratamiento de la Guerra de la Independencia en las últimas décadas*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 203-240.
867. Ortega Sánchez Delfín, Rodríguez Lestegás Francisco, *Enseñanza de la historia, identidades culturales y conciencia iberoamericana en los libros de texto españoles para educación primaria*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 279-318.
868. Ortiz Briano Sergio, Camacho Sandoval Salvador, *El normalismo rural mexicano y la «conjura comunista» de los años sesenta. La experiencia estudiantil de Cañada Honda, Aguascalientes*, RMHE, 5 (2017), n. 10, pp. 245-266.
869. Ortiz Morales Andrés, *El Instituto Politécnico Nacional como educación popular: la fuerza de una idea, 1942*, RMHE, 5 (2017), n. 10, pp. 223-244.

870. Ortiz Ocaña Alexander, *Configuración epistémica de la pedagogía. Tendencias que han proliferado en la historia de la educación*, RHEL, 19 (2017), n. 29, pp. 165-195.
871. Ospina Cruz Carlos Arturo, Klaus Runge Peña Andres, *La educación laica en Antioquia durante el primer cuarto del siglo XX: Una historia de solapamientos y combinatorias*, HISTCA, 12 (2017), n. 30, pp. 107-144.
872. Ostenc Michel, *L'Education en France à la «Belle Epoque». La jeunesse française à la veille de la Grande Guerre*, HECL, 12 (2017), n. 2, pp. 571-586.
873. Ostenc Michel, *L'éducation en France pendant l'entre-deux-guerres et les réformes du Front Populaire (1919-1939)*, RSE, 4 (2017), n. 1, pp. 221-232.
874. Otero Urtaza Eugenio, *Cossío's European tours between 1879 and 1889*, HECL, 12 (2017), n. 2, pp. 323-341.
875. Otero Urtaza Eugenio, *Educación, arte y naturaleza en William T. Harris y Manuel B. Cossío*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 15-72.
876. Pelczar Roman, *Realizacja obowiązku szkolnego w szkołach ludowych Galicji w latach 1774-1873 (na przykładzie łacińskiej diecezji przemyskiej)* [The Implementation of Compulsory Education in Folk Schools in Austrian Galicia, 1774-1873 (On the Example of the Latin Diocese of Przemysl)], RDO, 54 (2017), pp. 39-74.
877. Piórkowska Katarzyna, *Kształcenie i dokształcanie pracowników służb społecznych w okresie międzywojennym* [Education and Further Training of Social Workes in Poland in the Interwar Period], RDO, 54 (2017), pp. 75-88.
878. Pugacewicz Iwona H., *Powstanie i organizacja Uniwersytetu Cesarskiego we Francji (1806-1870)* [The Establishment and Organization of the Imperial University of France (1806-1870)], RDO, 54 (2017), pp. 89-126.
879. Pajović-Dujović Ljiljana, Vučković Dijana, *Reincarnation of the vampire character in literature for children and youth in the Twilight series by Stephenie Meyer*, HECL, 12 (2017), n. 2, pp. 301-321.
880. Pallarès Piquer Marc, Muñoz Escalada Mari Carmen, *La vigencia de Hannah Arendt y John Dewey en la acción docente del siglo XXI*, FE, 15 (2017), n. 22, pp. 1-23.
881. Palma de Oliveira Maria Helena, *Processos de linguagem e de interação na resolução de divisão de frações por estudantes do ensino médio*, AURP, 22 (2016), pp. 341-355.

882. Palmer Amy, *The «Mad Hatter's» adventures in education: Joseph King (1860-1943) and the impact of personality*, PH, 53 (2017), n. 6, pp. 783-798.
883. Papakosta Konstantina, *Teaching ancient Greek history in Greek compulsory education: textual and ideological continuities and discontinuities*, PH, 53 (2017), n. 4, pp. 477-489.
884. Parayre Séverine, *Introduction*, in Ead. (ed.), *L'internationalisation de l'hygiène à l'école, 19<sup>e</sup> et 20<sup>e</sup> siècles*, CBMH, 34 (2017), n. 1, pp. 1-8.
885. Parayre Séverine, *L'hygiène scolaire en congrès international: Du biopouvoir légitimé et partagé à ses inégales applications pédagogiques (1852-1913)*, in Ead. (ed.), *L'internationalisation de l'hygiène à l'école, 19<sup>e</sup> et 20<sup>e</sup> siècles*, CBMH, 34 (2017), n. 1, pp. 88-120.
886. Parrott Deborah J., Julian Kristi D., *Home run for civil rights: exploring social justice and the Negro Leagues through children's literature*, HECL, 12 (2017), n. 2, pp. 397-405.
887. Parsons Samantha, Platt Lucinda, *The early academic progress of children with special educational needs*, BERJ, 43 (2017), n. 3, pp. 466-485.
888. Patrizi Elisabetta, *The representation of the cultural and natural heritage as a training tool of national consciousness in three classics of the Nineteenth century Italian school: Giannetto, Il Bel Paese and Cuore*, in Caroli Dorena, Patrizi Elisabetta (edd.), «Educating for beauty the youth of the new Italy». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 19-51.
889. Pattin Sebastián, *La educación entre la familia, el Estado y la Iglesia. Criterio y Combate, la Argentina plural y la nación católica (1955-1957)*, AHEA, 18 (2017), n. 1, pp. 87-110.
890. Pawlowska Aleksandra, *Petite histoire des premières crèches en Pologne: regards comparatifs vers la France*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19<sup>e</sup> et 20<sup>e</sup> siècles*, CBMH, 34 (2017), n. 1, pp. 64-87.
891. Payà Sánchez Montserrat, Vilanou Conrad, *Alberto Bonet y su estudio sobre la conciencia moral del niño (1927): a propósito de los primeros trabajos sobre la educación moral en la Universidad de Barcelona*, HERI, 35 (2016), pp. 237-269.
892. Paz Ana Luísa, Ramos do Ó Jorge, *A pedagogia artística como normação da vida: tecnologias do eu e produção do génio musical em Portugal (final do século XIX a início do século XX)*, EDUR, 33 (2017), n. 66, pp. 19-36.
893. Peace Thomas, *Borderlands, Primary Sources, and the Longue Durée: Contextualizing Colonial Schooling at Odanak, Lorette, and Kahnawake*,

- 1600-1850, in Barman Jean (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 8-31.
894. Peček Mojca, *Professional autonomy of elementary school teachers in the second half of the nineteenth century. The case of Slovenia*, ETE, 4 (2017), n. 2, pp. 337-352.
895. Peng Huan-Sheng, Chu Jo-Ying, Japan's colonial policies – from national assimilation to the Kominka Movement: a comparative study of primary education in Taiwan and Korea (1937-1945), PH, 53 (2017), n. 4, pp. 441-459.
896. Peralta Juárez Juan, *El Museo Pedagógico y del Niño de Castilla-la Mancha, un ejemplo de interacción con su entorno social*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 69-78.
897. Peralta Juárez Juan, *El nuevo Museo Pedagógico y del Niño de Castilla-La Mancha*, CABAS, 9 (2017), n. 17, pp. 171-179.
898. Pereira da Silva Cruz Shirleide, Barros Ramos Nathália, Pinheiro Cordeiro da Silva Kátia Augusta C., *Concepções de polivalência e professor polivalente: uma análise histórico legal*, RH, 17 (2017), n. 74, pp. 1186-1204.
899. Pereira Peres Cristiane; Furtado Alessandra Cristina, *Historia das instituciones escolares indígenas: as escolas da Reserva Indígena de Dourados/MT na primeira metade do século XX*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 163-177.
900. Pérez Carmen Diego, González Fernández Montserrat, *El patrimonio escolar en los museos de Asturias*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 89-101.
901. Pérez Colodrero Consuelo, *Música, cultura y sociedad en el ámbito local: el caso de Andújar a través del semanario El Guadalquivir (1907-1917)*, EFP, 8 (2017), pp. 445-471.
902. Pérez Murillo María Dolores, *Paradigmas de familia en el Nuevo cine latinoamericano (1950-1999)*, in Fuentes Bajo María Dolores (ed.), *Cine y mundo iberoamericano*, RPH, 16 (2017), n. 31, pp. 137-154.
903. Pérez Navarro Camila, *El control de las escuelas durante la Dictadura Cívico Militar chilena: el caso de la Escuela Experimental de Niñas de Santiago*, AHEA, 18 (2017), n. 2, pp. 5-25.
904. Pérez Navarro Camila, *El proyecto de Escuela Única de Pedagogía: demandas y propuestas en torno a la formación unificada de profesores en Chile, 1928-1990*, RMHE, 5 (2017), n. 9, pp. 75-94.

905. Pérez Valérie, *L'évaluation à l'École au prisme de l'Emile de Rousseau*, RP, 75 (2017), nn. 1-2, pp. 43-52.
906. Perioli Júnior Eduardo, da Silva Vivian Batista, *Uma história da Língua Portuguesa no Ensino Médio: a construção da excelência dos livros didáticos no PNLD (1990-2010)*, CHE, 16 (2017), n. 3, pp. 745-769.
907. Perrin Cédric, *La création du lycée Grandmont à Tours (1954-1963): l'im-promptue mise en lycée de l'enseignement technique*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 177-197.
908. Perrotta Katherine, *A Century Apart: An Evaluation of Historical Comparisons Between Elizabeth Jennings and Rosa Parks in Narratives of the Black Freedom Movement*, AEHJ, 44 (2017), n. 1.
909. Perrupato Sebastián, *Ni antiguos ni modernos. Educación y política en tiempos de José I en España (1808-1813)*, HERI, 35 (2016), pp. 147-166.
910. Peters Benjamin T., *Ignatian Radicalism: The Influence of Jesuit Spirituality on Dorothy Day*, CHR, 103 (2017), n. 2, pp. 297-320.
911. Petitti Eva Mara, *Continuidades y rupturas en la Ley de Educación de la provincia de Buenos Aires (1875-1995)*, RHEL, 19 (2016), n. 28, pp. 223-244.
912. Philo Chris, Andrews Jonathan, *Introduction*, in Id. (edd.), *Histories of asylums, insanity and psychiatry in Scotland*, HP, 28 (2017), n. 1, pp. 3-14.
913. Pichugina V.K., Vetoshkina M.K., *Pedagogicheskaja konferenciya voenno-politologicheskogo liderstva: ot Ksenofonta k Ciceronu* [Pedagogical concept of the military-political leadership from Xenophon to Cicero], IPZ, 6 (2017), n. 2, pp. 196-204.
914. Pichugina Victoria, Bezrogov Vitaly, *Fathers and sons' in Xenophon's teaching of the man taking care of himself*, HEJ, 46 (2017), n. 3, pp. 275-289.
915. Pimenta Rocha Heloísa Helena, Mendonça da Silva Henrique, *The dangers of infection: school medical inspection in Brazil (the 1910s)*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 150-163.
916. Pinho Coimbra Leonardo José, Ribeiro de Sousa Ana Paula, *A educação escolar e a formação humana em tempos de neoliberalismo: reflexões sobre a formação do professor*, RH, 17 (2017), n. 73, pp. 861-885.
917. Piniella Corbacho Francisco, *La enseñanza técnica del marino mercante en España: una revisión histórica*, HERI, 36 (2017), pp. 229-252.

918. Pintassilgo Joaquim, Beato Carlos, *Balanço da produção recente no campo da História das Disciplinas Escolares: o exemplo das teses de doutoramento (Portugal, 2005-2015)*, in Catani Denice Barbara, Gatti Júnior Décio (edd.), *Produção de conhecimentos, difusão e ensino na (e da) História da Educação*, CHE, 16 (2017), n. 1, pp. 45-63.
919. Pinto Maria de Fátima, *D. António da Costa, paladino da instrução popular em Portugal no século XIX*, RHE, 21 (2017), n. 53, pp. 144-157.
920. Pironi Tiziana, *Educating the European conscience in the correspondence between Ellen Key and Romain Rolland (1911-1924)*, HECL, 12 (2017), n. 1, pp. 615-631.
921. Pironi Tiziana, *Educating to Beauty: the aesthetical value of child of infants' educative institutions in the Twentieth century's pedagogy*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 111-122.
922. Pirpiris Panagiotis, *Η σχολική πειθαρχία στη νεοελληνική εκπαίδευση (1828-1974): Προϋπόθεση επίτευξης εκπαιδευτικών σκοπών και στόχων ή εφαλτήριο ασκησης εξουσίας*; [School discipline in modern greek education system (1828-1974): A precondition for the achievement of educational aims and goals or a conduit of power?], TAHE, 15-16 (2017-2018), pp. 201-224.
923. Piseri Federico, "Qui se incomenza a fare ogni raxone per la raxone de una cossa, zoè per Alcibra". *Il percorso educativo di una dinastia di maestri d'abaco nel Manoscritto Trivulziano 219*, ASE, 24 (2017), pp. 311-324.
924. Piseri Maurizio, *Dalla virtù al buon comportamento. Le prime esperienze di istruzione pubblica e laica nell'età delle riforme teresina-giuseppine: con qualche esempio della Brescia veneziana*, QI, 9 (2017), pp. 97-110.
925. Pita Pico Roger, *Las celebraciones en el sistema de instrucción pública en los inicios del periodo republicano en Colombia: aportes al proyecto político de construcción de nación*, HERI, 35 (2016), pp. 167-190.
926. Pivato Stefano, *Menocchio e la maestra. Cultura materiale e cultura nazionale nella scuola italiana del Novecento*, IC, 44 (2017), n. 285, pp. 181-184.
927. Pizzarelli Chiara, *Il carteggio fra Carlo Ignazio Giulio e Quintino Sella*, RSUT, 6 (2017), n. 1, pp. 1-43.
928. Platt R. Eric, Chesnut Steven R., McGee Melandie, Song Xiaonan, *Changing Names, Merging Colleges: Investigating the History of Higher Education Adaptation*, AEHJ, 44 (2017), n. 1.
929. Poblete Berta Servat, *Origen, trayectoria y efectividad de la formación de enseñanza media técnico profesional en Chile*, RHE, 21 (2017), n. 52, pp. 111-135.

930. Pogány György, *Az Egyetemi Nyomda ifjúsági kiadványai a két világháború közötti években* [The Juvenile Literature Books of the Egyetem Nyomda (Hungarian University Press) between the I. and the II. World War], KONNEV, 18 (2016), n. 2, pp. 51-70.
931. Polenghi Simonetta, *The history of the chairs of education in the German speaking universities*, HECL, 12 (2017), n. 2, pp. 531-540.
932. Polyakov S.D., V.A. Karakovskij i L.S. Vygotskij: opyt sopostavleniya idej [V.A. Karakovsiy and L.S. Vygotskiy: the experience of comparing ideas], OZP, 36 (2017), n. 1/2, pp. 41-47.
933. Polyakova M.A., *Srednevekovye shkoly: variacii, bazovye priznaki, perspektivy* [Medieval schools: variation, basic characteristic, prospects], IPZ, 6 (2017), n. 3, pp. 137-152.
934. Polyakova M.A., *Mesto shkoly v pedagogicheskoy programme Martina Lyutera* [The place of the school in Martin Luther's educational program], ISTPE (2017), pp. 27-53.
935. Polyakova M.A., *Evoliuciya lyuterovskoj kartiny mira i ee rol' v religioznom prosveshchenii: ot vseobschego svyashchenstva k Kratkomu katechizisu* [The evolution of Luther's view of the world and its role in religious education: from the universal priesthood to the small catechism], OZP, 39 (2017), n. 3/1, pp. 141-153.
936. Pomante Luigiaurelio, «*Italy, the land of beauty and art*». *The Italian landscape and cultural heritage in the books and the primary school textbooks from the Fascist period to the II postwar period: between national identity and sense of citizenship*, in Caroli Dorena, Patrizi Elisabetta (edd.), «*Educating for beauty the youth of the new Italy*». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 157-211.
937. Pomante Luigiaurelio, «*To bring our universities back to their former glory*». *The debate on the legal and economical status of university professors in the years after World War II on the pages of «L'Università italiana» (1946-1949)*, HECL, 12 (2017), n. 1, pp. pp. 435-463.
938. Pomante Luigiaurelio, Brunelli Marta, *Un recente colloquio internazionale di studi sulla cultura materiale della scuola e sulle nuove sfide che attendono la ricerca storico-educativa*, HECL, 12 (2017), n. 2, pp. 643-652.
939. Pomante Luigiaurelio, *Fare degli atenei delle autentiche «fucine della cultura»: Giuseppe Bottai e l'Università italiana (1936-1942)*, HECL, 12 (2017), n. 2, pp. 407-441.

940. Pomante Luigiaurelio, *Las investigaciones sobre la historia de las universidades en Italia. Un balance historiográfico del siglo pasado*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 163-192.
941. Pomante Luigiaurelio, *Le Scuole serali e festive superiori di Milano. A proposito di una recente ricerca sull'istruzione post-elementare*, HECL, 12 (2017), n. 1, pp. 663-670.
942. Pomelov B.G., *Vydayushchijisja prosvetitel' vjatskoj zemli episkop Lavrentij Gorka* [An outstanding Enlightener of the Vyatka region. The bishop Lavrenty Gorka] IPZ, 6 (2017), n. 1, pp. 79-94.
943. Pomelov V.B., *Revolucionnye preobrazovaniya v oblasti prosveshcheniya v vjatskoj gubernii v pervye gody sovetskoy vlasti* [The Revolutionary changes in the sphere of education in the Vyatka gubernia in the first years of the soviet power], IPZ, 6 (2017), n. 4, pp. 84-107.
944. Pomelov V.B., *Vidnyj pedagogicheskij dejatel' F.M. Kerenskij i ego syn A.F. Kerenskij* [The prominent teacher F.M. Kerensky and his son A.F. Kerensky], IPZ, 6 (2017), n. 3, pp. 91-108.
945. Pomelov V.G., *Vjatskoe guberskoe zemskoe uchilishche "dlja rasprostraniya sel'skokhozjastvennykh i technicheskikh znanij i prigotovleniya narodnykh uchitelej"* [the Vyatka gubernian zemstvo agricultural, technical and teachers' school], IPZ, 6 (2017), n. 2, pp. 129-146.
946. Popkewitz Thomas S., *Historia transnacional y comparada. Pensando en el yo y en los otros*, HERI, 36 (2017), pp. 189-205.
947. Potestio Andrea, *Rileggere L'Émile. Note in margine a una nuova traduzione italiana*, RP, 75 (2017), nn. 1-2, pp. 123-137.
948. Poucet Bruno, *Les commissions de l'enseignement privé sous contrat depuis 1959*, in *Régler les carrières enseignantes: une histoire administrative et syndicale des conseils et commissions (XVII<sup>e</sup>-XX<sup>e</sup> siècles)*, HE 146 (2016), n. 2, pp. 29-49.
949. Poulakos Takis, *Speaking Like a Citizen: Ancient Greek Rhetorical Education and Contemporary Practices*, JPHE, 67 (2017), pp. 1-18.
950. Prados María Luz, *Los espacios curriculares orientados al aprendizaje integral. El caso del Estudio dirigido del Instituto Secundario «Constancio C. Vigil» (Rosario, 1970-1977)*, AHEA, 18 (2017), n. 1, pp. 66-86.
951. Priem Karin, *Beyond the collapse of language? Photographs of children in postwar Europe as performances and relational objects*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 683-696.

952. Priem Karin, Mayer Christine, *Learning how to see and feel: Alfred Lichtwark and his concept of artistic and aesthetic education*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 199-213.
953. Priori Claudia, *Mulheres e a pintura paranaense: relação entre arte e gênero (fim do século XIX e começo do século XX)*, HIQDE, 65 (2017), n. 1, pp. 359-384.
954. Proctor Helen, Burns Kellie, *Editorial. The connected histories of mass schooling and public health*, in Id. (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 118-124.
955. Proctor Helen, Driscoll Ashleigh, *Bureaucratic governance, family economies and the 1930s NSW teachers' marriage bar, Australia*, JEAH, 49 (2017), n. 2, pp. 157-170.
956. Proctor Helen, Weaver Heather, *Creating an educational home: mothering for schooling in the Australian Women's Weekly, 1943-1960*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 49-70.
957. Prodi Paolo, *Europe in the Age of Reformation: The Modern State and Confessionalization*, CHR, 103 (2017), n. 1, pp. 1-19.
958. Prost Antoine, *Morphologie et sociologie des lycées et collèges (1930-1938)*, in *Régler les carrières enseignantes: une histoire administrative et syndicale des conseils et commissions (XVII<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 146 (2016), n. 2, pp. 53-110.
959. Prytz Johan, *Governance of Swedish school mathematics – where and how did it happen? A study of different modes of governance in Swedish school mathematics, 1910-1980*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 43-72.
960. Puhl Mário José, Krul Alexandre José, *A possibilidade democrática das políticas educacionais*, RH, 17 (2017), n. 73, pp. 968-981.
961. Pulchério Lancillotti Samira Saad, *Escola nova, instrumentos tradicionais: a produção didática de Manoel Bersgtröm Lourenço Filho em discussão*, RH, 17 (2017), n. 71, pp. 77-92.
962. Pulfer Darío, *Juan Carlos Tedesco (1944-2017) - In Memoriam* -, AHEA, 18 (2017), n. 1, pp. 4-23. Gómez Sebastián, Kaplan, Carina, *Itinerario político e intelectual de Juan Carlos Tedesco en los años sesenta y setenta: la modulación de una crítica pedagógica a través de la Revista de Ciencias de la Educación (1970-1975)*, AHEA, 18 (2017), n. 1, pp. 24-40.

963. Purwanta Hieronymus, *Militaristic Discourse in Secondary Education History Textbooks during and after the Soeharto Era*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 36-57.
964. Qiao Yigang, Wang Shuainai, 中国儿童文学的性别研究实践及其反思 [Gender studies of Chinese children's literature: practices and reflections], JMCL, 5 (2017), pp. 17-29.
965. Quachio Costa Larissa, *O lema «aprender a aprender» no ensino de literatura: precisas implicações no processo de formação humana*, RH, 17 (2017), n. 73, pp. 940-967.
966. Quaresma Maria Luísa, Lima Torres Leonor, *Performatividade e distinções escolares no contexto da escola pública: tendências internacionais e especificidades do contexto português*, ANSO, 52 (2017), n. 224, pp. 560-582.
967. Quintí Casals, *El acceso de las mujeres a la Universidad en España: el caso de las primeras universitarias leridanas (1882-1920)*, CIAN, 20 (2017), n. 2, pp. 275-301.
968. Racy Joaquim Carlos, Silva Everton de Almeida, *Indústria e universidade: a cooperação internacional e institucional e o protagonismo da mobilidade estudantil nos sistemas de inovação da Alemanha*, EDUPE, 43 (2017), n. 2, pp. 569-584.
969. Ragazzini Dario, *Sobre a antropologia de Antonio Gramsci*, RH, 17 (2017), n. 72, pp. 410-418.
970. Rahman Zaynah, Paik Susan J., *South Asian Immigration and Education in the U.S.: Historical and Social Contexts*, SEH, 6 (2017), n. 1, pp. 26-52.
971. Raimondo Rossella, *The children in the city. An introduction*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 3-15.
972. Ramos Alfredo J., *La revista Escola, òrgan del freinetisme valencià (1965-1969)*, in Del Carmen Agulló Díaz M., Ramos i González Alfred (edd.), *Passat i present de Célestin Freinet*, EH, 24 (2017), n. 29, pp. 125-150.
973. Ramos Villar Carmen, *A Life Framed: Serafim Alves de Carvalho's Emigrar... Emigrar: as contas do meu rosário (1986)*, PST, 33 (2017), n. 1, pp. 70-84.
974. Rasmussen Chris, *Creating Segregation in the Era of Integration: School Consolidation and Local Control in New Brunswick, New Jersey, 1965-1976*, HEQ, 57 (2017), n. 4, pp. 480-514.
975. Redondo Castro Cristina, Grana Gil Isabel, Sanchidrián Blanco María del Carmen, *La incorporación de las mujeres a la segunda enseñanza pública en Extremadura (1900-1936)*, HERI, 36 (2017), pp. 277-300.

976. Reid Steven J., «*Ane Uniformitie in Doctrine and good Order»: the Scottish Universities in the Age of the Covenant, 1638-1649*, HU, 29 (2017), n. 2.
977. Renán Silva, *Instituciones universitarias y sociedades de órdenes en Hispanoamérica: siglos XVII y XVIII*, in Lecaros Miguel, Moya Silvano Benito (edd.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 120-145.
978. Retes Campesino Juan Claudio, *Teatro y currículo: el caso de la educación básica en México*, in Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 323-336.
979. Rey Fajardo sj José del, *La botica y los boticarios de los Jesuitas en Santafé de Bogotá (1616-1767)*, RPH, 16 (2017), n. 32, pp. 103-119.
980. Ribeiro do Vale da Silva Vieira Daniella, Siquelli Sônia Aparecida, Quillicci Neto Armindo, *A educação política, ética e histórica: possibilidades de compreensão da formação de professores*, CHE, 16 (2017), n. 1, pp. 141-154.
981. Ribeiro Fabio, *Prefácios, direções, advertências: orientações ao professor nos livros didáticos (1880-1930)*, HISTOJ, 6 (2017), n. 11, pp. 369-394.
982. Ricardes Mariano Carlos, *Educación y pueblos indígenas. Aportes recientes de la historiografía de la educación en Argentina*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 114-132.
983. Rich Patrick, *The End of Thinking in Education: The Concept of Thought in Dewey and Arendt*, JPHE, 67 (2017), pp. 53-64.
984. Rifo Melo Mauricio Esteban, *Historia de la transformación en la educación superior chilena (1973-1990)*, RHEL, 19 (2017), n. 28, pp. 13-36.
985. Rikap Cecilia, *La autonomía universitaria como autogobierno: ¿crisis de representatividad en la Universidad de Buenos Aires?*, CIAN, 20 (2017), n. 2, pp. 303-333.
986. Rincón Rubio Luis, *Sistema familiar y reproducción social en una parroquia rural de la provincia de Maracaibo: La Inmaculada Concepción de La Cañada (1784-1835)*, RPH, 16 (2017), n. 32, pp. 25-71.
987. Rincón Verdugo Cecilia, Triviño R. Ana Virginia, *Hegemonía y alternativas en las políticas educativas para la infancia en Colombia: sujetos, discursos y prácticas (1982-2015)*, RHEL, 19 (2016), n. 28, pp. 197-222.
988. Rincón Virginia, Barrutia Jon, *International Demand For Spanish University Education: an analysis in the context of the European Higher Education Area*, EJE, 52 (2017), n. 1, pp. 104-117.

989. Riobó Enrique, Araneda Javiera, Godoy Javier, Inzulza Cristian, Pino Daniela, Sánchez Carolaine, Vera Laura, *La idea de Universidad en Juan Gómez Millas (1953-1963): Autonomía de los sabios, humanismo y recepción de lo clásico*, in Lecaros Miguel, Moya Silvano Benito (edd.), *Historia de las universidades en Iberoamérica: procesos, actores y circulación de saberes*, CUACHI, 5 (2017), n. 8, pp. 146-175.
990. Riondet Xavier, *Nietzsche, le médecin de la culture et l'histoire de la pédagogie*, RP, 75 (2017), nn. 1-2, pp. 23-42.
991. Ripe Fernando Cezar, Dillmann Mauro, *Do cuidado, que devem ter os pais dos mininos defuntos: preservação da infância e conselhos espirituais do padre jesuíta Alexandre de Gusmão*, século 17, RHE, 21 (2017), n. 51, pp. 271-295.
992. Ris Ethan W., *The Education of Andrew Carnegie: Strategic Philanthropy in American Higher Education, 1880-1919*, JHE, 88 (2017), n. 3, pp. 401-429.
993. Riscanevo Lida Esperanza, Jiménez Espinosa Alfonso, *El aprendizaje del profesor de matemáticas como campo investigativo*, RHEL, 19 (2016), n. 28, pp. 173-196.
994. Rittgers Ronald K., *The Age of Reform as an Age of Consolation*, CHSCC, 86 (2017), n. 3, pp. 607-642.
995. Ritu Sinha, *Educating the Hindu Child Citizen Pedagogy of the Gita Press*, COED, 14 (2017), n. 2.
996. Rivière Antoine, *Des pupilles ordinaires. Les enfants juifs recueillis par l'Assistance publique de Paris sous l'Occupation (1940-1944)*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 87-117.
997. Rivière Antoine, *Introduction*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 15-23.
998. Rizzini Irma, M. de Schueler Alessandra Frota, *Trabalho e escolarização urbana: o curso noturno para jovens e adultos trabalhadores na Escola Municipal de São Sebastião, Rio de Janeiro (1872-1893)*, RBHE, 17 (2017), n. 1, pp. 89-115.
999. Robert François, *L'enseignement technique et professionnel à l'épreuve des locaux: la Société d'enseignement professionnel du Rhône et ses lieux de formation (Lyon, 1864-2013)*, in *Les Lieux de l'enseignement technique (XIX<sup>e</sup>-XX<sup>e</sup> siècles)*, HE, 147 (2017), pp. 67-89.
1000. Roberto Umberto, *Il Panegirico di Eumenio. Educazione, scuola e politica nell'impero di Diocleziano*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 106-118.

1001. Roberts Siân, *Education, art, and exile: cultural activists and exhibitions of refugee children's art in the UK during the Second World War*, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 300-317.
1002. Roberts-Holmes Guy, Bradbury Alice, *Primary schools and network governance: A policy analysis of reception baseline assessment*, BERJ, 43 (2017), n. 4, pp. 671-682.
1003. Rocha Samuel D., Burton Adi, «*Strong as Death is Love»: Eros and Education at the End of Time*, ETE, 4 (2017), n. 1, pp. 1-17.
1004. Rocha Samuel, Burton Adi, *The eros of the meal*, ENCONTE, 18 (2017), pp. 119-132.
1005. Rocha del Olivia, Schmidt Leonete Luzia, *O papel do professor de primeiras letras no manual de pedagogia de Jean Baptiste Daligault: reflexões sobre a formação de virtudes e valores*, RH, 17 (2017), n. 71, pp. 139-157.
1006. Rodrigues Conceição Marcelo, *Balanço sobre a historiografia do ensino profissional paulista (meados de 1880 a meados de 1940)*, RBHE, 17 (2017), n. 2, pp. 107-134.
1007. Rodrigues da Fonseca Rosa Teresa Maria, *A matriz pedagógica jesuíta e a sistemática escolar moderna*, in Lange do Amaral Giana, Castilho Gonçalves Mauro (edd), *Discursos e itinerários de modernização educativa no espaço luso-brasileiro*, RHE, 21 (2017), n. 53, pp. 21-37.
1008. Rodrigues dos Santos Ivone, Reis Silva Régis Henrique dos, *Crítica às políticas de (con)formação docente em educação especial/inclusiva no Brasil*, RH, 17 (2017), n. 73, pp. 906-924.
1009. Rodrigues Nascimento Thiago, *O primeiro Simpósio de Professores de História do Ensino Superior (1961): currículo e formação de professores*, CHE, 16 (2017), n. 1, pp. 286-304.
1010. Rodrigues Silva Bruno Adriano, *Uma cultura escolar de esporte no Instituto Evangélico, Lavras, Minas Gerais (1893-1919)*, RBHE, 17 (2017), n. 2, pp. 56-82.
1011. Rodrigues Valente Wagner, *A internacionalização da pesquisa em História da Educação Matemática: movimentos de criação de um novo campo disciplinar*, in Id. (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 610-618.
1012. Rodrigues Valente Wagner, *Apresentação*, in Id. (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 608-609.

1013. Rodríguez Laura Graciela, *Educación, laicismo y socialismo en la Argentina: las organizaciones de maestros y profesores entre 1955 y 1983*, HISTCA, 12 (2017), n. 30, pp. 179-210.
1014. Rodríguez Laura Graciela, *Los ministros de educación en Argentina (1854-2015): análisis de los perfiles profesionales de las élites políticas*, RHE, 21 (2017), n. 51, pp. 397-417.
1015. Rodríguez Laura Graciela, Petitti Mara, *Estado, política y educación en la provincia de Buenos Aires: trayectorias de los directores generales y ministros (1875-2015)*, AHEA, 18 (2017), n. 1, pp. 41-65.
1016. Rodríguez Lunes, Rodríguez Illich, *Memoria institucional: un análisis socio-histórico de la galería universitaria Braulio Salazar*, RCE, 27 (2017), n. 49, pp. 169-185.
1017. Rodríguez Margarita Victoria, *História da institucionalização dos direitos sociais: princípios e conceitos*, RH, 17 (2017), n. 71, pp. 230-248.
1018. Rodríguez María, Colasante Nadia, Pastrano Areymi, *Estrategias de divulgación para la valoración del patrimonio cultural universitario*, RCE, 27 (2017), n. 50, pp. 158-169.
1019. Rodríguez Pérez Raimundo A., Del Mar Simón García María, Molina Puche Sebastián, *La Región de Murcia en los manuales escolares de educación secundaria. Una narrativa a la sombra de España y Europa*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 241-277.
1020. Rodríguez Ugalde Diana Cecilia, *Identidades políticas emergentes: el profesorado indígena como sujeto colectivo en México y Colombia (Periodo colonial-1990)*, RHEL, 19 (2017), n. 29, pp. 135-163.
1021. Rodríguez Villa José Luis, Aurora Villa, *Pionera de la enseñanza de la educación física femenina en España*, CABAS, 9 (2017), n. 18, pp. 146-153.
1022. Rodríguez-Izquierdo Rosa M., *Cultura escolar vs cultura familiar: vincular escuela, familia y comunidad desde la pedagogía culturalmente responsable*, in Habib Allah Mohamed Chamseddine (ed.), *Familia, escuela e interculturalidad*, RI, 13 (2017), n. 43, pp. 7-26.
1023. Rogers Shef, *The instructive power of the fable in New Zealand's Native School Reader (1886)*, HER, 46 (2017), n. 1, pp. 33-41.
1024. Roith Christian, *Representaciones de la Guerra Civil Española en manuales de historia del Franquismo temprano*, HERI, 36 (2017), pp. 321-342.

1025. Rollhauser Elisabet Andrea, «*Salvando a las nuevas generaciones ranquelinas de la ignorancia...*». *Escolarización indígena en el oeste pampeano. Escenario y posibilidades (1909-1919)*, in Artieda Teresa Laura, Nicoletti María Andrea (edd.), *Educación y pueblos indígenas en la historia de la educación en América Latina*, AHEA, 18 (2017), n. 2, pp. 178-194.
1026. Romano Antonio Mauro, «*Cultura» e «trabalho» nas discussões sobre o Ensino Médio e Industrial na década de 1930 no Uruguai*, RBHE, 17 (2017), n. 1, pp. 7-36.
1027. Romano Livia, *L'educazione familiare e il consumo del cinema negli anni Cinquanta tra Nord e Sud d'Italia*, in Oliviero Stefano (ed.), *Educazione, scuola e consumo*, RSE, 4 (2017), n. 2, pp. 69-88.
1028. Romashina E.Yu. «*Novye oblechneniya k izucheniyu chteniya,,: zvukovoj metod r rossijskikh azbukach i bukvarjach 1820-1840-ch gg.* [“New facilitation of learning to read»: sound method in the Russian primers and ABC-books of the 1820-1840s], OZP, 39 (2017), n. 3/1, pp. 167-184.
1029. Romero Márcia Cicci, Santos Sônia Maria dos, *Política de incentivo à leitura no governo Zaire Rezende (1983-1988)*, RH, 17 (2017), n. 71, pp. 249-273.
1030. Romero Morante Jesús, Suárez María Louzao, *Intercultural Citizenship Education and Accountability. An Insight from the History of School Subjects*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 121-142.
1031. Romero Rabazas Teresa, Zamora Ramos Sara, *Los museos pedagógicos universitarios como espacios de memoria y educación*, RHE, 21 (2017), n. 53, pp. 100-119.
1032. Roper Shani, «*A Depraved Class»: Regulating Juvenile Delinquency through Legislation in Colonial Jamaica 1881-1904*», JHCY, 10 (2017), n. 1, pp. 62-80.
1033. Roseane de Sales Camargo Carla, Cássia da Silva Oliveira Rita de, *A reconstrução histórica do colégio colônia holandesa: uma instituição educacional da imigração holandesa em Arapoti-PR*, RH, 17 (2017), n. 74, pp. 1129-1152.
1034. Rosnes Ellen Vea, *Christianisation, Frenchification and Malgachisation: mission education during war and rebellion in French colonial Madagascar in the 1940s*, HEJ, 46 (2017), n. 6, pp. 747-767.
1035. Rothblatt Sheldon, *To Bumble or not to Bumble: The Design and Reshaping of Universities in Britain and America Since 1960*, HU, 30 (2017), nn. 1-2.

1036. Rousmaniere Kate, *Nostalgia and educational history: an American image*, in Dussel Inés, Priem Karin (edd.), *Images and Films as Objects to Think With. A Reappraisal of Visual Studies in Histories of Education*, PH, 53 (2017), n. 6, pp. 697-706.
1037. Roux René, *L'Università di Erfurt, Lutero e lo studio dei Padri della Chiesa nel primo ventennio del Cinquecento*, in Negruzzo Simona (ed.), *Riforma e università a cinquecento anni dalle tesi di Lutero (15172017)*, ASUI, 21 (2017), n. 2, pp. 35-58.
1038. Roux Rodolfo R. de, *Pontifical Magisterium on Marriage, Sexuality and Bioethics from Pope Pius XI to Pope Francis. Some historical considerations about an insistent and prolific teaching*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 271-300.
1039. Rubio Muñoz Francisco Javier, *La vida en el Colegio Trilingüe a través del bachiller Juan Escribano, catedrático de griego de la Universidad de Salamanca en la segunda mitad del siglo XVI*, CIAN, 20 (2017), n. 2, pp. 335-358.
1040. Ruchira Das, *Mother Tongue in Indigenous Script as Medium of Instruction Discourses among Migrant Santals of Kolkata*, COED, 14 (2017), n. 1, pp. 71-89.
1041. Ruelas Vargas David, *La Escuela Rural de Utawilaya y los adventistas en el Altiplano Puneño 1898 – 1920: Precursora de la educación rural indígena peruana y Latinoamericana*, RHEL, 19 (2017), n. 29, pp. 67-87.
1042. Ruiz Altaba Rocío, Ramos Carrillo Antonio, *Museo de Historia de la Farmacia de Sevilla. Una colección universitaria docente y de divulgación científica*, CABAS, 9 (2017), n. 17, pp. 50-67.
1043. Ruiz Carnicer Miguel Ángel, «*Nada humano me es ajeno*». Una aproximación a la historiografía sobre la historia de la Universidad española, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 193-220.
1044. Rybak Krzysztof, *Igra skrivača s nacistima: poigravanje dječjim identitetom u poljskoj dječjoj književnosti o šoi* [Versteckspiel mit Nazis: Das Durchspielen der Identität von Kindern in der polnischen Holocaust-Kinderliteratur / Hide and Seek with Nazis: Playing with Child Identity in Polish Children's Literature about the Shoah], Lib-Lib, 6 (2017), n. 1, pp. 11-24.

1045. S. Oliveira Carla Mary, *Os franciscanos na Paraíba: formação religiosa, instrução e livraria conventual (séculos XVIII e XIX)*, RHE, 21 (2017), n. 53, pp. 120-143.
1046. Sa Carmen Silvia Da Silva, Santos, Wildson Luiz Pereira dos, *Constituição de identidades em um curso de licenciatura em química*, RBE, 22 (2017), n. 69, pp. 315-338.
1047. Sachs Miranda, «*A Sad and...Odious Industry»: The Problem of Child Begging in Late Nineteenth-Century Paris*, JHCY, 10 (2017), n. 2, pp. 188-205.
1048. Sacks Benjamin, «*Running Away with Itself»: Missionaries, Islanders and the Reimagining of Cricket in Samoa, 1830-1939*, JPH, 52 (2017), n. 1, pp. 34-51.
1049. Sáiz Gómez José Miguel, *El CRIEME (Cantabria) y su contribución al desarrollo rural de la zona*, in Cerezo Manrique Juan Francisco, Cerezo Manrique Miguel Angel (edd.), *Museísmo pedagógico*, AURP, 22 (2016), pp. 103-115.
1050. Sáiz Serrano Jorge, *Pervivencias escolares de narrativa nacional española: Reconquista, Reyes Católicos e Imperio en libros de texto de historia y en relatos de estudiantes*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 165-201.
1051. Sakka Vasiliki, Brendanou Katerina, «*Χρονικό ενός προαναγγελθέντος θανάτου»: Το χαμένο πρόγραμμα σπουδών ιστορίας για την υποχρεωτική εκπαίδευση του 2010. Μπορεί να αλλάξει η διδασκαλία της ιστορίας στο ελληνικό σχολείο [“Chronicle of a preannounced death”: The lost curriculum for compulsory education of 2010. Can history teaching in greek schools be changed?], TAHE, 15-16 (2017-2018), pp. 44-74.*
1052. Sala Sureda Carme, Vilaplana Enric, *La recuperació de la pedagogia Freinet a Catalunya (apunts de memòries personals)*, EH, 24 (2017), n. 29, pp. 173-200.
1053. Salinas Jorge Ramón, Zavala Arnal Carmen María, *Expresión musical y corporal en los batallones escolares a finales del siglo XIX: el batallón infantil de Huesca (1902-1905)*, CABAS, 9 (2017), n. 17, pp. 18-49.
1054. Salnikova A.A., *Konstruirovaniye “detskogo” prostranstva sovetskogo goroda v 1917-1927 godakh* [«Children loci» construction in the Soviet city of 1917-1927], DIALOSV, 60, (2017), pp. 222-237.

1055. Salnikova A.A., Korniushkina, K.A., "My rebyata molodtsy, pionery-lenintsy!": formirovanie obrazza "ideal'nogo" sovetskogo rebenka na stranitsakh gazety "Pionerskaia Pravda" (vtoraya polovina 1920-kh-nachalo 1930-kh godov [“We guys good fellows, pioneers-Leninists!”: formation of the image of the “ideal “Soviet child in the newspaper” Pionerskaya Pravda” (second half of the 1920s-the beginning of the 1930s.), GUMNAU (2017), 9, pp. 72-82.
1056. Salnikova Alla, Galiullina Dilyara, "Enzhe pishet «Lenin», Nail' pishet «Stalin»": Tatarskii bukvar' "Alifba" 1930-kh- nachala 1950-kh godov [“Enzhe is writing «Lenin», Nail’ is writing «Stalin»: The Tatar Primer “Alifba” in 1930’s-early 1950-s], ABI (2017), n. 2, pp. 55-92.
1057. Salomó Marquès i Sureda, *El testimoni de Josep Pallach. Un jove estudiant escriu sobre la República i l'autonomia (1932 i 1933)*, EH, 24 (2017), n. 29, pp. 221-235.
1058. Salov A.I., *Uchitel'-gumanist v zerkale otechestvennoj pedagogike (vtoraya polovina XIX-nachalo XX veka)* [Teacher-humanist in the mirror of the national pedagogy (second half of the XIX<sup>th</sup> - beginning of the XX<sup>th</sup> century)], ISTPE (2017), pp. 82-96.
1059. Salvarani Luana, *In vista della frontiera: immigrazione europea e paradigma dell'emancipazione nei primi schoolbooks americani (1776-1820)*, QI, 9 (2017), pp. 122-137.
1060. Salvatto Fabricio Gabriel, "...Con tal que sepa leer y escribir". *Educación pública y ciudadanía en los primeros ensayos republicanos. España peninsular y el litoral rioplatense, 1812-1822*, AHEA, 18 (2017), n. 2, pp. 26-63.
1061. Samudio Edda O., *El proyecto frustrado de una sede propia para la Universidad de Los Andes (1843-1847)*, RPH, 16 (2017), n. 32, pp. 129-138.
1062. Sança Gomes Janice Raquel, Matheus Nascimento Manoel Nelito, *O instituto universitário de educação e os desafios da universitarização no contexto das reformas educacionais em Cabo Verde*, RH, 17 (2017), n. 73, pp. 982-1004.
1063. Sánchez Blanco Laura, *Mujeres Libres en la Guerra Civil española. La capacitación cultural y profesional en la región de Cataluña*, SEH, 6 (2017), n. 3, pp. 290-313.
1064. Sánchez Domenech Iluminada, Rubia Avi Mariano, *Dos recorridos diferentes para la implantación de las competencias en la universidad: España y EE. UU.*, AURP, 22 (2016), pp. 251-269.
1065. Sánchez García Remedios, Rodríguez José Álvarez, *Estudo do projeto pedagógico da Institución Libre de Enseñanza. A Residencia de Señoritas Normalistas de Granada*, RBHE, 17 (2017), n. 3, pp. 6-30.
1066. Sánchez Héctor Vicente, *La secularización de la enseñanza primaria durante la Segunda República*, HERI, 36 (2017), pp. 301-320.

1067. Sánchez Pilar Arnaiz, Giménez Gualdo Ana María, López Fernández Gemma, *Participación de las familias migrantes en una escuela inclusiva*, in Habib Allah Mohamed Chamseddine (ed.), *Familia, escuela e interculturalidad*, RI, 13 (2017), n. 43, pp. 53-74.
1068. Sánchez Raba José Antonio, *Las escuelas de Numancia de Santander*, CABAS, 9 (2017), n. 17, pp. 168-170.
1069. Sanchidrián Blanco Carmen, *Las maestras de párvulos: ¿Madres o maestras?*, in Henriques Helder, Marchão Amélia (edd.), *Educação de Infância no Espaço Ibero-Americano: múltiplos olhares*, LIN, 18 (2017), n. 38, pp. 11-40.
1070. Sani Roberto, «*Discovering the best and most ignored Italy*. The regional Almanacs for the primary school introduced by the Gentile Reform and the use of the cultural and natural heritage for the promotion of a national identity and a sense of citizenship», in Caroli Dorena, Patrizi Elisabetta (edd.), «*Educating for beauty the youth of the new Italy*. Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period», HECL, 12 (2017), n. 1, pp. 85-113.
1071. Sani Roberto, *Among pastoral needs and commitment to the preservation of national identity: the Holy See and the Italian emigration abroad among the nineteenth and twentieth centuries*, HECL, 12 (2017), n. 2, pp. 93-131.
1072. Sani Roberto, *La storia dell'educazione e della letteratura per l'infanzia in Italia tra adempimenti ANVUR e nuove prospettive di crescita culturale e di internazionalizzazione*, HECL, 12 (2017), n. 2, pp. 563-570.
1073. Sani Roberto, *Tra esigenze pastorali e impegno per la preservazione dell'identità nazionale: la Santa Sede e l'emigrazione italiana all'estero tra otto e novecento*, in Luchese Terciane Ângela, Barausse Alberto (edd.), *Da Itália ao Brasil: processos educativos e formativos*, RHE, 21 (2017), n. 51, pp. 143-185.
1074. Sani Serena, *Education and politics in Italy after the second World War*, HECL, 12 (2017), n. 1, pp. 593-605.
1075. Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley, *Apresentação*, in Id. (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 4-7.
1076. Santesmases María Jesús, *Imaging the Super-Female: Women, Gender and Handbooks in the History of a Genetic Term*, MNS, 29 (2017), n. 1, pp. 189-210.
1077. Santos Cunha Maria Teresa, *O arquivo pessoal do professor catarinense Elpídio Barbosa (1909-1966): do traçado manual ao registro digital*, RHE, 21 (2017), n. 51, pp. 187-206.

1078. Santos Cunha Maria Teresa, *Representações edificantes: as biografias de personagens históricos nos textos escolares do professor Lourenço Filho (Brasil/1950-70)*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 29-58.
1079. Santos de Azevedo Denilson, *As “Reuniões Gerais” como dispositivo pedagógico de modelação no ensino de Agricultura em Minas Gerais (1928-1951)*, RBHE, 17 (2017), n. 1, pp. 116-139.
1080. Santos Gomes Arilson dos, *Africanidades e diversidades no ensino de história: entre saberes e práticas*, EDUR, 33 (2017), n. 64, pp. 189-214.
1081. Santos Márcia Regina, *Traços cívicos. Perspectivas sobre manuais escolares no Brasil da década de 1970*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 59-87.
1082. Sanz Rodríguez Milagros, *Museo pedagógico “La Escuela de Antaño” de Aldeamayor de San Martín (Valladolid)*, CABAS, 9 (2017), n. 18, pp. 162-171.
1083. Sanz Simón Carlos, Rabazas Romero Teresa, *La identidad nacional en los manuales escolares durante la segunda república española*, BORP, 69 (2017), n. 2, pp. 131-146.
1084. Saratovceva N.V., *Dukhovnye osnovy pedagogicheskogo truda poslednej treti XIX v.* [The spiritual foundations of pedagogical work], IPZ, 6 (2017), n. 2, pp. 205-210.
1085. Savina A.K., *O kul'torologicheskom smysle soderzhaniya obrazovaniya v pol'skoj obshcheobrazovatel'noj shkole: istoriko-geneticheskij aspekt problemy* [Cultural sense of the content of education in polish secondary school: historical and genetic aspect], IPZ, 6 (2017), n. 1, pp. 112-128.
1086. Scalfaro Anna, *Laura Bassi and the method called «ritmica integrale»*, RSE, 4 (2017), n. 2, pp. 273-286.
1087. Schmitz Zenaide Inês, Silva da Costa Miguel Ângelo, *Educação, infância e nacionalismo: uma abordagem a partir das cartilhas escolares Getúlio Vargas para crianças e Getúlio Vargas: o amigo das crianças*, LIN, 18 (2017), n. 36, pp. 377-404.
1088. Scholliers Peter, *Norms and Practices Of Children's Diets in Brussels Hospitals, 1830-1914*, JHCY, 10 (2017), n. 3, pp. 339-361.
1089. Schulten Susan, *Map Drawing, Graphic Literacy, and Pedagogy in the Early Republic*, HEQ, 57 (2017), n. 2, pp. 185-220.
1090. Schwantes Lavínia, Corrêa Henning Paula, Costa Ribeiro Paula Regina, *Discurso sobre a Ciência na emergência histórica da «Rede Nacional de Educação e Ciência»*, REDUQ, 55 (2017), n. 43, pp. 62-87.

1091. Scribner Campbell F., *American Teenagers, Educational Exchange, and Cold War Politics*, HEQ, 57 (2017), n. 4, pp. 542-569.
1092. Segabinazi Daniela, *Ler livros sem palavras, ler imagens e mundos*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 22-45.
1093. Seltenreich Yair, *School Hygiene as a Tool of Modernization: European Culture and Jewish Colonies in Galilee (1882-1939)*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19e et 20e siècles*, CBMH, 34 (2017), n. 1, pp. 179-205.
1094. Sergienko I.A., Mariya Konstantinovna Cebrikova: strogij kritik [Mariya Tsebrykova: The rigorous critic], IPZ, 6 (2017), n. 1, pp. 145-153.
1095. Serrano-López Federico Guillermo, Somoza-Rodríguez Miguel, *Social constructs regarding the physical and sexual energy of whites, indigenous South Americans and blacks in Spanish and Colombian primary school reading books between 1900 and 1960*, HEJ, 46 (2017), n. 5, pp. 578-594.
1096. Servant-Miklos Virginie F. C., Spliid Claus M., *The construction of teaching roles at Aalborg university centre, 1970-1980*, HEJ, 46 (2017), n. 6, pp. 788-809.
1097. Sevenyuk S.A., Parfenova T.A., *Modul'no-rejtingovaja podgotovka budushchikh pedagogov po discipline "Istoriya obrazovaniya i pedagogicheskoy mysli v Rossi i za rubezhom"* [Module-rating training of future teachers in the discipline "History of education and pedagogical thought in Russia and abroad"], IPZ, 6 (2017), n. 1, pp. 56-66.
1098. Seveso Gabriella, *Come educare le nuove generazioni? Interrogativi e aporie nel teatro di Euripide*, in Tognon Giuseppe (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 41-57.
1099. Seveso Gabriella, *Educare all'altro: il rispetto dell'ospite nell'Odissea. Alcune riflessioni pedagogiche*, RSE, 4 (2017), n. 2, pp. 259-272.
1100. Seveso Gabriella, *The funeral oration: a mean of educating the younger generations in the classical city*, RIPEDI, 12 (2017), n. 3, pp. 59-68.
1101. Sgarbi Grazziotin Luciane, *Escritas epistolares e história da cultura escrita na sua relação com a história da educação: uma entrevista com Verónica Sierra Blas*, RHE, 21 (2017), n. 53, pp. 7-16.
1102. Sgarbi Santos Grazziotin Luciane, Camara Bastos Maria Helena, *To civilize for devotion. The cultural practice of holy cards in christian formation rituals (XX<sup>th</sup> century)*, HECL, 12 (2017), n. 1, pp. 575-592.

1103. Shevelev A.N., *Demidovskie uchebnye zavedeniya dorevolyucionnogo Peterburga (K 170-letiyu so dnja osnovaniya)* [Demidov educational institutions in the pre-revolutionary Petersburg (by the 170<sup>th</sup> anniversary of their foundation)], IPZ, 6 (2017), n. 1, pp. 27-36.
1104. Shevelev A.N., *K 190-letiyu Vladimira Jakovlevicha Stoyunina: istochniki, istoriografiya, perspektivy issledovanij* [On the 190th anniversary of Vladimir Y.a Stoyunin: sources, historiography and research prospects], OZP, 35 (2017), n. 1/1, pp. 8-14.
1105. Shevelev A.N., *Puti istoricheskogo razvitiya rossijskoj shkoly do i posle 1917 goda* [The historical development of the Russian school before and after the year 1917], PPP, 43 (2017), n. 3, pp. 70-78.
1106. Shevelev A.N., *Subkul'tura peterburskikh gimnazistov: vzgljad uchenikov* [The subculture of St. Petersburg high school students: students' view], IPZ, 6 (2017), n. 3, pp. 120-136.
1107. Shilov A.I., Filippova P.S., *Sostav uchashcikhsya i ikh uspevaemost' v sredenj obshcheobrazovatel'noj shkole Vostochnoj Sibiri posledenj treti XIX v.* [The composition of students and their academic performance in high secondary school of Eastern Siberia in the last third of the XIX century], IPZ, 6 (2017), n. 4, pp. 108-122.
1108. Shu Wei, 社会转型期的童年叙事经典:论维多利亚时期英国儿童和青少年文学叙事共同体 [Narrative classics of childhood in societal transitions: on the narrative community of children and young adults in the Victorian age], RSS, 2 (2017), pp. 177-185.
1109. Sido Xavier, *Les mathématiques au baccalauréat professionnel. Élaboration d'un enseignement en tension entre pratiques disciplinaire et professionnelle (1985-1995)*, RFP, 198 (2017), pp. 23-34.
1110. Sigrist René, «*The rise of «academic» science in Europe, 1700-1870: A demographic and geographic approach*», ASUI, 21 (2017), n. 2, pp. 203-244.
1111. Silva Barbosa Mello Juçara da, Hamilton da Silva Barra Sergio, «*Ensino de História, Patrimônio Cultural e Memória Social: desafios e possibilidades de uma comunidade escolar em Madureira/RJ*», RBHE, 17 (2017), n. 4, pp. 132-162.
1112. Silveira Diego Omar da, *Woman, mother and wife: catholic conservatism and the representations of the feminine in Minas Gerais' catholic press*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 330-352.

1113. Silveira Duarte de Matos Neide da, Mari Shima Barroco Sonia, *A política de educação especial no Paraná: marcos históricos da sua constituição*, RH, 17 (2017), n. 74, pp. 1153-1168.
1114. Silveira Netto Nunes Eduardo, *Crianças e adolescentes: Sujeitos da história e do processo educativo no Brasil (século XX)*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 123-141.
1115. Silveira Stangherlin Camila, Souza Del'Olmo Florisbal de, *O sistema educacional chinês e a cultura familiar de fomento à educação*, RBHE, 17 (2017), n. 2, pp. 260-276.
1116. Sindoni Caterina, *Families, School and Society in Sicily in the «Long Century»: an overview*, QI, 9 (2017), pp. 138-150.
1117. Singer Erin, Shields Samantha, *The History of the Austin College Building and Old Main at Sam Houston State University*, AEHJ, 44 (2017), n. 2.
1118. Smurra Rosa, *Bambini, bambini e adolescenti nei Tacuina sanitatis miniati dei secoli XIV e XV*, in Milani Raffaele, Raimondo Rossella (edd.), *The child's experience of the city*, RIPEDI, 12 (2017), n. 1, pp. 37-76.
1119. Smyrnaios Anthony L., *An early controversy over educational innovation: Christos Evangelides vs. John Valettes in Syros (1851-1852)*, HECL, 12 (2017), n. 1, pp. 399-413.
1120. Sneath Robyn, *Whose children are they? A transnational minority religious sect and schools as sites of conflict in Canada, 1890-1922*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 93-106.
1121. Snelgrove David, *Deweyan Inquiry 100 Years after Democracy & Education, Testing, Experience, and Reason: Perspectives from Comenius and Dewey*, JPHE, 67 (2017), pp. 35-52.
1122. Soaje de Elías Raquel, *Educate in the Ancient World: Clement of Alexandria's «The Pedagogue» and the Rules of Civility*, ETE, 4 (2017), n. 2, pp. 353-372.
1123. Soares Gouveia Maria Cristina, Nicácio Karina, *Escolarização e territorialidade na cidade republicana: Belo Horizonte (1897-1912)*, RHE, 21 (2017), n. 51, pp. 377-396.
1124. Sole Maria Glória, *A história nos manuais escolares do ensino primário em Portugal: representações sociais e a construção de identidade(s)*, in Miralles Martínez Pedro, Gómez Carrasco Cosme J. (edd.), *Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas*, HME, 3 (2017), n. 6, pp. 89-127.

1125. Somogyvári Lajos, *A hruscsói oktatási reformpolitika magyar szereplői: az Iskolai Reform-bizottság prosopográfiai elemzése (1958-1960) [Hungarian Actors in the Khrushchev-Inspired Education Reform Policy: A Prosopographical Analysis of Hungary's School Reform Committee (1958-1960)]*, MP, 117 (2017), n. 2, pp. 171-195.
1126. Somogyvári Lajos, *Lenin, a gyermek: politikai ikonográfia és pedagógia az államszocializmusban [Lenin as a Child Political Iconography and Pedagogy during State-Socialism]*, GYER, 5 (2017), n. 1, pp. 55-63.
1127. Somos Mark, *John Warren's Lectures on Anatomy, 1783-1812*, HU, 30 (2017), nn. 1-2.
1128. Song Nan, Li Dongxia, 儿童文学翻译作品童趣再现问题研究——以任溶溶译E. B. 怀特儿童文学作品为例 [Representation of childhood pleasure in the translation of children's literature: case study of Ren Rongrong's translation of E. B. white's works], DEVEC, 23 (2017), pp. 63-64.
1129. Song Qiang, “哈利·波特”对中国儿童文学的启示 [Inspiration of Harry Potter for children's literature in China], PC, 17 (2017), pp. 33-35.
1130. Sonlleva Velasco Miriam, *La escuela rural (1939-1951) y su contexto. Entrevista a una alumna segoviana*, CABAS, 9 (2017), n. 17, pp. 150-167.
1131. Sonlleva Velasco Miriam, Sanz Simón Carlos, *El grupo escolar José Antonio Primo de Rivera. Dibujando el perfil de la educación franquista en la ciudad de Segovia*, CABAS, 9 (2017), n. 18, pp. 154-161.
1132. Soto Arango Diana Elvira, Mora García José Pascual, Lima Jardilino José Rubens, *Formación de docentes y modelo pedagógico en la Universidad Pedagógica y Tecnológica de Colombia*, RHEL, 19 (2017), n. 29, pp. 35-66.
1133. Soto Vázquez José, Pérez Parejo Ramón, *La producción fotográfica escolar de Ezequiel Fernández Santana 100 años después (1915-2015)*, RHEL, 19 (2017), n. 29, pp. 271-302.
1134. Sousa Cunha Nery Vitor, Perpétuo Socorro G. de S. A. d França Maria do, *Imigração e educação na Província do Pará: instrução primária na colônia agrícola de Benevides (1861-1881)*, RH, 17 (2017), n. 72, pp. 490-510.
1135. Sousa Pintassilgo Joaquim António de, *A nova floresta: um olhar sobre o jornal dos estudantes de uma escola católica portuguesa – o Colégio Manuel Bernardes*, in Almeida Orlando Evelyn de, Leonardi Paula (edd.), *História da educação católica: produção e circulação de saberes pedagógicos*, RHE, 21 (2017), n. 52, pp. 81-95.

1136. Souza Bezerra Luciene Teresinha de, Oliveira Laterza Ribeiro Betania de, Souza Araujo José Carlos, *Expansão educacional no Sudeste e migração em Minas Gerais: impactos na alfabetização da população de Ituiutaba (1956-1971)*, RH, 17 (2017), n. 71, pp. 191-213.
1137. Souza Eliezer Felix, Campos Névio de, *Um inquérito sobre a federalização da Universidade do Paraná (1950)*, RBHE, 17 (2017), n. 1, pp. 140-166.
1138. Souza Filipim Priscila Viviane de, Rossi Ednéia Regina, Rodrigues Elaine, *História da institucionalização da educação infantil: dos espaços de assistência à obrigatoriedade de ensino (1875-2013)*, RH, 17 (2017), n. 72, pp. 605-620.
1139. Souza Nilo, *Experiências literárias e o processo de formação de novos leitores*, in Santana Dias Debus Eliane, Azevedo Fernando, Domingues Chirley (edd.), *Entre livros e leituras: pelas dobras da leitura literária na Educação Básica*, LIN, 18 (2017), n. 37, pp. 8-21.
1140. Souza Rosa Fátima, *A formação de professores primários rurais no estado de São Paulo (1930-1971)*, LIN, 18 (2017), n. 37, pp. 179-209.
1141. Stafford Joe, *An analysis of the fundamental shift in Catholic secondary religious education during the long sixties, 1955-1973*, in Bruno-Jofré Rosa (ed.), *Catholic education across time and space: From educational projects in early modernity, through colonial education, to opening spaces of social transformation*, ENCONTE, 18 (2017), pp. 28-52.
1142. Stafford Joe, *Looking to the Past and Moving to the Future: a Catholic High School Religious Curriculum for the 21<sup>st</sup> Century*, in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 105-121.
1143. Starceva N.M., *Bukvoslagatel'nyj, slogovoj i zvukovoj analiticheskij metody obucheniya chteniyu i pis'mu v Rossiyskikh azbukakh i bukvaryakh XIX veka* [Bakosurtanal, sillabi and sound analytical methods of teaching, reading and writing in the russian alphabets and Abc-books of the nineteenth century], IPZ, 6 (2017), n. 3, pp. 109-119.
1144. Stearns Peter N., Stearns Clio, *American schools and the uses of shame: an ambiguous history*, HEJ, 46 (2017), n. 1, pp. 58-75.
1145. Stearns Peter, Clay Ruthann, *American Guilt: a challenge for contemporary emotions history*, SEH, 6 (2017), n. 3, pp. 314-341.
1146. Stewart Dafina-Lazarus, *Contextualizing African American Collegians' Experiences of Racial Desegregation in Midwestern Private Colleges, 1945-1965*, AEHJ, 44 (2017), n. 1.

1147. Stroparo Edélcio José, Blanck Miguel Maria Elisabeth, *Interiorização da educação universitária paranaense: política de expansão ou real submissão aos desígnios do capital internacional?*, CHE, 16 (2017), n. 2, pp. 387-407.
1148. Sturm Saverio, *Fondazioni carmelitane a Roma nel primo Seicento: sinergie tra famiglie, Segreteria di Stato, Congregazione di Propaganda Fide*, DPRS, 20 (2017), n. 2, pp. 183-210.
1149. Sulstarova Enis, *(Re)presentations of Islam in Albanian History Textbooks from 1990 to 2013*, in Kira Mahamud Angulo, Anna Ascenzi (edd.), *Textbooks in Periods of Political Transition after the Second World War*, JEMMS, 9 (2017), n. 1, pp. 16-35.
1150. Sundevall Fia, *Military education for non-military purposes: Economic and social governing projects targeting conscripts in early twentieth-century Sweden*, HER, 46 (2017), n. 1, pp. 58-71.
1151. Sureda García Bernat, González Gómez Sara, *Discurso pedagógico y defensa del magisterio en Rufino Carpena Montesinos*, RHE, 21 (2017), n. 51, pp. 229-251.
1152. Suwignyo Agus, *The American influence in Indonesian teacher training, 1956-1964*, HEJ, 46 (2017), n. 5, pp. 653-673.
1153. Švoger Vlasta, *Zeitungen. Plattform für Debatten über die Modernisierung des kroatischen Schulwesens im 19. Jahrhundert*, HECL, 12 (2017), n. 1, pp. 321-336.
1154. Szabolcs Éva, *Hungarian magazines for children, 1900-1940. The case of two contemporary journals*, RSE, 4 (2017), n. 1, pp. 161-166.
1155. Szamborovszkyné Nagy Ibolya, *A szovjet hatalom megjelenése és berendezkedése Beregszász magyar iskoláiban (1944-46)* (Történelmi vázlat) [The Presence of Soviet Domination in the Hungarian Schools of Ukrainian Berehove (1944-46)], AABE, 15 (2016), n. 1, pp. 83-99.
1156. Szögi László, *On University Historiography in Hungary: An Overview of the Past 25 Years*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 221-250.
1157. Taborda de Oliveira Marcus, Bianchini Paolo, *Educação política no Brasil e na Itália: duas histórias, muitos problemas comuns*, RHE, 21 (2017), n. 52, pp. 274-294.
1158. Taglioli Maddalena, *I fondi di personalità del Centro Archivistico della Scuola Normale Superiore*, ASUI, 21 (2017), n. 1, pp. 195-204.
1159. Tagsorean Carmen, *Between Manipulation, Propaganda and Education – the Activity of the Romanian Journals for Children during the Communist Regime*, ETE, 4 (2017), n. 1, pp. 1-17.

1160. Tamura Eileen H., *Education in a Multi-Ethnoracial Setting: Seattle's Neighborhood House and the Cultivation of Urban Community Builders, 1960s-1970s*, HEQ, 57 (2017), n. 1, pp. 39-67.
1161. Tan Fengxia, 论英国当代少年战争小说的美学深度 [On the aesthetic depth of contemporary British war fictions for young adults], FOLST, 6 (2017), pp. 135-141 and p. 158.
1162. Tan Xudong, 童书出版, 真的进入“黄金期”吗?——近年童书出版的思考 [Is the publishing of children's books really in a golden age?: Thoughts on the publishing of children's books in recent years], PC, 10 (2017), pp. 6-8.
1163. Tanabasi Anastasia, *Ta զումանչակա շխութեա սոη նօտիա Валжановиј (19<sup>о</sup>с-20<sup>о</sup>с ա.)* [The romanian schools in the southern balkan peninsula (19<sup>th</sup>-20<sup>th</sup> c.)], TAHE, 15-16 (2017-2018), pp. 225-249.
1164. Tarazona Álvaro Acevedo, Correa Lugos Andrés David, *¿Jóvenes e indignados? La movilización social colombiana en el año 2011*, RHEL, 19 (2016), n. 28, pp. 53-70.
1165. Targhetta Fabio, *The landscape as a means to nationalization: Italian heritage and national identity education in the 19<sup>th</sup> and 20<sup>th</sup> century*, in Caroli Dorena, Patrizi Elisabetta (edd.), «Educating for beauty the youth of the new Italy». *Schooling, cultural heritage and building of the national identity from Unification until the post-Second World War period*, HECL, 12 (2017), n. 1, pp. 55-83.
1166. Tarsio de Souza Sauloéber, *A categoria etnia na pesquisa histórico-educacional brasileira: estado da arte a partir de revistas especializadas*, CHE, 16 (2017), n. 2, pp. 554-574.
1167. Taveira da Fonseca Fernando, *Portuguese Universities: Historiographical Overview*, in Brizzi Gian Paolo, Signori Elisa (edd.), *University Historiography: a Look at European Research and Result*, CIAN, 20 (2017), n. 1, pp. 251-274.
1168. Taylor Liz, *Handling heterogeneity in English geography textbooks 1850-2000*, JOUCS, 49 (2017), n. 5, pp. 683-702.
1169. Te Hiwi Braden Paora, «Unlike their Playmates of Civilization, the Indian Children's Recreation must be Cultivated and Developed»: *The Administration of Physical Education at Pelican Lake Indian Residential School, 1926-1944*, in Barman Jean (ed.), *Revisiting the Histories of Indigenous Schooling and Literacies*, HSE, 29 (2017), n. 1, pp. 99-118.

1170. Teinturier Sara, *Catholic Education in France in the Interwar Period: Religious Life, Religious Orders, Adaptations. Research perspectives*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 353-373.
1171. Terán Naja Rosemarie, *Laicismo y educación pública en el discurso liberal ecuatoriano (1897-1920): una reinterpretación*, HISTCA, 12 (2017), n. 30, pp. 81-105.
1172. Terron Aida, Comelles Josep M., Perdiguer-Gil Enrique, *Schools and health education in Spain during the dictatorship of General Franco (1939-1975)*, in Proctor Helen, Burns Kellie (edd.), *Mass schooling and public health*, HER, 46 (2017), n. 2, pp. 208-223.
1173. Terrusi Marcella, *Child portraits. Representations of the child body in children's illustration and literature: some interpretative categories*, RSE, 4 (2017), n. 1, pp. 183-210.
1174. Terrusi Marcella, *Constellation of early childhood, Gugu's firmament. A portrait of Augusta Rasponi del Sale (Ravenna 1864-1942), author of picture book*, RIPEDI, 12 (2017), n. 2, pp. 71-88.
1175. Teterin I.I., *Atlas vizual'nykh elementov rossiyskikh posobij dlya nachal'nogo obucheniya gramote vtoroj poloviny XIX-nachala XX vv.: konsepciya i struktura* [Atlas of the visual elements of Russian primers in the second half of the 19<sup>th</sup>-beginning of the 20<sup>th</sup> century: the concept and structure], OZP, 39 (2017), n. 3/1, pp. 185-194.
1176. Theodorou Vassiliki, Karakatsani Despina, *Early Measures for School Hygiene in Greece: Between Nationalism and Modernization (1890-1920)*, in Parayre Séverine (ed.), *L'internationalisation de l'hygiène à l'école, 19<sup>e</sup> et 20<sup>e</sup> siècles*, CBMH, 34 (2017), n. 1, pp. 146-178.
1177. Thiele Tamara, Pope Daniel, Singleton Alexander, Snape Darlene, Stanistreet Debbi, *Experience of disadvantage: The influence of identity on engagement in working class students' educational trajectories to an elite university*, BERJ, 43 (2017), n. 1, pp. 49-67.
1178. Thorp Robert, Experiencing, Using, and Teaching History: Two History Teachers' Relations to History and Educational Media, JEMMS, 9 (2017), n. 2, pp. 129-146.
1179. Threlkeld Megan, *Education for Pax Americana: The Limits of Internationalism in Progressive Era Peace Education*, HEQ, 57 (2017), n. 4, pp. 515-541.

1180. Todaro Letterio, *Women's Activism and Innovation in Education: the Role of the Unione Femminile Nazionale in Sicily for the Transformation of Italian Pedagogy at the Beginning of the Twentieth Century*, ETE, 4 (2017), n. 1, pp. 1-17.
1181. Tognon Giuseppe, *L'educazione nell'antichità. Alcune considerazioni di metodo*, in Id. (ed.), *La storia dell'educazione nell'antichità oltre Marrou*, ASE, 24 (2017), pp. 5-15.
1182. Tognon Giuseppe, *Storia ed educazione in Henri Irénée Marrou (1904-1977). Interventi di Francesco Traniello, Giuseppe Tognon, Egle Becchi e Jacques Prévotat*, CON, 20 (2017), n. 2, pp. 287-318.
1183. Tomamichel Serge, *The teaching of Latin in French secondary education. Social forms and legitimacies of an academic discipline between monopoly and decline (16<sup>th</sup>-20<sup>th</sup>)*, in Gonzalez Delgado Mariano, Woyshner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 209-226.
1184. Tondeur Jo, Herman Frederik, De Buck Maud, Triquet Karen, *Classroom biographies: Teaching and learning in evolving material landscapes (c. 1960-2015)*, EJE, 52 (2017), n. 3, pp. 280-294.
1185. Torrebadella Flix Xavier, *Brasó i Rius Jordi, Barcelona e o problema da educação física na educação primária a princípios do século XX. As Escolas Catalãs do Distrito VI*, RBHE, 17 (2017), n. 2, pp. 135-174.
1186. Torrebadella Flix Xavier, *La militarización de la educación física escolar. Análisis de dos imágenes publicadas en la prensa de Barcelona de principios del siglo XX*, SEH, 6 (2017), n. 1, pp. 78-108.
1187. Torrebadella-Flix Xavier, *The History of Physical Education in Spanish Schools. A transversal bibliographical review to foster a social and critical history of physical education*, ETE, 4 (2017), n. 1, pp. 1-17.
1188. Tort i Bardolet Antoni, Colleldemnot Pujadas Eulàlia, *Presentación*, in Id. (edd.), *Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos*, HME, 3 (2017), n. 5, pp. 1-14.
1189. Tortolero Villaseñor Alejandro, *The Annales School and the Environmental History of Latin America*, HISTCA, 12 (2017), n. 30, pp. 301-340.
1190. Tortorelli Gianfranco, *Per una pedagogia della trasmissione culturale. Una discussione intorno al nesso editoria-libertà*, HECL, 12 (2017), n. 2, pp. 597-610.
1191. Tosolini Mariana, *Alfabetización y dinámicas comunitarias en Córdoba. Argentina (1973-1975)*, CUACHI, 5 (2017), n. 7, pp. 47-75.

1192. Travé Gabriel, Estepa Jesús, Delval Juan, *Análisis de la fundamentación didáctica de los libros de texto de conocimiento del medio social y cultural*, ED, 20 (2017), n. 1, pp. 319-338.
1193. Traverso Matteo, *L'inizio dei corsi di Diritto penale nella napoleonica «Académie de Turin»*, RSUT, 6 (2017), n. 1, pp. 45-58.
1194. Trejo Peña Alma Paola, Renner Rodrigues Soares Jakson, *Movilidad estudiantil y un acceso a la nacionalidad española diferenciado: el caso de los mexicanos, colombianos y brasileños en Galicia*, FE, 15 (2017), n. 22, pp. 1-21.
1195. Trencsényi Imre, *Ha jól emlékszem... A Gyermekbarát mozgalom 1945–46-ban [If I Remember Well... The Children's Friends Movement in 1945-46]*, UPED, 67 (2017), n. 5-6, pp. 87-92.
1196. Trindade Borges Viviane, *O patrimônio cultural e as prisões: apagamentos e silenciamentos*, in Cruz de Souza Christiane Maria, Gonçalves Alves Ismael (edd.), *História da Assistência*, HIQDE, 65 (2017), n. 1, pp. 285-303.
1197. Trisciuzzi Maria Teresa, *Hayao Miyazaki. The kingdom of dreams and madness*, HECL, 12 (2017), n. 1, pp. 483-505.
1198. Tristano Richard M., *Crossing Cultures: The Mental World and Social Subversion of St. John Baptist de La Salle*, CHR, 103 (2017), n. 2, pp. 246-270.
1199. Tröhler Daniel, *Los fundamentos religiosos de la bildung como epítome de la educación alemana y su fundamental recelo antioccidental*, in Bruno-Jofré Rosa, Quiroga Uceda Patricia (edd.), *Espacios e intersecciones: religión y educación en escenarios canadienses y europeos*, HERI, 35 (2016), pp. 123-143.
1200. Tröhler Daniel, *Shaping the National Body: Physical Education and the Transformation of German Nationalism in the Long Nineteenth Century*, in Tröhler Daniel, Westberg Johannes (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 31-45.
1201. Tröhler Daniel, Westberg Johannes, *Introduction. The Body Between the Protestant Souls and Nascent Nation-States: Physical Education as an Emerging School Subject in the Nineteenth Century*, in Id. (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 1-12.
1202. Troschitz Robert, *Der Markt hat immer recht - Die britische Hochschulpolitik der Thatcher- und Major-Ära*, in Scheinbarer Stillstand - Pädagogische Diskurse und Entwicklungen in den Achtzigerjahren, JHB, 23 (2017).

1203. Tsvetkova Natalia, *Americanisation, sovietisation, and resistance at Kabul University: limits of the educational reforms*, HEJ, 46 (2017), n. 3, pp. 343-365.
1204. Tucker Marie-Claude, *Scottish Masters in Huguenot Academies*, HU, 29 (2017), n. 2.
1205. Turin Ornat, *How is the futuristic school imagined in science fiction movies and literature?*, HECL, 12 (2017), n. 1, pp. 673-697.
1206. Turra-Díaz Omar, Torres Vásquez Angélica, *Instrucción pública y demanda por preceptores normalistas en la Araucanía del siglo XIX*, RHEL, 19 (2016), n. 28, pp. 129-148.
1207. Tvrtković Rita George, Meryem Ana Evi, *Marian Devotion and the Making of Nostra aetate* 3, CHR, 103 (2017), n. 3, pp. 755-781.
1208. Tyacke Nicholas, *From Studium Generale to Modern Research University: Eight Hundred Years of Oxford History*, HU, 30 (2017), nn. 1-2.
1209. Ulrich Wiegmann: *Weiblicher Halbakt mit Schutzmaske. Zur Wirkungsgeschichte von Wehrerziehung und vormilitärischer Ausbildung in der DDR*, JHB, 23 (2017).
1210. Utkin A.V., “*Ne znayu, chto takoe skuka*”: k 180-letyu P.F. Lesgafta [“I don’t know what boredom is”]: by the 180<sup>th</sup> anniversary of P.F. Lesgaft’s birthday], IPZ, 6 (2017), n. 3, pp. 17-24.
1211. Utkin A.V., “*Ot pravil’nogo vospitaniya detej zavist blagosostojanie vsego naroda*”, k 385-letiyu so dnja rozhdeniya Dhzona Lokka [“The Welfare of the whole nation depends on the proper education of children’s by the 385-anniversary of John Locke’s birthday], IPZ, 6 (2017), n. 2, pp. 15-21.
1212. Utkin A.V., *Istoriko-pedagogicheskij kontekst kak prostranstvo refleksii problem sovremenennogo obrazovaniya* [Historical and pedagogical context as the space of reflection of modern education problems], IPZ, 6 (2017), n. 1, pp. 7-12.
1213. Utkin A.V., *Stenogramma pjatogo nacional’nogo foruma rossijskikh istorikov pedagogiki* [The transcript of the fifth national forum of Russian historians of pedagogy], IPZ, 6 (2017), n. 2, pp. 7-14.
1214. Utkin A.V., *Stenogramma XIII Mezdunarodnoj nauchnoj konferencii “Istoriko-pedagogicheskoe znanie v nachale III tysyacheletiya: pedagogicheskie institucii v istorii chelovecheskogo obshchestva”* Moskva, ASOU, 16 nojabrja 2017 g.) [Shorthand record of the 13th National scientific conference “Historical and pedagogical knowledge at the beginning of the 3rd Millennium: pedagogical institutions in the history of human society”], IPZ, 6 (2017), n. 4, pp. 6-20.

1215. Valbuena Porras Monica Liset, *Políticas educativas de los gobiernos liberales en la creación y organización de las escuelas normales del departamento de Boyacá (1930-1938)*, RHE, 21 (2017), n. 52, pp. 194-213.
1216. Valdemarin Vera Teresa, De Lima Bueno Manuela Priscila, *La circulación de la escuela nueva en Brasil (1933-1958): entre prescripciones e innovaciones*, in Hernández Díaz José María (ed.), *Espacios y tiempos de modernización educativa en Iberoamérica*, HERI, 36 (2017), pp. 83-101.
1217. Valeina Kitiya, *Reflections of Formal Education in Informal Classroom Culture: the Case of Latvia (1964-2004)*, APV, 38 (2017), pp. 126-142.
1218. Valente Pinho Romana, *A Educação Universalista de Agostinho da Silva*, CHE, 16 (2017), n. 3, pp. 818-831.
1219. Vales-Villamarín Navarro Helena, *Las escuelas de primeras letras en una zona marginal de la frontera norte del virreinato de Nueva España a mediados del siglo XVIII*, ESE, 17 (2017), n. 33, pp. 169-188.
1220. Van Gorp Angelo, «*Springing from a sense of wonder*»: classroom film and cultural learning in the 1930s, in Herman Frederik, Roberts Siân (edd.), *Adventures in cultural learning*, PH, 53 (2017), n. 3, pp. 285-299.
1221. Van Gorp Angelo, Simon Frank, Depaepe Marc, *Frictions and fractions in the new education fellowship, 1920s-1930s: Montessori(ans) vs. Decroly(ans)*, HECL, 12 (2017), n. 1, pp. 251-270.
1222. Van Ruyskensvelde Sarah, Hulstaert Karen, Depaepe Marc, *The cult of order: in search of underlying patterns of the colonial and neo-colonial «grammar of educationalisation» in the Belgian Congo. Exported school rituals and routines?*, in Meşeci Giorgetti Filiz, Campbell Craig, Arslan Ali (edd.), *Culture and Education*, PH, 53 (2017), nn. 1-2, pp. 36-48.
1223. Varga Katalin, „*Az iskolai könyvtár most már nem csupán könyvgyűjtemény, hanem barát és tanácsadó is egyben.*” *Iskolai könyvtárak Magyarországon 1944–1956* [„School library is not only a collection, but friend and advisor at the same time”]. *School libraries in Hungary 1944-1956*, KONNEV, 19 (2017), n. 4, pp. 7-20.
1224. Vasconcelos Larissa Meira de, Fiúza Fialho Lia Machado, dos Santos Machado Charliton José, *Educação, gênero e higienismo nos anúncios publicitários da Paraíba durante a Primeira República*, CHE, 16 (2017), n. 2, pp. 451-473.
1225. Veiga Ferreira de Souza Maria Alice, *Impactos da gestão de aulas baseadas em problemas verbais de Matemática sobre a aprendizagem*, EDUR, 33 (2017), n. 64, pp. 231-246.
1226. Ventura Domenico, Umberto Toschi, *ovvero la Geografia tra ricerca e didattica nella Facoltà di Economia dell'Università di Catania (1933-1935)*, ASUI, 21 (2017), n. 2, pp. 287-300.

1227. Verstraete Pieter, Hoegaerts Josephine, *Educational soundscapes: tuning in to sounds and silences in the history of education*, PH, 53 (2017), n. 5, pp. 491-497.
1228. Verstraete Pieter, *Silence or the sound of limpid water: disability, power, and the educationalisation of silence*, PH, 53 (2017), n. 5, pp. 498-513.
1229. Vesper Gerd, *Die Deutsche Schule in Rom. Ein Beitrag zur Geschichte der deutschen auswärtigen Kulturpolitik in Italien*, HECL, 12 (2017), n. 2, pp. 213-239.
1230. Viacava Juan, *Teaching, learning, and evaluating: handwriting in Uruguayan public elementary schools in the 1830s*, PH, 53 (2017), n. 5, pp. 561-577.
1231. Vidal Diana, *História da Educação como Arqueologia: cultura material escolar e escolarização*, LIN, 18 (2017), n. 36, pp. 251-272.
1232. Vidari Gian Savino Pene, *Aspetti dell'insegnamento del Diritto commerciale all'Università di Torino negli anni preunitari*, RSUT, 6 (2017), n. 2, pp. 79-82.
1233. Vieira Carlos Eduardo, Almeida Orlando Evelyn de, *Apresentação*, in Id. (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 15-18.
1234. Vieira Carlos Eduardo, *Conferências Nacionais de Educação: intelectuais, estado e discurso educacional (1927-1967)*, in Vieira Carlos Eduardo, Almeida Orlando Evelyn de (edd.), *Intelectuais, Estado e política educacional no Brasil e em Portugal (1850-1980)*, EDUR, 33 (2017), n. 65, pp. 19-34.
1235. Vieira Carlos Eduardo, *Contextualismo linguístico: contexto histórico, pressupostos teóricos e contribuições para a escrita da história da educação*, RBHE, 17 (2017), n. 3, pp. 31-55.
1236. Vieira Renata de Almeida, Almeida Maria Isabel de, *Contribuições de Georges Snyders para a pedagogia universitária*, EDUPE, 43 (2017), n. 2, pp. 499-514.
1237. Villamaina Centeno Carla, *Paschoal Lemme e o combate à influência norte-americana na educação brasileira (1950-1960)*, RH, 17 (2017), n. 71, pp. 42-54.
1238. Viotti Silva Mariluce, do Vale Gatti Giseli Cristina, *História e Memória Educacional. A Escola Estadual Maestro Josino de Oliveira de Frutal, Minas Gerais, Brasil (1965-1976)*, CHE, 16 (2017), n. 3, pp. 801-817.

1239. Vishlenkova Elena A., Il'ina Kira A., *Nauka upravljat': gospodstvo cherez znanie i reforma upravleniya rossijskim obrazovaniem v pervoj polovine XIX veka* [Science to govern: domination through knowledge and reform of the management of Russian education in the first half of the XIX<sup>th</sup> century], ABI, 4 (2017), pp. 65-107.
1240. Vivas Moreno Agustín, González Lozano Francisco, Pérez Ortiz María Guadalupe, *Análisis de las series documentales para el estudio de la historia de la educación en los archivos históricos de seminarios: el ejemplo del Archivo del Seminario San Atón de Badajoz*, HERI, 35 (2016), pp. 363-392.
1241. Vivas Moreno Agustín, *Studio sulla vita accademica studentesca nella monarchia ispanica attraverso le serie documentali degli archivi storici universitari. L'esempio dell'Archivio universitario di Salamanca*, ASUI, 21 (2017), n. 1, pp. 205-216.
1242. Vizek Vidovic Vlasta, Domovic Vlatka, *Transitions in Croatian Pre-tertiary Education and Teacher Education Since Independence*, HUERJ, 6 (2016), n. 2, 2016, pp. 58-68.
1243. Volodina L.O., *Genezis cennostej vospitaniya v russkoj krestjanskoj sem'e: k voprosu periodizacii* [The genesis of upbringng values in Russian peasant families: the issue of periodization], IPZ, 6 (2017), n. 2, pp. 92-104.
1244. Voloshyn Yuriy, *Servants in the Hetmanate Cities. The Case of Poltava City during the 1760-1770s*, JFH, 42 (2017), n. 4, pp. 369-380.
1245. Vozdvizenskij Vagyim Olegovics, *Az Orbis Pictus a 18. századi Oroszországban* [Orbis Pictus in the 18th Century Russia], BIBCO, 19 (2016), pp. 53-60.
1246. Vuka Denis, *The Visual Construction of the Myth of the Albanian National Leader*, JEMMS, 9 (2017), n. 2, pp. 69-85.
1247. Vyazhevich M.V., *Rol' Rossiyskoj Akademii khudozhestv v sisteme otechestvennogo khudozhestvennogo obrazovaniya rubezha XX-XXI vv.* [The role of the Russian Academy of Arts in the system of the National artistic education between the XX and the XXI century], OZP, 45 (2017), n. 6/1, pp. 17-27.
1248. W o j d a Michał, *Ewolucja systemu szkolnictwa na ziemiach słowackich od czasów oświecenia do lat powojennych* [The Evolution of the Education System on Slovak Territories from the Age of Enlightenment to the Post-War Period], RDO, 54 (2017), pp. 127-146.
1249. W o l n i e w i c z Marcin, *Sovetskaja diskussiya o makete vtorogo toma Istorii Pol'shi* [On the History of One Textbook. The Soviet Discussion on the Second Volume of the Mock-up of the *History of Poland*], RDO, 54 (2017), pp. 147-184.

1250. Waang Lijuan, 繁荣与可持续的动力——2016年儿童文学综述 [Review of children's literature in 2016: prosperity and sustainability], REVA, 1 (2017), pp. 27-33.
1251. Wai Lo William Yat, Hayes Tang Hei-Hang, *Dancing with global trends: higher education policy and university governance in Hong Kong, 1997-2012*, JEAH, 49 (2017), n. 1, pp. 53-71.
1252. Walsh Brendan, «*I never heard the word methodology*»: personal accounts of teacher training in Ireland 1943-1980, HEJ, 46 (2017), n. 3, pp. 366-383.
1253. Walsham Alexandra, *Recycling the Sacred: Material Culture and Cultural Memory after the English Reformation*, CHSCC, 86 (2017), n. 4, pp. 1121-1154.
1254. Walusinski Olivier, *Antoine-Marie Chambeyron (1797-1851): a forgotten disciple of Jean-Etienne Esquirol (1772-1840)*, HP, 28 (2017), n. 3, pp. 344-351.
1255. Wang Min, 游戏精神: 儿童文学教育的价值旨归 [The spirit of games: the value of children's literature in education], TAM, 15 (2017), pp. 11-14.
1256. Wang Shuainai, 性别视角下当代儿童文学中的“异装”书写 [Travesty writing in contemporary children's literature from a gender perspective], SOUTLIF, 4 (2017), pp. 75-80.
1257. Watts Ruth, *Science and public understanding: the role of the historian of education*, in Ellis Heather (ed.), *Science, technologies and material culture in the history of education*, HEJ, 46 (2017), n. 2, pp. 147-161.
1258. Wedin Tomas, *In praise of the present: the pupil at centre in Swedish educational politics in the post-war period*, HEJ, 46 (2017), n. 6, pp. 768-787.
1259. Weiduschadt Patricia, Brião de Castro Renata, *Grupos escolares rurais em Pelotas na década de 1920: fotografias da propaganda da Intendência Municipal*, RBHE, 17 (2017), n. 4, pp. 194-223.
1260. Wertmann Patrick, Wagner Mayke, Tarasov Pavel, *Sogdian careers and families in sixth- to seventh-century northern China: a case study of the Shi family based on archaeological finds and epitaph inscriptions*, HF, 22 (2017), n. 1, pp. 103-135.
1261. Westberg Johannes, *Girls' Gymnastics in the Service of the Nation: Educationalisation, Gender and Swedish Gymnastics in the Mid-Nineteenth Century*, in Tröhler Daniel, Westberg Johannes (edd.), *Physical Education and the Embodiment of the Nation*, NOJEH, 4 (2017), n. 2, pp. 47-69.

1262. Whitehead Kay, *British teachers' transnational work within and beyond the British Empire after the Second World War*, HEJ, 46 (2017), n. 3, pp. 324-342.
1263. Wohrnath Vinicius Parolin, *Two dynamics, two results: The Catholic Church in the Brazilian National Constituent Assembly 1987-1988*, in Bittencourt Agueda Bernardete, Arduini Gulherme Ramalho (edd.), *Empreendimentos sociais, elite eclesiástica e congregações religiosas no Brasil República: a arte de «formar bons cidadãos e bons cristãos»*, PP, 28 (2017), n. 3, pp. 242-270.
1264. Woodside Martin, *Wild West Children: Performing the Frontier*, JHCY, 10 (2017), n. 1, pp. 40-61.
1265. Wraga William G., *Understanding the Tyler rationale: Basic Principles of Curriculum and Instruction in historical context*, in Gonzalez Delgado Mariano, Woyschner Christine (edd.), *Curriculum History. New directions and perspectives*, ETE, 4 (2017), n. 2, pp. 227-252.
1266. Xu Derong, Jiang Shan, 罗尔德·达尔幻想儿童文学中的“反抗”主题 [The theme of rebellion in Roald Dahl's fantasies], JSL, 4 (2017), pp. 17-21.
1267. Xu Derong, Yang Shuo, 论儿童文学翻译批评的“求真—务实”综合模式 [On the combined model of truthfulness-pragmatism in criticism of children's literature translation], RFL, 1 (2017), pp. 85-90.
1268. Xu Nuochen, 网络媒体时代儿童文学发展的问题及对策分析 [Problems and solutions for the development of children's literature in the web age], MD, 12 (2017), pp. 73-75.
1269. Yamini Agarwal, *Educational Aspirations of Survivors of the 1984 Anti-Sikh Violence in Delhi*, COED, 14 (2017), n. 2, pp. 166-186.
1270. Yang Hui, 东边日出西边雨——j. k. 罗琳与杨红樱儿童文学作品比较研究 [East and West: comparative studies of j. k. Rowling and Yang Hongying], CONLIF, 03(2017), pp. 120-123.
1271. Yang James Z., *Life is Education and Unity of Knowledge and Action: Tao Xingzhi's Transformations of the Educational Philosophies of John Dewey and Wang Yangming*, JPHE, 67 (2017), pp. 65-84.
1272. Yao Suping, 美国的中国现当代儿童文学研究述评 [Literature review of the study of contemporary Chinese literature in the United States], JIANSS, 3 (2017), pp. 175-183.
1273. Yao Suping, 语图叙事中的一种现代中国童年想象——论《儿童画报(1922—1940)》 [A modern Chinese childhood imagination in picture books: children's picture magazines 1922-1940], DEBA, 2 (2017), pp. 160-166.

1274. Yates Lyn, *Schools, universities and history in the world of twenty-first century skills: «The end of knowledge as we know it»?*, HER, 46 (2017), n. 1, pp. 2-14.
1275. Yıldız Özgür, *Syrian protestant college in american missionary archives (1866-1886)*, HECL, 12 (2017), n. 2, pp. 47-67.
1276. Yousef Hoda A., *Losing the future? Constructing educational need in Egypt, 1820s to 1920s*, HEJ, 46 (2017), n. 5, pp. 561-577.
1277. Yudina N.P., *Konstantin Nikolaevich Ventsel' – teoretik i praktik svobodnogo vospitaniya* [Konstantin Nikolayevich Ventsel – a theoretician and a practitioner of liberal education], PPP, 43 (2017), n. 3, pp. 120-130.
1278. Yuzhaninova E.V., *Gumanisticheskaya koncepciya Vil'gel'ma von Gumbol'dta: k 250-letiyu so dnja rozhdeniya* [The humanistic concept Wilhelm von Humboldt: To the 250-th anniversary of the birth], IPZ, 6 (2017), n. 2, pp. 36-50.
1279. Yvorel Jean-Jacques, *Placement et travail avec les familles à l'Éducation surveillée de 1945 aux années soixante-dix*, in *Abandon d'enfants et parents abandonneurs, XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, RHEI, 19 (2017), pp. 169-184.
1280. Zach Sima, Shoval Ella, Lidor Ronnie, *Physical education and academic achievement-literature review 1997-2015*, JOUCS, 49 (2017), n. 5, pp. 703-721.
1281. Zago Giuseppe, *Il contributo di Anna Maria Bernardinis (1932-2017) alla pedagogia della letteratura per l'infanzia*, HECL, 12 (2017), n. 2, pp. 629-638.
1282. Zanetti Becalli Fernanda, Schwartz Cleonara Maria, *A hora e a vez dos cadernos escolares como fontes históricas de pesquisa sobre práticas alfabetizadoras*, LIN, 18 (2017), n. 38, pp. 183-213.
1283. Zardo Búrigo Elisabete, Dalcin Andreia, Bueno Fischer Maria Cecilia, *História da Educação Matemática: a institucionalização do campo em um curso de licenciatura*, in Rodrigues Valente Wagner (ed.), *História da Educação Matemática e Formação de Professores que Ensinam Matemática*, CHE, 16 (2017), n. 3, pp. 619-639.
1284. Zavarzina L.E., Korchagina D.Yu., K.N. Ventsel' o nравственном воспитании [K.N. Ventcel on ethical education], IPZ, 6 (2017), n. 4, pp. 67-73.
1285. Zavarzina L.E., «Nasledie i dejatel'nost' N.F. Bunakova v zhurnale «Pedagogika» («Sovetskaja pedagogika»): k 180-letiyu N.F. Bunakova i 80-letiyu zhurnala «Pedagogika» [the heritage and activity of N.F. Bunakov in the Journal «Pedagogy» («Soviet pedagogy»): to the 180-th anniversary of N.F. Bunakov and 80-th anniversary of tyeh journal «Pedagogy»], IPZ, 6 (2017), n. 3, pp. 25-42.

1286. Zavarzina L.E., *Razvitie poslerevolucionnoj shkoly: k 100-letiyu stat'i P.F. Kaptereva «Novaja shkola v novoj Rossii»* [The development of post-revolutionary school: to the 100-th anniversary of the article of P.F. Kapterev «The new school in new Russia»], IPZ, 6 (2017), n. 2, pp. 105-118.
1287. Zeli de Vargas Gil Carmem, Pacievitch Caroline, Matos Rodrigues Mara Cristina de, *Teoria, metodologia e história ensinada: miradas a partir do Pibid*, HISTOJ, 6 (2017), n. 11, pp. 325-348.
1288. Zervas Theodore G., *From Ottoman colonial rule to nation statehood: Schooling and national identity in the early Greek school*, in *Education in Southeastern Europe: From Empires to Nation-States*, ETE, 4 (2017), n. 1, pp. 1-21.
1289. Zhang Houlian, 小学语文中儿童文学作品的教学研究 [Teaching research of children's literature in elementary Chinese course], JOEDU, 1 (2017), pp. 151-153.
1290. Zhang Mei, 传统文化现代转型的新范式——评萧袤的《山海经童话》系列 [New paradigms of traditional culture in the new age: on Xiao Mao's Shan Haijing fairy tales], CHIPU, 16 (2017), pp. 71.
1291. Zhang Rong, Zhao Shitong, Zhai Yangli, 生态批评视角下的《兽之奏者》 [Singers of Animals from an ecocritical perspective], JXJ, 3 (2017), pp. 87-92.
1292. Zhang Xiaohua, 小学语文童话教学策略分析 [Teaching strategies of fairy tales in elementary education], JJU, 1 (2017), pp. 258-259.
1293. Zheng Haiyan, 论《巨人的花园》的童话性与现实性 [On the nature of fairy tales and reality in Wilde's The Giant's Garden], DEVEC, 20 (2017), pp. 36-37.
1294. Zheng Juan, 英国维多利亚时期儿童文学创作浅谈 [On the writing of children's literature in the Victorian age], DEVEC, 32 (2017), pp. 37-38.
1295. Zhu Xiaoying, 开明书店翻译出版外国儿童文学作品的实践与理念 [Kaiming bookstore's translation and publication of foreign children's literature: practices and principles], PLUBIR, 3 (2017), pp. 105-108.
1296. Zhu Ziqiang, 西方影响与本土实践——论中国“儿童本位”的儿童文学理论的主体性问题 [Western influences and local practice: on the subjectivity of children's literature theory in China], JCOU, 4 (2017), pp. 58-64.
1297. Zounek Jiří, Šimáně Michal, Knotová Dana, *Primary school teachers as a tool of secularisation of society in communist Czechoslovakia*, HEJ, 46 (2017), n. 4, pp. 480-497.
1298. Zsigmond Anna, *Az indián oktatás története az Egyesült Államokban* [A History of the Indian Education in the United States], UPED, 66 (2016), nn. 1-2, pp. 101-112.

1299. Zuquim Braghini Katya, *As aulas de demonstração científica e o ensino da observação*, RBHE, 17 (2017), n. 2, pp. 208-252.
1300. Zurriaga i Agustí Ferran, *Parlem de la formació permanent de l'ofici de mestre i de les idees del Moviment Freinet*, EH, 24 (2017), n. 29, pp. 201-218.



## B. *Miscellanea and monographs*

1. Abate M.A., *The Big Smallness: Niche Marketing, the American Culture Wars, and the New Children's Literature*, London and New York, Routledge, 2016, pp. 220.
2. Adamantidou Maria, *Κόριννα (1946-1949) Ένα ξεχωριστό μαθητικό περιοδικό του Αχιλλοπούλειον Παρθεναγωγείου της ελληνικής κοινότητας Καΐρου* [Korina (1946-1949). A unique student magazine of the Achilopoulou Girls' School in the Greek community of Cairo], Athens, Α - Ω publishing, pp. 96.
3. Adorno Theodor, Sagriotis Giorgos (trans.), *Η εκπαίδευση μετά το Άουσβιτς. Είκοσι πέντε χρόνια* [Education after Auschwitz. Twentyfive years], Athens, Nisos, pp. 56.
4. Agelakos Kostas, *Η πρόσβαση στην τοποθάμια εκπαίδευση (1964-2014). Η αφόρητη επανάληψη και η αβάσταχτη ελαφρότητα των δημόσιων πολιτικού λόγου και διαλόγου* [(Access to higher education (1964-2014). The dispeakable repetition and unbearable lightness of public political discourse and dialogue], Athens, Metechmio, pp. 272.
5. Agosti Alberto, *La rappresentazione della condizione infantile nella filmografia europea del Novecento*, in *Il Novecento: il secolo del bambino?*, pp. 277-294.
6. Aichner Christof, Mazohl Brigitte (edd.), *Die Thun-Hohenstein'schen Universitätsreformen 1849-1860. Konzeption-Umsetzung-Nachwirkungen*, Böhlau Verlag, Wien, Köln, Weimar, 2017, pp. 424.
7. Aichner Christof, Mazohl Brigitte (edd.), *The Thun-Hohenstein University Reforms 1849-1860. Conception- Implementation- Aftermath*, Vienna, Böhlau, 2017, pp. 350.
8. Aichner Christof, Mazohl Brigitte, «*Für Geist und Licht!... Das Dunkel schwand!*» *Die Thun-Hohenstein'schen Universitätsreformen*, in *Die Thun-Hoenstein'schen Universitätstreformen 1849-1860*, pp. 13-27.
9. Aichner Christof, Mazohl Brigitte, Vorwort, in *Die Thun-Hoenstein'schen Universitätstreformen 1849-1860*, pp. 9-11.
10. Aichner Christof, *Aspekte der Thun'schen Reformen an der Universität Innsbruck*, pp. 153-178.

11. Ainley Patrick, *Betraying a generation: how education is failing young people*, Bristol, Bristol University Press, 2016, pp. 126.
12. Akossi-Mvongo Marguerite, Tieffi Hassan Guy Roger, *Femmes et évolution de carrière. Les paradoxes de l'université Félix Houphouët-Boigny d'Abidjan*, in *Les femmes dans le monde académique*, pp. 119-131.
13. Albanesi Gabriele, *L'alfabeto delle cose, delel foglie, delòla terra...*, in *Le cose e le loro lezioni*, pp. 166-174.
14. Alfieri Paolo, Frigeio Carlotta, *The Memory of an Ideal School: The Work of Don Lorenzo Milani as Represented by Cinema and Television (1963-2012)*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 219-230.
15. Alfieri Paolo, *I fanciulli e la prima comunione. Un'ipotesi di ricerca su infanzia e educazione religiosa nel Novecento*, in *Il Novecento: il secolo del bambino?*, pp. 347-362.
16. Alfieri Paolo, *Le origini della ginnastica nella scuola elementare italiana. Normativa e didattica di una nuova disciplina*, Lecce-Rovato, Pensa multimedia, 2017, pp. 184.
17. Allender Tim, *Learning Femininity in Colonial India, 1820-1932*, Manchester, UK, Manchester University Press, 2016, pp. 352.
18. Allison John, *A Most Canadian Odyssey: Education Diplomacy and Federalism, 1844-1984*, London, ON: The Althouse Press, 2016, pp. 214.
19. Almazova Natal'ya, *Delo o "nailuchshej" organizacii arkhiva imperatorskogo universiteta v Kazane*, in *Biografi Universitetskikh arkhivov* [The question of the “best” organisation of the archive of the Kazan’ University], pp. 23-34.
20. Almazova Natal'ya, *Sud'ba arkhiva imperatorskogo universiteta v Varshave*, in *Biografi Universitetskikh arkhivov* [The fate of the archive of the Imperator University in Warsaw], in *Biografi Universitetskikh arkhivov*, pp. 35-47.
21. Amalu Thierry, *Pervye arkhivy katalogi parizhskogo universiteta v XVII veke: simptom krizisa ili resurs novoj istoriografii?* [The first archives' findings of the University of Paris during the XVII century: symptom, crisis or ressource of the new historioraphy?], in *Biografi Universitetskikh arkhivov*, pp. 48-82.
22. Anderson Robert, *Scottish university Professors 1800-1939: proposals for a database*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 113-118.
23. Anderson Robert, *Were there state university in Britain?*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 133-142.

24. Angulo A.J., *Diploma Mills: How For-Profit Colleges Stiffed Students, Taxpayers, and the American Dream*, Boston, Johns Hopkins University Press, 2016, pp. 203.
25. Angulo A.J., *Miseducation: A history of ignorance-making in America and abroad*, Baltimore, MD, Johns Hopkins University Press, 2016, pp. 384.
26. Antonelli Quinto, "Spogliamoci di ciò che è ancora austriaco in noi!". *La scuola trentina nel primo dopoguerra*, in *La scuola trentina tra guerra e primo dopoguerra*, pp. 41-55.
27. Arieti Stefano, *La scuola di medicina di Bologna e la prima guerra mondiale: nuove esperienze in chirurgia maxillo-facciale*, in *Minerva armata. Le università e la Grande guerra*, pp. 217-228.
28. Arisi Rota Arianna (ed.), *Ghislieri 450. Un laboratorio d' intelligenze*, Torino, Einaudi, 2017, pp. 244.
29. Armenise Gabriella (ed.), *Dal pensiero alla formazione*, vol. 1, Lecce, Pensa Multimedia, 2017, pp. 657.
30. Arocena Carmen, Marzábal Íñigo, *Películas para la educación. Aprender viendo cine, aprender a ver cine*, Madrid, Cátedra, 2016, pp. 432.
31. Arosio Paola, Sani Roberto, *Sulle orme di Vincenzo de' Paoli. Jeanne-Antide Thouret e le Suore della Carità dalla Francia rivoluzionaria alla Napoli della Restaurazione*, Milano, Vita e Pensiero, 2017 (2<sup>nd</sup> ed.), pp. 331.
32. Articoni Angela, «Bambole dal cuore di donna, donne dal cuore di bambola»: *Contessa Lara allo specchio*, in *Dal pensiero alla formazione*, vol. 1, pp. 195-206.
33. Articoni Angela, *Arte Bambina. Viaggio nella letteratura artistica per l'infanzia*, Roma, Aracne, 2017, pp. 372.
34. Artieda Teresa Laura, "La alteridad indígena en libros de lectura de Argentina (ca. 1885-1940)", Madrid, CSIC (Colección De Acá y de Allá. Fuentes Etnográficas, nº 17), 2017, pp. 167.
35. Ascenzi Anna, «Bellezze d'Italia». *Il patrimonio culturale e i beni paesaggistici e naturali della penisola nei quaderni di scuola dal Ventennio fascista al secondo dopoguerra*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 213-255.
36. Ascenzi Anna, Escolano Agustìn Benito, *La dimensione emozionale della formazione: una nuova sfida per la ricerca educativa*, in *Scuola ed emozioni. Un nuovo approccio formativo*, pp. 7-10.
37. Ascenzi Anna, Sani Roberto, *Storia e antologia della letteratura per l'infanzia nell'Italia dell'Ottocento - Volume I*, Milano, FrancoAngeli, 2017, pp. 320.

38. Ascenzi Anna, *Tra cultura e ideologia. I manuali di storia per le scuole secondarie nel ventennio fascista*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, Vol. 1, pp. 9-34.
39. Ascheri Mario, *I giuristi: come primeggiare nonostante la crisi*, in *L'Università in tempo di crisi*, pp. 15-26.
40. Ash Mitchell G., *Wuerde ein «deutsches Universitätsmodell» nach Österreich importiert? Offene Forschungsfragen und Thesen*, in *Die Thun-Hohenstein'schen Universitätreformen 1849-1860*, pp. 76-98.
41. Asimakopoulou-Kitseli Spiridoula, *H μεσολογγίτικη παιδεία* [Education in Mesologi], Athens, Grama, pp. 146.
42. Association morbihannaise de loisirs du SNUipp, *Mémoire d'école: «Instituteur, c'est quelque chose!». L'école normale, fleuron de la laïcité, carrefour de l'amitié*, Le Faouët, Liv'éditions, 2016, pp. 285.
43. Astaf'eva E.N., "Chelovecheskoe" i "grazhdanskoe" vospitanie v epochu revolucionnykh potrjasenij [The "human" and the "civil" education in the period of the Revolutionary upheavals], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 94-101.
44. Astaf'eva E.N., *Poseshchenie Pervoj optytnoj stancii Stanislava Shackogo Dzhonom D'jui (1928)* [The visit of Stanislav Shchatskij's First experimental by John Dewey (1928)], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 170-179.
45. Axtell James, *Wisdom's Workshop: The Rise of the Modern University*, Princeton, NJ, Princeton University Press, 2016, pp. 417.
46. Bagakis Giorgos, Tsigou Poli (edd.), *Διερεύνηση των θεσμού του Μέντορα. Εμπειρίες από την Ελλάδα, Αγγλία και Κύπρο για τους νεοεισερχόμενους και τους μελλοντικούς εκπαιδευτικούς* [Assesment of the institution of Mentor. Experiences from Greece, England and Cyprus for new entrants and future teachers], Athens, Grigori, pp. 104.
47. Bagdasarova Nina, Marchenko Larissa, *Resurfaced and Disappearing Past: National Heroes in History Textbooks of Post-Soviet Kyrgyzstan*, in *Globalisation and Historiography of National Leaders*, pp. 245-260.
48. Bakker Nelleke, *Happiness, Play, and Bourgeois Morality: The Early Years of Froebel Schooling in the Netherlands, 1858-1904*, in *Kindergarten Narratives on Froebelian Education*.
49. Bakounin Michail, Papachristopoulos Nikos (ed.), Apostolides Heracles (trans.), *H μόρφωσις των εργατών* [The education of the workers], Patra, Opportuna, pp. 80.
50. Balkelis Tomas, *Ethnicity, Identity and Imaginings of Home in the Memoirs of Lithuanian Child Deportees, 1941-53*, in *Displaced Children in Russia and Eastern Europe, 1915-1953*, pp. 248-272.

51. Ballottin Vanessa, *Una filosofia di lavoro con le cose: Giovanni Gregori maestro ‘anomalo’*, in *Le cose e le loro lezioni*, pp. 124-141.
52. Bandini Gianfranco, *Educational Memories and Public History: A Necessary Meeting*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 143-155.
53. Bandini Gianfranco, Polenghi Simonetta (edd.), *Enlarging One’s Vision 2. Strumenti per la ricerca educativa in ambito internazionale*, Milano, Educatt, 2017, pp. 112.
54. Barannikova N.B., *Nacional’noe samoopredelenie rossiyskoj pedagogiki (konec XIX- nachalo XX v.)* [The national self-determination of the Russian pedagogy (end XIX century-beginning of the XX century)], in *Obrazovanie v Rossii i mire v kontekste Okt’yabrskoj Revolyucii 1917*, pp. 81-93.
55. Barausse Alberto, *Le scuole italiane nel Rio Grande do Sul attraverso le carte consolari tra la fine dell’Impero e l’inizio della Repubblica (1875-1893)*, in *História e narrativas transculturais entre a Europa Mediterrânea e a América Latina*, Porto Alegre, pp. 195-248.
56. Barbier Pascal, Fusilier Bernard, *Comprendre l’expérience de la carrière scientifique et les inégalités entre les sexes au regard de l’interférence travail/famille*, in *Les femmes dans le monde académique*, pp. 81-94.
57. Barman Jean, Daring Abenaki, *The Life and Writings of Noel Annance, 1792-1869*, Montreal and Kingston, McGill-Queen’s University Press, 2016, pp. 374.
58. Baron Nick, *Placing the Child in Twentieth-Century History: Contexts and Framework*, in *Dispaced Children in Russia and Eastern Europe, 1915-1953*, pp. 1-39.
59. Baron Nick, *Violence, Childhood and the State: New Perspectives on Political Practice and Social Experience in the Twentieth Century*, in *Dispaced Children in Russia and Eastern Europe, 1915-1953*, pp. 273-285.
60. Barrera Caroline, *Les universitaires toulousaines (1912-1968). L’échec d’une promotion “par le bas”*, in *Les femmes dans le monde académique*, pp. 31-48.
61. Bartocci Andrea, *Giovanni di Pietro Fantuzzi e la canonistica bolognese alla fine del Trecento*, in *L’Università in tempo di crisi*, pp. 63-80.
62. Baska Gabriella, Hegedűs Judit, *Bambini e tutela dei minori nell’Ungheria del secondo dopoguerra*, in *Il Novecento: il secolo del bambino?*, pp. 175-192.
63. Battles David M., Yea, *Alabama! A peek into the past of one of the most storied universities in the nation: the University of Alabama (Volume 1-1819 through 1871)*, Cambridge, Cambridge Scholars Publishing, 2015, pp. 274.

64. Bazin Laurent, *De l'émergence des images: ontogenèse de la création chez François Place*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 131-142.
65. Becchi Egle, *Una storiografia dell'infanzia, una storiografia nell'infanzia*, in *Il Novecento: il secolo del bambino?*, pp. 17-30.
66. Beckett John, *Nottingham: a history of Britain's global university*, Suffolk, Boydell Press, 2016, pp. 564.
67. Bečvárová Martina, *Prague Universities as an example of the university in Austro-Hungarian Empire: mathematicians and their activities*, in *Minerva armata. Le università e la Grande guerra*, pp. 127-140.
68. Bedoin Evelyne, *La collection de jouets Tomi Hunger, une archive de l'œuvre?*, in *Littérature de jeunesse: la fabrique de la fiction*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 61-78.
69. Benedetti Valerio, L' «*inattualità*» radicale di Giovanni Gentile e dell'attualismo, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 15-32.
70. Benner D., *Pater Grégoire Girard: ein Theoretiker moderner Pädagogik, ein Reformpädagoge oder ein Reformer des öffentlichen Erziehungssystems?*, in *Zu einer Pädagogik der Aufklärung*, pp. 71-84.
71. Benson Richard N., *Fighting for our place in the sun: Malcolm X and the radicalization of the Black student movement, 1960-1973*, Bern-Berlin-Bruxelles et al., Peter Lang, 2015, pp. 304.
72. Berard Adrienne, *Water Tossing Boulders: How a Family of Chinese Immigrants Led the First Fight to Desegregate Schools in the Jim Crow South*, Boston, MA, Beacon Press, 2016, pp. 194.
73. Bermúdez Castrillo Manuel Àngel, *Intervencionismo monárquico y aparición de la Universidad estatal (España, siglos XVI a XIX)*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 143-172.
74. Bertagna Giuseppe, Olivieri Simonetta (edd.), *La ricerca pedagogica nell'Italia contemporanea. Problemi e prospettive*, con la collaborazione di F. Togni, Roma, Edizioni Studium, 2017, pp. 345.
75. Beseghi Emma, *La letteratura per l'infanzia come serbatoio dell'immaginario*, in *La ricerca pedagogica nell'Italia contemporanea*, pp. 244-248.
76. Bethell Kerry, *Froebelian Teachers Abroad: Implementing a Modern Infant Education System in Colonial Wellington, New Zealand, 1906-1925*, in *Kindergarten Narratives on Froebelian Education*.
77. Bianchi Arrigoni Giulia, *Battaglie magistrali e lezioni delle cose a Pavia*, in *Le cose e le loro lezioni*, pp. 111-117.

78. Bianchini Paolo, *Cattivi maestri. La violenza fisica e psicologica nella scuola moderna*, in *La Scuola e l'Università tra passato e presente: Volume in onore del Prof. Giorgio Chiosso*, pp. 37-52.
79. Biguzzi Stefano, *Cesare Battisti e la questione universitaria tra irredentismo e interventismo*, in *Minerva armata. Le università e la Grande guerra*, pp. 59-96.
80. Blades Berry, *Roll of honour: schooling and the Great War 1914-1919*, South Yorkshire, Pen & Sword Military, 2015, pp. 266.
81. Boatti Davide, Cavallo Rosario, Uberti Giorgio (edd.), *Una vita per l'infanzia. Il Pio Istituto di Maternità di Milano: una esperienza di 150 anni*, Milano, FrancoAngeli, 2017, pp. 134.
82. Bobbio Andrea, *I servizi educativi per l'infanzia. La scuola materna statale nel secolo del bambino*, in *Il Novecento: il secolo del bambino?*, pp. 393-410.
83. Bocchi Andrea, *Lo livero de l'abbecho. Vol. 1: Introduzione e testo critico*, Pisa, ETS, 2017, pp. 532.
84. Bon Annette, *L'Institut pédagogique national: une institution d'État au service du système éducatif (1950-1973)*, in *Les sciences de l'éducation*, pp. 101-116.
85. Bondioli Anna, Savio Donatella (edd.), *Crescere bambini. Immagini d'infanzia in educazione e formazione degli adulti*, Parma, Junior-Spaggiari, 2017, pp. 201.
86. Bosna Vittoria, *La Scuola del secondo dopoguerra: fra istruzione e ideologia politica*, in *Dal pensiero alla formazione*, vol. 1, pp. 247-261.
87. Boto Carlota, *A liturgia escolar na idade moderna*, Campinas, SP, Papirus Editora, 2017, pp. 319.
88. Boulogne Arlette, *Des livres pour éduquer les citoyens. Jean Macé et les bibliothèques populaires (1860-1881)*, Paris, L'Harmattan, 2016, pp. 213.
89. Boulter George II E., Grigor-Taylor Barbara, *The teacher and the superintendent: native schooling in the Alaskan interior, 1904-1918*, Edmonton, Athabasca University/Au Press, 2015, pp. 440.
90. Boutan Pierre, Sabea Benmansour-Benkelfat (edd.), *Leçons du temps colonial dans les manuels scolaires*, Coll. Manuels scolaires et sociétés, 2017, pp. 240.
91. Braga Garcia Tânia Maria F., Rodríguez Jesús Rodríguez, Gómez Mendoza Miguel Angel, *Balance y análisis de la investigación sobre el libro de texto escolar y los medios digitales. Memorias de la Conferencia Regional para América Latina de la «International Association for Research on Textbooks and Educational Media» IARTEM 2016*, Pereira, Universidad Tecnológica de Pereira-Colombia. Núcleo de Pesquisas em Publicações Didáticas (NPPD), Universidade Federal do Paraná (UFPR), 2017, pp. 649.

92. Brehony Kevin J., *Working at Play or Playing at Work? A Froebelian Paradox Re-examined*, in *Kindergarten Narratives on Froebelian Education*.
93. Bressan Edoardo, *Don Carlo Gnocchi. Una vita al servizio degli ultimi*, con la prefazione di Mons. Angelo Bazzari, Milano, Mondadori, 2017, pp. 219.
94. Bressan Edoardo, *Le reti dell'assistenza nella Milano tra Otto e Novecento*, in *Una vita per l'infanzia*, pp. 11-23.
95. Bret Dominique, *Focus 2: Le Centre international d'études pédagogiques (CIEP)*, in *Les sciences de l'éducation*, pp. 163-165.
96. Bret Dominique, *Focus 4: Les étudiants en sciences de l'éducation au début des années 1970*, in *Les sciences de l'éducation*, pp. 283-288.
97. Brizzi Gian Paolo, Frijhoff Willem (edd.), *Digital academic history. Studi sulle popolazioni accademiche in Europa*, Bologna, il Mulino, 2017, pp. 169.
98. Brizzi Gian Paolo, Signori Elisa (edd.), *Minerva armata. Le università e la Grande guerra*, Bologna, Clueb, 2017, pp. X-251.
99. Brizzi Gian Paolo, Signori Elisa, *Premessa*, in *Minerva armata. Le università e la Grande guerra*, pp. I-X.
100. Broc Nathalie, *La fabrique du texte de l'adaptateur: le cas des adaptations de L'Odyssée d'Homère dans les albums de littérature de jeunesse*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 15-26.
101. Brown Martin *et al.*, *Teacher Accountability in Education: The Irish Experiment*, in *Essays in the History of Irish Education*, pp. 359-381.
102. Brown Ruth M. (ed.), *Littlehampton school logbook: the logbook of Thomas Slatford, Headmaster, Littlehampton Boys' School 1871-1911*, Lewes, East Sussex: Sussex Record Society, 2016, pp. 400.
103. Brunella Serpe (ed.), *Scuola, infanzia e Grande Guerra*, Milano, Educatt, 2017, pp. 165.
104. Brunelli Marta, *Snapshots from the Past: School Images on the Web and the Construction of the Collective Memory of Schools*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 47-64.
105. Bugnard P.-P., *Un pédagogue de la modernité avec une méthode « protestante »*, in *Zu einer Pädagogik der Aufklärung*, pp. 181-189.
106. Bugnard Pierre-Philipe (ed.), Delgado Mariano, Oser, Fritz, Python Francis (edd.), *Un pédagogue à l'origine de l'école actuelle le père Grégoire Girard (1765-1850): textes essentiels et biographie*, Neuchâtel, Alphil, 2016, pp. 283.
107. Bulegato Fiorella, *La formazione dei designer nell'Italia del secondo dopoguerra*, in *Un monopolio imperfetto*, pp. 189-200.

108. Buri George, *Between Education and Catastrophe: The Battle over Public Schooling in Postwar Manitoba*, Montreal and Kingston, McGill-Queen's University Press, 2016, pp. 277.
109. Burke Catherine, Jones Ken, *Education, childhood and anarchism: talking Colin Ward*, London, Taylor & Francis Ltd, 2016, pp. 286.
110. Busani Marta, *Gioventù studentesca. Storia di un movimento cattolico dalla ricostruzione alla contestazione*, Roma, Studium, 2016, pp. 546.
111. Cagnolati Antonella, «*Quando non ci sarò più...*». *Amore, educazione e fede nel testamento di una madre*, Roma, Aracne, 2017, pp. 116.
112. Cagnolati Antonella, Canales Serrano Antonio Francisco (edd.), *Women's Education in Southern Europe: Historical Perspectives (1840-1970). Historical Perspectives (19<sup>th</sup>-20<sup>th</sup> centuries)*, Volume I, Roma, Aracne, 2017, pp. 304.
113. Cagnolati Antonella, Canales Serrano Antonio Francisco, *Acknowledgements*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 11-12.
114. Cagnolati Antonella, Canales Serrano Antonio Francisco, *Introduction. Speaking out from the South in their own voice*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 13-15.
115. Cagnolati Antonella, *El trabajo de las mujeres en el pensamiento de Ana Kuliscioff*, in Ana Kuliscioff, *El monopolio del hombre*, pp. 9-22.
116. Cagnolati Antonella, *Entre la metamorfosis y la censura: el tortuoso camino de un tratado pedagógico en la cultura renacentista*, in *Censura y libros en la Edad Moderna*, pp. 307-324.
117. Cagnolati Antonella, *Genius in abiti femminili. Olimpia Morata nella cultura del Cinquecento*, in *Ausencias presentes. Autoras críticas de la cultura italiana*, pp. 41-61.
118. Cagnolati Antonella, Hernández Huerta José, *School Memories in Women's Autobiographies (Italy, 1850-1915)*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 99-113.
119. Caimi Luciano, *Cattolici e educazione extrascolastica nell'Italia del secondo dopoguerra (1945-1975). Fra esperienze consolidate ed esigenze di rinnovamento*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 17-40.
120. Callegari Carla, *Giovanni Marchesini biografo di Roberto Ardigò*, in *Eventi e studi. Scritti in onore di Hervé A. Cavallera*, pp. 85-107.
121. Callegari Carla, *L'educazione continua nei documenti internazionali dal dopoguerra agli anni Settanta*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 225-246.

122. Callegari Carla, *Pedagogia e scienze umane nel Dizionario delle Scienze pedagogiche di Giovanni Marchesini*, in *Le "scienze umane" in Italia tra Otto e Novecento. Pedagogia, psicologia, sociologia e filosofia*, pp. 204-217.
123. Camara Bastos Maria Helena, *Le Deutscher Hilfsverein au Colégio Farroupilha. L'histoire de l'action éducative et scolaire des immigrants allemands in Porto Alegre/RS (Brésil, 1858)*, in *Éduquer dans et hors l'école*, pp. 261-278.
124. Camara Bastos Maria Helena, Barausse Alberto, *Le vicende della Patria: Os manuais de formação moral e cívica as escolas elementares italianas no exterior (Rio Grande do Sul/RS – Décadas de 1920-1930)*, in *História e narrativas transculturais entre a Europa Mediterrânea e a América Latina*, pp. 249-276.
125. Camenish Annie, *Du mythe américain au jeu langagier dans Il était une oie dans l'Ouest de Damian Chavanat*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 161-176.
126. Campagnaro Marnie, *A immagine e somiglianza di bambino. Le trasformazioni dell'editoria per ragazzi e della pedagogia della letteratura per l'infanzia negli anni Sessanta e Settanta*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 169-190.
127. Campagnaro Marnie, *Bruno Munari's visual mapping of the city of Milan: A historical analysis of the picturebook Nella nebbia di Milano*, in *Maps and Mapping in Children's Literature. Landscapes, seascapes and cityscapes*, pp. 147-163.
128. Campagnaro Marnie, *Il cacciatore di pieghe. Figure e tendenze della letteratura per l'infanzia contemporanea*, Lecce, Pensa MultiMedia, 2017, pp. 160.
129. Campagnaro Marnie, *L'organizzazione della ricerca sulla letteratura per l'infanzia in Europa. Appunti per un'esplorazione*, in *Enlarging One's Vision 2*, pp. 95-110.
130. Canales Serrano Antonio Francisco, *A baccalaureate programme for young ladies. Father Errandonea's proposal in the debate on female secondary education in Spain during the early years of Franco's regime*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 237-260.
131. Cannon John (ed.), *Schooling in England, 1660 to 1850-Part I: introduction 'a noiseless revolution' and Part II: the gazetteer of English schools*, Kew, Surrey, List & Index Society, 2016, 2 voll., X-106; IX-319.
132. Cantatore Lorenzo (ed.), *Primo: leggere. Per un'educazione alla lettura*, Roma, Edizioni Conoscenza, 2017, pp. 224.

133. Caramelea Ramona, *Celebrating the School Building: Educational Intentions and Collective Representations (The End of the 19<sup>th</sup> Century)*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 189-201.
134. Carbone Angela, Dinardo Dorella, *Istruzione femminile, stampa e opinione pubblica nel Mezzogiorno d'Italia tra Ottocento e primo Novecento*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 91-115.
135. Carenzio Alessandra, *Mass media e infanzia*, in *Il Novecento: il secolo del bambino?*, pp. 295-305.
136. Caroli Dorena, *Day nurseries & childcare in Europe*, London, Palgrave Macmillan, 2017, pp. 342.
137. Caroli Dorena, *Immagini e immaginario del «Giardino d'Europa»: il patrimonio culturale, artistico e naturalistico nei libri di lettura per le scuole italiane all'estero*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 117-156.
138. Caroli Dorena, *Political Leaders in Russian History Textbooks between the Rise and Fall of the Cult of Personality (1938-1962)*, in *Globalisation and Historiography of National Leaders*, pp. 35-52.
139. Caroli Dorena, Patrizi Elisabetta (edd.), *Educare alla bellezza la gioventù della nuova Italia. Scuola, beni culturali e costruzione dell'identità nazionale dall'Unità al secondo dopoguerra*, Milano, FrancoAngeli, 2017, pp. 268.
140. Caroli Dorena, Patrizi Elisabetta, *Introduzione*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 9-14.
141. Carrier Richard (ed.), *Science education in the early Roman Empire*, Durham, North Carolina, Pitchstone Publishing (US&CA), 2017, pp. 648.
142. Carrillo Gallego Dolores, *La representación visual de los abacos en los catálogos de material de enseñanza*, in *Imagen y educación*, pp. 145-154.
143. Carrillo Gallego Dolores, *Los catálogos de material escolar como fuente de la Historia de la Educación Matemática: El caso de los ábacos*, in *Imagen y educación*, pp. 111-144.
144. Carter Patricia A., *Henrietta Rodman and the Fight to Further Women's Economic Autonomy*, in *Women educators, leaders and activists*, pp. 152-178.
145. Caruso Marcelo (ed.), *Classroom Struggle. Organizing Elementary School Teaching in the 19<sup>th</sup> Century*, Frankfurt am Main, Peter Lang Edition, 2015, pp. 322.
146. Casadei Turroni Monti Mauro, Ruini Cesario (edd.), *Musica ed esperienza religiosa*, Milano, FrancoAngeli, 2017, pp. 148.

147. Casalini Cristiano, Pavur S.J. Claude, *Jesuit Pedagogy, 1540- 1616. A Reader*, Chestnut Hill (MA), The Institute of Jesuite Sources, 2016, pp. 346.
148. Caso Rossella (ed.), Giovanna Righini Ricci, *La donna, l'insegnante, la scrittrice*, prefazione di Antonella Cagnolati, contributi di Mercedes Arriaga Flóres, pp. 176.
149. Castagnet-Lars Véronique, *Une forme oubliée de l'éducation jésuite: les congrégations mariales aux XVII<sup>e</sup> et XVIII<sup>e</sup> siècles*, in *Éduquer dans et hors l'école*, pp. 49-72.
150. Causarano Pietro, *Dalla parte del popolo. Mobilitazione civile e sociale e formazione extrascolastica nell'Italia del secondo dopoguerra*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 41-62.
151. Cavallera Hervé A. (ed.), *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, Lecce, Rovato, Pensa Multimedia, 2017, Vol. 1, pp. 595; Vol. 2, pp. 415.
152. Cerrato Daniele (ed.), *Desde los márgenes: narraciones y representaciones femeninas*, Benilde, Siviglia, 2017, pp. 298.
153. Cerrato Daniele (ed.), *Escritoras italianas fuera del canon*, Benilde, Siviglia, 2017, pp. 508.
154. Chapoulie Jean-Michel, *Premières recherches en sociologie de l'éducation en France (1960-1973)*, in *Les sciences de l'éducation*, pp. 169-184.
155. Chapuis Lise, *Bianca Pitzorno, rebelle et classique: des lectures pour les filles dans l'Italie contemporaine*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 89-101.
156. Charle Christophe, *Eléments de conclusion*, in *Un monopolio imperfetto*, pp. 201-202.
157. Chia Yeow-Tong, *Education, culture, and the Singapore developmental state: 'world-soul' lost and regained?*, London, Palgrave Macmillan, 2015, pp. 263.
158. Christen Carole, Besse Laurent (ed.), *Histoire de l'éducation populaire – 1815-1945 – Perspectives françaises et internationales*, Lille, Presses universitaires du Septentrion, 2017, pp. 432.
159. Clarke Marie, *The Development of Vocational and Technical Education in Ireland, 1930-2015*, in *Essays in the History of Irish Education*, pp. 297-319.
160. Clermont Philippe, *Du Coeur d'Écogée à Écoland, éléments de la genèse d'un roman de Christian Grenier*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 177-192.

161. Clermont Philippe, Henky Danièle (edd.), *Littérature de jeunesse: la fabrique de la fiction*, Frankfurt am Main, Bern, et. al., Peter Lang, 2017, pp. 207.
162. Clermont Philippe, Henky Danièle, *La littérature de jeunesse (XX<sup>e</sup>-XXI<sup>e</sup> siècles) et le problème de sa fabrique*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 9-14.
163. Clermont Philippe, Henky Danièle, *La littérature de jeunesse (XX<sup>e</sup>-XXI<sup>e</sup> siècles) et le problème de sa fabrique*, in *La littérature de jeunesse: la fabrication de la fiction*.
164. Cline David P., *From Reconciliation to Revolution: The Student Interracial Ministry, Liberal Christianity, and the Civil Rights Movement*, Chapel Hill, University of North Carolina Press, 2016, pp. 259.
165. Coggi Cristina, Di Pol Redi Sante (edd.), *La Scuola e l'Università tra passato e presente: Volume in onore del Prof. Giorgio Chiosso*, Franco-Angeli, Milano, 2017, pp. 460.
166. Colin Mariella, *Un Cuore pour les garçons, un Cuore pour les filles dans l'Italie libérale (1866-1914)*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 49-61.
167. Collado Carbonell Juan, *La educación en Albacete a las puertas del desarrollismo: la experiencia de los instructores auxiliares*, Albacete, Instituto de Estudios Albacetenses «Don Juan Manuel», 2014, pp. 253.
168. Condette Jean-François (ed.), *Les personnels d'inspection. Contrôler, évaluer, contrôler les enseignants. Retour sur une histoire France/Europe (XVII<sup>e</sup>-XX<sup>e</sup> siècle)*, Rennes, Presses universitaires de Rennes, 2017, pp. 365.
169. Connan-Pintado Christiane, Béhotéguy Gilles (edd.), *Littérature de jeunesse au présent. Genres littéraires en question(s)*, Bordeaux, Presses Universitaires de Bordeaux, 2015, pp. 287.
170. Connan-Pintado Christiane, Béhotéguy Gilles, *Être une fille, un garçon dans la littérature pour la jeunesse (Europe, 1850-2014)*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 7-30.
171. Connan-Pintado, C., Béhotéguy, G. (edd.), *Être une fille, un garçon dans la littérature de jeunesse, (Europe 1850-2014)*, (2) Bordeaux, Presses Universitaires de Bordeaux, 2017, pp. 321.
172. Correia Luís Grossos, *Récita do Liceu. O Liceu Rodrigues de Freitas/D. Manuel II no Estado Novo*, Porto, Edições Colibri / Agrupamento de Escolas Rodrigues de Freitas, 2016, pp. 470.

173. Costa Araujo Helena, *The fears of sexual promiscuity and the construction of primary teaching as women's work in Portugal (1870-1933)*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 43-62.
174. Covato Carmela, *Corporeità, Educazione e studi di genere* (Prefazione), in *Corpi molteplici. Differenze ed educazione nella realtà di oggi e nella storia*, pp. 9-16.
175. Covato Carmela, *Democrazia ed educazione. Il confronto fra marxisti e attivisti negli anni Sessanta*, in *John Dewey e la pedagogia democratica*, pp. 101-109.
176. Covato Carmela, *Oggetti, metodologie e tendenze attuali della storia dell'educazione. Emozioni, passioni e sentimenti*, in *La ricerca pedagogica nell'Italia contemporanea. Problemi e prospettive*, pp. 112-127.
177. Criscenti Grassi Antonia, *Condorcet écrivant pour sa fille (Mars 1794). Breve saggio su educazione morale e infanzia*, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 125-138.
178. Crupi Gianfranco, *Publishing digitale e open access. Nuovi modelli e strumenti editoriali per la ricerca Scientifica*, in *Enlarging One's Vision* 2, pp. 9-18.
179. Cuban Larry, *Teaching History Then and Now: A Story of Stability and Change in Schools*, Cambridge, MA, Harvard Education Press, 2016, pp. 256.
180. Cuesta Raimundo, *Las lecciones de Tersites. Semblanza de una vida y de una época*, Madrid, Visión Libros, 2017, pp. 350.
181. Cuevas Buján L., Rodríguez Prieto C. (edd.), *Escuela Obrera de Ferrol. 100 años. Un siglo de porvenir*, Madrid, Navantia, 2016, pp. 320.
182. Cunningham Hugh, *I bambini nel Regno Unito del XX secolo*, in *Il Novecento: il secolo del bambino?*, pp. 57-75.
183. D'Arcangeli Marco Antonio, Sanzo Alessandro, *Le «scienze umane» in Italia tra Otto e Novecento. Pedagogia, psicologia, sociologia e filosofia*, Milano, FrancoAngeli, 2017, pp. 416.
184. D'Ascenzo Mirella, *Istruzione popolare e assistenza a Bologna durante la Grande Guerra*, in *Cultura e sport a Bologna negli anni della Grande Guerra 1915-1918*, pp. 44-60.
185. D'Humières Catherine, *Héroïnes et héros dans les romans pour enfants de Trilby*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 133-146.
186. Dal Toso Paola, *Il riconoscimento dei diritti dell'infanzia nel XX secolo*, in *Il Novecento: il secolo del bambino?*, pp. 313-328.

187. Dalakoura Katerina, Deligianni-Kouimtzi Vasiliki, Tzikas Christos, Foukas Vasilis (edd.), *Θέματα ιστορίας της ελληνικής εκπαίδευσης και φύλο (19ος-20ος αι.). Προς τιμήν της ομότιμης καθηγήτριας Σιδηρούλας Ζιώγου-Καραστεργίου* [History issues of Greek education and gender (19th-20th c.)]. In honor of Professor Sidiroula Ziogou-Karasgiriou], Thessaloniki, Kiriakides Monoprosopi IKE, pp. 580.
188. Dalakoura Katerina, *Paradoxes, contradictions and dilemmas in Greek women teachers' life and work (19<sup>th</sup> century-Interwar period)*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 63-90.
189. Darian-Smith Kate, Willis Julie (edd.), *Designing Schools: Space, Place and Pedagogy*, New York, Routledge, 2017, pp. 266.
190. D'Ascenzo Mirella, *Le esperienze di scuole all'aperto in Italia nel primo Novecento. Avvio di un'indagine*, in *Spazi formativi, modelli e pratiche di educazione all'aperto nel primo Novecento*, pp. 101-122.
191. Dávila Paulí, Naya Luis María, Zabaleta Iñaki, *Memory and Yearbooks: An Analysis of Their Structure and Evolution in Religious Schools in 20<sup>th</sup> Century Spain*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 65-79.
192. De Franceschi Loretta, *Il dibattito sulla Grande guerra ne «L'Università Italiana. Rivista dell'Istruzione Superiore»*, in *Minerva armata. Le università e la Grande guerra*, pp. 47-58.
193. De Giorgi Fulvio, *Appunti storici sul cattolicesimo meridionale*, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. pp. 139-148.
194. De Maria Carlo, *Le biblioteche nell'Italia fascista*, Milano, Biblion, 2016, pp. 355.
195. De Sá Elizabeth F., Simões Regina H. S., Gonçalves Neto Wenceslau (edd.), *Circuitos e fronteiras da História da Educação*, vol. 12. Vitória, ES, EDUFES, 2015, pp. 290.
196. Debè Anna, *Constructing Memory: School in Italy in the 1970s as Narrated in the TV Drama Diario di un Maestro*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 231-244.
197. Debè Anna, *L'infanzia abbandonata nel Novecento: tra istanze di controllo e tutele educative*, in *Il Novecento: il secolo del bambino?*, pp. 363-373.
198. Debè Anna, *Maestri "speciali" alla Scuola di padre Gemelli. La formazione degli insegnanti per fanciulli anormali all'Università Cattolica (1926-1978)*, Brescia, Pensa Multimedia, 2017, pp. 233.
199. Del Bagno Ileana, *Dottorato e post-dottorato. I giuristi nel Mezzogiorno del Settecento*, in *Un monopolio imperfetto*, pp. 81-92.

200. del Mar del Pozo Andrés María, Braster Sijak, *Exploring New Ways of Studying School Memories: The Engraving as a Blind Spot of the History of Education*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 11-27.
201. Del Negro Piero (ed.), *La nascita delle Università di Stato tra medioevo ed età moderna*, Bologna, il Mulino, 2017, pp. 174.
202. Del Negro Piero, *Prima della guerra: il battaglione S. Giusto e l'Università di Padova*, in *Minerva armata. Le università e la Grande guerra*, pp. 1-18.
203. Del Negro Piero, *Introduzione*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 7-14.
204. Del Negro Piero, *Padova 1616: una tappa verso l'università di Stato*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 15-34.
205. Delle Donne Fulvio, *Strutture e organizzazione dello Studio di Napoli nel Trecento*, in *L'Università in tempo di crisi*, pp. 205-214.
206. Delmas-Rigoutsos, Hiernard Jean, Turrel Denise, *La base de données sur les étudiants de l'Université de Poitiers. Le Repertorium academicum pictavience (RAP)*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 15-40.
207. Delmont Matthew F., *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation*, Oakland University of California Press, 2016, pp. 304.
208. Denéchère Yves, Marcilloux Patrice (ed.), *Le Centre international de l'enfance (1949-1997). Des archives à l'histoire*, Rennes, Presses universitaires de Rennes, 2016, pp. 202.
209. Denéchère Yves, Niget David (edd.), *Droits des enfants au XX<sup>e</sup> siècle. Pour une histoire transnationale*, Rennes, Presses universitaires de Rennes, 2015, pp. 210.
210. De Ruggiero Antonio, Heredia, Vania Beatriz M., Barausse Alberto, *História e narrativas transculturais entre a Europa Mediterrânea e a América Latina*, Porto Alegre, EDIPUCRS, 2017, vol. 1. pp. 320.
211. Descarries Francine, *Un projet pour penser, dire et transformer les rapports sociaux de sexe: Les études feminists au Québec*, in *Les femmes dans le monde académique*, pp. 143-156.
212. Dessardo Andrea, *La scuola nella Venezia tridentina (1915-1922). La prospettiva 'romana'*, in *La scuola trentina tra guerra e primo dopoguerra*, pp. 17-39.
213. Devaux Michaël, *Les cours publics municipaux d'Angers (1885-1914): autour de Julien Bezard, professeur de lettres*, in *Éduquer dans et hors l'école*, pp. 229-244.

214. Di Renzo Villata Gigliola, *Il notariato nell'Italia del Sette-ottocento tra cultura giuridica e pratica*, in *Un monopolio imperfetto*, pp. 131-152.
215. Di Renzo Villata Maria Gigliola, «Per procurare di far risorgere ... i buoni studi dall'abbandono deplorabile...». Il "morbido" pugno di ferro asburgico e la riforma universitaria a Pavia (1765-1773), in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 59-94.
216. Di Simone Maria, *L'Università di Roma tra dimensione municipale, interessi corporativi e potere papale*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 35-58.
217. Díaz Ángel Llano, *La educación primaria en Cantabria 1923-1936. Dictadura de Primo de Rivera y Segunda República*, Santander, Consejería de Educación, Cultura y Deporte, Gobierno de Cantabria, pp. 526.
218. Díaz Hernández José María, Martínez Cuesta Francisco Javier, González Martín Carmen, *Revistas sobre África para niños del franquismo (1939-1975). Imaginarios y valores pedagógicos*, Salamanca, Gráficas Lope, 2017, pp. 36.
219. Dionne Danns, Michelle A. Purdy, and Christopher M. Span (edd.), *Using Past as Prologue: Contemporary Perspectives on African American Educational History*, Charlotte, NC, Information Age Publishing, 2015, pp. 366.
220. Donghua Li, 成长的想象 [*Imaginations of Growing Up*], Nanning, Jielì Press, 2017, pp. 227.
221. Dorison Catherine, *De l'organisation politique à l'action de terrain: problématiques de la recherche en éducation dans les colloques de l'AEERS*, in *Les sciences de l'éducation*, pp. 117-130.
222. Dorn Charles, *For the Common Good: A New History of Higher Education in America*, Ithaca, NY, Cornell University Press, 2017, pp. 320.
223. Dorsman Leen, *Digital academic history in the Netherlands*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 105-112.
224. Droux Joëlle, Czaka Véronique, *De la fabrique aux pratiques: débats et combats autour de l'éducation des enfants placés en Suisse romande (1890-1960)*, in *Éduquer dans et hors l'école*, pp. 157-170.
225. Duke Bryant Kelly, *Education as politics: colonial schooling and political debate in Senegal, 1850-1914*, Madison, University of Wisconsin Press, 2015, pp. 237.
226. Duparc Camille, Barzman John, Barzman Elisabeth Robert, *History Textbooks for French High Schools: Events, Long-Term Trends, Europe and Skills, Not National Leaders*, in *Globalisation and Historiography of National Leaders*, pp. 123-141.

227. Duranti Tommaso, *Doctores e dottori: laurea in medicina e professioni mediche nel Medioevo europeo*, in *Un monopolio imperfetto*, pp. 1-14.
228. Duranti Tommaso, *La scuola medica e l'insegnamento della medicina a Bologna nel XIV secolo*, in *L'Università in tempo di crisi*, pp. 81-94.
229. Echeverría Darius V., *Aztlan Arizona: Mexican American Educational Empowerment, 1968-1978*, Tucson, University of Arizona Press, 2014, pp. 200.
230. Eggerer Johann-Günther, *L'enseignement scientifique dans les petits séminaires au tournant du XX<sup>e</sup> siècle: une formation entre école publique et école libre*, in *Éduquer dans et hors l'école*, pp. 73-86.
231. Elías De Ballesteros Emilia, *Problemas educativos actuales. Edición de José Ignacio Cruz Orozco y Alicia Civera Cerecedo*, Madrid, Biblioteca Nueva, 2017, pp. 198.
232. Ellis Heather, Kirchberger Ulrike (edd.), *Anglo-German scholarly networks in the long nineteenth century*, Leiden and Boston, Brill, 2014, pp. 240.
233. Ellis Heather, *Masculinity and science in Britain, 1831-1918*, London, Palgrave Macmillan, 2017, pp. XII-240.
234. Encarana Rodríguez (ed.), *Re-imaginar la educación pública. Un reto democrático, curricular y pedagógico*, Santiago de Chile, Ediciones Universidad Alberto Hurtado, 2017, pp. 379.
235. Erickson Ansley T., *Making the Unequal Metropolis: School Desegregation and Its Limits*, Chicago, University of Chicago Press, 2016, pp. 416.
236. Escolano Agustìn Benito (ed.), *Scuola ed emozioni. Un nuovo approccio formativo*, Ferrara, Volta la Carta, 2017, pp. 141.
237. Escolano Benito Agustín, *A escola como cultura. Experiências, memória e arqueologia*, Campinas, BR, Alínea-Átomo, 2017, pp. 262.
238. Etévé Christiane, *Focus 3: Jean Hassenforder et la «communication documentaire» (1958-1974)*, in *Les sciences de l'éducation*, pp. 279-282.
239. Ewers Hans-Heino, *La letteratura per l'infanzia nella Germania Occidentale dalla Seconda Guerra mondiale al Nuovo Millennio*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 191-200.
240. Faircloth Green Rachel, *Making Kin Out of Strangers: Soviet Adoption during and after the Second World War*, in *Dispaced Children in Russia and Eastern Europe, 1915-1953*, pp. 155-186.
241. Faria Filho Luciano M. de, Araújo Vania C. de (edd.), *História da educação e da assistência à infância no Brasil. Vol. 8*. Vitória, ES: EDUFES, 2011, pp. 272.

242. Fass Paula S., *The end of American childhood: a history of parenting from life on the frontier to the managed child*, Princeton, Princeton University Press, 2016, pp. IX-352.
243. Fassa Farinaz, *Politiques d'égalité des chances dans les Universités suisses. Bilan provisoire d'un pilotage décentralisé*, in *Les femmes dans le monde académique*, pp. 167-180.
244. Fava Sabrina, *I lettori bambini nelle riviste per l'infanzia italiane di primo Novecento*, in *Il Novecento: il secolo del bambino?*, pp. 251-266.
245. Fava Sabrina, *Identità di ricerca della letteratura per l'infanzia italiana di fronte alle sfide sull'internazionalizzazione*, in *Enlarging One's Vision 2*, pp. 65-72.
246. Feichtinger Johannes, Leander Fillafer Franz, *Leo Thun und die Nachwelt. Der Wissenschaftsreformer in der österreichischen Geschichts- und Kulturpolitik des 19. Und 20. Jahrhunderts*, in *Die Thun-Hohenstein'schen Universitätstreformen 1849-1860*, pp. 347-378.
247. Ferhat Ismail, *S'arrêter aux murs de l'école? Les collectivités locales et le système éducatif, l'exemple des communes (1958-1989)*, in *Éduquer dans et hors l'école*, pp. 217-228.
248. Fernandes Hermenegildo, Norte Armando, de Oliveira Leitão André, Oeconomia Studii. *A database of a new project on funding, management and resources of Portuguese University (13<sup>th</sup>-16<sup>th</sup> centuries)*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 49-70.
249. Ferraresi Alessandra, *The mixed fortunes of the university reforms in Lombardy-Venetia after 1850. The case of Pavia*, in *Die Thun-Hohenstein'schen Universitätstreformen 1849-1860*, pp. 258-283.
250. Ferraresi Alessandra, *Vie legali e non per esercitare la professione. Giuristi nello Stato di Milano tra Cinque e Settecento*, in *Un monopolio imperfetto*, pp. 93-130.
251. Ferrari Monica, 'Quaderni' di scuola negli archivi comunali mantovani, in *Le cose e le loro lezioni*, pp. 73-80.
252. Ferrari Monica, «Se i colori sono belli, lo sono in ugual misura»: *l'educazione artistica secondo Cesare Lazzarini*, in *Le cose e le loro lezioni*, pp. 90-97.
253. Ferrari Monica, *Asili nido e scuole dell'infanzia nel primo trentennio della Repubblica italiana tra proposte educative e disposizioni normative*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 63-84.

254. Ferrari Monica, *Costrutti euristici e prospettive di ricerca sull'infanzia nella storia*, in *Crescere bambini. Immagini d'infanzia in educazione e formazione degli adulti*, pp. 21-40.
255. Ferrari Monica, *La lunga tradizione degli «specchi dei/per i principi» tra paideia e politeia: riflessioni in ottica diacronica*, in *Sguardi incrociati sullo Human Development*, pp. 131-163.
256. Ferrari Monica, *La storiografia italiana sulle istituzioni educative per l'infanzia negli ultimi decenni tra idee, esperienze e cose*, in *Le cose e le loro lezioni*, pp. 177-185.
257. Ferrari Monica, Morandi Matteo (edd.), *Le cose e le loro lezioni*, Mantova, Comune di Mantova, 2017, pp. 206.
258. Ferrari Monica, *Osservare e descrivere le cose: le proposte didattiche di Maria Orlandi Bertinelli*, in *Novecento: il secolo del bambino? Le cose e le loro lezioni*, pp. 81-89.
259. Ferris Kate, *Imagining 'America' in Late Nineteenth Century Spain*, London, Macmillan Publisher Ltd., 2016, pp. 329.
260. Ferté Patrick, *Extranei, CAT et CaEN de Pool. Corpus: bases de données des étudiants étrangers et provinciaux dans les anciennes universités françaises*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 41-48.
261. Figeac-Monthus Marguerite, *Les enfants de l'Emile? L'effervescence educative de la France au tournant des XVIII<sup>e</sup> et XIX<sup>e</sup> siècles*, Berna, Peter Lang, 2015, pp. 330.
262. Filippi Natale, *Infanzia, lavoro ed emigrazione nel «secolo breve»*, in *Il Novecento: il secolo del bambino?*, pp. 329-346.
263. Finder Gabriel N., *Child Survivors in Polish Jewish Collective Memory after the Holocaust: The Case of Undzere kinder*, in *Dispaced Children in Russia and Eastern Europe*, 1915-1953, pp. 218-247.
264. Fiorucci Massimiliano, Lopez Gennaro (edd.), *John Dewey e la pedagogia democratica*, Roma Tre Press, Roma 2017, pp. 168.
265. Fitzgerald Tanya *et al.*, *Introduction: Educational Lives and Networks*, in *Women educators, leaders and activists*, pp. 1-16.
266. Fitzgerald Tanya, *Networks of Influence: Home Scientists at the University of New Zealand 1911-1941*, in *Women educators, leaders and activists*, pp. 17-40.
267. Fitzgerald Tanya, Smyth Elizabeth M., *Women educators, leaders and activists: educational lives and networks 1900-1960*, London, Palgrave MacMillan, 2017, pp. XI-214.
268. Fois Giuseppina (ed.), *Le relazioni inaugurali dei rettori all'Università di Sassari, 1882-2015*, Bologna, CLUEB, 2016, pp. 737.

269. Fotinos Dimitris, Simeni Persefoni, Papadakis Nikos (edd.), *Εκπαίδευση και εκπαιδευτική μεταρρύθμιση: ιστορικο-συγκριτικές προσεγγίσεις. Τιμητικός τόμος για τον Σήφη Μπουζάκη* [Education and educational reformation: historical-comparative approaches. Honorary volume for Sifis Bouzakis], Athens, Gutenberg-Dardanos, pp. 758.
270. Foukas Vassilis, *Women's education in Greece (1929-1979). Democratisation, modernisation and coeducation*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 261-295.
271. Franco Sebastião P., Palhares Sá Nicanor (edd.), *Gênero, etnia e movimentos sociais na história da educação*, vol. 9. Vitória, ES, EDUFES, 2011, pp. 312.
272. Frétigné Jean-Yves, *Studenti e università in Francia di fronte alla Grande guerra*, in *Minerva armata. Le università e la Grande guerra*, pp. 39-46.
273. Freyssinet-Dominjon Jacqueline, *Illustration et limites de l'émancipation des filles dans les romans scolaires de G. Bruno*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 33-48.
274. Frijhoff Willem, *Avat Héloïse: l'aventure de Fasti*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 7-14.
275. Furlan Paola (ed.), *Cultura e sport a Bologna negli anni della Grande Guerra 1915-1918. Cultura e sport a Bologna negli anni della grande guerra 1915-1918: catalogo della mostra di documenti originali Archivio Storico, Comune di Bologna, 17 dicembre 2015-24 maggio 2016*, Bologna, Persiani, 2017, pp. 146.
276. Gabriella Seveso (ed.), *Corpi molteplici. Differenze ed educazione nella realtà di oggi e nella storia*. Prefazione di Carmela Covato, Milano, Guerini scientifica, 2017, pp. 189.
277. Galfré Monica, *Tutti a scuola! L'istruzione nell'Italia del Novecento*, Roma, Carocci, 2017, pp. 332.
278. Garai Imre, Németh András, "I Am Alone. Only the Truth Stands Behind Me": An Interpretation of the Life of an Elementary Teacher, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 129-141.
279. Gardet Mathias, Waks Fabienne, *Histoire d'une jeunesse en marge. Du XIX<sup>e</sup> siècle à nos jours*. Préface de Marcel Rufo, Paris, Éditions Textuel, 2015, pp. 144.
280. Garnier Bruno, Kahn Pierre (edd.), *Éduquer dans et hors l'école. Lieux et milieux de formation. XVII<sup>e</sup>-XX<sup>e</sup> siècle*, Rennes, Presses Universitaire de Rennes, 2016, pp. 284.

281. Garnier Bruno, Kahn Pierre, *Introduction: Institutions et milieux d'éducation (XVII<sup>e</sup>-XX<sup>e</sup> siècle): concurrences, complémentarités, influence*, in *Éduquer dans et hors l'école*, pp. 7-29.
282. Gatina Zarina, *Gde iskat' dissertacionnye dela russkikh vrachej, ili osobennosti arkhivirovaniya deloproizvodstva medicinskikh fakul'tetov* [Where looking for the dissertations of the Russian doctors, or the archiving process specificities of the acts of in the medical Faculties], in *Biografi Universitetskikh arkhivov*, pp. 102-113.
283. Gato Castaño Purificación, *Un viaje a Indias de ida y vuelta. Manuel Mingo, 1726-1807*, Cáceres, Servicio de Publicaciones de la Universidad de Extremadura, 2017, pp. 468.
284. Gaudio Angelo, Carlo Morelli: un esempio di discorso comparativo sulla scuola nell'Italia del XIX secolo, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 169-176.
285. Gecchele Mario, *I conflitti del Novecento e l'infanzia*, pp. 209-227.
286. Gecchele Mario, *Introduzione*, in *Il Novecento: il secolo del bambino?*, pp. 53-56.
287. Gecchele Mario, Polenghi Simonetta, *Conclusioni. I diversi volti del bambino nel XX secolo*, in *Il Novecento: il secolo del bambino?*, pp. 431-450.
288. Gecchele Mario, Polenghi Simonetta, Dal Toso Paola (edd.), *Il Novecento: il secolo del bambino?*, Milano, Edizioni Junior, 2017, pp. 463.
289. Gecchele Mario, Polenghi Simonetta, Dal Toso Paola, *Introduzione*, in *Il Novecento: il secolo del bambino?*, pp. 9-12.
290. Gelber Scott M., *Courtrooms and classrooms: a legal history of college access 1860-1960*, Baltimore, Johns Hopkins University Press, 2016, pp. 264.
291. Genoud Philipe, Oser Fritz (edd.), *Zu einer Pädagogik der Aufklärung ... oder / ou ... vers une éclaircie pédagogique? Zum 250. Geburtstag von Pater Grégoire Girard*, Fribourg, Academic Press, 2016, pp. 220.
292. Gentilini Alessandro, *La fine del periodo di transizione: Luigi Molina provveditore agli studi di Trento (1923-1924)*, in *La scuola trentina tra guerra e primo dopoguerra* pp. 95-129.
293. Georgiou Takis, *To állο κρυφό σχολείο. Θεσμός των σχολείου των κρυφών μηνυμάτων* [The other “secret school”. Institution of the school of hidden messages], Athens, Zaharakis, pp. 192.
294. Gertrudis Romero De Ávila Sebastián (ed.), *Construyendo escuela. Las técnicas Freinet 50 años después*, Barcelona, Octaedro, 2017, pp. 256.
295. Gertrudis Romero de Ávila Sebastián, *Enrique Pérez Simón. Un maestro de la escuela Freinet*, Santander, MCEP, 2015, pp. 254.

296. Ghizzoni Carla, *L'infanzia nell'Italia fascista*, in *Il Novecento: il secolo del bambino?*, pp. 93-112.
297. Gibelli Antonio, *La scuola come maneggio del sistema. Breve storia di un manifesto antiautoritario*, Génova, L'Amico Ritrovato, 2016, pp. 64.
298. Gilli Patrick, *L'università di diritto di Montpellier nella prima metà del XIV secolo: vantaggi e punti deboli di un'istituzione, tra papato, monarchia e città*, in *L'Università in tempo di crisi*, pp. 235-240.
299. Gimello-Mesplomb Frédéric, Laborderie Pascal, (éd.), *La ligue de l'enseignement et le cinéma. Une histoire de l'éducation à l'image (1945-1989)*, Paris, Association française de recherche sur l'histoire du cinéma, 2016, pp. 398.
300. Godfroy Anne-Sophie, *Normes de l'excellence et inégalités de genre dans les carrières académiques. Réflexions soulevées par le projet GenderTime*, in *Les femmes dans le monde académique*, pp. 133-142.
301. Goga Nina, Kümmerling-Meibauer Bettina (edd.), *Maps and Mapping in Children's Literature. Landscapes, seascapes and cityscapes*, Amsterdam/Philadelphia, John Benjamin Publishing Company, 2017, pp. 267.
302. Gondra José G., Schneider Omar (edd.), *Educação e instrução nas províncias e na corte imperial (Brasil, 1822-1889)*, vol. 3. Vitória, ES, EDUFES, 2011, pp. 488.
303. González González Irene, *Spanish education in Morocco, 1912-1956: cultural interactions in a colonial context*, Brighton, Sussex Academic Press, 2015, pp. 209.
304. González Soriano, *José Miguel Luis Bello, cronista de la Edad de Plata (1872-1935)*, Salamanca, Diputación de Salamanca, 2017, pp. 496.
305. Goodman Joyce (et al.), *Performing Reforming and the Category of Age: Empire, Internationalism and Transnationalism in the Career of Reta Oldham, Headmistress*, in *Women educators, leaders and activists*, pp. 96-120.
306. Gordon Alan, *Time Travel: Tourism and the Rise of the Living History Museum in Mid-Twentieth-Century Canada*, Vancouver, UBC Press, 2016, pp. 364.
307. Gordon Leah N., *From Power to Prejudice: The Rise of Racial Individualism in Midcentury America*, Chicago, The University of Chicago Press, 2015, pp. 257.
308. Gorochov Nathalie, *Università di Stato in Francia nel secolo XV*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 119-132.
309. Gottesman Isaac, *The Critical Turn in Education: From Marxist Critique to Poststructuralist Feminism to Critical Theories of Race*, New York, Routledge, 2016, pp. 192.

310. Graceffa Agnès, *Médiévistes, femmes et étrangères: des pionniers de l'EPHE* Gertrude Schoepperle, Olga Dobiache-Rojdestvensky et Rita Lejeune, in *Les femmes dans le monde académique*, pp. 15-30.
311. Grandi William, *La Letteratura per l'infanzia: oggetti, metodologie, tendenze attuali della ricerca*, in *La ricerca pedagogica nell'Italia contemporanea. Problemi e prospettive*, pp. 323-325.
312. Gray Colleen, *No Ordinary School: The Study, 1915-2015*, Montreal & Kingston, McGill-Queen's University Press, 2015, pp. 184.
313. Green Hilary, *Educational Reconstruction: African American Schools in the Urban South, 1865-1890*, New York, Fordham University Press, 2016, pp. 272.
314. Gregor A. James, *Giovanni Gentile and the thought of Giuseppe Mazzini*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 51-74.
315. Gregori Giovanni, *La Festa di Carnevale della scuola di via Tofane*, in *Le cose e le loro lezioni*, pp. 142-150.
316. Grenier Christian, *Les archives de mes textes*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 93-116.
317. Grilli Giorgia, *L'Approdo. Una ricerca internazionale sulla 'lettura' di un picturebook senza parole con bambini migranti*, in *Enlarging One's Vision* 2, pp. 73-94.
318. Grilli Giorgia, *Public Schools: formare il giovane uomo ideale. Studio di una istituzione inglese tra storia dell'educazione e letteratura per l'infanzia*, Pisa, ETS, pp. 385.
319. Guarasci Antonio, *Opera omnia: scritti storici, politici e di cultura*. A cura di Giuseppe Trebisacce, Rende (Cs), Jonia, 2017, vol. 1, pp. 625; vol. 2, pp. 762.
320. Guereña Jean-Louis, Tiana Ferrer Alejandro, *Formas y espacios de la educación popular en la Europa Mediterránea, siglos XIX y XX*, Madrid, Coedición UNED Casa de Velázquez, 2017, pp. 442.
321. Guerraggio Angelo, *I matematici italiani nella Grande guerra*, in *Minerva armata. Le università e la Grande guerra*, pp. 141-150.
322. Guerrini Maria Teresa, *Conflitti corporativi fra dottori bolognesi, ferraresi e romani intorno a titoli accademici e professioni (1626-1795)*, in *Un monopolio imperfetto*, pp. 59-80.
323. Guerrini Maria Teresa, Lupi Regina, Malatesta Maria (edd.), *Un monopolio imperfetto. Titoli di studio, professioni, università (secc. XIV-XXI)*, Bologna, Clueb, Bologna, 2016, pp. XIII-203.
324. Guerrini Maria Teresa, Lupi Regina, Malatesta Maria, *Introduzione*, in *Un monopolio imperfetto*, pp. IX.

325. Guey Emmanuelle, Rogers Rebecca, *Laboratoires et bulletins au miroir de la recherche en éducation à la Sorbonne (1947-1971)*, in *Les sciences de l'éducation*, pp. 145-160.
326. Gutierrez Laurent, Kahn Pierre (ed.), *Le Plan Langevin-Wallon. Histoire et actualité d'une réforme de l'enseignement*, Nancy, Presses universitaires de Nancy/Éditions universitaires de Lorraine, 2016, pp. 163.
327. Gutiérrez Ramón Cózar, Comenero Manuel Roblizo, *History of Spain Textbooks: Diversity in the Portrayal of National Leaders*, in *Globalisation and Historiography of National Leaders*, pp. 89-102.
328. Häder Sonja, Wiegmann Ulrich (edd.), *An der Seite gelehrter Männer Frauen zwischen Emanzipation und Tradition*, Bad Heilbrunn, Klinkhardt, Julius, 2017, pp. 297.
329. Hale Jon N. (ed.), *The freedom schools: student activists in the Mississippi civil rights movement*, New York, Columbia University Press, 2016, pp. 320.
330. Hampel Robert L., *Fast and Curious. A History of Shortcuts in American Education*, Lanham, Boulder, New York, London, Rowman & Littlefield, 2017, pp. 173.
331. Harford Judith, *Courting Equality: Catholic Women and Agency in the Reconfiguration of University Education in Ireland*, in *Women educators, leaders and activists*, pp. 58-78.
332. Harizanis Georgios, *Γράμματα και σπουδές στη Θεσσαλονίκη κατά τους βυζαντινούς αιώνες (μέσα από τους βίους Θεσσαλονικέων αγίων και άλλες πηγές)* [Education and studies in Thessaloniki during the Byzantine ages (through the lives of saints of Thessalonica and other sources) Reprint from the journal *Byzantine*], Thessaloniki, Stamoulis, pp. 16.
333. Hasinoff Shelley, Mandzuk David, *Case Studies in Educational Foundations: Canadian Perspectives*, Don Mills, ON: Oxford University Press, 2015, pp. 216.
334. Hayday Matthew, *So They Want Us to Learn French: Promoting and Opposing Bilingualism in English-Speaking Canada*, Vancouver, UBC Press, 2016, pp. 364.
335. Hedjerassi Nassira, *Les associations et congrès internationaux de sciences et recherches pédagogiques: un levier de reconnaissance nationale des sciences de l'éducation?*, in *Les sciences de l'éducation*, pp. 215-234.
336. Hedjerassi Nassira, *Naissance et premiers pas de l'Association des enseignants et chercheurs en sciences de l'éducation (1968-1973)*, in *Les sciences de l'éducation*, pp. 263-278.

337. Heller Henry (ed.), *The capitalist university: the transformations of higher education in the United States since 1945*, London, Pluto Press, 2016, pp. 252.
338. Henderson Deborah, Whitehouse John, Zajda Joseph, *The Portrayal of John Curtin as Australia's War Time Labor Prime Minister*, in *Globalisation and Historiography of National Leaders*, pp. 261-273.
339. Henderson Gary (ed.), *Catholicism: Rites, history & Social Issues*, New York, Nova Science Publishers, 2017, pp. 147.
340. Henky Danière, *L'Homme qui plantait des arbres de Giono: histoire de la mystification d'une genèse de texte*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 193-204.
341. Hernández Díaz José María (ed.), *Influencias suizas en la educación española e iberoamericana*, Salamanca, Ediciones Universidad de Salamanca, 2016, pp. 516.
342. Hernández Díaz José María, Eyeang Eugénie (edd.), *Los valores en la educación de África. De ayer a hoy*, Salamanca, Ediciones Universidad de Salamanca, 2017, pp. 799.
343. Hernández Diaz José María, Nicomedes Martín Mateos en la Revista de España (1871-1887). *Filosofía, sociedad y educación*, Béjar, Centro de Estudios Bejaranos, 2017, pp. 307.
344. Hernández González M. Bélen, Ladrón de Guevara Pedro Luis, Zografidou Zosi (edd.), *Ausencias presentes. Autoras críticas de la cultura italiana*, Sevilla, Arcibel, 2017, pp. 278.
345. Hernández Huerta José Luis, *Women and Educational Renewal in Spain (1931-1939). The Contributions of the Freinet Teachers*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 187-235.
346. Heywood Sophie, *Un regard croisé sur le genre: la réception de la comtesse de Ségur en Angleterre, 1859-1900*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 119-131.
347. Higelmann Meike, Niegel Jennifer, *Carrière académique, nominatin aux postes de professeur et réception de la loi relative à l'égalité des sexes dans les universités allemandes*, in *Les femmes dans le monde académique*, pp. 181-196.
348. Hildebrandt-Wypych Dobrochna, *Religious Nation or National Religion: Poland's Heroes and the (Re) Construction of National Identity in History Textbooks*, in *Globalisation and Historiography of National Leaders*, pp. 103-121.

349. Hoeflechner Walter, *Die Thun'schen Reformen im Kontekst der Wissenschaftsentwicklung in Österreich*, in *Die Thun-Hoenstein'schen Universitätoreformen 1849-1860*, pp. 28-54.
350. Hoeveler J. David, *John Bascom and the Origins of the Wisconsin Idea*, Madison, University of Wisconsin Press, 2016, pp. 248.
351. Hofstetter Rita, Schneuwly Bernard, *Émergence et déploiement des sciences de l'éducation en Suisse, à la confluence de traditions et aires culturelles contrastées*, in *Les sciences de l'éducation*, pp. 65-82.
352. Houssais Yvon, *Écrire l'histoire: Du matériaux historiographique à la fiction*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 39-46.
353. Il'ina Kira, *Arkhivy popechitelej uchebnykh okrugov v Rossiyskoj Imperii* [The Archives of the protectors of the students' circles in the Russian Empire], in *Biografi Universitetskikh arkhivov*, pp. 165-184.
354. Iliadou-Tachou Sofia, Orfanou Alexia, *O παιδαγωγός Εμμανονήλ Σαρρής και η συμβολή του στην ελληνική εκπαίδευση* [The teacher Emmanuel Sarris and his contribution to the Greek education], Athens, Oselotos, pp. 50.
355. Imbruglia Girolamo (ed.), in collaboration with Weyr Mark, *The Jesuit Missions of Paraguay and a Cultural History of Utopia (1568-1789)*, Leiden, Boston, Brill, 2017, pp. 332.
356. Irish Tomás, *Trinity in war and revolution: 1912-1923*, Dublin, Royal Irish Academy, 2015, pp. 300.
357. Iwaszko Ida, *La fabrique des œuvres de littérature de jeunesse contemporaine et la culture antique*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 27-38.
358. Jacquemart Alban, Sarfati François, *Genre et rapport scientifique au travail chez les universitaires*, in *Les femmes dans le monde académique*, pp. 95-106.
359. Jakovleva N.R., *Sovetskaya shkola 1920-kh godov glazami Karltona Uoshberna* [The soviet school of the 1920's by Carleton Washburne's eyes], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 180-184.
360. Jarl Jereman Annelie, *Fille ou garçon-est-ce si important? Vers une extension des normes sexuées dans la littérature de jeunesse scandinave*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 187-200.
361. Jarrell Richard A., *Educating the Neglected Majority: The Struggle for Agricultural and Technical Education in Nineteenth-Century Ontario and Quebec*, Montreal and Kingston, McGill-Queen's University Press, 2016, pp. 418.

362. Jarvis Pam, Swiniarski Louise and Holland Wendy (edd.), *Early years pioneers in context: their lives, lasting influence and impact on practice today*, New York, Routledge, 2016, pp. 184.
363. Jiahuan He, 儿童文学：讲述主体与对象主体 [*Children's Literature: Narrating Subjects and Objects, 1980-2010*], Beijing, China Social Sciences Press, 2017, pp. 193.
364. Jianjiang Sun, 童年镜像 [*Images of Childhood*], Qingdao, Qingdao Press, 2017, pp. 362.
365. Jieren Zhou, Jie Li (edd.), 学前儿童文学 [*Preschool Children's Literature*], Shanghai, East China Normal University, 2017, pp. 169.
366. Julia Dominique (ed.), *L'École Normale de l'an III. Une institution révolutionnaire et ses élèves. Introduction historique à l'édition des Leçons*, Paris, Éditions Rue d'Ulm, 2016, pp. 654.
367. Kahn Pierre, Youenn Michel (edd.), *Formation, transformations des savoirs scolaires. Histoires croisées des disciplines, XIX<sup>e</sup>-XX<sup>e</sup> siècles*, Caen, Centre d'Études et de Recherche en Sciences de l'Éducation, 2016, pp. 316.
368. Kaili Sheng, 走出儿童文学拘囿的安徒生研究 [*Andersen Studies: Beyond the Realm of Children's Literature*], Beijing, Guangming Daily Press, 2017, pp. 225.
369. Kalifa Dominique, *Journalistes: l'introuvable formation (France, XIX<sup>e</sup>-début XX<sup>e</sup> siècles.)*, in *Un monopolio imperfetto*, pp. 173-180.
370. Kalinina Elena, *The Formation of the Teacher's Image in the Russian Soviet Cinema as a Social Myth About Values Creator-Demiurge*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 245-252.
371. Kallaway Peter, Swartz Rebecca, *Empire and education in Africa: the shaping of a comparative perspective*, New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2016, pp. VIII-340.
372. Karakatsani Despina, Markantes Ioanis, Spiropoulos Trifon, Lechouritis Giorgos, Baltas Charalambos, Lachlou Sofia, Patsias Agelos et al., Lachlou Sofia, Baltas Charalambos, Karakatsani Despina (eds.), *Célestin Freinet, θεσμική και κριτική παιδαγωγική* [Célestin Freinet, Institutional and critical pedagogy], Athens, Colleagues' Publishing, pp. 416.
373. Karakatsani Despina, Nikolopoulou Pavlina, *Aspects of School Life During the After War Period Through the Analysis of Greek Films*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 253-262.

374. Karakostas Ioannis, *Iστορία της Νομική Σχολής Αθηνών. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, 1911-1940* [History of the Law School of Athens. National and Kapodistrian University of Athens, 1911-1940], Athens, Nomiki bibliothiki, pp. 672.
375. Kass Dorothy, *Educational Reform and Environmental Concern. A History of School Nature Study in Australia*, Abingdon, Routledge, 2017, pp. 218.
376. Kaufmann Carolina (ed.), *Dictadura y Educación. Tomo 1: Universidad y Grupos Académicos Argentinos (1976-1983)*, Salamanca, FahrenHouse, 2017, pp. 219.
377. Kavanagh Catherine, *Current Developments at Third-Level Institutions in the Light of the Origins of the University*, in *Essays in the History of Irish Education*, pp. 321-338.
378. Kaznelson Michael, Baron Nick, *Memories of Displacement: Loss and Reclamation of Homeland in the Narratives of Soviet Child Deportees of the 1930s*, in *Dispaced Children in Russia and Eastern Europe, 1915-1953*, pp. 97-130.
379. Kelly M. Duke Bryant, *Education as Politics: Colonial Schooling and Political Debate in Senegal, 1850s-1914*, Madison, University of Wisconsin Press, 2015, pp. XIV-237.
380. Keogh Dáire, *Forged in the Fire of Persecution: Edmund Rice (1762-1844) and the Counter-Reformationary Character of the Irish Christian Brothers*, in *Essays in the History of Irish Education*, pp. 83-103.
381. Kernbauer Alois, *Prinzipien, Pragmatismus und Innovation: Die Umsetzung der Thun'schen Reform an der Universität Graz*, in *Die Thun-Hoenstein'schen Universitätoreformen 1849-1860*, pp. 121-152.
382. Khattak Shabana, Akhtar Hussain, *Gender Mainstreaming in Textbooks Discourse via the Metaphorical Account of Malalai of Maiwand, Afghanistan*, in *Globalisation and Historiography of National Leaders*, pp. 229-243.
383. Kintzinger Martin, *Temps de crise, temps du début. Fondation et développement des universités de l'Empire Romain Germanique de Prague à Erfurt*, in *L'Università in tempo di crisi*, pp. 227-234.
384. Kiritsis Giorgos, *Ιδεολογία και σχολική ιστορία. Εμείς και οι άλλοι στη βυζαντινή ιστορία του δημοτικού* [Ideology and school history. We and the others in the Byzantine history of primary school]], Athens, Papazisi, pp. 254.
385. Klein Boris, *Les Chaires de l'esprit. Organisation et transmission des savoirs au sein d'une université germanique au XVII<sup>e</sup> siècle*, Lyon, Presses universitaires de Lyon, 2017, pp. 352.

386. Kokalari Musine, *La mia vita universitaria. Memorie di una scrittrice albanese nella Roma fascista (1937-1941)*, ed. by Simonetta Ceglie, Mauro Geraci. Introduction by Visar Zhiti, Roma, Viella, 2016, pp. 220.
387. Kokinos Giorgos, Bogiatzis Vasilis, *Κόκκινος Γιώργος, 1960, Καθηγητής Πανεπιστημίου Αιγαίου, Αναζητώντας «ιερό καταφύγιο»*. Ο Άλεξανδρος Δελμούζος και η σύγχρονή του ελληνική διανόηση [Kokinos Giorgos, 1960, Professor of the Aegean University, Seeking a holy sanctuary. Alexandros Delmouzos and his modern Greek intellect], Athens, Taxideftis, pp. 176.
388. Komandera Aleksandra, *Filles et garçons dans les romans pour adolescents de Frank Andrait et de Marta Fox*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 175-186.
389. Kontova Maria, *Ελλάδα και Βαλκάνια στα ελληνικά σχολικά βιβλία υποσίας της περιόδου 1967-2007* [Greece and the Balkans in the Greek school history books of the period 1967-2007], Thessaloniki, University Studio Press, pp. 342.
390. Kornetov G.B. (ed.), *Instituty obrazovaniya, pedagogicheskie idei i ucheniya v istorii chelovecheskogo obshchetsva. Monografiya* [The institutions of education, pedagogical ideas and thought in the history of the human society. Monograph], Moskva, Asou, 2017, pp. 384.
391. Kornetov G.B. (ed.), *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917. Sbornik nauchnykh trudov i materialov* [Education in Russia and in the context of 1917 October Revolution. Collection of scientific works], Moskva, Asou, 2017, pp. 280.
392. Kornetov G.B., *Obrazovanie i pedagogicheskie ucheniya v istorii Rossii. Monografiya* [Education and pedagogical conceptions in the history of Russia. Monograph], Moskva, Asou, 2017, pp. 172.
393. Kornetov G.B., *Obrazovanie podrostajushchikh pokolenij v proshlom i nastoyashchem. Monografiya* [The education of the growing generation in the past and in the present. Monograph], Moskva, Asou, 217, pp. 168.
394. Kornetov G.B., *Obrazovanie v Rossii v kontekste Oktyabr'skoj revolyucii 1917 goda*, in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917* [The education in Russia in the context of the 1917 October Revolution] pp. 19-80.
395. Koutsogiannis Dimitris, *Γλωσσική διδασκαλία: Χθες, σήμερα, αύριο. Μια πολιτική προσέγγιση* [Linguistic teaching: Yesterday, today, tomorrow. A political approach], Thessaloniki, Institute of Modern Greek Studies, Manoli's Triantafyllides Foundation, pp. 404.
396. Krebs Gilbert, *Les avatars du juvénilisme allemand, 1896-1945*, Paris, Presses de la Sorbonne nouvelle, 2015, pp. 366.

397. Krutko Devlin Erin, *Remember Little Rock*, Amherst, University of Massachusetts Press, 2017, pp. 264.
398. Laats Adam, Siegel Harvey, *Teaching Evolution in a Creation Nation*, Chicago, University of Chicago Press, 2016, pp. 144.
399. Labaree David F., *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*, Chicago, University of Chicago Press, 2017, pp. 240.
400. Lambertini Roberto, *Intersezioni: ancora su Studia mendicanti e facoltà di teologia a Bologna*, in *L'Università in tempo di crisi*, pp. 113-122.
401. Laot Françoise F., *La formation d'adultes, l'école et les recherches en education Rencontres et hybridations (années 1950-1973)*, in *Les sciences de l'éducation*, pp. 185-198.
402. Laot Françoise, Roger Rebecca, *Question éducative et recherche dans l'après Seconde Guerre mondiale*, in *Les sciences de l'éducation*, pp. 7-24.
403. Laot Françoise, Rogers Rebecca (edd.), *Les sciences de l'éducation: émergence d'un champs de recherche dans l'après-guerre*, Rennes, Presses universitaires de Rennes, 2015, pp. 317.
404. Lazarou Georgios, *H ελληνική ιατρική στις παραδονάβιες ηγεμονίες* [Greek medicine in the Danubian hegemony], Athens, Lazarou Georgios, pp. 982.
405. Lazzaretto Alba, Simone Giulia (edd.), *Dall'università di élite all'università di massa. L'Ateneo di Padova dal secondo dopoguerra alla contestazione sessantottesca*, Padova University Press, 2017, pp. 371.
406. Le Feuvre Nicky, «*Femmes et sciences*». *Apports et écueils des comparaisons internationales*, in *Les femmes dans le monde académique*, pp. 65-79.
407. Leander Fillafer Franz, *Leo Thun und die Aufklärung. Wissenschaftideal, Berufsbildung und Deutungskämpfe*, in *Die Thun-Hoenstein'schen Universitätsreformen 1849-1860*, pp. 55-75.
408. Lebeaume Joël, *Travaux manuels, éducatifs et occupations d'amateurs dans et hors l'école (1890-1975). Le modèle artisanal de la Vie active*, in *Éduquer dans et hors l'école*, pp. 201-213.
409. Lebrat Isabelle, *Philippe Corentin ou la fabrique de la voix*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 117-130.
410. Lembré Stéphane, *Histoire de l'enseignement technique*, Paris, La Découverte, 2016, pp. 128.
411. Lentini Stefano, *Il dibattito sull'istruzione dei detenuti in «Effemeride carceraria» (1865-1870)*, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 177-190.
412. Lentis Marinella, *Colonized through Art: American Indian Schools and Art Education, 1889-1915*, Lincoln, University of Nebraska Press, 2017, pp. 486.

413. Lepri Chiara, *Ada Gobetti scrittrice per l'infanzia*, in *Escritoras italianas fuera del canon*, pp. 272-297.
414. Lepri Chiara, *Echoes of Childhood: Bianca Pitzorno between Self-memory and Storytelling*, in *Desde los márgenes: narraciones y representaciones femeninas*, pp. 133-137.
415. Letterio Todaro (ed.), *Herbert Spencer. Educazione intellettuale, morale e fisica*, Roma, Anicia, 2017, pp. 320.
416. Lhenry Sophie, *Les enseignantes-chercheuses et la norme masculine de réussite*, in *Les femmes dans le monde académique*, pp. 107-118.
417. Liakos Antonis, *H έκθεση των εθνικού και κοινωνικού διαλόγου για την παιδεία. Έκπαιδείας αρχέασθαι* [The National and Social Dialogue Report on Education. Let's begin from education], Athens, Asini, pp. 256.
418. Lihong Wang, Hui Ouyang, 学前儿童文学 [*Preschool Children's Literature*], Nanchang, Jiangxi University Associated Press, 2017, pp. 212.
419. Limond David, *Advanced Education for Working People: The Catholic Workers' College, a Case Study*, in *Essays in the History of Irish Education*, pp. 339-358.
420. Livingstone David W. (ed.), *Liberal Education, Civic Education, and the Canadian Regime*, Montreal & Kingston, McGill-Queen's University Press, 2015, pp. 292.
421. Llano Díaz Ángel, *La educación primaria en Cantabria 1923-1936. Dictadura de Primo de Rivera y Segunda República*, Santander, Consejería de Educación, Cultura y Deporte, Gobierno de Cantabria, 2017, pp. 526.
422. Llewellyn Kristina R., Alexander Freund, and Nolan Reilly, (edd.), *The Canadian Oral History Reader*, Montreal and Kingston, McGill-Queen's University Press, 2015, pp. 388.
423. Loder-Jackson Tondra L., *Schoolhouse Activists: African American Educators and the Long Birmingham Civil Rights Movement*, Albany, State University of New York Press, 2015, pp. 272.
424. Looker Benjamin, *A Nation of Neighborhoods: Imagining Cities, Communities, and Democracy in Postwar America*, Chicago, University of Chicago Press, 2015, pp. 432.
425. López Bausela, José Ramón, *La escuela azul de Falange Española de las JONS. Un proyecto fascista desmantelado por implosión*, Madrid, Dykinson y Ediciones Universidad de Cantabria, 2017, pp. 353.
426. López Gil Elena (ed.), *Accesibilidad y museos. Divulgación y transferencia de experiencias, retos y oportunidades de futuro*, Sevilla, Amma y Junta de Andalucía. Consejería de Cultura. Agencia Andaluza de Instituciones Culturales, 2017, pp. 197.

427. López Martínez José Damián, *Construir una imagen de la ciencia. Las ilustraciones de los libros escolares de lectura científica*, in *Imagen y educación*, pp. 177-194.
428. López Martínez José Damián, López Banet Luisa, *Imagenes fotográficas, cotos escolares y enseñanza de la ciencias*, in *Imagen y educación*, pp. 91-110.
429. López Martínez José Damián, Martínez Ruíz-Funes María José, *Analisis de cuadernos escolares producidos por casa editoriales de ciencias experimentales*, in *Imagen y educación*, pp. 209-230.
430. López-Ríos Santiago, *Hacia la mejor España. Los escritos de Américo Castro sobre educación y universidad*, Barcelona, Fundación Xavier Zubiri y Edicions Bellaterra, 2015, pp. 547.
431. Lovorn Michael, *The Politicization of U.S. History Textbooks: Reinventing Ronald Reagan*, in *Globalisation and Historiography of National Leaders*, pp. 161-178.
432. Ludmerer Kenneth M., *Let Me Heal: The Opportunity to Preserve Excellence in American Medicine*, New York, Oxford University Press, 2015, pp. 456.
433. Ma Ban, 游戏精神与儿童中国 [*The Spirit of Games and Childhood in China*], Qingdao, Qingdao Press, 2017, pp. 372.
434. Magaziner Daniel, *The Art of Life in South Africa*, Athens, Ohio University Press, 2016, pp. 376.
435. Magloire Danièle, *Pourquoi l'enseignement et la recherché ne sont-ils pas féminisé en Haïti?*, in *Les femmes dans le monde académique*, pp. 157-166.
436. Maisel Thomas, *Lehr und Lernfreiheit und die ersten Schritte zu einer Universitäts- und Studienreform um Revolutionsjahr 1848*, in *Die Thun-Hohenstein'schen Universitätoreformen 1849-1860*, pp. 99-120.
437. Malczewski Joan, *Building a New Educational State: Foundations, Schools, and the American South*, Chicago, University of Chicago Press, 2016, pp. 352.
438. Malysheva S.Yu., Salnikova A.A., *Chuvstva universitetskogo cheloveka: razmyshleniya insaiderov* [Feelings of a University Man: Reflections of Insiders], in *Paradigmy universitetskoi istorii i perspektivy universitetologii*, pp. 54-57.

439. Mantovani Dario (edd.), *Almum studium Papiense: storia dell'Università di Pavia*, Milano, Cisalpino, 2012-2017; tomo 1, *Origini e fondazione dello Studium generale*, 2012, pp. 840; Tomo 2: *L'età spagnola*, 2013, pp. 845-1378; Vol. 2: *Dall'età austriaca alla nuova Italia*, Tomo 1: *L'età austriaca e napoleonica*, 2015, pp. 696; Tomo 2: *Dalla restaurazione alla grande guerra*, 2017 pp. 701-1508.
440. Marangon Paolo (ed.), *La scuola trentina tra guerra e primo dopoguerra (1914-1924)*, Trenta, Università degli studi di Trento, Dipartimento di lettere e filosofia, 2017, pp. 138.
441. Marangon Paolo, *Introduzione*, in *La scuola trentina tra guerra e primo dopoguerra*, pp. 7-16.
442. Mari Giuseppe, *La figura del maestro fra antichità e contemporaneità*, in *Scuole e maestri dall'Età antica al Medioevo*, pp. 11-28.
443. Mariuzzo Andrea et al. (edd.), *Un mestiere paziente. Gli allievi pisani per Daniele Menozzi*, Pisa, ETS, 2017, pp. 295.
444. Marry Cathérine, *Conclusion*, in *Les femmes dans le monde académique*, 197-207.
445. Martelli Fabio, *La celebrazione degli studenti caduti: esame delle epigrafi presenti negli atenei italiani*, in *Minerva armata. Le università e la Grande guerra*, pp. 243-248.
446. Martin Jean-Paul, *La Ligue de l'enseignement. Une histoire politique (1866-2016)*, avec la collab. Frédéric Chateigner et Joël Roman. Préf. Jean-Michel Ducomte, Rennes, Presses universitaires de Rennes, 2016, pp. 605.
447. Martínez Cobo José María, *El Socorro Suizo a los niños en la zona sur de Francia (1939-1947)*, Madrid, UNED/Centro de Estudios de Migraciones y Exilios, 2017, pp. 189.
448. Martínez De Pisón Eduardo, *La montaña y el arte. Miradas desde la pintura, la música y la literatura*, Madrid, Fórcola, 2017, pp. 615.
449. Martínez Neira Manuel, *El doctorado en derecho en la Universidad liberal española (1847-1914)*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 119-166.
450. Martínez Valcárcel Nicolás, Alarcón Hernández, M<sup>a</sup> Dolores, *La utilización del libro de texto de Historia de España dentro y fuera del aula: alumnos, manuales, huellas, interpretación y contexto*, Murcia, Diego Marín editor, 2016, pp. 210.
451. Martín Clavijo M. (ed.), *Escrituras autobiográficas y canon literario*, Sevilla, Benilde, 2017.

452. Matamoros Isabelle, «*Moitié brisée, moitié joyeuse.*» *Souvenirs de pension et concurrence des modèles éducatifs pour filles dans la première moitié du XIX<sup>e</sup> siècle*, in *Éduquer dans et hors l'école*, pp. 143-155.
453. Mattioni Ilaria, *Bambole e bambine nel Novecento: fra tradizione e modernità, Il Novecento: il secolo del bambino?*, pp. 267-275.
454. Mattioni Ilaria, *Fra le nuvole: breve storia del fumetto in Italia dagli esordi agli anni Settanta*, in *Il Novecento: il secolo del bambino?*, pp. 233-250.
455. May Helen, Kristen Nawrotzki and Larry Prochner (edd.), *Kindergarten narratives on Froebelian education: transnational investigations*, London, Bloomsbury Academic, 2016, pp. 224.
456. May Helen, Nawrotzki Kristen, *Preface*, in *Kindergarten Narratives on Froebelian Education*.
457. May Helen, Nawrotzki Kristen, Prochner Larry (edd.), *Kindergarten Narratives on Froebelian Education: Transnational Investigations*, London, Bloomsbury, 2016, pp. 224.
458. May Helen, *Relocation, Continuity and Change: Dunedin Kindergartens, New Zealand, 1890s-2010s*, in *Kindergarten Narratives on Froebelian Education*.
459. Mayrl Damon, *Secular conversions: political institutions and religious education in the United States and Australia, 1800-2000*, Cambridge, Cambridge University Press, 2016, pp. 298.
460. Mazzarello Paolo, Mellerio Giorgio, *Il Collegio universitario Borromeo e la sanità pavese durante la Grande guerra*, in *Minerva armata. Le università e la Grande guerra*, pp. 163-174.
461. Mazzei Federico (ed.), *Carteggio Gentile-Casati*, Firenze, Le Lettere, 2016, pp. 301.
462. Mazzella Elisa, *Corpi offesi e feriti. Storie di femminicidi e violenza di genere sulle pagine del Corriere della Sera degli anni Cinquanta*, in *Corpi molteplici. Differenze ed educazione nella realtà di oggi e nella storia*, pp. 69-84.
463. McClelland Charles E., *Berlin: the mother of all research universities 1860-1918*, Lanham, Boulder, New York London, Lexington Books, pp. 286.
464. McCulloch Gary, *Le développement de la recherche en éducation en Grande-Bretagne (1945-1974)*, in *Les sciences de l'éducation*, pp. 45-64.
465. McDermid Jane, *Girls at School in Nineteenth-Century Ireland*, in *Essays in the History of Irish Education*, pp. 105-128.
466. McManus Antonia, *The Transformation of Irish Education: The Ministerial Legacy, 1919-1999*, in *Essays in the History of Irish Education*, pp. 267-296.

467. Mecacci Luciano, *Qui gladio ferit gladio perit : il caso dei filosofi sovietici Černišev e Bychovskij, critici di Gentile*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 87-96.
468. Mecella Laura, Roberto Umberto, *Un maestro nell'età dei Paleologi: Massimo Planude e la tradizione sulla storia di Roma a Bisanzio*, in *Scuole e maestri dall'Età antica al Medioevo*, pp. 138-161.
469. Mecella Laura, Russo Luigi (edd.), *Scuole e maestri dall'Età antica al Medioevo. Atti della Giornata di Studi*, Roma, 10 dicembre 2015, Roma, Edizioni Studium, 2017, pp. 176.
470. Mecella Laura, Russo Luigi, *Premessa*, in *Scuole e maestri dall'Età antica al Medioevo*, pp. 7-9.
471. Méndez Vázquez Josefina, *Formación profesional de las mujeres en las escuelas de la Matritense: un proyecto político-económico en la España ilustrada*, Oviedo, Ediciones Trabe, 2017, pp. 266.
472. Menéndez-Pidal Jimena, Gasset Ángeles, García del Diestro Carmen (edd.), *La labor educativa del Colegio «Estudio»*, Madrid, Fundación Estudio y Los Libros de la Catarata, 2017, pp. 208.
473. Merasty Joseph A., Carpenter David (contributor), *The Education of Augie Merasty: A Residential School Memoir*, Regina, University of Regina Press, 2015, pp. 120.
474. Merkel-Hess Kate, *The Rural Modern: Reconstructing the Self and State in Republican China*, Chicago, University of Chicago Press, 2016, pp. 264.
475. Merlo Giordana, *Gianni Rodari: fantasia, gioco e creatività per il cambiamento*, in *Pedagogia della letteratura giovanile*, pp. 184-192.
476. Merlo Giordana, *Roald Dahl: streghe, orchi e magiche pozioni per amare la lettura*, in *Pedagogia della letteratura giovanile*, pp. 192-200.
477. Merlo Giordana, *Alle origini della favola in Italia. La letteratura per l'infanzia nel Veneto tra '700 e '800*, Lecce, Rovato, Pensa Multimedia, 2015, pp. 251.
478. Merlo Giordana, *Bianca Pitzorno: dalla parte delle bambine*, in *Pedagogia della letteratura giovanile*, pp. 200-209.
479. Merlo Giordana, *Leggere per capire, leggere per pensare: il rinnovamento tematico della letteratura per l'infanzia*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 147-167.
480. Michalakopoulos Georgios, *Φιλοσοφία της παιδείας. Ιστορικοί σταθμοί από τον Πλάτωνα ως τον Dewey* [Philosophy of Education. Historic time-lines from Plato to Dewey, Historic stations from Plato to Dewey], Thessaloniki, Kyriakides Publishing A.E., pp. 272.

481. Mihalache Cătălina, *Stephen the Great (1457-1504): A National Hero for Romanians*, in *Globalisation and Historiography of National Leaders*, pp. 143-157.
482. Millán José Antonio (ed.), *La lectura en España. Informe 2017*, Madrid, Federación del Gremio de Editores de España, 2016, pp. 230.
483. Mills Sarah and Kraftl Peter, *Informal education, childhood and youth: geographies, histories, practices*, London, Palgrave MacMillan, 2014, pp. 295.
484. Miskec Jennifer M., Wanamaker Annette (edd.), *The early reader in children's literature and culture: theorizing books for beginner readers*, New York, Routledge, 2016, pp. 246.
485. Mole Frédéric, *Débats au Congrès de l'école rurale (1925): réconcilier l'institution et son milieu?*, in *Éduquer dans et hors l'école*, pp. 187-200.
486. Molina Sebastian, Llonch Nayra Llonch, Martínez Tánia (edd.), *Identidad, ciudadanía y patrimonio. Educación histórica para el siglo XXI*, Gijón, TREA, 2017, pp. 208.
487. Molinier Pascale, Rogers Rebecca, Rodriguez Marie-Soledad, *Introduction*, in *Les femmes dans le monde académique*, pp. 9-12.
488. Montaldo Silvano, *L'antropologia criminale e l'esercito italiano (1884-1920)*, in *Minerva armata. Le università e la Grande guerra*, pp. 175-204.
489. Montel Nathalie, *Écrire et publier des savoirs au XIX<sup>e</sup> siècle. Une revue en construction: les Annales des ponts et chaussées (1831-1866)*, Rennes, Presses universitaires de Rennes, 2015, pp. 410.
490. Montes Bernardez Ricardo (ed.), *Maestros y escuelas en la región de Murcia 1750-1950*, Murcia, Consejería de Educación Cultura y Universidades de Murcia, 2015, pp. 365.
491. Montroni Giovanni, *La continuità necessaria. Università e professori dal fascismo alla Repubblica*, Milano, Le Monnier, 2016, pp. 219.
492. Morandi Matteo, *Alfredo Puerari e il Cremonese 1715. Un caso di educazione al patrimonio culturale*, Cremona, Museo del Violino, 2017, pp. 159.
493. Morandi Matteo, *In alternativa allo statuto. La produzione normativa dell'Università casatiana*, in *Alnum Studium Papiense. Storia dell'Università di Pavia. Vol. II, t. 2: Dalla Restaurazione alla Grande guerra*, pp. 1095-1096.
494. Morandi Matteo, *La scuola per l'infanzia a Mantova e le sue fonti: breve profilo storico-bibliografico*, in *Le cose e le loro lezioni*, pp. 31-35.
495. Morandi Matteo, *Saverio De Dominicis e l'insegnamento della Pedagogia, Alnum Studium Papiense. Storia dell'Università di Pavia Vol. II, t. 2: Dalla Restaurazione alla Grande guerra*, pp. 1275-1276.

496. Morandini Maria Cristina, *Telling a Story, Telling One's Own Story: Teachers' Diaries and Autobiographical Memories as Sources for a Collective History*, pp. 115-127.
497. Moreno Martínez Pedro L., Sebastián Vicente Ana, *Imagen, educación y marketing en los catalogos de material de enseñanza de la casa comercial Cultura (1924-1972)*, in *Imagen y educación*, pp. 155-176.
498. Moreno Martínez Pedro Luís, *Imagen, educación y propaganda: las primeras colonias escolares de vacaciones en la region de Murcia (1907)*, in *Imagen y educación*, pp. 39-54.
499. Moreno Martínez Pedro Luís, *Imagenes e historia de la educación popular: representaciones fotográficas de las Misiones Pedagógicas en la Región de Murcia*, in *Imagen y educación*, pp. 55-91.
500. Moreno Pedro Luis, Viñao Antonio (edd.), *Imagen y educación: Marketing, comercialización y didáctica (España, siglo XX)*, Madrid, Morata, 2017, pp. 248.
501. Moriña Anabel, *Investigar con Historias de Vida. Metodología biográfico-narrativa. Prólogo de Antonio Bolívar*, Madrid, Narcea S. A., 2017, pp. 116.
502. Morosini Stefano, *Gli ingegneri del Politecnico di Milano e la Grande guerra*, in *Minerva armata. Le università e la Grande guerra*, pp. 229-242.
503. Morris Aldon, *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology*, Berkeley, Berkeley University Press, pp. IX-282.
504. Moscato Maria Teresa, Caputo Michele, Gabbiadini Rosina, Pinelli Giorgia, Porcarelli Andrea, *L'esperienza religiosa. Linguaggi, educazione, vissuti*, Milano, FrancoAngeli, 2017, pp. 368.
505. Musarra Franco et al. (edd.), *Per non dimenticare: Mariotti e Mestica all'ombra di Leopardi*, Ancona, Deputazione di storia patria per le Marche/Firenze, Franco Cesati, 2017, pp. 270.
506. Musello M., *Educar a los idealos. Ada Marchesini Gobetti y la parentalidad*, in *La pedagogia del Mediterraneo. Itinerarios, modelos y experiencias entre Italia y España*, AFOE, Sevilla 2017, pp. 55-89.
507. Myers Lindsay, *Un fantasy tutto italiano. Le declinazioni del fantastico nella letteratura italiana per l'infanzia dall'Unità al XXI secolo*, Pisa, ETS, 2017, pp. 252.
508. Nardi Paolo, *La migratio delle scuole universitarie da Bologna a Siena: il problema della continuità istituzionale*, in *L'Università in tempo di crisi*, pp. 123-134.
509. Nashida Yukiyo, Abe Fusa, 'Come, Let Us Live With Our Children': *Undokai, The Children's Play Festival at a Froebelian Kindergarten in Japan, 1889-2015*, in *Kindergarten Narratives on Froebelian Education*.

510. Nawrotzki Kristen D., ‘*Such Marvelous Training*’: *Grand Rapids, Michigan as a Kindergarten Centre, 1870-1905*, in *Kindergarten Narratives on Froebelian Education*.
511. Negruzzo Simona, *I destini professionali dei laureati in teologia: il Maestro del Sacro Palazzo al servizio del papa*, in *Un monopolio imperfetto*, pp. 41-58.
512. Nick Baron (ed.), *Dispaced Children in Russia and Eastern Europe, 1915-1953*, Leiden, Boston, Brill, 2017, pp. 310, 11 illustrations.
513. Nières-Chervel Isabelle, Perrot Jean (ed.), *Dictionnaire du livre de jeunesse*. Avec la responsabilité scientifique de Claude Ganiayre, Michel Manson, Isabelle Nières-Chevrel, Jean Perrot, Annie Renonciat, Paris, Éditions du cercle de la Librairie, 2013, pp. 989.
514. Nocchi Francesca Romana, *Assistant professor: ruoli e pratiche didattiche fra antico e moderno*, in *Scuole e maestri dall’Età antica al Medioevo*, pp. 45-57.
515. Noguès Boris, *Les échelles de l’université dans la France moderne: entre chrétienté, pouvoirs locaux et État*, in *La nascita delle Università di Stato tra medioevo ed età moderna*, pp. 95-118.
516. Novarese Daniela, «L’Europa è sconvolta da una guerra di cui non si è vista mai l’eguale». *Gli atenei siciliani di fronte al primo conflitto mondiale*, in *Minerva armata. Le università e la Grande guerra*, pp. 109-126.
517. O’Donoghue Tom and Harford Judith, *Secondary school education in Ireland: histories, memories and life stories, 1922-1967*, London, Palgrave Macmillan, 2016, pp. V-256.
518. Oast Jennifer, *Institutional Slavery: Slaveholding Churches, Schools, Colleges, and Businesses in Virginia, 1680-1860*, New York, Cambridge University Press, 2016, pp. 264.
519. Ochiagha Terri, *Achebe and friends at Umuahia: the making of a literary elite*, Suffolk, Boydell & Brewer, 2015, pp. 224.
520. Onion Rebecca, *Innocent Experiments: Childhood and the Culture of Popular Science in the United State*, Chapel Hill, University of North Carolina Press, 2016, pp. 226.
521. Ostenc Michel, *La condizione dell’infanzia in Francia nel XX secolo*, in *Il Novecento: il secolo del bambino?*, pp. 77-92.
522. Ostenc Michel, *Le rôle de la pensée de Rosmini et de Gioberti dans l’élaboration de la philosophie de Giovanni Gentile*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 117-126.
523. Ottavi Dominique, *Un territoire mal défini? La psychopédagogie*, in *Les sciences de l’éducation*, pp. 199-214.

524. Pablo Álvarez Domínguez (ed.), *Los Museos Pedagógicos en España. Entre la memoria y la creatividad*, Sevilla, Ediciones Trea – Editorial Universidad de Sevilla, 2016, pp. 260.
525. Padovani Andrea, *Sette orationes pavesi pro doctoratu di Baldo degli Ubaldi*, in *L'Università in tempo di crisi*, pp. 27-62.
526. Pagano Riccardo, *La pedagogia della libertà in B. Croce*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 127-140.
527. Pagliari Irma, ‘Cose’ per i bambini/cos’ dei bambini, ovvero dar valore agli oggetti pedagogico-didattici nel rispetto dell’infanzia, in *Le cose e le loro lezioni*, pp. 8-9.
528. Paladino Laura C., Suos liberaliter instruxit: *l’insegnamento di Gerberto d’Aurillac*, in *Scuole e maestri dall’Età antica al Medioevo*, pp. 71-87.
529. Palewska Marie, *Aux sources de la Chine de paul d’Ivoi*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 47-60.
530. Pallauau Nicolas, *Faire promettre l’enfant. Pédagogie du serment chez les Éclaireurs autour de l’école primaire (1911-1914)*, in *Éduquer dans et hors l’école*, pp. 105-121.
531. Palmer Amy, *Guiding Creativity: English Froebelian Educators and Plays for Children, 1892-1939*, in *Kindergarten Narratives on Froebelian Education*.
532. Pancino Claudia, *La natura dei bambini. Cura del corpo, malattie e medicina nella prima infanzia fra Cinquecento e Settecento*, Bologna, Bononia University Press, 2015, pp. 445.
533. Panina L. Ju., *Velikij Okyabr’ na stranicakh zhurnala “Sovetskaya pedagogika” v gody perestroyki* [The great October in the pages of the journal “Soviet pedagogy” in the years of the perestroika], in *Obrazovanie v Rossii i mire v kontekste Okt’yabrskoj Revolyucii 1917*, pp. 185-190.
534. Papadiamantaki Giouli, *To πανεπιστήμιο και οι πολιτικές για την χοινωνία της γνώσης* [The university and the policies for the accessibility in Knowledge], Athens, Gutenberg-Dardanos, 2017, pp. 341.
535. Papagianis Christos (ed.), *Η ιστορία της Στρατιωτικής Ιατρικής Σχολής Θεσσαλονίκης 1947-1970. Η εμβληματική περίοδος της ελληνική στρατιωτικής ιατρικής* [The history of the military medical school of Thessaloniki 1947-1970. The emblematic period of Greek military medicine], Thessaloniki, Logos & Ikona, pp. 416.
536. Parkes Susan M., ‘An Essential Service’: *The National Board and Teacher Education, 1831-1870*, in *Essays in the History of Irish Education*, pp. 45-82.

537. Parlato Giuseppe, *Giovanni Gentile: dall'antipositivismo a Genesi e struttura della società*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 141-150.
538. Parmeggiani Riccardo, *L'arcidiacono bolognese tra Chiesa, città e Studium*, in *L'Università in tempo di crisi*, pp. 95-112.
539. Pasolli Lisa, *Working Mothers and the Child Care Dilemma: A History of British Columbia's Social Policy*, Vancouver, UBC Press, 2015, pp. XII-240.
540. Patrizi Elisabetta, *Educating the Minds and the Hearts of Spinsters to Give Society Honest, Educated and Hard-Working Young Ladies: The Conservatory of the Holy Conception in Roma between the 19th and 20th Century*, in *Catholicism: Rites, History & Social Issues*, pp. 1-25.
541. Patrizi Elisabetta, *Formare donne disciplinate lontane dai pericoli del mondo. Il caso del Conservatorio della Santissima Concezione di Roma, detto delle 'Viperesche'* (1668-1869), in *Eventi e studi. Scritti in onore di H.A. Cavallera*, vol. 1, pp. 239-254.
542. Patrizi Elisabetta, *La rappresentazione del patrimonio culturale e naturale come strumento di formazione della coscienza nazionale in tre classici della scuola italiana dell'Ottocento: Giannetto, Il Bel Paese e Cuore*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 17-48.
543. Pauly Matthew D., *Breaking the Tongue: Language, Education, and Power in Soviet Ukraine, 1923-1934*, Toronto, University of Toronto Press, 2014, pp. XX, 456.
544. Pavel Oana, *Il bambino "nuovo" nella Romania comunista*, in *Il Novecento: il secolo del bambino?*, pp. 193-208.
545. Payà Rico Andrés et al., *50 años, 1967-2017, dan mucho juego*, Alicante, Asociación Española de Fabricantes de Juguetes, 2017, pp. 243.
546. Payà Rico Andrés, *Aprender Jugando. Una mirada histórico-educativa*, València, Universitat de València, 2017, pp. 213.
547. Pazzaglia Luciano, *Alle origini della federazione Internazionale delle Università Cattoliche (1924-1949)*, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 255-270.
548. Peel Mark, *The new meritocracy: a history of UK independent schools 1979-2015*, London, Elliott & Thompson Limited, 2015, pp. 256.
549. Penteri Efi, Tsoumis Kostis, *Παιδαγωγικά συνέδομα για τους κρατικού δασκάλους της ελληνικής γλώσσας στα μουσουλμανικά σχολεία την περίοδο της επταετίας, 1967-1974* [Pedagogical conferences for state teachers of Greek language in Muslim schools during the period of "Seven years" 1967-1974], Thessaloniki, Stamoulis, pp. 160.

550. Pepe Luigi, *Insegnare matematica. Storia degli insegnamenti matematici in Italia*, Bologna, Clueb, Bologna, 2016, pp. 541.
551. Pepe Luigi, *La matematica in Italia. I disastri della Grande guerra*, in *Minerva armata. Le università e la Grande guerra*, pp. 205-216.
552. Pesci Furio, *Alcune prospettive di ricerca a partire dall'esperienza del Laboratorio Montessori*, in *Enlarging One's Vision 2*, pp. 19-28.
553. Pesci Furio, *Attualità di Giuseppe Lombardo radice: a cento anni delle sue. Lezioni di pedagogia generale*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 151-164.
554. Pezzuolo Giulia, *Le voyage au féminin dans la littérature de jeunesse italienne entre les XIX<sup>e</sup> et XX<sup>e</sup> siècles*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 63-75.
555. Picallo H., Loureiro C., Nuñez M., *Homenaxe a Olimpio Arca Caldas. Un mestre do pobo*, A Estrada (Pontevedra), Edicións Fervenza, 2016, pp. 250.
556. Picard Emmanuelle, *Focus 1: La réforme du Comité consultatif des universités et la création des sciences de l'éducation à la fin des années 1960*, in *Les sciences de l'éducation*, pp. 161-162.
557. Pierre Boutan, Sabeha Benmansour-Benkelfat (edd.), *Leçons du temps colonial dans les manuels scolaires*, Paris, L'Harmattan, 2017, pp. 240.
558. Pigeard-Michault Natalie, *La féminisation des facultés de médecine et de sciences à Paris. Etude historique comparative (1868-1939)*, in *Les femmes dans le monde académique*, pp. 49-62.
559. Pio Berardo, Parmeggiani Riccardo, *L'università in tempo di crisi. Revisioni e novità dei saperi e delle istituzioni nel Trecento, da Bologna all'Europa*, Bologna, Clueb, 2016, pp. XIII-248.
560. Pio Berardo, *Un secolo in chiaroscuro: il Trecento tra crisi e rinnovamento*, in *L'Università in tempo di crisi*, pp. 1-14.
561. Pires Maria da Natividade, Balça Angela, *Être une fille, un garçon dans la littérature de jeunesse au Portugal dans la première moitié du XX<sup>e</sup> siècle*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 147-158.
562. Piseri Maurizio, *La scuola primaria nel regno Italico, 1796-1814*, Milano, FrancoAngeli, 2017, pp. 461.
563. Pitsiorla Kiriaki, *To Παπάφειο Ορφανοτρόφείο και η φιλαρμονική του* [The Papafio Orphanage and its Philharmonic Orchestra], Thessaloniki, Methexis, pp. 208.

564. Polenghi Simonetta, *Al crocevia tra i media. Educazione, cinema e televisione nelle pagine del "Corriere dei Piccoli" (1954-1971)*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 201-224.
565. Polenghi Simonetta, Chierichetti Valentina, *Die Thun-Hohenstein'sche Reform und das lombardo-venetianische Gymnasialsystem. Aspekte und Probleme*, in *Die Thun-Hohenstein'schen Universitätsreformen 1849-1860*, pp. 284-313.
566. Polenghi Simonetta, *La ricerca storico-educativa sull'infanzia nel XX secolo*, in *Il Novecento: il secolo del bambino?*, pp. 31- 49.
567. Polenghi Simonetta, *Remembering School Through Movies: The Films of the Book Cuore (1886) in Republican Italy*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 203-217.
568. Polenghi Simonetta, Valentina Chierichetti, *The Thun-Hohenstein reform and the Lombardy-Venetian ginnasi. Aspects and problems*, in *The Thun-Hohenstein University Reforms 1849-1860*, pp. 226-248.
569. Pomante Luigiaurelio, "Italia, terra della bellezza e dell'arte". I beni paesaggistici e culturali della penisola italiana nei libri di lettura e nei sussidiari per la scuola elementare dal Ventennio fascista al secondo dopoguerra: tra identità nazionale e sentimento di cittadinanza, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 157-212.
570. Pomante Luigiaurelio, «Per la Fede e per la Patria». La FUCI e il superamento della frattura risorgimentale tra Stato e Chiesa negli anni del primo conflitto mondiale, in *Minerva armata. Le università e la Grande guerra*, pp. 151-162.
571. Pomante Luigiaurelio, *A great research lab on University History and Higher Education in Spain*, Instituto Antonio de Nebrija de Estudios sobre la Universidad (1997-2009), Madrid, Editorial Dikynson-Universidad Carlos III Madrid, 2017, pp. 253.
572. Pomante Luigiaurelio, *Il ruolo di Giovanni Mestica nello sviluppo della Regia Università di Macerata*, in *Per non dimenticare: Mariotti e Mestica all'ombra di Leopardi*, pp. 133-142.
573. Pomante Luigiaurelio, *La Fuci e l'Università italiana tra Croce e Gentile (1920-1924)*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 1, pp. 271-282.
574. Pomante Luigiaurelio, *Universitetskie arkhivy Italii mezhdy tradiciej i innovaciej* [The University archives in Italy between tradition and innovation], in *Biografii Universitetskikh arkhivov*, pp. 185-205.
575. Porfirio Sanz, Molero Jesús M., Rodríguez David (edd.), *La historia en el aula. Innovación docente y enseñanza de la historia en la educación secundaria*, Lleida, Milenio, 2017, pp. 414.

576. Portera Agostino, Dimensione storico-teorica della formazione pedagogica interculturale, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 311-324.
577. Porto Ucha, Angel Serafín, Vázquez Ramil Raquel, *La escuela activa y el entorno. Una aproximación a través de los paseos, visitas y excursiones durante la Segunda República*, Santiago de Compostela, Andavira, 2017, pp. 197.
578. Poslaniec Christian, *Une étape alchimique dans la création d'un livre*, in *Littérature de jeunesse: la fabrique de la fiction*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 79-92.
579. Poveda Pedro, *Obras. II. Ensayos y proyectos pedagógicos. 3 tomos (obra completa)*. Edición crítica y estudio introductorio a cargo de Margarita Bartolomé Pina, con la colaboración de Ana M.<sup>a</sup> Pacheco Martínez, M.<sup>a</sup> Pilar Díaz Palacio y M.<sup>a</sup> Isabel Martínez Mercado. Prólogo de Maite Uribe Bilbao, Madrid, Narcea Ediciones, 2016, pp. 1144.
580. Prochner Larry, *Kirova Anna Kindergarten at the Dewey School, University of Chicago, 1898-1903*, in *Kindergarten Narratives on Froebelian Education*.
581. Průchová Andrea, *How Do Czech Children Remember Their 'Father'? Visual Representations of the First Czechoslovak President, T. G. Masaryk*, in *Czech History Textbooks in Communist and Post-communist Times*, in *Globalisation and Historiography of National Leaders*, pp. 53-72.
582. Pruneri Fabio, *Jeunesse «qui voulait se battre pour un monde nouveau»: le Parti communiste italien et ses organisations de jeunesse entre propagande et alphabétisation civile (1948-1956)*, in *Éduquer dans et hors l'école*, pp. 123-140.
583. Purdy Michelle A., Span Christopher M., *Using past as prologue: contemporary perspectives on African American educational history*, ed. by Danns Dionne, Charlotte, Information Age Publishing, 2015, pp. 366.
584. Purs Aldis, *Orphaned Testimonies: The Place of Displaced Children in Independent Latvia, 1918-26*, in *Displaced Children in Russia and Eastern Europe, 1915-1953*, pp. 40-69.
585. Qinan Wu, 走向儿童文学的新观念 [Towards New Concepts of Children's Literature], Qingdao, Qingdao Press, 2017, pp. 330.
586. Quadrio Benedetta, *Monelli di carta. Da Collodi a Pistelli: genesi e sviluppo di un paradigma educativo*, Parma, Edizioni Junior-Gruppo Spaggiari, 2017, pp. 214.
587. Qualls Karl D., *From Hooligans to Disciplined Students: Displacement, Resettlement, and Role Modelling of Spanish Civil War Children in the Soviet Union, 1937-51*, in *Displaced Children in Russia and Eastern Europe, 1915-1953*, pp. 131-154.

588. Raftery Deirdre, *Lives, Networks and Topographies of Time and Place: New Turns in the History of Women and Education*, in *Women educators, leaders and activists*, pp. 179-189.
589. Rando Daniela, *Lo Studium di Pavia nel secondo Trecento: una rivisitazione*, pp. 135-158.
590. Raponi Nicola, *Per una storia dell'Università Cattolica. Origini, momenti, figure*. Introduzione di L. Pazzaglia, Brescia, Morcelliana, 2017, pp. 780.
591. Raptis Helen, *What We Learned: Two Generations Reflect on Tsimshian Education and the Day Schools*, Vancouver, University of British Columbia Press, 2016, pp. 224.
592. Read Jane, *Freeing the Child: Froebelians and the Transformation of Learning Through Play, Self-Activity and Project Work in English Junior School Classrooms, 1920-1952*, in *Kindergarten Narratives on Froebelian Education*.
593. Reggiani Flores, «Ricondurre i parvoli alla famiglia e serbateli come un morale tesoro». *Il Pio Istituto di maternità e la rete milanese di assistenza alla prima infanzia nella seconda metà dell'Ottocento*, in *Una vita per l'infanzia*, pp. 69-124.
594. Rehberg Andreas, *Spigolature per la storia dello Studium Urbis nel Trecento*, in *L'Università in tempo di crisi*, pp. 177-192.
595. Reid Jason, *Get Out of My Room! A History of Teen Bedrooms in America*, Chicago, University of Chicago Press, 2017, pp. 299.
596. Reynolds Kimberley, *Left out: the forgotten tradition of radical publishing for children in Britain, 1910-1949*, Oxford, Oxford University Press, 2016, pp. 272.
597. Rickford Russell, *We Are an African People: Independent Education, Black Power, and the Radical Imagination*, New York, Oxford University Press, 2016, pp. 400.
598. Ríos Guardiola Gloria, Hernández González M<sup>a</sup> Belén, Encarna Esteban Bernabé (edd.), *Mujeres de letras: pioneras en el arte, el ensayismo y la educación*, Murcia, Consejería de Educación y Universidades, 2016, pp. 1368.
599. Rizzi Rinaldo, *Pedagogia Popolare da Célestin Freinet al MCE-FIMEM. La dimensione sociale de la cooperazione educativa*, Foggia, Edizioni del Rosone, 2017, pp. 173.
600. Rocha Cristina, *Contribution of female Lyceum for women's public secondary education and instruction in Portugal (1888-1921)*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 17-41.

601. Rocha Heloísa Helena Pimenta, “*Regras de Bem Viver para Todos. A Biblioteca Popular de Hygiene do Dr. Sebastião Barroso*”, Campinas, Mercado de Letras, 2017, pp. 384.
602. Ródenas Vilar Rafael, *El largo camino hacia la escuela pública: Maestros, niños y escuelas en el Madrid del Antiguo Régimen*, Alicante, Publicacions de la Universitat d'Alacant, 2015, pp. 326.
603. Rogers Rebecca, *Les revues sur l'éducation: cartographie d'un paysage fragmenté (années 1954-années 1970)*, in *Les sciences de l'éducation*, pp. 235-248.
604. Rogers Rebecca, Molinier Pascale (edd.), *Les femmes dans le monde académique. Perspectives comparatives*, Rennes, Presses universitaires de Rennes, 2016, pp. 226.
605. Roghi Vanessa. *La lettera sovversiva. Da don Milani a de Mauro, il potere delle parole*, Bari-Roma, Laterza, 2017, pp. XX-244.
606. Rohstock Anne, *Pour une recherche scientifique en éducation? Une idée internationale et son appropriation locale en Allemagne de l'Ouest au moment de la guerre froide*, in *Les sciences de l'éducation*, pp. 25-44.
607. Roland Elsa, *Les sciences de l'éducation à l'Université libre de Bruxelles: enjeux scientifiques et politiques (1920-1970)*, in *Les sciences de l'éducation*, pp. 83-100.
608. Romano Andrea (edd.), *Culture parlamentari a confronto. Modelli della rappresentanza politica e identità nazionali*, Bologna, Bologna, Clueb, 2016, pp. XXVI-470.
609. Romanov A.A., N.K. Krupskaya - dejatel' narodnogo obrazovaniya [N.K. Krupskaja - actor of the popular education], in *Obrazovanie v Rossii i mire v kontekste Oktjabrskoj Revolyucii 1917*, pp. 148-157.
610. Rosenbaum Heidi, *L'infanzia nel nazionalsocialismo*, in *Il Novecento: il secolo del bambino?*, pp. 113-131.
611. Ross Alan, *Daum's boys: schools and the republic of letters in early modern Germany*, Manchester, Manchester University Press, 2015, pp. XIV-236.
612. Rothstein Richard, *The Color of Law: A Forgotten History of How Our Government Segregated America*, New York, Liveright Publishing, 2017) pp. 368.
613. Rubio Muños Francisco Javier, *Professors at the University of Salamanca (1550-1650). Prosopography and databases*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 71-88.
614. Rudnev Jana, “*Bol'shoj Arkhiv zhenskogo universiteta: vozmozhnosti rekonstrukcii* [A great Archive of the Women University: the possibility of reconstruction], in *Biografii Universitetskikh arkhivov*, pp. 206-219.

615. Ruolt Anne, *La Société pour l'Encouragement de l'instruction primaire parmi les protestants de France, de 1829 à 1889: une volonté de promouvoir l'école laïque?*, in *Éduquer dans et hors l'école*, pp. 33-47.
616. Rusanov Aleksandr, *Arkhiv Portugal'sgogo universiteta v XIV-nachale XVI veka* [The Archive of the Portugal University in the XIV-beginning of the XVI century], in *Biografi Universitetskikh arkhivov*, pp. 220-233.
617. Russi Luigi, *Un maestro severo nelle memorie di Guiberto di Nogent*, in *Scuole e maestri dall'Età antica al Medioevo*, pp. 88-100.
618. Schiller-Walicka Joanna, *Zapomniana karta z dziejów Wielkiej Emigracji – Iwona H. Pugacewicz, Batignolles 1842-1874*, Edukacja Wielkiej Emigracji, Instytut Historii Nauki im. Ludwika i Aleksandra, „Rozprawy z Dziejów Oświaty” 2017, t. LIV. Birkenmajerów Pan, Wydział Dziennikarstwa, Informacji i Bibliologii Uniwersytetu Warszawskiego [Monografie z Dziejów Oświaty], t. XLVII, ASPRA-JR, Warszawa 2017, pp. 701.
619. Sacchini Francesco, *Exhortación y Preceptiva para los maestros de las escuelas inferiores de la Compañía de Jesús*. Edición bilingüe latín-castellano preparada por Javier Laspalas Pérez y Alejandro Martínez Sobrino. Collectio scriptorum mediaevalium et renascentium, Vol. XII, Madrid, UNED-BAC, 2016, pp. 612.
620. Sacchini Francesco, *Exhortación y Preceptiva para los maestros de las escuelas inferiores de la Compañía de Jesús*. Traducción, introducción i edicón y notas de Alejandro Martínez Sobrino y Javier Laspalas Pérez, Madrid, Biblioteca de Autores Cristianos, Universidad Nacional de Educación a Distancia, 2017, pp. XX-537.
621. Safronov Petr, *Oglyadyvayas' na budushee: ustroystvo arkhiva, sud'ba universitetov v zadachi vyshshego obrazovaniya* [Looking at the future: the location of the archive, the fate of the University in the accomplishment of the high education], in *Biografi Universitetskikh arkhivov*, pp. 234-245.
622. Sakelariou Maria, Zebilas Michalinos, Petrou Alexios (edd.), *Ηθική και εκπαίδευση: Διλήμματα και προοπτικές* [Ethics and Education: Dilemmas and Prospects], Ilisia, Kritiki, pp. 360.
623. Salnikova Alla, *Paradigmy universitetskoi istorii i perspektivy universitetologii (k 50-letiu Chuvashskogo gosudarstvennogo universiteta im. I.N. Ul'yanova)* [University History Paradigms and Prospects of University Studies (to the 50th Anniversary of the Chuvash State University named after I. N. Ul'yanov)], vol. 1, Cheboksary, Sreda, 2017.
624. Salov A.I., *Razrabotka gumanisticheskogo obraza sovetskogo uchitelja v 1918-1929 gg.* [The elaboration of the humanistic image of the soviet teacher in the 1918-1929], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 120-133.

625. Salustri Simona, «*La nostra guerra*. I docenti universitari e la propaganda per la mobilitazione durante il primo conflitto mondiale», in *Minerva armata. Le università e la Grande guerra*, pp. 97-108.
626. Sánchez Ibáñez Rachel, Ferrer Laura Aires, Egea Vivancos Alejandro, *Le pervivencia de los estereotipos. El “descubrimiento”, conquista y colonización de América en los manuales españoles de História*, in *Imagen y educación*, pp. 195-208.
627. Sanfeliu Luz, *Educar para la democracia. Asociacionismo feminista y sociabilidad instructiva para las mujeres y jóvenes durante la Segunda República*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 169-186.
628. Sani Roberto, «*Alla scoperta dell'Italia migliore e più ignorata*». *Gli Almanacchi regionali per la scuola elementare introdotti dalla riforma Gentile e l'utilizzo del patrimonio culturale e naturale per la promozione dell'identità nazionale e del sentimento di cittadinanza*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 87-115.
629. Sani Roberto, *La scuola e le sfide dell'educazione nazionale nell'Italia del primo quarantennio postunitario*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 1, pp. 357-375.
630. Sanz Porfirio, Molero Jesús M., Rodríguez David (edd.), *La historia en el aula. Innovación docente y enseñanza de la historia en la educación secundaria*, Lleida, Milenio, 2017, pp. 414.
631. Savoye Antoine, *Les ouvrages princeps (1959-1976) et l'institutionnalisation des sciences de l'éducation*, in *Les sciences de l'éducation*, pp. 249-262.
632. Scaglia Evelina, *Agli esordi della ricerca di Cesare Scurati: didattica formativa, innovazione e curricolo*, in *L'innovazione nella scuola. Per la formazione degli insegnanti*, pp. 129-138.
633. Scandurra Silvia A., *Dalla Pedagogia degli oppressi alla Pedagogia degli uomini: krasis ed ethos della democrazia*, in *Paulo Freire pedagogista di comunità: libertà e democrazia in divenire*, pp. 143-152.
634. Schneider Anne, *Des filles et des garçons dans l'imaginaire européen de Tomi Hungerer*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 161-174.
635. Schwarz Brigide, *Who studied (and taught) at the university of the Roman Curia and why? A prosopographic approach*, in *L'Università in tempo di crisi*, pp. 193-204.
636. Scognamiglio Sonia, *Cultura è instrumentum regni. La letteratura sui processi di civilizzazione nella biblioteca personale di Pedro Alvarez de Toledo, Marchese di Villafranca e Viceré di Napoli (1480-1553)*, in *Culture parlamentari a confronto*, pp. 133-158.

637. Scribner Campbell F., *The Fight for Local Control: Schools, Suburbs, and American Democracy*, Ithaca, NY, Cornell University Press, 2016, pp. 239.
638. Scurati Cesare, Biraghi Graziano, *L'innovazione nella scuola. Per la formazione degli insegnanti*, Brescia, ELS-La Scuola, 2017, pp. 176.
639. Sebastian Vicente Ana, *Los espacios educativos en la educación de personas adultas, una proximación a través de las imágenes de los cuadernos*, in *Imagen y educación*, pp. 231-242.
640. Seco González B. (edd.), *O mundo nas mans. Cartografía escolar dos séculos XIX e XX*. Santiago de Compostela, Consellería de Cultura, Educación e Ordenación Universitaria/MUPEGA, 2016, pp. 152.
641. Sedova E.E., *Sovetskaya shkola v vospriyatiu rossiskogo zarubezhya (1920-30-e gody)* [Soviet school in the perception of Russian diaspora (1920s-30s)], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 158-169.
642. Seguy Jean-Yves, Robert André D., *Un cas local de construction d'un dyptique formation/recherche en sciences de l'éducation: l'École pratique de psychologie et de pédagogie de Lyon de 1945 à 1967*, in *Les sciences de l'éducation*, pp. 131-144.
643. Sekyrkova Milada, *Die Thun'schen reformen and der Prager Universität*, in *Die Thun-Hoenstein'schen Universitätsreformen 1849-1860*, pp. 179-197.
644. Senís Fernández Juan, *En faveur des filles. Roles féminins, discours littéraire enfantin et lecteur visé dans les ouvrages pour la jeunesse de Carmen Martín Gaite*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 77-88.
645. Serina-Karsky Fabienne, *La formation des jardinières d'enfants, une institutionnalisation conflictuelle (1910-1931)*, in *Éduquer dans et hors l'école*, pp. 171-183.
646. Seveso Gabriella, "Se il piede è lento, la mia mente è pronta": il ruolo formativo del pedagogo nella tragedia classica, in *Eventi e studi. Scritti in onore di Hervé Cavallera*, vol. 1, pp. 377-391.
647. Shahriar Ambreen, *The Master Narrative Indoctrinating Patriotism: National Heroes in Pakistani School Textbooks*, in *Globalisation and Historiography of National Leaders*, pp. 215-228.
648. Shelton Jon, *Teacher Strike!: Public Education and the Making of a New American Political Order*, Urbana, University of Illinois Press, 2017, pp. 274.

649. Shevelev A.N., *Oktyabr'skaja revolyucija i rossiyskoe shkol'noe obrazovanie* [The October Revolution and the Russian school education], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 112-119.
650. Shevlin Michael, *Historical Overview of Developments in Special Education in Ireland*, in *Essays in the History of Irish Education*, pp. 181-201.
651. Shigunov Alexandre, Fortunato Ivan, Touriñán José Manuel (edd.), *Educação não formal e museus: Aspectos históricos, tendências e perspectivas*, 2017, São Paulo, Edições Hipótese, pp. 112.
652. Shiller-Valickaya Ioanna, *Arkhiv Akademii nauk kak khranilische professoorskogo naslediya* [The Archive of the Academy of Sciences as store of the professors heritage], in *Biografii Universitetskikh arkhivov*, pp. 265-292.
653. Signori Elisa, *Perché la guerra? Voci e argomenti della comunità accademica italiana 1914-1918*, in *Minerva armata. Le università e la Grande guerra*, pp. 19-38.
654. Silvestri Andrea, *La professione dell'ingegnere tra otto e Novecento: il caso del Politecnico di Milano*, in *Un monopolio imperfetto*, pp. 153-160.
655. Simeni-Douka Persefoni, Tziouma Athina, *Επιλέγοντας διευθυντή για το δημοτικό σχολείο. Η επταδευτική πολιτική των τελευταίων τριάντα ετών [1985-2015]* [Choosing director for elementary school. The educational policy of the last thirty years [1985-2015]], Ilia, Baltas, pp. 176.
656. Simões, Regina H. S., Correa, Rosa Lydia T. Mendonça Ana Waleska P. C. (edd.), *História da profissão docente no Brasil*, vol. 7. Vitória, ES, EDUFES, 2011, pp. 390.
657. Simone Giulia, Targhetta Fabio, *Sui banchi di scuola tra fascismo e Resistenza. Gli archivi scolastici padovani (1938-1945)*, Padova, Padova University Press, 2016, pp. 188.
658. Simpson Thomas W., *American Universities and the Birth of Modern Mormonism, 1867-1940*, Chapel Hill, University of North Carolina Press, 2016, pp. 229.
659. Sirignano Fabrizio Manuel, *Il Grande Esule di Acquafredda. Francesco Saverio Nitti tra pedagogia, politica e impegno civile*, FrancoAngeli, Milano 2017, pp. 126.
660. Slinn Sara, *The education of the Anglican clergy 1780-1839*, Suffolk, Boydell & Brewer, 2017, pp. 276.
661. Smith John T., *Key questions in education: historical and contemporary perspectives*, London, Bloomsbury Academic, 2016, pp. 192.
662. Smyth Elizabeth M., *Worlds Within Worlds: Canadian Women Religious, International Connections, Ecclesiastical Webs and the Secular State*, in *Women educators, leaders and activists*, pp. 41-57.

663. Soler Joan, *Théosophie et éducation en Espagne (1891-1939): espaces de sociabilité et réseaux éducatifs*, in *Éduquer dans et hors l'école*, pp. 87-102.
664. Spampani Giacomo, *Pubblicare in classe A: dalla classificazione dell'AN-VUR a uno strumento operativo*, in *Enlarging One's Vision 2*, pp. 33-64.
665. Stack Jr. Sam F., *The Arthurdale Community School: Education and Reform in Depression-Era Appalachia*, Lexington, University Press of Kentucky, 2016, pp. 197.
666. Stemberger Martina, *La fémininité (dés)apprivoisée: La mise en scène des genres dans la série du Tropzkopft du XIX<sup>e</sup> siècle aux années folles*, in *Littérature de jeunesse au présent. Genres littéraires en question(s)*, pp. 203-218.
667. Stinia Maria, *Die Jagiellonen-Universität in der Aera des Ministers Leo Thun (1849-1860)*, in *Die Thun-Hoenstein'schen Universitätreformen 1849-1860*, pp. 198-221.
668. Stowe Doug, *Making Classic Toys that Teach. Step-by-Step Instruction for Building Froebel's Iconic Developmental Toys*, Nasville, Spring House Press, 2016, pp. 143.
669. Strandgaard Jensen Helle, *From Superman to Social Realism: Children's media and Scandinavian childhood*, Amsterdam/Philadelphia, John Benjamin Publishing Company, 2017, pp. XII-188.
670. Surdi Elena, *La Guerra in miniatura. Il sorgere del primo conflitto mondiale nelle pagine di Antonio Rubino (1913-1917)*, in *Scuola, infanzia e Grande Guerra*, pp. 57-77.
671. Surman Jan, *Leon (sic !) Thun in the polnischen Historiographie : zur tradition der Geschichte*, in *Die Thun-Hoenstein'schen Universitätreformen 1849-1860*, pp. 317-346.
672. Šušnjara Snježana, *School Memories of Students from the Teacher's School in Travnik*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 165-174.
673. Šuštar Branko, *Faded Memories Carved in Stone: Teachers' Gravestones as a Form of Collective Memory of Education in Slovenia in the 19<sup>th</sup> and Early 20th Century*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 175-187.
674. Szilard Tar Attila, *Die ungarischen Rechtsakademien in der 1850<sup>er</sup>-Jahren*, in *Die Thun-Hoenstein'schen Universitätreformen 1849-1860*, pp. 222-239.
675. Szogi Laszlo, *Die Veränderungen des ausländischen Universitätsbesuches ungarländischen Studenten in der Zeit des Thunschen Reformen 1849-1860*, in *Die Thun-Hoenstein'schen Universitätreformen 1849-1860*, pp. 240-257.

676. Talamoni Jean-Guy, *La question de l'éducation dans la littérature politique corse du XVIII<sup>e</sup> siècle*, in *Éduquer dans et hors l'école*, pp. 245-260.
677. Targhetta Fabio, *La 'nazionalizzazione per via paesaggistica': educazione al patrimonio e formazione dell'identità italiana tra Otto e Novecento*, in *Educare alla bellezza la gioventù della nuova Italia*, pp. 48-85.
678. Targhetta Fabio, *Methodological, Historiographical and Educational Issues in Collecting Oral Testimonies*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 157-164.
679. Targhetta Fabio, *Un trentennio in continua evoluzione: nascita e consolidamento della didattica museale tra il 1945 e il 1975*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 85-106.
680. Taylor Allen Ann, *The Transatlantic Kindergarten: Education and Women's Movements in Germany and the United States*, New York, Oxford University Press, 2017, pp. 292.
681. Testa Simone, *Le accademie italiane. Una banca di dati online*, in *Digital academic history. Studi sulle popolazioni accademiche in Europa*, pp. 89-104.
682. Todaro Letterio (ed.), *Herbert Spencer. Educazione intellettuale, morale e fisica* (nuova traduzione dall'inglese, con testo originale a fronte), Anicia, Roma, 2017, pp. 320.
683. Todaro Letterio, *Tra istanze igieniche e poesia dell'infanzia: conquista degli spazi aperti e motivi del rinnovamento educativo in Italia tra Otto e Novecento*, in *Spazi formativi, modelli e pratiche di educazione all'aperto nel primo Novecento*, pp. 59-82.
684. Todaro Letterio, *Herbert Spencer e il canone moderno della pedagogia*, in *Herbert Spencer, Educazione intellettuale, morale e fisica*, pp. 13-62.
685. Todaro Letterio, *Rinnovamento educativo e cultura materiale della scuola: il contributo di Emanuele Latino alla pedagogia italiana del secondo Ottocento*, in *Eventi e studi. Scritti in onore di Hervé A. Cavallera*, vol. 1, pp. 393-406.
686. Tognon Giuseppe, "Morfologia" delle culture e "forma dell'educazione classica nell'opera di H.-I. Marrou, in *Scuole e maestri dall'Età antica al Medioevo*, pp. 29-44.
687. Tolley Kim, *Heading South to Teach: The World of Susan Nye Hutchinson, 1815-1845*, Chapel Hill, University of North Carolina Press, 2015, pp. 272.
688. Tomarchio Maria, Todaro Letterio (edd.), *Spazi formativi, modelli e pratiche di educazione all'aperto nel primo Novecento*, Milano, Apogeo Education/Maggioli/Sant'Arcangelo di Romagna, 2017, pp. XXII-198.

689. Torresi Tiziano, *Sergio Paronetto. Intellettuale cattolico e stratega dello sviluppo*, Bologna, il Mulino, 2017, pp. 495.
690. Trifonova Aleksandra, *Universitetskie arkhivy v Bolgarii* [University Archives in Bulgaria], in *Biografii Universitetskikh arkhivov*, pp. 246-264.
691. Trigueros Gordillo Guadalupe, Rubio Mayoral Juan Luis, *Educazione e infanzia nella Spagna franchista (1936-1978)*, in *Il Novecento: il secolo del bambino?*, pp. 133-153.
692. Trigueros Gordillo Guadalupe, Torrez Fernández Cristóbal, Cheikh-lahlou Alastor García, *Identity Memory School Figures: The Adjustment of the Andalusian Identity in the School Through School Textbooks (1978-1993)*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 81-97.
693. Tsyrlina-Spady Tatyana, Stoskopf Alan, *Russian History Textbooks in the Putin Era: Heroic Leaders Demand Loyal Citizens*, in *Globalisation and Historiography of National Leaders*, pp. 15-33.
694. Turpin Andrea L., *A New Moral Vision: Gender, Religion, and the Changing Purposes of American Higher Education, 1837-1917*, Ithaca, Cornell University Press, 2016, pp. 338.
695. Urzainqui Inmaculada, Olay Valdés Rodrigo (edd.), *Con la razón y la experiencia. Feijoo 250 años después*, Oviedo, Instituto Feijoo de Estudios sobre el siglo XVIII, 2016, pp. 670.
696. Utkin A.V., *Formirovanie sovetskoy obrazovatel'noy doktriny* [The formation of the soviet educational doctrine], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 102-111.
697. Valcárcel N. Martínez, Hernández Mª D. García, *La utilización del libro de texto de Historia de España dentro y fuera del aula: alumnos, manuales, huellas, interpretación y contexto*, Murcia, Diego Marín, 2017, pp. 300.
698. Vázquez Ramil Raquel, *Un modelo de educación integral de la mujer española. La Residencia de Señoritas de Madrid (1915-1936)*, in *Women's Education in Southern Europe: Historical Perspectives (1840-1970)*, pp. 117-168.
699. Veloni Eleni, *Πανεπιστήμιο Αθηνών και δημόσιος λόγος (1837-1911)* [University of Athens and Public Speech (1837-1911)], Athens, Papazisi, pp. 624.
700. Vergara Ciordia Javier, Sala Villaverde Alicia, *Censura y libros en la Edad Moderna*, Madrid, Dikinson, 2017, pp. 416.
701. Verger Jacques, *Le quatorzième siècle: siècle d'apogée ou siècle de crise pour l'université de Paris?*, in *L'Università in tempo di crisi*, pp. 215-226.
702. Vergez-Sanz Cécile, *Les carnets d'Olivier Douzou, création et travail d'édition*, in *Littérature de jeunesse: la fabrique de la fiction*, pp. 143-160.

703. Viñao Antonio, Martínez Ruiz-Funes María, *Publicidad, marketing e imagen. Representaciones visuales y modernidad escolar a través de las tarjetas postales (España, siglo XX)*, in *Imagen y educación*, pp. 15-38.
704. Viñao Antonio, Ruiz Funes Martínez José, *Picture Postcards as a Tool for Constructing and Reconstructing Educational Memory (Spain, 19<sup>th</sup>-20th Centuries)*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 29-45.
705. Viñao Frago Antonio, Martínez Ruiz-Funes María José, Moreno Martínez Pedro Luis, *Tarjeta postal ilustrada y educación (España, siglos XIX-XX)*, Murcia, Editum, 2016, pp. 109.
706. Viola Valeria, «Il segreto della ricchezza degli altri paesi è la scienza, è l'istruzione tecnica». *Percorsi di formazione tecnica e professionale nell'Italia dell'Ottocento*, Lecce, Pensa Multimedia, 2016, pp. 408.
707. Vipond Robert C., *Making a Global City: How One Toronto School Embraced Diversity*, Toronto, University of Toronto Press, 2017, pp. 249.
708. Vishlenkova Elena A., Il'nina Kira A., Parsamov Vadim S. (edd.), *Biografi Universitetskikh arkhivov* [The biography of University's Archives], Moskva, Izdatel'skij dom Vysshej shkoly ekonomiki, 2017, pp. 298.
709. Vishlenkova Elena, Il'ina Kira, *Arkhiv kak sredstvo upravleniya rossiyskimi universitetami* [The Archive as administration mean of the Russian University], in *Biografi Universitetskikh arkhivov*, pp. 83-101.
710. Vishlenkova Elena, Parsamov Vadim, *Arkhiv kak issledovatel'skaya problema dlya istorika universitetskoj kul'tury* [The Archive as research problem for the historian of the University culture], in *Biografi Universitetskikh arkhivov*, pp. 5-22.
711. Vitali Andrea, *La scuola tedesca in Trentino tra guerra e dopoguerra*, in *La scuola trentina tra guerra e primo dopoguerra*, pp. 57-93.
712. Volpicelli Ignazio, Fabrizio Ravaglioli lettore di Giovanni Gentile, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, Vol. 2, pp. 207-214.
713. Vrinioti Kaliopi, Διεθνής διακυβέρνηση της εκπαίδευσης. Οραμα και πραγματικότητα. Ιστορικοσυγχρονή προσέγγιση [International guidance of education. Vision and reality. Historical comparative approach], Athens, Gutenberg-Dardanos, pp. 242.
714. Wahine Mana, *Boundaries and Connections in the Career of a Māori Educational Leader: Bessie (Wene) Te Wenerau Grace (Sister Eudora CSC)*, in *Women educators, leaders and activists*, pp. 79-95.
715. Wallace Adams David, *Three Roads to Magdalena: Coming of Age in a Southwest Borderland, 1890-1990*, Lawrence, University Press of Kansas, 2016, pp. 437.

716. Walsh Brendan (ed.), *Essays in the History of Irish Education*, London, Palgrave Macmillan, 2016, pp. XVII-393.
717. Walsh Brendan, 'Injurious to the Best Interests of Education'? *Teaching and Learning Under the Intermediate Education System, 1878-1922*, in *Essays in the History of Irish Education*, pp. 129-179.
718. Walsh Brendan, *Introduction*, in *Essays in the History of Irish Education*, pp. 1-6.
719. Walsh Brendan, *Teachers' Experience of School: First-hand Accounts, 1943-1965*, in *Essays in the History of Irish Education*, pp. 203-233.
720. Walsh John, *Creating a Modern Educational System? International Influence, Domestic Elites and the Transformation of the Irish Educational Sector, 1950-1975*, in *Essays in the History of Irish Education*, pp. 235-266.
721. Walsh Tom, *The National System of Education, 1831-2000*, in *Essays in the History of Irish Education*, pp. 7-43.
722. Webb Jeff A., *Observing the Outports: Describing Newfoundland Culture, 1950-1980* Toronto, University of Toronto Press, 2016, pp. 421.
723. Weiping Fang (ed.), 儿童文学的艺术高地 [Highlands of Art in Children's Literature: Papers of Children's Literature Studies in 2015], Wuhan, Changjiang Children and Youth Press, 2017, pp. 246.
724. Weiping Fang (ed.), 生活在童话中：红楼儿童文学对话. II [Living in Fairy Tales: Conversations on Children's Literature in the Red Chamber. II], Guilin, Guangxi Normal University Press, 2017, pp. 322.
725. Weiping Fang, 思想的跋涉 [Rambling Thoughts], Qingdao, Qingdao Press, 2017, pp. 366.
726. Weiss Malkiel Nancy, "Keep the Damned Women Out": *The Struggle for Coeducation*, Princeton, Princeton University Press, 2016, pp. 672.
727. Weiss Malkiel Nancy, "Keep the Damned Women Out": *The Struggle for Coeducation*, Princeton & Oxford, Princeton University Press, 2016, pp. 672.
728. Westberg Johannes, *Funding the rise of mass schooling: the social, economic and cultural history of school finance in Sweden, 1840-1900*, London, Palgrave MacMillan, 2017, pp. XVII-242.
729. Westberg Johannes, *In the Name of Froebel: Fundraising for Kindergartens in Sweden, 1890-1945*, in *Kindergarten Narratives on Froebelian Education*.
730. Whalen Kevin, *Native Students at Work: American Indian Labor and Sherman Institute's Outing Program, 1900-1945*, Seattle, University of Washington Press, 2016, pp. 224.

731. White Elizabeth, *Relief, Reconstruction and the Rights of the Child: The Case of Russian Displaced Children in Constantinople, 1920-22*, in *Displaced Children in Russia and Eastern Europe, 1915-1953*, pp. 70-96.
732. White Graeme J., *On Chester on: a history of Chester College and the University of Chester and Oriel College: a history*, UCL Institute of Education, Chester, Chester University Press, 2014.
733. Whitehead Kay, Gutteridge Mary, *Transnational Careering in the Field of Early Childhood Education*, in *Women educators, leaders and activists*, pp. 121-151.
734. Whitehead Kay, Lillian de Lissa, *Women teachers and teacher education in the twentieth century: a transnational history*, Bern-Berlin-Bruxelles et al., Peter Lang, 2016, pp. 278.
735. Wingenter Anne M., *Benito Mussolini in Italian High School Textbooks*, in *Globalisation and Historiography of National Leaders*, pp. 73-88.
736. Witt Ronald G., *L'eccezione italiana. L'intellettuale laico nel Medioevo e l'origine del Rinascimento (800-1300)*, Roma, Carocci, 2017, pp. 659.
737. Wolhuter C. C., Van der Walt, Potgieter F.J., *Representation of National Leaders in History Books and Textbooks in South Africa: A Transitiological Study*, in *Globalisation and Historiography of National Leaders*, pp. 179-195.
738. Wright David, *Sick Kids: The History of the Hospital for Sick Children*, Toronto, University of Toronto Press, 2016, pp. 480.
739. Wright Susan, *Morality and Citizenship in English Schools: Secular Approaches 1897-1944*, London, Palgrave Macmillan, 2017, pp. XII-251.
740. Xodo Carla, *Il lungo cammino di Cavallera con un compagno di viaggio d'eccezione, Giovanni Gentile*, in *Eventi e Studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 215-224.
741. Yanes Cabrera Cristina, Meda Juri, Viñao Antonio (edd.), *School Memory: Historiographical Balance and Heuristics Perspectives*, Dordrecht, Springer, 2017, pp. 278.
742. Yanes Cabrera Cristina, Meda Juri, Viñao Antonio, *Introduction*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 1-9.
743. Yanes-Cabrera Cristina, Escolano Benito Agustín, *Archaeology of Memory and School Culture: Materialities and “Immaterialities” of School*, in *School Memory: Historiographical Balance and Heuristics Perspectives*, pp. 263-270.
744. Ye Wangbei, *National Heroes and National Identity Education: A Comparison of Mainland China and Hong Kong's Textbooks*, in *Globalisation and Historiography of National Leaders*, pp. 197-214.

745. Yunfeng Sun, Xiaofen Wang (edd.), 学前儿童文学 [*Preschool Children's Literature*], Nanjing, Nanjing University Press, 2017, pp. 210.
746. Zago Giuseppe (ed.), *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, Milano, FrancoAngeli, 2017, pp. 256.
747. Zago Giuseppe, *Extrascuola e storiografi a educativa. Linee di ricerca su un trentennio*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 9-14.
748. Zago Giuseppe, *Il personalismo pedagogico a Padova e il neoidealismo*, in *Eventi e studi. Scritti in onore di Hervé A. Cavallera*, vol. 2, pp. 225-242.
749. Zago Giuseppe, *Il settore educativo-assistenziale per i minori. Trasformazioni istituzionali culturali e professionali (1948-1978)*, in *L'educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975)*, pp. 107-143.
750. Zago Giuseppe, *Il dibattito sulle scienze umane nella «Rivista di Filosofia e Scienze Affini» (1899-1908)*, in *Le "scienze umane" in Italia tra Otto e Novecento. Pedagogia, psicologia, sociologia e filosofia*, pp. 185-203.
751. Zahra Tara, *Lost Children: Displaced Children between Nationalism and Internationalism after the Second World War*, in *Displaced Children in Russia and Eastern Europe, 1915-1953*, pp. 187-217.
752. Zajda Joseph, Tsyrllina-Spady Tatyana, Lovorn Michael (edd.), *Globalisation and Historiography of National Leaders. Symbolic Representations in School Textbooks*, Dordrecht, Springer, 2017, pp. 283.
753. Zajda Joseph, Tsyrllina-Spady Tatyana, Lovorn Michael (edd.), in *Globalisation and Historiography of National Leaders*, pp. 1-11.
754. Zajda Joseph, Tsyrllina-Spady Tatyana, Lovorn Michael, *Research Trends in Globalisation and Historiography of National Leaders: Symbolic Representations in School Textbooks*, in *Globalisation and Historiography of National Leaders*, pp. 275-280.
755. Zavarzina L.E., *Vklad P.F. Kaptereva v podgotovku uchitelei v pervye gody sovetskoy vlasti* [P.F. Kapterev's contribution in the teacher training in the first years of the soviet regime], in *Obrazovanie v Rossii i mire v kontekste Okt'yabrskoj Revolyucii 1917*, pp. 134-147.
756. Zhenchen Wu, 幼儿文学 [*Literature for Infants*], Beijing, People's Post Press, 2017, pp. 199.
757. Zheng Jane (ed.), *Shanghai art college 1913-1937: the modernization of Chinese art*, Leuven, Leuven University Press, 2016, pp. 416.
758. Zhou Xiao, 我与新时期儿童文学 [*Me and Children's Literature in the New Era*], Hefei, Anhui Children and Youth Press, 2017, pp. 434.

759. Zhu Ziqiang, 儿童文学的“思想革命” [*Intellectual Reform in Children's Literature*], Qingdao, Qingdao Press, 2017, pp. 330.
760. Zhukovskaya Tat'yana, *Arkhiv pedagogicheskogo instituta v Sankt-Peterburge (1804-1819): specifica otrazheniya universitetskoi povsednevnosti* [The Archive of the pedagogical Institute in Sankt-Peterburg (1804-1819): the specificity of the reflexion of the University allday life], in *Biografi Universitetskikh arkhivov*, pp. 114-164.
761. Zimmerman Jonathan, Robertson Emily, *The Case for Contention: Teaching Controversial Issues in American Schools*, Chicago, University of Chicago Press, 2017, pp. 144.
762. Zimmerman Jonathan, *Too Hot to Handle: A Global History of Sex Education*, Chicago, University of Chicago Press, 2016, pp. 144.
763. Zimoch-Piaskowska Izabela, *Szkolnictwo średnie ogólnokształcące w Częstochowie w latach 1945-1989*, Wydawnictwo AJD, Częstochowa 2016, pp. 527.
764. Zucchini Stefania, *Il ruolo sociale dei dottori: il caso medievale di Perugia*, in *Un monopolio imperfetto*, pp. 15-30.
765. Zucchini Stefania, *L'età dell'oro dello Studio perugino tra epidemie, guerre e sconvolgimenti politici: maestri e dottori dell'università nella Perugia del secondo Trecento*, in *L'Università in tempo di crisi*, pp. 159-175.

