

International Bibliography of History of Education and Children's Literature (2013)

The present *International Bibliography* about the history of education and children's literature concerning the year 2013 follows the one appeared on «History of Education & Children's Literature» last year and includes the three years period 2010-2012. Just like that, it is a specialized bibliographical overview (articles published in journals, monographs, collections of essays, proceedings and textbooks) concerning the research and the studies about the history of education published all over the world. In order to create such a work tool, addressed in particular to the scholars of history of education and children's literature, it is appropriate to systematically analyze the Publishers' catalogues of hundreds of national and international specialized publishing houses (historical studies, social and human sciences, educational sciences), as well as the catalogues of about 400 scientific journals belonging to the same field or related to it, 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), holder of a temporary research fellowship in History of Education at 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 (2013)



Edited by
Dorena Caroli and Luigiaurelio Pomante

International Bibliography of History of Education and Children's Literature (2013)



eum edizioni università di macerata



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

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 dell'educazione e della formazione 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: *Alberto Barausse* (Università degli Studi del Molise), *Vitaly Bezrogov* (Institute of Theory and History of Education of Moscow, Russia), *Pino Boero* (Università degli Studi di Genova), *Edoardo Bressan* (Università degli Studi di Macerata), *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), *Srecko Jelusic* (University of Zadar, Croatia), *Robert Hampel* (University of Delaware, USA), *Elemér Kelemen* (History of Education Subcommittee of the Hungarian Academy of Sciences, Hungary), *Carmen Labrador Herraiz* (Universidad Complutense de Madrid, España), *Daniel Lindmark* (Umea University, Sweden), *Renata Lollo* (Università Cattolica di Milano), *Michel Ostenc* (Université de Angers, France), *Simonetta Polenghi* (Università Cattolica di Milano), *Bernat Sureda Garcia* (Universitat de les Illes Balears, España), *Francesco Susi* (Università degli Studi di Roma Tre), *Mario Tosti* (Università degli Studi di Perugia), *Paola Vismara* (Università degli Studi di Milano).

La collana si avvale altresì di un *Comitato di redazione* coordinato da *Marta Brunelli* (responsabile editing) e *Luigiaurelio Pomante* (responsabile delle procedure di peer review), del quale fanno parte: *Dorena Caroli*, *Juri Meda* ed *Elisabetta Patrizi*.

I volumi destinati ad essere pubblicati nella collana sono sottoposti a valutazione attraverso il procedimento del *doppio referaggio anonimo* (*double-blind peer-review process*).

La collana è dotata di un *International Referees' Comitee* che per il quinquennio 2011-2015 comprende i seguenti membri:

Rosanna Alaggio (Università degli Studi del Molise), *Gabriella Aleandri* (Università degli Studi di Macerata), *Sergio Angori* (Università degli Studi di Siena), *Massimo Baldacci* (Università degli Studi di Urbino), *Luciana Bellatalla* (Università degli Studi di Ferrara), *Paolo Bianchini* (Università degli Studi di Torino), *Lorenzo Cantatore* (Università degli Studi di Roma Tre), *Antonio Castillo Gomez* (Universidad de Alcalà, España), *Michele Corsi* (Università degli Studi di Macerata), *Antonella Gargano* (Università degli Studi di Roma La Sapienza), *Silvina Gvirtz* (Universidad de San Andrés, Argentina), *Sira Serenella Macchietti* (Università degli Studi di Siena), *Maria Cristina Morandini* (Università degli Studi di Torino), *Gabriela Ossenbach Sauter* (UNED, España), *Riccardo Pagano* (Università degli Studi di Bari), *Furio Pesci* (Università degli Studi di Roma La Sapienza), *Helena Pimenta Rocha* (Universidade Estadual de Campinas, Brazil), *Pablo Pineau* (Universidad de Buenos Aires, Argentina), *Joaquim Pintassilgo* (Universidade de Lisboa, Portugal), *Giuseppe Serafini* (Università degli Studi di Siena), *Angelo Sindoni* (Università degli Studi di Messina), *Gianfranco Tortorelli* (Università degli Studi di Bologna), *Aricle Vechá* (Universidade Tuiuti do Paraná-Curitiba, Brazil), *Patrizia Zamperlin* (Università degli Studi di Padova).

eum > scienze dell'educazione > repertori bibliografici

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 978-88-6056-416-0

Prima edizione: **gennaio 2015**

©2015 eum edizioni università di macerata

Centro Direzionale, Via Carducci 63/a - 62100 Macerata

info.ceum@unimc.it

<http://eum.unimc.it>

International Bibliography of **the** History
of Education and Children's Literature
(2013)

edited by Dorena Caroli and Luigiaurelio Pomante

Contents

7 Introduction

11 Abbreviations and Acronyms

Publications

31 A. Journal Articles

163 B. *Miscellanea* and monographs

Introduction

The present *International Bibliography* about the history of education and children's literature for the year 2013 follows the one appeared on «History of Education & Children's Literature» last year and concerning the three years period 2010-2012. Just like that, it is a specialized bibliographical overview (articles published in journals, monographs, collections of essays, proceedings and textbooks) concerning the research and the studies about the history of education published all over the world.

In order to create such a work tool, addressed in particular to the scholars of history of education and children's literature, it is appropriate to systematically analyze the Publishers' catalogues of hundreds of national and international specialized publishing houses (historical studies, social and human sciences, educational sciences), as well as the catalogues of about 400 scientific journals belonging to the same field or related to it, published in different countries of the world.

This kind of research is necessarily a *work in progress*, due to the sometimes insuperable difficulties connected to the understandable will of completeness and exhaustiveness in the process of data retrieval. Despite the growing support to globalization given by *internet* and the *social media*, in fact, the *web sites* of the publisher houses and scientific reviews (as well as those of the Universities and of the public and private research Centres) not always provide updated and exhaustive information (catalogues, bibliographical report, tables of contents of the issues etc.).

Hence, the sometimes insurmountable difficulties encountered in the process of acquisition of precise data and reliable information about the scientific production in this field in some particular countries and, consequently, the real need for a network of partners operating *in loco*, i.e. a network of researchers and scholars specialized in this field, who agreed to report systematically to «History of Education & Children's Literature» the most recent and relevant publications occurred in their own country and, if necessary, to complete the sometimes fragmentary information obtained through *internet*.

Over the last year, a great amount of energy has been spent in the creation and enhancement of such a network of partners, in order to make this

bibliography a reliable, constantly updated tool, enjoyable by all scholars and, above all, able to present in all its complexity and variety the wide-ranging international scientific production in the field of history of education and children's literature.

In addition to the colleagues of «History of Education & Children's Literature», a number of experts and researchers from all over the world contributed to the creation of this *International Bibliography* concerning the year 2013. 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), *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), *Alexander Karp* (Columbia University), *Iveta Kestere* (University of Latvia), *Grigorij Kornetov* (Academy of the Social Administration, Moscow, Russia), *Javier Laspalas* (Universidad de Navarra, 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), *Alla A. Salnikova* (Kazan State University, Russia), *Bengt Sandin* (Linköping University, Sweden), *Joanna Schiller-Walicka* (Redaction of the review «Rozprawy z Dziejów Owiaty», Poland), *Juan Senís Fernández* (University of Saragoza, Spain) *Verónica Sierra Blas* (Universidad de Alcalá, Spain), *Chandralekha Singh* (Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India), *Larisa Smirnova* (redaction of the review «Istoriko-Pedagogichesky Zhurnal», Russia), *Wendelin Sroka*

(Reading Primers Special Interest Group of the International Society for Historical and Sistematic Research on Schoolbooks, Germany), *Cathryn Steele* (Publisher House: Oxford, Oxford University Press, UK), *Claudia Tatasciore* (Ph. D., University of Bologna), *Milka Terzijska* (Sofia University «St. Kliment Ohridski», Bulgaria), *Johannes Westberg* (Uppsala University, Sweden), *Cristina Yanes* (Universidad de Sevilla, Spain), *Christian Ydesen* (Aalborg University, Denmark).

Abbreviations and Acronyms

- ACEX = «Academic Exploration» (China)
- ACTAC = «Acta Academiae Beregsasiensis» (Hungary)
- ADIF = «Annali online della didattica e della formazione docente» (Italy)
- AEHJ = «American Educational History Journal» (USA)
- AHEA = «Historia de la Educación Argentina. Anuario» (Argentina)
- ALMAM= «Alma Mater. Vestnik vysshej shkoly» (Russia)
- ANDO = «Anthology of Dongyue» (China)
- ANLI = «Anhui Literature» (China)
- AOB = «Administrator Obrazovanya» (Russia)
- APMA = Appreciation of Masterpieces» (China)
- APOP = «Aktual'nye Problemy Obshchego i Professional'nogo Obrazovanya» (Russia)
- 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)
- AURP = «Aula. Revista de Pedagogía de la Universidad de Salamanca» (Spain)
- 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)
- BIS = «Biologya v Shkole» (Russia)
- BJES = «Baltic Journal of European Studies» (Latvia)
- BJPS = «British Journal of Political Science» (Great Britain)
- BORP = «Bordón. Revista de Pedagogía» (Spain)
- BPHM = «Bulletin der Polnischen Historischen Mission» (Germany)
- BSSE = «Buletini Shkencor. Shkencat e Edukimit» (Albania)
- BSSV = «Bollettino della Società degli Studi Valdesi» (Italy)
- BSZO = «B'lgarsko spisanie za obrazovanie» (Bulgaria)
- CAE = «Carrefours de l'Éducation» (France)

- CBMH = «Canadian Bulletin of Medical History» (Canada)
CEIS= «Cennostii. Smysli» (Russia)
CES = «Cultura Escrita & Sociedad» (Spain)
CHE = «Cadernos de História da Educação» (Brazil)
CHEBRO = «Chelovek i obrazovanie» (Russia)
CHIBO = «China Book Review» (China)
CHINPI = «China Newspaper Industry» (China)
CHIPRE = «China Press» (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)
COED = «Contemporary Education Dialogue» (India)
CON = «Contemporanea. Rivista di Storia dell'800 e del '900» (Italy)
CONCHI = «Construction of Chinese Course» (China)
CONFOLI = «Contemporary Foreign Literature» (China)
CP = «Cuestiones Pedagógicas. Revista de Ciencias de la educación» (Spain)
DEBA = «Debates in Arts» (China)
DEF= «Defektologya» (Russia)
DL = «DorLedor. Studies in the History of Jewish Education in Israel and the Diaspora» (Israel)
DNV = «Dukhovno-Nravstvennoe Vospitanie» (Russia)
DO = «Docencia» (Chile)
DOS= «Doshkolnik» (Russia)
DOSBRAV = «Doshkol'noe obrazование и воспитание» (Russia)
DOV= «Doshkolnoe Vospitanie» (Russia)
DPRS = «Dimensioni e problemi della ricerca storica» (Italy)
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 = «Education» (Hungary)
EDI = «Educazione interculturale» (Italy)
EDSCI = «Education Science» (Greece)
EDU = «Educação» (Brazil)
EDUR = «Educar em Revista» (Brazil)
EERE = «Elementary Education Research» (China)
EERJ = «European Educational Research Journal» (United Kingdom)
EFIL = «Educação e Filosofia» (Brazil)

- EFP = «El Futuro del Pasado» (Spain)
- EH = «Educació i Història. Revista d’Història de l’Educació» (Spain)
- EI = «Education Inquiry» (Sweden)
- EJE = «European Journal of Education» (USA)
- EKO = «Ekologicheskoe Obrazovanie: do Shkoly, v Shkole, vne Shkoly» (Russia)
- EKS = «Ekonomika v Shkole» (Russia)
- EMSTT = «Elementary and Middle School Teacher Training» (China)
- EOZ= «Evrazyskoe Ozherel'e» (Russia)
- ES = «Educational Studies. A Journal of the American Educational Studies Association» (United Kingdom)
- ESE = «ESE. Estudios Sobre Educación» (Spain)
- ETE = «Espacio, Tiempo y Educacion» (Spain)
- EUROBUL = «EUROCLIO Bulletin» (Greece)
- EXE = «Exedra. Revista Científica (on line)» (Portugal)
- EXPLO = «Exploration of Education» (China)
- FE = «Foro de Educación» (Spain)
- FEMSE = «Foreign Elementary and Middle School Education» (China)
- FILOBRA = «Filosofya obrazovanya» (Russia)
- FIOL = «Filologos» (Greece)
- FIS = «Fizika v Shkole» (Russia)
- FKVT = «Fizicheskaya Kul'tura: Vospitanie, Obrazovanie, Trenirovka» (Russia)
- FOB = «Filosofya Obrazovanya» (Russia)
- FOLFOLT = «Foreign Language and Foreign Language Teaching» (China)
- FOLST = «Foreign Language Studies» (China)
- FORDUL = «Fordulópont» (Hungary)
- FOREC = «Forum of Education and Culture» (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)
- GEES = «Geografya i Ekologya v Shkole XXI Veka» (Russia)
- GES = «Geografya v Shkole» (Russia)
- GODUZ = «Godishnik na Universitet “Prof. Dr. Asen Zlatarov”» (Bulgaria)
- GSU = «Godishnik na Sofijski Universitet “St. Kliment Ohridski”» (Bulgaria)
- GUISS = «Guizhou Social Science» (China)
- GWU= «Geschichte in Wissenschaft und Unterricht» (Germany)
- GYER = «Gyermeknevelés» (Hungary)
- 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)
HEMM = «Hautes Études Médiévaux et Modernes» (France)
HEQ = «History of Education Quarterly» (USA)
HER = «History of Education Review. The official Journal of the Australian &
 New Zealand History of Education Society» (Australia)
HERI = «Historia de la Educación. Revista Interuniversitaria» (Spain)
HES = «Higher Education Studies» (Canada)
HF = «The History of the Family. An International Quarterly» (Ireland)
HISTI = «History of education issues» (Greece)
HME = «Historia y memoria de la educación» (Spain)
HP = «History of Psychiatry» (California-Usa)
HSE = «Historical Studies in Education/Revue d'Histoire de l'Éducation»
 (Canada)
HU = «History of Universities» (United Kingdom)
IC = «Italia Contemporanea» (Italy)
IJED= «International Journal of Educational Development» (Hong Kong,
 China)
IJHE = «Bildungsgeschichte. International Journal for the Historiography of
 Education» (Switzerland)
IJHME = «International Journal for the History of Mathematics Education»
 (USA)
IN = «Infanzia» (Italy)
INJS = «Inostrannyе Yazyki v Shkole» (Russia)
INNOB = «Innovacii v obrazovanii» (Russia)
INT = «Intellect» (China)
INTEP = «International and European Politics» (Greece)
IOL = «Innovacii 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
 Universi-teta im. A.I. Gercena» (Russia)
IRHED = «International Review of History Education» (Greece)
ISBRA = «Iskusstvo i obrazovanie» (Russia)
ISK = «Iskolakultura Könyvek» (Hungary)
ISPESE = «Istorya pedagogiki segodnya» (Russia)

- ISSRA = «Issledovatel'skaya rabota shkol'nikov» (Russia)
ISTPE = «Istoriko-pedagogichesky Ezhegodnik» (Russia)
IZYUFED = «Izvestya Yuzhnogo Federal'nogo universiteta: Pedagogicheskie nauki» (Russia)
JEAH = «Journal of Educational Administration & History» (United Kingdom)
JEMMS = «Journal of Educational Media, Memory, and Society» (Germany)
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 Children and Youth» (USA)
JHE = «The Journal of Higher Education» (USA)
JIANER = «Jiangsu Education Research» (China)
JIANSS = «Jiangxi Social Science» (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)
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)
JOHUSENS = «Journal of Hubei Second Normal School» (China)
JOINMONU = «Journal of Inner Mongolia Normal University» (China)
JOJCE = «Journal of Jilin College of Education» (China)
JOJUN = «Journal of Jimei 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)
JOUCS = «Journal of Curriculum Studies» (Greece)
JOUHUFINS = «Journal of Hunan First Normal School» (China)
JOUJCOT = «Journal of Jinchu College of Technology» (China)
JOWU = «Journal of Wuhan University» (China)
JOXIBRU = «Journal of Xiamen Broadcast University» (China)
JOXIPS = «Journal of Xiangfan Professional School» (China)
JOYU = «Journal of Yangtze University» (China)
JOZUNS = «Journal of Zunyi Normal School» (China)
JPH = «Journal of Pacific History» (UK)
JPHE = «Journal of Philosophy & History of Education» (USA)
JSE = «The Journal of Special Education» (United Kingdom)
JSSE = «Journal of Social Science of Education» (Germany)
JU = «Jahrbuch für Universitätsgeschichte» (Germany)
KAF = «Kafedra» (Russia)
KAINN = «Kachestvo. Innovacii. Obrazovanie» (Russia)
KEK = «Kultúra és közösség» (Hungary)
KLIO = «Zhurnal dlya uchenykh» (Russia)
KOR = «Korrekcionnaya Pedagogika» (Russia)
KSOP = «Kachestvo Sovremennoego Obrazovanya: Problemy i Putyakh Reshenya» (Russia)
KUOBRA = «Kul'tura, Obrazovanie, Nauka» (Russia)
LBR = «L.I.B.E.R. Libri per Bambini e Ragazzi» (Italy)
LIB = «Libri & Liberi: časopis za istraživanje dječje književnosti i kulture» (Croazia)
LIBS = «Library Science» (China)
LITC = «Literary Circle» (China)
LITED = «Literary Education» (China)
LITS = «Literatura v Shkole» (Russia)
LRE = «London Review of Education» (United Kingdom)
LURA = «Latvijas Universitātes Raksti (Lettland)
LURAPE = «Latvijas Universitātes Raksti. Pedagoģija un skolotāju izglītība» (Lettland)
MAK = «Makarenko» (Russia)
MAS = «Matematika v Shkole» (Russia)
MDS = «Il mestiere di Storico» (Italy)
MEDIAOB = «Mediaobrazovanie» (Russia)
MEMSE = «Modern Elementary and Middle School Education» (China)
MES = «Modern Education Science» (China)
METEP = «Modern Education: Theory and Practice» (China)

- MFB = «Mitteilungsblatt des Förderkreises der Bibliothek für Bildungsge-schichtliche Forschung» (Germany)
- MMP = «Matematika i Metodika ee Prepodavanya» (Russia)
- MNIM = «Mnimon» (Greece)
- MNS = «Medicina nei Secoli» (Italy)
- MOOM = «Mir Obrazovanya – Obrazovanie v Mire» (Russia)
- MOR= «Modern Reading» (China)
- MP = «Magyar Pedagógia» (Hungary)
- MT = «Magyar Tudomány» (Hungary)
- 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)
- NBC = «Nuovo Bollettino del Centro Italiano per la Ricerca Storico-Educativa» (Italy)
- NE = «Neveléstörténet» (Hungary)
- NEVEOK = «Neveléstudomány: oktatás – kutatás – innovació» (Hungary)
- NEWPA = «New paideia» (Greece)
- NINSS = «Ningxia Social Science» (China)
- NISO = «Nauchnye Issledovanya v Obrazovanii. Pedagogika. Psikhologiya. Ekonomika» (Russia)
- NJHS = «Nuncius. Journal of the History of Science» (Italy)
- NLOBO = Novoe Literaturnoe obozrenie (Russia)
- NOLIT = «Northern Literature» (China)
- NOVPETE = «Novye pedagogicheskie tekhnologii» (Russia)
- NPPI = «Novoe v Psikhologo-Pedagogicheskikh Issledovanyakh» (Russia)
- NR = «Nauka i Religya» (Russia)
- NS = «Neskuchnyj Sad» (Russia)
- OBED = «Observation of Education» (China)
- OBRA = «Obrazovanie» (Bulgaria)
- OBRAN = «Obrazovanie i nauka» (Russia)
- OBRO = «Obrazovanie i Obshchestvo» (Russia)
- OBUCH = «Obuchenie» (Russia)
- ODOSHDE = «O doshkol'nom detstve» (Russia)
- ODP = «Obrazovanie XXI Veka» (Russia)
- 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)
PDV = «Prepodavatel XXI Vek» (Russia)
PED = «Pedagogika» (Bulgaria)
PEDG = «Pedagogika» (Russia)
PEDISK = «Pedagogika iskusstva» (Russia)
PEDIZ = «Pedagogicheskie izmerenya» (Russia)
PEED = «People's Education» (China)
PER = «Perspectiva. Revista do Centro de Ciências da Educação» (Brazil)
PH = «Paedagogica Historica» (Netherlands)
PHHE = «Perspectives on the History of Higher Education» (USA)
PNPR = «Pedagogicheskaya Nauka i Praktika – Regionu» (Russia)
POBN = «Pedagogicheskoe Obrazovanie i Nauka» (Russia)
PP = «Pro-Posições» (Brazil)
PPP = «Psikhologo-Pedagogichesky Poisk» (Russia)
PPR = «Pedagogika i Psikhologiya v Rossii: Vchera, Segodnya, Zavtra» (Russia)
PRER = «Preschool Education Research» (China)
PRIMEF = «Primary Education Florina» (Greece)
PRIS = «Prepodavanie Istorii v Shkole» (Russia)
PRISO = «Prepodavanie Istorii Obshchestvoznaniya v Shkole» (Russia)
PRO = «Pravo i Obrazovanie» (Russia)
PROBRA = «Professional'noe obrazovanie: teorya i praktika» (Russia)
PROPO = «Problemy pedagogicheskogo obrazovanya: istoriya i sovremennost'»
(Russia)
PROS = «Profilnaya Shkola» (Russia)
PSIKHOL = «Psikhologiya i shkola» (Russia)
PSM = «Pedagogika v Sovremennom Mire» (Russia)
PSO = «Problemy Sovremennogo Obrazovanya» (Russia)
PST = «Portuguese Studies» (England)
PTE IGYK = «PTE-Igyk» (Hungary)
PZB = «Pedagogicheskyj Zhurnal Bashkortostana» (Russia)
QFIAB = «Quellen und Forschungen aus Italienischen Archiven und
Bibliotheken» (Germany)
QS = «Quaderni Storici» (Italy)
QSUP = «Quaderni per la Storia dell'Università di Padova» (Italy)
QSUT = «Quaderni di Storia dell'Università di Torino» (Italy)
RALO = «Revista de Administração Local» (Portugal)

- RBHE = «Revista Brasileira de História de Educação» (Brazil)
RCE = «Revista de Ciencias de la Educación» (Spain)
RDO = «Rozprawy z Dziejow Oswiaty» (Poland)
RECOED = «Revista Contemporânea de Educação» (Brazil)
REDUQ = «Revista Educacão em Questão» (Brazil)
REE = «Revista de Educação» (Brazil)
REED = «Research of Elementary Education» (China)
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)
RESCIMO = «Research of Chinese Modern Literature» (China)
RFP = «Revue Française de Pédagogie» (France)
RH = «Revista HISTEDBR-On Line» (Brazil)
RHC = «Revista Historia Caribe» (Colombia)
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)
RIPE = «Ricerche Pedagogiche» (Italy)
RIPEDI = «Ricerche di pedagogia e didattica» (Italy)
RMC = «Roma Moderna e Contemporanea» (Italy)
RMHE = «Revista Mexicana de Historia de la Educación» (Mexico)
RN= «Revue du Nord» (France)
RPED = «Revista Portuguesa de Educação» (Portugal)
RPH = «Revista Procesos Históricos» (Venezuela)
RPI = «Reading Primers International – Newsletter» (Germany)
RSE = «Estudios sobre Educación» (Spain)
RSI = «Rivista Storica Italiana» (Italy)
RSR = «Rassegna Storica del Risorgimento» (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)
SCI-TE = «Sci-Tech Info» (China)
SCIRS = «Social Compass. International Review of Sociology of Religion» (United Kingdom)
SE = «Studium Educationis» (Italy)

- SELSH = «Sel'skaya shkola» (Russia)
SHB = «Shkol'naya Biblioteka» (Russia)
SIBUCH = «Sibirskij uchitel» (Russia)
SISP = «Sovremennye issledovaniya social'nykh problem (elektronnyj nauchnyj zhurnal» (Russia)
SOB = «Sociologiya Obrazovanya» (Russia)
SOCIOBRA = «Sociologiya obrazovanya» (Russia)
SONP = «Strategii na Obrazovatelnata i Nauchnata Politika» (Bulgaria)
SOTLI = «Southern Literature» (China)
SOVRO = «Sovremennaya shkola Rossii. Voprosy modernizacii» (Russia)
SP = «Sodobna Pedagogika. Journal of Contemporary Educational Studies» (Slovenia)
SPR = «Social'naya Pedagogika v Rossii» (Russia)
SREPRO = «Srednee professional'noe obrazovanie» (Russia)
SS = «Studi Storici» (Italy)
STE = «Shkol'nye Tekhnologii» (Russia)
STIP = «Stranicy Istorii Pedagogiki» (Russia)
SUAN = «Sumadijski analī» (Latvia)
TAG = «Tagad»
TEAMA = «Teaching and Management» (China)
TEOPRA = «Teorya i praktika obucheniya i vospitaniya» (Russia)
THEC = «Theory and Creation» (China)
TLJA = Theodor-Litt-Jahrbuch (Germany)
TRUS = «Truth Seeking» (China)
TT = «Teachers and Teaching» (United Kingdom)
UCHIT = «Uchitel'» (Russia)
UDD = «Uddannelseshistorie (Danemark)
UDOU = «Upravlenie Doshkol'nym Obrazovatel'nym Uchrezhdeniem» (Russia)
UNICH = «Universitetskie Chteniya» (Russia)
UPRASO = «Upravlenie sovremennoj shkoly» (Russia)
US-CHI = «US-China Education Review» (United States)
UZKU = «Uchenye Zapiski Kazanskogo Universiteta. Serya Gumanitarnyj Nauki» (Russia)
VDOU = «Vospitatel' Dosholnogo Obrazovatel'nogo Uchrezhdeniya» (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 Psichologiya» (Russia)
- VMUPO = «Vestnik Moskovskogo Universiteta. Pedagogicheskoe Obrazovanie»
- 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)
- VOSS = «Vospitanie v Shkole» (Russia)
- VOSSHKO = «Vospitanie shkolnikov» (Russia)
- VSO = «Voprosy sovremennoj obrazovanya» (Russia)
- VVS = «Vestnik Vysshei Shkoly» (Russia)
- 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)

* * *

A History of Popular Education = Braster Sjaak, Simon Frank, Grosvenor Ian (edd.), *A History of Popular Education: Educating the people of the World*, London and New York, Routledge, 2013, pp. 256.

Aktual'nye problemy teorii i praktiki modernizacii obrazovaniya = *Aktual'nye problemy teorii i praktiki modernizacii obrazovaniya [Actual problems of the theory and practice of the modernisation of education]*, Moskva, 2013.

A Universidade de Lisboa nos Séculos XIX e XX = Campos Matos Sérgic, Ramos do Ó Jorge (edd.), *A Universidade de Lisboa nos Séculos XIX e XX*, Prefacio António Novoa, Lisboa, Tinta da China, 2013, Vol. I, pp. 525; Vol. II, pp. 1284.

A Universidade medieval em Lisboa século XIII-XVI = Fernandes Hermenegildo (ed.), *A Universidade medieval em Lisboa século XIII-XVI*, Lisboa, Tinta de China, 2013, pp. 604.

ATEE Spring University. Teacher of the 21st Century = *Teacher of the 21st Century: Quality education for quality teaching – Association for Teacher Education in Europe (CD-ROM)*, Riga, ATEE, LU, 2010, pp. 639.

- Bambini brasiliani* = Mimesse Eliane, Bacellar Carlos, Maschio Eliane, Carvalho Marta, Terciane Luchese (edd.), *Bambini brasiliani. A infância das crianças italianas e Ítalo-Brasileiras*, Jundiaí, Paco Editorial, 2013, pp. 152.
- Bologna Fifty years of Children's Books from Around the World* = Grilli Giorgia (ed.), *Bologna Fifty years of Children's Books from Around the World*, Bologna, Bononia University Press, 2013, pp. 529.
- Centocinquanta anni di scuola in Italia (150 anni di scuola in Italia)* = Bellatalla Luciana, Marescotti Elena (edd.), *150 anni di scuola in Italia. Identità, figure, situazioni*, Padova, Cleup, 2013, pp. 227.
- Childhood in the Western World* = Fass Paula S. (ed.), *Childhood in the Western World*, London and New York, Routledge, 2013, pp. 531.
- Ciudadanías e identidades* = Beas Miranda Miguel (ed.), *Ciudadanías e identidades en los manuales escolares (1970-2012)*, Sevilla, Díada Editora, 2013, pp. 219.
- Clio's Ways...* = Vojnovich Mijo, Kozuh Sasa (edd.), *Clio's Ways... Topical problems of modern historical science*, University of Primorska, Faculty of Education, Koper, 2013, pp. 266.
- Comparative Education, Teacher Training, Education Policy, Social Inclusion, History of Education*. Vol. 9 = Popov Nikolai, Wolhuter Charl, Leutwyler Bruno, Mihova Marinela, Ogunleye James (edd.), *Comparative Education, Teacher Training, Education Policy, Social Inclusion, History of Education*, Vol. 9, Sofia, Bulgarian Comperative Education Society, Bureau for Educational Services, 2011, pp. 432.
- Cura e formazione nella storia delle donne* = De Serio Barbara (ed.), *Cura e formazione nella storia delle donne. Madri, maestre, educatrici*, Bari, Progredit, 2012, pp. XXX-130.
- Dicionário de História da I República e do Republicanismo* = Rollo Maria Fernanda (ed.), *Dicionário de História da I República e do Republicanismo*, Volume I: A-E, Lisboa, Assembleia da República, 2013, pp. 1364.
- Die Universitären Kollegien im Europa des Mittelalters und der Renaissance* = Sohn Andreas, Verger Jacques, *Die Universitären Kollegien im Europa des Mittelalters und der Renaissance*, Bochum, D. Windler, 2011, pp. 237.
- Educação e Formação de Professores* = Bezerra Ada Augusta Celestino, Nascimento Marilene Batista da Cruz (edd.), *Educação e Formação de Professores: questões contemporâneas*, Fortaleza, Edições UFC, 2013, pp. 200.
- Educação e formação de professores* = Guerra Henriques Helder Manuel (ed.), *Educação e formação de professores: história(s) e memória(s)*, Portalegre, Instituto Politécnico de Portalegre - Escola Superior de Educação, 2013, pp. 111 [e-book].

Educação e Património Cultural = Mogarro Maria J. (ed.), *Educação e Património Cultural: Escolas, Objetos e Práticas*, Lisboa, Edições Colibri, 2013, pp. 250.

El asociacionismo en la enfermería y su influencia en el desarrollo de la profesión = Álvarez Nebreda Carlos, Hernández Martín Francisca (edd.), *El asociacionismo en la enfermería y su influencia en el desarrollo de la profesión. 150 años de historia del Colegio de Enfermería de Madrid (1862-2012)*, Madrid, Colegio Oficial de Enfermeras de Madrid, 2013, pp. 264.

Ellen Key = Planefors Per-Inge (ed.), *Ellen Key. Creating a European Identity*, Umea, Alvastra Publishing House, 2013, pp. 92.

Erziehung und Bildung in ländlichen Regionen-Rural Education = Gerdenitsch Claudia, Hopfner Johanna (edd.), Frankfurt am Main, Berlin u.a., Peter Lang, 2011, pp. 229.

Európaiság, magyarság Közép-Európában = Ildikó Lőlincz (ed.), *Európaiság, magyarság Közép-Európában. XIV. Apáczai-napok. Nemzetközi Tudományos Konferencia 2010 [Being European, being Hungarian in Central-Europe. XIV Apaczai-Days. International Conference 2010]*, Nyugat-magyarországi Egyetem, Győr, 2011, pp. 979 [e-book].

Falce e fumetto = Meda Juri (ed.), *Falce e fumetto. Storia della stampa periodica socialista e comunista per l'infanzia in Italia (1893-1965)*, Firenze, Nerbini, 2013, pp. 335.

Federal'nye gosudarstvennye obrazovatel'nye standarty = Migunova T.L. (ed.), *Federal'nye gosudarstvennye obrazovatel'nye standarty: problemy i perspektivy vnedreniya: sbornik statej uchastnikov III Vserossijskikh Vachterovskikh chtenij s mezdunarodnym uchastiem, posvyashchennym 160-letiyu so dnya rozhdeniya V.P. Vachterova (25-26 yanvarya 2013 g.)* [Federal State education standarts: problems and perspectives of the adoption [of new measures]: collection of articles of the participants of the III All-russian Vechterov readings with an international participation, dedicated to the 160 years from V.P. Vachterov's birth (25-26 January 2013)], Nizhegorodskij Gosudarstvennyj Institut «N.I. Lobachevskij», Nacional'nyj-issledovatel'skij Institut, Arzamas, Nauchno-metodicheskij centr «V.P. Vachterov», Kafedra obshchej pedagogiki, Arzamas, AGPI, 2013, pp. 550.

Foucault, Deleuze & Educação = Clareto Sônia Maria, Ferrari Anderson (edd.), *Foucault, Deleuze & Educação*, Juiz de Fora, Editora UFJF, 2013, pp. 204.

Giovanna Caleffi Berneri = Chessa Fiamma (ed.), *Giovanna Caleffi Berneri e la cultura eretica di sinistra nel secondo dopoguerra*, Reggio Emilia, Biblioteca Panizzi Archivio Famiglia Berneri-Aurelio Chessa, 2012, pp. 231.

Grani sotrudnichestva = Takala Irina, Solomesch Ilya (edd.), *Grani sotrudnichestva: Rossya i Severnaya Evropa [The frontiers of cooperation: Russia and Northern Europe]*. Sbornik statej, Petrozavodsk, Izdatelstvo Petrozavodskogo universiteta, 2013, pp. 150.

História dos municípios na Educação e na Cultura = Adão Áurea, Magalhães Justino (edd.), *História dos municípios na Educação e na Cultura: incertezas de ontem, desafios de hoje*, Lisboa, Instituto de Educação, Universidade de Lisboa [e-Book], 2013, pp. 225.

Historia e identidades culturales = *Historia e identidades culturales. Atas do V Simposio Internacional de la Didáctica de las Ciencias Sociales en el âmbito iberoamericano e do XIII Congresso Internacional - Jornadas de Educação Histórica*, Braga, Instituto de Educação [e-Book], 2013, pp. 1360.

Historiografias Portuguesa e Brasileira no Século XX. Olhares cruzados = Nunes João Paulo Avelãs, Freire Américo (edd.), *Historiografias Portuguesa e Brasileira no Século XX. Olhares cruzados*, Coimbra, Imprensa da Universidade, 2013, pp. 392.

History Care = *History Care. Festschrift for G. Leontsinis*, Bampounis Ch. (ed.), Athens, University of Athens, 2011, Vol. I: pp. 733; vol. II: pp. 759 (pp. 1492).

Il '68: una rivoluzione culturale tra pedagogia e scuola = Betti Carmen, Cambi Franco (edd.), *Il '68: una rivoluzione culturale tra pedagogia e scuola. Itinerari, modelli, frontiere*, Milano, Unicopli, 2011, pp. 242.

'Kartinki v moem bukvare' = Barannikova Natalya B., Bezrogov Vitaly G., Kozlova Maria A. (edd.), *'Kartinki v moem bukvare'. Pedagogicheskaya semantika ilustracij v učebnike dlya nachal'noj shkoly. Sbornik nauchnikh trudov i materialov* ['Pictures in my primer'. The pedagogical semantics of the illustration in the elementary school textbook. A collection of scholarly works and materials], Trudy seminara 'Kultura detstva: normy, cennosti, praktiki, vyp. 15, Moskva, TehGrupp, 2013, pp. 354.

Il Politecnico di Milano e la formazione delle classi dirigenti nazionali e locali = *Il Politecnico di Milano e la formazione delle classi dirigenti nazionali e locali*, Milano, Silvana editoriale, pp. 120.

Il viaggio al femminile come itinerario di formazione identitaria = Ulivieri Simonetta (ed.), *Il viaggio al femminile come itinerario di formazione identitaria*, Milano, Franco Angeli, 2012, pp. 238.

Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya = Kornetov Grigory B. (ed.), *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya: poznatatel'nyj potencial istorii pedagogiki: materialy Devyatoj mezhdunarodnoj nauchnoj konferencii* [Historical and pedagogical knowledge at the beginning of the III millenary: cognitive potential of the

- history of the pedagogy: materials of the Nneth International scientific conference], Moskva, 14 noyabrya 2013 g., Moskva, Asou, 2013, pp. 216.*
- Istorya pedagogiki segodnya* = Kornetov Grigory B. (ed.), *Istorya pedagogiki segodnya: materialy Pervogo nacional'nogo Foruma rossijskikh istorikov pedagogiki, Moskva, 25 aprel' 2013 g. [History of the pedagogy today: materials of the First national Forum of the russian historians of pedagogy, Moscow, 25th April 2013]*, Moskva, Asou, 2013, pp. 346.
- Izglītība izaugsmei* = *Izglītība izaugsmei: pagātnē, tagadne un nākotne [Education for Development: Past, Current Situation and Future]* = Koķe Tatjana, Krūze Aīda, Dace Markus (edd.), Rīga, PLZK, Letonika, 2011, pp. 291.
- Karel'skaya sem'ya vo vtoroj polovine XIX – nachale XXI v* = *Karel'skaya sem'ya vo vtoroj polovine XIX – nachale XXI v.: etnokultur'naya tradicya v kontekste social'nykh transformacij. Sbornik statej i materialov [The Karelian family in the second part of the XIXth century – beginning of the XXI century: ethnocultural traditions in the context of the social transformations]*, Petrozavodsk, Karel'skij nauchnyj centr RAH, 2013, pp. 498.
- L'école et la nation* = Falaize Benoit, Heimberg Charles, Lobes Olivier (edd.), *L'école et la nation*, Lyon, ENS, 2013, pp. 508.
- L'histoire nationale à l'école québécoise* = Bouvier Félix, Allard Michel, Aubin Paul, Larouche Marie-Claude (edd.), *L'histoire nationale à l'école québécoise. Regards sur deux siècles d'enseignement*, Québec, Septentrion, 2012, pp. 552.
- La historia de la cultura escolar* = Meda Juri, Badanelli Ana Maria, *La historia de la cultura escolar en Italia y en España: balance y perspectivas. Actas del I Workshop Italo-Español de Historia de la Cultura escolar (Berlanga de Duero, 14-16 de noviembre de 2011)/La storia della cultura scolastica in Italia e in Spagna: bilancio e prospettive. Atti del I Workshop italo-spagnolo di storia della cultura scolastica (Berlanga de Duero, 14-16 novembre 2011)*, Macerata, eum, 2013, pp. 262.
- La religione istruita* = Caimi Luciano, Vian Giovanni (edd.), *La religione istruita. Nella scuola e nella cultura dell'Italia contemporanea*, Brescia, Morcelliana, 2013, pp. 494.
- La ricerca storico-educativa oggi* = Cavallera Hervé Antonio (ed.), *La ricerca storico-educativa oggi. Un programma di ricerca*, Lecce-Brescia, Pensa MultiMedia, 2013, 2 voll., pp. 1304.
- Laicidade, Religiões e Educação na Europa* = Pintassilgo Joaquim (ed.), *Laicidade, Religiões e Educação na Europa do Sul no Século XX*, Edição, Lisboa, Instituto de Educação da Universidade de Lisboa, pp. 2013, pp. 395 [e-book].

- Laikmets un personība [Era and Personality]* = Krūze Aīda (ed.), Vol. 12, Rīga, RaKa, 2010, pp. 385.
- Laikmets un personība [Era and Personality]* = Krūze Aīda (ed.), Vol. 13, Rīga, RaKa, 2011, pp. 356.
- Laikmets un personība [Era and Personality]* = Krūze Aīda (ed.), Vol. 14, Rīga, RaKa, 2013, pp. 414.
- Latvieši un Latvija. Vol. 4* = Stradiņš Jānis (ed.), *Latvieši un Latvija, 4.sēj. [Latvians and Latvia, Vol. 4]*, Rīga, LZA, 2013, pp. 816.
- Le frontiere del corpo* = Cagnolati Antonella, Pinto Minerva Franca, Olivieri Simonetta, *Le frontiere del corpo. Mutamenti e metamorfosi*, Pisa, ETS, 2013, pp. 389.
- Le istituzioni universitarie e il Sessantotto* = Breccia Alessandro (ed.), *Le istituzioni universitarie e il Sessantotto*, Bologna, Clueb, 2013, pp. XIV-331.
- Les universités dans la ville* = Noguès Boris, Amalou Thierry (edd.), *Les universités dans la ville en Europe à l'époque moderne (XVI^e-XVIII^e siècle)*, Rennes, PUR, 2013, pp. 252.
- Livro de Actas do XII Congresso Internacional Galego-Português de Psicopedagogia* = D. S. Bento et al. (edd.), *Livro de Actas do XII Congresso Internacional Galego-Português de Psicopedagogia*, Braga, Centro de Investigação em Educação (CIEd) / Instituto de Educação [e-Book], Universidade Minho, 2013, pp. 745.
- LU Pedagoģijas, psiholoģijas* = Krūze Aīda, Lanka Ērika, Aizpurs Jānis (edd.), *LU Pedagoģijas, psiholoģijas un mākslas fakultāte zinātnei un izglītībai [Faculty of Pedagogy, Psychology and Art of the University of Latvia for research and education]*, Rīga, LU Akadēmiskais apgāds, 2013, pp. 407.
- Luigi Ambrosoli e la storia d'Italia* = Lacaita Carlo, Laforgia Enzo (edd.), *Luigi Ambrosoli e la storia d'Italia. Studi e testimonianze*, Milano, Franco Angeli, 2012, pp. 191.
- Lumières de la sagesse* = Vallet Éric, Aube Sandra, Kouamé Thierry (edd.), *Lumières de la sagesse. Écoles médiévales d'Orient et d'Occident*, Paris, Publications de la Sorbonne- Institut du monde arabe, 2013, pp. 424.
- Maestre e maestri d'Italia* = Marrone Gianna (ed.), *Maestre e maestri d'Italia in 150 anni di storia della scuola*, Roma, Edizioni conoscenza, 2012, pp. 237.
- Mehrsprachigkeit und Schulbuch* = Augschöll Blasbichler Annemarie, Videsott Gerda, Wiater Wener (edd.), *Mehrsprachigkeit und Schulbuch. Beiträge zur historischen und systematischen Schulbuchforschung*, Klinkhardt, Bad Heilbrunn, 2013, pp. 280.

Missions and Media = Jensz Felicity, Acke Hanna (edd.), *Missions and Media: The Politics of Missionary Periodicals in the Long Nineteenth Century*, Stuttgart, Franz Steiner Verlag (Missionsgeschichtliches Archiv Series), 2013, pp. 263.

Mokslo ir technikos raida Lietuvoje = Nakas Algimantas, Keliotiene Regina (edd.), *Mokslo ir technikos raida Lietuvoje: 15-osios mokslo istorikų konferencijos pranešimai*, Vilnius, Vilniaus Gedimino Technikos Universitetas, 2012, pp. 316.

Multilingualism in the Graeco-Roman Words = Mullen Alex, James Patrick, *Multilingualism in the Graeco-Roman Words*, Cambridge, Cambridge University Press, 2012, pp. XVII-389.

Netzwerke in bildungshistorischer Perspektive = Grunder Hans-Ulrich, Hoffmann-Ocon Andreas, Metz Peter (edd.), *Netzwerke in bildungshistorischer Perspektive*, Bad Heilbrunn, Verlag Julius Klinkhardt, 2013, pp. 256.

Neue Raume, Neue Zeiten = Hunner-Kreisel Christine, Mania Stephan (edd.), *Neue Raume, Neue Zeiten: Kindheit und Familie im Kontext von (Trans-) Migration und sozialem Wandel*, Wiesbaden, Springer VS, 2013, pp. VII-181.

New challenges in Education = Gallová Mária, Gunchaga Ján, Chanasová Zuzana, Moldová Choancová Michaela, *New challenges in Education. Retrospection of history of education to the future in the interdisciplinary dialogue among didactics of various school subjects*, Ružomberok, Verbum, 2013, pp. 277.

Non bramo altr'esa = Tortorelli Gianfranco (ed.), *Non bramo altr'esa. Studi sulla casa editrice Barbèra*, Bologna, Pendragon, 2013, pp. 335.

«*Non lamento, ma azione*» = Bocci Maria (ed.), «*Non lamento, ma azione*». *I cattolici e lo sviluppo italiano nei 150 anni di storia unitaria. Atti del convegno di studi Università Cattolica del Sacro Cuore di Milano (24-25 novembre 2011)*, Milano, Vita e Pensiero, 2013, pp. 387.

Non solo Rivoluzione = Musiani Elena (ed.), *Non solo Rivoluzione. Modelli formativi e percorsi politici*, Aracne, Roma, 2013, pp. 236.

O Corpo – Memória e identidade = Brás José Viegas, Gonçalves Maria Neves (edd.), *O Corpo – Memória e identidade*, Lisboa, Edições Universitárias Lusófonas, 2013, pp. 153.

Olímpico. Os jogos num percurso = Pinto P.M. (edd.), *Olímpico. Os jogos num percurso de valores e de significado*, Porto, edições Afrontamento, 2013, pp. 111.

Ot velikogo do smeshnogo... = Narsky I.V. (ed.), Ot velikogo do smeshnogo... Instrumentalizatsiya smekha v rossiyskoy istorii XX veka [From great to funny: instrumentalization of laughter in Russian history of the XXth century], Chelyabinsk, Kamennyj poyas, 2013, pp. 295.

Ottocento fra casa e scuola = Cantatore Lorenzo (ed.), Ottocento fra casa e scuola. Luoghi, oggetti, scene della letteratura per l'infanzia, Milano, Unicopli, 2013, pp. 277.

Pedagogicheskoe masterstvo (III) = Pedagogikheskoe masterstvo (III): materialy mezhdunarodnoj nauchnoj konferencii (g. Moskva, yun' 2013 g.) [Pedagogial trade (III): materials of the International scientific conference (Moscow, yune 2013)], Moskva, Buki-Vedi, 2013, pp. 153.

Pedagoģijas vēsture [History of Pedagogy: 15 Questions] = Ķestere Iveta, Krūze Aīda, (edd.), Pedagoģijas vēsture: 15 jautājumi. Zinātnisku rakstu krājums [History of Pedagogy: 15 Questions], Rīga, Raka, 2010, pp. 297.

Per la storia dell'infanzia abbandonata in Europa = Lomastro Francesca, Reggiani Flores, Per la storia dell'infanzia abbandonata in Europa. Tra Est e Ovest: ricerche e confronti, Roma, Viella, 2013, pp. 209.

Podgotovka pedagogicheskikh kadrov = Kornetov Grigory B., Salov A.I., Podgotovka pedagogicheskikh kadrov: istorya, teorya, praktika: sbornik nauchnykh trudov i metodicheskikh materialov [The training of pedagogical staff: history, theory, practice: Collection of scientific works and methodological materials], Moskva, Asou, 2013, pp. 188.

Prensa pedagógica = Hernandez Diaz José María (edd.), Prensa pedagógica y patrimonio histórico educativo. Contribuciones desde la Europa Mediterránea e Iberomérica, Salamanca, Ediciones Universidad de Salamanca, 2013, pp. 433.

Progetto Generazioni = Corsi Michele, Ulivieri Simonetta (edd.), Progetto Generazioni. Bambini e Anziani: due stagioni della vita a confronto, Pisa, ETS, 2012, pp. 909.

Psicologia da Educação = Veiga Feliciano H. (ed.), Psicologia da Educação. Teoria, investigação e aplicação. Envolvimento dos alunos na escola, Lisboa, Climpesi Editores, 2013, pp. 773.

Quality Education for Quality Teaching = Daniela Linda, Rutka Lūcija, Žogla Irēna (edd.), Quality Education for Quality Teaching. Conference Proceedings, Brussels, Association for Teacher Education in Europe, 2013.

Representações da República = Bernardo Luís Manuel, Santa Bárbara Leonor, Andrade Luís, Representações da República, V. N. Famalicão, Edições Húmus, 2013, pp. 830.

Rethinking the History of Education: Transnational perspectives = Popkewitz Thomas S. (ed.), *Rethinking the History of Education: Transnational perspectives on Its Questions, Methods, and Knowledge*, New York, Palgrave Macmillan [e-Book], 2013, pp. 251.

Rīgas Domskola = Krūze Aīda, Ķestere Iveta, Zigmunde Alīda (edd.), *Rīgas Domskola un izglītības pirmsākumi Baltijā. Starptautiskas konferences zinātnisko rakstu krājums [Riga's Dom School and the Roots of Education in the Baltic. The Collection of Scientific Articles of the International Conference]*, Rīga, Raka, 2011, pp. 276.

Santi patroni = Castelli Patrizia, Greci Roberto (edd.), *Santi patroni e Università in Europa*, Bologna, Clueb, 2013, pp. 265.

Scientific Papers University of Latvia. Vol. 778. International 8th IOSTE Symposium = *International 8th IOSTE Symposium for Central and Eastern Europe Science and Technology Education: Trends and main tendencies in the 21st century*, Cedere Dagnija (ed.), Rīga, Latvijas Universitāte, 2011, pp. 272.

Soslovie russkikh professorov = Vishlenkova Elena, Savel'eva I.M. (edd.), *Soslovie russkikh professorov. Sozdateli statusov i smyslov*, Moskva, Izdatel'skij dom Vysshej shkoly ekonomiki, 2013, pp. 386.

Teachers' Life-Cycle from Initial Teacher Education = ATEE 36, *Teachers' Life-Cycle from Initial Teacher Education to Experienced Professional*, Belgium, ATEE, 2012, pp. 708.

Tessere trame narrare storie = Cagnolati Antonella (ed.), *Tessere trame narre storie. Le donne e la scrittura per l'infanzia*, Roma, Aracne, 2013, pp. 284.

The Making of Modern Portugal = Trindade Luis (ed.), *The Making of Modern Portugal*, Newcastle upon Tyne, Cambridge Scholars Publishing, 2013, pp. 320.

Trajetórias na formação = Monarcha Carlos, Gatti Júnior Décio (edd.), *Trajetórias na formação do campo da história da educação brasileira*, Uberlândia, EDUFU, 2013, p. 244.

Tutti a scuola? = D'Ascenzo Mirella (ed.), *Tutti a scuola? L'istruzione elementare nella pianura bolognese tra Otto e Novecento*, Bologna, Clueb, 2013, pp. 289.

Uchebniki detstva = Barannikova Natalya B., Bezrogov Vitaly G., Makarevich Galina V. (edd.), *Uchebniki detstva. Iz istorii shkol'n'noj knigi VII – XXI vekov (Sbornik statej T. 3)* [Textbooks of the childhood. From the history of the schoolbook from the 7th to the 21st century (A collection of

- Essays, Vol. 3]),* Moskva, Izdatel'sky centr Rossyskogo gosudarstvennogo gumanitarnogo universiteta, 2013, pp. 411.
- Vozes femininas do Império e da República =* Lobo Yolanda, Faria Lia (edd.), *Vozes femininas do Império e da República: caminhos e identidades*, Rio de Janeiro, Quartet Editora / FAPERJ, 2013, pp. 280.
- Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – nachala XX vv* = Moshkova Lyudmila V., Bezrogov Vitaly G. (edd.), *Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – nachala XX vv.: konfessional'nyj aspekt. Sbornik nauchnykh trudov [West European and Russian educational literature from the 16th to the early 20th century: denominational aspects. A collection of scholarly works]*, Moskva, ITIP RAO, 2013, pp. 336.

Publications

A. Journal Articles

1. Abens Aija, *Didactics of History Teaching Under Totalitarian and Democratic Regimes In Latvia: How Much Has Changed In Fifty Years?*, RTUZI, 780 (2012), pp. 41-48.
2. Abens Aija, *Historical Memory and Citizenship – Latvian identity in crisis*, SUAN, 6 (2011), n. 5, pp. 192-202.
3. Abens Aija, *Preparation of History Teachers at the University of Latvia under Authoritarianism, 1934-1954*, in Vilks Ilgonis (ed.), *Latvijas Universitātes raksti. Zinātņu vēsture un muzejniecība*, 780.sēj. [Scientific Papers, University of Latvia. History of Sciences and Museology], LURA (2012), pp. 9-19.
4. Åberg Anders Wilhelm, *Conceptions of Nation and Ethnicity in Swedish Children's Films: The Case of Kidz in da Hood* (Förortsungar, 2006), in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 92-107.
5. Acciani Claudio, Altamura Francesco, *Le scienze agrarie fra sviluppo, formazione e ricerca scientifica*, ASUI, 17 (2013), pp. 241-257.
6. Açıkgöz Betül, *Penetration of the scientific discourse into textbooks of religious instruction in the 1910s in the Ottoman Empire*, HECL, 8 (2013), n. 1, pp. 537-579.
7. Açıkgöz Betül, *The civics textbooks in the late Ottoman empire: children of Islam and the Homeland*, HECL, 8 (2013), n. 2, pp. 113-157.
8. Aczél Zsófia, ...ez közös gond volt, minden dolgozó anya közös gondja... *Üzemi óvodák 1945 és 1975 között* [... this was a common problem, a common problem to every working mother... *Kindergarten in factories between 1945 and 1975*], ISK, 22 (2012), n. 5, pp. 37-55.
9. Afonso José Antonio, *A Escola Pública Laica em Portugal: a República e os Republicanos - um Inquérito aos Programas dos Partidos Republicanos (1910-1926)*, EFIL, 27 (2013), pp. 21-62.

10. Agadzhanyan B.V., *Sozdateli pervykh uchebnykh knig dlja nakhal'nogo obukhneniya gramote – bukvarej i azbuk XVI – pervoij chertverti XVIII vv.* [The founders of the first Russian schooltextbooks for the beginning of the elementary learning of writing – spellers and primers of the XVIth century – first quarter of the XVIIIth century], PSO, 2 (2010), pp. 50-77.
11. Aguirre Rueda Jorge Alejandro, *Congregaciones religiosas, tecnología pastoral y manuales escolares de historia patria en Colombia: elementos para pensar los inicios de la «recatolicización del sistema educativo»*, RHEC, 16 (2013), n. 16, pp. 91-117.
12. Albisetti James C., *A Partial Agenda for Modern European Educational History*, in *If Life were Endless, What Woyld you study?*, 53, HEQ (2013), n. 2, pp. 139-149.
13. Aldrich Richard, *Neuroscience, education and the evolution of the human brain*, HEJ, 42 (2013), n. 3, pp. 396-410.
14. Alekhin I.A., *Patrioticheskoe vospitanie studencheskoj molodezhi – obrazovanie v mire* [Patriotical education of the young students – education in the world], MOOM, 3 (2012), n. 47, pp. 22-31.
15. Aleshina S.A., *Professional'naya podgotovka pedagogicheskikh kadrov v shkolakh Orenburzh'ya v 1920-e gody* [The professional training of the pedagogical staff in the Orenburg's schools during the Twenties], VORS, 11 (2013), pp. 88-92.
16. Alexiadou Nafsika, *Privatising public education across Europe - Shifting boundaries and the politics of (re)claiming schools*, EI, 4 (2013), n. 3, pp. 413-422.
17. Alfieri Paolo, «A qual fine vero e proprio debba rispondere la ginnastica nelle scuole». Emilio Baumann e la manualistica ad uso dei maestri elementari all'indomani della legge De Sanctis, HECL, 8 (2013), n. 2, pp. 195-220.
18. Alix Sébastien-Akira, *Le regard d'un Américain sur l'enseignement de la langue maternelle en France en 1913*, HE, 37 (2013), n. 137, pp. 33-56.
19. Allagulov A.M., *Normativno-pravovye osnovy formirovanya obrazovatel'noj politiki v Rossii vo vtoroj polovine XIX – nachale XX veka* [Normative and legal basis of shaping of educational policy in Russia in the second half of the 19-th-the beginning of the 20th century], IPZ, 1 (2013), pp. 104-110.
20. Allagulov A.M., *Osobennosti realizacii gosudarstvennoj obrazovatel'noj politiki v Rossii vo vtoroj polovine XIX – nachale XX veka* [Realization of the State Educational Policy in Russia in the Second Half of the 19th and the Beginning of the 20th Century], PSO, 2 (2013), pp. 65-71.

21. Allison Jean-Jacques, *Après Yverdon et jusqu'à nos jours. L'école cantonale des sourds de Moudon (1869-1986), principales étapes*, in *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 21-23.
22. Allison Jean-Jacques, *Controverse sur la création de l'Institut des sourds: Pestalozzi ou Naef?*, in *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 17-20.
23. Allison Jean-Jacques, *La communication chez les ourds et le moyens techniques pour la faciliter*, in *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 27-30.
24. Allisson Jean-Jacques (ed.), *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 3-31.
25. Allisson Jean-Jacques, *Des préjugés négatifs à l'instruction*, in *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 5-8.
26. Allisson Jean-Jacques, *Une affaire de famille 56 ans durant. Le premier institut pour enfants sourds-muets de Suisse*, in *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 11-16.
27. Almada Cecilia Elena, *La cultura física en el ámbito no escolar durante los primeros gobiernos peronistas. Los Campeonatos Evita*, AHEA, 14 (2013), n. 1, pp. 1-4.
28. Almássy Balázs, *Tanártípusok a Nyugat korának magyar irodalmában [Teacher-models in the Hungarian literature of the Nyugat period]*, NEVEOK, 1 (2013), n. 4, pp. 45-68.
29. Almeida Vanessa Sievers de, *Natalidade e educação: reflexões sobre o milagre do novo na obra de Hannah Arendt*, PP, 24 (2013) 2, pp. 221-237.
30. Altamura Francesco, *Vincenzo Ricchioni fra scienza, politica e governo dell'Università*, ASUI, 17 (2013), pp. 259-272.
31. Alvarez Domínguez Pablo, *Cultura escolar y patrimonio histórico educativo*, CP, 22 (2012-2013), pp. 7-14.
32. Álvarez Domínguez Pablo, *Educar en emociones y transmitir valores éticos: un desafío para los Museos de Pedagogía*, Enseñanza y Educación, EH, 22 (2013), pp. 93-116.
33. Amaral Alexandra, Felgueiras Margarida Louro, *As elites nos primórdios do ensino da medicina no Porto*, in *Escola Superior de Educação de Coimbra*, EXE (2013), pp. 8-18.

34. Amaro A., Felgueiras Margarida Louro, *Perspetiva histórica sobre a educação e o movimento de defesa dos animais não humanos na transição do século XIX para o século XX*, in *Escola Superior de Educação de Coimbra*, EXE (2013), pp. 29-39.
35. Amboni Vanderlei, Neto Luiz Bezerra, dos Santos Bezerra Maria Cristina, *Trabalho e educação na construção da Russia socialista*, HS, 13 (2013), n. 51, pp. 266-278.
36. Amorim Simone Silveira, Ferronato Cristiano, Menezes de Santana Leyla, *As origines do processo de institucionalização da profissão docente na província de Sergipe: um estudo sobre a lei geral de 15 de outubro de 1827 e a lei provincial de 5 de março de 1835*, HS, 13 (2013), n. 54, pp. 100-114.
37. Amsing Hilda T.A., Greveling Linda, Dekker Jeroen J.H., *The struggle for comprehensive education in the Netherlands: the representation of secondary school innovation in Dutch newspaper articles in the 1970s*, HEJ, 42 (2013), n. 4, pp. 460-485.
38. Anagnostopoulou M., Kantartzzi E., *H εισαγωγική επιμόρφωση των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης. Μια μελέτη περίπτωσης [The introductory training of primary school teachers. A case study]*, EDSCI, 4 (2010), pp. 7-22.
39. Anderson Robert David, *Edinburgh University, schools and the civil service in the early twentieth century*, HEJ, 42 (2013), n. 4, pp. 444-459.
40. Andrade Edson Francisco, *Surgimento e consolidação do Estado federativo no Brasil: implicações na gestão da educação*, RBHE, 13 (2013), n. 1, pp. 227-254.
41. Andrade Francisco Ari, Leite Lobato Ana Maria, *A mãe ensina, o filho aprende as lições di ABC pelo Jornal*, HS, 13 (2013), n. 54, pp. 144-155.
42. Andreadakis N., Gotovos A., Damanakis M., *Poές και διαφροές στα ελληνικά πανεπιστήμια [Flows and leaks in Greek universities]*, EDSCI (2011), pp. 91-104.
43. Andreasen Karen, Rasmussen Palle, Ydesen Christian, *Den diskrete internationalisering: Danske uddannelser i international kontekst 1968-1982 [The discrete internationalization: Danish education in international context 1968-1982]*, UDD, 47, (2013), pp. 36-59.
44. Andreev D.A., *Proletarizacya vysshej shkoly: «novyj student» kak instrument obrazovatel'noj politiki [The Proletarisation of the Higher School: the «New Student» as an Instrument of the Educational Policy]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule*

- of Changes. *The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)*], NLOBO (2012), pp. 494-522.
45. Andreou A., Kasvikis K., *Iσορροπώντας στο κενό μεταξύ θεωρίας και πράξης: Οι φοιτητές αξιολογούν το μάθημα της Διδακτικής της Ιστορίας στο Π.Τ.Δ.Ε. Φλώρινας*. [Balancing the gap between theory and practice: Students evaluate the module of the Teaching of History in the Faculty of Pedagogy (Department of primary education) of the University of Western Macedonia], HISTI, 10 (2012), pp. 131-145.
46. Andres Lesley, Pechar Hans, *Participation Patterns in Higher Education: a comparative welfare and production régime perspective*, in *Adult Learning Systems in a Comparative Perspective*, EJE, 48 (2013), n. 2, pp. 247-261.
47. Antoniou Ch., *Ξενόγλωσση εκπαιδευτική πολιτική και διδασκαλία της ελληνικής γλώσσας στο Ινστιτούτο Ξένων Γλωσσών και Φιλολογιών (ΙΞΓΦ) του Α.Π.Θ. (1931-1982)* [Foreign language education policy and teaching of the Greek language at the Institute of Foreign Languages and Literatures in the Institute of Foreign Languages and Literatures of the AUTH (1931-1982)], HISTI, 10 (2012), pp. 112-130.
48. Anttila Erkko, Väänänen Ari, *Rural schoolteachers and the pressures of community life: local and cosmopolitan coping strategies in mid-twentieth-century Finland*, HEJ, 42 (2013), n. 2, pp. 182-203.
49. Anyanwu Ogechi E., *Challenging the status quo: Alan Pifer and higher education reform in Colonial Nigeria*, HEJ, 42 (2013), n. 1, pp. 70-91.
50. Appel Federico, *Contro il romanzo contemporaneo: Yambo e la trilogia di Carlo Bousset*, HECL, 8 (2013), n. 2, pp. 433-454.
51. Apple Michael W., *Between traditions: Stephen Ball and the critical sociology of education*, LRE, 11 (2013), n. 3, pp. 206-217.
52. Arantes Adlene Silva, *Representações de negros em livros escolares de leitura utilizados nas escolas primárias pernambucanas (1843-1897)*, RBHE, 13 (2013), n. 2, pp. 73-100.
53. Archipova V.V., *Pervyj kraevoj s'ezd uchitelej istorii i obshchestvoznananya Khabarovskogo kraja: Khabarovsk, 20-21 dekabrja 2012 g.* [First regional Congress of the Teacher of history and social sciences in the Chabarovsky region], PRISO, 5 (2013), pp. 26-30.
54. Arguelho de Souza Ana A., *Ensino de língua e literatura no Brasil do século XIX: O curso elementar de literatura nacional e as postillas de rethorica e poetica utilizados no imperial colégio de Pedro II*, in *Instrumentos do trabalho didático*, CHE, 12 (2013), n. 1, pp. 15-28.

55. Arguelho de Souza Ana Aparecida, Pulchérion Lancellotti Samira Saad, *Apresentação*, in *Instrumentos do trabalho didático*, CHE, 12 (2013), n. 1, pp. 13-14.
56. Aricha-Metzer Inbar, *Creating the Language of Mathematics Instruction: Hebrew Schools in Palestine Before 1948*, IJHME, 8 (2013), n. 2, pp. 1-22.
57. Ascenzi Anna, Sani Roberto, «*Moulding the peasant masses to make our Italy into a Nation*». *Ottavio Gigli and the National Association for the Founding of Rural Infant Schools, from the struggle against illiteracy to nation-building (1866-1873)*, HECL, 8 (2013), n. 2, pp. 159-194.
58. Astaf'eva E.N., *Mezhlichnostnye konflikty v zhizni rebenka (interpretacya vospominany o detstve) [Interpersonal conflicts in the life of the child (interpretation of childhood remembrance)]*, ISTPE (2013), pp. 177-198.
59. Astaf'eva E.N., *Pedagogika manipulacii Zh.-Zh. Russo: obosnovanie celeesoobraznosti manipulativnoj pedagogiki, osnovannoj na skrytom vlyanii nastavnika na rebenka [Pedagogy of manipulation of Jean-Jacques Rousseau: statement of the opportunity of the pedagogy of manipulation, founded on the secret influence for the instructor on the child]*, IPZ, 1 (2013), pp. 160-172.
60. Astaf'eva E.N., *Ob obrazovanii naroda i pedagogike svobody (rezencya N.G. Chernyshevskogo na Zhurnal «Yasnaja Poljana» [About education of people and pedagogy of freedom (Chernyshevsky's review of the journal Yasnaya Polyana)])*, IPZ, 3 (2013), pp. 118-126.
61. Astaf'eva E.N., *Pervoe postsovetskoe otechestvennoe posobie po istorii pedagogiki [First post-soviet Russian manual on history of education]*, pp. 176-188.
62. Avanesov V.S., *Istorya pedagogicheskoy teorii izmereny: k istorii otechestvennoy shkoly XX-XXI vv. [The history of the pedagogical measurement theory: for the history of the national school XX-XXI century]*, PEDIZ, 3 (2012), pp. 3-26.
63. Azzariti-Fumaroli Luigi, Walter Benjamin. *Progredire verso l'infanzia*, ASE, 20 (2013), pp. 343-350.
64. Babajan A.V., Kacalova N.F., *Zhenskie medicinskie uchebnye zavedeniya v Rossii (konec XIX-nachalo XX v.) [Medical institutions for Women in Russia (late 19th-early 20th centuries)]*, IPZ, 2 (2013), pp. 63-70.
65. Babalis Th., Karaminas I., Trilianos A., Stavrou N., Έλεγχος δομικής εγκυρότητας και αξιοπιστίας των ερωτηματολογίου: «Το παιδί του εκπαιδευτικού στην τάξη του – απόψεις και αντιλήψεις των Ελλήνων δασκάλων» [Checking structural validity and reliability of the questionnaire: «The teacher's child

- in the classroom-opinions and perceptions of Greek teachers»], EDSCI, 4 (2010), pp. 201-218.*
66. Bailey Merridee L., *Hornbooks*, JHCY, 6 (2013), n. 1, pp. 3-14.
67. Baillargeon Normand, *Débat sur l'enseignement de l'histoire: Sur quelques points aveugles*, in *Débat sur l'enseignement de l'histoire au Québec/ Debate on the Teaching of History in Quebec*, HSE, 25 (2013), n. 2, pp. 108-114.
68. Bakker Nelleke, *Cylinders and séances: Elise van Calcar and the spirit of Froebel*, HEJ, 42 (2013), n. 2, pp. 147-165.
69. Balabust N. Yu., *Etapy i osobennosti stanovlenya sistemy podgotovki pedagogicheskikh kadrov v Podol'skoj gubernii v kontekste obrazovatel'noj politiki carskogo pravitel'stva: vtoraya polovina XIX – nachala XX veka* [Steps and peculiarities of the birth of the system of the preparation of the pedagogical staff in the Podol'sk province in the context of the politics of the Tsarist government: second half of the XIXth – beginning of the XXth century], IZYUFED, 10 (2013), pp. 70-80.
70. Balashov E.M., *Politika v oblasti shkol'nogo, professional'no-technicheskogo i srednego special'nogo obrazovanya, 1917-1941 gody* [The Policy in the Sphere of the School, Vocational and Secondary Professional Education, 1917-1941], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO (2012), pp. 435-493.
71. Ball Stephen J., *Reading and re-writing the self: an epilogue*, LRE, 11 (2013), n. 3, pp. 281-282.
72. Bandini Gianfranco, *Pour une école coopérative et socialement engagée: diffusion et révision de l'œuvre de Célestin Freinet en Italie*, HECL, 8 (2013), n. 2, pp. 357-376.
73. Banks-Leite Luci, Ernica Mauricio, *Uma trajetória em meio às transformações do mundo contemporâneo: entrevista com Janette Friedrich*, PP, 24 (2013) 1, pp. 243-264.
74. Barannikova N.B., *Problemy samobytnosti techenij v pedagogicheskoi tradicii v konce XIX- nachale XX veka* [Understanding the problem of uniqueness in Russian pedagogy at the end of the 19th – at the beginning of the 20th centuries], IPZ, 2 (2013), pp. 48-62.
75. Barbieri Marco, *Per una prosopografia dei laureati alla Facoltà teologica pavese nell'età delle riforme asburgiche. Stato dell'arte e prospettive di ricerca*, ASUI, 17 (2013), pp. 447-454.

76. Barbosa Azevedo Crislane, Cardoso Graccho, Bezerra Abdias, *José de Alencar Cardoso e o movimento renovador na educação escolar Sergipana na década de 1920*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 92-114.
77. Baretta Alessandra, Milani Maria Piera, *Il fondo docenti dell'Archivio storico dell'Università degli Studi di Pavia: i risultati di un progetto di recupero e valorizzazione*, ASUI, 17 (2013), pp. 487-494.
78. Barinov D.A., *Kollektivnaya biografya studenchesstva Sankt-Peterburgskogo universiteta 1884-1917 gg.: statistichesky analiz [Collective Biography of the Students of the Saint Petersburg University of 1884-1917: Statistical Review]*, KLIO, 10 (2013), n. 82, pp. 42-48.
79. Barreiras Pinto Cavadas Bento Filipe, *O corpo diferente: representações das raças humanas nos manuais escolares de zoologia*, RHE, 17 (2013), n. 39, pp. 189-212.
80. Barron Hester, 'Little prisoners of city streets': London elementary schools and the School Journey Movement, 1918-1939, HEJ, 42 (2013), n. 2, pp. 166-181.
81. Barros Cavalcanti Júnior Henrique Sérgio, Ferraz Isabela Neves, *A universidade pública brasileira sob o paradigma da pós-modernidade*, RH, 13 (2013), n. 49, pp. 149-163.
82. Barros Josemir Almeida, Sandra Cristina Fagundes de Lima, *História das escolas públicas primárias em áreas rurais: ausência de políticas públicas (Mnas Gerais 1899-1911)*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 251-263.
83. Baryshnikova O.M., *Selestén Frene o reforme shkoly i roly uchitelja: vopros pedagogicheskogo tvorchestva uchitelja, organizayushchego shkolnykh vospitatel'nykh processov v trudakh franzuskogo pedagoga S. Frene (1896-1966) [Celestine Freinet about the reform of the school and the role of the teacher: the question of the pedagogical creation of the teacher, organisator of the school educational process in the works if the French pedagogue Celestine Freinet (1896-1966)]*, SIBUCH, 3 (2013), n. 88, pp. 14-20.
84. Basso Jaqueline Daniela, Bezerra Neto Luiz, *A educação escolar rural no estado de São Paulo entre 1890 e 1970: breve discussão sobre o ruralismo pedagógico*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 63-76.
85. Bates Richard, *Educational administration and the management of knowledge: 1980 revisited*, JEAH, 45 (2013), n. 2, pp. 189-200.
86. Batinic Štefka, Radeka Igor, *The development and prospects of teacher education in Croatia*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-*

- Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts, HECL*, 8 (2013), n. 1, pp. 43-62.
87. Batista Eraldo Leme, Lima Marcos Roberto, *Dermeval Saviani – Compromesso e luta por uma pedagogia para além do capital*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 391-402.
 88. Bauml Michelle, Field Sherry L., *Elementary Schools, Teaching, and Social Studies in Texas: Facing the Great Depression*, M. Elizabeth Bellows, AEHJ, 40 (2013), n. 2, pp. 261-278.
 89. Beas Miranda Miguel, Sevilla Merino Diego, *Consideraciones en torno a la relación entre iglesia y estado en la educación: hitos en la historia contemporánea española*, in *Laicidade, Religiões e Educação na Europa*, pp. 113-128.
 90. Becchi Egle, *Documenti dell'io e pedagogia della casa*, ASE, 20 (2013), pp. 327-342.
 91. Becchi Egle, Scotto Di Luzio Adolfo, *Auctor et Lector in Fabula*, 8, NBC (2013), n. 2, pp. 45-53.
 92. Beech Jason, Rabelo Rafaela Silva, *O conceito de ‘transferência educacional’ na história da educação comparada: continuidades e rupturas*, RBHE, 13 (2013), n. 2, pp. 45-72.
 93. Beladakis M., *Ολοήμερο Δημοτικό Σχολείο: Οι απόψεις των εκπαιδευτικών, των γονέων και των μαθητών [All day Primary School: The views of teachers, parents and students]*, EDSCI, 4 (2010), pp. 175-200.
 94. Belenchuk L. N., *Prosveshchenie nacional'nykh okrain Rossii v 1890-1917 godakh [The Enlightenment of the Russian National Remote Areas in 1890-1917]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 611-631.
 95. Bellamy Foster John, *Educação e a crise estrutural do capital: o caso dos Estados Unidos*, PER, 31 (2013), n. 1, pp. 85-136.
 96. Bereta da Silva Cristiani, *Cultura escolar e cultura política: projeto de nacionalização e o jornal escolar A Criança Brasileira (Santa Catarina, 1942-1945)*, RHE, 17 (2013), n. 40, pp. 175-195.
 97. Berloff Caraçato Viviane de Oliveira, Olivo Francisco Lucas Maria Angélica, Gomes Machado Maria Cristina, *História do Colégio estadual Dr. Gastão Vidigal: em análise os exames de admissão (1953-1971)*, HS, 13 (2013), n. 52, pp. 215-237.

98. Berlyavsky L.G., *Rol' i funckii Narkomprosa [The Role and the Function of the People's Commissariat of Enlightenment]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 380-403.
99. Berlyavsky L.G., *Vysshee obrazovanie i nauka v Rossii (1810-1900 gody): tradicionnye 'mesta znanya' [Higher Education and Science in Russia in 1810-1900: Traditional 'Places of Knowledge']*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 11-27.
100. Bernardi Milena, *Children and the dark side of Charles Dickens*, HECL, 8 (2013), n. 1, pp. 445-473.
101. Bernardo Liliane Alves, Pina Leonardo Docena, «*Descobrindo o corpo humano: a prática pedagógica histórico-crítica na educação infantil*», HS, 13 (2013), n. 52, pp. 286-300.
102. Beseghi Emy, Laudatio pronunciata in occasione del conferimento della Laurea ad honorem a Daniel Pennac da parte dell'Università degli Studi di Bologna (Bologna, 26 marzo 2013), HECL, 8 (2013), n. 2, pp. 691-696.
103. Bessa Rebello Guerreiro Elaine Maria, Rodrigues Villela Tereza Cristina, *A legislação educacional brasileira de 1930 a 1961 Com relação à Pessoa com deficiência*, HS, 13 (2013), n. 52, pp. 183-197.
104. Betsas I., Charalabous D., Amarantidou K., *Ta πρώτα αναγνωστικά βιβλία της εκπαιδευτικής μεταρρύθμισης 1917-1920 και η αξιολόγησή τους από τους εκπαιδευτικούς [The first reading books educational reform 1917-1920 and evaluation of teachers]*, EDSCI, 2 (2011), pp. 175-196.
105. Betti Carmen, *Editoriale*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 11-13.
106. Betti Carmen, *Historia de la pedagogía: la perspectiva italiana*, RMHE, 1 (2013), n. 1, pp. 131-154.
107. Betti Carmen, *Protagonisti della formazione di Giacomo Leopardi*, NBC, 8, (2013), n. 2, pp. 15-29.
108. Bezerra de Sousa Jane, Filho Geraldo Inácio, *Profissão docente no Piauí no século XX*, HS, 13 (2013), n. 51, pp. 187-199.

109. Bezrogov Vitaly G., Barannikova N.B., *Tekst v istoriko-pedagogicheskem issledovanii* [Text in the historical and pedagogical research], ISTPE (2013), pp. 114-132.
110. Bezrogov Vitaly G., *Istoriorafya uchebnoj literatury dlja nachal'noj shkoly XVI – nachale XVII vv.* [Historiography of Elementary School Educational Literature of the 16th – Beginning of 17th Centuries], PSO, 3 (2013), pp. 59-76.
111. Bezrogov Vitaly G., Ivanchenko G.V., *Uchenichestvo i shkoly v drevnikh i srednevekovykh obshchestvakh* [Apprentice and schools in the ancient and middle age societies], PSO, 5 (2010), pp. 36-39.
112. Bezrogov Vitaly G., *Velikie idei ili praktika nauchenya? (K voprosu o metodologii nekotorych istoriko-pedagogicheskikh issledovaniy v sovremennoj zapadnoj nauke)* [Great ideas of practice of the teaching? About the question of the methodology of some historical researches in the contemporary Western science], ISTPE (2013), pp. 71-74.
113. Bian Chunli, 儿童文学在儿童素质教育中的价值 [The value of children's literature in quality education of children], JOJCE, 5 (2012), pp. 56-57.
114. Bian Chunli, 儿童文学教育与儿童母语语言能力的形成 [Children's literature education and the formation of children's native linguistic abilities], JOMU, 3 (2012), pp. 158-159.
115. Bianchi Ornella, *Dalla scuola di studi corporativi alla Facoltà di Scienze Politiche*, ASUI, 17 (2013), pp. 207-228.
116. Bilali Miranda, Pelingu Kujtim, *Në gjurmë të shkollave shqipe e të huaja gjatë shekullit XIX në Vilajetin e Shkodrës* [Tracking down Albanian and foreign schools during the XIX century in Shkodra's Vilayet], BSSE, 63 (2013), pp. 311-322.
117. Bim-Bad Boris M., «Fenomen dukha» G.V.F. Gegelja kak pedagogicheskoe uchenie [G.W.F. Hegel's phenomen of spirit as pedagogical doctrine], IRAO, 3 (2012) n. 23, pp. 5-14.
118. Bim-Bad Boris M., *Obrazovanie kak instrument kul'turnoj reguljacii istorii chelovechestva (stenogramma vystupleniya na pervom nacional'nom forume rossyskikh istorikov pedaagogiki, Moskva, 25 aprelja 2013 g.)* [Education as an instrument of cultural regulation of the history of mankind (short-hand notes of presentation of the talk given at the 1st national Forum of Russian historians of pedagogy, Moscow, April 25th, 2013)], IPZ, 2 (2013), pp. 150-157.
119. Bim-Bad Boris M., *Pedagogicheskoe nasledie Gegelja: «Fenomenologiya dukha» G. Gegelya kak pedagogicheskoe uchenie* [Hegel's pedagogical heritage: the «phenomen of spirit» as pedagogical concept], ISTPE (2013), pp. 133-162.

120. Bim-Bad Boris M., *Pedagogika Dzhona D'yui: amerikansky filosof i pedagog, 1857-1952 gg. [John Deweys' pedagogy: an American philosopher and pedagogue, 1857-1952]*, UPRASO, 8 (2013), pp. 56-66.
121. Bittar Marilena, Barbosa de Oliveira Adriana, Magalhães de Freitas José Luiz, *Um estudo sobre mudanças curriculares em uma licenciatura em matemática ao longo de 30 anos*, RH, 13 (2013), n. 49, pp. 294-308.
122. Bittar Marisa, *História da educação e marxismo em duas trajetórias intelectuais do século XX: Brian Simon e Mario Alighiero Manacorda*, RH, 13 (2013), n. 49, pp. 7-18.
123. Bittencourt Almeida Doris, *O Crisol: periódico das alunas do Colégio Americano (Porto Alegre/RS, 1945-1964)*, RHE, 17 (2013), n. 40, pp. 267-290.
124. Bjarnadóttir Kristin, *The Implementation of the 'New Math' in Iceland: Comparison with Neighbouring Countries*, IJHME, 8 (2013), n. 1, pp. 1-18.
125. Blind René, *Introduction*, in Allisson Jean-Jacques (ed.), *De Pestalozzi à nos jours. L'éducation des sourds: de l'institutionnalisation à l'inclusion*, BCP (2013), n. 37, pp. 3-4.
126. Blount Jackie, *Exuberance and Despair*, in *If Life where Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 163-169.
127. Bobryshov S.V., *Istorya pedagogiki kak pole metodologicheskikh determinantov istoriko-pedagogicheskogo issledovaniya [The history of pedagogy as the field of methodological determinants of historico-pedagogical research]*, IPZ, 2 (2013), pp. 35-47.
128. Bobylova O.A., *Rossyskie pedagogi i mysliteli XIX-XX vv. o cennostjakh social'nogo vospitanija i o formirovaniij social'no-nravstvennoj lichnosti [Russian pedagogues and thinkers of the XIX-XX centuries: social values of education as a resource of formation of social and moral person]*, pp. 109-120.
129. Bogatyreva V.V., *Muzykal'no-esteticheskoe vospitanie v pedagogicheskom nasledii V.A. Sukhomlinskogo [The music aesthetical education in V.A. Sukhomlinsky's pedagogical heritage]*, PEDISK (2011), pp. 119-130.
130. Boguslavskaja T.N., *Razvitiye teorii doshkol'nogo obrazovaniya v otechestvennoj pedagogike vtoroj poloviny XX veka [The development of the pre-school education in the national pedagogy of the second half of the XX century]*, PSO, 3 (2010), pp. 36-40.
131. Boguslavsky M.V., *Pedagogika dlinnoju v zhizn': K 110-letyu so dnja rozhdeniya M.N. Skatkina [The life-long pedagogy: for the 110 years from M.N. Skatkin's day]*, PSO, 4 (2010), pp. 85-89.

132. Boguslavsky M.V., *Nastojashchy Sukhomplinsky* [The present Sukhomlinsky], PSO, 5 (2010), pp. 40-43.
133. Boguslavsky M.V., *Fenomen Sh. A. Amonashvili: k 80-letyu so dnja rozhdenya* [The phenomenon Sh. A. Amonashvili: for the 80-years from the birth], PSO, 1 (2011), pp. 26-41.
134. Boguslavsky M.V., *Priority modernizacii soderzhanya obshchego obrazovanya v otechestvennoj pedagogikie XX veka* [General Education Modernization Priorities in Russian National Pedagogy during the 20th Century], PSO, 6 (2012), pp. 99-111.
135. Boguslavsky M.V., *Modernizacya soderzhanya obschego obrazovanya v otechestvennoj pedagogike XX veka* [The modernisation of the content of the general education in the national pedagogy of the XX century], OZP, 5 (2012), n. 8, pp. 49-63.
136. Boguslavsky M.V., *Razvitiye filosofsko-pedagogicheskogo mirovozreniya A.I. Gercena: k 200-letyu so dnja rozhdenya* [Philosophical-pedagogical world outlook development of A.I. Herzen: to 200 years since the date of birth anniversary], PSO, 2 (2012), pp. 41-62.
137. Boguslavsky M.V., *Vklad Lomonosova v sociokul'turnuju modernizacyu rossyskogo obrazovanya (300-letyu so dnja rozhdenya)* [Contribution of M.V. Lomonosov in sociocultural modernization of Russian education (to 300 years anniversary from the date of a birth)], PSO, 6 (2011), pp. 55-69.
138. Boguslavsky M.V., N.I. Pirogov: *pedagogicheskie idealy i zhiznennyye realii* [N.I. Pirogov: pedagogical ideals and vital realities], PSO, 6 (2010), pp. 21-33.
139. Boguslavsky M.V., *Osnovnye napravleniya razvityya teorii soderzhanya obshchego srednego obrazovanya v otechestvennoj pedagogike XX v.* [Main tendencies of development of the Theory of the content of the general secondary education in the national pedagogy of the XX century], PEDG, 3 (2013), n. 5, pp. 106-119.
140. Boguslavsky M.V., *Problemy reformirovanya rossyskogo obrazovanya (istoriko-pedagogichesky kontekst)* [Problems of reform of the russian education (historico-pedagogical context)], PSO, 1 (2010), pp. 33-44.
141. Boguslavsky M.V., *S chego nachinaetsya Rodina: problemy patrioticheskogo vospitaniya shkol'nikov i ikh reshenie na primere otechestvennoj pedagogiki 1914-1930 gg.* [How the Fatherland begins: problems of pupil education and their solution on the basis of the national pedagogy of 1914-1930], VOSS, 2012, 6, pp. 3-15.

142. Booth Geoffrey, *Managing the Muses: Musical Performance and Modernity in the Public Schools of Late-Nineteenth Century Toronto*, HSE, 25 (2013), n. 2, pp. 1-20.
143. Borba Rocha Maria Zélia, *A luta político-cultural pelo ensino religioso no Brasil*, RBHE, 13 (2013), n. 2, pp. 217-248.
144. Borges Dias Eneias, *A revista da escola normal de São Carlos e a moralização social: culto cívico, religião da pátria, o escotismo*, HS, 13 (2013), n. 51, pp. 157-166.
145. Borges Netto Mario, Lucena Carlos, *O debate marxiano sobre a intrução pública europeia do século XIX*, HS, 13 (2013), n. 51, pp. 167-186.
146. Borooah Vani K., Knox Colin, *The contribution of 'shared education' to Catholic-Protestant reconciliation in Northern Ireland: a third way?*, BERJ, 39 (2013), n. 5, pp. 925-946.
147. Bortoleto Nery Ana Clara, *Cultura pedagógica e formação de professores: a biblioteca da escola normal de Piracicaba (1911-1920)*, RHE, 17 (2013), n. 39, pp. 23-38.
148. Bosna Valeria Vittoria Aurora, García Rodríguez María Luisa, *Las Exploradoras en Italia, cien años de historia educativa (1912-2012)*, AURP, 2012, n. 18, pp. 155-180.
149. Bouzakis Sifis, *Oι πολιτικές πρόσβασης στα ελληνικά Α.Ε.Ι.: Από την «Ελεύθερη Πρόσβαση» του 1837 μέχρι το 1997/98. Μια ιστορική/κοινωνιολογική προσέγγιση των σημαντικότερων σταθμών [The access policies to Greek Higher Education: From «Free Access» in 1837 until 1997/98. A historical/sociological approach of the highlights]*, EDSCI (2011), pp. 13-24.
150. Brachev B.C., *Studencheskie volnenya oktyabrya-dekabrya 1910g. v Sankt-Peterburgskom universitete [Students' Disorders in October – December, 1910 in Saint Petersburg University]*, KLIO, 10 (2013), n. 82, pp. 68-76.
151. Brandt Cleri, Aparecida, *A educação na alemanha nazista e seu papel na modulação de ideias e comportamentos*, AHEA 14 (2013), n. 2, pp. 1-23.
152. Brás José Viegas, Gonçalves Maria Leal, *Independent teaching work to cooperative teaching: A new paradigm introduced in the Portuguese educational system (1894-1895)*, PH, 49 (2013), n. 3, pp. 330-344.
153. Brauckmann Maren, *Modernisierung durch Pädagogisierung? Die Praxisausbildung des Oberlehrers zu Zeiten Wilhelms II. (1890-1918) – untersucht am Beispiel ausgewählter Seminare der preußischen Rheinprovinz*, JHB, 19 (2013), pp. 198-224.

154. Brazhnik E., *Nestareyushchy opyt shkol nachala XX veka* [The neveraging experience of the school of the beginning of the XX century], SELSH, 1 (2013), pp. 52-57.
155. Breitborde Mary-Lou, *Learning about Each Other: Two Teachers Negotiate Race, Class, and Gender in the Civil War South*, AEHJ, 40 (2013), n. 1, pp. 37-58.
156. Breshkovskaja K. Ju., *Filosofsko-pedagogicheskoe osmyshlenie L.N. Tolstym specifiki professional'noj dejatel'nosti uchitelja* [L.N. Tolstoy's Philosophical and pedagogical interpretation of specificity of teaching profession], IPZ, 3 (2013), pp. 126-137.
157. Bretas Silvana Aparecida, *As faculdades municipais de São Paulo: aspectos de sua origem e organização acadêmico-institucional* (1960-1975), HS, 13 (2013), n. 52, pp. 250-274.
158. Brewis Georgina, *Education for service: social service and higher education in India and Britain, 1905-1919*, HER, 42 (2013), n. 2, pp. 119-136.
159. Brickell Chris, *On the Case of Youth: Case Files, Case Studies, and the Social Construction of Adolescence*, JHCY, 6 (2013), n. 1, pp. 50-80.
160. Brookhart Susan M., *The public understanding of assessment in educational reform in the United States* in *The public understanding of assessment*, ORE, 39 (2013), n. 1, pp. 52-71.
161. Brouzos A., Kosivaki F., *Hμετάβαση από το Δημοτικό Σχολείο στο Γυμνάσιο: Δυσκολίες και προκλήσεις* [Transition from Primary School to High School: Difficulties and challenges], EDSCI (2011), pp. 149-162.
162. Brownlee Jamie, *Elite power and educational reform: An historiographical analysis of Canada and the United States*, PH, 49 (2013), n. 2, pp. 194-216.
163. Bruen Jennifer, *Civic Education and Democratic Socialisation: From Passive Subject to Active Citizen in Post-Communist States and Beyond*, in Agarin Timofey, Paweł Karolewski Ireneusz (edd.), *Citizenship and Civic Education in Postcommunist Countries*, JSSE, 4 (2013), pp. 43-50.
164. Brunelli Marta, *From nature guiding to nature interpretation in the United States (1872-1920). The origins of the professional practice of heritage interpretation: between protection and education*, HECL, 8 (2013), n. 1, pp. 399-428.
165. Brunelli Marta, *Making the Italians. Poetics and politics of Italian children's fantasy. Note e appunti di lettura*, HECL, 8 (2013), n. 2, pp. 637-649.

166. Bruno-Jofré Rosa, *Introduction. Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 447-453.
167. Bruno-Jofré Rosa, *The Missionary Oblate Sisters of the Sacred Heart and Mary Immaculate (MO) and the Sisters of Our Lady of the Missions (RNDM): the intersection of education, spirituality, the politics of life, faith and language in the Canadian prairies, 1898-1930*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 471-493.
168. Bruschi Andrea, *Dei pedagoghi a servizio delle élites europee. I maestri di italiano e di francese nella Francia del Sei e Settecento*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 123-132.
169. Bruzzone Gian Luigi, *Francesco Selmi e Stanislao Cannizzaro*, ASUI, 17 (2013), pp. 355-376.
170. Buchardt Mette, *Pedagogical transformations of 'religion' into 'culture' in Danish state mass schooling from the 1900s to the 1930s*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 126-138.
171. Buckley William F., Jr.'s, *The Influence of the Cold War on the Racial Desegregation of American Schools, Joseph Watras. The Academy on the Firing Line*, AEHJ, 40 (2013), n. 1, pp. 111-128.
172. Bühler Patrick, *Unterrichten mit Gefühl – Psychoanalytische Pädagogik zu Beginn des 20. Jahrhunderts*, JHB, 19 (2013), pp. 247-261.
173. Bukreeeva E.N., *Unifikacya sovetskoy sistemy shkol'nogo obrazovanya Severnogo Kavkaza v 1917-1925 gg. (na primere Stavropol'skogo kraya)* [The unification of the soviet system of the school education of the Northern Caucasus in 1917-1925 (with the exemple of the Stavropol' district)], POBN, 3 (2013), pp. 68-74.
174. Buldakov V.E., *Innovacionnaya dejatel'nost' Gosudarstvennogo Komiteta SSSR po narodnomu obrazovaniyu po demokratizacii pedagogicheskogo processa v sovetskoy srednej shkole v 1988-1991 gg.* [Innnovation activity of the State Comitee of the Soviet Union in the national education in the democratization of the pedagogical process in

- the soviet secondary school in the years 1988-1991], INNOB, 11 (2013), pp. 144-153.*
175. Burke Catherine, *The Decorated School: cross-disciplinary research in the history of art as integral to the design of educational environments*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 813-827.
176. Burke Kenneth M., *The Relation Among Philosophy, Psychology, and Social Theory in St. Louis Public Schools' Educational Foundations and Subsequent Curricula*, JPHE, 63 (2013), pp. 107-120.
177. Bussotti Paolo, *L'insegnamento della matematica nella scuola secondaria superiore dall'unificazione alla riforma Gentile*, ASE, 20 (2013), pp. 214-264.
178. Butorina T.S., Kabrinskaya I.I., *Ideya nравственного образования граждан в отечественной школе первой четверти XIX века [The idea of the moral education of the citizens in the national school practices in the first quarter of the XIX century]*, CHEBRO, 2 (2013), n. 35, pp. 122-126.
179. Cagnolati Antonella, *El origen de las guarderías infantiles en Bolonia (1836-1850)*, FE, 13 (2011), pp. 91-102.
180. Cagnolati Antonella, *En defensa de los niños. La batalla por la lactancia materna en la Inglaterra del siglo XVII*, EFP, 4 (2013), pp. 103-115.
181. Cai Genchang, Liu Yuting, 童谣的美学特征与教育价值 [*Nursery rhyme's aesthetic features and educational values*], PREER, 3 (2012), pp. 61-63.
182. Cai Shulan, 论儿童文学的情感教育意蕴 [*On the emotional education implications of children's literature*], JOINMONU, 3 (2011), pp. 5-8.
183. Caimi Luciano, *Cesare Scurati e la storia della pedagogia*, ASE, 20 (2013), pp. 351-371.
184. Caimi Luciano, *Editoriale*, NBC, 8 (2013), n. 2, pp. 11-13.
185. Cajani Luigi, *The Image of Italian Colonialism in Italian History Textbooks for Secondary Schools*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 72-89.
186. Caldeira-Machado Sandra Maria, de Souza Biccias Maurilane, Mendes de Faria Filho Luciano, *Estatísticas educacionais e processo de escolarização no Brasil: implicações*, CHE, 12 (2013), n. 2, pp. 639-658.
187. Camara Bastos Maria Helena, *Escritas estudantis em periódicos escolares*, RHE, 17 (2013), n. 40, pp. 7-10.
188. Camara Bastos Maria Helena, *Método intuitivo e lições de coisas por Ferdinand Buisson: documento*, RHE, 17 (2013), n. 39, pp. 231-253.

189. Camara Bastos Maria Helena, *Tatiane de Freitas Ermel, O jornal A Voz da Escola: escritas dos alunos do Colégio Elementar Souza Lobo (Porto Alegre/RS - 1934/1940)*, RHE, 17 (2013), n. 40, pp. 143-173.
190. Camara Sônia, *Inspeção Sanitária escolar e educação da infância na obra do médico Arthur Moncorvo Filho*, RBHE, 13 (2013), n. 3, pp. 57-85.
191. Cambi Franco, *La scuola media unica e i suoi critici radicali: don Milani e Pasolini*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 27-31.
192. Campagnaro Marnie, *A Classic Work of Italian Literature: Italo Calvino's Trilogy for Young*, LIB, 2 (2013), n. 1, pp. 83-97.
193. Campanile Benedetta, *Il materiale socio-scientifico dell'Università di Bari: i musei tra scienza, didattica e conservazione*, ASUI, 17 (2013), pp. 147-159.
194. Campos Ferreira Nilce Vieira, Neto Wenceslau Gonçalves, *Organização inicial do ensino profissionalizante feminino em Uberaba/MG: economia rural doméstica (1953-1962)*, HS, 13 (2013), n. 51, pp. 252-265.
195. Carli Sandra, *El viaje de conocimiento en las humanidades y las ciencias sociales. Un estudio de caso sobre profesores universitarios en la Argentina durante la segunda mitad del siglo XX*, AHEA 14 (2013), n. 2, pp. 1-38.
196. Caroli Dorena, *New insights into the history of child rearing within Russian and Soviet families (1890-1940)*, HECL, 8 (2013), n. 1, pp. 475-501.
197. Caroli Dorena, Sani Roberto, *The international bibliography of History of Education & Children's Literature (2010-2012)*, pp. HECL, 8 (2013), n. 2, pp. 729-1097.
198. Carpentier Vincent, *Inquiring into educational policies: a special issue on the contribution of Stephen Ball*, LRE, 11 (2013), n. 3, pp. 203-205.
199. Carrasco Antonio Franco, Montero-Pedrera Ana-María, Celedonio Villa Tejedoras (1874-1952): *un maestro regeneracionista andaluz*, AURP, 19 (2013), pp. 151-166.
200. Caruso Marcelo, Ressler Patrick, *Zweigliedrigkeit: Strukturwandel des Schulsystems ? Einführung in den Thementeil*, ZP, 59 (2013), n. 4, pp. 451-425.
201. Caruso Marcelo, *Two Different Realms: politics and educational knowledge in European history*, EERJ, 12 (2013), n. 2, pp. 149-165.
202. Carvalho Saulo, *O estágio supervisionado da teoria à prática: reflexões a respeito de epistemologia da prática e estágio pesquisa, a Luz da Pedagogia histórico-crítica*, HS, 13 (2013), n. 52, pp. 301-320.

203. Castillo Xavier Laudo, *Introducció: Pensament pedagògic, filosofia i història de l'educació*, EH, 21 (2013), pp. 9-12.
204. Castillo Xavier Laudo, *Educación y emancipación: de la experiencia de Jacotot a la expectativa de Rancière*, EH, 21 (2013), pp. 65-87.
205. Castro Cesar Augusto, Velázquez Castellanos Samuel Luis, *O catálogo como fonte para a história (Do livro, da leitura e da educação) No maranhão Império*, CHE, 12 (2013), n. 2, pp. 455-467.
206. Cavadas Bento, *O ensino do evolucionismo em Portugal, nas primeiras décadas do século XX, através dos programas e manuais escolares de zoologia*, AURP (2011) 17, pp. 109-131.
207. Cedeño Peguero María Guadalupe, *Religiosos y educación. Métodos y enseñanzas en el antiguo obispado de Michoacán*, RMHE, 1 (2013), n. 1, pp. 29-58.
208. Cederberg Margareta, Hartsmar Nanny, *Some Aspects of Early School Leaving in Sweden, Denmark, Norway and Finland*, in *Problematising the Issue of Early School Leaving in the European Context*, EJE, 48 (2013), n. 3, pp. 378-389.
209. Chabeev T.N., *Formirovanie nacional'noj idei v russkoj pedagogicheskoy mysli [Forming of the national idea in russian pedagogy of the age of the enlightenment]*, PSO, 6 (2011), pp. 70-73.
210. Chagas de Carvalho Marta Maria, *Estratégias editoriais e territorialização do campo pedagógico: um livro de Sampaio Dória sob a pena do editor da biblioteca de educação*, RHE, 17 (2013), n. 39, pp. 39-56.
211. Chagas de Carvalho Marta Maria, *Historia de la escuela y preservación del patrimonio escolar: el trabajo del Centro de Memoria de la Educación de la Universidad de São Paulo (Brasil)*, RMHE, 1 (2013), n. 1, pp. 109-130.
212. Chamberland Celeste, *From Apprentice to Master: Social Disciplining and Surgical Education in Early Modern London, 1570-1640*, 53, HEQ, 53 (2013), n. 1, pp. 21-44.
213. Chapman Anne, O'Donoghue Tom, *An analysis of recruitment literature used by orders of Catholic religious teaching brothers in Australia, 1930 to 1960: a social semiotic analysis*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 592-606.
214. Charisi A., Iliadou-Tachou S., Anastasiou D., *Oι απαρχές της εκπαίδευσης των ατόμων με ειδικές ανάγκες στην Ελλάδα (πρώτες δεκαετίες του 20^{ου} αι.): ο ρόλος της παιδολογίας και του Εμπ. Λαμπαδαρίου [The beginnings of education of*

- persons with disabilities in Greece (first decades of the 20th century.): The role of paidologias and Emm. Lampadarios], HISTI, 10 (2012), pp. 59-75.*
215. Chartier Anne-Marie, *Faire lire les débutants: comparaison de manuels français et américains (1750-1950)*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 35-68.
216. Chartier Anne-Marie, Rockwell Elsie, *Introduction. Histoire comparée des outils et débats sur la lecture des débutants: alphabétisation vs literacy*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 5-17.
217. Chataev T.V., *Uchenyj, prosvetitel' i pedagog M.K. Gardanov (1870-1962 gg.): Osetya [A scholar, Enlightener and Pedagogue M.K. Gardanov (1870-1962): Osetya]*, TEOPRA, 8 (2011), pp. 201-211.
218. Chávez González Mónica Lizbeth, *Apuntes teóricos para historiar los procesos educativos fuera del espacio escolar. Reflexiones desde el noreste de México*, RMHE, 1 (2013), n. 2, pp. 229-244.
219. Che Zuo, 儿童文学教学中的审美教育 [Aesthetic education in the teaching of children's literature], LITED, 11 (2013), p. 76.
220. Che Zuo, 幼儿文学教学中的审美教育 [Aesthetic education in the teaching of infant's literature], LITED, 12 (2013), pp. 32-33.
221. Chekin A.L., Borisova E.V., *Pervyj otechestvennyj pechantyj uchebnik matematiki: «Arifmetika» L.F. Magnickogo: K 310-letiyu so dnja vykhoda v svet [The first national printed textbook of mathematic: L.F. Magnicky's 'Arifmetika': For the 310 years from the day of the edition]*, NACS, 9 (2013), pp. 12-16.
222. Chen Tang, 克制——儿童小说暴力死亡描写尺度 [Restraint: scales of violence and death description in children's fictions], JOHABS, 1 (2011), pp. 20-23.
223. Chen Xiling, 儿歌在幼儿园健康教育活动中的运用状况及策略 [The use of nursery rhymes in kindergarten health activities and its strategies], JOXIPS, 2 (2011), pp. 95-97.
224. Chen Yanqiu, 从传承到飞跃——儿歌历史的探析与思考 [From heritage to transcendence: analysis and reflection on the history of nursery rhymes], APMA, 17 (2011), pp. 110-11.
225. Chen Yanqiu, 论儿童诗之“趣” [On the pleasure of children's poetry], APMA, 5 (2011), pp. 79-81.
226. Chen Zuo, 中国当代儿童观与儿童文学观 [The concept of childhood and children's literature in present China], DEBA, 2 (2013), pp. 124-127.

227. Cherkaz'yanova I.V., *Institut popechitelej uchebnyh okrugov v konce XIX – nachale XX veka* [The Institute of Tutors of the Educational Districts in the late 19th – early 20th c.], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO (2012), pp. 271-292.
228. Chernishkov V.V., Potepalov D.V., *Detskaya besprizornost' v Rossii v period Srednikh vekov i nachale Novogo vremeni* [The child abandonment in Russia in the period of the middle ages and in the beginning of the Modern age], KAINN, 7 (2013), n. 98, pp. 28-35.
229. Chernjavskaya N.E., M.K. Cebrikova o rabote K.D. Ushchinskogo «Chelovek kak predmet vospitanya. Opyt pedagogicheskoy antropologii» [M.K. Cebrikov about K.D. Uschinsky's work «The person as object of the education: Experience of the pedagogical anthropology»], PEDG, 2 (2012), n. 10, pp. 75-87.
230. Chertov V.F., *Russkaya literatura XVIII veka v shkol'nom izuchenii: sravnitel'no-istorichesky aspekt* [The Russian Literature of the XVIII century in the school learning: comparative and historical aspect], NAS, 6 (2012), pp. 169-173.
231. Chisholm Linda, *The textbook saga and corruption in education*, SARE, 19 (2013), n. 1, pp. 7-22.
232. Chitty Clyde, *The educational legacy of Francis Galton*, HEJ, 42 (2013), n. 3, pp. 350-364.
233. Chizhnjakov S., *Otechestvennye mysliteli o vospitanii detej: vtoraya polovina XIX v.* [National thinkers about the children's education: second part of the XIX century], SELSH, 5 (2013), pp. 52-60.
234. Chmeleva E.V., *Otechestvennye pedagogi konca XIX-nachala XX v.* [National pedagogue of the end of the XIX-beginning of the XX century], ODOSHDE, 9 (2012), pp. 100-108.
235. Chodyakov M.V., *Ivan Adranovich Michajlov: studencheskie gody buduscheego ministerstva finansov v pravitel'stve A.V. Kolchaka* [Ivan Adranovich Michajlov: the Students Years of the Future Minister of Finances in A.V. Kolchak's Government], KLIO, 10 (2013), n. 82, pp. 92-97.
236. Chourdakis A., *Μεταβάσεις, επιλογές και κοινωνική διαστρωμάτωση στο χώρο της εκπαίδευσης στην Κρήτη στις αρχές του 20ου αι* [Transitions, choices and social stratification in education in Crete in the early 20th century], EDSCI (2011), pp. 25-48.

237. Chrisafidis K., *Μετάβαση από το Νηπιαγωγείο στο Δημοτικό Σχολείο: Η αντιμετώπιση της ασυνέχειας μέσα από κοινές μαθησιακές διαδικασίες* [Transition from Kindergarten to Primary School: Addressing the discontinuity through joint learning processes], EDSCI (2011), pp. 139-148.
238. Christophe Barbara, *Religiös und doch modern? Nation und Europa in polnischen und türkischen Geschichtsschulbüchern*, GWU, 64 (2013), nn. 1-2, pp. 60-79.
239. Christou Theodore Michael, 'Schools are no longer merely educational institutions': the rhetoric of social efficiency in Ontario education, 1931-1935, HEJ, 42 (2013), n. 5, pp. 566-577.
240. Churkina N.I., *Organizacya professional'noj podgotovki i vospitanya v uchrezhdenyakh pedagogicheskogo obrazovanya zapadnoj Sibiri* [Organisation of training and education in educational institutions of the West Siberia], IPZ, 4 (2013), pp. 176-188.
241. Churkina N.I., *Uchebniki i rukovodstva dlja nachal'noj shkoly v sisteme pedagogicheskoy podgotovki Omskoj uchitel'skoj seminarii (vtorjaja polovina XIX – nachalo XX XX vv.)* [Elementary School Textbooks and Manuals in the Pedagogical Training System of the Omsk Teaching Seminary (Second Half of the 19th – Beginning of the 20th Century)], PSO, 5 (2012), pp. 34-38.
242. Chutorsky A.V., *Novaya shkola Selestena Frene: franzusky pedagog, 1896-1966 gg.* [Celestine Feinet's new school: the French pedagogue, 1896-1966], STE, 4 (2013), pp. 72-76.
243. Chuzaev R.I., *Iz istorii sozdanya seti bazovykh shkol v Mary El: 20-e gg. XX-nachalo XXI vv.* [From the history of the foundation of the net of the basic schools in the Marii El: 20's years of the XX century – beginning of the XX century], PROPO (2012), pp. 42-52.
244. Ciullo Maria Nataschia, *La «nuova metodologia didattica» in Maria Boschetti Alberti. Libertà di modo, libertà di tempo*, NBC, 8 (2013), n. 1, pp. 115-124.
245. Clark Penney, «A Precarious Enterprise»: A Case Study of Western Canadian Regional Educational Publishing, 1980-1989, HSE, 25 (2013), n. 1, pp. 1-29.
246. Clark Penney, Knights Wayne, 'Fratricidal warfare': English-Canadian textbook publishers take on the Americans, 1970-1980, HEJ, 42 (2013), n. 5, pp. 598-621.
247. Clarke Matthew, *Terror/enjoyment: performativity, resistance and the teacher's psyche*, LRE, 11 (2013), n. 3, pp. 229-238.

248. Clausen Kurt W., *Ontario's Plowden Report: British influence on Canadian education in the 1960s*, HEJ, 42 (2013), n. 2, pp. 204-221.
249. Clemen Martina, Mayoral Juan Luis Rubio, *Gegen Windmühlen kämpfen? Über politische Generationen und avantgardistische Bildungskonzepte in der spanischen Moderne*, JHB, 19 (2013), pp. 56-90.
250. Cleophas Francois, *A historical exploration of physical education at Wesley Teachers' Training School, Cape Town (1915-1966)*, SARE, 19 (2013), n. 1, pp. 38-58.
251. Coja Sergejs, Zigmunde Alīda, *Krievu Universitātes kursu Pedagoģijas nodaļas loma skolotāju sagatavošanā (1922-1929) [The Role of the Department of Pedagogy of the «Russian University Courses» in the Education and Training Teachers (1922-1929)]*, RTUZI, 20 (2012), pp. 72-76.
252. Colapietro Vincent, *Peirce y la educación: reflexiones contemporáneas en el espíritu de un falibilista penitente*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 65-82.
253. Colceru Emilian, *The Impact of Civic Education on the Citizenship of Romanian Youth*, in Agarin Timofey, Paweł Karolewski Ireneusz (edd.), *Citizenship and Civic Education in Postcommunist Countries*, JSSE, 4 (2013), pp. 6-22.
254. Cole Josh, *Alpha Children Wear Grey: Postwar Ontario and Soviet Education Reform*, HSE, 25 (2013), n. 1, pp. 55-72.
255. Coles Rowena, *Domesticating the Trauma of War in Translation [Odomaćivanje ratne traume u prijevodu]*, LIB, 1 (2012), n. 1, pp. 45-66.
256. Collins Jenny, «*To the very antipodes*»: nineteenth-century Dominican Sister-teachers in Ireland and New Zealand, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 494-512.
257. Collins Jenny, Allender Tim, *Knowledge transfer, educational change and the history of education: New theoretical frameworks*, HER, 42 (2013), n. 2, pp. 112-118.
258. Coman Paul Edmund, *Screens of disorder: English cinema's representation of teachers' responses to challenges to their authority in the 1960s*, PH, 49 (2013), n. 3, pp. 402-424.
259. Comas Rubí Francesca, Sureda Garcia Bernat, *Joan Comas Camps i els seus estudis pedagògics a Ginebra pensionats per la JAE*, EH, 22 (2013), pp. 117-140.

260. Comas Rubí Francisca, Motilla Salas Xavier, Sureda Garcia Bernat, *La fotografía como fuente para la investigación y recurso para la docencia en Historia de la Educación*, NBC, 8 (2013), n. 1, pp. 87-95.
261. Condette Sylvie, *État de la recherche sur le métier de Conseiller Principal d'Éducation*, CAE, 35 (2013), n. 1, pp. 105-131.
262. Conklin Kurt, «We Can't Let Chicago Outdo Us, Can We?» *Sex Education and Desegregation in New York City's Public Schools*, HEQ, 53 (2013), n. 4, pp. 335-368.
263. Cont Alessandro, *Educare alla e attraverso l'amicizia. Precettori e governatori nella società nobiliare italiana del Seicento*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 83-103.
264. Conti Andrea, *Dalla Triennale di Milano del 1960 al Convegno sull'edilizia scolastica del Febbraio Pedagogico Bolognese del 1963: verso l'architettura per la nuova scuola media unica*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 69-76.
265. Conti Silvia, *La fisica sperimentale nell'istruzione sabauda del Settecento: ricerca dell'‘uniformità’ e rinnovamento dei saperi*, ASUI, 17 (2013), pp. 333-353.
266. Cordeiro Santos Aldenise, Garcia Feldens Dinamara, O «Scouting for Boys» abre para mulheres: a implantação da co-educação no escotismo brasileiro, CHE, 12 (2013), n. 2, pp. 411-433.
267. Cornejo Jorge Norberto, Santilli Haydée, *La influencia de Condillac en la enseñanza de las ciencias en la Ciudad de Buenos Aires (1810-1830)*, AHEA 14 (2013), n. 1, pp. 1-22.
268. Coro Montanet Gleyvis, *La función docente en la construcción de la televisión educativa en Cuba. Un análisis histórico*, NBC, 8 (2013), n. 1, pp. 105-113.
269. Coronel Ramos Marco Antonio, *La pedagogía vital de Séneca: enseñanza para vivir moralmente y comportarse cívicamente*, in Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013), n. 1, pp. 83-96.
270. Corrêa dos Prazeres Maria Sueli, *Educação do campo e pedagogia da alternância no Brasil e na Amazônia: bases históricas*, HS, 13 (2013), n. 52, pp. 357-371.
271. Correia Luís Grossos, «The lyceums work in silence, they do not advertise, and have no time for envy or rivalry». A case study of the Liceu Rodrigues de Freitas / D. Manuel II during the Portuguese Estado Novo, PST, 1 (2013), n. 29, pp. 21-43.

272. Costa Célio Juvenal, Menezes Sezinando Luiz, *Norbert Elias e a teoria dos processos civilizadores*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 238-262.
273. Covato Carmela, *Scuola, società e democrazia. A proposito di un recente lavoro sulla storia della scuola nell'Italia del Novecento*, HECL, 8 (2013), n. 1, pp. 759-764.
274. Crawford Keith, *Constructing Aboriginal Australians, 1930-1960 Projecting False Memories*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 90-107.
275. Criblez Lucien, *Die experimentelle Avantgarde der Pädagogik in der Schweiz zu Beginn des 20. Jahrhunderts*, JHB, 19 (2013), pp. 13-34.
276. Cristancho Altuzarra José Gabriel, *Tigres de Papel, Recuerdos de Película Memoria, Oposición y Subjetivación Política en el Cine Argentino y Colombiano*, AHEA, 14 (2013), n. 2, pp. 1-5.
277. Crook David, *Politics, politicians and English comprehensive schools*, HEJ, 42 (2013), n. 3, pp. 365-380.
278. Croxford Linda, Raffe David, *Differentiation and social segregation of UK higher education, 1996-2010*, ORE, 39 (2013), n. 2, pp. 172-192.
279. Cruz M.T.J.O., Felgueiras Margarida Louro, *Aproximações à cultura académica universitária na perspectiva coimbrã e sergipana (de 1950 à actualidade)*, in *Escola Superior de Educação de Coimbra*, EXE (2013), pp. 40-58.
280. Cui Xueqin, 儿童文学课程的教学策略 [Teaching strategies in children's literature course], JOHUCOT, 9 (2013), pp. 38-40.
281. Cui Zuoping, 儿童文学与小学语文教育的契合 [The fitness of children's literature and Chinese education in elementary school], EERE, 24 (2010), p. 56.
282. Cunningham Peter, *Festschrift for Roy Lowe. Editorial*, HEJ, 42 (2013), n. 3, pp. 293-294.
283. Curtis Bruce, *Debate on the Teaching of History: Historical Epistemology Meets Nationalist Narrative*, in *Débat sur l'enseignement de l'histoire au Québec/Debate on the Teaching of History in Quebec*, HSE, 25 (2013), n. 2, pp. 115-128.
284. Czyan E.A., *Pedagogicheskaya kul'tura kak aksiologichesky komponent deyatel'nosti uchitelya russkoj gimnazii vtoroj polovina XIX veka* [Pedagogical culture as axiological aspect of the activity of the teacher of the Russian Gymnasium of the second half of the XIX century], PROBRA, 2011, pp. 78-88.

285. D'Ascenzo Mirella, *The classical studies secondary school and the construction of national identity in post-unitary Italy*, HECL, 8 (2013), n. 1, pp. 523-536.
286. da Cunha Marcus Vinícius, Silva Tatiane, *Concepções políticas e educacionais de Renato Jardim*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 78-91.
287. da Rosa Geraldo Ant, Thomé Nilson, *Panorama da educação na região do contestado após região do contestado após cem anos da guerra do contestado*, HS, 13 (2013), n. 54, pp. 156-171.
288. da Silva Carlos Manique, *O tema dos «modos de ensino» nos manuais pedagógicos em Portugal e no Brasil (segunda metade do século XIX - anos de 1920)*, RBHE, 13 (2013), n. 3, pp. 235-256.
289. da Silva Magna Maria, Kimiko Noma Amélia, *O Projeto político-educacional azevediano no Brasil nos anos 1920-1930*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 196-213.
290. da Silva Nunes Maria Lúcia, dos Santos Machado Charliton José, *Uma página feminina: escritos para a educação das mulheres paraibanas (década de 1930)*, HS, 13 (2013), n. 54, pp. 189-206.
291. da Silva Tatiane, da Cunha Marcus Vinicius, *O discurso de Laurenço Filho en defesa da pedagogia do Estado Novo*, CHE, 12 (2013), n. 2, pp. 677-693.
292. Dai Yuanzhi, Zhang Xinke, 儿童出版领域的“民国潮”透视 [Reflections on the popularity of works in Republic of China period], Friends of Editors, 6 (2012), pp. 20-22.
293. Dalakoura A., Λόγοι γυναικών για την εκπαίδευση στα γυναικεία περιοδικά του οθωμανικού χώρου (19ος αι.- 1906): Η γυναικεία λαϊκή εκπαίδευση [Female's speeches about education in women's magazines of the Ottoman Empire (19th century-1906): Women's popular education], MNIM, 31 (2010), pp. 115-150.
294. Dalançon Alain, *Les enjeux de la syndicalisation des personnels de surveillance dans les syndicats de la Fédération de l'Éducation nationale (1945-1981)*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), n. 1, pp. 69-84.
295. Damanakis M., Μεταβάσεις, εισροές, ροές και διαρροές στην ελληνόγλωσση εκπαίδευση στη διασπορά [Transitions, inputs, processes, and leaks in the Greek language education in the diaspora], EDSCI (2011), pp. 175-188.
296. Daniels Doria, Philip Margaret, *Is access inclusion? Exploring understandings of girls' inclusion in a Tanzanian secondary school*,

- SARE, 19 (2013), n. 1, pp. 82-97.
297. Danilova L.N., *Razvitie obshchego obrazovanya v Shchvecarii vo vtoroj polovine XX veka [The development of general education in Switzerland in the second half of the Twenties century]*, IPZ, 1 (2013), pp. 149-159.
298. Daudov A. Ch., Dvornichenko A.Yu., *Izuchenie istorii universiteta na istoricheskem fakultete [The Study of the University History at the Faculty of History]*, KLIO, 10 (2013), n. 82, pp. 4-14.
299. Daufí Jordi Andreu, López Martos Montserrat, Vernet i Munté Teresa, *El archivo histórico de la Universitat de Barcelona: recurso para la investigación en historia de las universidades*, CIAN, 16 (2013), n. 2, pp. 123-139.
300. Dávila Paulí, Naya Luis M., Murua Hilario, *Tradition and modernity of the De La Salle Schools: the case of the Basque Country in Franco's Spain (1937-1975)*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 562-576.
301. Davis Donna M., *Blacks in Crimson and Blue: The Educational Experiences of Ex-Slaves at the University of Kansas from the 1870s-1920s*, AEHJ, 40 (2013), n. 1, pp. 59-74.
302. Davydenko V.A., *Priznanie v ljubvi [Declaration of love]*, IPZ, 4 (2013), pp. 189-192.
303. Davydenko V.A., Yudina N.P., *Priznanie v ljubvi [Declaration of love]*, PSO, 6 (2013), pp. 70-77.
304. de Almeida Corrêa Paulo Sérgio, *Instituição e consolidação do campo da história da educação nos grupos de pesquisa situados na região norte do Brasil: refutação à tese da insignificância*, RH, 13 (2013), n. 49, pp. 71-96.
305. de Almeida Toledo Maria Rita, *Traduções culturais do livro como pensamos, da coleção atualidades pedagógicas (1933-1981)*, RHE, 17 (2013), n. 39, pp. 57-78.
306. de Amorim Pandolfi Marcelo, Esquerdo Lopes Roseli, *Trabalho docente em perspectiva sócio-histórica: a posição de classe do professor e os desafios contemporâneos*, RH, 13 (2013), n. 49, pp. 177-196.
307. de Carvalho Carlos Henrique, de Oliveira Bar de Carvalho Luciana Beatriz, *Educação E Modernização em minas Gerais: os princípios da reforma Francisco Campos (1926-1930)*, HS, 13 (2013), n. 51, pp. 139-156.

308. de Carvalho Costa Jean Carlo, Lewtchuk Espíndola Maíra, Galvínio Amanda Sousa, *Redes de sociabilidade intelectual e educação: Atuação de Castro Pinto e Carlos Dias Fernandes na primeira república*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 56-77.
309. de Castro Lopes Sonia, *Políticas de formação de professores nos anos 1950: problematizando os «anos dourados» do instituto de educação do Rio de Janeiro*, CHE, 12 (2013), n. 1, pp. 59-80.
310. De Ceglia Francesco Paolo, *L'Università di Bari e le tradizioni scientifiche locali e regionali*, ASUI, 17 (2013), pp. 81-111.
311. de Fraga Andréa Silva, *O Estudo e sua materialidade: revista das alunas-mestras da Escola Complementar/Normal de Porto Alegre/RS (1922-1931)*, RHE, 17 (2013), n. 40, pp. 69-97.
312. De Giorgi Fulvio, *Nota sull'anti-promessi Sposi nella letteratura educatrice laica*, NBC, 8 (2013), n. 2, pp. 31-44.
313. de Jesus Santos Magno Francisco, *A face opaca da República: Izabel Esteves de Freitas e as escolas de primeiras letras em Itabaiana (1926-1932)*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 403-413.
314. De Jong Julie, Moaddel Mansoor, *Trends in Values among Saudi Youth: Findings from Values Surveys*, JHCY, 6 (2013), n. 1, pp. 151-164.
315. de la Mer Janis, *Popular Insurgency and Childhood: How Children Appropriated Adult Political Dissent in the Antebellum Southern Highlands*, JHCY, 6 (2013), n. 1, pp. 129-150.
316. de Lourdes Pinheiro Maria, *Práticas de psicologia experimental e pedagogia científica na escola normal secundária de São Carlos: A Concepção do educador paulista João Toledo*, RH, 13 (2013), n. 53, pp. 173-182.
317. de Marrais Kathleen, Winn Tutwiler Sandra, *Critical, Interpretive, and Normative Perspectives of Educational Foundations: Contributions for the 21st Century*, in *Critical, Interpretive, and Normative Perspectives of Educational Foundations: Contributions for the 21st Century*, ES, 49 (2013), n. 2, pp. 104-106.
318. de Melo Alessandro, Heijmans Rosemary Dore, *A educação de Edma: concepções educativas de Gramsci nas cartas do cárcere*, HS, 13 (2013), n. 54, pp. 41-53.
319. de Menezes Stein Leila, *Formação e educação popular no campo entre a Igreja católica e estado (1954-1964)*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 209-225.
320. de Moraes José Damiro, Armando Álvaro Alberto: *Ecola nova i repressão política nos anos 1930*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53,

- pp. 183-195.
321. de Moraes Limeira Aline, de Almeida Cíntia Borges, *Contra o abysmo da ignorância: o baptismo da instrução! Liberdade de ensino e obrigatoriedade no século XIX e início do XX*, HS, 13 (2013), n. 52, pp. 90-106.
322. de Oliveira Godoi Lidiany Cristina, *O plano de ensino do Grêmio de Professores Paulistas para a primeira reforma da instrução pública (1891)*, RHE, 17 (2013), n. 40, pp. 345-356.
323. de Oliveira Laterza Ribeiro Betânia, de Lima Valéria Aparecida, Neto Armindo Quillici, *Escola pública em Minas Gerais: gênese do grupo escolar Ildefonso Mascarenhas da Silva (anos 1940-50)*, HS, 13 (2013), n. 51, pp. 323-340.
324. de Oliveira Lilian Tatiane Candia, Gomes Lima Paulo, *Cidadania e educação enquanto valor econômico: por uma perspectiva diferenciada*, HS, 13 (2013), n. 54, pp. 89-99.
325. de Pádua Almeida Antonio, Boschetti Vania Regina, *APEOESP e a mobilização dos professores paulistas (1985 a 2000)*, HS, 13 (2013), n. 54, pp. 263-281.
326. De Ridder-Symoens Hilde, *Maranos and Universities in the Renaissance Netherlands*, HU, 27 (2013), n. 1, pp. 20-49.
327. de Souza Araújo Rose Mary, *Formação de professores na Paranhya Do Norte iniciativas para a sua institucionalização (1861 a 1883)*, HS, 13 (2013), n. 52, pp. 35-53.
328. de Souza Davisson Cangussu, *O ensino de sociologia e a pedagogia histórico-crítica: uma análise dos fundamentos teórico-metodológicos das propostas atuais*, HS, 13 (2013), n. 51, pp. 122-138.
329. de Souza José Edimar, «Civilizar o rural?»: memórias de práticas em torno da aula pública municipal no Morro dos Bois – Novo Amburgo/RS (1933-1952), in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 18-30.
330. de Souza Luciene Maria, Lucena Carlos Alberto, *Entre o ideal e o real: a construção do pensamento empresarial überlandense e seus projetos educacionais para a formação dos trabalhadores (1940-1960)*, RH, 13 (2013), n. 49, pp. 197-209.
331. de Souza Rosa Fátima, *A formação do cidadão moderno: a seleção cultural para a escola primária nos manuais de Pedagogia (Brasil e Portugal, 1870-1920)*, RBHE, 13 (2013), n. 3, pp. 257-283.
332. de Souza Vânia de Fátima Matias, de Barros Lara Angela Mara, *Lauro de Oliveira Lima: A questão da universidade brasileira na década de 1960*, CHE, 12 (2013), n. 2, pp. 695-708.

333. De Tommasi Doriana, De Tommasi Giambattista, *L'edilizia universitaria tra emergenza e progetto (anni '20-'70)*, ASUI, 17 (2013), pp. 113-133.
334. DeJaeghere Joan, Parkes Jenny, Unterhalter Elaine, *Gender justice and education: Linking theory, policy and practice*, IJED, 33 (2013), n. 6, pp. 539-545.
335. Dekker Jeroen J. H., *Educational Sciences and the History of Education. 'La longue durée' or the Short Timeliness*, IJHE, 3 (2013), n. 2, pp. 248-250.
336. Del Campo Machado Ruth Marcela, Beas Miranda Miguel, *De la didáctica tradicional a la didáctica no paramétrica: consideraciones en torno al uso de los libros de texto en la formación de docentes de inglés en Colombia*, HECL, 8 (2013), n. 2, pp. 607-628.
337. del Mar del Pozo Andrés María, *Nacionalismo, globalización y cultura escolar: láminas murales para la enseñanza de la historia (1860-1939)*, RMHE, 1 (2013), n. 1, pp. 1-28.
338. del Mar del Pozo Andrés María, *Traditions and Innovations in Educational Historiography in Spain: A Discipline in Motion*, JHB, 19 (2013), pp. 327-352.
339. del Refugio Magallanes Delgado María, *La educación de los marginados en Zacatecas. La enseñanza en el Asilo de Niñas durante el porfiriato*, RMHE, 1 (2013), n. 2, pp. 265-291.
340. Delgado Granados Patricia, *Historia, memoria y olvido del exilio republicano. El Colegio Madrid y su contribución a la renovación pedagógica en México*, EH, 22 (2013), pp. 141-161.
341. Dell'Era Tommaso, *Strategie politiche ed esigenze scientifiche: il ruolo di Nicola Pende nell'istituzione e nell'organizzazione dell'Università di Bari*, ASUI, 17 (2013), pp. 45-67.
342. Delpiano Patrizia, *Istruzione privata e istruzione pubblica nell'Europa dei Lumi. Il dibattito sul ruolo del precettore*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 133-145.
343. Dement'eva O.M., *Istoria voznikovenya i primeneniya Dal'ton-tehnologii v Rossii: 20-e-30-e gg. XX v.* [History of the birth and application of the Dalton-technology in Russia: 20's-30-s years of the XX century], NOVPETE (2012), pp. 370-376.
344. Demirel Fatih, *Ibrahim Turan, School for Tribes*, HECL, 8 (2013), n. 1, pp. 271-294.
345. Deng Dahe, Zuo Yahong, 中国幼儿文学理论研究的发展状况探究 [Developments of research on literary theories of Chinese infant's literature], LITC, 7 (2011), pp. 58-60.

346. Depaepe Marc, Hulstaert Karen, *Creating Cultural Hybridity by Exporting Metropolitan Structures and Cultures of Schooling and Educationalisation? The Emergence of a Congolese 'Elite' in the 1950s as a Starting Point for Further Research*, in Hofstetter Rita, Schneuwley Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 201-214.
347. Di Giandomenico Mauro, De Frenza Lucia, *Organizzare la ricerca nell'Università di Bari: uomini, strumenti, risorse*, ASUI, 17 (2013), pp. 135-146.
348. Di Yongming, 论儿童文学中教育主义与游戏精神的关系 [Relationship between educationalism and game spirit in children's literature], APMA, 18 (2010), pp. 47-48.
349. Diamant Ana, Urrutia Juan Pablo, *Programas Educativos en el Centro de Desarrollo Integral de Isla Maciel. Voces que visibilizan una experiencia de extensión universitaria en la UBA de los '60*, AHEA 14 (2013), n. 2, pp. 1-22.
350. Dias Souza Carlos Eduardo, *Instrução, Educação e nação no Brasil Oitocentista (1822-1861)*, HS, 13 (2013), n. 52, pp. 17-34.
351. Ding Suping, Shu Wei, 刘易斯·卡罗尔“爱丽丝”童话小说的叙事特征及影响 [Narrative features and their influences in Lewis Carol's Alice stories], APMA, 16 (2012), pp. 51-53.
352. Ding Suping, Shu Wei, 投射系统研究——以《爱丽丝奇境漫游记》中的言语分析为例 [Studies on the «projection system»: linguistic analysis of «Alice in Wonderland»], FOLFOLT, 1 (2013), pp. 22-26.
353. Ding Suping, 抒情写意的诗意图墨——论《柳林风声》的散文性 [Poetic descriptions: on the prose style of «Wind in the Willow»], APMA, 19 (2011), pp. 120-123.
354. Diplari Christine, *From centralisation to decentralisation within the European educational context: the Greek example from 1980s to nowadays*, HECL, 8 (2013), n. 1, pp. 619-633.
355. Dmitriev A., *Pravila reform (ili kollektivnyj «opornyj konspekt») [The Rules of the Reform (Or the Collective «Basic Outline»)]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh–1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 5-10.
356. Dneprov E.D., *Nekotorye neissledovannye i maloissledovannye problemy istorii obrazovanii i pedagogiki dorevolucionnoj Rossii (chast' I)* [Some

- problems unknown and not investigated of the history of education of the prerevolutionary Russia (First Part)], IPZ, 4 (2013), pp. 66-80.*
357. do Amaral Junior José Carlos, *Educação para mulheres: análise histórica dos ensinamentos de economia doméstica no Brasil*, HS, 13 (2013), n. 52, pp. 275-285.
358. Donaggio Caterina, *Onore e povertà. L'infanzia abbandonata a Venezia nel secondo Ottocento*, HECL, 8 (2013), n. 2, pp. 259-271.
359. Dong Shulan, 提高语文教师的文学素养之我见 [On the enhancement of Chinese teacher's literary expertise], LITED, 4 (2011), p. 119.
360. Dono Rubio Sofía, Lázzeri Mariana, *La construcción del campo universitario en el 'enredo' de la historia reciente*, RMHE, 1 (2013), n. 2, pp. 245-264.
361. Dormus Katarzyna, *Rola czasopism historyczno-oświatowych w kształtowaniu się historii wychowania jako samodzielnej dyscypliny naukowej*, RDO, 50 (2013), pp. 27-50.
362. Dorn Charles, 'It was a sort of soft war that one waged': Teacher education at the University of Cape Town, 1976-1994, SARE, 19 (2013), n. 2, pp. 48-71.
363. Doroshenko S.I., *Pedagogicheskie kursy dlya uchitelej penya obshcheobrazovatel'nykh shkol Vladimirsкоj gubernii v nachale XX veka* [The pedagogical courses for the teachers for singing of the general school of the Vladimir province at the beginning of the XX century], PEDISK, 2011, pp. 22-32.
364. dos Santos de Mello Juliana Topanotti, Dallabrida Norberto, *Formando sujetos masculinos, católicos e de elite: cultura escolar no colégio catarinense na década de 1950*, CHE, 12 (2013), n. 2, pp. 571-590.
365. dos Santos Soares Flávia, *O ensino de matemática na escola normal da Corte (1876-1889)*, HS, 13 (2013), n. 54, pp. 128-143.
366. Drewek Peter, *Das dreigliedrige Schulsystem im Kontext der politischen Umbrüche und des demographischen Wandels im 20. Jahrhundert*, ZP, 59 (2013), n. 4, pp. 508-525.
367. Du Chuankun, 论中国近现代儿童小说 [An exploration of modern Chinese children's fiction], ANDO, 9 (2013), pp. 116-119.
368. Du Chuankun, 论现代性视野中儿童本位的文学话语 [On the Children-centered literary discourse from a perspective of modernity], ANDO, 7 (2010), pp. 99-104.
369. Du Chunhai, 论小学读者对童年文学的阅读期待及其价值 [On pupil readers' expectation of reading experience of children's literature and its values], JOSIPROS, 5 (2011), pp. 55-58.

370. Duemer Lee S., Hartmeister Fred, *US Supreme Court Decisions and Educational Legislation Academic Freedom in the Post-Garcetti Era: An Historical Analysis of Court Cases*, JPHE, 63 (2013), n. 1, pp. 1-18.
371. Dulce Maria Strieder, Anna Maria Pessoa de Carvalho, *A escola comunitária teuto-brasileira – Um estudo sobre a diretriz metodológica*, CHE, 12 (2013), n. 2, pp. 469-482.
372. Dussel Inés, *The Assembling of Schooling: discussing concepts and models for understanding the historical production of modern schooling*, in Hofstetter Rita, Schneuwley Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 176-189.
373. Dvojnin A.M., *Fenomen odarennosti v obshchestvennom soznanii sovetskikh uchitelej (nachalo 50-kh godov XX veka)* [Phenomenon of Giftedness in the Public Consciousness of Soviet Teachers (early 50s of the XXth century)], PSO, 5 (2011), pp. 46-53.
374. Dvojnin A.M., *Fenomen odarennosti v soznanii uchitelej sovetskoy provincii (nachalo 50-kh godov XX veka)* [okonchanie] [Phenomenon of giftedness in a consciousness of soviet province teachers (early 50s of the XX century) [termination]], PSO, 6 (2011), pp. 74-82.
375. Dvornichenko A.Yu., V.G. Vernadsky i peterburgskaya istoricheskaya shkola [V.G. Vernadsky and Saint Petersburg Historical School], KLIO, 10 (2013), n. 82, pp. 88-91.
376. Dyakina E.V., *Istoriko-pedagogichesky opyt stanovleniya i razvityya kadetskikh korpusov v dorevolucionnoj Rossii* [Historical and Pedagogical Experience of Formation and Development of Cadet Corps in Pre-Revolutionary Russia], PSO, 3 (2013), pp. 89-93.
377. Eacott Scott, *Towards a theory of school leadership practice: a Bourdieusian perspective*, JEAH, 45 (2013), n. 2, pp. 174-188.
378. Echeverri Alvarez Juan Carlos, *Hacer historia de la educación con el influjo del grupo historia de la práctica pedagógica en Colombia*, RHE, 17 (2013), n. 39, pp. 153-172.
379. Egorov O.G., *Klassicheskoe obrazovanie v pedagogicheskoi koncepcii T.N. Granovskogo: k 200-letyu so dnja rozhdeniya russkogo prosvetitelya, istorika, pedagoga T.N. Granovskogo, 1813-1855* [The classical education in T.N. Granovsky's pedagogy], PEDG, 3 (2013), n. 3, pp. 79-85.
380. Eisenberg Christiane, *Die Olympischen Spiele der Neuzeit – Wiederaufnahme der antiken Tradition?*, GWU, 64 (2013), nn. 1-2, pp. 80-89.

381. Elia Domenico Francesco Antonio, *Una fonte storica per lo studio della figura dell'insegnante di ginnastica: «L'educazione fisio-psichica» (1911-1914)*, NBC, 8 (2013), n. 2, pp. 95-102.
382. Eliseev V.V., *Uchitel' uchitelej: k 175-letiyu so dnja rozhdenya N.F. Bunakova: rossysky pedagog, literator, obshchesvtennyj dejatel'*, 1837-1904 [The teacher of teachers: for the 175 years from N.F. Bunakov's birth, russian pedagogue, literate, social activist, 1837-1904], NACS, 2013, n. 5, pp. 83-85.
383. Eliseeva E.V., *Uroki zhizni: pamjati Lili Anatol'evny Stepashenko (k 85-letyu so dnja rozhdenya) [Lessons of life: to memory of the teacher L.A. Stepashenko (1928-2009) (on the 85th years from the birth)]*, IPZ, 4 (2013), pp. 199-202.
384. Ellero Gualtieri Regina Cândida, *Liberdade esclarecida: a formação de professores nos anos 1930*, HS, 13 (2013), n. 52, pp. 198-214.
385. Ellis Heather, *Efficiency and counter-revolution: connecting university and civil service reform in the 1850s*, HEJ, 42 (2013), n. 1, pp. 23-44.
386. Ellis Jason, «*Inequalities of Children in Original Endowment*»: How Intelligence Testing Transformed Early Special Education in a North American City School System, HEQ, 53 (2013), n. 4, pp. 401-429.
387. Ellis Mark, *Race and Philanthropy in Georgia in the 1920s: The Case of Walter B. Hill, Supervisor of Negro Rural Schools*, AEHJ, 40 (2013), n. 1, pp. 93-110.
388. Emvalotis A., Tsigilis N., Ακαδημαϊκές και εργασιακές διαδρομές αποφοίτων του Πανεπιστημίου Ιωαννίνων [Academic and industrial tracks graduates of the University of Ioannina], EDSCI (2011), pp. 75-90.
389. Endrődy-Nagy Orsolya, *Középkor és reneszánsz – adalékok egy lehetséges gyermekképi paradigmaváltáshoz* [Middle Age and Renaissance – survey of a possible change of paradigms in the image of the child], GYER, 1 (2013), n. 1, pp. 63-72.
390. Engler Cury Cláudia, Ananias Mauricéia, *A escola pública de instrução primária brasileira. Província da Paranhyba do Norte: 1822-1849*, HS, 13 (2013), n. 54, pp. 115-127.
391. Encharova Emiliya, Vasya Delibaltova, *Tvorchestvoto na Petko Tsonev – dve gledni tochki* [The works of Petko Tsonev – two perspectives], GSU, 106 (2013), pp. 25-51.
392. Ensslen Christine, Corman June, *Establishing Pathways for Woman in Education: Never-Married Women Career Teachers*, HSE, 25 (2013), n. 2, pp. 21-43.

393. Erazo Pantoja Víctor Javier, *Poscolonialidad en los bordes: hacia una epistemología de las ciencias sociales*, RHEC, 16 (2013), n. 16, pp. 25-46.
394. Eremeeva A.N., *Obrazovatel'naya i nauchnaya politika v uslovyakh grazhdanskogo protivostoyanya [The Education and Science Policy in the Conditions of the Civil Opposition]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 404-434.
395. Ermoshkina A.S., *Shkol'naya geografiya i metodika ee prepodavanya na rubezhe epokh (pervaya polovina XX v.) [School Geography and Methods at the Transition of Epochs (The First Half of the 20th Century)]*, PSO, 5 (2013), pp. 102-116.
396. Escalante Fernández Carlos, *Las cartillas de alfabetización de la campaña de 1944-1946 en México*, RMHE, 1 (2013), n. 1, pp. 155-162.
397. Escalona Victoria José Luis, *Panorama de la educación pública en Chiapas, México, al inicio del siglo XXI*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 3-17.
398. Esmurzaeva Zh. B., *Rodinovedenie v uchebnikakh dlja nachal'noj shkoly [Homeland Study in Elementary School Textbooks]*, PSO, 5 (2012), pp. 76-82.
399. Esteruelas i Teixidó Albert, *Darwin, els camps d'extermini i el pensament pedagògic del neoliberalisme*, EH, 21 (2013), pp. 159-183.
400. Éthier Marc-André, Cardin Jean-François, Lefrançois David, *Cris et chuchotements: la citoyenneté au cœur de l'enseignement de l'histoire au Québec*, in *Débat sur l'enseignement de l'histoire au Québec/Debate on the Teaching of History in Quebec*, HSE, 25 (2013), n. 2, pp. 87-107.
401. Evagorou M., *Χρήση νέων τεχνολογιών για την υποστήριξη της επιχειρηματολογίας μαθητών δημοτικού στις φυσικές επιστήμες [Using new technologies to support the argument elementary students in the natural sciences]*, EDSCI, 4 (2010), pp. 161-174.
402. Evanson Karen, *Vers le chemin de la vie: le discours communiste lors de la campagne médiatique contre les bagnes d'enfants, 1934-1938*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 167-183.
403. Evers Colin W., Lakomski Gabriele, *Methodological individualism, educational administration, and leadership*, JEAH, 45 (2013), n. 2, pp. 159-173.

404. Fagundes de Lima Sandra Cristina, de Assis Danielle Angélica, *Poetas de seus negócios: professo ras leigas das escolas rurais* (Uberlândia-MG, 1950 a 1979), CHE, 12 (2013), n. 1, pp. 313-332.
405. Fankel Oz, *Instructing the Liberal Subject: Facts and Voice in Victorian Blue Books*, HU, 27 (2013), n. 1, pp. 75-127.
406. Fava Sabrina, *Nell'officina creativa di Gianni Rodari: dal Quaderno di Fantastica al «Pioniere»*, HECL, 8 (2013), n. 1, 581-596.
407. Fedotova I.B., *Istorya prosveshcheniya i pedagogicheskoy mysli v trudakh S.V. Rozhdestvenskogo [History of Education and Pedagogical Thought in S.V. Rozhdestvensky's Works]*, PSO, 6 (2013), pp. 57-63.
408. Fejzrakhmanova T.B., *Rannaya pedagogicheskaya dejatel'nost' N.N. Neplyueva: (o pervoj shkol'nom internate, osnovannom N.N. Neplyuevym v 1881 g. [N.N. Neplyuev early pedagogical activity: (about the first internate, founded by N.N. Neplyuev in 1881)]*, NAS, 1 (2013), pp. 191-194.
409. Fel'dshtejn D.I., *Bolshoj uchenyj i zamechatel'nyj chelovek Michail Alekseevich Prokof'ev v nashej pamjati* [A big scholar and distinguished person Michail Alekseevich Prokof'ev in our remembrance], PSO, 6 (2010), pp. 34-39.
410. Felgueiras Margarida Louro, *As condições de vida dos professores primários da República ao fim da Ditadura*, EFIL, 27 (2013), pp. 75-108.
411. Félix de Souza Eliezer, de Campos Névio, *Imprensa no Paraná e o combate ao analfabetismo: trajetória e pensamento de Raul Gomes (1889-1975)*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 133-152.
412. Fernández-Lamarque María, *The Voice of Zarathustra's Nietzsche in Carmen Martín Gaite's Caperucita en Manhattan*, IRCL, 6 (2013), n. 1, pp. 76-89.
413. Ferrari Monica, *Il precettore e/o il gouverneur dei principi bambini nella Francia del Sei-Seicento. Questioni di potere e rapporti di forza*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 105-121.
414. Ferraz Lorenzo Manuel, González Delgado Mariano, *Is the Academic, Social and Intellectual Commitment of the History of Education Inexorably in Decline?*, IJHE, 3 (2013), n. 2, pp. 187-198.
415. Ferraz Lorenzo Manuel, *Republicanismo político, ciudadanía participativa y educación crítica. Paulo Freire como referencia*, HECL, 8 (2013), n. 2, pp. 587-606.

416. Ferreira António Gomes, Luís Mota, *A formação de professores do ensino secundário em Portugal no século XX*, REE, 18 (2013), n. 1, pp. 115-123.
417. Ferreira António Gomes, Mota Luís, *A formação de professores do ensino liceal. A Escola Normal Superior da Universidade de Coimbra (1911-1930)*, RPED, 26 (2013), n. 2, pp. 85-109.
418. Ferreira Jr. Amarilio, *A influência do marxismo na pesquisa em educação brasileira*, RH, 13 (2013), n. 49, pp. 35-44.
419. Ferreira Pimenta Adriene Suellen, Maria do Perpétuo Socorro Gomes de Souza França, *Progressão continuada como promoção automática. Educação de meninas órfãs na concepção do intendente Antônio Lemos em LEMOS Belém do Pará (1900-1906)*, RH, 13 (2013), n. 49, pp. 334-349.
420. Ferreira Pinheiro Antonio Carlos, Cavalcanti de Araújo Silva Evelyanne Nathaly, Dantas Burity Luiz Mário, *Grupos escolares e escolas rurais na Paraíba estadano-vista (1937-1945)*, HS, 13 (2013), n. 54, pp. 172-188.
421. Ferreira Ruiz Maria José, *Histórias e memórias das lutas populares pela escola pública no jardim união da Vitão da Vitória – LONDRINA-PR (1990-2009)*, HS, 13 (2013), n. 54, pp. 282-299.
422. Fickert Wolfgang, *O livro da primeira classe – a Portuguese primer of the Salazar era*, RPI, 10 (2013), pp. 17-20.
423. Figueiredo Alice Cristina, *A universidade pública brasileira sob o paradigma da pós-modernidade*, RH, 13 (2013), n. 49, pp. 137-148.
424. Filgueiras Juliana Miranda, *As avaliações dos livros didáticos na Comissão Nacional do Livro Didático: a conformação dos saberes escolares nos anos 1940*, RBHE, 13 (2013), n. 1, pp. 159-192.
425. Finkelstein Barbara, *Teaching Outside the Lines: Education History for a World in Motion*, in *If Life where Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 126-138.
426. Finnegan Dorothy E., Alleman Nathan F., *The YMCA and the Origins of Freshman Orientation Programs*, HSE, 25 (2013), n. 1, pp. 95-114.
427. Finocchio Silvia, *Un tesoro inexplorado: los periódicos escolares en la Argentina*, RHE, 17 (2013), n. 40, pp. 27-54.
428. Fiseshi O.J., *Sistema obrazovanya v Zakarpat'e: shagi istorii [The system of education in the Zakarpatian: historical steps]*, SOCIOBRA, 5 (2013), pp. 81-93.
429. Fitzgerald Tanya, *Contemporary Timelines and Strategic Possibilities in the History of Education*, IJHE, 3 (2013), n. 2, pp. 240-241.

430. Flamez E., Vanobbergen B., 'Since when are we, mothers who raise their kids themselves, dopes?' *Debates on women's emancipation in Belgian educational television programmes for women (1954-1975)*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 111-125.
431. Flamigni Mattia, *Il processo epurativo all'Università di Bologna*, ASUI, 17 (2013), pp. 455-474.
432. Flores Varela Carlos, *Los archivos universitarios españoles: una fuente infrautilizada*, CIAN, 16 (2013), n. 2, pp. 117-122.
433. Florio Emilia, *The Educationally Innovative Treatise Physica Experimentalis by Simpliciano da Napoli*, IJHME, 8 (2013), n. 1, pp. 19-40.
434. Foks M. David, *Nastuplenie na universitet i dinamika stalinskogo Velikogo pereloma (1928-1932 gody) [The Attac on the Universities and the Dynamics of the Stalin's «Great Break»]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 523-563.
435. Fomichev I.V., *Pravovye aspekty deyatel'nosti roditel'skikh komitetov v sisteme otechestvennogo obrazovanya (do oktyabrya 1917 goda): v russkoj shkole s 1905) [Juridical aspects of the parent comitee in the system of the national education (until October 1917): in the russian school of 1905]*, PRO, 3 (2013), pp. 140-151.
436. Fomiczowa Olga, *Anton Semenovich Budilovich i srednaya shkola Rossyskoj Imperii [Anton Semenovich Budilovich and the secondary school of the Russian Empire]*, RDO, 50 (2013), pp. 51-64.
437. Fonseca Maria Veronica, Xavier Marcele Torres, de Lima Vilela Carolina, Serra Ferreira Marcia, *Panorama da produção brasileira em história do currículo e das disciplinas acadêmicas e escolares (2000-2010): entre a História da Educação e a Sociologia do Currículo*, RBHE, 13 (2013), n. 1, pp. 193-226.
438. Forsyth Hannah, *Negotiating the benefits of knowledge: Two British scientists in Australian post-war universities*, HER, 42 (2013), n. 1, pp. 24-39.
439. Foster Stuart, Burgess Adrian, *Problematic Portrayals and Contentious Content: Representations of the Holocaust in English History Textbooks*, in Kümmeling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 20-38.

440. Fouilloux Étienne, *Un historien et la foi*, ASE, 20 (2013), pp. 265-326.
441. Frade Isabel, *Des supports pédagogiques pour apprendre à lire dans le Brésil post-colonial: héritages et innovations (1840-1960)*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 69-94.
442. Fraile Prieto Teresa, Soto Vázquez J., Pérez Parejo R., Pantoja Chaves Antonio, *Análisis de la educación primaria en la provincia de Badajoz durante el siglo XIX*, AURP, 19 (2013), pp. 135-149.
443. Fraser James W., *Where Is Ellwood Cubberley When We Need Him? A Response*, in *If Life where Endless, What Woyl'd you study?*, HEQ, 53 (2013), n. 2, pp. 170-176.
444. Freathy Rob, Parker Stephen G., *Secularists, Humanists and religious education: religious crisis and curriculum change in England, 1963-1975*, HEJ, 42 (2013), n. 2, pp. 222-256.
445. Freeman Mark, 'An advanced type of democracy'? *Governance and politics in adult education c.1918-1930*, HEJ, 42 (2013), n. 1, pp. 45-69.
446. Freitas Itamar, *Reformas educacionais e os currículos nacionais para o ensino de história no Brasil Republicano (1931/2009)*, CHE, 12 (2013), n. 1, pp. 187-202.
447. Freitas Itamar, *Usos da história na formação de pessoas: as experiências do Marquês de Condorcet (1743-1794) e de Immanuel Kant (1724-1804)*, RBHE, 13 (2013), n. 3, pp. 117-146.
448. Frigotto Gaudêncio, *Educação e a qualificação de Jovens e Adultos pouco Escolarizados: promessa integradora num tempo histórico de produção destrutiva*, PER, 31 (2013), n. 2, pp. 389-404.
449. Frost Ginger, «When is a Parent not a Parent?» *Custody and Illegitimacy in England, 1860-1930*, JHCY, 6 (2013), n. 2, pp. 236-262.
450. Frost Ginger, *Under the Guardians' Supervision: Illegitimacy, Family, and the English Poor Law, 1870-1930*, JFH, 38 (2013), n. 2, pp. 122-139.
451. Frumenkova I.A., Frumenkova T.G., *Izmenenie sistemy upravleniya Mariinskmi vedomstvom i Petrogradskim vospitatel'nym domom v marte-oktjabre 1917 g. [Changes of the administration system of the Mariinsk institution and of the Petrograd educational institutions during March-October 1917]*, VESGE, 9 (2011), n. 95, pp. 68-75.
452. Fu Ningzuo, Peng Yingli, 忧伤与温情—探析《狮心兄弟》的诗意表达 [*Sorrow and tender feelings: poetic expression in Brothers with «Lion Hearts»*], JOGUCOT, 8 (2011), pp. 97-100.

453. Fuchs Eckhardt, Marcus Otto, *Introduction. Educational Media, Textbooks, and Postcolonial Relocations of Memory Politics in Europe*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 1-13.
454. Fuchs Eckhardt, *What is there to fear?*, IJHE, 3 (2013), n. 2, pp. 242-244.
455. Gábor Albert B., *Állami (és községi) fiú-középiskolák történelemtankönyvhasználata a klebelsbergi korszakban* [The use of history books in state (and public) male high schools in the Klebersberg's Era], EDC, 22 (2013), n. 4, pp. 567-573.
456. Gábor Albert B., *Piaristák történelemtankönyvei, piaristák tankönyvválasztása – Gondolatok a Horthy-korszak tankönyvhasználat-történetéhez* [Piarist history schoolbooks, Piarist choice of schoolbooks – Remarks about the use of schoolbooks during the Horthy's Era], ISK, 22 (2012), n. 12, pp. 46-55.
457. Gabrielli Gianluca, 1938-40: *Due anni difficili. L'esposizione preparata al Liceo Sigonio di Modena ci presenta la scuola fascista alla vigilia della Seconda guerra mondiale*, HECL, 8 (2013), n. 2, pp. 711-722.
458. Gabrielli Gianluca, *Finding out about the colonies. The role of schools, between the 1800s and 1900s, in establishing an Italian colonial identity. The state of research*, HECL, 8 (2013), n. 1, pp. 319-341.
459. Gabrielli Gianluca, *Il ruolo del dispositivo razzista nella storia del colonialismo italiano*, pp. 313-325, in Ascoli Valentina, Gabrielli Gianluca (edd.), *L'eredità scomoda. Appunti sul passato coloniale*, EDI, 11 (2013) n. 3, pp. 289-424.
460. Gabrielli Gianluca, *Svolgimenti imperiali. Il colonialismo fascista nei temi scolastici tra il 1938 e il 1943*, IC, 272 (2013), pp. 343-373.
461. Gabusi Daria, Luigi Gui, Aldo Moro e la nascita della scuola media unica: inaugurate una politica sociale dell'istruzione per l'avanzamento democratico del paese, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 53-60.
462. Gadzhieva P.D., *Istoriko-pedagogicheskie osnovy razvityya pravovogo obrazovaniya v Rossii: XVIII- nachala XXI vv.* [Historical-pedagogical basis of the development of the juridical education in Russia: XVIII- beginning of the XXI century], PRO, 8 (2013), pp. 138-146.
463. Gaither Milton, *Is It Time for Another Historiographical Revolution?*, in *If Life were Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 177-183.
464. Gaitskell Debbie, *From domestic servants to girl Wayfarers at St Agnes', Rosettenville: Phases in the life of a South African mission school, 1909-*

- 1935, SARE, 19 (2013), n. 2, pp. 92-110.
465. Galak Eduardo, *Del dicho al hecho (y viceversa). El largo trecho de la construcción del campo de la formación profesional de la Educación Física en Argentina*, AHEA, 14 (2013), n. 1, pp. 1-4.
466. Galiullina D.M., Salnikova A.A., *Tematicheskoe i vizual'noe soderzhanie tatarskogo bukvarya 40-50-kh godov XX veka [Thematic and visual content of Tatar primer in 1940-s -1950-s]*, UZKU, 155 (2013), n. 3, pp. 212-223.
467. Galván Gómez Juan Pedro, *Testimonio de un saber sobre la educación: tres periódicos pedagógicos decimonónicos*, RMHE, 1 (2013), n. 1, pp. 59-83.
468. Gamboa Silvio Sánchez, Gerbasi Luciana Barbosa, *Paulo Freire: impacto e aprovação da sua obra na produção da pós-graduação no Brasil (1987-2010)*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 305-317.
469. Garai Imre, *Az Eötvös Collegium mint a tanári elitképzés műhelye – az 1895-1950 között felvettek személyi anyagainak elemzése [The Eötvös Collegium as the place of élite teachers' training – analysis of personal materials recorded between 1895 and 1950]*, ISK, 23 (2013), n. 1, pp. 16-28.
470. Garai Imre, *The Baron József Eötvös Collegium as an elite teacher training institute. The analysis of the admitted members between 1895 and 1950*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 215-231.
471. Garcia David G., Yosso Tara J., «*Strictly in the Capacity of Servant*»: *The Interconnection Between Residential and School Segregation in Oxnard, California, 1934-1954*, 53, HEQ, 53 (2013), n. 1, pp. 64-89.
472. García Ruiz María José, Sánchez Barea Rafael Fermín, *La familia occidental en el siglo XXI: Una perspectiva comparada*, *Familia e Sociedad: totalidad y relación*, RSE, 25, (2013), pp. 31-47.
473. Gardet Mathias, *Introduction*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 15-21.
474. Garske Lucas Frederik, *Geschichte als / Raum / als Geschichte. Dekonstruktion symbolischer Grenzziehungen als Methode des historischen Lernens am Beispiel polnischer und deutscher Geschichtsschulbücher*, GWU, 64 (2013), n. 1-2, pp. 13-29.

475. Gascueña Victorio Heredero, «*El Escudo de la República*: Origen, desarrollo y retos del derecho social a la educación en España, EH, 21 (2013), pp. 37-63.
476. Gashichev A.V., *Formirovanie i razvitie poznavatel'nykh interesov kursantov vysshikh uchebnykh zavedeniy kak problema voennoj pedagogiki v 1960-1980-kh gg.* [Formation and Cultivation of Inquisitive Interest in Cadets as a Problem of Military Pedagogy during the 1960s-1980s], PSO, 3 (2013), pp. 94-101.
477. Gaspar da Silva Vera Lucia, *Objetos em viagem: discursos pedagógicos acerca do provimento material da escola primária (Brasil e Portugal, 1870-1920)*, RBHE, 13 (2013), n. 3, pp. 207-233.
478. Gatti Andrea, *I filosofi precettori del XVIII secolo europeo. Educazione cosmopolita e Illuminismo*, in *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013) pp. 179-186.
479. Gatti Júnior Décio, *A presença de Dilthey e de Durkheim na constituição da disciplina história da educação no Brasil no século XX*, CHE, 12 (2013), n. 1, pp. 143-169.
480. Gavrilova A.O., I.L. Solonevich, «*Ya bolee ili menee okonchil Sankt-Peterburgsky imperatorsky Universitet... (Optyt sravnitel'noj studencheskoy biografi)*» [«I've More or Less Graduated from the Imperial Saint Petersburg University...» (An Attempt of the Comparative Student's Biography)], KLIO, 10 (2013), n. 82, pp. 94-98.
481. Géczi János, *A szocialista nevelésügy két képi hangsúlya az 1960-as és 80-as évek magyar pedagógiai szaksajtóban* [Two images of the Socialist public education in the pedagogical specialist press of the 60s and 80s], ISK, 20 (2012), n. 1, pp. 79-91.
482. Gelabert Gual Llorenç, Motilla Salas Xavier, *L'Ateneu Científic, Literari, Artístic i la culturització musical a Menorca (1905-1936)*, EH, 22 (2013), pp. 163-186.
483. Gerasenkova P.V., *Rol' literaturnogo nasledya Drevnej Grecii i Drevnego Rima v formirovaniy cennostnykh orientacy uchashchikhsya otechestvennykh liceev i gimnazy vtoroj poloviny XIX – nachala XX veka* [The role of the Ancient Greece and Ancient Rome literature heritage in values forming of grammar school and lyceum students in Russia in the second part of the XIX – beginning of the XX centuries], PSO, 3 (2012), pp. 30-43.
484. Gersh B.G., *Shkola Alferovykh (odna iz luchshikh chastnykh zhenskikh gimnazy dorevolucionnoj Moskvy)* [The Alferov's school: one of the

- best private female gymnasia of the prerevolutionary Russia], PEDG, 2 (2012), n. 10, pp. 87-92.*
485. Gewirtz Sharon, Cribb Alan, *Representing 30 years of higher education change: UK universities and the Times Higher*, JEAH, 45 (2013), n. 1, pp. 58-83.
486. Ghidini Bruno, *Michelangelo Merlin e gli studi di Fisica nell'Università di Bari*, ASUI, 17 (2013), pp. 273-295.
487. Ghizoni Teive Gladys Mary, *Conversación con Gabriela Ossenbach Sauter, catedrática de historia de la educación de la Universidad Nacional de Educación a distancia (Uned)*, CHE, 12 (2013), n. 2, pp. 383-392.
488. Ghizoni Teive Gladys Mary, Dallabrida Norberto, *O jornal A Escola e a construção da escola moderna e republicana (Laguna, década de 1910)*, RHE, 17 (2013), n. 40, pp. 55-68.
489. Ghizoni Teive Gladys Mary, de los Ángeles Rodríguez Álvarez María, *Memoria plasmada en el presente: Conversaciones con Agustín Escolano Benito*, RBHE, 13 (2013), n. 3, pp. 15-28.
490. Giacometti Kristina, *Od čudesnoga do fantastičnoga: dimenzije svjetova Ivane Brlić-Mažuranić i Nade Iveljić [From the Marvellous to the Fantastic: Dimensions of the Fictional Worlds of Ivana Brlić-Mažuranić and Nada Iveljić]*, LIB, 2 (2013), n. 1, pp. 51-64.
491. Giani Rabelo, *O jornal escolar O Estudante Orleanense (Santa Catarina, 1949-1973)*, RHE, 17 (2013), n. 40, pp. 197-219.
492. Glegg Alastair, *The British Columbia College of Teachers: An Obituary*, HSE, 25 (2013), n. 2, pp. 45-64.
493. Glotzer Richard, *Archival Theory and the Shaping of Educational History: Utilizing New Sources and Reinterpreting Traditional Ones*, AEHJ, 40 (2013), n. 2, pp. 297-316.
494. Golnhofer Erzsébet, Szabolcs Éva, *Lázár György és a magyar pedológia – mítosz és valóság [György Lázár and the Hungarian pedología – myth and reality]*, MP, 113 (2013), n. 3, pp. 133-151.
495. Gomes Ferreira António, Mota Luís, *Memories of life experiences in a teacher training institution during the revolution*, PH, 49 (2013), n. 5, pp. 698-715.
496. Gomes Graebin Cleusa Maria, Penna Rejane Silva, *Desvelando memórias sobre escolas e educação lassa lista do início do século XX*, CHE, 12 (2013), n. 1, pp. 109-125.
497. Gomes Jarbas Mauricio, *Cultura geral e escola unitária em Gramsci*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 153-172.

498. Gonçalves Bressan Renan, *Cultura, História e instituição escolar: A escola alemã de vila Mariana e o cenário educacional paulista*, CHE, 12 (2013), n. 2, pp. 619-638.
499. Gonçalves Bressan Renan, *Urbanização e escolarização nos estudos sobre instituições escolares*, RBHE, 13 (2013), n. 3, pp. 29-56.
500. Gonçalves Meira José Normando, *Missão protestante e educação em minas gerais: embates simbólicos para a criação e consolidação do instituto evangélico de Lavras (1893-1936)*, CHE, 12 (2013), n. 2, pp. 551-570.
501. Gonçalves Neto Wenceslau, de Carvalho Carlos Henrique, *Estatutos das escolas dom Bosco (Cachoeira do Campo-MG, 1896)*, CHE, 12 (2013), n. 1, pp. 347-355.
502. Gonçalves Vidal Diana, Gaspar da Silva, Vera Lucia, *Por una historia sensorial de la escuela y de la escolarización*, AHEA, 14 (2013), n. 1, pp. 1-18.
503. Goncharov M.A., *Evolucya gosudarstvenno-obshchestvennogo upravlenya v sfere pedagogicheskogo obrazovanya v dorevolucionnyj period* [Evolution of State-public management in teacher education in the pre-revolutionary period], IPZ, 1 (2013), pp. 111-121.
504. Goncharov M.A., *Nauchno-pedagogicheskaya i metodicheskaya literatura i ee rol' v formirovani nauchnogo potenciala rossyskogo uchitelya vtoroj poloviny XIX - nachala XIX vv. (iz sobranya Nauchno-pedagogicheskoy biblioteki im. K.D. Ushchinskogo)*. Stat'ya pervaya [Scientific, pedagogical and methodical literature and its role in shaping the scientific potential Russia's teacher of the 2nd half of XIX - early XX centuries, (from the collection of the Ushinsky Scientific Pedagogical Library)], PSO, 1 (2012), pp. 60-67.
505. Goncharov M.A., *Nauchno-pedagogicheskaya i metodicheskaya literatura i ee rol' v formirovani nauchnogo potenciala rossyskogo uchitelya vtoroj poloviny XIX – nachala XX vv. (Iz sobranya Nauchno-pedagogicheskoy biblioteki im. K.D. Uschinskogo. Stat'ja vtoraja* [Scientific, pedagogical and methodical literature and its role in formation of the scientific potential of Russia's teacher of the 2nd half of XIX early XX centuries. (From the collection of Ushinsky Scientific Pedagogical Library). Second article], PSO, 2 (2012), pp. 63-77.
506. Goncharov M.A., *Uchebno-pedagogicheskaja literatura v sisteme podgotovki rossyskikh uchitelej vo vtoroj polovine XIX – nachale XX vv. (iz sobranya Nauchno-pedagogicheskoy biblioteki im. K.D. Ushchinskogo)* [Pedagogical Literature in the Russian System of Teacher Training in the Second Half of the 19th – Beginning of the 20th Centuries. (From the

- Ushinsky Scientific Pedagogical Library collection], PSO, 3 (2013), pp. 77-88.*
507. Goncharov M.A., *Uchebnyj Komitet Ministerstva narodnogo prosveshcheniya i ego rol' v upravlenii obshchim i pedagogicheskim obrazovaniem Rossyskoj Imperii v XIX v. [The pedagogical committee of the Ministry of Education and his role in the administration of the general and pedagogical education in the Russian Empire of the XIX century]*, NAS (2013) n. 1, pp. 185-189.
508. Goncharov M.A., *Vlyanie russkikh pedagogicheskikh zhurnalov na razvitiye obrazvanya Rossii serediny XIX vv. nachala XX vv. (k 150-letyu so dnya vykhoda zhurnala «Uchitel'») [The influence of russian pedagogical journals on general and teachers education in Russia in the middle of XIX – early XX century]*, PSO, 4 (2011), pp. 47-59.
509. Gondra José G., Rogério M. Sily Paulo, *Narrativas em Trânsito: Apontamentos sobre internacionalização da história e historiografia da educação nas Américas (1916-1934)*, RMHE, 1 (2013), n. 2, pp. 199-227.
510. González Alejandro, *Propuestas sobre el arte y la educación*, PER, 31 (2013), n. 1, pp. 167-181.
511. González Pérez Teresa, *Educación y transformación social: el proyecto educativo para las mujeres en el imaginario anarquista*, RHE, 17 (2013), n. 39, pp. 213-230.
512. González Serra Diego J., *La dialéctica materialista: contribuciones de S. L. Rubinstein a la teoría Histórico Cultural*, PER, 31 (2013), n. 1, pp. 213-232.
513. González-Monteagudo José, *Célestin Freinet, la escritura en libertad y el periódico escolar: un modelo de innovación educativa en la primera mitad del siglo 20*, RHE, 17 (2013), n. 40, pp. 11-26.
514. Good Anne, *Childbirth and Infancy in the Formation of a New Society at the Cape of Good Hope in the Early Eighteenth Century: The Evidence From Peter Kolb*, JHCY, 6 (2013), n. 1, pp. 15-49.
515. Gordienko O.V., Saltykova N.A., *Uchebniki russkogo jazyka dlja shkoly pervoj treti XX v. [School Russian Language Textbooks of the First Third of the 20th Century]*, PSO, 1 (2013), pp. 148-158.
516. Gorochov Nathalie, *Les relations entre les studia de Paris et de Bologne et la naissance des premières universités d'Europe (XII^e-début XIII^e siècle)*, ASUI, 17 (2013), pp. 433-446.
517. Gotovos A., *Στρατηγικές ανανέωσης των εκπαιδευτικού προσωπικού: Δικαιούχοι, προσοντούχοι και «άριστοι» [Strategic renewal of the teaching staff: Beneficiaries, qualified and 'excellent']*, EDSCI (2011), pp. 61-74.

518. Gottesman Isaac, *Socialist Revolution: Samuel Bowles, Herbert Gintis, and the Emergence of Marxist Thought in the Field of Education*, ES, 49 (2013), n. 1, pp. 5-31.
519. Göttlicher Wilfried, *Die österreichische Landschulerneuerung in den langen 1950er Jahren. Verspätete Reformbewegung zwischen Restauration und Modernisierung*, JHB, 19 (2013), pp. 262-282.
520. Govaris C., Batsouta A., Μπατσούτα Μ., *Αντιλήψεις νηπιαγωγών για τη μετάβαση νηπίων με μεταναστευτικό υπόβαθρο από το Νηπιαγωγείο στο Δημοτικό Σχολείο [Perceptions of the transition to kindergarten for young children with an immigrant background from Kindergarten to Primary School]*, EDSCI (2011), pp. 125-138.
521. Graeff Alexander, *Abstraktion als Kategorie pädagogischer Transformation. Wassily Kandinsky als pädagogischer Avantgardist*, JHB, 19 (2013), pp. 35-55.
522. Grandi William, *L'Olimpo fanciullo. Tracce storiche di una pedagogia del mito tra educazione, narrazione e didattica*, HECL, 8 (2013), n. 1, pp. 635-655.
523. Grandi William, *Prodigi meccanici. Percorsi tra tecnologia e scienza nella narrativa per ragazzi*, NBC, 8 (2013), n. 1, pp. 97-103.
524. Graves Karen, *You have full text access to this content Presidential Address Political Pawns in an Educational Endgame: Reflections on Bryant, Briggs, and Some Twentieth-Century School Questions*, HEQ, 53 (2013), n. 1, pp. 1-20.
525. Grebenkin A.N., *Tradicii kadetskogo vospitanya v dorevolucionnoj Rossii*, in *Vospitanie uchashikhsja na tradicyakh russkoj istorii, filosofii i kul'tury [The tradition of the female education in the prerevolutionary Russia in the education]*, KUOBRA, 2012, n. 2, pp. 39-43.
526. Grebenyuk N.I., Denikin A.V., *Razvitiye metodologicheskikh osnov pedagogiki v XVII-XX vekakh [Development of the methodological basis of the pedagogy of the XVII-XX century]*, MOOM, 1 (2013), n. 49, pp. 35-42.
527. Greco Andrea, *Il «Fiammifero» di Vamba. Un disegno ritrovato: primi appunti di ricerca*, HECL, 8 (2013), n. 1, pp. 727-731.
528. Greive Veiga Cynthia, *Schooling, organisation of the constitutional monarchy and the education of citizens (Brazil, 1822-1889)*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 34-42.
529. Gresko Jacqueline, *Mission and history: the Sisters of the Assumption and Japanese Students in Canada during World War II*, in Bruno-Jofré

- Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 531-546.
530. Grigorakis I., *H ανάπτυξη της μορφολογικής επίγνωσης σε μαθητές Α' και Β' τάξεων Δημοτικού Σχολείου* [Development of morphological awareness in students of the first and the second grade of Primary School], EDSCI, 3, (2011), pp. 7-20.
531. Grigorova V.K., *Detskoe dvizhenie i ego vospitatel'nyj potencial: istorichesky rakurs (v Rossii nachalo XX v., SSSR, postsovetskoy Rossii)* [The youth movement and his educational potential: historical view (in Russia at the beginning of the XX century, Soviet Union and Post-soviet Russia], POBN, 3 (2012), pp. 92-98.
532. Grimaldi Emiliano, Serpieri Roberto, *Privatising education policy-making in Italy: New governance and the reculturing of a welfarist education state*, EI 4 (2013), n. 3, pp. 443-472.
533. Grindel Susanne, *Colonial Heritage and the Politics of Memory in Britain*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 33-49.
534. Grochowina Sylwia, *Niemieckie szkolnictwo średnie ogólnokształcące w Okręgu Rzeszy Gdańsk-Prusy Zachodnie w latach 1939-1945*, 50, RDO (2013), pp. 99-112.
535. Groen Mark, *Teaching, Learning, and Emerging National Identity in the Antebellum South*, AEHJ, 40 (2013), n. 1, pp. 21-36.
536. Gropo Luis Antonio, *Adorno e a educação sociocomunitária: diálogos e proposições*, RH, 13 (2013), n. 49, pp. 19-34.
537. Gross Magdalena H., *Reclaiming the Nation: Polish Schooling in Exile During the Second World War*, HEQ, 53 (2013), n. 3, pp. 233-254.
538. Grube Norbert, De Vincenti Andrea, *Die Abstinenzbewegungen gegen das alkoholisierte Volk. Zirkulation wissenschaftlichen Wissens in Schule und Öffentlichkeit in der Schweiz um 1900*, IJHE, 3 (2013), n. 2, pp. 209-225.
539. Guasti Niccolò, *I gesuiti spagnoli espulsi e le élites italiane di fine Settecento*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 147-178.
540. Guérin Jérôme, *Configurations d'activité collective et processus d'apprentissage lors de travaux pratiques*, CAE, 35 (2013), n. 1, pp. 179-195.

541. Guimarães Carvalho Maria Elizete, *Professora marta Bezerra de Medeiros: A profissão docente na primeira metade do século (1915-1954)*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 280-304.
542. Guimarães Paula Cristina David, «*Tudo presta a quem tudo precisa*»: os discursos sobre a escolarização da infância pobre presentes na «*Revista do Ensino*» de Minas Gerais (1925-1930), RBHE, 13 (2013), n. 3, pp. 87-116.
543. Gumerova M., Knyazeva E., *Igrushki peterburskikh detej: v semejnom vospitanii v Rossii XVIII – nachala XX veka* [Toys of the Peterburg childrens: in the family education in Russia XVIII- beginning of the XX century], OBUCH, 5 (2013), pp. 28-31.
544. Gummerson William. M., *The Postmodern Secular University and Voluntary Student Religious Groups: What Would Mr. Jefferson Do?*, JPHE, 63 (2013), n. 1, pp. 69-90.
545. Gunter Helen M., *On not researching school leadership: the contribution of S. J. Ball*, LRE, 11 (2013), n. 3, pp. 218-228.
546. Guo Jinxiu, 中学英语阅读教学中的儿童文学作品鉴赏 [Appreciation of children's literature in middle school English reading practice], TEAM, 33 (2011), pp. 139-140.
547. Guo Yan, 从安徒生《海的女儿》中看中国儿童文学与儿童教育的关系 [Relationship between children's literature and children's education in China from the case of Anderson's «Daughter of the sea»], JOCUT, 2 (2010), pp. 91-92.
548. Gurdzhieva G.M., V.V. Kumarin o socializacii lichnosti v kollektive: sovetsky pedagog, issledovatel' tvorchestva A.S. Makarenko, uchenyj sekretar' Prezidiuma APN SSSR v 1969-1972 gg. [V.V. Kumarin about the socialization of the personality in the collective: the soviet pedagogue, specialist of A.S. Makarenko's works, scholar and secretary of the Presidium of the Acamedy of Pedagogical Sciences in the years 1969-1972], UNICH (2013), n. 10, pp. 43-49.
549. Guthrie Gerard, *Prevalence of the formalistic paradigm in African schools*, SARE, 19 (2013), n. 1, pp. 121-138.
550. Gutnik I.Yu., *Eksperimental'nyj etap stanovleniya pedagogicheskoy diagnostiki v Rossii: konec XIX – 30-e gg. XX v.* [Experimental step of the birth of the pedagogical diagnosis in Russia: end of the XIX century – 30s years of the XX century], CHEBRO, 3 (2012), 32, pp. 46-50.
551. Hájas Csilla, A kárpátaljai Magyar gyermekirodalom vázlatos története a XX. Század második felétől napjainkig [The history of the

- Transcarpathian Hungarian children's literature from the second part of the 20th century till today], ACTAC, 12 (2013), n. 1, pp. 245-252.*
552. Halvorsen Anne-Lise, Mirel Jeffrey E., *Intercultural education in Detroit, 1943-1954*, PH, 49 (2013), n. 3, pp. 361-381.
553. Hampel Robert, *Introduction: Winding Down-Somewhat*, in *If Life where Endless, What Woald you study?*, HEQ, 53 (2013), n. 2, pp. 123-125.
554. Hampel Robert, *New wine from old bottles*, HECL, 8 (2013), n. 2, pp. 547-550.
555. Hanson Elizabeth, *The Register of The School's Probation, 1607, from The Merchant Taylors' School, London*, JHCY, 6 (2013), n. 3, pp. 411-427.
556. Happ Botler Alice Miriam, *Cidadania e justiça na gestão escolar nas escolas públicas e privadas*, PER, 31 (2013), n. 1, pp. 317-336.
557. Hardcastle John, *Sources and Interpretations. 'Photographers are the devil': an essay in the historiography of photographing schools*, HEJ, 42 (2013), n. 5, pp. 659-674.
558. Harris Margaret, Farquhar Fiona, Healy David, Le Noury Joanna C., Linden Stefanie C., Andrew Hughes J., Anthony P. Roberts, *The morbidity and mortality linked to melancholia: two cohorts compared, 1875-1924 and 1995-2005*, HP, 24 (2013), pp. 3-14.
559. Havinga Anna, *The stigmatisation of Austrian German in 18th- and 19th-century reading primers of the Habsburg Monarchy*, RPI, 9 (2013), pp. 6-8.
560. He Qijing, 浅谈《柳林风声》的教育功能 [On the educational function of «Wind in the Willows»], HEILSCI, 11 (2011), p. 179.
561. He Xiashou, 写个“童话”给自己 [Writing a fairy tale for oneself], PEED, 9 (2012), pp. 53-57.
562. He Yaqiong, 小学生课外阅读现状及指导策略初探 [Present situation of after-class reading of pupils and its guidance], CHIT, 5 (2012), pp. 25-27.
563. Hebling Milene, *Os professores suspeitos de crimes políticos nos arquivos do DEOPS/SP (1968-1974)*, AHEA, 14 (2013), n. 2, pp. 1-16.
564. Hedlin Maria, *Teachers and School Discipline 1960-1970: Constructions of Femininities and Masculinities in Teachers' Journal*, *Teachers and School Discipline 1960-1970: Constructions of Femininities and Masculinities in Teachers'*, EI, 4 (2013), n. 4, pp. 755-773.

565. Heinemann Rebecca, *Jüdische Kindheits- und Erziehungsvorstellungen seit dem 19. Jahrhundert bis zum Ende der Weimarer Republik*, JHB, 19 (2013), pp. 169-197.
566. Henriques Helder Manuel Guerra, Ferreira António Gomes, *A constituição da profissão dos enfermeiros em Portugal. A Escola de Enfermagem de Castelo Branco (1948-1988)*, REDUQ, 45 (2013), n. 31, pp. 7-34.
567. Henriques Helder Manuel Guerra, Ferreira António Gomes, *A formação de Enfermeiras/os em Portugal (décadas de 40 a 80 do séc. XX)*, in *Temas de Historia de la Educación en Portugal y en Brasil*, EXE, 2013, pp. 19-28.
568. Hernández Díaz José María, *El preceptor en los tratados de educación de nobles y príncipes en la España Moderna*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 67-82.
569. Hernandez Ebelia, *Mexican American Women's Activism at Indiana University in the 1990s*, JHEP, 84 (2013), n. 3, pp. 397-416.
570. Heupokoev I.V., *Upravlenie shkol'nym delom v Tobol'skoj gubernii v konce XVIII – nachale XX vv. [The administration of the school in the province of Tobolsk at the end of the XVIII – beginning of the XX century]*, OBRAN, 1 (2013), pp. 58-73.
571. Hirshbein Laura, «Our Little Patients»: A Case Study of Hospitalized Children at the University of Michigan, 1890-2011, JFH, 38 (2013), n. 3, pp. 321-343.
572. Hoff Sandino, *Instrumentos do trabalho didático na nova arte de ensinar de Ratke: Um projeto constituído para a reforma da educação e da sociedade*, in *Instrumentos do trabalho didático*, CHE, 12 (2013), n. 1, pp. 59-80.
573. Hofstetter Rita, Schneuwly Bernard, *Introduction. Changes in Mass Schooling: 'school form' and 'grammar of schooling' as reagents*, in Hofstetter Rita, Schneuwly Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 166-175.
574. Hofstetter Rita, Schneuwly Bernard, *The International Bureau of Education (1925-1968): a platform for designing a 'chart of world aspirations for education'*, in Hofstetter Rita, Schneuwly Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 215-230.
575. Hu Lina, 儿童文学的返观与重构——基于当下民国童书开发的思考 [*Revisiting and Reconstruction of children's literature based on present exploitation of children books of the Republic of China*], CHIPRE, 11 (2013), pp. 24-26.

576. Hu Lina, 历史与当下:国际大奖儿童文学丛书的出版现状与问题 [*History and the present: publication and problems of international prize-winning children's books*], CHIPRE, 2 (2012), pp. 48-50.
577. Hu Ruixiang, 改革开放以来河南高校儿童文学教育的经验与现状 [*Experiences and present situations of children's literature education in Henan universities since China's reforms*], JOHEUT, 2 (2012), pp. 208-211.
578. Hu Yushan, 浅谈儿童文学在师范院校语文教学中的地位和作用 [*On the role and function of children's literature in the teaching of Chinese course in normal universities*], CONCHI, 20 (2013), pp. 13-14.
579. Huang Yufeng, 关心孩子精神食粮 [*Let's care about children's spiritual food*], JOET, 2 (2010), pp. 39-40.
580. Huang Yunji, 高师小教专业儿童文学课程教改策略 [*Curricular reform strategies of children's literature course for teachers of elementary school*], JOJUN, 3 (2013), pp. 93-96.
581. Huang Zuoling, 幼儿散文教学中审美情趣的培养初探 [*Preliminary discussion on the fostering of aesthetics in the teaching of prose for children*], LITED, 11 (2011), p. 104.
582. Huang Zuozuo, 授之以鱼,不如授之以渔—略论儿童文学课程改革 [*Teaching as a kind of means rather than an end: on curricular reform of children's literature course*], REOSET, 4 (2012), pp. 89-91.
583. Hugo Wayne, Wedekind Volker, *Six failures of the pedagogic imagination: Bernstein, Beeby and the search for an optimal pedagogy for the poor*, SARE, 19 (2013), n. 1, pp. 139-157.
584. Hui Haifeng, *Textual transformations in children's literature: adaptations, translations, reconsiderations*, HECL, 8 (2013), n. 2, pp. 629-635.
585. Hultén Magnus, *Technology for all: turning a keyword into a school subject in post-war Sweden*, HEJ, 42 (2013), n. 5, pp. 622-637.
586. Hunt John W., *Recent Evolution of Public Education in the US and Finland: Can the Finnish Model Work in the US?*, JPHE, 63 (2013), n. 1, pp. 121-136.
587. Iasi Mauro, *Educação, consciência de classe e estratégia revolucionária*, PER, 31 (2013), n. 1, pp. 67-83.
588. Idiatullin A.V., *Reforma i modernizacya vysshego obrazovanya na rubezhe XX – XXI vekov v sovetskoj i sovremennoj rossyskoj istoriografii* [*Reform and Modernization of Higher Education at the Turn of the 21st Century in Soviet and Modern Russian Historiography*], PSO, 5 (2013), pp. 82-89.

589. Ifanti A., Vozaitis G., *Πολιτικές για το θεσμό των σχολικών συμβούλων δευτεροβάθμιας εκπαίδευσης: η ρητορική και η πράξη* [Policies for the institution of secondary school counselor education: rhetoric and practice], SCIED, 4 (2010), pp. 37-56.
590. Igtisamova G.R., Igtisamova R. Ch., *Rol' obshchestvennosti v organizacii srednego professional'nogo obrazovanya v Rossii v konce 19-nachale 20 vekov* [The role of the social actors in the organization of the secondary professional education in Russia at the end of the 19th century - beginning of the 20th century], VESTU, 64 (2013), n. 1, pp. 28-31.
591. Ikomomidis V., Kontogianni D., Kοντογιάννη Δ., *Υποβοηθώντας τη μετάβαση από την οικογένεια στο Νηπιαγωγείο: Η διαχείριση της εθνοπολιτισμικής ετερότητας μέσα στην τάξη* [Assisting the transition from family to Kindergarten: The management of ethnocultural diversity in the classroom], EDSCI, 2011, pp. 105-124.
592. Inman Daniel D., *A Scandal to the University': Oxford Theology after the Tests Act, 1871-1882*, HU, 27 (2013), n. 2, pp. 167-189.
593. Ippolitova N.A., A.V. Tekuchev i ego rabota po metodike obuchenyia orfografii: k 110-letiyu so dnja rozhdeniya uchenogo [A.V. Tekuchev and his work about the methods of the learning of orthography: for the 110 years from scholar's birth], RUSJA, 2 (2013), pp. 41-47.
594. Irwin Julia F., «Teaching Americanism with a World Perspective»: *The Junior Red Cross in the U.S. Schools from 1917 to the 1920s*, HEQ, 53 (2013), n. 3, pp. 255-279.
595. Islemisova R.M., *Istoriografiya problemy upravleniya obrazovaniem Tatar Rossii v XIX veke: na primere Astrakhanskoy gubernii* [The historiography of the problem of the educational administration of the Tatar in the XIX century: on the example of the Astrachan' province], IZYUFED, 2013, n. 3, pp. 49-55.
596. Ivanov A.E., *Rossyskoe imperatorskie universitetы pod upravleniem Ministerstva narodnogo prosveshcheniya (1880-e gody – nachalo XX veka)* [The Russian Imperial University Under the Rule of the Ministry of People's Enlightenment (1880s - early 20th century)], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoy imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO (2012), pp. 28-87.
597. Ivanov I.P., *Rol' lichnosti v processakh modernizacii narodnogo obrazovanya Simbirskoj gubernii v poslednej treti XIX veka* (Vishnevsky I. V., 1860-1874 gg., Ul'janov N.N., 1874-1886 gg., Ishersky I. V., 1886-

- 1908) [*The role of the personality in the process of the modernisation of the national education of the Simbirsk province in the last third of the XIX century* [(Vishnevsky I.V., 1860-1874 gg., Ul'janov N.N., 1874-1886 gg., Ishersky I. V., 1886-1908)], OZP, 6 (2012) n. 9, pp. 138-146.
598. Ivanov K.V., *Novaya politika obrazovanya v 1917-1922 godakh. Reforma vysshej shkoly* [New Educational Policy in 1917-1922. The Reform of the Higher School], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO (2012), pp. 359-379.
599. Ivanova Tinka, *Principat na svoboda i disciplina v pedagogicheskata sistema na Marya Montessori* [The principles of freedom and discipline in Maria Montessori's pedagogical conception], GODUZ, 42 (2013), n. 2, pp. 57-60.
600. Ivanova Tinka, *Savremenni mitove za pedagogicheskata sistema na Marya Montessori* [Contemporary myths of Montessori's pedagogical system], OTECH, 4 (2013), pp. 23-29.
601. Jabbar Huriya, *The case of 'payment-by-results': re-examining the effects of an incentive programme in nineteenth-century English schools*, JEAH, 45 (2013), n. 2, pp. 220-243.
602. Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers. Editorial. Rulers, rebels and reformers: transnational, religious and gendered perspectives in the history of education*, HEJ, 42 (2013), n. 6, pp. 691-696.
603. James M. Giarelli, *Educational Theory and Practice at the Fin de Siècle: From Pre-School to After-School*, ES, 49 (2013), n. 4, pp. 303-315.
604. Janan Faraj Falah, *The Portrayal of Women in Israeli Arabic Textbooks on Druse Heritage*, US-CHI, 3 (2013), n. 1, pp. 33-37.
605. Jashchenko P.V., Vorob'ev E.P., *Process obucheniya v cerkovno-prikhodskikh shkolakh v konce XIX – nachale XX vv.* [Process of learning in the parochial schools at the end f the XIX- beginning of XX century], NASP, 7 (2013), pp. 73-77.
606. Jerkin Corinna, *Suvremena hrvatska urbana djevojačka proza* [Contemporary Croatian Urban Girls' Fiction], LIB, 1 (2012), n. 1, pp. 67-84.
607. Jesus Freitas Lopes Wiama de, Bezerra Neto Luiz, *A mulisseriação frente à professionalidade docente na educação do Campo*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 77-89.

608. Ji Mingyang, 塞林格与中国儿童文学作家作品中的儿童形象比较 [*Comparison of children images in Salinger's works and Chinese children writers' works*], JOLINS, 1 (2013), pp. 24-26.
609. Jiang Jianli, “仙”字情结——论儿童文学标题汉译中的多重误读 [*The fairy complex: on multiple misunderstandings in Chinese translations of the titles of children's literature*], JOCHIMU, 6 (2013), pp. 97-101.
610. Jiang Yan, 论隐性语文课程对儿童文学课程的作用 [*On the function of invisible Chinese course on children's literature course*], LITED, 11 (2012), pp. 109-110.
611. Jin Rong, 郑渊洁童话作品特点及其教育价值 [*Features of Zheng Yuanjie's works for children and their educational values*], JOINMONU, 2 (2010), pp. 70-72.
612. Johnson Marcus Edward, *Genealogy, Nietzsche, and the Historical Analysis of Concepts*, JPHE, 63 (2013), n. 1, pp. 93-106.
613. Jones Gareth Elwyn, *Perspectives from the brink of extinction: the fate of history of education study in Wales*, HEJ, 42 (2013), n. 3, pp. 381-395.
614. Judina N.P., L.N. Tolstoj: *pedagogika kak prakticheskaja etika* [L.N. Tolstoy: *Pedagogy as practical ethics*], IPZ, 3 (2013), pp. 138-146.
615. Jugović Ivana, Doolan Karin, *Is There Anything Specific about Early School Leaving in Southeast Europe? A Review of Research and Policy*, in *Problematising the Issue of Early School Leaving in the European Context*, EJE, 48 (2013), n. 3, pp. 363-377.
616. Julia Dominique, *L'École normale de l'an III. Entre mémoire et historiographie*, in *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 201-215.
617. Julie McLeod, Katie Wright, *Education for citizenship: Transnational expertise, curriculum reform and psychological knowledge in 1930s Australia*, HER, 42 (2013), n. 2, pp. 170-184.
618. Junemann Carolina, Ball Stephen J., *ARK and the revolution of state education in England*, EI, 4 (2013), n. 3, pp. 423-441.
619. Júnior Décio Gatti, do Vale Gatti Giseli Cristina, *A Busca da historicidade da vida na pesquisa sobre o ensino secundário brasileiro: entre memória e história oral*, HS, 13 (2013), n. 51, pp. 360-372.
620. Kalachev A.V., *Demokraticheskie idei v pedagogike T.S. Shchackogo (russky i sovetsky pedagog, 1878-1934 gg.)* [*Democratic ideas in T.S. Shchacky's pedagogy (russian and soviet pedagogue, 1878-1934)*], UPRASO, 8 (2013), pp. 67-72.
621. Kalb Martin, «*The Youth is a Threat!*» *Controlling the Delinquent Boy in Post-WWII Munich*, JHCY, 6 (2013), n. 2, pp. 263-290.

622. Kaļķe Baiba, Krūze Aīda, Stikute Elita, *Luda Bērziņa piemiņas saglabāšana Lu Pedagoģijas muzejā* [Heritage of Ludis Berzins in the Museum of Pedagogy at the University of Latvia], in Vilks Ilgonis (ed.), *Latvijas Universitātes raksti. Zinātņu vēsture un muzejniecība*, 780.sēj. [Scientific Papers, University of Latvia. History of Sciences and Museology], LURA (2012), pp. 138-151.
623. Kaloh Vid Natalia, *Translation of Children's Literature in the Soviet Union: How Pinocchio Got a Golden Key*, IRCL, 6 (2013), n. 1, pp. 90-103.
624. Kamesnky A.M., *Kul'turno-istorichesky kontekst otkrytosti licejskogo obrazovanya: v Rossii XIX-XXI vv.* [The cultural and historical context of the opening of the Lyceal education in Russia in the XIX-XXI century], CHEBRO, 4 (2012), n. 33, pp. 142-147.
625. Kanecková Eva, *Formation and institutionalisation of education for female teachers, during the second half of the 19th century in the Czech Lands*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 167-180.
626. Kantor V.K., *Universitetы i professorstvo v Rossii: XVIII – nachalo XX veka* [University and professors in Russia: XVIII- beginning of the XX century], VOF, 6 (2013), pp. 16-28.
627. Karádi Viktor, *Iskolázottság, rétegződés és értelmiségek: adalékok a kulturális tőke megoszlásának regionális dimenzióihoz Magyarországon a kései dualizmus korában* [Schooling, stratification and the intelligentsia. Regional dimensions of the distribution of cultural capital in Hungary in the late dualist period], EDC, 22 (2013), n. 4, pp. 469-492.
628. Karakatsani C., *O αναδομισμός στην εκπαίδευση* [Anadomismos in education], EDSCHI, 4 (2010), pp. 111-120.
629. Karakatsani D., «Οι φωνές των δασκάλων και των διδασκαλισσών». Θέματα και έρευνες στο πεδίο της Προφορικής Ιστορίας της Διδασκαλίας και των εκπαιδευτικών πρακτικών [«The voices of teachers and teachers». Issues and research in the field of Oral History Teaching and education practices], HISTI, 10 (2012), pp. 39-58.
630. Kardail'skaya D.A., *Narodnye uchitel'nicy Rossii (konec XIX – nachalo XX v.)* [Popular teachers in Russia (end of the XIX – beginning of the XX century)], PRISO, 7 (2013), pp. 59-64.

631. Kargina Z.A., *Istorya stanovlenya sistemy dopol'nitel'nogo obrazovanya detej v Rossii: dva «Zolotykh perioda»* [History of formation of the system of additional children education in Russia. Two «Golden periods»], IPZ, 1 (2013), pp. 89-103.
632. Karp Alexander, *Interview with Alexey Werner*, IJHME, 8 (2013), n. 1, pp. 43-88.
633. Karp Alexander, *Interview with Michèle Artigue*, IJHME, 8 (2013), n. 2, pp. 73-92.
634. Karpińska Karolina, *O nauczaniu geometrii w Gimnazjum Toruńskim w II połowie XIX wieku*, RDO, 50 (2013), pp. 113-148.
635. Karpushina N.M., *Neizvestnyj Rachinsky: zhizn' polnaya lyudej* [The unknown Rachinsky: a life full of people], MAS (2013), n. 10, pp. 56-65.
636. Kasper Tomáš, Kasperová Dana, *Die berufliche und nationale Emanzipation der tschechischen Lehrerschaft im letzten Drittel des 19. Jahrhunderts. Motive, Ziele, Erfahrungen und Reflexionen*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 181-198.
637. Kazazi Njazi, *Mësimi i gjuhës shqipe gjatë Rilindjes Kombëtare deri në fillimin e viteve '20 të shekullit të kaluar-III* (Long learning Albanian Renaissance to early '20 century last – III), BSSE, 63 (2013), pp. 303-310.
638. Kazmierczak Manzione Carol, *Identity, Placement, and Circulation of the Children of Christ's Hospital*, JHCY, 6 (2013), n. 3, pp. 428-455.
639. Keiner Edwin, *The Short Timelines of History of Education at Present*, IJHE, 3 (2013), n. 2, pp. 234-236.
640. Kennedy de Macêdo Muirakytan, de Araújo Marta Maria, *Educação, Instrução e assistência Aosórfaos (Ribeira do Seridó, Capitania do Rio Grande do Norte, Séc. XVIII)*, CHE, 12 (2013), n. 2, pp. 599-618.
641. Keren Célia, *Négocier l'aide humanitaire: les évacuations d'enfants espagnols vers la France pendant la guerre civile (1936-1939)*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 167-183.
642. Kéri Katalin, «*Okos asszony nem marad gyermek nélküli*» - Anyai szerep, gyermeknevelés a 17-19. századi Magyarországon [«An intelligent woman doesn't remain without children» – The role of the mother and the education of children in 17th-19th century Hungary], in Bús Imre (ed.), *Tanulmányok a gyermekkultúráról* [Studies on children's culture], PTE-IGYK (2013), pp. 25-54.

643. Kerstin Holmlund, *Poor laws and schooling in Stockholm*, HER, 42 (2013), n. 1, pp. 40-54.
644. Ķestere Iveta, *Adult education in Latvia: historical development and current problems*, RIPE, 2013, nn. 188-189, pp. 25-30.
645. Ķestere Iveta, Āķīte Zane, *Pedagoģijas mācību grāmata kā medijs jauna cilvēka audzināšanā: Latvijas pieredze 19.un 20.gadsimtā* [Textbooks in Pedagogy as a Medium in Upbringing of the Young Men], in *Latvijas Universitātes Raksti. Pedagoģija un skolotāju izglītība. 781. sējums* [Scientific Papers, University of Latvia. Pedagogy and Teacher's Education], LURA, 781 (2012), pp. 200-210.
646. Ķestere Iveta, Marihina Gunta, *Latvijas Universitātes privātdocentes Alīses Karlsones (1881 – 1959) profesionālā un sabiedriskā darbība* [Professional and social activities of docent of University of Latvia Alīse Karlsona (1881-1959)], in Vilks Ilgonis (ed.), *Latvijas Universitātes raksti. Zinātņu vēsture un muzejniecība. 780.sēj.* [Scientific Papers, University of Latvia. History of Sciences and Museology], LURA, 781 (2012), pp. 175-181.
647. Ķestere Iveta, Ozola Iveta, *Pedagogy: A Discipline under Diverse Appellations*, BJES, 1 (2011), n. 9, pp. 306-321.
648. Khutorskoj A.V., *Dal'ton-plan Eleny Parkherst: 1887-1973 gg. SSHA* [Helen Parkhurst Dalton-plan: 1887-1973 in the Usa], STE, 2 (2013), pp. 71-73.
649. Kicková Adriana, Kiššová Mária, *Nineteenth century female education in the Slovak Region of the Austro-Hungarian Empire*, HECL, 8 (2013), n. 1, pp. 503-522.
650. Kind-Kovács Friederike, *The ‘Other’ Child Transports: World War I and the Temporary Displacement of Needy Children from Central Europe*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 75-109.
651. Kiprianos Pandelis, *Greek technical-vocational education (1870-1940): intentions and failed aspirations*, PH, 49 (2013), n. 5, pp. 664-676.
652. Kiseleva M.P., *Dmitry Ivanovich Tikhomorov: iz vospominanii sovremennikov. Vydayushchy russkij pedagog, posledovatel' K.D. Ushchinskogo, russkikh Moskovskich pedagogicheskikh kursov, avtor bukvarej, 1844-1915 gg.* [Dmitry Ivanovich Tikhomorov: from the contemporary remembrances: relevant russian pedagogue, K.D. Ushchin-sky's followers], NACS, 2013, n. 9, pp. 9-12.
653. Kleinau Elke, *Homeland and Longing for Home in the Autobiographies of Female German Schoolteachers*, IJHE, 3 (2013), n. 2, pp. 172-186.

654. Knyazev A.A., *Osnovnye napravleniya reformirovaniya mediaobrazovanya v SSSR 1950-1960 godov* [Main directions of the reform of the media education in the Soviet Union in the years 1950-1960], MEDIAOB, 4 (2013), pp. 14-18.
655. Knyazev E., Andrej Beketov: *nauka i zhenskoe obrazование: russky uchenyj, obschestvennyj dejatel', populjarizator nauki, pedagog, odin iz organizatorov zhenskogo obrazovanya v Rossii* (Vysshie Zhenskie Bestuzhevskie kursy osnovannye v 1870g.), 1825-1902 gg. [Andrej Beketov: the science and the female education: a russian scholar, social activist, popularizer of science, pedagogue, one of the organizer of the female education in Russia (High female Bestuzhev courses founded in 1870)], UCHIT, 6 (2013), pp. 109-117.
656. Knyazev E., Konstantin Ushchinsky: *nash narodnyj pedagog: k 190-letiyu K.D. Ushchinskogo (1824-1870 gg.)* [Konstantin Ushchinsky: our national pedagogue: for K.D. Ushchinsky's the 190-years (1824-1870 gg.)], DOV, 3 (2013), pp. 95-104.
657. Knyazev E., Lev Modzalevsky: *poet i pedagog: L.N. Modzalevsky (1837-1896), russky pedagog-demokrat, prosvetitel', teorik i organizator shkol'nogo i pedagogicheskogo obrazovanya v Rossii* [Lev Modzalevsky: poet and pedagogue: Lev Modzalevsky (1837-1896), democratic pedagogue, Enlightener, theoretician and organizer of the school and pedagogical education in Russia], DOV, 8 (2013), pp. 109-117.
658. Knyazev E., Lev Tolstoj: *rozhdennoe sovobodnym vospitanie: k 185-letnyu so dnya rozhdeniya (1828-1910)* [Lev Tolstoj: born from the free education: for the 185 years of his birth (1828-1910)], DOV, 4, (2013), pp. 104-115.
659. Knyazev E., Nikolaj Korf: *prosvetitel' iz neskuchnogo: pedagog, prosvetitel', rodonachal'nik narodnoj zemskoj shkoly v Rossii, 1834-1883 gg.* [Nikolaj Korf: Enlightener from the 'unboring': pedagogue, Enlightener, progenitor of the national zemstvo school in Russia, 1834-1883], DOV, 10 (2013), pp. 105-114.
660. Kokkinos G., Gatsotis P., *O B' Παγκόσμιος Πόλεμος στα σχολικά βιβλία Ιστορίας. Οι περιπτώσεις της Ελλάδας και της Γαλλίας* [Lemonidou E., World War II in schoolhistory books. The cases of Greece and France], INTEP, 26 (2012), 26, pp. 217-242.
661. Kolpachev V.V., Mayackaya N.K., *Aksiologicheskie prioritety uchitel'skoj dejatel'nosti v kontekste obshchepedagogicheskoy diskussii konca 50-kh gg. XIX v.* [Axiological priorities of the teacher activity in the context of the general and pedagogical discussion of the Fifties of the XIX century], PEDG, 3 (2013), n. 6, pp. 104-111.

662. Kondrashova N.V., *Doshkol'noe uchrezhdenya Mordovya: osnovnye vekhi razvitya s 1913 po 2013 gg.* [The preschool institutions of Mordovia: milestones of the development from 1913 until 2013], VDOU, 2 (2013), n. 2, pp. 16-21.
663. Kondrat'eva G.V., *Chastnaja iniciativa v dele stanovlenya i razvitya otechestvennoj pedagogicheskoy periodiki (na materiale XIX veka)* [The private initiative in the issue of the birth and development of the national pedagogical periodicals (on the basis of the sources of XIX century)], PSO, 2 (2011), pp. 99-105.
664. Kondrat'eva G.V., *Kurs matematiki v istorii otechestvennoj shkoly (dinamika chisla urokov v XIX-XXI vv.)* [Course of mathematics in the history of the national school (dynamics of the numbers of lessons in the XIXth-XXth century)], OTS, 5 (2013), pp. 37-43.
665. Kondrat'eva G.V., *Sovremennoe shkol'noe matematicheskoe obrazovanie v kontekste istorii otechestvennoj shkoly* [Modern school teaching of mathematics within the history context of development of national school], PSO, 3 (2012), pp. 44-50.
666. Kondrat'eva G.V., *Uchebnaja kniga po matematike vtoroj poloviny XIX v. (na osnove izdany po arifmetike)* [Mathematics Textbooks of the Second Half of the 19th Century (Based on Arithmetic Publications)], PSO, 5 (2012), pp. 25-33.
667. Kondrat'eva V.G., *Osobennosti razvitya shkol'nogo uchebnika geometrii vo vtoroj polovine XIX v. v Rossii* [Features of the development of the school textbooks of geometry in the second Half of the XIXth century], OSS, 9 (2013), n. 160, pp. 59-63.
668. Kondrat'eva G., *Shkol'naya matematika v uchebnykh planakh otechestvennoj shkoly: istoriko-pedagogicheskaya rekonstrukcya XIX-XXI vv.* [The school mathematics in the learning programs of the national school: historical and pedagogical reconstruction of the XIX-XXth century], UCHIT, 6 (2013), n. 2, pp. 86-91.
669. Konochova A.S., *Studenchesky politichesky protest v Leningradskom gosudarstvennom universitete v 1950-1960-kh gg.* [The Students Political Protest in the Leningrad State University in 1950-1960], KLIO, 10 (2013), n. 82, pp. 117-120.
670. Konopacki Stanisław, *Postcommunist Citizens in an Integrated Europe*, in Agarin Timofey, Paweł Karolewski Ireneusz (edd.), *Citizenship and Civic Education in Postcommunist Countries*, JSSE, 4 (2013), pp. 51-57.
671. Konshin N.N., *Sergej Aleksandrovich Rachinsky (1833-1902). Osobennosti organizacii obucheniya i vospitaniya v Tatevskoj shkole*,

- napravlennye na stanovlenie dukhovno-nravstvennykh cennostej lichnosti [Sergej Alexandrovich Rachinsky (1833-1902) (In commemoration of 180th anniversary of Rachinsky's birth. Peculiarities of organisation of teaching and upbringing at Tate's school, aimed at forming cultural and moral wealth of a person)], IPZ, 1 (2013), pp. 12-22.*
672. Kontopodis Michalis, *Trinta anos de construção identitária Sem Terra no Espírito Santo: explorando um projeto político-pedagógico de vanguarda contra o neoliberalismo*, PER, 31 (2013) n. 3, pp. 919-938.
673. Kornetov Grigory B., «*Vysochajshaja tochka, dostignutaja russkoj pedagogikoj (S.N. Durylin o pedagogicheskikh idejakh L.N. Tolstogo) [The highest point reached by Russian pedagogy (S.N. Durylin about L.N. Tolstoy's pedagogical ideas)]*», IPZ, 3 (2013), pp. 96-117.
674. Kornetov Grigory B., *Devjataja mezhdunarodnjaja nauchnaja Konferencya «Istoriko-pedagogiceskoe znanie v nachale III tysjachitelya: poznavatel'nyj potencial istorii pedagogiki» [Ninth international scientific conference «Historico-pedagogical knowledge at the beginning of the III Millennium: potential process of knowledge of the history of pedagogy]», IPZ, 4 (2013), pp. 7-10.*
675. Kornetov Grigory B., *Isokrat: U istokov ritoricheskogo ideala obrazovanya [Isocrates: at the beginning of the rhetorical ideal of education]*, IPZ, 4 (2013), pp. 142-175.
676. Kornetov Grigory B., Lukacky M.A., *Predmet istorii pedagogiki [The object of study of the discipline «history of pedagogy»]*, IPZ, 1 (2013), pp. 40-58.
677. Kornetov Grigory B., *Perspektivy istorii pedagogiki v sovremennoj Rossii (K itogam Pervogo nacional'nogo foruma rossyskikh istorikov pedagogiki Moskva, 25 aprelja 2013 g.) [Perspectives of the First Forum of the Russian historians of the pedagogy, Moscow, 25th April 2013]*, IPZ, 2 (2013), pp. 7-20.
678. Kornetov Grigory B., *Razvitie predstavleny o poznavatel'nom potenciale istorii pedagogiki [The development of conceptions of cognitive potential of the history of pedagogy]*, ISTPE (2013), pp. 9-54.
679. Kornetov Grigory B., *Razvitie predstavlenya o poznavatel'nom potenciale istorii pedagogiki na zapade [The development of conceptions of cognitive potential of the history of pedagogy in the West]*, IPZ, 1 (2013), pp. 122-148.
680. Korotkova M.V., *Istorichesky opyt organizacii obuchenya v zakrytykh uchebnykh zavedenyakh Rossii XVIII-XIX vv. v kontekste gendernoj pedagogiki [Historical experience of organization of learning in the*

- boarding educational institutions in Russia in the XVIII-XIXI century],* POBN, 3 (2013), pp. 52-58.
681. Korsnakova Paulina, *Large-scale Comparative Studies of Educational Achievement: an impact case*, EERJ, 12 (2013), n. 2, pp. 251-255.
682. Kos-Lajtman Andrijana, *Jaga-baba na Haliču – pronađeni rukopis Ivane Brlić-Mažuranić [Jaga-baba na Haliču: A Recently Found Manuscript of Ivana Brlić-Mažuranić]*, LIB, 2 (2013), n. 1, pp. 29-50.
683. Kostomarov V.G., *Uchenyj. Poet. Prospektel'. Chelovek. K 300-letyu M.V. Lomonosova [The scholar, Poet, Enlightener and person. For M.V. Lomonosov's 300 hundred years]*, PSO, 6 (2011), pp. 23-29.
684. Koutouzis M., Petrou-Neokleous E., Πέτρου- Νεοκλέους Ε., *Ηγετικό στυλ διευθυντών και επαγγελματικό άγχος των εκπαιδευτικών: Διερεύνηση της σχέσης στην πρωτοβάθμια εκπαίδευση της Κύπρου [Leadership style managers and professional stress of teachers: Exploring the relationship in primary education in Cyprus]*, EDSCI, 4 (2010), pp. 23-36.
685. Koutroumanos G., Nikolopoulou K., Karaminas I., *Nikolopoulou K., Καράμηνας Ι., Εκπαίδευση μελλοντικών εκπαιδευτικών στη χρήση διαδραστικού/ αλληλεπιδραστικού πίνακα [Training future teachers to useinteractive/ interactive table]*, EDSCI, 4 (2010), pp. 69-80.
686. Kowalská Eva, *Pozsony – a tanügyi innováció helyszíne a 18-19. század fordulóján [Bratislava – the place of teaching innovation at the turn of the 19th century]*, ISK, 22 (2012), n. 9, pp. 80-90.
687. Kozhevnikova M.N., *Koncept «rosta-razvitya» u D'yui kak metod i rezul'tat (1859-1952 gg.) [The concept of «growth-development» in Dewey's method and result (1859-1952)]*, FILOBRA, 5 (2013), n. 50, pp. 122-130.
688. Kozlova M.A., *Kostruirovanie modeley otnoshenya k okruzhajushchej srede i ustanovok prirodozashchitnogo povedenya v pozdnezovetskikh i postsovetskikh uchebnikakh dlya nachal'noj shkoly [Representation of Cultural Values and Attitudes Towards the Nature and the Environment in Elementary School Textbooks of the Late and Post-Soviet Period]*, PSO, 5 (2012), pp. 91-108.
689. Kozlova M.A., *Poznanie – pokorenie – unichtozhenie: cennostnyj komponent v prepodavanii estestvoznanya v nachal'noj shkole v sovetsky period [Cognition – Conquest – Destruction: Values in Teaching Elementary School Natural Science in the Soviet Period]*, PSO, 4 (2013), pp. 104-120.
690. Kozlova M.A., *Pred licom ugrozy: faktory gruppovoj splochennosti v uchebnoj literature sovetskogo perioda: analiz soderzhanya uchebnykh*

- i metodicheskikh posoby po estestvoznaniiyu dlja nachal'nykh shkol [In front of the menace: factors of the group cohesion in the textbooks studies of the soviet period: analysis of the content of the Textbooks and of the methodological tools about natural sciences for the elementary schools],* OZP, 4 (2013), n. 13, pp. 121-131.
691. Krasovickaya T. Yu., *Sovetskaya nacional'no kul'turnaya politika: organizacionno-pravovoij aspekt (1917-1929 gody) [The Soviet National Cultural Policy: the Organization-Legal Aspect]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)]*, NLOBO (2012), pp. 632-681.
692. Krendl Gilbert Claire, Heller Donald E., *Access, Equity, and Community Colleges: The Truman Commission and Federal Higher Education Policy from 1947 to 2011*, JHEP, 84 (2013), n. 3, pp. 417-443.
693. Kridel Craig, *Social Reconstructionism or Child-Centered Progressivism?: Difficulties Defining Progressive Education from the PEA's 1939 Documentary Film, School*, AEHJ, 40 (2013), n. 2, pp. 279-296.
694. Krivonozhenko A.F., *Process sovetizacii Petrogradskogo universiteta v 1818-1922 gg. [The Process of Sovietization of the Petrograd University in 1818-1922]*, KLIO, 10 (2013), n. 82, pp. 104-111.
695. Kronbauer Gláucia Andreza, Moura Nascimento Maria Isabel, *O Circo e suas miragens: a escola nacional do circo e a história dos espetáculos na produção acadêmica brasileira*, HS, 13 (2013), n. 52, pp. 238-249.
696. Kryukova A.A., *Organizacya i dejatel'nost' Obshchestv popochenya o narodnom obrazovanii v dorevolucionnom Rossii [The organization and activity of the Association of patronage about the national education in the prerevolutionary Russia]*, SOVRO, 1 (2013), pp. 206-214.
697. Ku Hsiao-Yuh, *Education for liberal democracy: Fred Clarke and the 1944 Education Act*, HEJ, 42 (2013), n. 5, pp. 578-597.
698. Kudryashev A.V., *Formirovanie pedagogicheskogo potenciala Moskvy v pervoj treti XIX v. [The Forming of Pedagogical Potential in Moscow during the First Third of the 19th Century]*, PSO, 2 (2013), pp. 54-64.
699. Kudryavaya N.V., *Lev Tolstoj: Pedagog ot narodnogo uchitelja k uchitelju zhizni [Lev Tolstoy, the pedagogue: from people's teacher to mentor]*, IPZ, 3 (2013), pp. 56-95.
700. Kulikova S.V., *Dukhovnost' kak bazovaya cennost' vospitanya nacional'nogo samosoznaniya v Rossii: k istorii russkoj pedagogiki XVII-*

- XIX vv.) [The spirituality as a basic value of the education of the national conscience in Russia: for the history of the russian pedagogy of the XVII-XIX century], UPRASO, 8 (2013), pp. 72-77.
701. Kümmerling-Meibauer Bettina *Introduction, Free Content Introduction: New Perspectives in Children's Film Studies*, in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 39-44.
702. Kümmerling-Meibauer Bettina, *Childhood and Modernist Art [Djetinjstvo i umjetnost modern]*, LIB, 2 (2013), n. 1, pp. 11-28.
703. Kümmerling-Meibauer Bettina, *Paratexts in Children's Films and the Concept of Meta-filmic Awareness*, in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 108-123.
704. Kurkin E.B., *Dzhon D'yui o social'nom opyte i soderzhanii obrazovanya: sovremennoe prochtenie raboty osnovatelya filosofii obrazovanya: Dzhon D'yui – osnovatel' filosofii obrazovanya, 1859-1952* [John Dewey about the social experience and the content of education: contemporary reading of the work of the founder of the philosophy of education: John Dewey – the founder of philosophy of education, 1859-1952], NAR, 2 (2013), pp. 226-233.
705. Kushaev A.N., *Vzaimosvyaz' teory iskusstva i khudozhestvennogo obrazovanya v russkoj pedagogike (XIX-XXvv.)* [Correlation between the art and the artistic education in the russian pedagogy of the XIX-XXth centuries], ISBRA, 2 (2013), pp. 111-248.
706. Kushaev A.N., *Obrazovanie i vospitanie russkikh gosudarej (Romanovykh): iz opyta obrazovanya i vospitanya Velikogo knyazya Pavla Petrovicha, budushchego imperatora Pavla I* [Education and up-bringing of the Russian monarch's (Romanovykh): from the experience of up-bringing and education of the Great Prince Pavel Petrovich, future Imperatore Pavel I], ISBRA, 2 (2012), n. 80, pp. 79-139.
707. Kushaev A.N., *Obrazovanie i vospitanie russkikh gosudarej (Romanovykh): pedagogicheskie vzglyady imperatricy Ekateriny II, osnovnye pravila fizicheskogo razvitya, sokhranenya zdorovya, vospitanja i obrazovanya ee vnukov, velikikh kn. Aleksandra i Konstantina Pavlovichej, a takzhe principy podbora ikh nastavnikov i uchitelej* [The education and the up-bringing of the russian monarchs (the Romanov): the pedagogical conceptions of the Empress Catherine II, main rules of the physical development, of the maintaining of health, education and up-bringing of her nephews, of the Great princes Alexander and Konstantin Pavlovich, and also the principle of the choise of their instructors and teachers], ISBRA, 5 (2013), n. 85, pp. 73-117.

708. Kusheva R., *Dialog v istorii cherez novoe pokolenie uchebnikov dlja srednej shkoly v Bolgarii* [Dialogue in history through new generation of textbooks for secondary school in Bulgaria], PSO, 4 (2011), pp. 67-73.
709. Kuteva-Tsvetkova Venka, *Uchiteli vazrozhdeni v Tarnogo* [Renaissance Teachers in Turnovo], PED, 85 (2013), n. 9, pp. 1357-1365.
710. Ladisch Virginie, *Children and Youth Participation in Transitional Justice Processes*, JHCY, 6 (2013), n. 3, pp. 503-513.
711. Lagutova S.V., Kazanceva T.G., *Patrioticheskoe vospitanie mladshikh shkol'nikov* [The patriotical education of young pupils], PRIS, 4 (2013), pp. 27-32.
712. Lakkala Irja-Kaisa, Määttä Kaarina, Uusiautti Satu, *Boarding schools as means to educate children from remote districts in Finland. A micro-historical study of the role of the student hall of residence in Sodankylä, 1943-1972*, HECL, 8 (2013), n. 1, pp. 597-618.
713. Landahl Joakim, *Sources and Interpretations. The eye of power(-lessness): on the emergence of the panoptical and synoptical classroom*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 803-821.
714. Landau Norma, *The Problematic Professionalization of Stipendiary Magistracy: The Case of Oliver Twist's Magistrate Fang*, HU, 27 (2013), n. 1, pp. 50-74.
715. Lange do Amaral Giana, *Os jornais estudantis Ecos Gonzagueanos e Estudante: apontamentos sobre o ensino secundário católico e laico (Pelotas/RS, 1930 a 1960)*, RHE, 17 (2013), n. 40, pp. 121-142.
716. Lankina Tomila, Getachew Lullit, *Competitive Religious Entrepreneurs: Christian Missionaries and Female Education in Colonial and Post-Colonial India*, BJPS, 43 (2013), n. 1, pp. 103-131.
717. Lannes Bernardes Elizabeth, *Infância, Jogos e brinquedos na modernidade*, CHE, 12 (2013), n. 2, pp. 503-516.
718. Larsson Anna, *Sources and interpretations. A children's place? The school playground debate in postwar Sweden*, HEJ, 42 (2013), n. 1, pp. 115-130.
719. Laspalas Javier, *Pedagogía divina i cooperación humana. La dinámica de la Paideia cristiana en los Stromata de Clemente de Alejandría*, in Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013) n. 1, pp. 23-38.
720. Lässig Simone, *Räume und Grenzen. Außenperspektiven und Innenansichten durch die Linse des Schulbuchs*, GWU, 64 (2013), nn. 1-2, pp. 6-12.

721. Laukaitis John J., *God and Man at Yale and the Modern Conservative Critique of Higher Education*, AEHJ, 40 (2013), n. 1, pp. 129-140.
722. Lavallée Josiane, *Débat sur l'enseignement de l'histoire: des nuances s'imposent*, in *Débat sur l'enseignement de l'histoire au Québec/Debate on the Teaching of History in Quebec*, HSE, 25 (2013), n. 2, pp. 129-135.
723. Lawn Martin, *Communications within a Normalized, Fragmented Discipline of Education*, IJHE, 3 (2013), n. 2, pp. 245-247.
724. Lázaro Luis Miguel, *L'Edició popular a Espanya. El cas de l'Editorial Cervantes*, EH, 22 (2013), pp. 33-63.
725. Le Cam Jean-Luc, *L'histoire de l'éducation: discipline de recherche historique ou science auxiliaire de l'action pédagogique? Les leçons d'une comparaison franco-allemande*, HE, 37 (2013), n. 137, pp. 93-123.
726. Le Marec Yannick, *Les inspecteurs primaires et les pratiques d'enseignement du français aux monolingues bretons sous la III^e République*, HE, 37 (2013), n. 137, pp. 5-32.
727. Lebedeva O.V., *Vzaimosvjaž' nacional'nogo i grazhdanskogo vospitanya uchashikhsja v pedagogicheskoy zhurnalistike konca XIX – nachala XX vekov* [Correlation between the national and civic education of the pupils in the pedagogical periodical of the end of the XIXth century until the beginning of the XXth], PRO, 4 (2013), pp. 143-152.
728. Lefterova Berdzhuchi, *Chumanizam i altruizam v pedagogikata na Marya Montessori* [Humanism and altruism in Maria Montessori's pedagogy], OBRA, 12 (2013) n. 4, pp. 51-57.
729. Lei Yongmei, 儿童文学在小学语文教育中的地位 [Role of children's literature in elementary school Chinese course], MOR, 3 (2013), pp. 229.
730. Leingang Oxane, *Fiktionalisierung der eigenen Kriegskindheit in den Jugendromanen von Anatolij Pristavkin* [Fikcionalizacya vlastitoga ratnoga djetinjstva u romanima za mladež Anatolya Pristavkina], LIB, 2 (2013), n. 1, pp. 65-82.
731. Leite Ivonaldo, *A expansão da educação a distância e o ensino superior no Brasil: caminhos tortuosos*, RH, 13 (2013), n. 49, pp. 164-176.
732. Lentini Stefano, *La politica pedagogica inclusiva nella nuova scuola media unica: Telescuola e Telemedia*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 61-68.
733. Leonardi Paula, *Construção da memória em congregações católicas: práticas e imagens agentes*, CHE, 12 (2013), n. 1, pp. 295-312.
734. Leontovich A.V., *Razvitie sistemy nauchno-prakticheskogo obrazovaniya v Rossii: CVIII-XX vv.* [The development of the system of the scientific-practical education in Russia], DOSBRAV, 11 (2013), n. 169, pp. 34-40.

735. Lepri Chiara, *Rubriche d'autore. Buzzati e Rodari: la posta dei lettori nel «Corriere dei Piccoli»*, NBC, 8 (2013), n. 2, pp. 85-93.
736. Lewin Marilyn A., *Educational Influence's: a new model for understanding tutorial relationships in seventeenth century Oxbridge*, HU, 27 (2013), n. 2, pp. 70-115.
737. Li Fang, 构建高师小学教育专业儿童文学课程体系的思考 [*Thoughts on constructing children's literature course systems for teachers in normal universities*], JOKUC, 1 (2011), pp. 13-15.
738. Li Hongzuo, 新课程理念下儿童文学阅读活动的开展 [*Implementation of children's literature reading activities under the concept of new curriculum*], FORER, 12 (2010), pp. 72-73.
739. Li Juanjuan, 打开游戏之门——西方儿童文学意义的转变对童书出版的启示 [*Opening the door of games: lesson of the transformation of western children's literature on the publication of children's books*], CHIPRE, 15 (2011), pp. 33-36.
740. Li Lihua, 儿童文学的言说方式及对儿童教育的启示 [*Narrative modes of children's literature and its inspirations for education of children*], NINSS, 4 (2011), pp. 166-169.
741. Li Shanlin, Zhu Shaoxian, 语文教材中儿童文学选材浅议—以人教版低年级语文教材为例 [*On the selection of children's literature in Chinese textbooks: a case study of low grades People's Education Press edition of Chinese textbook*], REED, 16 (2010), pp. 16-18.
742. Li Xiuli, 丰富的童真世界, 永远的精神家园—从儿童文学视角探究唐代牧童诗 [*Rich childish world, spiritual homeland for ever: shepherd poetry in Tang dynasty from the perspective of children's literature*], JOKUC, 2 (2011), pp. 27-29.
743. Li Xuanping, 小学语文童话教学的反思 [*Reflections on the teaching of fairy tales in elementary schools*], METEP, 2 (2010), pp. 50-51.
744. Li Xuebin, 一场游戏, 一场梦—试论幼儿文学的游戏精神 [*A game and a dream: on the game spirit in infant's literature*], JOKUC, 5 (2010), pp. 13-17.
745. Li Ying, 《猫头鹰恩仇录》叙事的拓扑结构及心理空间构建 [*Topological narrative structure of «The Owl Service» and its construction of psychological space*], CONFOLI, (2) 2010, pp. 100-106.
746. Liam Kane, *The influence of teachers on the development of political radicals: a case study of members of the Scottish Socialist Party*, BERJ, 39 (2013), n. 5, pp. 872-891.

747. Liang Qinghuang Xuan Minghuang, Zuo Ming, 新加坡儿童文学教育元素与人才培养 [Educational factors in Singaporean children's literature and its talent training], ASESOA, 6 (2011), pp. 61-65.
748. Liao Bingling, 合法外衣下的困窘——谈马华儿童文学作为教材的发展现况 [Embarrassed though permitted: the present situation of Ma Hua's children's literature in textbooks], FORWOK, 3 (2011), pp. 16-21.
749. Liao Bingling, 政治与文化禁忌:马来西亚华文儿童读物的翻译与出版 [Politics and cultural taboos: translation and publication of Chinese children's literature in Malaysia], FORWOK, 4 (2013), pp. 41-46.
750. Liao Xiuyun, 论婴幼儿画报与儿童文学的启蒙 [Illustrated magazines for babies and enlightenment of children's literature], CHINPI, 24 (2011), pp. 9-10.
751. Lima Sandra Cristina Fagundes de, Magalhães Justino (edd.), *Apresentação do Dossier temático: A história do ensino primário em Portugal: variações temático-curriculares ou convergência do olhar?*, EFIL, 27 (2013), pp. 15-20.
752. Lingard Bob, Sellar Sam, Globalization, edu-business and network governance: the policy sociology of Stephen J. Ball and rethinking education policy analysis, LRE, 11 (2013), n. 3, pp. 265-280.
753. Liu Xuyuan, 药、可乐还是水果——关于儿童文学出版布局的一点意见 [Medicine, Cola or fruit: opinions about the structure of children's literature publishing], JOET, 2 (2010), pp. 34-35.
754. Liu Zuojuan, 解读英国儿童文学文化品格与贡献 [Interpreting the style of British children's literature and its contribution], SCI-TE, 1 (2012), pp. 4-7.
755. Lobanova O.B., Principle obucheniya: ispol'zovanie i razrabotka v praktike russkoj shkoly v konce XIX – nachale XX veka [Principle of learning: use and elaboration in the russian school of the end of the XIX – beginning of the XX century], PROBRA, 2011, pp. 89-96.
756. Lobzarov V.M., Zhuravlev T.A., Narodnaya shkola S.A. Rachinskogo: vzglyad s pozicyi sovremennosti [S.A. Rachinskiy national school: modern positions view], PSO, 1 (2012), pp. 44-48.
757. Locatelli Fabio Giovanni, De la Peña e i parrocos de indios: educazione e conversione nel Nuovo Mondo (XVII secolo), HECL, 8 (2013), n. 2, pp. 75-93.
758. Lofstrom Jan, Marko van den Berg, Making Sense of the Financial Crisis in Economic Education: An Analysis of the Upper Secondary School Social Studies Teaching in Finland in the 2010's, JSSE 2 (2013),

- in Schlosser Hans Jürgen, Weber Birgit (edd.), *Crisis and Economic Education in Europe*, JSSE 2 (2013), pp. 53-68.
759. Loparco Fabiana, *La Sezione Maestre e Maestri della Camera del Lavoro di Milano (1893-1898). Parte prima*, HECL, 8 (2013), n. 1, pp. 675-712.
760. Loparco Fabiana, *La Sezione Maestre e Maestri della Camera del Lavoro di Milano (1893-1898). Parte seconda*, HECL, 8 (2013), n. 2, pp. 497-545.
761. Loparco Fabiana, *The MUSLI «Museo della Scuola e del Libro per l'Infanzia» ('The School and the Children's Book Museum') of the Foundation Tancredi di Barolo in Turin. An institution at the forefront of the preservation and enhancement of educational and scholastic heritage*, HECL, 8 (2013), n. 1, pp. 795-818.
762. López Martín Esther, Expósito Casas Eva, *La financiación de la educación en Estados Unidos: análisis de la inversión en educación y su relación con el rendimiento académico*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 149-165.
763. López Martín Ramón, *Historia de la escuela y cultura escolar: dos épocas de fructíferas relaciones. Un balance a propósito de la emergente importancia del patrimonio escolar*, CP, 22 (2012-2013), pp. 17-42.
764. López Oresta, *Women teachers of post-revolutionary Mexico: feminisation and everyday resistance*, PH, 49 (2013), n. 1, pp. 56-69.
765. Lovett Laura L., *Introduction*, JHCY, 6 (2013), n. 1, pp. 1-2.
766. Lovett Laura L., Sánchez-Eppler Karen, *Introduction*, JHCY, 6 (2013), n. 3, pp. 407-409.
767. Lowe Roy, Yasuhara Yoshihito, *The origins of higher learning: time for a new historiography?*, HU, 27 (2013), n. 1, pp. 1-19.
768. Ludlow Helen, *The government teacher who resolved to do what he could himself. Wynberg, Cape Colony, 1841-1863*, SARE, 19 (2013), n. 2, pp. 25-47.
769. Ludvigsen K., Lundahl C., Ydesen Christian, *Creating an educational testing profession – the emergence and impact of the Scandinavian testing community, 1920-1960*, EERJ, 12 (2013), n. 11, pp. 120-138.
770. Lukacky M.A., *Istoriko-pedagogicheskoe issledovanie kak odno iz napravleniy istoricheskogo poiska [Historiko-pedagogical research as one of the field of the historical investigation]*, ISTPE, 2013, pp. 55-70.
771. Lukacky M.A., *L.N. Tolstoj o nastoyaschem i budushchem kul'tury i obrazovanya [L.N. Tolstoy about the present-day and future state of the culture and of education]*, IPZ, 3 (2013), pp. 147-170.

772. Lukacky M.A., *Pedagogicheskie vozzrenya L.N. Tolstogo i tendencya razvitya sovremennoego obrazovanya* [L.N. Tolstoy's pedagogical conception and the tendency of development of the contemporary education], IPZ, 3 (2013), pp. 8-14.
773. Luo Lei, Tanbin, “彼得·潘写作”视野下儿童的生活与教育——我们如何创作儿童文学, 儿童文学如何塑造我们的儿童 [*Children's lives and education in «Peter Pan Writing»: how we create children's literature and how it shapes our children*], JOEDU, 1 (2010), pp. 48-56.
774. Luo Qingyun, Dai Hongxian, 周作人与民国早期小学语文教育的“儿童文学化” [*Zhou Zuoren and the trend of children's literature in early Republic of China's elementary school Chinese textbooks*], JOWU, 1 (2012), pp. 100-105.
775. Luz Itacir Marques, *Alfabetização e escolarização de trabalhadores negros no recife oitocentista: perfis e possibilidades*, RBHE, 13 (2013), n. 1, pp. 69-94.
776. Lv Jingwen, 寓教于乐——郑渊洁童话的教育功能 [*Combining teaching with pleasure: educational functions of Zheng Yuanjie's fairy tales*], NOLIT, 4 (2012), p. 168.
777. Lyakhov A.V., *Antropologicheskypodkhod G.V. Plekhanovak trudovomu vospitaniyu: 1856-1918 gg.* [G. V. Plechavov's anthropological approach for the labour education: 1856-1918], UNICH, 2013, n. 10, pp. 104-110.
778. Lyakhov A.V., G.V. Plekhanov o pedagogicheskikh idealakh XVIII-XIX vv. (*Sh. Fur'e i Zh.Zh. Russo*) [G. V. Plechanov about the pedagogical ideals of the XVIII-XIX century: Charles Fourier and Jean-Jacques Rousseau], UNICH, 2011, n. 11, pp. 161-167.
779. Lyakhov A.V., Suprunova L.L., *Pedagogicheskie idei V.V. Makaeva* [V.V. Makaev's teaching ideas], PSO, 6 (2013), pp. 64-69.
780. Lyapina M.Yu., *Zhenskoe kadetskoe obrazovanie v Rossii: istorya i sovremennost' (XVIII-XX vv.)* [Female cadet education in Russia: history and present-day (XVIII-XXth centuries)], CHEBRO, 1 (2013), n. 34, pp. 148-151.
781. Lykiardopoulou S., *H εκπαίδευση στη Σάμο κατά την περίοδο της Τουρκοκρατίας* [Education in Samos during the Ottoman period], HISTI, 10 (2012), pp. 94-111.
782. Ma Ling, 儿童文学实践教学体系构建研究 [*Research on the construction of the teaching system of children's literature*], INT, 10 (2013), pp. 14-15.
783. Ma Yao, 论周作人的儿童文学观 [*On Zhou Zuoren's view of children's literature*], JOSHANU, 3 (2010), pp. 37-39.

784. Machado Marcelo Oliano, Rossi Ednéia Regina, Rodrigues Elaine, *Práticas de leituras escolares nos anos 20: Os usos do Almanaque Biotônico Fontoura*, HS, 13 (2013), n. 52, pp. 155-164.
785. Machen Emily, *The Modern Protestant Girl: Education, Social Engagement, and Sexuality in Turn-of-the-Century France*, JHCY, 6 (2013), n. 1, pp. 81-104.
786. Mackevic A.Yu., *O nekotorykh metodologicheskikh problemakh prepodavaniya istorii i obshchestvoznanya v shkole: Vzglyad sociologa [About some methodological aspects of the problems of teaching history and sociae sciences at school: The sociology's view]*, PRIS, 5 (2013), pp. 63-68.
787. Macnab Natasha, Grosvenor Ian, Myers Kevin, *Moving frontiers of empire: production, travel and transformation through technologies of display*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 769-795.
788. Magalhães Justino, *Comparing and Deciding: a historical note on education policy*, NAER, 2 (2013), n. 2, pp. 88-94.
789. Magalhães Justino, *História dos Municípios portugueses na educação e na cultura*, RALO 254, (2013), pp. 163-174.
790. Magalhães Justino, *La Méthode maternelle ou Art de lire de João de Deus (1876): inventions typographiques et alphabétisation populaire au Portugal*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE (2013), n. 138, pp. 115-130.
791. Magalhães Justino, *O município liberal e a decisão política*, HS, 13 (2013), n. 54, pp. 5-14.
792. Magalhães Justino, *O Rural e a Escolarização em Portugal*, EFIL, 27 (2013), pp. 63-73.
793. Magsumov T.A., *Sovremennoe sostoyanie istoriko-pedagogicheskikh issledovaniy [Contemporary situation of the historico-pedagogical researches]*, SISP, 5 (2013), pp. 1-21.
794. Mahamud Angulo Kira, *Emotion and sentiment in the pedagogical discourse on primary education during the Franco regime: a strategic counterattack to the legacy of the past*, HECL, 8 (2013), n. 2, pp. 333-355.
795. Mainardes Jefferson, Gandin Luis Armando, *Contributions of Stephen J. Ball to the research on educational and curriculum policies in Brazil*, LRE, 11 (2013), n. 3, pp. 256-264.

796. Mainka Peter Johann, *O conceito científico de progresso e objectividade e a sua crítica por Nietzsche*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 4-15.
797. Majhut Berislav, *50 godina u studentskim indeksima: prvi hrvatski kolegij o dječjoj književnosti* [Fifty Years in Curricula: The First Croatian Course in Children's Literature], LIB, 1 (2012), n. 1, pp. 11-28.
798. Makarevich G.V., *Deti i Rodina na forzacakh uchebnikov po chteniyu 1980-kh – 2000-kh gg. [The Children and the Motherland on Reading Textbook Endpapers in the 1980s – 2000s.]*, PSO, 5 (2012), pp. 57-75.
799. Makarova L.E., Nikolaj Fedorovich Koshansky: Nauchnaya-pedagogicheskaya dejatel'nost' N.F. Koshanskogo, prepodavatelya Carskoselskogo Imperatorskogo liceya, professora, yazykoveda, sozdatelya teorii slovesnosti, avtor ryada uchebnikov (1875?-1831) [Nikolaj Fedorovich Koshansky: Nikolaj Fedorovich Koshansky's Scientific and pedagogical activity, teacher of the Lycée in Carskoe Selo, professor, linguist and founder of the theory of letters and author of several textbooks (1875?-1831)], RUSRE, 1 (2013), pp. 82-87.
800. Maksimova G.Yu., *Problema preemstvennosti doshkol'nogo i nachal'nogo obrazovanya v trudakh otechestvennykh uchenykh pervoj treti XX veka* [The problem of the continuity of the preschool and elementary education in the works of the national scholars of the first third of the XX century], VOSPIMLA, 2012, pp. 333-340.
801. Maksudyan Nazan, *Des convois de gamins*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 111-141.
802. Malczewski Joan, *Philanthropy and Progressive Era State Building through Agricultural Extension Work in the Jim Crow South*, HEQ, 53 (2013), n. 4, pp. 369-400.
803. Manclús Cuñat Maria Irene, *L'Arxiu de la Universitat de València, un instrumento para la investigación*, CIAN, 16 (2013), n. 2, pp. 141-161.
804. Mangan J.A., *The Loom of Youth: Prospero's Broken Wand? Revisionist Reflections*, HU, 27 (2013), n. 1, pp. 147-169.
805. Mannocchi Cintia, *Huelga de maestros en 1912. En contra del Estado educador y del docente servil*, AHEA, 14 (2013), n. 1, pp. 1-22.
806. Manrique Alfonso Heredia, *Las escuelas laicas de Zaragoza (1885-1917)*, AURP, 2013, n. 19, pp. 167-179.
807. Mansan Jaime Valim, *A educação superior sob vigilância: o caso do Dops/Pr (1964-1988)*, HS, 13 (2013), n. 51, pp. 3-13.

808. Mantovani Bertoletti Estela Natalina, *História da disciplina língua portuguensa em mato Grosso do Sul (1977-2008): questões conceptuais*, CHE, 12 (2013), n. 1, pp. 171-185.
809. Manujlova E.A., *Poslushanie detej kak istoriko-pedagogicheskaya problema [Children's obedience as historico-pedagogical problem]*, IPZ, 2 (2013), pp. 169-175.
810. Marafioti Garnica Antonio Vicente, Magalhaes Gomes Maria Laura, Andrade Mirian Maria, *A instrução pública na frança revolucionária: considerações a partir do Essais sur l'enseignement en general et sur cerlui des mathématiques en particulier*, de Sylvestre-François Lacroix, RHE, 17 (2013), n. 39, pp. 129-151.
811. Marc Antoni Adell i Cueva, *La «Gramàtica» de Salvador Puig (1770), llibre de text del Col·legi Episcopal de Barcelona*, EH, 22 (2013), pp. 11-31.
812. Marcelli Nicoletta, *Gentile Becchi (1430-1497) precettore di casa Medici. Un caso atipico del secondo Quattrocento?*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 27-40.
813. Marchi Maria Vittoria, Menghini Marta, *Italian Debates About a Modern Curriculum in the First Half of the 20th Century*, IJHME, 8 (2013), n. 2, pp. 22-48.
814. Marchukova S.M., *Ob evristicheskikh metodakh raboty s istoriko-pedagogicheskimi istochnikami [Heuristic Methods of Work with Historic-Pedagogical Sources]*, PSO, 2 (2013), pp. 39-53.
815. Marcus Otto, *School History Textbooks as Media and Objects of the Postcolonial Politics of Memory in France since the 1960s*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 14-32.
816. Mardakhaev L.V., *Kogda vospitanie cheloveka – delo schastlivoe i posil'noe: k 125-letiyu so dnya rozhdeniya A.S. Makarenko, 1888-1939 [When the education of the person – is a happy and possible matter: for the 125 years from A.S. Makarenko birth, 1888-1939]*, SPR, 4 (2013), pp. 5-13.
817. Mariani Andrea, *Le strategie educative dell'aristocrazia polacco-lituana (1720-1773). Il ruolo dei gesuiti fra ideale retorico-umanistico e pratica pedagogica*, HECL, 8 (2013), n. 1, pp. 295-318.
818. Marinosyan T.E., *Rol' pedagogicheskogo nasledya otechestvennykh pedagogov v razvitiu obrazovanya v stranakh SNG [Role of National teachers' pedagogical heritage in the development of education in CIS countries]*, PSO, 2 (2012), pp. 78-87.

819. Marinosyan T.E., *Rol' pedagogicheskogo nasledya otechestvennykh pedagogov v razvitiu obrazovanya v stranakh SNG: o vlyaniii russkikh pedagogicheskikh idej na razvitiie pedagogicheskikh vzglyadov armyanskikh prosvetitelej XIX- nachala XX vv.* [The role of the pedagogical heritage of the national pedagogues in the development of the pedagogical conception in the Union of the Indipendent State: about the influnce of the russian pedagogical ideas of the Armenian Enlighteners of the end of the XIX – beginning of the XX century], PEDG, 3 (2013), n. 1, pp. 110-114.
820. Markarova T.S., Bezrogov Vitaly G., *Istorya uchebnika dlya nachal'noj shkoly kak nauchnaya tema* [History of the Elementary School Textbook as a Subject of Research], PSO, 5 (2012), pp. 5-8.
821. Marrone Andrea, *Pedagogia e scuola nella «Rassegna Nazionale» (1879-1915)*, HECL, 8 (2013), n. 2, pp. 221-238.
822. Marthers Paul P., *Did the Women's Colleges Founded in the Progressive Era Represent a New Model?: Connecticut College for Women as a Case Study*, AEHJ, 40 (2013), n. 2, pp. 221-240.
823. Martin Lawn, *A Systemless System: designing the disarticulation of English state education*, in Hofstetter Rita, Schneuwley Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 231-241.
824. Martinez Moctezuma Lucia, *Politiques d'alphabétisation en contexte multilingue: querelles de méthodes et prescriptions au Mexique (1889-1940)*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 131-152.
825. Martínez Valle Carlos, *Jesuit psychagogies: an approach to the relations of schooling and casuistry*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 577-591.
826. Martiniak Vera Lucia, *Educação e imigração na Província do Paraná: análise da constituição das escolas étnicas para os filhos de imigrantes*, HS, 13 (2013), n. 52, pp. 119-137.
827. Martin Mary Clare, *Church, school and locality: Revisiting the historiography of 'state' and 'religious' educational infrastructures in England and Wales, 1780-1870*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 70-81.

828. Martins Iane Campos, Nogueira Diógenes Elione Maria, *A Renovação escolar: ditos e significados em João Craveiro Costa*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 414-425.
829. Martins Lígia Márcia, *Contribuições da psicologia histórico-cultural para a pedagogia histórico-crítica*, HS, 13 (2013), n. 52, pp. 286-300.
830. Martins Marcos Francisco, Varani Adriana, dos Santos Ademir Barros, Feliciano da Rocha Lucimara Aparecida, Corrêa Marilda Aparecida, *Educação das relações étnico-raciais negras: atuação de professores da rede pública de ensino da região de Sorocaba-SP*, HS, 13 (2013), n. 52, pp. 340-356.
831. Martusewicz Rebecca, *Eros, Education, and Eco-Ethical Consciousness: Re-Membering the «Room of Love» in Wendell Berry's Hannah Coulter*, in *Eco-Democratic Reforms in Education*, ES, 49 (2013), n. 5, pp. 443-450.
832. Masella Luigi, *L'Università, Bari e la Puglia: cultura, società e politica nel Novecento*, ASUI, 17 (2013), pp. 69-79.
833. Masiello Vitilio, Ruggero Raffaele, *Mario Sansone e gli studi di Italianistica*, ASUI, 17 (2013), pp. 297-304.
834. Massafra Angelo, *Mezzo secolo di storia dell'Università di Bari: note introduttive*, ASUI, 17, (2013), pp. 9-27.
835. Massao Hayashi Carlos Roberto, *Reflexões em torno da pesquisa e da produção do conhecimento em educação no Brasil*, RH, 13 (2013), n. 49, pp. 45-70.
836. Masson Gisele, *Neopragmatismo Rortyano e Educação*, PER, 31 (2013), n. 1, pp. 235-260.
837. Mavrokoufis Dimitrios, «*Memory, forgetting and history education in Greece: The case of Greek Jews as an example of catastrophe didactics*», JOUCS (2010), pp. 55-64.
838. Mavrokoufis Dimitrios, *History content and history teaching in Greek secondary schools: the fall of the Soviet Union and the European unification*, EUROBUL, 29 (2010), pp. 23-32.
839. Mavrokoufis Dimitrios, *Εκπαιδευτικός συνδικαλισμός και αλλαγές στον ρόλον των εκπαιδευτικών* [Teacher unionism and changes in the roles of teachers], NEWPA, 148 (2013).
840. Mavrokoufis Dimitrios, *Ο εκπαιδευτικός δημοτικισμός πριν και μετά την ενσωμάτωση της Μακεδονίας στο ελληνικό κράτος* [The educational demoticism before and after incorporation of Macedonia in Greek State], FIOL, 153 (2013).

841. May Josephine, *Helen Proctor Being special: memories of the Australian public high school, 1920s-1950s*, HER, 42 (2013), n. 1, pp. 55-68.
842. Mayer Christine, *Anmerkungen zum Verhältnis von „Short Timelines of History of Education“ und Disziplinentwicklung*, IJHE, 3 (2013), n. 2, pp. 255-256.
843. Mayo Cris, *Sexing School Bullying and Queering Gays and Lesbians*, IJHE, 3 (2013), n. 1, pp. 108-109.
844. Mayorga Rodrigo, *La lecture dans l'école publique chilienne et la construction de l'État-nation (1842-1920): les «manuels officiels» de Sarmiento et Matte*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 95-114.
845. Mazevskaia E.A., *Osnovnye razlichya kul'turnykh tradiciy nравственного воспитания в странах Запада и Востока* [Main difference of the cultural traditions of the moral education in the countries of the Western and of the East], UNICH, 2011, n. 6, pp. 39-43.
846. Mazinini Rosa Júlia, dos Santos Bezerra Maria Cristina, *A busca pelo consenso neoliberal no campo: aspectos históricos do programa escola ativa*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 31-47.
847. McLeod Julie, «*Touching histories* – discipline, gender and (unwanted) desire», IJHE, 3 (2013), n. 1, pp. 109-115.
848. McQueen Kelvin, *Beyond bounds? The terrorist teachers of Lev Vygotsky*, HER, 42 (2013), n. 2, pp. 185-198.
849. Medeiros Gasparello Arlette, *A produção de uma disciplina escolar: os professores/autores e seus livros didáticos*, RBHE, 13 (2013), n. 3, pp. 147-177.
850. Mei Zhenlan, 童年的主要特质及其教育意蕴 [Main traits of childhood and their educational implications], FEMSE, 9 (2012), pp. 8-15.
851. Mejder V.A., «*Rabotat' dlya nauki i pisat' dlya naroda*: k 170-letiyu so dnya rozhdeniya K.A. Timiryazeva (1843-1920) [Working for the Science and writing for the people], ALMAM, 9 (2013), pp. 96-102.
852. Mel'nik V.I., O prepodavatel'skoj deyatel'nosti I.A. Goncharova pri imperatorskom dvore: o lekcyakh po russkomu yazyku i literature (nasledniku-carevichu Nikolayu) v 1857-1858 gg. [About I.A. Goncharov's teaching activity in the Imperator Palace: abouth the lessons about the russian language and literature (to the heir carevich Nikolaj) in 1857-1858], VOSSHKO, 9 (2013), pp. 65-69.
853. Melachrinoudis M., «Στα όρια μιας Διακομματικής Εκπαιδευτικής Πολιτικής: Από τις συζητήσεις το καλοκαίρι του 1959 των νομοσχεδίων 'Περί Τεχνικής

και Επαγγελματικής Εκπαίδευσεως, οργανώσεως της Μέσης Εκπαίδευσεως και Διοικήσεως της Παιδείας & περί ενοποίησεως και συντονισμού της Διοικήσεως της Επαγγελματικής Εκπαίδευσεως»] [«*Within the limits of an Intergroup Education Policy: From the discussions in the summer of 1959 Bills 'on Technical and Vocational Education, organization of Middle Education and Administration of Education and on the unification and coordination of the Administration of Vocational Education'*»], HISTI, 10 (2012), pp. 76-93.

854. Mellink Bram, *Having faith: Religious optimism in Dutch parochial schools during the 1960s as a case for secularisation*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 139-148.
855. Mendes de Faria Filho Luciano, Soares Inácio Marcilaine, *Civilise the people, build the nation: scientific and literary association and education in Minas Gerais (Brazil) at the beginning of the Brazilian empire*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 82-89.
856. Mercialis Maria Teresa, *La 'restituita' Facoltà di Lettere e Filosofia. La filosofia a Cagliari dal 1924 al secondo dopoguerra e oltre*, ASUI, 17 (2013), pp. 377-397.
857. Miceli Valeria, *L'Inchiesta Scialoja e le scuole normali*, HECL, 8 (2013), n. 2, pp. 293-332.
858. Michael Christou Theodore, *The complexity of intellectual currents: Duncan McArthur and Ontario's progressivist curriculum reforms*, PH, 49 (2013), n. 5, pp. 677-697.
859. Middleton Sue, *Clare Soper's hat: New Education Fellowship correspondence between Bloomsbury and New Zealand, 1938-1946*, HEJ, 42 (2013), n. 1, pp. 92-114.
860. Mietzner Ulrike, *Einleitung in den Schwerpunkt*, JHB, 19 (2013), pp. 9-12.
861. Mihelakaki Th., *O θεσμός των «Περιφερειακού Διευθυντή Εκπαίδευσης»: Προσπάθεια μετάβασης σε ένα αποκεντρωμένο σύστημα διοίκησης [The institution of the «Regional Training Manager»: Transition attempt to a decentralized administration system?]*, EDSCI (2011), pp. 49-60.
862. Mikhajlov V.T., *Maryaskaya nacional'naya uchebnaya kniga: istoriya evoljucii [National Mari Textbook: History of Evolution]*, PSO, 5 (2013), pp. 117-132.

863. Mimesse Prado Eliane, Falcade Maschio Elaine Catia, *The education of Venetian girls in Brazil: a study of colonial centers in São Caetano and Alfredo Chaves between 1883 and 1912*, HECL, 8 (2013), n. 1, pp. 429-444.
864. Mimesse Prado Eliane, *O infiusto cotidiano dos pequenos ítalo-brasileiros en um antigo núcleo colonial no princípio do século XX*, CHE, 12 (2013), n. 2, pp. 483-502.
865. Minina A.V., *Iz istorii vzaimodejstvya semejnogo i obshchestvennogo vospitaniya [From the history of the correlation of the family and social education]*, UDOU, 6 (2013), pp. 104-107.
866. Minto Lalo Watanabe, *Educação E lutas sociais no Brasil pós-ditadura: da democratização à ausnica de alternativas*, HS, 13 (2013), n. 54, pp. 242-262.
867. Miovská-Spaseva Suzana, *Development of primary teacher schooling in Macedonia (1869-1963). Roots and fruits of a century-long tradition*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 129-146.
868. Misenko O.E., *Osobennosti deyatel'nosti kommercheskikh uchilishch v Kievskoj uchebnom okrufe v konce XIX – nachale XX v. [Main features of the commercial schools in Kiev educational district from the end of the 19th century to the beginning of the 20th century]*, IPZ, 2 (2013), pp. 130-141.
869. Mo Chongfen, Yang Yili, *读写有机结合:彰显小学童话教育教学价值的有效策略 [Organic combination of reading and writing: effective strategies of the educational value of fairy tales in elementary schools]*, JOUHUFINS, 3 (2012), pp. 13-17.
870. Mogarro Maria João, *Património educativo e modelos de cultura escolar na Historia da Educação em Portugal / Patrimonio de la escuela y modelos de cultura escolar en la Historia de la Educación portuguesa*, CP, 22 (2012/2013), pp. 67-102.
871. Moignard Benjamin, Rubi Stéphanie, *Des dispositifs pour les élèves perturbateurs: les collèges à l'heure de la sous-traitance ?, in Barrère Anne (ed.), Les établissements scolaire à l'heure des 'dispositifs'*, CAE, 35 (2013), n. 2, pp. 47-61.
872. Mól Ribeiro de Melo Marilândes, Dores Daros Maria das, *Educação, desenvolvimento e planejamento no ideário do intelectual catarinense*

- Sílvio Coelho dos Santos, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 357-379.
873. Montanha Soares Manoel, *Las transformaciones en la educación formal de los jóvenes estudiantes frente al mundo del trabajo: un estudio comparativo de la política de educación en Brasil y en Venezuela*, HS, 13 (2013), n. 52, pp. 4-16.
874. Mora García José Pascual, *Historia del currículum en Venezuela: fuentes y comunidades académicas (1936-1998)*, RHEC, 16 (2013), n. 16, pp. 213-243.
875. Moraes José Damiro, «*Leitura que recomendamos – O que todos devem ler*»: *impressos didáticos e ensino de história nas escolas anarquistas*, in *Instrumentos do trabalho didático*, CHE, 12 (2013), n. 1, pp. 45-58.
876. Morandini Maria Cristina, *Torino benefica: l'Istituto per l'educazione dei ciechi*, HECL, 8 (2013), n. 1, pp. 657-671.
877. Moreira Cabral Talitha Estevam, de Azevedo Denilson Santos, Germano Hollerbach Joana D'Arc, Tavares Gomides Wagner Luiz, *A criação do grupo escolar Silveira Brum e as relações entre matrícula, frequência e fluxo de promoção no ensino primário do educandário (1912-1930)*, HS, 13 (2013), n. 52, pp. 138-154.
878. Moreira Cabral Talitha Estevam, Santos de Azevedo Denilson, *O grupo escolar Silveira Brum e o processo de organização do ensino público primário em Muriaé (1912-1930)*, CHE, 12 (2013), n. 2, pp. 659-676.
879. Morel Thomas, *An Institutional History of Classical Mathematical Teaching in Saxony (1773-1848)*, IJHME, 8 (2013), n. 1, pp. 41-72.
880. Morice Linda C., *Confronting the Unexpected in the Friendship of Flora White (1860-1948) and Robert Strong Woodward (1885-1957)*, JPHE, 63 (2013), n. 1, pp. 155-168.
881. Mormul Najla Mehanna, Gomes Machado Maria Cristina, *Rui Barbosa e a educação brasileira: os pareceres de 1882*, CHE, 12 (2013), n. 1, pp. 277-294.
882. Morowski Deborah L., *Public Perceptions, Private Agendas: Washington, Moton, and the Secondary Curriculum of Tuskegee Institute 1910-1926*, AEHJ, 40 (2013), n. 1, pp. 1-20.
883. Morozov V.V., *Smyslozhiznennye ustanovki pedagoga A.S. Makarenko v vospitanii «nevospituemymkh»: k 125-letiyu so dnya rozhdeniya A.S. Makarenko, 1888-1939 gg. [A.S. Makarenko's ideas on the meaning of life in the education of the 'uneducated': for the 125 years from A.S. Makarenko's birth]*, SPR, 4 (2013), pp. 21-30.

884. Morozov Vladimir, *The Pedagogical Museum «A.S. Makarenko» (Moscow): a look at the history, trying to understand the present and prognosticating the future*, HECL, 8 (2013), n. 1, pp. 819-827.
885. Morrison Hugh, 'Impressions which will never be lost': *missionary magazines for Protestant children in late-nineteenth-century Canada and New Zealand*, CHSCC, 82 (2013), n. 2, pp. 88-93.
886. Morrison Hugh, *Theorising missionary education: the Bolivian Indian Mission 1908-1920*, HER, 42 (2013), n. 1, pp. 4-23.
887. Morrissey John, *Governing the academic subject: Foucault, governmentality and the performing university*, ORE, 39 (2013), n. 6, pp. 797-810.
888. Motawy Yasmine, *Crumbling Dots and Flying Boats without Borders: Empowerment in Quentin Blake's A Sailing Boat in the Sky and Walid Taher's Al-noqta Al-sawdaa*, IRCL, 6 (2013), n. 1, pp. 15-27.
889. Moura Nascimento Maria Isabel, Matheus Nascimento Manoel Nelito, *Os congressos agrícolas do Rio de Janeiro e de Pernambuco e a educação (1878)*, HS, 13 (2013), n. 52, pp. 54-74.
890. Moya Plaza Melania, Ramos Pando Ana, *Pedagogía del silencio a 40 años del Golpe de Estado*, DO, 50 (2013), pp. 103-105.
891. Mu Yang, *当代童话改写与后现代女性主义 [Modern rewriting of fairy tales and post-modern feminism]*, FOLFOLT, 2 (2010), pp. 93-96.
892. Mu Yang, *解构与焦虑:评«蓝胡子的蛋»之双重叙事策略[Deconstruction and anxiety: comments on the double narrative strategy of «Bluebeard's Egg»]*, FOLFOLT, 6 (2013), pp. 93-96.
893. Müller Lars, «We Need to Get Away from a Culture of Denial»? *The German-Herero War in Politics and Textbooks*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 50-71.
894. Murphy Joseph, *Riding History: The Organizational Development of Homeschooling in the U.S.*, AEHJ, 40 (2013), n. 2, pp. 335-354.
895. Murray Kevin, *Microaggression as Foucaultian Subjectivism: A Critical Race Analysis of the Classroom Dynamic*, JPHE, 63 (2013), n. 1, pp. 59-68.
896. Murray Philomena, Polesel John, *A Comparative Exploration of Learning Pathways and Transition Systems in Denmark and Australia*, in *Adult Learning Systems in a Comparative Perspective*, EJE, 48 (2013), n. 2, pp. 233-246.
897. Müürsepp Mare, *The primer in Estonia – persistent and variable*, RPI, 10 (2013), pp. 9-12.

898. Myasnikov V.A., *Michajl Alekseevich Prokof'ev – chelovek, uchitel', uchenyj* [Mikhajl Alekseevich Prokof'ev – the person, the teacher and the scholar], PSO, 6 (2010), pp. 40-47.
899. Nagy Péter Tibor, *Az iskolázottság és az iskolázás: bevezetés a két megközelítés különbözőségéhez* [Level of education and level of schooling. An introduction to the differences involved in two approaches], EDC, 2013, 22 (2013), n. 4, pp. 529-554.
900. Nakou Irene, Apostolidou Eleni, *Debates in Greece: Textbooks as the spinal cord of history education and the passionate maintenance of a traditional historical culture*, in Nakou Irene, Barca Isabel (edd.), *Contemporary public debates over history education*, IRHED, 2010, pp. 115-131.
901. Nakou Irene, Barca Isabel, *Introduction*, in Nakou Irene, Barca Isabel (edd.), *Contemporary public debates over history education*, IRHED (2010), pp. 1-8.
902. Nancy Beadie, *Learning the Drill*, IJHE, 3 (2013), n. 1, pp. 116-119.
903. Nash Margaret A., *A Means of Honorable Support: Art and Music in Women's Education in the Mid-Nineteenth Century*, HEQ, 53 (2013), n. 1, pp. 45-63.
904. Naumenko S.V., *Uroki «Russkogo pravopisanya» Ya. K. Grot: Yakov Karlovich Grot (1812-1893) – dejstvitel'nyj chlen Imperatorskoj Akademii nauk, avtora «Russkogo pravopisanya», vvedennogo v 1885 G. Ministerstvom Narodnogo Prosveshcheniya v kachestve obyazatel'nogo ofisial'nogo orfograficheskogo sprav. dlya shkoly* [Lessons of Ja.K. Grot «russian orthography»: Jakov Karlovich Grot (1812-1893) – activnyj member of the Imperator Academy of Sciences, author of the «russian orthography», introduced in 1885 by the Minister of education as compulsory official orthographical], RUSJA, 12 (2012), pp. 70-77.
905. Nazmetdinova I.S., Kist' E.A., *Nekotorye istoricheskie aspekty ispol'zovanya dialogicheskoy rechi v obuchenii mladshikh shkol'nikov (ot XVIII v. do nashikh dnej)* [Some historical aspects of the use of the discourse in the study of young pupils (from XVIII century until now-day)], NASP, 2013, n. 11, pp. 64-69.
906. Neave Guy, *On Meeting the Mass in Higher Education*, HU, 27 (2013), n. 1, pp. 170-198.
907. Neff Charlotte, *Ontario Government Funding and Supervision of Infants' Homes 1875-1893*, JFH, 38 (2013), n. 1, pp. 17-54.
908. Negruzzo Simona, L'allievo santo. *Marcantonio Roccio precettore di Alessandro Luzzago*, in Paoli Maria Pia (ed.), *Itinerari del sapere*

- nell'Europa moderna*, ASE, 20 (2013), pp. 55-66.
909. Nelson Janet L., *Alfred of Wessex at a cross-roads in the history of education*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 697-712.
910. Németh András, *A néptanítói szakismeretek konstrukciós folyamatai a 20. század elején – a Néptanítók Enciklopédiája példája alapján (1911-1915) [The process of construction of specific knowledge for village schoolmasters at the beginning of the 20th century – the exemple of the Néptanító Enciklopédiája]*, MP, 113 (2013), n. 2, pp. 101-118.
911. Neuvald Luciane, *A atualidade do pensamento rousseauiano*, HS, 13 (2013), n. 54, pp. 15-27.
912. Nicolaisen Jasper, *Revolutionsspiel mit Publikumsbeteiligung. Avantgarde, Revolution und Erziehung im postrevolutionären Bildungsstaat Mexiko*, JHB, 19 (2013), pp. 91-105.
913. Nie Jun, “战争年代的”小大人”——浅析刘真十七年革命历史题材短篇小说中的“童趣” [*Little adults in wartime: analysis of childish pleasure in Liu Zhen's seventeen years stories about revolution*], JOUJICOT, 6 (2011), pp. 37-39.
914. Niesche Richard, *Foucault, counter-conduct and school leadership as a form of political subjectivity*, JEAH, 45 (2013), n. 2, pp. 144-158.
915. Niget David, *Pieds nus dans les ruines: le regard de Chim sur les enfants de la Guerre*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 143-145, I-IV.
916. Nikhonov Sigrist Natalia, *The Benefits of Foreign Study: American Women at Swiss Universities prior to First World War*, HU, 27 (2013), n. 1, pp. 128-146.
917. Nikulina E.N., *Voprosy pedagogicheskoy antropologii v tvorennyakh russkikh mysliteley konca XVIII – serediny XIX veka [Issue of the pedagogical anthropology in the works of the russian thinkers of the end of the XVIII- middle of the XIX century]*, NPPI, 1 (2013), n. 29, pp. 170-185.
918. Nivón Bolán Amalia, *La educación indígena y los educadores en el Congreso Centroamericano de 1893*, RMHE, 1 (2013), n. 1, pp. 85-107.
919. Nizeyimana Gabriel, Mwingira Osman Ruksana, *First-year university student teachers' beliefs about teaching and the teaching profession: The case of Rwanda*, SARE, 19 (2013), n. 1, pp. 98-120.
920. Nodzrina E.D., *Razvitie idei prirodoobraznosti v tvorchestve S. Frene (1895-1966) [The development of the formation of the nature in C. Freinet's works's (1895-1966)]*, UNICH, 2011, n. 11, pp. 172-178.

921. Nogueira da Silva Katiene, *Considerações acerca da conformidade moral na escola pública paulista: práticas e representações (1950 a 1980)*, CHE, 12 (2013), n. 1, pp. 219-229.
922. Noguès Boris, *Sous-maîtres et préfets de chambre dans les pensionnats d'Ancien Régime. Fonction clé et personnel auxiliaire*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), n. 1, pp. 17-34.
923. Norel Mariana, *Due protagonisti dello sviluppo della scuola primaria romena della prima metà del ventesimo secolo. Il contributo di una recente monografia*, HECL, 8 (2013), n. 1, pp. 771-779.
924. Novikov D.S., *Teorya i praktika zdravotvorchestva: istoriko-pedagogicheskaya retrospekcya [Innovative approaches to the selection of methods and organisational forms in teacher training in Russia in the first third of XX century under the influence of pedagogy of the american progressivism]*, IPZ, 4 (2013), pp. 229-237.
925. Novikov S.G., *Diskussii nachala XX veka v Rossii o patrioticheskoi vospitanii molodezhi: retrospektivnyj vzglyad [Discussion on patriotic upbringing of the russian youth in the beginning of the XX century: a retrospective view]*, IPZ, 4 (2013), pp. 207-2016.
926. Novikov S.G., *Vospitanie bytovoj morali rabochej molodezhi v uslovyakh modernizacii Rossii 1920-1930-kh godov [Upbringing of everyday morality of the young workers in the context of modernisation of Russia in the 1920-1930-s]*, IPZ, 1 (2013), pp. 173-181.
927. Novikova i.G., *Gosudarstvenno-obshchestvennoe razvitiye myzyki i muzikal'nogo obrazovaniya v Rossii konca XVII-XVIII veka [State and social development of the music and of the musical education in Russia at the end of the XVII-XVIII century]*, SREPRO, 7 (2013), pp. 45-47.
928. Nugel Martin, *Gebaute Utopie – Architektur als Transgressionsmedium des Pädagogischen*, JHB, 19 (2013), pp. 127-150.
929. O'Donoghue Tom, Harford Judith, *Addressing the apparent paradox of the Catholic sister principal: 1940-1965*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 765-782.
930. Oancea Alis, *Interpretations of Research Impact in Seven Disciplines*, EERJ, 12 (2013), n. 2, pp. 242-250.
931. Obino Corrêa Werle Flávia, *Humor e irreverência nos impressos estudantis de escolas normais rurais (RS, 1945-1983)*, RHE, 17 (2013), n. 40, pp. 291-317.

932. Obino Corrêa Werle Flávia, *Uma tradição feminina*, RMHE, 1 (2013), n. 2, pp. 293-312.
933. Oelkers Jürgen, *Disziplin, Sexualität und Schmerz*, IJHE, 3 (2013), n. 1, pp. 123-125.
934. Oelsner Verónica, «*Forging the Fatherland*»: Work and vocational education in Argentina during Peronism (1944-1955), PH, 49 (2013), n. 3, pp. 382-401.
935. Oliart Patricia, *Education for Social Change. Peru 1972-1975*, in McCowan Tristan, Pérez Expósito Leonel (edd.), *Citizenship and Education in Latin America*, JSSE, 3 (2013), pp. 8-18.
936. Olioso Monica, *School and children's books in Sierra Leone*, HECL, 8 (2013), n. 2, pp. 455-473.
937. Oliveira Adriana Lucinda, Everson da Silva Luiz, *Ideologia segundo John Thomson: reflexões da política de educação no período da ditadura militar brasileira (1964-1985)*, HS, 13 (2013), n. 54, pp. 220-229.
938. Oliveira Costa Fábio Luciano, *A dinâmica dos recursos fiscais com as políticas de fundos contábeis para o financiamento da educação no Brasil (1998-2010)*, RH, 13 (2013), n. 49, pp. 97-123.
939. Openshaw Roger, Walshaw Margaret, *Towards an August Assembly of Suave Venusians? The early post-Second World War debate over New Zealand literacy and numeracy standards in transnational context*, HER, 42 (2013), n. 2, pp. 137-152.
940. Opitz-Belakhal Claudia, *Quere Disziplin oder verquere Methodik?*, IJHE, 3 (2013), n. 1, pp. 104-107.
941. Orfino Anna, *L'Archivio generale di Ateneo dell'Università di Bari tra recupero, valorizzazione e ricerca storica*, ASUI, 17 (2013), pp. 161-172.
942. Orlenko Olesya Yevgenevna, Simindey Vladimir Vladimirovich, «*Childhood in Captivity*»: description of the «*Historical Memory*» Foundation Project collecting memoirs of the young victims of Nazi punitive operations, HECL, 8 (2013), n. 2, pp. 697-710.
943. Orlova Yu. E., *Aktual'nost' nasledya V.A. Sukhomlinskogo: Sistema pedagogicheskogo obrazovaniya roditelej* [V.A. Sukhomlinskij's actual heritage: system of the parents pedagogical education], SREPRO, 12 (2012), pp. 54-58.
944. Orsomarso Vincenzo, *Antonio Labriola e il Museo d'Istruzione e di Educazione dell'Università di Roma*, HECL, 8 (2013), n. 2, pp. 671-677.
945. Ospina Cruz Carlos, *De la inspección a la depresión: institutores y reformas educativas. Antioquia (1903-1930)*, AHEA, 14 (2013), n. 1, pp. 1-27.

946. Ostenc Michel, *Ce que lisent les enfants français d'aujourd'hui*, HECL, 8 (2013), n. 1, pp. 737-755.
947. Ovchinnikov A.V., *Shkola yuristov v otechestvennoj pedagogicheskoy mysli XIX veka [The school of the jurist in the national pedagogical conception of the XIX century]*, OZP, 2 (2013), n. 11, pp. 67-75.
948. Ozola Iveta, *Latvijas Universitātē izmantotā mācību literatūra pedagoģijā (1919. gads – 20./21. gs. mijā) [Pedagogy textbooks used at the University of Latvia (1919 - end of 20th/beginning of 21st century)]*, LURA, 780 (2012), pp. 207-219.
949. Pacheco Dos Santos Jr. José, *The Right to Claim: Children and Youth Workers in Labor Court at the Time of The Civil-Military Dictatorship (Southwestern Bahia, Brazil)*, JHCY, 6 (2013), n. 3, pp. 482-501.
950. Palladino Florindo, *L'istruzione secondaria in Molise dopo la restaurazione borbonica (1821-1828)*, HECL, 8 (2013), n. 1, pp. 343-363.
951. Palomera Parra Isabel, Flores Varela Carlos, *El Archivo General de la Universidad Complutense, memoria de una larga historia universitaria en Madrid*, CIAN, 16 (2013), n. 2, pp. 163-193.
952. Palriwala Rajni, *Remembering Leela Dube*, ECOPOL, 47 (2012), nn. 26-27, pp. 32-35.
953. Pande Ishita, *Sorting Boys and Men: Unlawful Intercourse, Boy-Protection, and the Child Marriage Restraint Act in Colonial India*, JHCY, 6 (2013), n. 2, pp. 332-358.
954. Pani Mario, *Gli studi di Antichistica nella Facoltà di Lettere e Filosofia*, ASU, 17 (2013), pp. 305-322.
955. Pannikar K.N., *India's Education policy from national to commercial*, ECOPOL, 46 (2011), n. 17, pp. 38-42.
956. Paoli Maria Pia, *Dai precettori alle scuole*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 17-26.
957. Papajík David, *The Development of Olomouc University from 1573 to the present*, HU, 27 (2013), n. 2, pp. 146-166.
958. Paradia M., *Η συμβολή του Μανόλη Τριανταφύλλιδη στον εκσυγχρονισμό της γλωσσικής διδασκαλίας: η περίπτωση του λεξιλογίου* [The contribution of Manolis Triantafyllidito the modernization of language teaching: the case of vocabulary], EDSCI, 4 (2010), pp. 95-110.
959. Parlevliet Sanne, Dekker Jeroen J.H., *A poetic journey: the transfer and transformation of German strategies for moral education in late eighteenth-century Dutch poetry for children*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 745-768.

960. Patov N.A., Klimina A.V., *Formirovanie «idei universiteta» i ee realizacya v uslovyakh protivostoyanya politicheskogo konservativizma i liberalizma v Rossii vo vtoroj polovine XIX – nachale XX v.* [Formation of the «idea of University» and of his realisation in the condition of the opposition of the political conservatism and libearalism in Russia in the secon half of the XXth century – beginning of the XX century], MOOM, 2 (2013), n. 50, pp. 3-10.
961. Patrizi Elisabetta, *Devozione e carità. Educazione cristiana ed edificazione dell'immagine della Verona sancta nel secondo Cinquecento*, HECL, 8 (2013), n. 1, pp. 235-269.
962. Patrizi Elisabetta, *Per un sistema educativo globale: le scuole e i consueta ministeria della Compagnia di Gesù nella Verona di Agostino Valier*, HECL, 8 (2013), n. 2, pp. 33-73.
963. Paul E. Binford, *The Radical Reforms: A Historic Shift in the National Council for the Social Studies*, AEHJ, 40 (2013), n. 2, pp. 317-334.
964. Paulilo André Luiz, *Nanette e Boné Preto vão à escola: conduta pessoal e escolarização nos anos de 1930*, RBHE, 13 (2013), n. 2, pp. 133-158.
965. Paulino José Orso, *A trajetória intelectual de Roque Spencer Maciel de Barros*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 318-330.
966. Pavlenko T.A., *Obrazovael'naya politika Svyatejshego sinoda v 1884-1914 godakh* [The Educational Policy of the Saint Synod in 1884-1914], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 236-250.
967. Pavlidis V.D., *Obshcheobrazovatel'nye reformy i matematicheskoe obrazovanie v srednej shkole Rossii v nachale XX veka* [General education reforms and mathematical education at middle school of Russia at the beginning of teh XX century], IPZ, 4 (2013), pp. 97-108.
968. Pechko L.P., *Kul'turno-obrazovatel'nyj potencial esteticheskogo i khudozhestvennogo vyrazhenya v koncepcii A.F. Loseva (20-80-e gody XX veka)* [Cultural and Educational Potential of Aesthetic and Artistic Expression in A.F. Losev's Ideas from the 1920s to the 1980s], PSO, 4 (2013), pp. 96-103.
969. Peleshok Ju. A., *Problema formirovanya lichnosti posredstvom emocional'nogo vozdejstvya khudozhestvennogo slova v pedagogicheskikh vzglyadakh A.S. Makarenko i V.A. Sukhomlinskogo* [Problem of forming the personality by means of emotional influence

- of artistic word in pedagogical works of A.S. Makarenko and V.A. Sukhomlinsky], IPZ, 1 (2013), pp. 182-190.*
970. Peng Cui, *后现代语境中的儿童教育理念探微——简评《嘎嘣小子传》[Exploration into ideas of children education in a post-modern context: on «Life of Gabeng»]*, JOLUNS, 1 (2012), pp. 116-119.
971. Peng Hailei, Gao Xiaoli, *儿童幻想文学创作新议 [Revisiting the writing of children's fantasies]*, JOYU, 4 (2011), pp. 14-15.
972. Pereira de Freitas Vívian Grasielle, Alves Durães Sarah Jane, *O professor da escola primária em minas gerais: alcun deveres higienistas, nacionalistas e pedagógicos (1906-1927)*, CHE, 12 (2013), n. 2, pp. 709-724.
973. Pereira de Freitas Vívian Grasielle, Alves Durães Sarah Jane, *Trabalho docente na escola primária mineira: um código disciplinar para um agente da Modernidade*, RBHE, 13 (2013), n. 1, pp. 95-128.
974. Pereira Versieux Daniela, *Modernização e escolarização do trabalho agrícola: az fazendas modelo em mina gerais (1906-1915)*, CHE, 12 (2013), n. 1, pp. 127-141.
975. Perret Cathy, *Pratiques de recherche documentaire et réussite universitaire des étudiants de première année*, CAE, 35 (2013), n. 1, pp. 197-215.
976. Pescosolido Guido, Rosario Romeo, *la crisi dell'università e la nascita della Luiss*, DPRS, 26 (2013), n. 1, pp. 265-284.
977. Pessanha Eurize Caldas, Tavares Silva Fabiany de Cassia, *História de uma instituição escolar: democratização ou elitização do ensino secundário (1939-1971)?*, PER, 31 (2013), n. 3, pp. 1021-1041.
978. Petrova Veselina, *Novatorstvoto v Elenskoto klasno uchilishte [Innovation in Elena Secondary School]*, PED, 85 (2013), n. 9, pp. 1366-1373.
979. Phillip Anton Cormack, *Children's school reading and curriculum innovation at the edge of Empire: The school paper in late nineteenth-century Australia*, HER, 42 (2013), n. 2, pp. 153-169.
980. Pianelli Godoy Alexandre, *O modelo escolar paulistano na revista escola municipal (1968-1985)*, RHE, 17 (2013), n. 39, pp. 101-128.
981. Piccolo Gustavo Martins, Gonçalves Mendes Enicéia, *Sobre formas e conteúdos: a deficiência como produção histórica*, PER, 31 (2013), n. 1, pp. 283-315.
982. Pichugina V.K., *Antropologichesky diskurs «zaboty o sebe» Marka Tullya Cicerona [Anthropological discourse «care of oneself» of Marcus Tullius Cicero]*, IPZ, 2 (2013), pp. 158-168.

983. Pichugina V.K., *Istorya pedagogiki kak istorya stanovlenya antropologicheskogo diskursa pedagogiki* [History of the pedagogy as history of the raise of the anthropological discourse of the pedagogy], ISTPE, 2013, pp. 81-92.
984. Pié Balaguer Asun, *L'Epistemologia feminista d'Audre Lorde (1934-1992) i la teoria Queer en la pedagogia social del segle XXI*, EH, 21 (2013), pp. 115-141.
985. Piel L. Halliday, *The Family State and Forced Youth Migrations in Wartime Japan (1937-1945)*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 147-165.
986. Pilar Navarro Maria, *Escola Nova: una nova pedagogia de la lectura a Catalunya*, EH, 22 (2013), pp. 65-92.
987. Pimenta Borges Jean Felipe, Dantas Sandra Mara, *A educação escolar no país em construção: Uberaba no período da primeira República brasileira*, HS, 13 (2013), n. 51, pp. 27-41.
988. Pimenta Rocha Heloísa Helena, «*Não devemos adotar indifferentemente qualquer livro de leitura*»: Um estudo sobre os processos de seleção de livros para a escola primária paulista, CHE, 12 (2013), n. 2, pp. 537-550.
989. Pineau Pablo Luis, Ayuso María Luz, Aguiar da Costa Betina, *Editorial*, AHEA, 14 (2013), n. 2, pp. 1-3.
990. Pineau Pablo, Ayuso María Luz, Aguiar da Costa Betina, *Editorial*, AHEA, 14 (2013), n. 1, pp. 1-2.
991. Pintassilgo Joachim, *Liberal state and education in Portugal: social integration, freedom of teaching and secularization (40's to 80's of the nineteenth century)*, BORP, 65 (2013), n. 4, pp. 91-104.
992. Pintassilgo Joachim, Oliveira Hélia, *A formação inicial de professores em Portugal: reflexões em torno do atual modelo*, RECOED, 8 (2013), n. 15, pp. 24-40.
993. Pinto Díaz Iván Alexis, *Los formadores en la Escuela Normal Rural Mactumactzá, Chiapas. La configuración de un hacer escuela*, AHEA, 14 (2013), n. 2, pp. 1-5.
994. Pirický Gabriel, *The Ottoman Age in Southern Central Europe as Represented in Secondary School History Textbooks in the Czech Republic, Hungary, Poland, and Slovakia*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 108-129.
995. Pironi Tiziana, *Il contributo dell'Unione Donne Italiane alla riforma sulla scuola media unica*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 33-41.

996. Pironi Tiziana, *Il contributo storiografico di Tina Tomasi agli studi sulle donne*, ADIF, 2013, n. 8, pp. 130-145.
997. Pironi Tiziana, *Il Kindergarten di Ernesta Galletti Stoppa*, IN (2013), n. 6, 2013, pp. 324-327.
998. Pironi Tiziana, *Mamma a tempo pieno tra mito e realtà*, IN (2011), n. 5, pp. 340-342.
999. Pisarev L., *Detsky sad: istoricheskoe nasledie, problemy, tendencii razvitya: opyt evropeiskikh stran (ot antichnosti do nashikh dnej) [The children garden: historical heritage, problems, trends of development: experience of the European countries]*, DOV, 8 (2013), pp. 118-124.
1000. Piseri Federico, *Governatori e «magistri a schola» nelle corti sforzesche. Un primo approccio prosopografico*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 41-54.
1001. Pizzi Katia, *Pinocchio, Futurism and modernity*, HECL, 8 (2013), n. 2, pp. 475-493.
1002. Platt Adreana Dulcina, Assmann Selvino José, Volpato Dutra Delamar José, *A formação acadêmica dos revolucionários republicanos brasileiros no séc.*, HS, 13 (2013), n. 51, pp. 103-121.
1003. Plockaya O.A., *Rol' pravogo obykhaya i obykhno-pravovykh norm v pravovom vospitanii u Kimi (zyryan): XIX-XX vv. [The role of the customary law and of the customary norms in the juridical education of the Kimi (Zyryan): XXth-XXth centuries]*, PRO, 10 (2013), pp. 154-161.
1004. Polenghi Simonetta, *Die Rousseau-Rezeption auf deutsch-österreichischem Gebiet. Von Lessings Rezensionen bis Mildes Auslegung (1751-1813)*, HECL, 8 (2013), n. 2, pp. 95-111.
1005. Polenghi Simonetta, *Elementary school teachers in Milan during the Restoration (1814-1859): innovations and improvements in teacher training*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 147-166.
1006. Polenghi Simonetta, Protner Edvard, *The development of teacher training in the countries of Central and South-Eastern Europe. Foreword to thematic section of the issue*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 11-15.

1007. Polishchuk V.I., *Tradicya vospitanya «novogo cheloveka» v istorii rossyskogo obrazovanya [Tradition of education of the ‘new man’ in the history of russian education]*, OBRAN, 6 (2013), n. 105, pp. 106-117.
1008. Pollo Campos Mendonça Ana Waleska, *A língua portuguesa como uma nova língua clássica*, RHE, 17 (2013), n. 39, pp. 173-187.
1009. Polo Carmelo Real, *El sistema educativo español en el siglo XIX: fundamentos constitucionales y política escolar*, CHE, 12 (2013), n. 2, pp. 435-454.
1010. Polyakova M.A., *Formirovanie of basic pedagogcheskikh tradicy zapadnoj civilizacii (antichnost' i srednie veka) [The formation of basic pedagogical traditions of western civilisation (antiquity and middle age)]*, IPZ, 2 (2013), pp. 123-129.
1011. Polyakova M.A., *Konceptual'nye protivorechya sovremenennogo evropejskogo istoriko-pedagogicheskogo znanya (na materiale nemeckikh i ital'yanskikh pedagogicheskikh izdany) [Conceptual contradictions of the contemporary european historical and pedagogical knowledge (on the basis of the german and italian publications)]*, ISTPE, 2013, pp. 75-80.
1012. Polyakova M.A., *Osobennosti formirovanya bazisnykh pedagogicheskikh tradicy zapadnoj civilizacii (antichnost' i Srednie veka) [Peculiarities of the formation of basic pedagogical traditions of the west civilization (antiquity and Middle ages)]*, ISPESE, 2013, pp. 63-70.
1013. Pomante Luigiaurelio, Atelier Heloise 2013. *European Workshop on Historical Academic Databases. The new frontiers of historical research on higher education and universities in a recent international conference*, HECL, 8 (2013), n. 2, pp. 679-688.
1014. Pomante Luigiaurelio, Atelier Heloise 2013. *European Workshop on Historical Academic Databases*, ASUI, 17 (2013), pp. 560-562.
1015. Pomante Luigiaurelio, *Fascismo, cultura e università in un importante discorso di Giuseppe Bottai (1928)*, HECL, 8 (2013), n. 1, pp. 713-726.
1016. Pomelov B.V., *Prosvetitel'sko-pedagogicheskaya deyatelnost' V.V. Radlova: Tyurkolog, etnograf, arkheolog, pedagog-prosvetitel', inspektor school dlya nerusskogo naseleniya Kazanskogo uchebnogo okruga, 1837-1912 gg. [V.V. Radlov's Enlightenment and pedagogical activit: specialist of Turkology, archeology, Pedagogue-Enlightener, inspector of the schools for the not russian population of Kazan educational district]*, PEDG, 3 (2013), n. 6, pp. 112-118.

1017. Pomelov V.B., *Osnovopolozhnik doshkol'nogo vospitanya: vydayushchy nemecky pedagog – Fridrich Vil'gel'm August Frebel, 1782-1852 gg.)* [The founder of the preschool education: the relevant german pedagogue Friedrich Wilhelm August Froebel, 1782-1852)], PEDG, 2 (2012), n. 9, pp. 93-100.
1018. Ponte Fernando, *O Estado e a educação na perspectiva da classe trabalhadora*, PER, 31 (2013), n. 1, pp. 29-44.
1019. Popkewitz Thomas S., *Reading a Primer, Writing a Book Review, and Styles of Reason*, IJHE, 3 (2013), n. 2, pp. 165-171.
1020. Popov A.V., Popova I.N., *Problema soderzhanya patrioticheskogo vospitanya s pozicii retrospektivno-istoricheskogo podkhoda (na primere vospitanya dvoryanskoj molodezhi XIX v. v Rossii: k 200-letnej godovishchne Otechestvennoj vojny 1812 g.)* [The problem of the content of the national education from the point of view of the retrospective-historical approach (on the basis of the example of the education of the noble youth in the XIX century in Russia: for the 200 years of the Patriotic war of 1812)], VNES, 1 (2013), pp. 48-52.
1021. Popov L.V., Rozov N. Ch., *Predtecha vysshego obrazovanya v Rossii (istorya otkrytya, stanovlenya i preobrazovanyj pervogo otechestvennogo vuza – Slavyano-greko-latinskoj Akademii (1685g.), nyne Moskovskaya dukhovnaya Akademya* [The precursor of the high education in Russia (History, opening, development and transformation of the first national high educational institution – the Slavian-Greek-Latin Akademy (1685), actually the Moscow Religious Academy)], VOR, 1 (2013), pp. 135-141.
1022. Pöppinghege Rainer, *Der Historiker Karl Lamprecht und die frühe Hochschulpädagogik*, JHB, 19 (2013), pp. 153-168.
1023. Porto Gonçalves Dilza, Patrícia Rodrigues Augusto Carra, *Feupa: uma revista produzida pela Federação dos Estudantes Universitários de Porto Alegre (RS, 1945/46)*, RHE, 17 (2013), n. 40, pp. 221-250.
1024. Porwancher Andrew, *Prying the gates wide open: academic freedom and gender equality at Brown University, 1974-1977*, PH, 49 (2013), n. 2, pp. 273-292.
1025. Powell Justin W., *Disciplining: Corporal punishment to full-body segregation*, IJHE, 3 (2013), n. 1 pp. 113-115.
1026. Powell Lesley, *A critical assessment of research on South African further education and training colleges*, SARE, 19 (2013), n. 1, pp. 59-81.
1027. Prentis Guthrie Malcolm David, *Wilson and the trans-Tasman educational career*, HER, 42 (2013), n. 1, pp. 69-84.

1028. Priem Karin, Thyssen Geert, *Fragmented Utopia: Luxembourgian Industrialists, Intellectual Networks and Social-Educational Reforms between Tradition and Avant-Garde*, JHB, 19 (2013), pp. 106-126.
1029. Priem Karin, Thyssen Geert, *Puppets on a string in a theatre of display? Interactions of image, text, material, space and motion in The Family of Man (ca. 1950s-1960s)*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 828-845.
1030. Priemyshcheva M.N., Ya. K. *Krot i tradicii russkogo yazykoznanya: k 200-letiyu so dnya rozhdeniya uchenogo (Jakov Karlovich Grot – dejstvuyushchy chlen Imperatorskoj akademii Nauk, rodonachal'nik ofisial'noj orfografii v Rossii, 1812-1893 gg.)* [Ja. K. *Krot and the traditions of the russian linguistic: for the 200 hundred years from the birth of the scholar (Jakov Karlovich Grot – active member of the Imperator Akademy of Science, the progenitor fo the official orthograhy in Russia, 1812-1893)*], RUSJA, 12 (2012), pp. 64-70.
1031. Prieto Egido Miriam, *El Tratamiento de las emociones en la teoría de la educación de Richard Stanley Peters y la tradición anglosajona del siglo XX*, EH, 21 (2013), pp. 89-113.
1032. Prokhorov A.V., *Nauchno-pedagogicheskoe predstavlenie o cheloveke i ego samorazvitiu v kontekste idej K.D. Ushchinskogo* [The scientific-pedagogical representation about the person and his development in the context of K.D. Ushchinsky's ideas], POBN, 3 (2013), pp. 59-63.
1033. Prokof'eva E.A., *U istokov obrazovatel'nogo prava: pedagogicheskie vzglyady N.I. Pirogova: 1810-1881. Professor khirurgii, pisatel', pedagog, o deyatel'nosti uchenogo v period ego raboty popechitelem Kievskogo uchebnogo okruga* [At the sources of the juridical education: N.I. Pirogov's pedagogical conceptions. Professor of chirurgery, writer, pedagogue, about the activity of the scholar in the period of his activity as tutor of the Kievan educational district], PRO, 5 (2013), pp. 45-52.
1034. Protner Edvard, *The development of private education regulation in the field of teacher training in Slovenia*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 17-41.
1035. Pruneri Fabio, *Il PCI e la riforma della scuola media unica*, NBC, 8 (2013), n. 2, pp. 55-65.

1036. Pruner Fabio, *Il PCI e la riforma della scuola media unica – I parte*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 43-51.
1037. Prytz Johan, *Social Structures in Mathematics Education. Researching the History of Mathematics Education with Theories and Methods from the Sociology of Education*, IJHME, 8 (2013), n. 2, pp. 49-72.
1038. Przyrembel Alexandra, *Haben Tiere eine Geschichte? Europäische Zivilisierungsmissionen zum Schutze des Tiers im 19. Jahrhundert*, GWU, 64 (2013), nn. 1-2, pp. 90-103.
1039. Pu Haifeng, 激发想象唤起美感——论罗斯金“狄更斯式”的童话观 [*Inspiring imagination and arousing the sense of beauty: on Ruskin's Dickensian concept of fairy tales*], APMA, 9 (2012), pp. 80-81.
1040. Pulchérion Lancillotti Samira Saad, *Manuais de psicologia – Instrumentos de trabalho utilizados na formação dos professores paulistas (1920-1940)*, in *Instrumentos do trabalho didático*, CHE, 12 (2013), n. 1, pp. 29-44.
1041. Pusyryova L.V., *K voprosu o razvitiu i stanovlenii rossyskoy pedagogicheskoy pressy (vtoraya polovina XIX – nachalo XX vv.) [About the russian pedagogical press (in the second half of XIX-early XX century)]*, PSO, 1 (2012), pp. 49-59.
1042. Pyrozhenko L.V., *Soderzhanie shkol'nogo obrazovanya kak sostavlyajushchaya pedagogicheskoy sistemy V.A. Sukhomlinskogo [Content of School Education as a Component of V.A. Sukhomlinsky's Teaching system]*, PSO, 6 (2013), pp. 48-56.
1043. Qian Shuying, “十七年”童话：在政治与传统之间的艺术新变 [*Seven-teen years fair tales: artistic innovation between politics and tradition*], DEBA, 11 (2013), pp. 40-45.
1044. Qin Xiaochun, “艺术兴学”理念下的高师儿童文学教学实践 [*Children's literature teaching practice in normal universities under the concept of «art reviving education»*], JOGUNOS, 1 (2011), pp. 131-133.
1045. Qin Xiaochun, 高师儿童文学精品课程的研究与实践 [*Research and practice of children's literature core course in normal universities*], JOGUPS, 3 (2010), pp. 157-160.
1046. Quesada Beck Dinah, Corrêa Henning Paula, *Composições na força constituição de um sujeito moderno: o infantil*, HS, 13 (2013), n. 54, pp. 28-40.
1047. Qvarsebo Jonas U.D., *Swedish progressive school politics and the disciplinary regime of the school, 1946-1962: a genealogical perspective*, PH, 49 (2013), n. 2, pp. 217-235.

1048. Rachinsky S.A., *Zametki o sel'skikh shkolakh [Remarks about a rural school]*, IPZ, 1 (2013), pp. 23-39.
1049. Radel Antoine, Morales Yves, *Une éducation sanitaire «par corps». Analyse de deux campagnes de lutte contre la sédentarité (1980 et 2001-2012)*, CAE, 35 (2013) 1, pp. 217-234.
1050. Radó Péter, *Egy végtelen történet: közoktatási decentralizáció Délkelet-Európában [A neverending story: decentralization of public education in South-East Europe]*, EDC, 22 (2013), n. 1, pp. 47-59.
1051. Rafante Heulalia Charalo, Lopes Roseli Esquerdo, *Helena Antipoff e o desenvolvimento da educação especial no Brasil (1929-1961)*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 331-356.
1052. Raftery Deirdre, 'Je suis d'aucune Nation': the recruitment and identity of Irish women religious in the international mission field, c. 1840-1940, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 513-530.
1053. Raftery Deirdre, *Rebels with a cause: obedience, resistance and convent life, 1800-1940*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 729-744.
1054. Raimondo Rossella, *Bridewell e case di correzione: genesi e sviluppo in Inghilterra (1555-1800)*, NBC, 8 (2013), n. 2, pp. 103-110.
1055. Raimondo Rossella, *Il «Reclusorio pei discoli» di Bologna: indagine storico-educativa sulle pratiche di internamento dei soggetti devianti e marginali*, RIPEDI, 1 (2013), pp. 135-156.
1056. Rajland Beatriz, *Estado, emancipación y educación: una aproximación desde el pensamiento marxista*, PER, 31 (2013), n. 1, pp. 45-66.
1057. Ramos Escobar Norma, Espinosa Hernández Armando René, *Origen y perspectiva del proyecto Memoria Escolar Fotográfica del Sistema Educativo Estatal Regular en San Luis Potosí*, RMHE, 1 (2013), n. 1, pp. 163-170.
1058. Ramos Géssica Priscila, *A escola contemporânea e sua identidade (ou sobre o óbvio esquecido)*, RH, 13 (2013), n. 49, pp. 350-362.
1059. Ramsey Paul J., *Editor's Introduction*, AEHJ, 40 (2013), n. 2, pp. V-VI.
1060. Ramsey Paul J., *Editor's Introduction*, AEHJ, 40 (2013), n. 1, pp. IX-XI.
1061. Rao Parimala V., *Promiscuous Crowd of English Smatterers: The 'Poor' in the Colonial and Nationalist Discourse on Education in India, 1835-1912*, COED, 10 (2013), n. 2, pp. 223-248.

1062. Rask Maija, Uusiautti Satu, Määttä Kaarina, *Health. The first prerequisite of the joy of life. The history of the subject of health education in Finland*, HECL, 8 (2013), n. 2, pp. 415-431.
1063. Rat'kovsky I.S., *Iz Vil'no v Peterburg: vypuskniki Pervoj Vilenskoj gimnazii v Sankt-Peterburgskom universitete [From Vilnius to Petersburg: the First Vilnius Gymnasium Graduates at the Saint Petersburg University]*, KLIO, 10 (2013), n. 82, pp. 99-101.
1064. Read Jane, *Bringing Froebel into London's infant schools: the reforming practice of two head teachers, Elizabeth Shaw and Frances Roe, from the 1890s to the 1930s*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 745-764.
1065. Reese William J., *In search of American progressives and teachers*, HEJ, 42 (2013), n. 3, pp. 320-334.
1066. Reichenbach Roland, *Bildung und Schwärmerie – Alfred North Whitehead zu Schule und Unterricht*, IJHE, 3 (2013), n. 2, pp. 226-233.
1067. Reid Jason, «*The Ayn Rand School for Tots*»: John Dewey, Maria Montessori, and Objectivist Educational Philosophy during the Postwar Years, HSE, 25 (2013), n. 1, pp. 72-94.
1068. Reis de Figueiredo Gil Vicente, *O financiamento da educação pública no Brasil na próxima década*, RH, 13 (2013), n. 49, pp. 124-136.
1069. Renk Valquiria Elita, *O estado e as políticas de nacionalização da infância nas escolas étnicas do Paraná*, HS, 13 (2013), n. 52, pp. 165-182.
1070. Ressler Patrick, *Marketing pedagogy: Nonprofit marketing and the diffusion of monitorial teaching in the nineteenth century*, PH, 49 (2013), n. 3, pp. 297-313.
1071. Ressler Patrick, *Subjektiv repräsentativ. Jahresberichte von Schulgesellschaften als Quelle zur Erforschung historischer Internationalisierungsprozesse im Bildungsbereich*, JHB, 19 (2013), pp. 283-304.
1072. Revah Daniel, de Almeida Toledo Maria Rita, *A apresentação do dossiê: lugares de poder, produção e circulação de saberes pedagógicos*, RHE, 17 (2013), n. 39, pp. 7-8.
1073. Revah Daniel, *Escola e nova escola: faces de um velho sonho*, RHE, 17 (2013), n. 39, pp. 79-99.
1074. Revuelta-Eugercios Bárbara A., *Abandoned and illegitimate, a double mortality penalty? Mortality of illegitimate infants in the foundling hospital of Madrid, La Inclusa (1890-1935)*, HF, 18 (2013), n. 1, pp. 44-67.

1075. Reyes-Jedlicki Leonora Eugenia, Toledo Jofré María Isabel, Egaña Baraona María Loreto, *École, communauté et sujet enseignant. Le projet historique de l'École Consolidée Miguel Dávila Carson. Chili, 1953-1977*, PH, 49 (2013), n. 3, pp. 425-443.
1076. Rezende Isobe Rogéria Moreira, *Inspeção técnica como dispositivo de formação de professores: estratégia de produção de um modelo escolar em Minas Gerais*, RHE, 17 (2013), n. 39, pp. 9-21.
1077. Rickman Johanna, «*He Would Never Consent in His Heart»: Child Marriages in Early Modern England*, JHCY, 6 (2013), n. 2, pp. 293-313.
1078. Riello Giorgio, *Imperial Lives: Two Children in Asian Clothing*, JHCY, 6 (2013), n. 2, pp. 197-205.
1079. Rigoni Jacques Alice, Costa Grimaldi Lucas, *O jornal Das Band da Deutsche Hilfsvereinsschule e as escritas escolares sobre imigração alemã (Colégio Farroupilha/RS, 1929-1938)*, RHE, 17 (2013), n. 40, pp. 99-119.
1080. Riquelme Graciela, Langer Ariel, *Los docentes universitarios y la producción y circulación del conocimiento: un estudio sobre universidades argentinas. University Professors and the Production and Circulation of Knowledge: a Study of Argentine Universities*, CIAN, 16 (2013), n. 1, pp. 81-114.
1081. Rita Giovanni, *Le «scienze sagre» nella Sapienza romana tra giansenismo e cattolicesimo reazionario. Itinerari biobibliografici*, ASUI, 17 (2013), pp. 399-431.
1082. Ritrovato Ezio, *Tra la Scuola Superiore di Commercio e la Facoltà di Economia: precedenti storici e sviluppi fino agli anni '70 del Novecento*, ASUI, 17 (2013), pp. 229-240.
1083. Rizzini Irma, Souza de Barros Raquel, *Articulações entre a política e a educação no processo de expansão da escolarização primária no interior fluminense (1937-1954)*, RBHE, 13 (2013), n. 2, pp. 101-132.
1084. Robert André D., *The French School System and the Universalist Metanarrative (1880-2000s): some reflections about so-called explanatory historical notions such as 'la forme scolaire'*, in Hofstetter Rita, Schneuwley Bernard (edd.), *Transformations of Mass Schooling*, EERJ, 12 (2013), n. 2, pp. 190-200.
1085. Roberts Siân, *Activism, agency and archive: British activists and the representation of educational colonies in Spain during and after the Spanish Civil War*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 796-812.

1086. Robinson Morgan, *Cutting pice and running away: Discipline, education and choice at the UMCA Boys' Industrial House, Zanzibar, 1901-1905*, SARE, 19 (2013), n. 2, pp. 9-24.
1087. Robinson Wendy, Bryce Marie, «Willing enthusiasts» or «lame ducks»? *Issues in teacher professional development policy in England and Wales 1910-1975*, PH, 49 (2013), n. 3, pp. 345-360.
1088. Rocha de Souza Daniela Moura, Rocha Magalhães Lívia Diana, *Não fazem mal as musas aos... alfaiates: um professor intelectual em Vitória da conquista-Ba – o caso de Laudionor de Andrade Brazil*, HS, 13 (2013), n. 51, pp. 14-26.
1089. Rockwell Elsie, Roldán Vera Eugenia, *State governance and civil society in education: Revisiting the relationship*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 1-16.
1090. Rodrigues Paulo Marco Antonio, Warde Mirian Jorge, *A instalação do serviço de inspeção escolar na província de São Paulo (1835-1887)*, CHE, 12 (2013), n. 1, pp. 253-275.
1091. Rodríguez Laura Graciela, *Los católicos y la educación en el tercer peronismo (1973-1976)*, AHEA, 14 (2013), n. 2, pp. 1-16.
1092. Rodríguez Sedano Alfredo, Costa Paris Ana, *Moralidad del vínculo social y educación moral en Durkheim*, in Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013) n. 1, pp. 115-134.
1093. Rogacheva E.Ju., *Nerealizovanaya mechta Dzhona D'jui [John Dewey's Unrealized Dream]*, PSO, 2 (2013), pp. 72-81.
1094. Rogacheva E.Ju., *Vospitenie detej v sem'e Dzh. D'jui. Amerikansky filosof, pedagog, sociolog, 1859-1952 gg. [Upbringing children in John Dewey's family. An american philosopher, pedagogue and sociologue]*, IPZ, 2 (2013), pp. 81-97.
1095. Roggero Marina, *La voie italienne vers l'alphabet avant 1860*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 17-34.
1096. Rohstock Anne, Schreiber Catherina, *The Grand Duchy on the Grand Tour: a historical study of student migration in Luxembourg*, PH, 49 (2013), n. 2, pp. 174-193.
1097. Roldán Vera Eugenia, *Para 'desnacionalizar' la historia de la educación: reflexiones en torno a la difusión mundial de la escuela lancasteriana en el primer tercio del siglo xix*, RMHE, 1 (2013), n. 2, pp. 171-198.

1098. Romano Antonio Mauro, *La política educativa en primaria durante última dictadura cívico-militar en el Uruguay (1973-1985). La refundación de una nueva cultura institucional*, AHEA, 14 (2013), n. 2, pp. 1-18.
1099. Romanov A.A., VNIK «*Shkola*»: *zabytyj epizod ili dostoyanie istorii otechestvennogo obrazovanya? (k 25-letiyu so dnya osnovanya)* [*'School' VNIK: a forgotten episods or the heritage of the history of the national education? (for the 25 years from the birth)*], IRAO, 2 (2013), n. 26, pp. 48-58.
1100. Rosa Andrew J., *New Negroes on Campus: St. Clair Drake and the Culture of Education, Reform, and Rebellion at Hampton Institute*, HEQ, 53 (2013), n. 3, pp. 203-232.
1101. Rosnes Ellen Vea, *With a church comes a school: Protestant mission education in Madagascar*, SARE, 19 (2013), n. 2, pp. 72-91.
1102. Rossova Yu.I., *Nizhegorodsky period zhizni i tvorcheshta V.P. Vachterova i formirovaniye ego pedagogicheskikh vzglyadov: russky pedagog, psicholog, prosvetitel', obshchestvennyj deyatel'*, 1853-1924 [*The Period Nizhegorod of V.P. Vachterov's works and life and the formation of this pedagogical conceptions: Russian pedagogue, psychologist, Enlightener and social activist, 1853-1924*], NACS (2013), n. 10, pp. 3-9.
1103. Rostovcev E.A., Andreeva V.V., *Krizis 1911 g. v Peterburgskom universitete v zerkale rossyskoj pressy* [*The Crisis of the 1911 in the Saint Petersburg University in the Mirror of the Russian Press*], KLIO, 10 (2013), n. 82, pp. 77-87.
1104. Rostovcev E.A., Barinov D.A., *Istoriko-filologichesky fakul'tet Peterburgskogo universiteta: problemy kollektivnoj biografi* (1819-1917) [*Historical and Philological Faculty of the Saint Petersburg University: Problems of the Collective Biography*], KLIO, 10 (2013), n. 82, pp. 36-41.
1105. Rostovcev E.A., Sidorchuk I.V., *Negosudarstvennye obrazovatel'nye organizacii i iniciativy v Rossii (konec XIX- nachalo XX veka)* [*The Non-state Educational Organizations and Initiatives in Russia in the late 19th - early 20th c.*]), in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [*The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)*], NLOBO, 2012, pp. 293-359.

1106. Rostovcev E.A., *Stolichnyj universitet v fokuse ministerskoj politiki (1884-1890) [The Metropolitan University in the Focus of the Ministerial policy (1884-1890)]*, KLIO, 10 (2013), n. 82, pp. 57-64.
1107. Roure Cédric, *Épistémologie des savoirs scolaires et sens culturel des activités physiques et sportives*, CAE, 35 (2013), 1, pp. 163-178.
1108. Rousmaniere Kate, *History of the Past, or for the Present*, IJHE, 3 (2013), n. 2, pp. 237-239.
1109. Rousmaniere Kate, *Those Who Can't, Teach: The Disabling History of American Educators*, HEQ, 53 (2013), n. 1, pp. 90-103.
1110. Roy Lowe, *Richard Aldrich*, HEJ, 42 (2013), n. 3, pp. 295-298.
1111. Ruiz Guillermo, *La teoría de la experiencia de John Dewey: significación histórica y vigencia en el debate teórico contemporáneo*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 103-124.
1112. Rummert Sonia Maria, *Educar, qualificar: caminhos e descaminhos da educação de jovens e adultos trabalhadores*, PER, 31 (2013), n. 2, pp. 405-424.
1113. Ruolt Anne, *Ragged Schools – ein Modell der Prävention von Jugendkriminalität?*, IJHE, 3 (2013), n. 2, pp. 199-208.
1114. Ruolt Anne, *Le modèle d'éducation lancastérien, un dispositif éducatif protestant?*, CAE, 35 (2013), pp. 145-161.
1115. Ruolt Anne, *Le système des récompenses et des peines selon L.-F.F. Gauthey (1795-1864)*, PH, 49 (2013), n. 5, pp. 607-624.
1116. Rury John L., Hill Shirley, *An end of innocence: African-American high school protest in the 1960s and 1970s*, HEJ, 42 (2013), n. 4, pp. 486-508.
1117. Rusanov A.S., *Dva polyusa podrostkogo vospitanya: nasledie, ushedshee v glubinu (skautskoe dvizhenie, «kommunarstvo» v Rossii nachala XX-XXI vv. [Two poles of the teen agers' education: heritage «in depth» (the scout movement, «the communal spirit» in Russia at the beginning of the XX-XXI century]*, VORASH, 9 (2012), pp. 24-32.
1118. Rykov S.L., *Gedernoe izmerenie soderzhanya otechestvennykh bukvarej [Gender Assessment of the Contents of the National Primers]*, PSO, 5 (2012), pp. 83-90.
1119. Ryzhkov A.N., *Iz istorii stanovleniya i razvityya terminov «nachal'noe obuchenie», «nachal'noe obrazovanie» i «nachal'naya shkola» v Rossii. 80-e gg. XVIII-nach. XX vv. [From the history of the birth and development of the expression «elementary education» and the «elementary school» in Russia. 80-s years of the XVIII-beginning of the XX century]*, NAC, 6 (2012), n. 53, pp. 45-49.

1120. Ryzhkov A.N., *Pedagogicheskaya terminologiya teorii i praktiki uchebnykh zavedeniy v Rossii v XVIII v. (obshchestvennoe i professional'noe obrazovanie)* [The pedagogical terminology of the theory and of the practices in the russian educational institutions in XVIII century], NAS, 6 (2012), pp. 173-175.
1121. Ryzhkovsky V.V., *Genealogya 'speca': vysshaya special'naya shkola i tekhnicheskaya nauka v uslovyakh social'noj mobilizacii* [The Genealogy of the 'Specialist': the Higher Professional School and the Technical Science in the Condition of the Social Mobilization], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO (2012), pp. 682-774.
1122. Ryzhkovsky V.V., *Vysshee special'noe obrazovanie v 1880-1930kh godakh (medicina, sel'skoe khozyajstvo, financy i ekonomika)* [The Higher Professional Education in 1880-1930: Medicine, Agriculture, Finances and Economy], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 775-808.
1123. Sahlfeld Wolfgang, *Libri di Italiano in Svizzera italiana, periodo 1915–1945*, ASE, 20 (2013), pp. 217-239.
1124. Sakarikos V., *Oi φυσιοκρατικές θέσεις του Rousseau σε σχέση με την παιδαγωγική της ελευθερίας του Montessori* [The naturalistic positions Rousseau in relation to the pedagogical freedom of Montessori], EDSCI, 4 (2010), pp. 129-138.
1125. Sakharova L.M., Bogomolova M.I., Nazarenko O.S., *Organizacya vneshkol'nogo obrazovanya detej na rubezhe XIX – nachala XX vv. v Rossii* [Organisation of the extraschool education of the children between the XIX – beginning of the XX century], POBN, 3 (2013), pp. 148-152.
1126. Salnikova Alla Arkad'evna, *Detskie memorial'nye teksty v dialoge kul'tur: osnovnye raznovidnosti, spetsifika, znachenie* [Children' memorial texts in the dialogue of cultures], VKTU, 16 (2013), n. 1, pp. 330-336.
1127. Salnikova Alla Arkad'evna, Galiullina D.M., *Tatarskie bukvary na kirillitse: ot bukvarya N.I. Il'minskogo do sovetskikh uchebnikov 1930-1950-kh godov* [Tatar primers on cyrillics: from N.I. Il'minskiy's

- primer to Soviet school textbooks of the 1930-s – 1950-s.], OZP, 13 (2013), n. 4, pp. 111-129.*
1128. Salnikova Alla Arkad'evna, *Khamitova Zh. Zhurnal «Sovetskaya igrushka» kak istoricheskii istoricheskogo detstva 1930-kh godov [Journal «Soviet Toy» as a historical source on the history of Soviet childhood in the 1930s]*, UZU, 155 (2013), n. 3 (1), pp. 200-211.
1129. Salov A.I., *Osobennosti razvitiya sovetskoy pedagogiki v 1920-e gody [Peculiarities of the development of the soviet pedagogy in the 1920-s years]*, ISTPE (2013), pp. 162-198.
1130. Sánchez Prieto Ana Belén, *Aprender a contar según el De Compu de Rabano Mauro*, in Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013) n. 1, pp. 39-62.
1131. Sánchez-Eppler Karen, *Introduction*, JHCY, 6 (2013), n. 2, pp. 193-194.
1132. Sandin Bengt, Zetterqvist Nelson Karin, *Psychodynamics in child psychiatry in Sweden: from political vision to treatment ideology, 1945-1985*, HP, 24 (2013), pp. 308-325.
1133. Sani Roberto, *History of Education in Modern and Contemporary Europe: New Sources and Lines of Research*, in *If Life where Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 184-195.
1134. Sani Roberto, *Zhurnal «History of Education & Children's Literature»: promezhhutochnye itogi [The Journal «History of Education & Children's Literature»: provisory results]*, IPZ, 4 (2013), pp. 238-240.
1135. Santos Cunha Maria Teresa, *A mão, o cérebro, o coração. Prescrições para a leitura em manuais escolares para o Curso Normal (1940 – 1960/Brasil-Portugal)*, RBHE, 13 (2013), n. 3, pp. 285-309.
1136. Santos Cunha María Teresa, *Folhas voláteis, papéis manuscritos: o pelotão de saúde no jornal infantil Pétalas (Colégio Coração de Jesus, RHE, 17 (2013), n. 40, pp. 251-266.*
1137. Santos Cunha María Teresa, *A questão da instrução/educação: uma leitura de Amadragada [1911-1918]*, RBHE, 13 (2013), n. 1, pp. 13-42.
1138. Santos Solange Estanislau dos, *Educação infantil e PNE: questões e tensões para o século XXI*, PP, 24 (2013), n. 2013, 3, pp. 243-247.
1139. Santos Yan Soares, de Oliveira Ramon, *As ações dos trabalhadores no campo da qualificação profissional m Recife (1889-1930)*, HS, 13 (2013), n. 52, pp. 75-89.
1140. São Martinho da Silva Débora Alfaro, Arce Alessandra, *José Scaramelli e o esboço de uma escola nova brasileira*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 214-237.

1141. Sáska Géza, *A gyógyító és betegítő iskola [Schools that are healing an sickening]*, EDC, 22 (2013), n. 2, pp. 147-158.
1142. Sauer Michael, *Editorial*, GWU, 64 (2013), nn. 1-2, p. 5.
1143. Savenkova L.G., Sennokovskaya I.B., *Iz istorii esteticheskogo vospitanya i khudozhestvennogo obrazovanya doshkol'nikov [From the history of the aesthetical and artistic education of the pre-school people]*, UDOU, 9 (2012), pp. 110-120.
1144. Saviani Dermeval, *Debate sobre as relações entre educação, formação humana e ontologia a partir do método dialético*, PER, 31 (2013), n. 1, pp. 185-209.
1145. Savin M.V., *Stanovlenie istorii pedagogikak otrazisociogumanitarnogo znanya [The making of the history of pedagogy as a branch of socio-humanitarian knowledge]*, IPZ, 2 (2013), pp. 98-122.
1146. Savina A.K., *K-70-letyu nauchno-issledovatel'skoj deyatel'nosti laboratorii issledovanya obrazovanya i pedagogiki v zarubezhnykh stranakh instituta teorii i istorii pedagogiki Rao [To the 70th anniversary of research work in the laboratory of education and pedagogics in foreign countries in the institute of theory and history of pedagogics of Russian Academy of Education]*, IPZ, 4 (2013), pp. 45-65.
1147. Savoie Philippe, *La question du répétitorat au XIXe siècle*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), 1, pp. 35-48.
1148. Savvina O.A., «*Malinskaya» epokha v istorii russkogo uchebnika matematiki: A.F. Malinin – talantlivyj pedagog, pervyj direktor Moskovskogo uchitel'skogo instituta, avtor uchebnika matematiki dlya shkol i vuzov (1834-1888) [The Malin period in the history of the russian textbook of mathematics: A.F. Malinin – talent pedagogue, first director of the Moskow Institute, author of the mathematic textbook for the schools and the high educational institutions (1834-1888)]*, MAS, 2013, n. 4, pp. 66-75.
1149. Saygusheva L.I., *Razrabotka problemy trodovogo vospitanya detej v sovetskoy doshkol'noj pedagogike [The problem of labour education of children in soviet preschool pedagogy]*, IPZ, 4 (2013), pp. 121-133.
1150. Schelbauer Analete Regina, Gonçalves Neto Wenceslau, *Ensino primário no meio rural paranaense: em foco as escolas de trabalhadores rurais e de pescadores entre decada de 30 e do 50 século XX*, CHE, 12 (2013), n. 1, pp. 83-107.

1151. Schembs Katharina, *Education through images: Peronist visual propaganda between innovation and tradition (Argentina 1946-1955)*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 90-110.
1152. Schiavon Franco, Zamperlin Patrizia, *Appunti a quattro mani: l'educazione musicale nella scuola italiana dall'unità ad oggi*, Il Nuovo liceo delle Scienze Umane, SE, 14 (2013), n. 2, pp. 97-110.
1153. Schmideler Sebastian, „Niemand halte die Weltgeschichte als zur bloßen Kurzweil geschrieben“ – Geschichtserzählungen im kinder- und jugendliterarischen Werk von Gustav Nieritz (1795-1876) [«Nobody should Take the History of the World as if Written for Mere Diversion» – Historical Fiction in Children's and Young Adult Literature by Gustav Nieritz (1795-1876)], LIB, 1 (2012), n. 1, pp. 29-44.
1154. Schneider Omar, Bruschi Marcela, dos Santos Wagner, Ferreira Neto Amarílio, *A Revista de Educação no governo João Punaro Bley e a escolarização da Educação Física no Espírito Santo (1934-1937)*, RBHE, 13 (2013), n. 1, pp. 43-68.
1155. Scholliers Peter, *Food recommendations in domestic education, Belgium 1890-1940*, PH, 49 (2013), n. 5, pp. 645-663.
1156. Schulz Joy, *Crossing the Pali: White Missionary Children, Bicultural Identity, and the Racial Divide In Hawai'i, 1820-1898*, JHCY, 6 (2013), n. 2, pp. 209-235.
1157. Schumann Claudia, *El yo progresivo: leyendo la autosuficiencia y la experiencia de Emerson*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 29-48.
1158. Scoth Robert, *Le riforme carlo-albertine del 1840 e la formazione matematica degli agrimensori e degli architetti all'Università di Cagliari*, SS, 54 (2013), n. 3, pp. 651-680.
1159. Scott Baker, *Deconstructing Desegregation*, HEQ, 53 (2013), n. 4, pp. 455-464.
1160. Scott Johnston James, *Rival readings of Hegel at the fin de siècle: the case of William Harris Torrey, Dewey John*, HEJ, 42 (2013), n. 4, pp. 423-443.
1161. Sedano Alfredo Rodríguez, *Presentación*, in *Familia e Sociedad: totalidad y relación*, ESE, 25 (2013), pp. 7-10.
1162. Selezneva E.A., *Iz istorii formirovanya pravila pravopisanya kornya rast – ros – rashch: Analiz razlichnykh formulirovok pravila, nachinaya s 1830 g. i do nashikh dnej* [From the history of the formation of the

- rules of the orthography of the root «rast-ros – rashch»: analysys of the different formulation of the rules, from 1830 until nowday], RUSJA, 2 (2013), pp. 66-71.*
1163. Selwyn Neil, 'Micro' politics: mapping the origins of schools computing as a field of education policy, HEJ, 42 (2013), n. 5, pp. 638-658.
1164. Semenova N.V., *Genezis ponyatya «chelovek», «lichnost'», «individual'nost'», «social'nost'», «obshchesvennost'» v otchestvennoj pedagogike (1880-1930-e gg.) [Genesis of the concept «man», «personality», «individuality», «sociality», «society» in the national pedagogy]*, ISPESE, 2013, pp. 219-228.
1165. Semenova N.V., *Razvitie pedagogiceskikh aspektov idei «chelovekorazmernosti» v nauchnykh trudakh L.A. Stepashko [The development of pedagogical aspects of the idea of «human-sizedness» in L.S. Stepashko's scholarly works]*, IPZ, 4 (2013), pp. 193-198.
1166. Semenova N.V., *Genezis ponjatya «chelovek», «lichnost'», «individual'nost'», «social'nost'», «obshchestvo» v otechestvennoj pedagogike (1880-1930-egg.) [The genesis of the concept of man, personality, individuality, sociality, society in the context of the development of individual and social in the process of education of the personality in russian pedagogy in the period of 80-s of the XIX century until he 30?s of the XXth century]*, IPZ, 2 (2013), pp. 71-80.
1167. Semenova P.A., Solovieva G.P., *Uchebnaya literatura dlya chuvashkikh shkol XIX-XX vekov [Educational Literature for Chuvash Schools of the 19th-20th Centuries]*, PSO, 4 (2013), pp. 121-142.
1168. Semeraro Giovanni, A filosofia da história «nacional-popular» nos cadernos de A. Gramsci, HS, 13 (2013), n. 54, pp. 54-69.
1169. Sgarbi Santos Grazziotin Luciane, Bittencourt Almeida Dóris, Os castigos nas escolas etnica da região colonial italiana do Rio Grande do Sul: memórias de escolarização (1896-1928), CHE, 12 (2013), n. 2, pp. 591-598.
1170. Sgarbi Santos Grazziotin Luciane, Frank Joana, Do Schüler-Zeitung ao O Ateneu: marcas da cultura escolar nas páginas dos periódicos (São Leopoldo/RS, 1964-1973), RHE, 17 (2013), n. 40, pp. 319-336.
1171. Shachina A. Yu., *Cel' i zadachi pedagogicheskoy nauki v filosofsko-pedagogicheskem tvorchestve I. Kanta [The aim and the tasks of the pedagogical science in E. Kant's philosophical and pedagogical works]*, PEDG, 3 (2013), n. 6, pp. 119-126.
1172. Shain Farzana, *Race, nation and education - An overview of British attempts to 'manage diversity' since the 1950s*, EI, 4 (2013), n. 1, pp. 63-85.

1173. Shalaeva S.L., *N.I.Pirogov i pedagogichesaya antropologiya* (N.I. Pirogov, 1810-1881), uchenyj, vrach, obschestvennyj deyatel', pedagog, razrabotayushchy principov gimaniasticheskoy pedagogiki v Rossii [N.I. Pirogov and the pedagogical anthropology (N.I. Pirogov, 1820-1881), scholar, physician, social activist, pedagogue, theorizer of the principle of the Gymnasial pedagogy in Russia], PROPO, 2012, pp. 187-192.
1174. Sharp Paul, Peter Gosden (1927-2012), HEJ, 42 (2013), n. 4, pp. 419-422.
1175. Shattock Michael, *Review article. German universities and the Nazi regime: why did they succumb so readily?*, HEJ, 42 (2013), n. 4, 528-536.
1176. Shevelev A.N., *Istorya pedagogiki v kontekste ee vospriyatiya professional'nym soobshchestvom i tendency razvitya istoricheskoy nauki* [History of the pedagogy in the context of her reception by the professional association and of the tendencies of development of the historical science], ISTPE, 2013, pp. 93-113.
1177. Shevelev A.N., *Tendencya razvitya peterburskogo uchitel'stva v period 1990-2010 gg.* [Tendencies of historical development of the St. Petersburg teaching community in 1990-2010 years], PSO, 4 (2011), pp. 22-41.
1178. Shikalov Yuri G., *Istorya finskikh bukvarej: ot Agrikoly do nashikh dnej* [The history of Finnish primers: from Agricola to the present day], OZP, 4 (2013), n. 13, pp. 40-66.
1179. Shi Lanhua, 汤姆·索亚与哈克贝利的形象 [The figures of Tom Sawyer and Huckleberry Finn], JOHUCOT, 2 (2010), pp. 34-35.
1180. Shilova M.I., Smirnova A.V., *Istoricheskie predposyлki stanovleniya v Rossii obrazovanya i vospitaniya detej v sem'e* [Historical premise of the birth of the education and up-bringing of children in the family in Russia], INNOB, 5 (2013), pp. 146-152.
1181. Shu Wei, 关于西方文学童话研究的几个基本问题 [Some basic questions in the study of western fairy tales], FOLST, 4 (2010), pp. 86-91.
1182. Shu Wei, 论《柳林风声》作者的人生感悟与童话叙事的关联 [On the authorial experience and fairy tale narrative in «Wind in the Willows»], JOPLA, 1 (2012), pp. 91-95.
1183. Shu Wei, 论《柳林风声》的经典性儿童文学因素 [On the classical children's literature factors in «Wind in the Willows»], GUISS, 12 (2011), pp. 16-19.
1184. Shu Wei, 重访爱丽丝的奇境世界:儿童文学经典的启示 [Revisiting Alice's wonderland: inspirations from classics of children's literature],

- THEC, 3 (2010), pp. 48-52.
1185. Siân Roberts, *Encounter, exchange and inscription: the personal, the local and the transnational in the educational humanitarianism of two Quaker women*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers. Editorial*, HEJ, 42 (2013), n. 6, pp. 783-802.
1186. Sidorkin A.M., *Professional'naya podgotovka uchitelej v SSHA: uroki dlya Rossii (opyt vuzov) [The professional preparation of the teachers in the Usa: lessons for Russia (experience of the high education)]*, VOB, 1 (2013), pp. 136-155.
1187. Signori Elisa, *L'istituzione dell'Ateneo di Bari e la politica universitaria italiana del primo dopoguerra. Da Croce a Gentile*, ASUI, 17 (2013), pp. 31-43.
1188. Sikora Denise, *A educação e seus condicionantes frente ao êxodo rural*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 61-80.
1189. Silva Carlos Manique (2013), *Lutando por uma ideia: o papel de Alexandre Luís da Cunha na difusão do ensino mútuo*, REPD, 13 (2013), n. 28, pp. 42-54.
1190. Silva Carlos Manique, *Notícia sumária sobre as instituições escolares da Suíça (1911)*, RHE, 17 (2013), n. 41, pp. 235-249.
1191. Silva Carlos Manique, *Raul Lino, protagonista de uma mudança na arquitetura escolar durante a I República Portuguesa*, EDUR, 49 (2013), pp. 83-102.
1192. Silva Clarino Juliana Maués, Dallabrida Norberto, *Incluídos pela escola pública: trajetória social de egressos trânsfugas do colégio estadual Dias Velho (segunda metade da década de 1960)*, HS, 13 (2013), n. 54, pp. 230-241.
1193. Silva Mélo Cristiane, Gomes Machado Maria Cristina, *Apontamentos de Álvaro Vieira Pinto à reforma universitária no Brasil na década de 1960*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 263-279.
1194. Silveira Daniel Leziany, *Educação e desenvolvimento social: discussões do intelectual João Roberto Moreira (décadas de 1950/1960)*, RBHE, 13 (2013), n. 2, pp. 189-216.
1195. Sima Ana Victoria, *From the Enlightenment to Philanthropinism in the pedagogical thought of the Romanians from Transylvania, the Banat and Hungary (1776-1848)*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International*

- Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts, HECL, 8 (2013), n. 1, pp. 199-213.*
1196. Simons Maarten, *Marginal Comments on the Presence and Absence of Education*, IJHE, 3 (2013), n. 2, pp. 251.
1197. Sindoni Caterina, *L'attività dei direttori delle «scuole centrali di metodo» della Sicilia borbonica nel percorso professionale di Angelo Maria Vita*, NBC, 8 (2013), n. 2, pp. 77-83.
1198. Skourtou E., Kourtzi-Kazouli V., Vratsalis K., Sofos A., *Μεταβάσεις, γεφυρώσεις και μετασχηματισμοί στη γνώση και στη γλώσσα [Switches, bridges and transformations in knowledge and language]*, EDSCI, 2011, pp. 163-174.
1199. Slepenkova E.A., Rol' A.S. *Makarenko v razvitiu tekhnologii vospitaniya kak nauchnogo napravleniya pedagogiki: 1888-1939* [A.S. Makarenko's role in the development of the technology of education as scientific tendency of pedagogy], PEDG, 3 (2013), n. 7, pp. 108-111.
1200. Smilie Kipton D., *Bookends of the Twentieth Century: Irving Babbitt, E.D. Hirsch, and the Humanistic Curriculum*, AEHJ, 40 (2013), n. 1, pp. 153-170.
1201. Smirnov V.I., V.N. Tatishchev u istokov otechestvennoj modeli pedagogicheskogo obrazovanya. V.T. Tatishchev – rossysky gosudarstvennyj deyatel', myslitel' avtor didakticheskikh sochineniy posvyaschennykh obshchesvetennomu i professional'nomu obrazovanyu, 1686-1750 [V.N. Tatishchev at the sources of the national model of the pedagogical education – a russian activist, thinkers author of works consacrated to the social and professional education], IPZ, 1 (2013), pp. 7-11.
1202. Smirnov V.I., *Zarozhdenie i razvitiye sistemy pedagogicheskogo obrazovanya v Rossii (konec XVIII-nachalo XX vv.)* [Birth and development of the system of pedagogical education in Russia (end of 18th – beginning of 20th centuries)], IPZ, 1 (2013), pp. 59-74.
1203. Smirnova N.B., *Problema pedagogicheskogo avtoritetata v nauchnom nasledii V.V. Zen'kovskogo* [The problem of the pedagogical authority in the scientific heritage of V.V. Zenkovsky], IPZ, 4 (2013), pp. 134-141.
1204. Smith Richard, *Constructing childhood and making progress*, IJHE, 3 (2013), n. 1, pp. 120-122.
1205. Smolarczyk Andrzej, *Prywatne szkolnictwo powszechnie w województwie poleskim w latach 1919-1939*, RDO, 50 (2013), pp. 149-178.
1206. Smolina I.G., *Kul'turnoe nasledie Nikolaya Fedorovicha Katanova: k*

- 150-letiyu so dnya rozhdenya N.F. Katanova – rossyskogo vostokoveda i etnografa, issledovatelya tyurkskikh yazykov i narodov, pervogo khakaskogo professora, 1862-1922 gg. [The cultural heritage of Nikolaj Fedorovich Katanov: for the 150 years of N.F. Katanov's birth – russian specialist of East and ethnographer, research of the turc languages and peoples, first professor of the Chakaz, 1862-1922], SOVRO, 2012, pp. 175-183.
1207. Smyth Elizabeth, *Gender, religion and higher education: a century of Catholic women at the University of St. Michael's College, University of Toronto*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 547-561.
1208. Snelgrove David, *John Dewey and Hannah Arendt on Totalitarianism, Education, and the Problems of Democracy*, JPHE, 63 (2013), n. 1, pp. 209.
1209. Soares de Almeida Jane, *Educadoras missionárias na província de São Paulo em finais do século XIX: fragmentos de sua passagem pela educação escolar*, CHE, 12 (2013), n. 1, pp. 203-217.
1210. Soeiro Eunice Maciel, *Materialismo histórico dialético: epistemologia para educação Campesina no Amazonas*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 301-312.
1211. Sofou E., Tsafos V., *Αντιλήψεις νεοδιόριστων νηπιαγωγών για τις επιμορφωτικές τους ανάγκες* [Perceptions newly appointed kindergarteners for the training needs], SCIED, 4 (2010), pp. 81-94.
1212. Sokolov R.V., Solokova N.V., «*Vykhod za ramki...*» kak cherta professionalizma: novatorskie iniciativy A.S. Makarenko, S.T. Shchackogo, I.P. Ivanova [«The exit form the framework...» as trait of the professionalism: innovative A.S. Makarenko's, S.T. Shkhacky's I.P. Ivanov's innovative initiatives], NAR, 6 (2013), pp. 105-113.
1213. Solow Stein Julie, *Early To Wed: Teenage Marriage in Postwar America*, JHCY, 6 (2013), n. 2, pp. 359-382.
1214. Somogyvári Lajos, *Somogyvári Lajos, Pedagógusképek és -szerepek az 1960-as évek Magyarországán* [The image and role of pedagogues in Hungary during the 60s], MP, 113 (2013), n. 1, pp. 29-52.
1215. Song Lihua, 近代来华传教士译介成长小说述略 [Translated bildungsroman by foreign missionaries in modern China], REMOCL, 6 (2010), pp. 41653.

1216. Song Mingxia, 从儿童文学的视角浅谈小学语文教育 [*Chinese course in elementary school from the perspective of children's literature*], FORET, 51 (2013), pp. 266-267.
1217. Song Wencui, 论儿童文学教育与儿童审美能力的培养 [*Children's literature education and the fostering of children's aesthetic abilities*], MES, 24 (2011), pp. 52-53.
1218. Sorbello Staub Alessandra, *Netzibel zur Schul- und Bildungsgeschichte*, GWU, 64 (2013), nn. 1-2, pp. 104-106.
1219. Soudien Crain, *The making of white schooling in the Cape Colony in the late nineteenth century*, SARE, 19 (2013), n. 2, pp. 111-124.
1220. Sousa Nilvan Laurindo, *O pensamento educacional de intelectuais Curitibanos na revista «A Escola» (1906)*, RH, 13 (2013), n. 52, pp. 107-118.
1221. Sousamidou- Karaberi C., *H éννοια των εαυτού Ελλήνων και αλλοδαπών μαθητών μέσης παιδικής ηλικίας* [*The concept of self-Greek and foreign students middle childhood*], EDSCI, 4 (2010), pp. 151-160.
1222. Southwell Myriam, *Schooling and governance: Pedagogical knowledge and bureaucratic expertise in the genesis of the Argentine educational system*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 43-55.
1223. Souza Araújo José Carlos, *Universidade brasileira segundo o inquérito de 1928: ensino, pesquisa e extensão*, HS, 13 (2013), n. 51, pp. 373-382.
1224. Souza Martins Angela Maria, *Considerações históricas sobre o ensino de filosofia no Brasil do período colonial até século*, RH, 13 (2013), n. 49, pp. 309-321.
1225. Souza Martins Angela Maria, Wanderley Neves Lúcia Maria, *Materialismo histórico, cultura e educação: Gramsci, Thomson e Williams*, HS, 13 (2013), n. 51, pp. 341-359.
1226. Spantidakis G., Vasarmidou D., *Γνωστικά εργαλεία για την κατανόηση επιχειρηματολογικών κειμένων: To παράδειγμα των λογισμικού «Βήματα Μπροστά – Βήματα πίσω»* [*Cognitive tools for understanding argumentative texts: The case of software «Steps Ahead-StepsBack»*], SCIED, 4 (2010), pp. 219-230.
1227. Spedo Hilsdorf Maria Lucia, Alexandre Fernando Luiz, *Thales de Andrade, autor de literatura infantil: trajetória e constituição do campo*, RBHE, 13 (2013), n. 1, pp. 129-158.
1228. Spencer Stephanie, *Sources and interpretations. Just a book in a library? The Sybil Campbell Library Collection fostering international friendship*

- amongst graduate women*, HEJ, 42 (2013), n. 2, pp. 257-274.
1229. Sperandio Henrique Raimundo do Carmo and Mendonça, *Samuel Nietzsche, cultura e educação*, PP, 24 (2013), n. 3, pp. 249-256.
1230. Spiguel Juliana, Escovedo Selles Sandra, *Cândido Firmino de Mello Leitão e o ensino de história natural na década de 1930: um intelectual a serviço da escola*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 115-132.
1231. Sroka Stanisław A., *Academic degrees obtained by Poles studying at Northern Italian universities in the second half of the 15th c. (Bologna, Padua, Ferrara)*, ASUI, 17 (2013), pp. 325-331.
1232. Sroka Wendelin, «*Milchrahm instead of Obers!*» – on the long-term fate of vocabulary-related norms in primers of the Habsburg Monarchy, RPI, 9 (2013), pp. 11-17.
1233. St. Louis Public Schools' Educational Foundations and Subsequent Curricula, JPHE, 63 (2013), n. 1, pp. 107-120.
1234. Stancel-Piątak Agnes, *Plamen Mirazchiyski and Deana Desa, Promotion of Reading and Early Literacy Skills in Schools: a comparison of three European countries*, in *Literacy – Is Europe Fit for the Future*, EJE, 48 (2013), n. 4, pp. 498-510.
1235. Standish Paul, *Repensando la democracia y la educación con Stanley Cavell*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 49-64.
1236. Staring Jeroen, *Caroline Pratt's political, toy manufacturing, and educational life, 1896-1921*, HER, 42 (2013), n. 1, pp. 85-100.
1237. Stephenson Maxine, *The third sector and the governance of education*, JEAH, 45 (2013), n. 4, pp. 370-384.
1238. Stikute Elita, *Jānis Rudzītis: daži zinātniskās un pedagoģiskās darbības aspekti* [Janis Rudzitits: Some Aspects of his Scientific and Pedagogical Activities], in Vilks Ilgonis (ed.), *Latvijas Universitātes raksti. Zinātņu vēsture un muzejniecība*, 780.sēj. [Scientific Papers, University of Latvia. History of Sciences and Museology], LURA, 764 (2012), pp. 240-246.
1239. Stikute Elita, *Latviešu literatūras didaktikas vēsturiskā pieredze (20. gs. 20.-40.g.) mūsdienu literatūras didaktikas kontekstā* [Historical Experience of Didactics of Latvian Literature (1920s-1940) in the context of current Didactics of Literature], TAG, 1 (2011), n. 6.
1240. Stikute Elita, *Mirdzas Gailes ieguldījums latviešu literatūras didaktikas attīstībā* [Heritage of Mirdza Gaile in the Didactics of Latvian Literature], in Vilks Ilgonis (ed.), *Latvijas Universitātes Raksti*, 763.

- sējums [Scientific Papers University of Latvia. History of Sciences and Museology], LURA, 763 (2011), pp. 120-125.*
1241. Stisser Anna, Hild Anne, Ell Basil, Schindler Christoph, *Neue Forschungswerkzeuge in der Historischen Bildungsforschung. Die virtuelle Forschungsumgebung SMW-CorA für die kollaborative Analyse und Auswertung umfangreicher digitalisierter Quellen*, JHB, 19 (2013), pp. 305-326.
1242. Stoyukhina N.Yu., *Religioznoe vospitanie v rossyskoj psikhologopedagogicheskoy publicistike nachala XX veka [The religious education in the russian psychological-pedagogical periodicals at the beginning of the XX century]*, PSIKHOL, 1 (2013), pp. 104-126.
1243. Strandgaard Jensen Helle, *TV as Children's Spokesman: Conflicting notions of Children and Childhood in Danish Children's Television around 1968*, JHCY, 6 (2013), n. 1, pp. 105-128.
1244. Strelova O. Ju., *Istorya v shkole ostaetsja «polem bitvy za proshloe», potomu chto «vojny pamjati» ne utichajut [History Classroom Still A Field of Battle for the Past, as Memory Wars Rage On]*, PSO, 6 (2012), pp. 83-98.
1245. Stronach Ian, *Education, philosophy and politics. The selected works of Michael A Peters*, BERJ, 39 (2013), n. 6, pp. 1078-1080.
1246. Struck Wolfgang, *German Television and Colonialism*, in *Postcolonial Memory Politics in Educational Media*, JEMMS, 5 (2013), n. 1, pp. 130-140.
1247. Strunc Abbie, King Kelley, *Citizenship Education in Texas: Gaps between Theory and Practice in the State Curriculum Standards*, AEHJ, 40 (2013), n. 1, pp. 141-152.
1248. Su Ping, *论儿童文学顽童形象的审美内涵 [Meanings and implications of naughty children in children's literature]*, JOLACE, 6 (2010), pp. 10-12.
1249. Sukhova N.N., *Razrabotka teoreticheskich osnov sovetskoy pedagogicheskoy nauki. Dejatel'nost' Vsesojuznogo Kommunisticheskogo instituta prosveshcheniya [The elaboration of the theoretical basis of the soviet pedagogical science. The activity of the All-Russian Communist Institute of Enlightenment]*, in *Aktual'nye problemy teorii i praktiki modernizacii obrazovaniya*, pp. 73-77.
1250. Sumnitel'lyj K. Ye., *Tajna osvobozhdenya rebenka. Pochemu metod Montessori opyat' aktualen? [The secret of the child liberation. Why is the method Montessori yet actually?]*, PSO, 1 (2011), pp. 18-25.

1251. Sun Jianguo, 儿童文学视野下小学语文中的儿童哲学教育 [*Philosophical education in elementary school Chinese course from the perspective of children's literature*], JOEDU, 3 (2011), pp. 83-85.
1252. Sun Jianguo, 基于文化自觉的高师儿童文学教学中的人文教育 [*Liber- al education in the teaching of children's literature in normal universities based on cultural self-awareness*], FOREC, 3 (2012), pp. 24-28.
1253. Sun Jianguo, 小学语文中儿童文学教育的人文性 [*Humanism in chil- dren's literature education in elementary Chinese course*], JOEDU, 4 (2012), pp. 78-80.
1254. Sun Jianguo, 论儿童文学促进幼儿情感发展及其优化策略 [*On the enhancement of emotional development of infants through children's literature and its optimization strategies*], FOREC, 6 (2013), pp. 41-46.
1255. Sun Jianying, 试论金波儿童文学作品教学的意义与策略 [*On the signif- icance and strategies of the teaching of Jin Bo's works for children*], JIANER, 34 (2011), pp. 41-43.
1256. Sureda Garcia Bernat, Comas Rubí Francisca, *Proposals for women's education in the magazine «Feminal»*, HECL, 8 (2013), n. 2, pp. 273-292.
1257. Šušnjara Sniežana, *The position of teachers in Bosnia and Herzegovina during the Austro-Hungarian Monarchy*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts*, HECL, 8 (2013), n. 1, pp. 85-106.
1258. Sveshnikov A.V., *Pravitel'stvennaya politika v sfere zarubezhnykh komandirovok russkikh uchenykh vtoroj poloviny XIX –nachala XX veka* [*The State Policy in the Sphere of the Foreign Scholars' Study Tours in the second half of the 19th – beginning of the 20th c.*], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [*The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)*], NLOBO, 2012, pp. 849-887.
1259. Sveshnikov A.V., *Sistema sovetskogo partynogo obrazovanya v 1918–1930 godakh* [*The System of the Soviet Party Education in 1918-1930*], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [*The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)*], NLOBO, 2012, pp. 593-610.

1260. Syrett Nicholas L., «*I Did and I Don't Regret It*»: *Child Marriage and the Contestation of Childhood in the United States, 1880-1925*, JHCY, 6 (2013), n. 2, pp. 314-331.
1261. Szakács Simona, *Converging with World Trends: The Emergence of the Cosmopolitan Citizen in Post-Socialist Romanian Citizenship Education*, in Agarin Timofey, Paweł Karolewski Ireneusz (edd.), *Citizenship and Civic Education in Postcommunist Countries*, JSSE, 4 (2013), pp. 2-5.
1262. Szalai Bernadett, *A nemzetközi tankönyvkutatás történeti vázlata* [Historical draft of the International school textbook research], ACTAC, 11 (2012), n. 1, pp. 87-100.
1263. Szulakiewicz Władysława, *Być nauczycielem akademickim. Rozważania Hansa-Georga Gadamera (1900-2002)*, RDO, 50 (2013), pp. 65-80.
1264. Tabacchi Elena, «*Secondo i naturali confini della libertà degli insegnanti*. Forme di censura e controllo nell'esperienza della seconda Commissione centrale per l'esame dei libri di testo (1894-1901), HECL, 8 (2013), n. 2, pp. 239-258.
1265. Taborda de Oliveira Marcus Aurelio, Herrera Beltran Claudia Ximena, *Uma educação para a sensibilidade: circulação de novos saberes sobre a educação do corpo no começo do século XX na Ibero-América*, RBHE, 13 (2013), n. 2, pp. 15-44.
1266. Tadesse Woldegiorgis Emnet, Doevenspeck Martin, *The Changing Role of Higher Education in Africa: A Historical Reflection*, HES, 3 (2013), n. 6, pp. 35-45.
1267. Tadmor-Shimony Tali, *Shaping landscape identity in Jewish state education during the 1950s to 1960s*, PH, 49 (2013), n. 2, pp. 236-252.
1268. Tagliavini João Virgílio, Piantkoski Marcelo Adriano, *João Batista de La Salle (1651-1719): um silêncio eloquente em torno do educador católico que modelou a escola moderna*, in *Intelectuais e Educação*, HS, 13 (2013), n. 53, pp. 16-40.
1269. Tahan Novaes Henrique, *O trabalho associado como princípio educativo e a educação escolar: notas a partir das fábricas recuperadas*, HS, 13 (2013), n. 54, pp. 70-88.
1270. Tamboukou Maria, *Sources and interpretations. Educating the seamstress: studying and writing the memory of work*, HEJ, 42 (2013), n. 4, pp. 509-527.
1271. Tan Fengxia, 喧哗与骚动中的成长危机——论“文革”童年叙事的人文反思 [*Growing up crisis in sound and furies: on the humanitarian*

- reflections of Cultural Revolution childhood narratives], JOCHIMU, 5 (2013), pp. 105-109.
1272. Tan Fengxia, 突围与束缚:中国本土图画书的民族化道路——国际视野中熊亮等的绘本创作论 [*Escape and restraints: domestication of native Chinese picture books, on Xiong Liang and other writer's works in an international perspective*], JONNU, 2 (2012), pp. 148-153.
1273. Tan Fengxia, 认同危机中的挑战——论当代美国校园小说对少年主体性的建构 [*Challenges in the identification crisis: on the construction of juvenile subjectivity of contemporary school stories*], CONFOLI, 3 (2013), pp. 107-117.
1274. Tan Fengxia, 论京派乡土童年书写中的女儿崇拜 [*On daughter-worship in Beijing rural childhood writings*], NASS, 4 (2013), pp. 125-130.
1275. Tan Fengxia, 转型中的焦虑与建构——论新时期后期童年书写繁荣之成因 [*Anxiety and construction in a transitional period: on the popularity of childhood writing in late new epoch*], TRUS, 6 (2013), pp. 134-139.
1276. Tanguy Lucie, *Apprentissage en entreprise et formation professionnelle en école: une mise en perspective des années 1950 aux années 1990*, RFP, 183 (2013), pp. 27-37.
1277. Tannebaum Rory P., Hall Anna H., Deaton Cynthia M., *The Development of Reflective Practice in American Education*, AEHJ, 40 (2013), n. 2, pp. 241-260.
1278. Tanturri Alberto, *Dal precettorato alle scuole private. Il caso del Mezzogiorno sette-ottocentesco*, in Paoli Maria Pia (ed.), *Itinerari del sapere nell'Europa moderna*, ASE, 20 (2013), pp. 187-199.
1279. Targhetta Fabio, *Protagonisti e strategie della lotta contro l'ignoranza nell'Italia unita. A proposito di una recente pubblicazione*, HECL, 8 (2013), n. 1, pp. 765-770.
1280. Targhetta Fabio, *Una raccolta di saggi, una stagione di studi storico-educativi. A proposito di una recente pubblicazione*, HECL, 8 (2013), n. 2, pp. 651-658.
1281. Társio de Souza Sauloéber, da Silva Jóbio Balduíno, *Educação profissional Pública no Pontal mineiro: notas sobre o colégio comercial oficial (1965-1979)*, HS, 13 (2013), n. 51, pp. 200-221.
1282. Tasic N.A., *Nauchnaya politika SSSR v 1927-1941 godakh [The Science Policy of the Soviet Union in 1927-1941]*, in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody) [The Schedule of Changes. The Essays of*

- the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 564-592.*
1283. Terziyska Milka, *Decata bez detstvo v istoyata i dnes [Children without childhood in history and today]*, BSZO, 1 (2013), pp. 15-51.
1284. Terziyska Milka, *Istoryata na detstvoto kato napravlenie v psichistoryata (Teoryata na Lloid de Mos) [Childhood history as a new direction in psychohistory (Loyd Demause's theory)]*, SONP, 21 (2013), n. 4, pp. 460-485.
1285. Terzulli Francesco, *Anatomia di un lungo consenso. Le pratiche didattiche di un preside fascista nel Sud (1930-1955)*, HECL, 8 (2013), n. 2, pp. 377-413.
1286. Tészabó Júlia, *Törekvések a 20. század elején a gyermekkultúra területeinek meghatározására [Attempts in the definition of the fields of children's culture at the beginning of the 20th century]*, in Bús Imre (ed.), *Tanulmányok a gyermekkultúráról [Studies on children's culture]*, PTE-Igyk (2013), pp. 55-68.
1287. Thelin John R., *Numbers, please!*, in *If Life were Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 150-156.
1288. Thoilliez Bianca, *El pensamiento pedagógico de William James: el tactful teacher y la educación moral*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 83-102.
1289. Thompson Margaret Susan, *Adaptation and professionalisation: challenges for teaching sisters in a pluralistic nineteenth-century America*, in Bruno-Jofré Rosa (ed.), *Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures*, PH, 49 (2013), n. 4, pp. 454-470.
1290. Thyssen Geert, *The stranger within: Luxembourg's early school system as a European prototype of nationally legitimized international blends (ca. 1794-1844)*, PH, 49 (2013), n. 5, pp. 625-644.
1291. Thyssen Geert, Priem Karin, *Mobilising meaning: multimodality, translocation, technology and heritage*, in Thyssen Geert, Priem Karin (edd.), *Modes and Meaning: Displays of Evidence in Education*, PH, 49 (2013), n. 6, pp. 735-744.
1292. Tigyiné Pusztafalvi Henriette, *Az egészségnivelés intézményesülésének története [Institutionalization – a history of health education]*, EDC, 22 (2013), n. 2, pp. 224-234.
1293. Todaro Letterio, *Scienza, pedagogia, cultura scolastica nell'Italia postunitaria: l'esperienza dell'«Archivio di pedagogia e scienze affini» –*

- I parte*, NBC, 8 (2013), n. 1, pp. 79-85.
1294. Todaro Letterio, *Scienza, pedagogia, cultura scolastica nell'Italia postunitaria: l'esperienza dell'«Archivio di pedagogia e scienze affini»*, NBC, 8 (2013), n. 2, pp. 67-76.
1295. Toledo María Isabel (entrevista a), *A 40 años del Golpe: Muchos han dicho que a los niños no les importa, que no les corresponde, pero es su propia historia*, DO, 50 (2013), pp. 76-80.
1296. Tong Chia Yeow, *Through the Western gaze: Chinese history in Ontario High School World History Syllabus and textbooks, 1947-ca. 1980s*, HER, 42 (2013), n. 2, pp. 199-211.
1297. Tooley James, *Challenging educational injustice: 'Grassroots' privatisation in South Asia and sub-Saharan Africa*, ORE, 39 (2013), n. 4, pp. 446-463.
1298. Torrano Conrado Vilanou, *La doctrina pueril de Lulio: Una enciclopedia escolar del siglo XIII*, in Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013) n. 1, pp. 97-114.
1299. Tortorelli Gianfranco, *Educare alla lettura nel Novecento: una riflessione storiografica sulla storia dell'editoria*, HECL, 8 (2013), n. 2, pp. 555-583.
1300. Tortorelli Gianfranco, *Filologia, editoria, educazione e identità nazionale: una tradizione per l'Italia*, HECL, 8 (2013), n. 1, pp. 381-398.
1301. Tortorelli Gianfranco, *L'illustrazione nelle edizioni Bemporad: rilettura di un paradigma*, HECL, 8 (2013), n. 2, pp. 659-669.
1302. Tozzi Juliana Bernardes, *Educação, infância e leitura: contribuições da teoria dos processos civilizadores de Norbert Elias*, PP, 24 (2013), n. 2, pp. 127-145.
1303. Trebisacce Giuseppe, *La lunga storia della scuola media*, in *Per i cinquantanni della scuola media unica*, NBC, 8 (2013), n. 1, pp. 15-25.
1304. Trentin Silveira Renê, *Education policy and national security in Brazil in the post-1964 context*, PH, 49 (2013), n. 2, pp. 253-272.
1305. Triantari S., *H διερεύνηση της φιλοσοφίας μέσα από τη λογοτεχνία: «Ο ανιψιός του Ραμό του DenisDiderot». Πρόταση για τη διδασκαλία της φιλοσοφίας [Exploring philosophy through literature: «The nephew of Ramush Denis Diderot». Proposition for teaching philosophy]*, SCIED, 4 (2010), pp. 121-128.
1306. Tribunskich N.I., *Deyatel'nost' gosudarstvennykh i partynykh organov po podgotovke uchitelej dlya gorodskikh i sel'skikh shkol v 1920-e – seredine 1930-kh godov na Stavropol'e [The activity of State and Party organs in the training of the teachers for the urban and rural schools in*

- the 1920-s – middle of the 1930-s in Stavropol'e], PRIS, 6 (2013), pp. 75-78.*
1307. Tröhler Daniel, *The Technocratic Momentum after 1945, the Development of Teaching Machines, and Sobering Results*, in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 1-19.
1308. Trotta Nicoletta, *Il Fondo Manoscritti dell'Università di Pavia, «scrigno della memoria»*, ASUI, 17 (2013), pp. 495-504.
1309. Tsapenko A.M., *Iz istorii nauchnoj pedagogicheskoy biblioteki im. K.D. Ushchinskogo v informacionnom obespechenii otechestvennoj pedagogicheskoy nauki (na osnove arkhivnykh dokumentov perioda 1925-1970-kh godov) [From history K.D. Ushinsky Scientific Pedagogical Library in information support of the national pedagogical science (On the basis of archival documents of the 1925-1970th years period)]*, PSO, 3 (2012), pp. 51-59.
1310. Tschirhart Annie, *Des surveillants généraux aux conseillers principaux d'éducation: histoire d'un héritage*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), n. 1, pp. 85-103.
1311. Tshichenko E.G., *Aleksandrovskaya muzhkaya gimnazya Taganroga (1880-1890-e gg.) [Aleksandrovskaya Taganrog Me's grammar school (1880-s-1890-s)]*, IPZ, 2 (2013), pp. 142-150.
1312. Tsoneva Penka, *Obrazovanieto na decata ot etnicheskite malciinstva v Balgaria i sapatstvashchite gi pedagogicheski problemi 1919-1944 [Education of Children from Ethnic minorities in Bulgaria and the pedagogical problems that accompany it during 1919-1944]*, BSZO, 1 (2013), pp. 7-14.
1313. Tumolo Paulo Sergio, Torriglia Patrícia Laura, Batista Serrão Maria Isabel, *Educação e emancipação humana: elementos introdutórios*, PER, 31 (2013), n. 1, pp. 11-25.
1314. Tyacke Nicholas, *An Oxford Education in the Early Seventeenth Century: John Crowther's Musae Faciles*, HU, 27 (2013), n. 2, pp. 1-69.
1315. Tydecks Johanna, *The Lost Thing: Moving Media Language from a Picture Book to a Short Film*, in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 45-60.
1316. Tzikas C., Korompokis D., *Εκπαιδευτική πολιτική και ερμηνευτικά όρια. Μια θεωρητική – μεθοδολογική διερεύνηση μέσα από την εξέταση της εξέλιξης της μέσης εκπαίδευσης στη μεταπολεμική Ελλάδα [Educational and interpretive limits. A theoretical-methodological investigation by*

- examining the development of secondary education in postwar Greece],* HISTI, 10 (2012), pp. 5-38.
1317. Uman A.I., *Didakticheskie idei M.V. Lomonosova i sovremennaya teorya obucheniya (1711-1765 gg.)* [M.V. Lomonosov's didactical ideas and the contemporary theory of learning (1711-1765)], PEDG, 3 (2013), n. 7, pp. 103-108.
1318. Unarova V.Ya., *Stanovlenie i razvitiye metodiki obucheniya russkomu yazyku v nachal'nykh shkolakh Yakutii: XVIII-nach. XXI vv.* [The birth and the development of the methods of learning of the Russian language in the elementary schools of Yakutia: XVIII-beginning of the XXI century], NAC, 1 (2013), 54, pp. 46-51.
1319. Urban Wayne J., *Things I Should Have or Could Have Accomplished,* in *If Life were Endless, What Woyld you study?*, HEQ, 53 (2013), n. 2, pp. 157-162.
1320. Uruntaeva G.A., *Metody izucheniya rebenka v zarubezhnoj detskoj psikhologii vtroroj poloviny XIX – 20-30-kh godov XX veka* [Methods of Studying the Child in Foreign Child Psychology from the Second Half of the 19th century to the 20s and 30s of the 20th Century], PSO, 4 (2012), pp. 64-77.
1321. Utkin A. V., *Moisej Matveevich Rubinshtejn (k 135-letyu so dnya rozhdeniya). Russky, sovetsky psikholog, pedagog, filosof, organizator obrazovaniya, 1878-1953* [Moisej Matveevich Rubinstein (on occasion of his birth centenary)], IPZ, 2 (2013), pp. 21-27.
1322. Utkin A.V., *Stenogramma IX Mezhdunarodnoj nauchnoj konferencii «Istoriko-pedagogicheskoe znanie v nachale III tysyacheletya: poznavatel'nyj potencial istorii pedagogiki* [Shorthand record of the 9th national scientific conference historical and pedagogical knowledge at the beginning of the 3rd Millennium], IPZ, 4 (2013), pp. 11-29.
1323. Vacheva Snezhana, *Shumen - prosveten centar prez Vazrazhdaneto* [Shumen - Educational Center during the Renaissance], PED, 85 (2013), n. 1, pp. 19-29.
1324. Vaillant Denise, Manso Ayuso Jesús, *La formación del profesorado en Estados Unidos. Iniciativas orientadas a la mejora educativa*, in *Estados Unidos ante la Educación*, FE, 11 (2013), n. 15, pp. 125-148.
1325. Vajda Zsuzsanna, «*Legdrágább kincsünk a gyermek!*». Anyaság és gyermeknevelés az '50-es években Magyarországon a Nők Lapja című folyóiratban [*Our dearest treasure is the child! – Motherhood and children's education in Hungary during the 50s in the Nők Lapja magazine*], ISK, 23 (2013), n. 2, pp. 65-81.

1326. Val'kova O.A., *Gosudarstvennaya politika v sfere professional'nogo nauchnogo truda zhenschin v Rossii: konec XIX veka – 1930e gody XX veka* [The State Policy in the Sphere of the Women's Scientific Labor in Russia: late 19th-1930s], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 809-848.
1327. Valdemarin Vera Teresa, *A função social da escola e a constituição da forma escolar (Brasil/Portugal, 1870-1932)*, RBHE, 13 (2013), n. 3, pp. 185-206.
1328. Valdemarin Vera Teresa, Gaspar da Silva Vera Lúcia, *Palavras viajeiras: circulação do conhecimento pedagógico em manuais escolares (Brasil/Portugal, de meados do século XIX a meados do século XX)*, RBHE, 13 (2013), n. 3, pp. 179-183.
1329. Valdir dos Santos Ademir, *Alemanha perdida? Ecolarização de crianças em colônias de imigrantes alemães no sul do Brasil*, PER, 31 (2013), n. 3, pp. 841-874.
1330. Valdir dos Santos Ademir, Vechia Ariclê, *Escola, emigração alemã e identidade étnica no paraná e em Santa Catarina*, CHE, 12 (2013), n. 2, pp. 395-410.
1331. Valerie Poirier, «*Polio Hysteria*: La rentrée scolaire montréalaise de 1946 et l'épidémie de poliomylérite», CBMH, 30 (2013), n. 1, pp. 123-142.
1332. Van der Ploeg Piet, *The Dalton Plan: recycling in the guise of innovation*, PH, 49 (2013), n. 3, pp. 314-329.
1333. Van Ruyskensvelde Sarah, *Remembering wartime schooling... Catholic education, teacher memory and World War II in Belgium*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 149-159.
1334. Van Overbeke Marc A., «*Out of the Quietness, a Clamor: 'We Want Football!'*» *The California State Colleges, Educational Opportunity, and Athletics*, HEQ, 53 (2013), n. 4, pp. 430-454.
1335. Varotto Michele, Hai Alessandra Arce, *Vestígios da presença das ideias educacionais de John Dewey em uma escola normal paulista nas décadas de 10 e do século XX*, HS, 13 (2013), n. 51, pp. 222-237.
1336. Vasil'ev P.V., *Izmenenie funkcional'noj roli uchaspchego v obrazovatel'nom processe pod vlyanie idei «trudovoj shkoly» v*

- otechestvennoj pedagogike 20-kh godov XX veka [The change of the functional role of the pupil in the educational process under the influence of the idea of the «labor school» in the national pedagogy of the 20-s years of the XX century], IZYUFED (2012), n. 11, pp. 47-52.
1337. Vasil'eva V.N., *Korkatovskaya shkola: proshloe, nastoyashche, budushchee: (k 125-letniyu so dnya osnovanya): 1886 g., cerkovno-prikhodskaya sel'skaya shkola kak primer narodnoj shkoly v nacional'noj glubine Maryskogo kraja* [The Korkatovskaya school: past, present and future: (from the 125 year of the foundation): 1886, parochial rural school as exemple of the popular school in the national depth of the Marysk region], PROPO, 2012, pp. 11-15.
1338. Vasvári Zoltán, *A viktoriánus kor gyermekei – Harry Brooker képein* [The children of the Victorian Age – In the paintings of Harry Brooker], FORDUL, 14 (2012), n. 3 (57), pp. 91-104.
1339. Vasvári Zoltán, *Gyermekélet a XIX. századi népiskolákban 1.* [The life of the child in 19th century's village schools], FORDUL, 14 (2012), n. 1 (55), pp. 27-40.
1340. Vavilov V.V., Avtografy A.N. Kolmogorova: k 110-letiyu so dnya rozhdeniya A.N. Kolmogorova (1903-1987 gg.) i 50-letiyu so dnya rozhdeniya fiziko-matematicheskoy shkoly pri MGU im. Lomonosova (1963 g.) [A.N. Kolmogorov's Authographs: for the 110 years from Kolmogorov's birth (1903-1987) and of the 50 years from the birth of the fisico-mathematical school at the MGU 'Lomonosov' (1963)], MAS (2013), n. 8, pp. 69-75.
1341. Vázquez Verdera Victoria, *Martin Buber y sus aportaciones a la manera actual de entender la educación para el cuidado*, EH, 21 (2013), pp. 143-158.
1342. Vehkalahti Kaisa, Susanna Hoikkala, *Gender and Discipline in the Finnish Reformatories of the 1920s*, JHCY, 6 (2013), n. 3, pp. 457-481.
1343. Veloso Geisa Magela, dos Santos Francely Aparecida, de Carvalho Guimarães Jussara Maria, *Representações sobre a infância e os deferitos da educação moral no*, CHE, 12 (2013), n. 2, pp. 517-535.
1344. Vera-Cazorla María Jesus, *The grammar school at the Cathedral of the Canary Islands (1563-1851)*, HEJ, 42 (2013), n. 5, pp. 551-565.
1345. Verbeke Demmy, *A call for sobriety: sixteenth-century educationalists and humanist conviviality*, PH, 49 (2013), n. 2, pp. 161-173.
1346. Vergana Javier, *El «De modo ad discendi» (c. 1263) de Gilgert de Rournai O.F.M., un puente entre la tradición y el Renacimiento*, in

- Vergara Ciordia Javier (ed.), *Tesoros escondidos de la Historia de la Educación*, ED, 16 (2013) n. 1, pp. 63-82.
1347. Vergara Ciordia Javier, *Familia y educación familiar en la Grecia antigua*, in *Familia e Sociedad: totalidad y relación*, ESE, 25 (2013), pp. 13-30.
1348. Vergara Javier, Ana Costa París, *La identidad pedagógica de la Compañía de Jesús en el siglo XVI*, HECL, 8 (2013), n. 2, pp. 11-31.
1349. Verneuil Yves, *Les débats sur la mixité des élèves dans l'enseignement privé catholique à la fin des années 1960*, HE, 37 (2013), n. 137, pp. 57-91.
1350. Verneuil Yves, *Rôles et identités professionnelles des répétiteurs et des professeurs de lycée (1880-1940): un conflit recurrent*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), n. 1, pp. 49-67.
1351. Verneuil Yves, Savoie Philippe, *Introduction - Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, in Verneuil Yves, Savoie Philippe (edd.), *Encadrement éducatif et vie scolaire dans les établissements d'enseignement secondaire depuis le XVII^e siècle*, CAE, 35 (2013), n. 1, pp. 9-15.
1352. Verneuil Yves, Savoie Philippe, *Rencontre avec Jean-Pierre Obin - Réflexions sur les évolutions de la condition enseignante dans le second degré public*, CAE, 35 (2013), n. 1, pp. 133-143.
1353. Veroszta Zsuzsanna, «Egyszer már megoldottnak vélt problémák» – Központosítás vagy decentralizáció a közoktatásban a nyolcvanas években (Kerekasztal-beszélgetés) – Beszélgetőpartnerek: Lukács Péter, Sziüdi János és Verebélyi Imre [«Problems that were reckoned to be already solved» – Centralization or decentralization in public education in the 80s (round table) – Speechpartners: Péter Lukács, János Sziüdi and Imre Verebélyi], EDC, 22 (2013), n. 1, pp. 73-80.
1354. Vetchikova M.N., *Izuchenie inostrannyykh yazykov v gimnazyakh Rossii: vtoraya polovina XIX – nachala XX v.* [The study of the foreign languages in the gymnasium of Russia: the second half of the XIX century – beginning of the XXth], PEDG, 3 (2013), n. 3, pp. 73-79.
1355. Vilhena Carla Cardoso, Mota Luís, *É preciso educar as mães. As revistas de educação familiar e a profissionalização da maternidade (1945-1958)*, in *Temas e Reflexões de História da Educação: perspetivas portuguesas e brasileiras*, EXE, 2013, pp. 72-79.

1356. Viñao Frago Antonio, *?Historia de las disciplinas, profesionalización docente y formación de profesores: el caso español*, HECL, 8 (2013), n. 1, pp. 365-379.
1357. Viñao Frago Antonio, *Une discipline éphémère dans la formation des maîtres: «la théorie de la lecture» en Espagne (1858-1931)*, in Chartier Anne-Marie, Rockwell Elsie (edd.), *Apprendre à lire aux débutants dans les pays de langue romane (1750-1950)*, HE, 37 (2013), n. 138, pp. 153-174.
1358. Volkova I.V., *Moskovskie shkoly v kanun i v nachale Velikoj Otechestvennoj vojny: istoki pobedy [Moscow Schools on the Eve of and in the Beginning of the Great Patriotic War: The Source of Victory]*, PSO, 5 (2013), pp. 90-101.
1359. Volkova I.V., *Sovetskaya shkola na putyakh podgotovki k vojne: perelomnyj 1936 god [Soviet Schools in Preparation for the Great Patriotic War: the Critical Year of 1936]*, PSO, 6 (2012), pp. 125-138.
1360. Volobueva L.M., *Detskie sady Rossii: proshloe na sluzhbe buduyushego: vtoraya polovina XIX-XX vv. [The children gardens of Russia: the past on dyty of the future: second half of the XIX-XX centuries]*, UPRADO, 7 (2013), pp. 14-18.
1361. Volodina L.O., *Pedagogika kommunal'nogo dejstvya: istoriko-pedagogichesky aspekt: cennostnye prioritety semeynogo vospitanya v vtoroj polovine XIX – nachalo XX vv. [The pedagogy of the communal action: historico-pedagogical aspect: priority values of the family education in the second half of the XIXth century – beginning of the XX century]*, NPPI, 2 (2013), n. 30, pp. 157-166.
1362. Volpato Gildo, *Interferências dos órgãos de classe na Universidade na perspectiva de professores advogados, engenheiros e médicos*, PER, 31 (2013), n. 1, pp. 337-364.
1363. Volpe Luigi, *Gli studi giuridici e la teoria del diritto: protagonisti e linee di sviluppo dalla fondazione della Facoltà di Giurisprudenza fino agli anni '60*, ASUI, 17 (2013), pp. 175-205.
1364. Vorob'ev N.E., *Stanovlenie i razvitiie obrazovanya v Latinskoj Amerike [The birth and development of education of Latine America]*, PEDG, 3 (2013), n. 7, pp. 112-117.
1365. Vorozhejkina I.I., *Rol' kursov istorii v dukhovno-nravstvennom vospitanie shkol'nikov [The role of the courses of history in the spiritual and moral education of pupils]*, PRISO, 5 (2013), pp. 15-21.
1366. Vougioukas K., *Μεθοδολογικές προσεγγίσεις στην ανάλυση της προσωπικής θεωρίας διδασκαλίας εκπαιδευτικών: μία απόπειρα σύνθεσης [Methodological*

- approaches to the analysis of personal teaching educational theory: an attempt composition], EDSCI, 4 (2010), pp. 57-68.*
1367. Vozchikov V.A., «*Delo professorov», ili opravdanie Runicha* [«Professors' case» or *acquittal of Runich*], IPZ, 1 (2013), pp. 75-88.
1368. Vozchikov V.A., *Publichnye lekcii T.N. Granovskogo: Magya slova i lichnosti* [*The public lectures of T.N. Granovsky: the magic of a word and personality*], IPZ, 4 (2013), pp. 81-96.
1369. Vujisic Živkovic Nataša, Spasenovic Vera, *The development of primary school teacher education in Serbia in the 19th and the first decade of the 20th century*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts, HECL*, 8 (2013), n. 1, pp. 63-83.
1370. Vyazemsky Ye. Ye., *Problema fal'sifikacii istorii Rossii i obshchego istoricheskoe obrazovanie: teoreticheskie i prakticheskie aspekty* [*Problem of falsification of Russian history and the general historical education: theoretical and practical*], PSO, 1 (2012), pp. 28-43.
1371. Vyazemsky E.E., *Obrazovatel'naya politika postsovetskoy Rossii i reforma obshchego istoricheskogo obrazovaniya* [*Educational policy in post-soviet Russia and reform in general history education*], PSO, 3 (2013), pp. 5-25.
1372. Wang Biao, 儿童文学与小学语文课程资源开发 [*Children's literature and the exploitation of resources of Chinese course in elementary schools*], MEMSE, 5 (2010), pp. 35-38.
1373. Wang Bin, 茅盾儿童文学编译中的主题重构探析 [*Thematic reconstruction in the compilation and translation of Mao Dun's works for children*], REPMA, 12 (2013), pp. 97-99.
1374. Wang Chuan, 纵论幼儿文学的美育特征 [*Historical discussion of aesthetic education of infant's literature*], JOXIBRU, 4 (2011), pp. 75-78.
1375. Wang Dong, 儿童文学撑起语文课堂文学启蒙教育的天空 [*Children's literature as a vital tool for enlightenment in the Chinese course*], LITED, 12 (2010), p. 98.
1376. Wang Jun, 从个性的提倡到压抑的愤懑——周作人文学史观管窥 [*From advocating of individuality to suppressed indignation: Zhou Zuoren's view of literary history*], JOLINU, 3 (2012), pp. 372-376.
1377. Wang Kunjian, 幼儿园教材选用文学作品的现状与改进建议 [*Present situation of the selection of literary works in kindergarten textbooks*

- and further suggestions], PREER, 12 (2010), pp. 48-50.*
1378. Wang Lin, 儿童文学作品在幼儿一日生活中的运用 [*The use of children's literature in daily lives of infants*], INT, 7 (2011), p. 136.
1379. Wang Linfa, 解释学视野下的儿童文学与儿童文学教育 [*Children's literature and its education from a perspective of hermeneutics*], JOHUSSENS, 6 (2012), pp. 5-8.
1380. Wang Quangen, 分级阅读的四项基本原则 [*Four major principles of classified reading*], REPMA, 10 (2010), pp. 8-9.
1381. Wang Shan & Lu Jun, 简析小学语文教育中儿童文学的发展轨迹——探寻小学语文教育与儿童文学的密切联系 [*Historical trajectory of children's literature in elementary school Chinese course: relationship between the Chinese course and children's literature*], NOLIT, 5 (2012), p. 188.
1382. Wang Suzhen, “高师小学教育专业”儿童文学”课程教学改革的构想 [*Ideas on curricular reform of children's literature for education majors in normal universities*], EXPLO, 8 (2012), pp. 35-36.
1383. Wang Zuo, 功利教育与视觉文化压迫——儿童文学接受障碍的外因形成 [*Utilitarian education and visual cultural repression: formation of external factors of children's literature reception obstacles*], GUISS, 10 (2012), pp. 104-106.
1384. Wang Zuo, 浅谈儿童文学的发展对儿童音乐发展的借鉴意义 [*On the significance of children's literature on music education of children*], NOLIT, 2 (2012), pp. 203-204.
1385. Wang Zuo, 走出图画书阅读的几个误区 [*Several misunderstanding of picture book reading*], JOZUNS, 2 (2011), pp. 78-80.
1386. Wanschelbaum Cinthia, *La política de Educación de Jóvenes y Adultos durante el gobierno de Alfonsín (1983-1989): El Plan Nacional de Alfabetización*, AHEA, 14 (2013), n. 1, pp. 1-22.
1387. Warren Jean-Philippe, *Enseignement, mémoire, histoire: Les examens d'histoire de 4e secondaire du secteur de la formation générale au Québec (1970-2012)*, HSE, 25 (2013), n. 1, pp. 31-53.
1388. Watts Ruth, *Society, education and the state: Gender perspectives on an old debate*, in Rockwell Elsie, Roldán Vera Eugenia, Galván Luz Elena (edd.), *Rethinking the relationship: society, state and education*, PH, 49 (2013), n. 1, pp. 17-33.
1389. Watts Ruth, *Universities, medical education and women: Birmingham in the late nineteenth and early twentieth centuries*, HEJ, 42 (2013), n. 3, pp. 306-319.

1390. Weber Carolyn A., *Caught between Catholic and Government Traditions: Americanization and Assimilation at St. Joseph's Indian Normal School*, AEHJ, 40 (2013), n. 1, pp. 75-92.
1391. Wegner Kathryn L., *Progressive reformers and the democratic origins of citizenship education in the United States during the First World War*, in Jacobs Andrea, Leach Camilla, Spencer Stephanie (edd.), *Rulers, Rebels and Reformers*, HEJ, 42 (2013), n. 6, pp. 713-728.
1392. Wei Hong, 儿童文学分层次教学模式研究 [Research on stratified teaching model of children's literature], HEILED, 7 (2010), pp. 171-173.
1393. Wei Hong, 师范院校儿童文学课程改革路向 [Directions of curricular reform of children's literature courses in normal universities], HEILED, 5 (2010), pp. 70-72.
1394. Weiduschadt Patricia, *Revista O Pequeno Luterano: leitores e correspondências*, RBHE, 13 (2013), n. 2, pp. 159-188.
1395. Weir Christine, 'Deeply Interested in These Children Whom You Have Not Seen': The Protestant Sunday School View of the Pacific, 1900-1940, JPH, 48 (2013) 1, pp. 43-62.
1396. Werner Sven, *Zur Körperbehindertenpädagogik des frühen 20. Jahrhunderts zwischen christlicher Fürsorge und ökonomischem Kalkül. Professionalisierungsprozesse am Beispiel der ‚Krüppelfürsorge‘*, JHB, 19 (2013), pp. 225-246.
1397. Wessler Boneti Lindomar, *O debate sobre as desigualdades e diferenças sociais na educação no Brasil: significados e contradições*, PER, 31 (2013), n. 1, pp. 261-282.
1398. Westberg Johannes, *Stimulus or impediment? The impact of matching grants on the funding of elementary schools in Sweden during the nineteenth century*, HEJ, 42 (2013), n. 1, pp. 1-22.
1399. Whitley David, *Learning with Disney: Children's Animation and the Politics of Innocence*, in Kümmerling-Meibauer Bettina (ed.), *Children's Films*, JEMMS, 5 (2013), n. 2, pp. 75-91.
1400. Wiatr Marcin, *Grenzräume neu vermessen. Multiethnische Raum-Perspektiven in polnischen Schulbüchern*, GWU, 64 (2013), nn. 1-2, pp. 46-60.
1401. Wigelsworth, Jeffrey R., *A Grows and Governments: The Spectre of James II at the University of Oxford in the early Eighteenth century*, HU, 27 (2013), n. 2, pp. 116-145.
1402. Wiszlenkowa Elena, Ilina Kira, *On the Origin of Russian Academic Degrees. (First Half of the Nineteenth Century)*, RDO, 50 (2013), pp. 81-98.

1403. Wittrock Björn, *The Modern University in Its Historical Context: Rethinking Three Transformation*, HU, 27 (2013), n. 1, pp. 199-226.
1404. Wojcik-Andrews Ian, *Elder Quests, Kid Ventures, and Kinder Quests*, JEMMS, 5 (2013), n. 2, pp. 61-74.
1405. Wollons Roberta, *A Grander Grand Narrative*, in *If Life where Endless, What Woyl'd you study?*, HEQ, 53 (2013), n. 2, pp. 196-202.
1406. Wood Alexandra L., *Challenging History: Educating the Public about the Japanese Canadian Experience in British Columbia*, HSE, 25 (2013), n. 2, pp. 65-85.
1407. Wright Lawrence, *Towards 'Discourse 4': Re-orientating research discourse to address a key aspect of South Africa's education crisis*, SARE, 19 (2013), n. 1, pp. 23-37.
1408. Wu Dienian & Gu Zuoqing, 刘国钧早期学术思想演进之一翼——从儿童教育到儿童图书馆建设 [*Part of Liu Guojun's early academic ideas: from children's education and construction of children's library*], LIBS, 2 (2013), pp. 40-47.
1409. Wu Qinan, 儿童文学不只是写给儿童的——关于儿童文学中“双隐含读者”问题的探讨 [*Children's literature means not only literature written for children: discussion on the double implied reader in children's literature*], JOKUC, 1 (2013), pp. 1-4.
1410. Wu Zuoli, 在教育和趣味之间——1949-1959年中国图画书研究 [*Between education and pleasure: Chinese picture books between 1949 and 1959*], JIANSS, 6 (2012), pp. 214-218.
1411. Xavier Libania, Garcez de Carvalho Fábio, *Pesquisa educacional, história da educação e historiographia. Diálogos em curso, intercâmbios possíveis*, CHE, 12 (2013), n. 1, pp. 231-251.
1412. Xie Fangqun, 革命儿童文学叙事中“家长”功能的消解与转换——以《闪闪的红星》《小兵张嘎》为例 [*The disappearance and transformation of parent figures in revolutionary children's literature: a case study of «Sparkling Red Star» and «Zhang Ga the Soldier Boy»*], SOTLI, 2 (2013), pp. 64-67.
1413. Ximenes-Rocha Solange Helena, Imbiriba Sousa Colares Maria Lília, *A organização do espaço e do tempo escolar em classes multisseriadas: na contramão da legislação*, in *Educação do Campo*, RH, 13 (2013), n. 50, pp. 90-98.
1414. Xu Derong & Jiang Jianli, 从双关语的翻译检视译者的儿童文学翻译观 [*Translator's ideas of children's literature translation: from the translation of puns*], JOCHIMU, 2 (2012), pp. 98-104.

1415. Xu Derong & Jiang Jianli, 儿童文学经典复译研究——以《爱丽丝漫游奇境记》为例 [*Studies on the retranslation of children's literature classics: a case study of «Alice in Wonderland»*], JOCHIMU, 6 (2012), pp. 100-105.
1416. Xu Derong & Jiang Jianli, 论中美儿童文学中儿童观的差异 [*On the differences of the concept of childhood in Chinese and American children's literature*], APMA, 27 (2012), pp. 125-128.
1417. Xu Derong & Jiang Jianli, 论美国儿童观的历史困窘与现代演进 [*On the historical dilemma and modern evolution of American concept of childhood*], YIL, 4 (2012), pp. 16-28.
1418. Xu Fuxiao, 以老子“赤子之心”分析西方儿童文学作品中的儿童崇尚——以《皇帝的新装》《爱丽丝漫游奇境记》为例 [*Analysis of child-worship in the west from Laozi's child-heart: a case study of «Emperor's New Clothes» and «Alice in Wonderland»*], OBED, 5 (2012), pp. 66-69.
1419. Xu Hua, 新时期儿童文学的多元教育指向分析 [*Directives of multiple education of children's literature in the new epoch*], LITED, 4 (2012), p. 117.
1420. Xu Ping & Yi Yuzuo, 论儿童本位理念下的语文教材观——从《开明国语课本》走红谈起 [*Chinese textbooks in a children-centered context: beginning from the popularity of «Kaiming Chinese textbook»*], EASF, 3 (2013), pp. 112-116.
1421. Xu Xiangyun, 郑渊洁的儿童文学创作个性初探 [*Exploration into the traits of Zheng Yuanjie's works for children*], JOSE, 8 (2012), pp. 100-101.
1422. Xu Yurong, “儿童观”在绘本阅读教学中的渗透及运用 [*Infiltration of childhood concept in picture book reading teaching and its use*], JOCHU, 6 (2013), pp. 122-125.
1423. Yamasaki Yoko, *Continuing the conversation: British and Japanese progressivism*, HEJ, 42 (2013), n. 3, pp. 335-349.
1424. Yang Fengxiu, 儿童文学教学中的情感教育培养 [*Emotional education in the teaching of children's literature*], LITED, 6 (2013), p. 159.
1425. Yang Guorong, 从当代视野看周作人的儿童文学观 [*Zhou Zuoren's view of children's literature from a modern perspective*], APMA, 17 (2011), pp. 112-113.
1426. Yang Hequan, 丰子恺与周作人儿童文学教育思想比较及其当代意义 [*Comparison of Feng Zikai and Zhou Zuoren's ideas on the education of children's literature and their present significance*], DEBA, 4 (2013), pp. 177-181.

1427. Yarnell Bradshaw Lauren, Haeussler Bohan Chara, *The Struggle for Industrial Education in the «Lowell of the South», Columbus, Georgia, 1850-1930*, AEHJ, 40 (2013), n. 2, pp. 189-206.
1428. Ydesen Christian, *Educational testing as an accountability measure: drawing on twentieth-century Danish history of education experiences*, PH, 49 (2013), n. 5, pp. 716-733.
1429. Yoshihito Yasuhara, *Journey to an international collaboration on the origins of higher learning*, HEJ, 42 (2013), n. 3, pp. 299-305.
1430. Yu Youxian, 以童书沟通童心——少儿出版人的追求 [To communicate with children through books: pursuit of children's publishers], CHIPRE, 11 (2013), pp. 14-16.
1431. Yudina N.P., O pedagogicheskoy kul'ture Lili Anatol'evny Stepashko [About pedagogic culture L.A. Stepashko], IPZ, 4 (2013), pp. 203-206.
1432. Zago Giuseppe, *Fra tradizione e cambiamento: il docente di Scienze umane nella Scuola italiana del Novecento*, in *Il Nuovo liceo delle Scienze Umane*, SE, 14 (2013), n. 1, pp. 49-68.
1433. Zahra Tara, *Les enfants «perdus». Migrations forcées, entre familles et nations dans l'Europe d'après-guerre*, in *Enfances déplacées. (II) en temps de guerre*, RHEI, 15 (2013), pp. 23-74.
1434. Zajceva O.S., O roli L.L. Chebysheva v razvitiu shkol'noj matematiki [About L.L. Chebyshev's role in the development of school mathematics], MAS, 2013, n. 5, pp. 59-64.
1435. Zakai Sivan, Schneider Jack, «Now Where Do We Go from Here?» *Separateness, Integration, and Pluralism in Philadelphia*, HEQ, 53 (2013), n. 3, pp. 280-300.
1436. Zakharova E.Yu., *Faktory uspeshnosti issledovatel'skoj raboty shkol'nikov po arkheologii* [Factors of success of the pupil investigation activity in archeology], ISSRA, 1 (2013), pp. 100-106.
1437. Zaldívar Jon Igelmo, *Paulo Freire y John Holt: de la educación liberadora a la libertad más allá de la educación*, EH, 21 (2013), pp. 13-35.
1438. Zamojski Andriej, *Professor Semen Vol'fson - Sluga i zhertva stalinskoy filosofii*, RDO, 50 (2013), pp. 179-185.
1439. Zanaev S.Z., M.N. Skatkin ka avtor uchebnikov i uchebnykh posobyj [Skatkin as an Author of Textbooks and Student Manuals], PSO, 4 (2012), pp. 78-87.
1440. Zanaev S.Z., *Organizacionnye aspekty razvitya vseobshchey politekhnicheskoy napravленности obrazovaniya dovoennogo perioda, kak vazhnogo faktora pobedy v Velikoj Otechestvennoj vojne*

[Organizational aspects of development of a general polytechnic trend of education in the pre-war period, as important factor of victory in the Great Patriotic War], PSO, 5 (2011), pp. 54-60.

1441. Zanten Agnès van, Kosunen Sonja, *School choice research in five European countries: the circulation of Stephen Ball's concepts and interpretations*, LRE, 11 (2013), n. 3, pp. 239-255.
1442. Zauith Gabriela, Piumbato Innocentini Hayashi Maria Cristina, *A influência de paulo Freire no ensino de Ciências e na educação CTS: uma análise bibliométrica*, RH, 13 (2013), n. 49, pp. 267-293.
1443. Zavarzina L.E., *P.F. Kapterov o sushnosti srednej obshchey obrazovatel'noj shkoly* [P.F. Kapterov about the essence of the general secondary school], PEDG, 3 (2013), n. 1, pp. 88-98.
1444. Zavarzina L.E., *Pedagog-obshchestvennik P.G. Redkin* [Pyotr Grigoryevitch Redkin a a public pedagogue], IPZ, 4 (2013), pp. 30-42.
1445. Zervas Theodore G., *Informal Learning in Late-Nineteenth and Early-Twentieth-Century Greece: Greek Children's Literature in Historical and Political Contexts*, AEHJ, 40 (2013), n. 2, pp. 207-220.
1446. Zhang Guolong, 新世纪以来中国儿童文学的症结 [Problems in Chinese children's literature in the new century], CHIBO, 5 (2013), pp. 44-48.
1447. Zhang Hui, 鲁迅:永不泯灭的童心——兼谈他的儿童译介作品《爱罗先珂童话集》 [Luxun: undying childlike innocence and his translation of «Eponehk's Collection of Fair Tales»], APMA, 32 (2012), pp. 59-60.
1448. Zhang Jie, 从对安徒生童话的阅读看儿童人格教育的意义 [Significance of children's personality education from the reading of Anderson's works], JOCHUD, 1 (2010), pp. 99-100.
1449. Zhang Jing, 儿童图书出版日益火热之市场研究 [Research of the increasingly popular children's book market], FORET, 15 (2013), pp. 170-171.
1450. Zhang Liqin, 游戏精神视野中的幼儿教师文学素养刍议 [Elementary school teacher's literary expertise from a game spirit perspective], LITED, 9 (2011), pp. 134-135.
1451. Zhang Mei, 从晚清到五四儿童期刊上的图像叙事 [Visual narrative in children's magazines: from the late Qing dynasty to May 4th Movement], RESCIMO, 8 (2012), pp. 174-183.
1452. Zhang Naisi, 浅谈中外儿童文学的比较 [Comparison of Chinese and foreign children's literature], ANLI, 1 (2010), p. 267.
1453. Zhang Xinke & Zheng Guomin, 20世纪二三十年代儿童文学教育兴起的原因探析 [Analysis of the causes of the rise of children's literature education in the 1920s and 1930s], JOUBENU, 3 (2010), pp. 8-15.

1454. Zhang Xinkie, 当前儿童文学课程设置与教材编写方面存在的问题 [*Problems in curricular setting of children's literature courses and compilation of textbooks*], LITED, 5 (2012), pp. 21-22.
1455. Zhang Xuehui, 参与式儿童文学教学的尝试与探索 [*Efforts and discussions of participatory teaching of children's literature*], FORME, 9 (2010), pp. 85-86.
1456. Zhang Ying & Jin Shuang, 论《秘密花园》中哥特式风格的体现及作用 [*Gothic style in «Secret Garden» and its function*], JOAUT, 1 (2013), pp. 71-75.
1457. Zhao Xia, 另一种规训——作为教育故事的杨红樱童书 [*Another discipline: Yang Hongying's children books as educational stories*], Literature and Arts, 6 (2012), pp. 109-114.
1458. Zhao Yue, 儿童文学与小学生写作能力培养 [*Children's literature and the training of composition in elementary schools*], EMSTT, 1 (2011), pp. 47-50.
1459. Zheng Liping, 修复与重建: 儿童文学对于生死命题的诗意图表达 [*Recovering and rebuilding: poetic expression of life and death theme in children's literature*], JOKUC, 4 (2011), pp. 12-15.
1460. Zhou Xiaoying, 谈对儿童文学教育的再认识 [*Revisiting education of children's literature*], LITED, 12 (2010), p. 120.
1461. Zhu Ziqiang, 儿童本位: 改革语文教育的一剂“良药” [*Children as the center: a dote in the reform of Chinese course*], PEED, 6 (2010), pp. 33-36.
1462. Zhu Zuo, Hua Yan, 中澳民间儿童文学比较初探 [*Preliminary comparison of Chinese and Australian folklores*], ANLI, 2 (2011), pp. 257-269.
1463. Zhukovskaya T-N., *Pravitel'stvenny strategii v sfere prosvescheniya i ideya universiteta v Peterburge (1803-1819)* [Governmental Strategies in the Sphere of Enlightenment and the Idea of the University in Saint Petersburg, 1803-1819], KLIO, 10 (2013), n. 82, pp. 15-25.
1464. Zhukovskaya T.N., Lyubeznikov O.A., *Pravitel'stvennaya politika i korporacya Peterburgskogo universiteta v doreformennyj period: osnovnye itogi i problemy izuchenya* [The Governmental Policy and the Corporation of Saint Petersburg University in the Pre-reform Period: Main Results and Problems of Investigations], KLIO, 10 (2013), n. 82, pp. 26-35.
1465. Ziborova E.O., *Studentcheskie perepisi v Peterburgskom universitete v nachale XX v.* [Students' Senses in the Saint-Petersburg University at the Beginning of the 20th century], KLIO, 10 (2013), n. 82, pp. 65-66.

1466. Zichner Helga, *How to Grow English Lawn in Moldova? Reflecting on the Reasons to establish and those to Participate in the Erasmus Mundus Programme of the European Union*, in Agarin Timofey, Paweł Karolewski Ireneusz (edd.), *Citizenship and Civic Education in Postcommunist Countries*, JSSE, 4 (2013), pp. 29-42.
1467. Zigmunde Alīda, *Der Besuch von Theodor Litt anlässlich der Deutsch-Baltischen Lehrertage in Riga im Jahre 1926 und 1933 [The Visit of Theodor Litt on the Occasion of the German-Baltic Teachers Days in Riga in the Years 1926 and 1933]*, TLJA, 7 (2010), pp. 285-292.
1468. Zigmunde Alīda, Ķestere Iveta, *Latvijas Universitātes Pedagoģijas nodaļa zem divām okupācijām (1940-1953) [Pedagogy Department of the University of Latvia under Two Occupations (1940-1953)]*, LURA, 780 (2012), pp. 313-325.
1469. Zigmunde Alīda, *Tēlotāja ģeometrija Rīgas Politehnikumā un Rīgas Politehniskajā institūte [Descriptive Geometry at the Riga Polytechnical School and Riga Polytechnical Institute (1863-1919)]*, RTUZI, 21 (2013), pp. 44-49.
1470. Zipin Lew, *Starting from pedagogical zero in 'developing' contexts? Let's re-imagine!: A response to Hugo and Wedekind*, SARE, 19 (2013), n. 1, pp. 158-166.
1471. Zlachevsky Natalia, *La Escuela y la Frontera: procesos de identificación nacional de los niños en la frontera entre Argentina y Bolivia*, PER, 31 (2013), n. 3, pp. 875-895.
1472. Zloch Stephanie, Lewandowska Izabela, *Grenzüberschreitungen im Schulbuch*, GWU, 64 (2013), nn. 1-2, pp. 30-45.
1473. Zolotukhina N., *Zhiznennye uroki vospitanya kharaktera Antona Makarenko: po vospominanym brata Vitalya Makarenko [Life lessons about Anton Makarenko's character education: from the brother Vitaly Makareko's remembrances]*, SELSH, 1 (2013), pp. 29-34.
1474. Zoric Vucina, *The development of primary school teacher education in Montenegro*, in Protner Edvard, Polenghi Simonetta (edd.), *The development of teacher education in the countries of Central and South-Eastern Europe. Proceedings of the International Conference: Maribor (Slovenia), 11-13 October 2012, University of Maribor, Faculty of Arts, HECL*, 8 (2013), n. 1, pp. 107-127.
1475. Zorin S.S., *Stroiteli russkoj kul'turnoj zhizni (tak nazyval ikh K.S. Stanislavskij: istorija roda Demidovykh, promyshlennikov i mecenatov [The constructors of the Russian cultural life (so called them K.S. Stanislavsky: the history of Demidov's stock, entrepreneurs and mecenates]*, ISBRA, 4 (2013), n. 84, pp. 5-20.

1476. Zotova L.M., *Individual'no-lichnostnyj podkhod kak prerogativa razdel'nogo obucheniya: istoriko-pedagogichesky aspekt* [The individual and personal approach as prerogative of the separated learning: historico-pedagogical aspect], PSO, 5 (2010), pp. 44-47.
1477. Zubkov I.V., *Inspektory narodnykh uchiliskh v sisteme upravleniya narodnym obrazovaniem* [Inspectors of the Public Institutions in the System of the Administration of the National Education], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 251-270.
1478. Zubkov I.V., *Sistema nachal'nykh i srednikh uchebnykh zavedeniy v Rossii (1890-1916 gody)* [The System of the Primary and Secondary Educational Institutions in Russia (1890-1916)], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 88-150.
1479. Zubkov I.V., *Zemskie shkoly, gimnazii i real'nye uchilischsha (1890-1916 gody)* [The Zemsky Schools, Gymnasiums and Realschules (1890-1916)], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], in *Raspisanie peremen. Ocherki istorii obrazovatel'noj i nauchnoj politiki v Rossyskoj imperii – SSSR (konec 1880-kh– 1930-e gody)* [The Schedule of Changes. The Essays of the History of the Educational and Scientific Policy in the Russian Empire and Soviet Union (late 1880-1930s)], NLOBO, 2012, pp. 150-235.
1480. Zulke Taffarel Celi Nelza, *As teses de abril de 2011 sobre educação, consciência de classe e estratégia revolucionária*, PER, 31 (2013), n. 1, pp. 137-166.
1481. Zuo Yahong, 对高等师范院校《儿童文学》课程改革的思考 [Reflections of the curriculum reform of children's literature course in normal universities], FORT, 9 (2012), pp. 37-38.

B. Miscellanea and monographs

1. Abbott Ian, Rathbone Michael, Whitehead Phillip, *Education Policy*, New York, Sage, 2012, pp. 224.
2. Abens Aija, *Teaching History in the Soviet Union – testimony on the intrusion of power*, in *Teacher of the 21st Century*, pp. 545-552.
3. Abens Aija, *Vēstures mācīšana un skolotāju sagatavošana Latvijā Stalīna totalitārā režīma apstākļos [The Teaching of History and Preparation of History Teachers in Latvia under Stalin's Totalitarian Regime]*, in *Izglītība izaugsmei*, pp. 16-24.
4. Absmeier Christine, *Das schlesische Schulwesen im Jahrhundert der Reformation. Ständische Bildungsreformen im Geiste Philipp Melanchthons*, Stuttgart, Steiner, 2011, pp. 373.
5. Adam Christian, *Lesen unter Hitler. Autoren, Bestseller, Leser im Dritten Reich*, Berlin, Galiani, 2010, pp. 384.
6. Adão Áurea, *A construção histórica das redes escolares municipais: da fonte única ao corpus documental*, in *História dos municípios na Educação e na Cultura*, pp. 55-76.
7. Adão Áurea, Magalhães Justino (edd.), *História dos Municípios na Educação e na Cultura: Incertezas de ontem, desafios de hoje*, Lisboa, Instituto de Educação da Universidade de Lisboa, 2013, pp. 225 [e-book].
8. Adão Áurea, *Para uma genealogia da Universidade de Lisboa no século XIX*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 43-75.
9. Afonso José António, *A Igreja Lusitana Católica Apostólica Evangélica (ILCAE) – das encruzilhadas sociojurídicas à afirmação de uma identidade religiosa*, in *Laicidade, Religiões e Educação na Europa*, pp. 73-109.
10. Agresta Salvatore, Sindoni Caterina, *Scuole, Maestri e Metodi nella Sicilia Borbonica (1817-1860)*, Lecce-Brescia, Pensa MultiMedia, 2012, pp. 195.
11. Ahlheim Klaus, Heyl Matthias (edd.), *Adorno revisited. Erziehung nach Auschwitz und Erziehung zur Mündigkeit heute*, Hannover, Offizin, 2010, pp. 157.

12. Akenson Donald, *Education and Enmity (Routledge Revivals). The Control of Schooling in Northern Ireland 1920-1950*, London, Routledge Taylor & Francis Group, 2013, pp. 412.
13. Āķīte Zane, *Jānis Reiters kā iespējamī pirmais latviešu izcelsmes Domskolas absolvents [Janis Reiters as possibly the first Latvian-born graduate of the Dom School]*, in *Rīgas Domskola*, pp. 91-105.
14. Āķīte Zane, Ozola Iveta, *Sokratische Methode im Kontext der Lehrerausbildung in Lettland [Socratic Method in the Context of Teacher Training in Latvia]*, in *Teacher's Life – cycle from Initial Teacher Education*, pp. 364-377.
15. Alary Viviane, Chabrol Gagne Nelly (edd.), *L'album: le parti pris des images*, Clermont-Ferrant, Presses Universitaires Blaise-Pascal, 2012, pp. 280.
16. Alatri Giovanna, *Gli asili d'infanzia a Roma tra Otto e Novecento*, Milano, Unicopli, 2013, pp. 253.
17. Alatri Giovanna, *La «Casa» di Pinocchio e non solo... Tra parole e immagini*, in *Ottocento fra casa e scuola*, pp. 189-210.
18. Alessandro Breccia (ed.), *Le istituzioni universitarie e il Sessantotto*, Bologna Clueb, 2013, pp. XIV-331.
19. Allagulov A.M., *Deyatel'nost' Svyatejshego Pravitel'stviyu obrazovatel'noj politiki v Rossii vo vtoroj polovine XIX – nachale XX veka: monografya [The activity of the Saint Governmental Synod in the formation of the educational policy in Russia un the second half of the XIX – beginning of the XX century: monograph]*, Orenburg, GBU RCRO, 2012, pp. 56.
20. Allagulov A.M., *Vlyanie pedagogicheskoy nauki na stanovlenie obrazovatel'noj politiki v Rossii (vtoraya polovina XIX-nachalo XXv.) [The influence of the pedagogical science on the raise of the educational politics in Russia (second half of the XIX century-beginning of the XX century)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 21-24.
21. Allard Michel, *L'enseignement de l'histoire nationale (1831-1873). Du premier manuel au premier programme*, in *L'Histoire nationale à l'école québécoise*, pp. 23-70.
22. Allemann-Ghionda Cristina, Hagemann Karen, Jarausch Konrad H. (edd.), *Children, families and states. Time policies of childcare, preschool and primary education in Europe*, New York, Berghahn Books, 2011, pp. 442.
23. Almeida Alberto, *Ainda há lugar para o jornal escolar*, in *Prensa Pedagógica*, pp. 67-78.

24. Amacher Korine, *L'Empire russe dans les manuels d'histoire de la Russie*, in *L'école et la nation*, pp. 329-340.
25. Amalou Thierry, *Les disputes académiques et l'espace public parisien au XVI^e siècle*, in *Le Universités dans la ville*, pp. 179-215.
26. Amalou Thierry, Noguès Boris (edd.), *Les Universités dans la ville XVI^e-XVIII^e siècle*. Postface de Dominique Julia, Rennes, Presses universitaires de Rennes, 2013, pp. 252.
27. Anderson-Levitt Kathryn M., *Anthropologie of Education: A Global Guide to Ethnographic Studie of LEarning and Schooling*, Oxford, Berghahn Books, 2012, pp. 353.
28. Andlauer Anna, *Zurück ins Leben. Das internationale Kinderzentrum Kloster Indersdorf 1945-1946*, Nürnberg, Antogo Verl., 2011, pp. 189.
29. Andreassi Rossella, *I centri di ricerca e i musei della scuola indicatori di sviluppo del rinnovamento storiografico*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 175-192.
30. Andreou A., Iliadou-Tachou S., Mpetsas I., *Frederica's Children or Marshall Plan's Kids?: Students of the Royal Educational Institutions in Post-War Greece*, U.K., Lambert Academic Publishing, 2012, pp. 196.
31. Angotti Claire, Bonum divinus est quam bonus unius. *Le collège de la Sorbonne et sa bibliothèque de Paris au XIV siècle*, in *Die Universitären Kollegien im Europa des Mittelalters und der Renaissance*, pp. 91-105.
32. Angotti Claire, *Naissance des bibliothèques universitaires*, in *Lumières de la sagesse*, pp. 239-245.
33. Anheim Étienne, Benoît Grévin, *Cercles humanistes et nouvelles formes d'enseignement à la fin du Moyen Âge*, in *Lumières de la sagesse*, pp. 267-273.
34. Anizan Anne-Laure, Painlevé Paul, *Science et politique de la Belle-Époque aux années trente*, Rennes, Presses universitaires de Rennes, 2012, pp. 432.
35. Antoine Prost, *Introduction*, in *L'école et la nation*, pp. 13-14.
36. Antonelli Quinto, *Storia della scuola trentina. Dall'Umanesimo al fascismo*, Trento, Il Margine, 2013, pp. 512.
37. Antoniazzì Anna, *Raccontare storie tra rêverie e quotidiane vicissitudini*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 231-242.
38. Arbeitskreis 'Repräsentationen' (ed.), *Die 'andere' Familie. Repräsentationskritische Analysen von der Frühen Neuzeit bis zur Gegenwart*, Frankfurt am Main, Lang, 2013, pp. 497.
39. Ardizzone Franco, *La scuola elementare a Galliera dopo l'Unità. Cronistoria e documenti*, in *Tutti a scuola?*, pp. 241-256.

40. Ariemma Lucia, 1981-1991. *L'educazione alla cittadinanza a scuola negli anni Ottanta: i Programmi per la scuola elementare del 1985*, in *150 anni di scuola in Italia*, pp. 179-190.
41. Armenise Gabriella, *Sull'educazione «femminile» e importanza dei Galatei nel secolo decimo nono*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 3-42.
42. Arnal Thierry, Terret Thierry, *Aux origines de la gymnastique moderne*, Valenciennes, Presses universitaires de Valenciennes, 2012, pp. 248.
43. Arsenault Gabriel, *L'enseignement de l'histoire nationale dans les 55 communautés autochtones du Québec*, in *L'Histoire nationale à l'école québécoise*, pp. 483-504.
44. *Articles on History of Education in India*, New York, Hephaestus Books, 2011, pp. 42.
45. Articoni Angela, *Libri d'arte nelle proposte editoriali per bambini*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 243-260.
46. Artmousky Ruth, *The School Prints: A Romantic Project*, London, Artmonsky Arts, 2010, pp. 127.
47. Ascenzi Anna, *La letteratura per l'infanzia come 'fonte' per la storia dei processi culturali e formativi*, in Bacchetti Flavia (ed.), *Percorsi della letteratura per l'infanzia. Tra leggere e interpretare*, Bologna, Clueb, 2013, pp. 29-47.
48. Ascenzi Anna, *La ricerca sulla manualistica scolastica in Italia: nuovi orientamenti storiografici e prospettive per il futuro*, in *La historia de la cultura escolar*, pp. 119-138.
49. Ascenzi Anna, *La storia nei programmi didattici dalla legge Casati al fascismo*, in Goretti Gabriele (ed.), *La storia nei programmi della scuola primaria dall'Unità ad oggi*, Foligno, Editoriale Umbra Perugia, pp. 13-31.
50. Ascenzi Anna, *Una «Religione della Patria» per educare il popolo italiano. Il manuale di Storia per le scuole elementari di Lorenzo Bettini (1882) tra rinnovamento didattico e «sacralizzazione» dell'epopea risorgimentale*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 503-538.
51. Astaf'eva E.N., *Preodolenie konflikta mezhdu pedagogom i rebenkom v sredovoj modeli pedagogiki manipulyacii Zh.-Zh. Russo* [The overcoming of the conflict between the pedagogue and the child in the environmental model of J.-J. Rousseau's pedagogy of manipulation], in *Istorya pedagogiki segodnya*, pp. 70-82.
52. Astaf'eva E.N., *Elementy pedagogiki autoriteta, manipulyacii i podderzhki v nasledii Khazrat Inajyat Khan* [Elements of the pedagogy of the authority, manipulation and support in Khazrat Inajyat Khan's heritage], in *Istoriko-*

- pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 24-27.
53. Astaf'eva E.N., *Shchacky o podgotovke uchitelya [Shchacky about the teachers' education]*, in *Podgotovka pedagogicheskikh kadrov*, pp. 68-82.
 54. Astorri Romeo, *I cattolici alla Costituente. Per una lettura del loro contributo sui rapporti fra Chiesa e Stato*, in «*Non lamento, ma azione*», pp. 347-360.
 55. Athanasiadis H., Trantas P., *Αντιλήψεις και διδακτικές πρακτικές των εκπαιδευτικών της Πρωτοβάθμιας Εκπαίδευσης στο μάθημα της ιστορίας στο Ιστορίας Μέριμνα [Perceptions and instructional practices of primary teachers in the course of history in the History Care]*, in *History Care*, Vol. 1, pp. 1-26.
 56. Aubin Paul, *Dans le sillage de la Loi sur l'instruction obligatoire (1948-1963)*, in *L'Histoire nationale à l'école québécoise*, pp. 179-216.
 57. Aubin Paul, *L'enseignement de l'histoire nationale pendant une ère libérale (1905-1947)*, in *L'Histoire nationale à l'école québécoise*, pp. 129-178.
 58. Aubin Paul, *La préhistoire de l'enseignement, Les institutions de haut savoir*, in *L'Histoire nationale à l'école québécoise*, pp. 15-22.
 59. Aubin Paul, *Les programmes sous deux grands commis: Ouimet et Boucher de la Bruère (1873-1904)*, in *L'Histoire nationale à l'école québécoise*, pp. 71-128.
 60. Audigier François, *Diversité culturelle et/ou inégalités sociales*, in *L'école et la nation*, pp. 311-321.
 61. Auga Ulrike (ed.), *Das Geschlecht der Wissenschaften. Zur Geschichte von Akademikerinnen im 19. und 20. Jahrhundert*, Frankfurt am Main, Campus-Verl., 2010, pp. 337.
 62. Augschöll Blasbichler Annemarie, Videsott Gerda, Wiater Werner (edd.), *Mehrsprachigkeit und Schulbuch. Beiträge zur historischen und systematischen Schulbuchforschung*, Bad Heilbrunn, Klinkhardt, 2013, pp. 280.
 63. Avanzini Alessandra, *1861-1871. Antonio Bruni e le biblioteche popolari circolanti*, in *150 anni di scuola in Italia*, pp. 17-30.
 64. Avanzini Alessandra, Barsotti Susanna, *Ancora Pinocchio. Riflessioni sulle avventure di un burattino*, Milano, Franco Angeli, 2012, pp. 152.
 65. Axtell James (ed.), *The educational legacy of Woodrow Wilson: from college to nation*, Charlottesville, University of Virginia Press, 2011, pp. X-267.
 66. Azarnouche Samra, *Enseignement et transmission des savoirs en Iran sassanide*, in *Lumières de la sagesse*, pp. 40-42.

67. Baader Meike Sophia, Herrmann Ulrich (edd.), *68 - engagierte Jugend und kritische Pädagogik. Impulse und Folgen eines kulturellen Umbruchs in der Geschichte der Bundesrepublik*, Weinheim, Juventa, 2011, pp. 264.
68. Babalis Th., *Η αγωγή και η εκπαίδευση του παιδιού στην Αρχαία Ελλάδα. Παιδαγωγική διάσταση [Treatment and education of children in Ancient Greece. Pedagogical dimension]*, in *History Care*, Vol. 2, pp. 889-894.
69. Babayan A.V., Radchenko V.A., *Pravovye osnovy blagotvoritel'nosti v rossijskom obrazovanii (istoricheskij aspekt) [The juridical basis of the charity in the russian education (historical aspect)]*, in *Istorya pedagogiki segodnya*, pp. 135-148.
70. Babayan A.V., *Vospitatel'naya deyatel'nost' klassnykh nastavnikov v vospominanyakh V.G. Korolenko [The educational activity of the class instructors in the remembrances of V.G. Korolenko]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 27-30.
71. Bäcker Johanna, *Die christliche Gemeinschaftsschule in Baden. Historie und Rechtsprobleme*, Frankfurt am Main, Lang, 2012, pp. 318.
72. Badino Anna, *Strade in salita. Figlie e figli dell'immigrazione meridionale al Nord*, Roma, Carocci editore, 2012, pp. 223.
73. Baffi Sandro, *Laïcité et enseignement en France au XXe siècle: Une conquête, un affrontement, un questionnement*, in *Laicidade, Religiões e Educação na Europa*, pp. 37-52.
74. Bahlcke Joachim, Bogusúaw Dybaá, Hartmut Rudolph (edd.), *Brückenschläge. Daniel Ernst Jablonski im Europa der Frühaufklärung [Katalogbuch zur Tafelausstellung..., die erstmals zwischen dem 26. November 2010 und dem 24. Februar 2011 im Berliner Dom gezeigt wird]*, Dössel, Stekovics, 2010, pp. 439.
75. Bailey Beth, *The Vexed History of Children and sex*, in *Childhood in the Western World*, pp. 191-210.
76. Bailey Merridee L., *Socialising the child in late medieval England c.1400-1600*, Woodbridge, York Medieval P., 2012, pp. 269.
77. Baillot Anne (edd.), *Netzwerke des Wissens. Das intellektuelle Berlin um 1800*, 1. Vol., Berlin, Berliner Wiss.-Verl., 2011, pp. 410.
78. Bakas I., *Η εκπαιδευτική πολιτική στο ελληνικό κράτος κατά τον 19^ο αι. [Education policy in Greek state in the 19th century]*, in *History Care*, Vol. 2, pp. 873-880.
79. Baldini Artemio Enzo, von Günzburg Johann Eberlin, *L'educazione di un principe luterano. Il Furschlag di Johann Eberlin tra Erasmo, Lutero e la sconfitta dei contadini. Edizione critica in Neuhochdeutsch e versione italiana del testo manoscritto inedito*, Milano, Franco Angeli, 2010, pp. 195.

80. Ball Stephen J., *Foucault, Power and Education*, London, Routledge, 2013, pp. 178.
81. Bampounis Ch. (ed.), *History Care. Festschrift for G. Leontsinis*, Athens, University of Athens, 2011, Vol. 1: pp. 733; vol. 2: pp. 759 (pp. 1492).
82. Bampounis Ch., Fyrippis E., *Βουλή των Ελλήνων, Ιούλιος 1892: Το Νομοσχέδιο Θέσπισης εκπαιδευτικών τελών-διδάκτρων στον φοιτητές. Κομματικές θέσεις και αντιθέσεις, ιδεολογικές παραδοχές και συγκρόσεις [Parliament Building, July 1892: The Bill Establishing teacher-tuition fees to students. Party positions and oppositions, conflicts and ideological assumptions]*, in *History Care*, Vol. 2, pp. 895-906.
83. Bandini Gianfranco, *I bambini adottati e le loro famiglie: tre decenni di ricerche nella letteratura internazionale ISI*, in *Progetto Generazioni*, pp. 267-276.
84. Bandini Gianfranco, *La dimensione internazionale della ricerca storico-educativa: considerazioni su una trasformazione in atto*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 43-66.
85. Barakat Heike, *John Lockes Education. Erziehung im Dienst der Bildung*, Münster, Waxmann Verlag GMBH, 2011, pp. 250.
86. Barannikova N.B. (ed.), *Pedagogicheskaja klassika: A. Disterveg, G. Spenser. Khrestomatya [The pedagogical classics: A. Disterweg, G. Spencer: an anthology]*, Moskva, Asou, 2013, pp. 192.
87. Barannikova N.B., *Istochniki izuchenya istoriko-pedagogicheskoy konsepcii P.F. Kaptereva [Sources of Kapterev's historical and pedagogical conception of learning]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 30-32.
88. Barannikova N.B., *Osmyslenie problemy samobytnosti otechestvennoj pedagogicheskoy tradicij v konce XIX-nachale XX veka [The interpretation of the problem of the originality of the national pedagogical tradition at the end of the XIX-beginning of the XX century]*, in *Istorya pedagogiki segodnya*, pp. 149-162.
89. Barannikova Natalya B., Bezrogov Vitaly G., *Konfessional'nyj faktor v istoricheskem razvitiu zapadnoevrojskoj uchebnoj literatury XVI-XVII vv. [The denominational factor in the historical development of the West European educational literature of the 16th and 17th century]*, in *Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – nachala XX vv*, pp. 42-73.
90. Barannikova Natalya B., Bezrogov Vitaly G., Kozlova M. A. (edd.), *'Kartinki v moem bukvare'. Pedagogicheskaya semantika illustracij v uchebnike dlya nachal'noj shkoly. Sbornik nauchnikh trudov i materialov*

- [‘Pictures in my primer’. *The pedagogical semantics of the illustration in the elementary school textbook. A collection of scholarly works and materials*. Trudy seminara ‘Kultura detstva: normy, cennosti, praktiki, vyp. 15, Moskva, 2013, TehGrupp, pp. 354.]
91. Barannikova Natalya B., Bezrogov Vitaly G., Makarevich Galina V. (edd.), *Uchebniki detstva. Iz istorii shkoln’oj knigi VII – XXI vekov (Sbornik statej T. 3)* [Textbooks of the childhood. From the history of the schoolbook from the 7th to the 21st century (A collection of Essays, Vol. 3)], Moskva, Izdatel’skij centr Rossijskogo gosudarstvennogo gumanitarnogo universiteta, pp. 411.
 92. Barannikova Natalya B., Bezrogov Vitaly G., *Svetskij i religiosnyj komponent v sapadnoeuropejskoj uchebnoj literature XVIII v.* [The secular and religious component in the West European educational literature of the 18th century], in *Zapadnoeuropejskaya i rossijskaya uchebnaya literature XIV – nachala XX vv*, pp. 116-158.
 93. Barannikova Natalya B., Bezrogov Vitaly G., Tendryakova M. V., *Pravilo v(z)glyada: k teorii semantiko-pedagogicheskogo analiza illyustracij v uchebnike* [The collocation of sight: on the theory of the semantic-pedagogical analysis of the illustration in the text-book], in ‘*Kartinki v moem bukvare*’, pp. 9-60.
 94. Barannikova, Natalya B., Makarevich, Galina V., *Bukvari V. P. Vahterova na perelome pedagogicheskikh epokh* [V. P. Vahterov’s primers at the turning point of educational epochs], in *Uchebniki detstva*, pp. 109-115.
 95. Barausse Alberto, «E non c’era mica la bic!». Le fonti orali nel settore della ricerca storico scolastica, in *La ricerca storico-educativa oggi*, Vol. II, pp. 539-560.
 96. Barbaini Luca, *Echi del «rinnovamento» liturgico di inizio secolo e propositi educativi nella ricezione della Mediator Dei*, in *La religione istruita*, pp. 283-312.
 97. Barbara De Serio (ed.), *Cura e formazione nella storia delle donne. Madri, maestre, educatrici*, Bari, Progedit, 2012, pp. XXX-130.
 98. Barbas Homem António Pedro, Sampaio e Mello Gonçalo, *A Faculdad de direio*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 861-890.
 99. Barbieri Magda, *Castello d’Argile, dall’analfabetismo alla scuola per tutti. Un percorso lungo 150 anni*, in *Tutti a scuola?*, pp. 109-134.
 100. Barbieri Magda, *L’impegno di un’Associazione per la conoscenza della storia locale*, in *Tutti a scuola?*, pp. 17-18.
 101. Barbieri Nicola, *1961-1971. Tra sport e politica. Le Olimpiadi degli anni*

- Sessanta e la nascita dei «Giochi della Gioventù» (1968-1969), in 150 anni di scuola in Italia*, pp. 149-162.
102. Bardelli Daniele, *Lo sport come apprendistato civile*, in «Non lamento, ma azione», pp. 93-124.
 103. Barile Elisabetta, *Per la biografia dell'umanista Giovanni Marcanova*, Treviso, Antilia, 2011, pp. 346.
 104. Barros Pedro, *Quadros e gráficos – critérios de construção*, in A Universidade de Lisboa nos Séculos XIX e XX, Vol. II, pp. 1239-1420.
 105. Barsotti Susanna, *Burattini, marionette, e «buoni fanciulli»: il teatro per ragazzi di fine Ottocento*, in *Ottocento fra casa e scuola*, pp. 233-248.
 106. Barsotti Susanna, *Fantasia, fantasy, virtuale: grammatiche contemporanee*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 261-272.
 107. Bartholome Daniela, *Kabara Margarete von Prondzynsky Andreas, Der Briefnachlass Friedrich Paulsens als nationales und transatlantisches Netzwerk*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 228-245.
 108. Baryshnikova O.M., *Pedagogika S. Frene i obnovlenie teorii i praktiki otechestvennogo obrazovanya v konce XX – nachale XXI veka* [C. Freinet's pedagogy and the renovation of the theory and practice of the national education at the end of the XX –beginning of the XXI century], in *Istoriya pedagogiki segodnya*, pp. 316-322.
 109. Bashmakova E.A., *Osnovnye napravleniya dukhovno-nравственного воспитания в преподавании модуля «Основы светской этики» курса «Основы религиозных культур и светской этики»* [Main orientation of the spiritual and moral education in the teaching of the module «Basis of the laic ethic» of the course «Basis of the religious cultures and of the laic ethic»], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 32-36.
 110. Bauer Joachim, Breidbach Olaf, Hahn, Hans-Werner (edd.), *Universität im Umbruch. Universität und Wissenschaft im Spannungsfeld der Gesellschaft um 1800*, Stuttgart, Steiner, 2010, pp. 370.
 111. Bauer Melanie, *Die Universität Padua und ihre fränkischen Besucher im 15. Jahrhundert. Eine prosopographisch-personengeschichtliche Untersuchung*, Neustadt an der Aisch, Schmidt, 2012, pp. 780.
 112. Bauer Walter, Blaufuß Dietrich, *Rothenburger Präzeptorenbuch. Die Lehrerschaft der nachreformatorischen Lateinschule in der Reichsstadt Rothenburg ob der Tauber. 1544-1802*, Nürnberg, VBKG, 2012, pp. 370 .
 113. Bazhenova A. Yu., *Istoriki imperatorskogo Varshavskogo universiteta: uslovya formirovanya pogranichnoj identichnosti* [The Historians of

- the Imperial Warsaw University: Conditions of the Frontier Identity Shaping],* in *Soslovie russkikh professorov*, pp. 239-261.
114. Beas Miranda Miguel (ed.), *Ciudadanías e identidades en los manuales escolares (1970-2012)*, Sevilla, Díada Editora, 2013, pp. 219.
 115. Beas Miranda Miguel, *Introducción*, in *Ciudadanías e identidades*, pp. 7-10.
 116. Beas Miranda Miguel, Muñoz Galiano Inés, *Identidades ciudadanas múltiples e inclusivas*, in *Ciudadanías e identidades*, pp. 51-69.
 117. Becker Adam H., *L'École de Nisibe. Formation d'une culture scolaire chrétienne en Mésopotamie*, in *Lumières de la sagesse*, pp. 33-39.
 118. Beckett Sandra L., *The Crossover Picturebook*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 92-121.
 119. Becquemin Michèle, *Une institution juive dans la République. L'œuvre de Secours aux Enfants. Pour une histoire du service social et de la protection de l'enfance. Avec la collaboration de Françoise Catanéo, Sarra Chaïeb et Claire Cossée. Postface de Roger Fajnzylberg*, Paris, Pétra, 2013, pp. 344.
 120. Bernardi Milena, Frabetti Roberto, *Naviganti. Ragazzi e teatro: incontri di laboratorio, incontri di vita. Prefazione di Antonio Faeti*, Pisa, ETS, 2013, pp. 208.
 121. Belhoste Bruno, *Paris savant. Parcours et rencontres au temps des Lumières*, Paris, Armand Colin, 2011, pp. 311.
 122. Belhoste Bruno, *Un espace public d'enseignement aux marges de l'université. Les cours publics à Paris à la fin du XVIII^e siècle et au début du XIX^e siècle*, in *Le Universités dans la ville*, pp. 217-234.
 123. Bellatalla Luciana, 1901-1911. *La proposta di riforma della scuola di Salvemini e Galletti*, in *150 anni di scuola in Italia*, pp. 67-78.
 124. Bellatalla Luciana, 1971-1981. *Dal centralismo alla cogestione: i Decreti Delegati*, in *150 anni di scuola in Italia*, pp. 163-178.
 125. Bellatalla Luciana, Genovesi Giovanni, *Isocrate ovvero l'educazione innanzitutto*, Roma, Anicia, 2013, pp. 360.
 126. Bellatalla Luciana, *I Manuali di Educazione Civica nella scuola italiana, in Laicidade, Religiões e Educação na Europa*, pp. 207-219.
 127. Bellatalla Luciana, Marescotti Elena (edd.), *150 anni di scuola in Italia. Identità, figure, situazioni*, Padova, Cleup, 2013, pp. 227.
 128. Bellatalla Luciana, Marescotti Elena, *Presentazione*, in *150 anni di scuola in Italia*, pp. 9-12.
 129. Bellatalla Luciana, *Riflessioni e proposte per il futuro della ricerca*

- storico educativa in Italia*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 561-572.
130. Bellerate Bruno Antonio, *La «Storia» e «Noi»*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 17-26.
131. Bellmann Johannes, Müller Thomas (edd.), *Wissen, was wirkt. Kritik evidenzbasierter Pädagogik*, Wiesbaden, VS-Verl. für Sozialwiss., 2011, pp. 280.
132. Ben-Amos Avner, *L'histoire du conflit israélo-arabe dans les manuels d'histoire en Israël: entre le déni et l'acceptation*, in *L'école et la nation*, pp. 75-84.
133. Benecke Jakob (ed.), *Die Hitler-Jugend 1933 bis 1945. Programmatik, Alltag, Erinnerungen. Eine Dokumentation*, Weinheim, Beltz Juventa, 2013, pp. 418.
134. Benedettini Claudia, *Il libro di testo nella scuola elementare di ieri e di oggi*, in *Maestre e maestri d'Italia*, pp. 197-224.
135. Benner Dietrich, Brüggen Friedhelm, *Geschichte der Pädagogik. Vom Beginn der Neuzeit bis zur Gegenwart*, Stuttgart, Reclam, 2011, pp. 424.
136. Bérenguier Nadine, *Conduct books for girls in Enlightenment France*, Farham, Ashgate, 2011, pp. X-283.
137. Bergler Andrea, *Von Armenpflegern und Fürsorgeschwestern. Kommunale Wohlfahrtspflege und Geschlechterpolitik in Berlin und Charlottenburg 1890 bis 1914*, Stuttgart, Franz Steiner Verlag, 2011, pp. 392.
138. Bergler Thomas E., *The Juvenilization of American Christianity*, Cambridge, Eerdmans Publishing, 2012, pp. 291.
139. Berkey Jonathan P., *Enseigner et apprendre au temps des madrasas*, in *Lumières de la sagesse*, pp. 139-145.
140. Bernardi Milena, *Metafore letterarie e fiabesche come lente d'ingrandimento sulla storia dell'infanzia e la relazione educativa*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 273-286.
141. Berner Esther, *Im Zeichen von Vernunft und Christentum. Die Zürcher Landschulreform im ausgehenden 18. Jahrhundert*, Köln, Böhlau, pp. 465.
142. Berner Esther, *Industrie- Staat- Wissenschaft: die berufspädagogische Psychotechnik und ihre Akteure in der (West-)Schweiz (1910-1940)*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 82-93.
143. Bertagna Giuseppe, *L'istruzione tecnica e la formazione professionale*, in *«Non lamento, ma azione»*, pp. 59-92.

144. Besana Claudio, *I cattolici e il lavoro in agricoltura. La promozione della piccola proprietà diretto-coltivatrice*, in «Non lamento, ma azione», pp. 229-274.
145. Beseghi Emy, *Grammatiche della fantasia*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 287-294.
146. Beseghi Emy, Grilli Giorgia, Bernardi Milena, *The Book Fair and the Children's Literature Programme at Bologna University*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 9-11.
147. Betti Carmen, *Disambiguazioni disciplinari*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 573-590.
148. Bezrogov Vitaly G., Kosheleva Olga E., *Metodologičeskie aspekty sravitel'nyh issledovanij v izučenii učebnoj literatury* [Methodological aspects of comparative research in studies on educational texts], OZP, 4 (2013), n. 13, pp. 6-22.
149. Bezrogov Vitaly G., Tendryakova Maria V., *Pod mestnymi nebesami: anglijskyj pozdnesrednevekovyj bukvar' iz sobranya D. Plimptona* [Under the local sky: a late medieval English primer from the Plimpton collection], OZP, 4 (2013), n. 13, pp. 23-39.
150. Bezrogov Vitaly G., Tendryakova Maria V., *Problemy metodologicheskogo i istoriograficheskogo izuchenja uchebnoj literatury* [Problems of methodological and historiographical research on educational literature], in *Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – nachala XX vv.*, pp. 11-41.
151. Bezrogov Vitaly G., *Vlyanie konfessional'nogo faktora na sostav i soderžanie zapadnoevropejskoj literatury dlya načal'nogo obucheniya XIX-nachala XX v.* [The influence of the denominational factor on the composition and content of West European literature for elementary education in the 19th and early 20th century], in *Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – načala XX vv.: konfessional'nyi aspekt*, pp. 217-249.
152. Bezuglaya T.I., *Osnovnye nauchnye idei psikhologizacii vysshego professional'nogo obrazovaniya pedagoga* [Main ideas of the psychological high professional education of the teacher], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 36-40.
153. Billi Fabrizio, *Le Fonti per la storia della 'stagione dei movimenti'. L'esperienza dell'Archivio storico 'Marco pezzi'*, in *Le istituzioni universitarie e il Sessantotto*, pp. 279-286.
154. Bim-Bad Boris M., *Teoreticheskie osnovy nashej shkoly* [Theoretical basis of our school], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 40-42.

155. Bingel Gabriele, *Sozialraumorientierung revisited. Geschichte, Funktion und Theorie sozialraumbezogener sozialer Arbeit*, Wiesbaden, Verl. für Sozialwissenschaften, 2011, pp. 283.
156. Bisaro Xavier, *Chanter toujours. Plain-chant et religion villageoise dans la France moderne (XVIIe-XIXe siècle)*, Rennes, Presses universitaires de Rennes, 2010, pp. 246.
157. Bispinck Henrik, *Bildungsbürger in Demokratie und Diktatur. Lehrer an höheren Schulen in Mecklenburg 1918 bis 1961. Veröffentlichungen zur SBZ-/DDR-Forschung im Institut für Zeitgeschichte*, München, Oldenbourg, 2011, pp. 358.
158. Block James E., *The Crucible of Consent: American Child Rearing and the Forging of Liberal Society*, Cambridge, Harvard University Press, 2012, pp. 447.
159. Blum Matthias, «*Ich wäre ein Judenfeind?*» *Zum Antijudaismus in Friedrich Schleiermachers Theologie und Pädagogik*, Köln, Böhlau, 2010, pp. 257.
160. Boarini Francesca, *Lavinia Mazzucchetti traduce Erich Kästner. Emilio e i detective*, in *Tessere trame narrare storie*, pp. 151-170.
161. Bocchetti Matteo, *La scuola elementare nel ventennio fascista. Direttive politiche, didattica, cronache degli insegnanti*, Roma-Bari, Laterza, 2013, pp. 328.
162. Bocci Fabio, *Maestre e maestri nel cinema italiano. Caratterizzazioni, omissioni e qualche eccezione*, in *Maestre e maestri d'Italia*, pp. 93-126.
163. Bocci Maria (ed.), «*Non lamento, ma azione*». *I cattolici e lo sviluppo italiano nei 150 anni di storia unitaria. Atti del convegno di studi Università Cattolica del Sacro Cuore di Milano (24-25 novembre 2011)*, Milano, Vita e Pensiero, 2013, pp. 387.
164. Bocci Maria, *Introduzione*, in «*Non lamento, ma azione*», pp. 7-27.
165. Böcher Otto, Dumont Franz, Rettinger Elmar (edd.), *Stadt - Land - Universität. Aus den Werken des Mainzer Historikers Helmut Mathy*, Stuttgart, Steiner, 2012, pp. 340.
166. Boero Pino, *Edmondo De Amicis*, in *Ottocento fra casa e scuola*, pp. 171-188.
167. Boesch Gajano Sofia, Leggio Tersilio (edd.), *Da santa Chiara a suor Francesca Farnese. Il francescanesimo femminile e il monastero di Fara in Sabina*, Viella, Roma, 2013, pp. 288.
168. Böhm Manuela, *Sprachenwechsel. Akkulturation und Mehrsprachigkeit der Brandenburger Hugenotten vom 17. bis 19. Jahrhundert*, Berlin, de Gruyter, 2010, pp. 580.

169. Böhm Winfried, *Die Reformpädagogik. Montessori, Waldorf und andere Lehren*, München, Beck, 2012, pp. 126.
170. Bolbas V.S., *Idei kollektivizma i individualizma v etiko-pedagogicheskoy mysli srednevekovoy Belarusi [Ideas of collectivism and individualism in the ethical and pedagogical thought of the Middle ages Byelorussia]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 42-50.
171. Bolle Reiner, *Jean-Jacques Rousseau. Das Prinzip der Vervollkommung des Menschen durch Eduktion und die Frage nach dem Zusammenhang von Freiheit, Glück und Identität*, Münster, Waxmann, 2012, pp. 368.
172. Bölling Reiner, *Kleine Geschichte des Abiturs*, Paderborn, Schöningh, 2010, pp. 211.
173. Bonafoux Corinne, *L'enseignement de l'Europe au collège, imitation ou dépassement du roman nationale?*, in *L'école et la nation*, pp. 247-255.
174. Bonfiglio-Dosio Giorgietta, *Gli archivi degli esposti nel Veneto: uno strumento per conoscere le soluzioni istituzionali al problema dell'abbandono infantile*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 123-138.
175. Bonini Francesco, *Una riforma che non si (può) fa(re). Il sistema universitario e il 'piano Gui'*, in *Le istituzioni universitarie e il Sessantotto*, pp. 37-49.
176. Bònoli Frabrizio *et al.* (edd.), *I Pronostici di Domenico Maria Novara*, Firenze, Leo S. Olschki, 2012, pp. VII-317.
177. Bonomo Bruno, *Voci della memoria. L'uso delle fonti orali nella ricerca storica*, Roma, Carocci, 2013, pp. 176.
178. Bordini Simone, *Un aspetto della religiosità medievale: santi: luoghi di culto e riti dello Studium parmense*, in *Santi patroni*, pp. 109-119.
179. Boris Francesca, Tura Diana, *Étudier et enseigner à Bologne au Moyen Âge. L'apport des archives*, in *Lumières de la sagesse*, pp. 236-238.
180. Borruso Francesca, *L'immaginario amoroso delle lettere di Ada Prospero e Piero Gobetti*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 67-78.
181. Borruso Francesca, *La letteratura per giovinette nell'Italia Umbertina*, in *Ottocento fra casa e scuola*, pp. 211-232.
182. Borruso Francesca, *Modelli educativi nella letteratura per giovinette di fine Ottocento*, in *Progetto Generazioni*, pp. 277-287.
183. Bos Jaap M.J., *Langeveld. Pedagoog aan de hand van het kind*, Amsterdam, Uitgeverij Boom 2011, pp. 486.
184. Bösch Frank, *Mediengeschichte. Vom asiatischen Buchdruck zum Fernsehen*, Frankfurt am Main, Campus-Verl., 2011, pp. 268.

185. Bosna Vittoria, Bosna Ernesto, *Istruzione e società in terra di Bari. Un paradigma educativo per la storia meridionale. Per accrescere et aumentare li virtuosi et literati* (Edizione postuma), Bari, Mario Adda Editore, 2012, pp. VI-236.
186. Bosna Vittoria, *L'atteggiamento «materno» della maestra nell'esigenza educativa di Rosa e Carolina Agazzi*, in *Cura e formazione nella storia delle donne*, pp. 55-62.
187. Bosna Vittoria, *L'immaginario femminile nell'Ottocento tra famiglia e educazione*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 79-92.
188. Bouve Catherine, *L'utopie des crèches françaises au XIXe siècle: un pari sur l'enfant pauvre*, Berne, Peter Lang, 2010, pp. 294.
189. Bouvier Félix, Allard Michel, Aubin Paul, Larouche Marie-Claude (edd.), *L'histoire nationale à l'école québécoise. Regards sur deux siècles d'enseignement*, Québec, Septentrion, 2012, pp. 552.
190. Bouvier Félix, Allard Michel, Aubin Paul, Larouche Marie-Claude, *Introduction*, in *L'Histoire nationale à l'école québécoise*, pp. 9-13.
191. Bouvier Félix, *Les années 1960 ou des mutations accélérées à l'enseignement secondaire*, in *L'Histoire nationale à l'école québécoise*, pp. 350-404.
192. Bouvier Félix, *Prémisses, débat et précisions des apprentissages sur l'enseignement de l'histoire du Québec d'un programme par compétences (1995-2012)*, in *L'Histoire nationale à l'école québécoise*, pp. 429-455.
193. Bouvier Félix, *Vitesse de croisière, puis réflexions sur l'enseignement de l'histoire nationale au secondaire de 1983 au milieu des années 1990*, in *L'Histoire nationale à l'école québécoise*, pp. 409-425.
194. Bouzakis Sifis, Fotinos D., *Mia ιστορία της ιστορίας: η Ιστορία της νεοελληνικής εκπαίδευσης ως γνωστικό αντικείμενο στα ελληνικά Πανεπιστήμια από τη μεταπολίτευση μέχρι σήμερα* [A History of History: The History of Modern education as a subject in Greek Universities from dictatorship to date], in *History Care*, Vol. 2, pp. 915-924.
195. Bouzakis Sifis, *Ένα τέλος... ή μια νέα αρχή: Ο ρόλος και η λειτουργία των πειραματικών σχολείων στη δημόσια εκπαίδευση: Πρακτικά συνεδρίου ΕΛ.Μ.Ε. Προτύπων* [An end...or a new beginning? The role and function of the experimental schools in public education: Proceedings EL.M.E. Standards], Athens, Ellinoekdotiki, 2010, pp. 158.
196. Bouzakis Sifis. (ed.), *Εκπαίδευση εκπαιδευτικών, Σύγχρονες τάσεις και ζητήματα* [Education teachers, Current trends and issues], Athens, Ion Publishing Group, 2012, pp. 322.

197. Bouzakis Sifis. (ed.), *Συγκριτική Παιδαγωγική, Μεθοδολογικές, θεωρητικές προσεγγίσεις - Διεθνής εκπαίδευση - Εκπαίδευση εκπαιδευτικών - Ευρωπαϊκή διάσταση στην εκπαίδευση - Παιγκοσμιοποίηση και εκπαίδευση* [Comparative Education, Methodological, theoretical approaches- International Education-Teacher education- European dimension in education- Globalisation and education], Athens, Gutenberg, 2012, pp. 696.
198. Boyer Ludwig, *Elementarschulen und Elementarunterricht in Österreich. Illustrierte Chronik der Schul-und Methodengeschichte von den ältesten Quellen bis zum Ende des 19. Jahrhunderts*, Graz, Leykam, 2012, pp. 496.
199. Boyer Myriam, *L'école et la nation dans les collections des musées européens de l'école et de l'éducation*, in *L'école et la nation*, pp. 473-483.
200. Bradley Keith, *Images of Childhood in Classical Antiquity*, in *Childhood in the Western World*, pp. 17-38.
201. Brás Viegas José Gregório, Gonçalves Maria Neves Leal, *Biopolítica e direitos do homem*, in *Livro de Actas do XII Congresso Internacional Galego-Português de Psicopedagogia*, pp. 923-937.
202. Brás Viegas José Gregório, Gonçalves Maria Neves Leal (edd.), *O Corpo – Memória e identidade*, Lisboa, Edições Universitárias Lusófonas, 2013, pp. 153.
203. Brás Viegas José Gregório, Gonçalves Maria Neves Leal, *A descentralização do ensino no jogo de poderes e saberes do ideário repubblicano*, in *Representações da República*, pp. 442-458.
204. Brás Viegas José Gregório, Gonçalves Maria Neves Leal, *A valorização da profissão docente no imaginário da I República*, in *Representações da República*, pp. 497-510.
205. Brás Viegas José Gregório, Gonçalves Maria Neves Leal, Hernández Díaz José María, *Do orgânico ao funcional e simbólico: a construção do corpo nos manuais de cidadade em Portugal e Espanha*, in *O Corpo – Memória e identidade*, pp. 16-36.
206. Brás Viegas José Gregório, *Um novo firmamento ético para o homem. O Olímpismo como insaciável realização humana*, in *Olímpico. Os jogos num percurso*, pp. 71-90.
207. Braster Sjaak, Grosvenor Ian, del Pozo Andres Maria, *The Black box of schooling: a cultural history of classroom*, Brussels, P.I.E. Peter Lang, 2011, pp. 330.
208. Brathová Barbara, *Eastern European Illustrators and the Biennal of Illustration Bratislava (BIB)*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 275-292.

209. Bräuer Helmut, *Kinderbettel und Bettelkinder Mitteleuropas zwischen 1500 und 1800. Beobachtungen, Thesen, Anregungen*, Leipzig, Leipziger Univ.-Verl., 2010, pp. 158.
210. Breccia Alessandro, *Le istituzioni universitarie e la rivola. Alessandro Faedo e il caso pisano (1963-1968)*, in *Le istituzioni universitarie e il Sessantotto*, pp. 135-156.
211. Breccia Alessandro, *Le vicende del Sessantotto universitario nella stampa locale. Il database CISUI (1967-1968)*, in *Le istituzioni universitarie e il Sessantotto*, pp. 317-322.
212. Breinbauer Ines Maria, Weiß Gabriele (edd.), *Einsätze theoretischer Erziehungswissenschaft*, Würzburg, Königshausen & Neumann, 2011, pp. 183.
213. Brescia Graziana, *La metamorfosi dei corpi e l'identità di genere: da Ovidio a Petrarca ad Apollinaire*, in *Le frontiere del corpo*, pp. 63-86.
214. Bressan Edoardo, *Un welfare aperto alla modernità. Dalla beneficenza alla sicurezza sociale*, in «Non lamento, ma azione», pp. 275-291.
215. Brill Werner, *Pädagogik der Abgrenzung. Die Implementierung der Rassenhygiene im Nationalsozialismus durch die Sonderpädagogik*, Bad Heilbrunn, Klinkhardt, 2011, pp. 387.
216. Brizzi Gian Paolo, *Le piccolo università e l'inerzia dei luoghi comuni. Una presentazione*, in Luigiaurelio Pomante, *Per una storia delle università minori nell'Italia contemporanea. Il caso dello Studium Generale Maceratense tra Otto e Novecento*, Macerata, eum, 2013, pp. 9-16.
217. Brizzi Gian Paolo, *Peregrinatio academica. Des étudiants sur les routes de l'Europe*, in *Lumières de la sagesse*, pp. 229-235.
218. Brockliss Laurence, Sheldon Nicola (edd.), *Mass education and the limits of state building, c. 1878-1930*, Basinstoke, Palgrave Macmillan, 2012, pp. X-325.
219. Bronner Simon J., *Campus Traditions: Folklore from the Old-Time College to the Modern Mega-University*, Jackson, University Press of Mississippi, 2012, pp. 496.
220. Brookfield Tarah, *Cold War comforts: Canadian women, child safety, and global insecurity, 1945-1975*, Waterloo (Canada), Wilfrid Laurier University Press, 2012, pp. 392.
221. Brown Cynthia, *A Blessing to the Town: 150 Years of Vaughan College, Leicester*, Leicester, University of Leicester Department of Adult Education, 2012, pp. 144.

222. Bruce Curtis, *Ruling by schooling Quebec: conquest to liberal governmentality: a historical sociology*, Toronto, University of Toronto Press, 2012, pp. 563.
223. Brüggemann Christian, Iulius Rostas (edd.), *Ten Years After. A History of Roma School Desegregation in Central and Eastern Europe*, Budapest-New York, Ref & Ceu Press, pp. 392.
224. Brundrett Mark, Bottery Michael, Silcok Peter, Webb Rosemary, Burton Neil, Duncan Diane, Zhang Wei (edd.), *Education 3-13. 40 Years of Research on Primary, Elementary and Early Years Education*, London, Routledge, 2013, pp. 354.
225. Brunelli Marta, *La catalogazione dei «beni culturali» della scuola: questioni metodologiche e concettuali*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 193-218.
226. Bruning Jens, *Innovation in Forschung und Lehre. Die Philosophische Fakultät der Universität Helmstedt in der Frühaufklärung 1680-1740*, Wiesbaden, Harrassowitz, 2012, pp. 344.
227. Bruter Annie, *L'enseignement de l'histoire nationale à l'école primaire avant la IIIe République*, in *L'école et la nation*, pp. 87-92.
228. Bua Francesco, *Il Liceo Azuni. Storia della scuola di Sassari. Una città e cento patrie*, Sassari, EDES, pp. 240.
229. Bucklig Scott, *Towards an Archeology of Bilingualism: On the Study of Greek-Coptic Education in the Late Antique Egypt*, in *Multilingualism in the Graeco-Roman World*, pp. 225-264.
230. Bühler Patrick, Bühler Thomas, Osterwalder Fritz (edd.), *Zur Inszenierungsgeschichte pädagogischer Erlöserfiguren. Prisma – Beiträge zur Erziehungswissenschaft aus historischer, psychologischer und soziologischer Perspektive*, Bd. 19, Bern, Haupt, 2013, pp. 320.
231. Bühler Patrick, *Negative Pädagogik. Sokrates und die Geschichte des Lernens*, Paderborn, Schöningh, 2012, pp. 225.
232. Burke Catherine, *A life in education and Architecture: Mary Beaumont Hedd*, London, Ashgate, 2013, pp. 292.
233. Burke Sarah Z., Milewski Patrice (edd.), *Schooling in Transition: Readings in Canadian History of Education*, Toronto, University of Toronto Press, 2012, pp. 426.
234. Burkova T.V., *Akademicheskaya gimnazya. Ocherki istorii (1963-1991): shkol'nyj internat N. 45 pri LGU [The Academician Gymnasium. Historical outlines (1963-1991): school internat N. 45 at the LGU]*, Sankt Peterburg, Izdatelstvo Sank Peterburorskogo Gosudarstvennogo Instituta, 2013, pp. 163.

235. Bús Imre (ed.), *Tanulmányok a gyermekkultúráról [Studies on children's culture]*, Szekszárd, PTE IGYK és a Gyermekkultúra Kutatócsoport, 2013, pp. 163.
236. Buser Verena, *Überleben von Kindern und Jugendlichen in den Konzentrationslagern Sachsenhausen, Auschwitz und Bergen-Belsen*, Berlin, Metropol-Verl., 2011, pp. 318.
237. Bykova S.V., *Evolucionnaya teorya – osnova «novoj pedagogiki» V.P. Vakhterova [Evolutionary theory – basis of V.P. Vachterov's new pedagogy]*, in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 16-18.
238. Cabaleira Helena, *Estudantes: práticas e enfrentamentos*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 447-537.
239. Cáceres Muños Jorge, Martín Sánchez Miguel Martín, *Difusión y participación de Extremadura en el Boletín de la Institución Libre de Enseñanza*, in *Prensa Pedagógica*, pp. 93-104.
240. Cachazo Vasallo Alexia, *El Eco Escolar: alma, conciencia y vida de los universitarios de Salamanca de principios del XX*, in *Prensa Pedagógica*, pp. 105-114.
241. Cafaro Pietro, *Una «economia nuova»: scambio asimmetrico e radice comunitaria nella cooperazione a ispirazione cristiana*, in *«Non lamento, ma azione»*, pp. 159-184.
242. Cagnolati Antonella (ed.), *A portrait of a Renaissance Feminist. Lucrezia Marinella's Life and Works*, Roma, Aracne, 2013, pp. 148.
243. Cagnolati Antonella (ed.), *Tessere trame narrare storie. Le donne e la scrittura per l'infanzia*, Roma, Aracne, 2013, pp. 284.
244. Cagnolati Antonella, *Educare attraverso il teatro. Le 'commmedioline' di Grazia Pierantoni Mancini*, in *Tessere trame narrare storie*, pp. 61-71.
245. Cagnolati Antonella, *La costola di Adamo. Sguardo storico sulla misoginia*, in *Le frontiere del corpo*, pp. 51-62.
246. Cagnolati Antonella, *La stampa pedagogica per le donne in Italia (1861-1900). Esempi, temi e finalità*, in *Prensa Pedagógica*, pp. 33-52.
247. Cagnolati Antonella, *Madri sociali e filantropie amorose. Il ruolo delle donne «bennate» nel pensiero di Raffaello Lambruschini*, in *Cura e formazione nella storia delle donne*, pp. 37-51.
248. Cagnolati Antonella, Pinto Minerva Franca, Olivieri Simonetta, *Le frontiere del corpo. Mutamenti e metamorfosi*, Pisa, ETS, 2013, pp. 389.
249. Cagnolati Antonella, *Prefazione. Ricamare parole raccontando la vita*, in *Tessere trame narrare storie*, pp. 9-10.

250. Caiazzo Michela, *Da bambole a madri coscienti. Studio della figura femminile nel pensiero razionalista di Antonia Maymó*, in *Cura e formazione nella storia delle donne*, pp. 106-124.
251. Caiazzo Michela, *Libertà e svelamento del corpo nella riflessione delle donne anarchiche della Spagna dell'inizio del XX secolo*, in *Le frontiere del corpo*, pp. 181-200.
252. Caimi Luciano, *L'insegnamento della religione nel quadro della pastorale della Chiesa. Dalla fine della guerra alla revisione del Concordato (1945-1984)*, in *La religione istruita*, pp. 215-250.
253. Caimi Luciano, Vian Giovanni (edd.), *La religione istruita. Nella scuola e nella cultura dell'Italia contemporanea*, Brescia, Morcelliana, 2013, pp. 494.
254. Caimi Luciano, Vian Giovanni, *Presentazione*, in *La religione istruita*, pp. 5-12.
255. Calado Margarid, Ferrão Hugo, *Da Academia à Faculdade de Belas-Artes*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 1107-1152.
256. Calafante Pedro, *Filosofia*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 941-955.
257. Calderón Mólgora Marco A., Buenabad Elizabeth M. (edd.), *Educación indígena, ciudadanía y Estado en México: siglo xx*, Puebla, Instituto de Ciencias Sociales y Humanidades, Benemérita Universidad Autónoma de Puebla, Zamora, Michoacán, El Colegio de Michoacán, 2012, pp. 295.
258. Caldognetto Paola, *Il mondo studentesco e il '68 a Padova*, in *Le istituzioni universitarie e il Sessantotto*, pp. 199-212.
259. Calori Tullio, *Una questione sociale: le scuole elementari a Molinella dopo l'Unità*, in *Tutti a scuola?*, pp. 135-150.
260. Cambi Franco, *Storia della pedagogia oggi. Complessità e pluralismo come motori della ricerca*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 27-36.
261. Campagnoli Diuccio, *Presentation*, in *Bologna Fifty years of Children's Books from Around the World*, p. 1.
262. Campanaro Marnie, Dallari Marco, *Incanto e racconto nel labirinto delle figure. Albi illustrati e relazione educativa*, Trento, Erikson, 2013, pp. 240.
263. Campbell Craig, *Unley High School: One Hundred Years of Public Education, 1910-2010*, Adelaide, Wakefield Press, 2010, pp. XII-339.
264. Campe Joachim Heinrich, *Seelenlehre für Kinder*, (Pädagogische Reform in Quellen. 7), Jena, Verl. IKS Garamond, 2010, pp. 130.

265. Campos Matos Sérgio (cum a col. De Ricardo de Brito e José M. Guedes de Sousa), *A elite universitária*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 237-326.
266. Campos Matos Sérgio, *Na primeira República*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 77-136.
267. Campos Matos Sérgio, Ramos do Ó Jorge, *A partida, os problemas*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 24-42.
268. Cantatore Lorenzo (ed.), *Ottocento fra casa e scuola. Luoghi, oggetti, scene della letteratura per l'infanzia*, Milano, Unicopli, 2013, pp. 277.
269. Cantatore Lorenzo, *La «poesia della scuola». Miseria e nobiltà di Cantatore e maestri nella letteratura italiana tra Otto e Novecento*, in *Maestre e maestri d'Italia*, pp. 45-92.
270. Cantatore Lorenzo, *Nella «Casa dei bambini» con Elsa Morante*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 295-314.
271. Cantatore Lorenzo, *Ottocento fra casa e scuola. Luoghi, oggetti, scene della letteratura per l'infanzia*, in *Ottocento fra casa e scuola*, pp. 15-142.
272. Cappelli Lucia, *La tua patria: la trasmissione della memoria nella letteratura toscana per ragazzi nella prima metà del Novecento*, in *Progetto Generazioni*, pp. 289-297.
273. Carey John, King Moore Margaret, Mount Cashell Lady, Brooke Henry, Markey Anne (edd.), *Children's Fiction 1765-1808*, Dublin, Four Courts Press, 2011, pp. 189.
274. Carli Alberto (ed.), *Emma Perodi. Dalla «Biblioteca aurea illustrata» racconti e fiabe*, Pontedera, Bibliografia e Informazione, 2013, pp. 234.
275. Carli Alberto, «È una burla. I figli a scuola? A che fare?» *Maestri, scolari, figli e genitori nella letteratura per l'infanzia di Luigi Capuana*, in *Ottocento fra casa e scuola*, pp. 249-270.
276. Carlson Dennis L., *The Education of Eros. A History of Education and the Problem of Adolescent Sexuality*, London, Routledge, 2013, pp. 216.
277. Carlucci Paola, *Un «senso di insoddisfazione»? La Scuola Normale Superiore e il Sessantotto*, in *Le istituzioni universitarie e il Sessantotto*, pp. 119-134.
278. Carnoy Martin, Chisholm Linda, Chilisa Bagele (edd.), *The Low Achievement Trap: Comparing Schooling in Botswana and South Africa*, Stanford and University of Botswana, HSRC Press, 2012, pp. 192.
279. Caroli Dorena, *Bambini abbandonati e orfani in Russia e in Unione sovietica (1864-1939): orfani o gettatelli?*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 75-94.

280. Caroli Dorena, *Le scuole per la formazione dell'uomo nuovo fra Rivoluzione Bolscevica e Seconda Guerra Mondiale in Unione Sovietica*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 219-242.
281. Carrier Peter, *L'ambiguité du sentiment national à l'école en Allemagne contemporaine face au souvenir de la Shoah*, in *L'école et la nation*, pp. 56-63.
282. Cart Michael, *Young Adult Literature: From Romance to Realism* American Library Association, Chicago, American Library Association (Ala Edition), 2010, pp. 242.
283. Carter Karen E., *Creating Catholics. Catechism and Primary Education in Early Modern France*, Notre Dame, University of Notre Dame Press, 2011, pp. 314.
284. Caruso Marcelo, *Die Zentralisierung von Innovation. Die Übernahme von lokalen Netzwerken bei der Entstehung des spanischen normalismo*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 45-49.
285. Carvalho Amaral Anabela, Louro Felfeiras Margarida, *Idéario educativo no jornal republicano A Pátria Nova*, in *Prensa Pedagógica*, pp. 79-93.
286. Carvalho Marta Maria Chagas de, *Tempos de formação, tempos de produção: rememorando um itinerário*, in *Trajetórias na formação do campo da história da educação brasileira*, pp. 113-145.
287. Caso Rossella, *In principio era Biancaneve... La formazione delle bambine tra principesse «classiche», principesse «al rovescio» e principesse «differenti»*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 315-328.
288. Casta Isabelle-Rachel, *Trois rêves, trois femmes, trois œuvres. Gaslight ou Nouveau Monde?*, in *Tessere trame narrare storie*, pp. 189-204.
289. Castelli Patrizia, Greci Roberto (edd.), *Santi patroni e Università in Europa*, Bologna, Clueb, 2013, pp. 265.
290. Castelli Patrizia, *Il patrono della Natio normanna dell'Università di Parigi*, in *Santi patroni*, pp. 55-71.
291. Castelli Patrizia, *Introduzione*, in *Santi patroni*, pp. IX-XII.
292. Cataldi Palau Annaclara, *Une bibliothèque grècque d'enseignement? Saint-Jean-Prodrome, Constantinople*, in *Lumières de la sagesse*, pp. 264-266.
293. Catani Denice Barbara, *A imprensa periódica pedagógica e a história dos estudos educacionais no Brasil*, in *Prensa Pedagógica*, pp. 115-124.
294. Causarano Pietro, *L'istruzione professionale fra mercato e istituzioni nell'Italia unita: Specificità, Specializzazione, Differenziazione*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 243-254.

295. Cavallera Giovanni Ugo, *Roberto Ardigò. La morale dei positivisti e la religione civile*, Lecce-Brescia, Pensa MultiMedia, 2013, pp. 196.
296. Cavallera Hervé Antonio (ed.), *La ricerca storico-educativa oggi. Un programma di ricerca*, Lecce-Brescia, Pensa MultiMedia, 2013, 2 voll., pp. 1304.
297. Cavallera Hervé Antonio, *La storia dell'educazione e lo smarrimento delle cose*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 37-56.
298. Cavallera Hervé Antonio, *Storia della scuola italiana*, Firenze, Le Lettere, 2013, pp. 313.
299. Ceccarelli Lemut Maria Luisa, *I santi dell'università di Pisa*, in *Santi patroni*, pp. 177-188.
300. Ceci Lucia, *Il dibattito sull'insegnamento della religione tra le due guerre*, in *La religione istruita*, pp. 117-142.
301. Cegolon Andrea, *L'idea di lavoro in Rousseau*, Milano, Franco Angeli, 2012, pp. 128.
302. Celada Perandones Pablo, *La enseñanza privada laica en la España contemporánea: instituciones, culturas e identidades*, in *Laicidade, Religiões e Educação na Europa*, pp. 321-337.
303. Cerecedo Alicia Civera, *Juan Alfonseca Giner de los Ríos, Carlos Fernández Escalante (edd.)*, *Campesinos y escolares. La construcción de la escuela en el campo latinoamericano*, México, Miguel Ángel Porrua, 2011, pp. 176.
304. Cerman Ivo, *Habsburgischer Adel und Aufklärung. Bildungsverhalten des Wiener Hofadels im 18. Jahrhundert* (Contubernium. Tübinger Beiträge zur Universitäts- und Wissenschaftsgeschichte; Bd. 72), Stuttgart, Franz Steiner Verlag, 2010, pp. 503.
305. Cerrillo Pedro, *LIJ. Literatura mayor de edad*, Cuenca, Universidad de Castilla-La Mancha, pp. 192.
306. Cerrillo Pedro, Sánchez Ortiz César, *Presencia del cancionero popular infantil en la lírica hispánica*, Cuenca, Universidad de Castilla-La Mancha, 2013, pp. 375.
307. Cerrillo Pedro, Sánchez Ortiz César, *Tradición y Modernidad de la Literatura Oral*, Cuenca, Universidad de Castilla-La Mancha, 2010, pp. 298.
308. Ceylan Ebubekir, *The Ottoman Origins of Modern Iraq: Political Reform, Modernization and Development in the Nineteenth Century Middle East*, London and New York, I.B. Tauris Academic studies (Library of Ottoman Studies), 2011, pp. 304.

309. Chagas de Carvalho Marta Maria, *Prefácio*, in *Bambini brasiliani*, pp. 11-17.
310. Chahinian Hasmig, *The Booming Literary Scene in the Arab World*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 329-340.
311. Chambarlhac Vincent, «*L'histoire était-elle donc devenue si dangereuse?*» *L'histoire dans l'école et la nation, revue du Partie communiste français, autour de 1974*, in *L'école et la nation*, pp. 114-120.
312. Chandelier Joël, *Le Canon d'Avicenne et son enseignement*, in *Lumières de la sagesse*, pp. 360-362.
313. Chanov T.G., *Ideologya, obrazovanie, pedagogika: opyt otechestvennoj istorii. Monografya, Federal'nyj gosudarstvennyj byudzhet obrazovatel'nykh uchrezhdenij vyshshego professional'nogo obrazovanya «Nizhegorodskij gosudarstvennyj pedagogicheskij Universitet»* [Ideology, education, pedagogy: experience of the national history. Monograph. The State Federal budget of high professional educational institutions. The The State Pedagogical University of Nizhegorod], Nizhnyj Novgorod, Izdatel'stvo, NGPU, 2011, pp. 135.
314. Charles Soulié (ed.), *Un mythe à détruire? Origines et destin du Centre universitaire expérimental de Vincennes*, Vincennes, Presses Universitaires de Vincennes, 2012, pp. 488.
315. Chartier Anne-Marie, *L'usage de la littérature dans les apprentissages scolaires: une entrée nationale*, in *L'école et la nation*, pp. 121-128.
316. Châtelet Anne-Marie, *Le souffle du plein air. Histoire d'un projet pédagogique et architectural novateur (1904-1952)*, Genève, MétisPresses, 2011, pp. 397.
317. Chelpachenko T.V., *Didakticheskaya sistema V.A. Suchomlinskogo (teorya i praktika): monografya* [V.A. Suchomlinskij's didactical system (theory and practices)], Orenburg, OGPU, 2012, pp. 279.
318. Chen Enli, 儿童文学中的轻逸美学 [*Transcendent Aesthetics in children's Literature*], Zhengzhou, Haiyan Press, 2012, pp. 164.
319. Chen Enli, 大众文化视域中的中国儿童文学 [*Chinese Children's Literature in Popular Culture*], Hangzhou, Zhengjiang University Press, 2013, pp. 193.
320. Chen Li, 中国儿童文学中的女性主体意识 [*Female Consciousness in Chinese Children's Literature*], Zhengzhou, Haiyan Press, 2012, pp. 217.
321. Chen Ying, 文化转型期的中国和保加利亚的儿童文学 [*Chinese and Bulgarian Children's Literature in a Cultural Transitional Period*], Beijing, Foreign Languages Teaching and Research Press, 2012, pp. 286.

322. Cherie Alan, *Playing with Picturebooks: Postmodernism and the Postmodernesque*, Hampshire, Palgrave Macmillan, 2012, pp. 201.
323. Chernova S.S. (ed.), *Problemy i perspektivy razvitya obrazovanya v Rossii: sbornik materialov XVIII Mezhdunarodnoj nauchnoj prakticheskoy konferencii [Problems and perspectives of development of education in Russia: collection of materials of the XVIII International scientific practical conference]*, Novosibirsk, 11 fevralya 2013 g., Centr Razvitya nauchnogo sotrudnichestva, Novosibirsk, Sibpring, 2013, pp. 295.
324. Cherubini Donatella, *Stampa periodica e università nel Risorgimento. Giornali e giornalisti a Siena*, Milano, Franco Angeli, 2013, pp. 320.
325. Chevalier Jean-Pierre, *La géographie scolaire et l'idée de nation en france au XIXe siècle*, in *L'école et la nation*, pp. 129-136.
326. Chierichetti Valentina, *I ginnasi e i licei di Milano nell'età della Restaurazione. Professori, studenti, discipline (1814-1851)*, Lecce-Brescia, Pensa MultiMedia, pp. 360.
327. Chierichetti Valentina, *L'istruzione secondaria classica nella Milano della Restaurazione. Professori, studenti, discipline (1814-1851)*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 255-264.
328. Chiosso Giorgio, *La manualistica scolastica in Italia: tematiche, metodologie, orientamenti*, in *La historia de la cultura escolar*, pp. 47-59.
329. Chiosso Giorgio, *Libri di scuola e mercato editoriale. Dal primo Ottocento alla Riforma Gentile*, Milano, Franco Angeli, 2013, pp. 224.
330. Chiosso Giorgio, Sani Roberto (edd.), *DBE - Dizionario Biografico dell'Educazione 1800-2000*, 2 voll., Milano, Editrice Bibliografica, 2013, Vol. I (A-K), pp. 721; Vol. II (L-Z), pp. 732.
331. Chourdakis A., *Transcending the limits: Η διδασκαλία της ιστορίας στην Ελληνική Διασπορά σήμερα [Transcending the limits: The teaching of history in Greek Diaspora today]*, in *History Care*, Vol. 2, pp. 1481-1492.
332. Chourdakis A., *Από τη μικροϊστορία της εκπαίδευσης: Δύο ανέκδοτα λευκώματα φιλίας 1900-1904 και 1926-1927 και άλλα μικροϊστορικά τεκμήρια σχολικής ζωής [From the micro-history of education: Two unreleased albums about friendship 1900-1904 and 1926-1927 and other micro-history records of school life]*, Athens, Perivolaki-Atrapos, 2010, pp. 1048.
333. Chourdakis A., *Πολιτεία υπό αναίρεση. Η εκπαίδευση στην Κρήτη πριν την ένωσή της με την Ελλάδα [State under appeal: Education in Crete before its union with Greece]*, Athens, Gutenberg, 2010, pp. 637.

334. Christensen Nina, *Videbegær. Oplysning, børnelitteratur, dannelsen* [Desire for knowledge: Enlightenment, children's literature, Bildung], Aarhus, Aarhus Universitetsforlag, 2012, pp. 260.
335. Christou Theodore Michael, *Progressive Education: Revisioning and Reframing Ontario's Public Schools, 1919-1942*, Toronto, University of Toronto Press, 2012, pp. 242.
336. Cifarelli Luisa, Simili Raffaella (edd.), *Laura Bassi. Emblema e primato nella scienza del Settecento*, Bologna, Editrice Compositori, 2012, pp. 231.
337. Cini Teresa, *I mondi immaginari e teatrali di Pinocchio*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 329-346.
338. Ciullo Maria Natascia, *Modelli pedagogici tradizionali a confronto sull'idea di bambino*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 405-440.
339. Cohen Michael David, *Reconstructing the campus: higher education and the American Civil War*, Charlottesville, University of Virginia Press, 2012, pp. 288.
340. Colaci Anna Maria, *Fuori del canone. La madre infanticida. La riconSIDerazione del ruolo materno*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 113-126.
341. Collantes Carollo, *El magisterio Gallego y la cuestión educacional a finales del siglo XIX en Santiago de Compostela*, in *Prensa Pedagógica*, pp. 123-130.
342. Colomer Teresa, *Andar entre libros. La lectura literaria en la escuela*, México, Fondo de Cultura Económica, 2010, pp. 280.
343. Colomer Teresa, Fittipaldi Martina (edd.), *La literatura que acoge. Inmigración y lectura de álbumes ilustrados*, Barcelona-Caracas, Banco del Libro-GRETEL, pp. 281.
344. Colomer Teresa, *Introducción a la literatura infantil y juvenil actual*, Madrid, Síntesis, 2010, pp. 252.
345. Colomer Teresa, Kümmerling-Meibauer Bettina, Silva-Díaz María Cecilia (edd.), *Cruce de miradas: nuevas aproximaciones al libro-álbum*, Barcelona, Banco del Libro-GRETE, 2010, pp. 234.
346. Condette Jean-François (ed.), *Le coût des études. Modalités, acteurs et implications sociales, XVI -XX siècle*, Rennes, Presses universitaires de Rennes, 2012, pp. 414.
347. Coneva Penka, *Etapi v razvitioto na uchilishchnoto upravlenie v B'lgariya ot nachaloto na XIX vek do 1989 godina* [Steps in the development of the educational administration from the beginning of the XIXth century until the year 1989], in *Clio's Ways... Topical problems of modern*

- historical science*, pp. 197-220.
348. Coninck-Smith de Ning, *Berndom og arkitektur. Rum til danske børn igennem 300 år*, Århus, Forlaget Klim, 2011, pp. 269.
349. Connan-Pintado Christiane, *Entre voix et images. Une enfance au pays des livres. Béatrice Poncelet, créatrice d'un albums pour la jeunesse*, in *Tessere trame narrare storie*, pp. 205-221.
350. Consonni Giancarlo, *Il '68 di Milano-Architettura. Tutti i giorni per oltre un decennio*, in *Le istituzioni universitarie e il Sessantotto*, pp. 95-106.
351. Contini Mariagrazia (ed.), *Dis-alleanze nei contesti educativi*, Roma, Carocci, 2012, pp. 287.
352. Cook Daniel Thomas, *Children as Consumers. History and historiography*, in *Childhood in the Western World*, pp. 283-295.
353. Cook Sharon Anne, *Sex, Lies, and Cigarettes: Canadian Women, Smoking, and Visual Culture, 1880-2000*, Montreal, McGill-Queen's University Press, 2012, pp. 418.
354. Coquery-Vidrovitch Catherine, *La mentalité imperial. Construction et deconstruction scolaire de la période colonial à nos jours*, in *L'école et la nation*, pp. 411-426.
355. Correia L. G., *A História no ensino básico em Portugal no último quartel: perspectiva curricular*, in *Historia e identidades culturales*, pp. 316-327.
356. Correira António Carlos, Carvalho Luís Miguel (cum a col. de Ana Montinho), *Desenvolvimentos em democracia*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 181-236.
357. Corsetti Berenice, *A Revista Brasileira de Estudos Pedagógicos e a discussão sobre as medidas de avaliação de qualidade da educação no Brasil*, in *Prensa Pedagógica*, pp. 131-140.
358. Corsi Michele, Ulivieri Simonetta (edd.), *Progetto Generazioni. Bambini e Anziani: due stagioni della vita a confronto*, Pisa, ETS, 2012, pp. 909.
359. Cosmai Franca, *Sulla soglia della legittimità: per una indagine sull'infanzia abbandonata a Venezia in età moderna (secc. XVII-XVIII)*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 147-154.
360. Costa Antón, *Breve lettera alle colleghe e ai colleghi italiani di storia dell'educazione*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 13-16.
361. Cotterau-Gabillet Émile, *Exemplar et pecia: la production du livre universitaire*, in *Lumières de la sagesse*, pp. 246-248.
362. Couvaneiro João, *Do Curso Superior de Letras à Faculdade de Letras da Universidade de Lisboa*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 891-912.

363. Couvaneiro João, Dores Hugo, *Os estudos históricos*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 913-923.
364. Cova Alberto, *Tra ricostruzione e sviluppo: quale politica economica?*, in «*Non lamento, ma azione*», pp. 293-346.
365. Covato Carmela, *L'Educazione sentimentale nella storia della vita privata*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 591-602.
366. Covato Carmela, *Presentazione*, in *Ottocento fra casa e scuola*, pp. 9-12.
367. Cox Marcus S., *Segregated Soldiers: Military Training at Historically Black Colleges in the Jim Crow South*, Baton Rouge, Louisiana State University Press, 2013, pp. 280.
368. Cross Gary, *Play, Games, and Toys*, in *Childhood in the Western World*, pp. 267-282.
369. Cruz José Ignacio, *Prietas las filas. Las Falanges Juveniles de Franco*, Valencia, Publicacions de la Universitat de València, 2012, pp. 150.
370. Curtis Bruce, *Ruling by Schooling Quebec. Conquest to Liberal Governmentality – A Historical Sociology*, Toronto, UTP Inc., 2012, pp. 563.
371. Curtis Bruce, *Ruling by Schooling Quebec: Conquest to Liberal Governmentality*, New York, University of Toronto Press, 2012, pp. 563.
372. D'Alessio Michela, *A scuola fra casa e patria. Dialetto e cultura regionale nei libri di testo durante il fascismo*, Lecce-Brescia, Pensa MultiMedia, 2013, pp. 270.
373. D'Alessio Michela, *Tra regione e nazione. La scuola lucana nell'organo editoriale del Provveditorato agli studi della Basilicata (1923-1927)*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 265-278.
374. D'Arcangeli Marco Antonio, Cives Giacomo, Pesci Furio, Trabalzini Paola, *Verso la scuola di tutti. Pedagogisti italiani del Novecento*, Roma, UniversItalia, 2013, pp. 308.
375. D'Arcangeli Marco Antonio, *Verso una scienza dell'educazione. I. La «Rivista pedagogica» (1908-1939)*, Roma, Anicia, 2012, pp. 408.
376. D'Ascenzo Mirella (ed.), *Tutti a scuola? L'istruzione elementare nella pianura bolognese tra Otto e Novecento*, Bologna, Clueb, 2013, pp. 289.
377. D'Ascenzo Mirella, *Col libro in mano. Maestri, editoria e vita scolastica tra Otto e Novecento*, Torino, SEI, 2013, pp. 234.
378. D'Ascenzo Mirella, *La storia della scuola tra storia locale e storia generale*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 279-290.
379. D'Ascenzo Mirella, *Le ragioni di una ricerca*, in *Tutti a scuola?*, pp. 7-12.
380. D'Ascenzo Mirella, *Tra storia e storie della scuola italiana. L'istruzione*

- elementare nella provincia di Bologna dopo l'Unità, in Tutti a scuola?, pp. 19-54.*
381. da Fonseca Rosa Rodrigues Teresa Maria, *História da Universidade Teológica de Évora (séculos XVI a XVIII)*, Lisboa, IEUL, 2013, (e-book), p. 233.
382. da Silva Elisabeth María, Lage A.C., *A imprensa pedagógica e o feminismo no século XIX: Nísia Floresta e educação das mulheres no Brasil*, in *Prensa Pedagógica*, pp. 397-404.
383. da Silva Moraes José Jassuipe, Nunes e Silva Ramsés, *A imprensa e o perigo vermelho que se esgueira: instrução, proletariado e propostas pedagógicas católicas na Paraíba das décadas de 1940-1950*, in *Prensa Pedagógica*, pp. 279-290.
384. D'Agostino Guido, Della Valle Pauciullo Giuseppina, Rovinello Mario, *Un paese è ciò che la sua scuola è. Note e riflessioni sulla storia della scuola in Italia e nel Mezzogiorno*, Napoli-Roma, Edizioni scientifiche italiane, 2013, pp. 152.
385. Dal Toso Paola, *L'educazione della donna secondo Antonietta Giacomelli: analisi di «Sulla breccia»*, in *Cura e formazione nella storia delle donne*, pp. 63-86.
386. Dal Toso Paola, *Temi educativi negli scritti di Antonietta Giacomelli*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 57-70.
387. Danforth Loring M., Van Boeschoten Riki, *Children of the Greek Civil War: Refugees and the Politics of Memory*, Chicago, University of Chicago Press, 2012, pp. 352.
388. Davidoff Leonore, *Thicker Than Water: Siblings and Their Relations, 1780-1920*, Oxford and New York, Oxford University Press, 2012, pp. XII-449.
389. Dávila Paulí, Naya Luis M., *La enseñanza privada religiosa en España: instituciones, políticas e identidades*, in *Laicidade, Religiões e Educação na Europa*, pp. 367-392.
390. Davis Julie L., *Survival Schools: The American Indian Movement and Community Education in the Twin Cities*, Minneapolis, University of Minnesota Press, 2013, pp. 307.
391. De Bellis Ennio, *La formazione dell'uomo di corte nella prospettiva aristotelica della filosofia di corte del secolo XVI*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 127-138.
392. De Brito Ricardo, Guedes de Sousa José M. (edd.), *Fontes e bibliografia*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 1171-1210.

393. De Franceschi Loretta, *Le collane Barbèra per l'educazione e la formazione degli Italiani*, in *Non bramo altr'esa*, pp. 235-278.
394. De Giorgi Fulvio (ed.), *Montessori. Dio e il bambino e gli altri scritti inediti*, Brescia, La Scuola, 2013, pp. 363.
395. De Giorgi Fulvio, *Dall'interventismo democratico al combattentismo etico. Tommaso Gallarati Scotti nel primo dopoguerra*, in Pazzaglia Luciano, Crevenna Claudia (edd.), *Tommaso Gallarati Scotti tra totalitarismo fascista e ripresa della vita democratica*, Milano, Cisalpino, 2013, pp. 41-83.
396. De Giorgi Fulvio, *Dove sta andando la storia della pedagogia oggi?*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 603-608.
397. De Giorgi Fulvio, *La Chiesa totalitaria (1922-1958)*, in Faber Richard, Locher Elmar (edd.), *Italienischer Faschismus und deutschsprachiger Katholizismus*, Würzburg, Königshausen & Neumann, pp. 359-385.
398. De Giorgi Fulvio, *La Controriforma come totalitarismo. Nota su Croce storico*, Brescia, Morcelliana, 2013, pp. 173.
399. De Giorgi Fulvio, *La scuola materna e l'insegnamento della religione cattolica nel secondo dopoguerra*, in *La religione istruita*, pp. 313-336.
400. De Giuseppe Massimo, *La disputa sull'educazione nel Messico postrivoluzionario. La contrapposizione Stato-Chiesa, la scuola d'azione, razionalista e socialista*, in *La religione istruita*, pp. 435-470.
401. De Medeiros Abras Maria Cecília, Felgueiras Margarida Louro, *As marcas da formação da professora primária através de um jornal estudantil brasileiro*, in *Prensa Pedagógica*, pp. 53-66.
402. de Oliveira Fontes Paulo F., *Educação, religião e laicidade em Portugal na época contemporânea: o debate acerca da «educação religiosa» na escola pública*, in *Laicidade, Religiões e Educação na Europa*, pp. 223-251.
403. De Serio Barbara, *Introduzione. Due secoli di storia. Per ripercorrere la nascita di un nuovo modello di donna*, in *Cura e formazione nella storia delle donne*, pp. VII-XXX.
404. De Serio Barbara, *L'«amore» pensoso tra vocazione domestica ed emancipazione femminile. La figura della madre nel pensiero di Johan Heinrich Pestalozzi*, in *Cura e formazione nella storia delle donne*, in *Cura e formazione nella storia delle donne*, pp. 20-36.
405. De Serio Barbara, *La nascita come adesione alla vita. Una lettura pedagogica delle teorie di Maria Montessori sull'età prescolare*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 291-306.
406. De Vitis Francesca, *Complicato e Complesso. Modelli educativi convergenti*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 441-452.

407. Debè Anna, *Crescere in un villaggio. L'Osea di Reggio Emilia: genesi e sviluppo di un servizio educativo* (1951-2012), Lecce, PensaMultimedia, 2013, pp. 196.
408. Debrenti Edith, *Some interactive elementary mathematics lessons*, in *New challenges in Education*, pp. 8-16.
409. Deepak Kumar, Bara Joseph, Khadria Nandita, Gayatri Radha (edd.), *Education in Colonial India: Historical Insights*, New Delhi, Manohar Publishers, 2013, pp. 460.
410. Dejugnat Yann, *Voyager «en quête de savoir» à l'âge califal*, in *Lumières de la sagesse*, pp. 82-84.
411. Dejugnat Yann, *Y a-t-il eu une école de traducteurs à Tolède?*, in *Lumières de la sagesse*, pp. 92-110.
412. Dekker Jeroen J.H., *Educational Ambitions in History. Childhood and Education in an Expanding Educational Space from the Seventeenth to the Twentieth Century*, *Childhood and Education in an Expanding Educational Space from the Seventeenth to the Twentieth Century*, Frankfurt am Main, New York, Peter Lang, 2010, pp. 226.
413. Del Moral Solsiree, *Negotiating Empire: The Cultural Politics of Schools in Puerto Rico, 1898-1952*, Madison, University of Wisconsin Press, 2013, pp. 242.
414. Del Negro Piero, *I santi protettori dell'Università di Padova tra medioevo e età moderna*, in *Santi patroni*, pp. 133-142.
415. Delgado Granados Patricia, Guichot Reina Virginia, *El concepto de ciudadanía y sus diferentes modelos*, in *Ciudadanías e identidades*, pp. 29-50.
416. Dell'Era Tommaso, *La politica dell'ateneo romano di fronte alla protezione studentesca nelle linee guida dell'azione rettorale (1966-1969)*, in *Le istituzioni universitarie e il Sessantotto*, pp. 157-189.
417. Demm Eberhard, Suchoples Jaroslaw (edd.), *Akademische Lebenswelten. Habitus und Sozialprofil von Gelehrten im 19. und 20. Jahrhundert*, Frankfurt am Main, Lang, 2011, pp. 290.
418. Denéchère Yves, *Des enfants venus de loin. Histoire de l'adoption internationale en France*, Paris, Armand Colin, pp. 408.
419. Denti Roberto, *Children's Book Publishing in Italy: The Last Fifty years, from a Long-time Bookseller's Perspective*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 293-308.
420. Depaepe Marc, *Between educationalization and appropriation: selected writings on the history of modern educational systems*, Leuven, Leuven University Press, 2012, pp. 496.

421. Depaepe Marc, D'huist Lieven, with Maartje Theuninck, *An Educational Pilgrimage to the United States. Travel Diary of Raymond Buyse*, 1922, Louvain, Leuven University Press, 2011, pp. 240.
422. Depaepe Marc, *Sous le signe du paternalism: les politiques éducatives au Congo belge, 1908-1960*, in *L'école et la nation*, pp. 435-442.
423. Depaw Valentine, *Du conte de fées littéraire à la littérature de jeunesse. Comparaison de deux contes de fées féminins fondateurs*, in *Tessere trame narrare storie*, pp. 11-27.
424. Derat Marie-Laure, *À l'ombre des monastères. L'enseignement dans le royaume chrétien d'Éthiopie*, in *Lumières de la sagesse*, pp. 178-179.
425. Desai Pankaj Kumar, *History of education in India*, New Delhi, Akhand publishing house, 2010, pp. 250.
426. Dessardo Andrea, *Educazione nazionale ai confini. I corsi per i maestri delle nuove province d'Italia (1917-1919)*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 609-624.
427. Dessardo Andrea, *L'insegnamento della religione nelle scuole della monarchia asburgica motivo di crisi politica all'annessione di Trento e Trieste all'Italia. Il caso delle dimissioni di Augusto Ciuffelli*, in *La religione istruita*, pp. 93-115.
428. Dessì Paola, *Sessanta giorni. Storie di occupazione dell'Istituto di Fisica di Bologna*, in *Le istituzioni universitarie e il Sessantotto*, pp. 267-278.
429. Destemberg Antoine, *Enseigner dans les universités médiévaux (XIII^e-XV^e)*, in *Lumières de la sagesse*, pp. 221-228.
430. Destemberg Antoine, *La représentation des maîtres dans l'iconographie de l'Occident médiéval*, in *Lumières de la sagesse*, pp. 213-220.
431. Detti Ermanno, *I grandi maestri. Un lavoro divenuto scienza e letteratura*, in *Maestre e maestri d'Italia*, pp. 143-165.
432. Deutschländer Gerrit, *Dienen lernen, um zu herrschen. Höfische Erziehung im ausgehenden Mittelalter (1450-1550)*, Berlin, Akademie-Verl., 2011, pp. 451.
433. Deyanova Liliana, *Les manuels scolaires bulgares au XX^e siècle entre deux empires*, in *L'école et la nation*, pp. 369-378.
434. Di Bari Cosimo, *Nativi digitali: l'ultima metamorfosi della mente infantile/giovanile?*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 71-84.
435. Di Benedetto Arnaldo, *La geografia immaginaria di Salgari*, Bologna, il Mulino, 2013, pp. 192.
436. Di Mascio Anthony, *The Idea of Popular Schooling in Upper Canada: Print Culture, Public Discourse and the Demand for Education*,

- Montreal-Kingston, McGill-Queen's University Press, 2012, pp. 257.
437. Di Spurio Laura, *Le temps de l'amour: jeunesse et sexualité en Belgique francophone (1945-1968)*, Bruxelles, Le Cri, pp. 194.
438. Días de Rada Ángel, *Acción social, cultura escolar y documento: semiosis y etnografía en el examen de los espacios documentales*, in *La historia de la cultura escolar*, pp. 229-255.
439. Diaz Navarro Barreto Raylan Andreza, Sousa de Nunes Silva Patrícia, *A Revista Scientia et Virtus: Patrimonio histórico do Seminário Sagrado Coração*, in *Prensa Pedagógica*, pp. 153-164.
440. Díaz Plaja Taboada Ana (ed.), *Escrito y Leído en Femenino: Novelas Para Niñas*, Cuenca, Universidad de Castilla-La Mancha, 2011, pp. 442.
441. Dierkes Julian, *Postwar history education in Japan and the Germanys. Guilty lessons*, London, Routledge, 2010, pp. 223.
442. Dimaras Al., *Iστορία της Νεοελληνικής Εκπαίδευσης: Το ανακοπτόμενο άλμα. Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση (1833-2000)* [History of Modern Education: The progress that has been cancelled. Trends and resistances at Greek education (1833-2000)], Athens, Routledge, 2013, pp. 374.
443. Dimos H., *Η βασική εκπαίδευση στο Νομό Αττικής στις αρχές του 20^{ού} αι [Basic education in Attica in the early 20th century in elementary school]*, in *History Care*, Vol. 1, pp. 379-388.
444. Dimovki Petre (ed.), *Children's short stories / selection, introduction*. Translation from Macedonian Mariya Todorova, Skopje, St. Clement of Ohrid, National and University Library, 2011, pp. 212.
445. *Kinder- und Jugendliteraturforschung 2009/2010*, Frankfurt *et al.*, Lang 2010, pp. 256.
446. *Kinder- und Jugendliteraturforschung 2010/2011*, Frankfurt *et al.*, Lang 2011, pp. 282.
447. Dinçkal Noyan, Dipper Christof, Mares Detlev (edd.), *Selbstmobilisierung der Wissenschaft. Technische Hochschulen im «Dritten Reich»*, Darmstadt, Wissenschaftliche Buchgesellschaft, 2010, pp. 300.
448. Diniz Aires, *Imprensa pedagógica de Coimbra no início do século XX*, in *Prensa Pedagógica*, pp. 141-152.
449. Dmitriev A.N., *Memuary postsovetskikh gumanitariev: standartizacya pamyati? [Humanitarians' Post-soviet Memoires: Standardization of the Memory?]*, in *Soslovie russkikh professorov*, pp. 358-384.
450. Dneprov E.D., *Nekotorye neissledovannye i maloissledovannye problemy istorii obrazovaniya i pedagogiki dorevolucionnoj Rossii* [Some

uninvestigated and less investigated problems of the history of education and pedagogy of postrevolutionary Russia], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletiya*, pp. 142-214.

451. Dodson Michael S., *Orientalism, Empire, and National culture, India, 1770-1880*, New Delhi, Cambridge University Press India Pvt. Ltd., 2010, pp. 268.
452. Dominique Julia, *Postface. Les universités dans la ville: une histoire en perspective*, in *Le Universités dans la ville*, pp. 239-247.
453. Donaggio Caterina, *Di ignoto destino. Prime riflessioni sulle esistenze dei bambini abbandonati a Santa Maria della Pietà di Venezia tra Ottocento e Novecento*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 177-186.
454. Döring Detlef, Flöter Jonas (edd.), *Schule in Leipzig. Aspekte einer achthundertjährigen Geschichte*, Leipzig, Leipziger Univ.-Verl, 2011, pp. 382.
455. Dorozhkina E.N., *Lichnostnyj podchod v sovremennoj pedagogike V.P. Vachterova [The personal approach in V.P. Vachterov's contemporary pedagogy]*, in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 1-21.
456. Dov Goiten Shelomo (revu par Lassner Jacob), *De la yeshiva au midrâs. Grandeur et déclin des académies juives du Haut Moyen Âge*, in *Lumières de la sagesse*, pp. 65-71.
457. Dröscher Ariane, *Le facoltà di scienze fisiche, matematiche e naturali in Italia (1860-1915). Repertorio delle cattedre e degli stabilimenti annessi, dei docenti, dei liberi docenti e del personale assistente e tecnico*, Bologna, Clueb, 2013, pp. 252+CD-Rom.
458. Dudek Peter, «*Er war halt genialer als die anderen*». *Biographische Annäherungen an Siegfried Bernfeld*, Gießen, Psychosozial-Verl., 2012, pp. 646.
459. Dudek Peter, «*Liebevolle Züchtigung*». *Ein Mißbrauch der Autorität im Namen der Reformpädagogik*, Bad Heilbrunn, Klinkhardt, 2012, pp. 213.
460. Dudek Peter, «*Wir wollen Krieger sein im Heere des Lichts*». *Reformpädagogische Landerziehungsheime im hessischen Hochwaldhausen 1912-1927*, Bad Heilbrunn/Obb., Klinkhardt, Julius, 2013, pp. 243.
461. Düring Marten, *Netzwerkforschung in den Geschichtswissenschaften zwischen Metaphern, Strukturen und Datenbank. Ein Überblick*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 33-44.

462. Falkowska Joanna, *Myśl wychowania narodowego w Galicji okresu autonomii. Twórcy i idee*, Toruń, Wydawnictwo Adam Marszałek, 2013, pp. 359.
463. Efimova E.A., *Skautskie tradicii v igrovoj rabote pionerskoj organizacii (nachalo 1920-ch gg.) [The scout traditions in the play work of the Pioneer Organisation (beginning of the 1920-years)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 53-56.
464. Elia Domenico Francesco Antonio, *Storia della ginnastica nell'Italia meridionale. L'opera di Giuseppe Pezzarossa (1851-1911) in terra di Bari*, Bari, Progedit, 2013, pp. 212.
465. Eliane Mimesse, *Apresentação. A crianças a suas infâncias: querelas a propósito de seus conceitos e definições*, in *Bambini brasiliani*, pp. 5-10.
466. Ellero Giuseppe, *Oltre il baliatico. La vita degli esposti in affido fino all'emancipazione (1837-1912)*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 187-197.
467. Encrévé Florence, *Les sourds dans la société française au XIXe siècle. Idée de progrès et langue des signes*, Grâne, Créaphis, 2012, pp. 390.
468. Erba Luisa, *I patroni dell'Università di Pavia: santa Caterina d'Alessandria e sant'Agostino*, in *Santi patroni*, pp. 89-108.
469. Eriksen Robert P., *Complicity in the Holocaust: churches and universities in Nazi Germany*, New York, Cambridge University Press, 2012, pp. XVIII-261.
470. Escolano Agustín Benito, *La manualística en España: dos décadas de investigación (1992-2011)*, in *La historia de la cultura escolar*, pp. 17-46.
471. Evered Emine Ö., *Empire and Education under the Ottomans. Politics, Reform, and Resistance from the Tanzimat to the Young Turks*, London-New York, I.B. Taurus, 2012, pp. 288.
472. Ewers Hans-Heino, Weinmann Andrea, *German Children's Literature from the Second Half of the 20th Century to the Early 21th Century: An Overview*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 253-261.
473. Eyeang Eugénie, Ibinga Marcelle, *Reflexiones didácticas sobre el uso de la prensa en clase de español lengua extranjera (ELE) en Gabón*, in *Prensa Pedagógica*, pp. 177-186.
474. Faasse Patricia, *Profiel van een faculteit, De Utrechtste Bétawetenschappen 1815-2011*, Hilversum, Hilversum, Uitgeverij Verloren, 2012, pp. 189.
475. Fabbri Francesco, *Diventare maestri. La Scuola Normale Maschile di Bologna*, in *Tutti a scuola?*, pp. 55-70.

476. Fabbri Francesco, *Le motivazioni dell'Associazione «Gruppo della Stadura»*, in *Tutti a scuola?*, pp. 13-16.
477. Faeti Antonio, *A Dream Now Half a Century Old*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 13-34.
478. Faeti Antonio, *Molto prima di Fanny, lontani da Alexander*, in *Ottocento fra casa e scuola*, pp. 145-168.
479. Faeti Antonio, *Not Judging, Trying to Understand*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 86-87.
480. Fajer V.V., *Etika akademicheskoy pamyati v uslovyakh pokolencheskogo konflikta [Ethics of the Academic Memory in the Conditions of the Generational Conflict]*, in *Soslovie russkikh professorov*, pp. 301-315.
481. Falaize Benoit, Heimberg Charles, Lobes Olivier (edd.), *L'école et la nation*, Lyon, ENS, pp. 508.
482. Falaize Benoit, Heimberg Charles, Lobes Olivier, *Introduction*, in *L'école et la nation*, pp. 17-25.
483. Falaize Benoît, Heimberg Charles, Loubes Olivier (edd.), *L'école et la nation. Actes du séminaire scientifique international*, Lyon, Barcelone, Paris, ENS Éditions, 2010, pp. 516.
484. Falcade Maschio Eliane Cátia, *A infância contadina nas colônias italianas de Curitiba no Paraná*, in *Bambini brasiliani*, pp. 55-92.
485. Falchi Francesca Martina, *I classici greci e latini pubblicati dalla casa editrice Barbèra*, in *Non bramo altr'esca*, pp. 119-156.
486. Fall Amadou, *L'école et la nation au Sénégal de 1960 à nos jours. L'histoire d'un malentendu*, in *L'école et la nation*, pp. 455-466.
487. Fang Weiping (ed.), 在地球的这一边第十届亚洲儿童文学大会论文集 [*On This Side of the Globe: Proceedings of the Tenth Asian Children's Literature Conference*], Beijing, Foreign Language Teaching and Research Press, 2010, pp. 280.
488. Fang Weiping, 享受图画书: 图画书的艺术与鉴赏 [*Enjoying Picturebooks: Art and Appreciation of Picturebooks*], Jinan, Tomorrow Press, 2012, pp. 191.
489. Farb Hinitz Blythe (ed.), *The Hidden History of Early Childhood Education*, New York, Routledge, 2013, pp. 282.
490. Farelo Mário, *A universitas no labirinto: poderes e redes sociais*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 187-233.
491. Farelo Mário, *Lisboa numa rede latina? Os escolares em movimento*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 235-266.
492. Fasoulis K., *Οργάνωση και λειτουργία της Πρωτοβάθμιας και Δευτεροβάθμιας*

Iδιωτικής εκπαίδευσης (1834-2009). Νομοθετικές- κοινωνικές τομές και συνέπειες [Organization and operation of private primary and secondary education (1834-2009). Nomothetikes-cuts and social consequences], in *History Care*, Vol. 2, pp. 1385-1400.

493. Fass Paula S. (ed.), *Childhood in the Western World*, London and New York, Routledge, 2013, pp. 548.
494. Fass Paula S., Grossberg Michael (edd.), *Reinventing Childhood after World War II. Philadelphia*, Philadelphia, University of Pennsylvania Press, 2012, pp. 182.
495. Fass Paula S., *Is there a story in the History of Childhood?*, in *Childhood in the Western World*, pp. 1-14.
496. Faulstich-Wieland Hannelore, Faulstich Peter, *Lebenswege und Lernräume. Martha Muchow: Leben, Werk und Weiterwirken*, Weinheim, Beltz Juventa, 2012, pp. 178.
497. Fauser Peter, John Jürgen, Stutz Rüdiger (edd.), *Peter Petersen und die Jenaplan-Pädagogik. Historische und aktuelle Perspektiven*, Stuttgart, Steiner, 2012, pp. 512.
498. Fáyné Dombo Alice, *Célok és értékek a XIX. századi magyar és német gyermek- és ifjúsági folyóiratokban [Goals and values in the Hungarian and German children's journals in the 19th century]*, in Lőlincz Ildikó (ed.), *Európaiság, magyarság Közép-Európában*, pp. 813-822.
499. Febvre Lucien, Crouzet François, *Nous sommes tous des sang-mêlés. Manuel d'histoire de la civilisation française. Présentation de Denis et Élisabeth Crouzet*, Paris, Albin Michel, 2012, pp. 392.
500. Felicori Mauro, *Giovanni Lanzi – Bologna's Shy Creative Giant*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 89-91.
501. Fernandes Hermenegildo, *Introdução*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 19-39.
502. Ferrari Alessandro, *La politica ecclesiastica dell'Italia post-unitaria. Un modello post-Westphaliano*, in *La religione istruita*, pp. 13-26.
503. Ferrari Monica, *Lo specchio, la pagina, le cose. Convegni pedagogici tra ieri e oggi*, Milano, Franco Angeli, 2011, pp. 255.
504. Ferraro Joanne M., *Childhood in Medieval and Early Modern Times*, in *Childhood in the Western World*, pp. 61-77.
505. Ferreira A.G., Mota Luís, *A formação de professores do ensino primário durante a crise revolucionária (1974-1976)*, in *Educação e formação de professores*, pp. 79-83.

506. Ferreira Nuno Estêvão, *O instituto de Ciências Sociais*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 1153-1170.
507. Ferreira Ó., Freitas M., *Liga de Enfermeiras Graduadas da Escola Técnica de Enfermeiras: uma associação profissional inovadora*, in *El asociacionismo en la enfermería y su influencia en el desarrollo de la profesión*, pp. 469-474.
508. Ferreira Ó., Rafael H., *No caminho da autonomia profissional da enfermagem portuguesa: experiência viva da transição bacharel-licenciado*, in *El asociacionismo en la enfermería y su influencia en el desarrollo de la profesión*, pp. 523-530.
509. Ferreri Tiziana (ed.), *Per la storia dello Studio dei Siena. Documenti dal 1476 al 1500*, Milano, Monduzzi Editoriale, 2012, pp. LXV-322.
510. Fiedler Helmut, *Biographische Profile ostdeutscher Lehrkräfte. Das Beispiel der Freien Waldorfschulen*, Heidelberg, Springer VS, 2012, pp. 469.
511. Fijalkowski Adam, *Tradycja i nowatorstwo w „Orbis sensualium pictus” Jana Amosa Komeńskiego*, Warszawa, Wydawnictwa Uniwersytetu Warszawskiego, 2012, pp. 410.
512. Filippi Maria Paola, *Scrivere per adulti, scrivere per ragazzi. Marie von Ebner-Eschenbach e le sue Tiergeschichten*, in *Tessere trame narrare storie*, pp. 45-59.
513. Filograsso Ilaria, Benvenuti Leonardo, Viola Tito Vezio, *Dalla parte delle cicale. Rilettura al presente di Gianni Rodari*, Milano, Franco Angeli, 2013, pp. 160.
514. Filograsso Ilaria, *Scrittura diaristica e letteratura per l'infanzia*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 347-360.
515. Fincardi Marco, *Pagine d'orientamento per pionieri e falchetti*, in *Falce e fumetto*, pp. 175-203.
516. Finelli Michele, *L'Italia in costruzione: i «padri della patria» nel Catalogo Perenne Barbèra (1860-1904)*, in *Non bramo altr'escा*, pp. 205-234.
517. Fini Anna, *Le «belle tradizioni del Municio» di S. Giorgio di Piano*, in *Tutti a scuola?*, pp. 171-190.
518. Fink Nadine, Natchkova Nora (edd.), *Histoires vives d'une faculté. Récits d'acteurs et d'actrices de la faculté de psychologie et des sciences de l'éducation*, Lausanne, Éd. Antipodes, 2012, pp. 294.
519. Fiorentino Emanuela, *Il processo decisionale: verso un'ecologia dell'azione educativa*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 453-464.

520. Fitzgerald Denis, *Teachers and their Times: History and the Teachers Federation*, Sydney, University of New South Wales Press, 2011, pp. 336.
521. Fleming Thomas, *Worlds Apart: British Columbia Schools, Politics, and Labour Relations Before and After 1972*, Mill Bay, Bendall Books 2011, pp. 155.
522. Fleßenkämper Iris, *Considerations, encouragements, improvements. Die 'Select Society' in Edinburgh 1754-1764. Soziale Zusammensetzung und kommunikative Praxis einer schottischen Gelehrtengesellschaft zur Zeit der Aufklärung*, Berlin, Akad.-Verl., 2010, pp. 399.
523. Forbes E.R., «Ernie», *The Education of an Innocent: An Autobiography*, Fredericton, Acadiensis Press, 2012, pp. 142.
524. Förster Gabriele (ed.), *Quellen zur nationalen und internationalen Schulgesundheitspflege während der Weimarer Republik*, Bad Heilbrunn, Verlag Julius Klinkhardt, 2013, pp. 262.
525. Forsyth Townsend Lucy, Weiner Gaby (edd.), *Deconstructing and Reconstructing Lives: Auto/Biography in Educational Settings*, London, Ontario Althouse Press, 2011, pp. 384.
526. Foschi Renato, *Maria Montessori*, Rome, Ediesse, 2012, pp. 205.
527. Fotiadis K., Iliadou-Tachou S., *Εκπαίδευση και πολιτισμός στις ελληνικές κοινότητες της τσαρικής Ρωσίας ως το 1920 [Education and Culture in Greek communities of Tsarist Russia until 1920]*, Thessaloniki, Kiriakidis, 2013, pp. 730.
528. Fotiadis K., *Παιδαγωγικοί προβληματισμοί στην εκπαίδευση του Πόντου [Pedagogical considerations in the training in schools of Pontos (Black Sea)]*, in *History Care*, Vol. 2, pp. 1413-1422.
529. Fotinos D., *Ιστορία των αναλυτικών προγραμμάτων της δευτεροβάθμιας εκπαίδευσης [History of the curricula of secondary education]*, Athens, Gutenberg, 2013, pp. 715.
530. Frades Santiago Esteban, *La prensa pedagógica de la inspección educativa*, in *Prensa Pedagógica*, pp. 165-176.
531. Francesca Lomastro, Flores Reggiani, *Presentazione*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. IX-XIV.
532. Franke-Meyer Diana, *Kleinkindererziehung und Kindergarten im historischen Prozess. Ihre Rolle im Spannungsfeld zwischen Bildungspolitik, Familie und Schule*, Bad Heilbrunn, Klinkhardt, 2011, pp. 301.
533. Frey Krimhild, *Zur Geschichte des Pädagogischen Vereins zu Chemnitz (1831-1934). Eine sozialhistorische Untersuchung zur Chemnitzer Volksschullehrerkorporation*, Frankfurt am Main, Lang, 2011, pp. 547.

534. Friedrich Markus, *Die Geburt des Archivs. Eine Wissensgeschichte*, München, Oldenbourg, 2013, pp. 320.
535. Frijhoff Willem, *Autonomie, monopole, concurrence: le facteur urbain dans la construction du réseau universitaire dans les Provinces-Unies*, in *Le Universités dans la ville*, pp. 25-49.
536. Fritsch Andreas, *Joh. Amos Comenii: Die Welt im Bild. Das ist: Aller hauptsächlichen Gegenstände und Lebenstätigkeiten Bebilderung & Benamung / nach den besten Ausg. erneut zum Gebrauch der Lernenden* hrsg. von Uvius Fonticola, Frankfurt am Main, Friedrich Verlagsmedien, 2011, pp. 385.
537. Frolov A.A., *Dzhon D'jui i Anton Makarenko: preemstvennost' i novatorstvo* [John Dewey and Anton Makarenko: continuity and innovation], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletiya*, pp. 128-132.
538. Fronzoni Silvio, *Materiali per la storia della scuola a Castel Maggiore prima e dopo l'Unità*, in *Tutti a scuola?*, pp. 257-282.
539. Frova Carla, 'Nuovi' santi e università, in *Santi patroni*, pp. 199-211.
540. Frykenberg Robert Eric (ed.), *Christians and Missionaries in India: Cross-Cultural Communication since 1500*, Routledge, 2013. pp. 288.
541. Fu'âd Sayyid Ayman, *Une «demeure de la science» dans le Caire fatimide*, in *Lumières de la sagesse*, pp. 72-74.
542. Fuchs Eckhardt, Kesper-Biermann Sylvia, Ritzl Christian (edd.), *Regionen in der deutschen Staatenwelt. Bildungsräume und Transferprozesse im 19. Jahrhundert*, Bad Heilbrunn, Klinkhardt, 2011, pp. 274.
543. Gabrielli Gianluca, *Insegnare le colonie in epoca coloniale: lo stato degli studi*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 307-320.
544. Gabusi Daria, *Da soldati a testimoni. I libri scolastici per l'insegnamento della religione cattolica (1948-1968)*, in *La religione istruita*, pp. 337-360.
545. Gabusi Daria, *La storiografia sulla scuola nell'età del Centrosinistra*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 321-338.
546. Gadrat Christine, *Contre-regard. L'enseignement en terre d'Islam selon Riccoldo de Montecroce*, in *Lumières de la sagesse*, pp. 136-138.
547. Galani Ch., *To γαλλικό εκπαιδευτικό σύστημα. Πρωτοβάθμια-δευτεροβάθμια εκπαίδευση* [The French education system. Primary-secondary education], in *History Care*, Vol. 1, pp. 213-230.
548. Galanis P., *To εκπαιδευτικό σύστημα κατά την οθωνική περίοδο (1833-1862)* [The educational system that of Otto (1833-1862)], in *History Care*, Vol. 1, pp. 231-236.

549. Galiullina Dilyara M., Salnikova Alla Arkad'evna, *Tatarskie bukvary dlya detey i vzroslykh pervoy poloviny – serediny 1920-kh godov* [Tatar primers for children and adults in the first half – the middle of the 1920s], in *Uchebniki detstva*, pp. 92-107.
550. Galiullina R.Ch., Il'ina K.A., *Zhurnaly o sebe i dlya sebya: universitetskie izdanya pervoj poloviny XIX v.* [Personal Journals and Journals for One's Self: University Editions of the First Half of the 19th c.], in *Soslovie russkikh professorov*, pp, 135-168.
551. Gallo Luca, *L'educazione comparata nell'ambito degli studi storico-educativi. Possibili «percorsi di ricerca»*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 465-484.
552. Gangl Verena, *Metamorphosen der Diätetik und Psychohygiene zur Gesundheitserziehung. Eine historisch-systematische Untersuchung*, Würzburg, Ergon-Verl., 2013, pp. 340.
553. García Minguez Jesús, Sánchez Ramos Juan Manuel, *Culturizando la identidad ciudadana e identificando la cultura de una ciudadanía*, in *Ciudadanías e identidades*, pp. 205-218.
554. García Pérez Francisco F., Merchán Iglesias F. Javier, *La contrucción de la idendidad nacional en las escuelas de Andalucía*, in *L'école et la nation*, pp. 207-215.
555. Gareil Remy, *La fabrique des maîtres. L'apparition des oulémas dans l'Orient islamique (VII^e-XI^e siècle)*, in *Lumières de la sagesse*, pp. 53-59.
556. Gareil Remy, Vallet Éric, *Enseigner les sciences dans le Proche-Orient islamique (VII^e-XI^e siècle)*, in *Lumières de la sagesse*, pp. 60-61.
557. Garret Jeffrey, *Realism, Surrealism, and Hyperrealism in American Children's Book Illustration*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 147-158.
558. Gary Armstrong, Gray Tim, *The Authentic Tawney: A New Interpretation of the Political Thought of R.H. Tawney*, Exeter, Imprint Academic, 2011, pp. VII-204.
559. Gaskell Jane, Levin Ben, *Making a Difference in Urban Schools: Ideas, Politics and Pedagogy*, Toronto, University of Toronto Press, 2012, pp. 219.
560. Gast Holger, Leugers Antonia, Leugers-Scherzberg August, *Optimierung historischer Forschung durch Datenbanken. Die exemplarische Datenbank «Missionsschulen 1887-1940»*, Bad Heilbrunn, Klinkhardt, 2010, pp. 231.
561. Gaudio Angelo, *La Religious Education in Inghilterra. Note di ricerca*, in *La religione istruita*, pp. 389-406.

562. Gaudio Angelo, *La Storia della Scuola nel portale Treccani: da Casati a Gentile*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 339-344.
563. Gebhard Stefan, *Demokratie als Lebensform. Genese, Entwicklung und Relevanz der Sozialen Gruppenarbeit*, Hamburg, Kovac, 2011, pp. 352.
564. Gega Ndue, *Arsimi i mesëm në Mirëditë: 50 vjet gjimnazi Rrëshen [Secondary education in Mirëditë: 50 years high school Rrëshen]*, Geer, Tiranë, 2013, pp. 76.
565. Geiger Roger, *American Universities and the Student Protest in the 1968 Era: causes and Consequences*, in *Le istituzioni universitarie e il Sessantotto*, pp. 3-26.
566. Geladaki S., *O Βαρβάκης και το Βαρβάκειο [Varvakis and Varvakeio]*, Taksideftis, Varvakeio Foundation, 2010, pp. 96.
567. Genovesi Giovanni, 1881-1891. *I programmi Gabelli: un documento a due teste*, in *150 anni di scuola in Italia*, pp. 41-54.
568. Genovesi Giovanni, 2001-2011. *Le cifre di questo decennio: confessionalismo e privatizzazione*, in *150 anni di scuola in Italia*, pp. 203-216.
569. Genovesi Giovanni, *La scuola laica: Considerazioni sui problemi del processo di laicizzazione della scuola dall'Unità a oggi*, in *Laicidade, Religiões e Educação na Europa*, pp. 55-70.
570. Genovesi Giovanni, *Paideia rinascimentale. Educazione e «buone maniere» nel XVI secolo*, Napoli, Liguori, 2011, pp. 176.
571. Genovesi Piergiovanni, 1931-1941. *Miti fascisti sui banchi di scuola: il mare nostrum*, in *150 anni di scuola in Italia*, pp. 107-121.
572. Genovesi Piergiovanni, *Laboratorio di storia. Ricerca, metodologia, didattica*, Milano, Franco Angeli, 2012, pp. 160.
573. Genovesi Piergiovanni, *Stato, chiesa ed educazione in 150 anni di Italia unita*, in *Laicidade, Religiões e Educação na Europa*, pp. 131-152.
574. Gente Adolfo, *La formazione universitaria completa. Come, quando, perché*, in *Maestre e maestri d'Italia*, pp. 169-194.
575. Gerber Matthew, *Bastards: Politics, Family, and Law in Early Modern France*, Oxford, Oxford University Press, 2012, pp. XII-274.
576. Gergely Elisabeth, Richter Tobias (edd.), *Wiener Dialoge. Der österreichische Weg der Waldorfpädagogik*, Köln, Böhlau, 2011, pp. 273.
577. Gerogiannis K., *Κοινωνική και πολιτική αγωγή στην Ελλάδα. Ιστορική ανασκόπηση, έννοια, περιεχόμενο, σκοπός, σημασία [Social and political education in Greece. Historical background, concept, content, purpose, significance]*, in *History Care*, Vol. 1, pp. 237-252.

578. Gerth Donald R., *The people's university: a history of the California State University*, Berkeley, Berkeley Public Policy Press, 2010, pp. 664.
579. Giachetti Diego, *Professori, presidi di Facoltà e 'resistenti' nel '68 torinese*, in *Le istituzioni universitarie e il Sessantotto*, pp. 107-117.
580. Giallongo Angela, *Generi immaginati: tra grida mascoline e strilli femminili*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 139-158.
581. Giallongo Angela, *La donna serpente. Storia di un enigma dall'antichità al XXI secolo*, Bari, Dedalo, 2012, pp. 304.
582. Gilfoyle Timothy J., *Children as vagrants, vagabond, and the Thieves in Nineteenth-century America*, in *Childhood in the Western World*, pp. 400-418.
583. Gill Natasha, *Educational philosophy in the French enlightenment. From nature to second nature*, Farnham, Ashgate, 2010, pp. 360.
584. Gilliot Claude (ed.), *Education and Learning in the Early Islamic World*, Farnham/Burlington, Ashgate (The Formation of the Classical Islamic World), 2012, pp. XC-410.
585. Giolo Orsetta, *Il corpo delle donne nella tradizione giuridico-politica dell'Islam classico e nelle politiche dei moderni paesi arabo-mussulmani*, in *Le frontiere del corpo*, pp. 201-226.
586. Giorda Maria Chiara, *L'insegnamento della storia delle religioni nella scuola italiana*, in *La religione istruita*, pp. 361-387.
587. Giorgi Andrea, Mineo Leonardo, «*Grazie ad un lavoro costante e capillare*». *Fonti documentarie per lo studio del Sessantotto (1966-1970)*, in *Le istituzioni universitarie e il Sessantotto*, pp. 231-266.
588. Giraud Cédric, *Per verba magistri. Anselme de Laon et son école au XII^e siècle*, Turnhout, Brepols, 2010, pp. 632.
589. Glaser Edith, *Zwischen Disziplingeschichte und Biographieforschung: Das Briefnetzwerk Wilhelm Flitners*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 203-213.
590. Gleason Mona, *Small Matters: Canadian Children in Sickness and Health*, Montreal-Kingston, Mc-Gill's Queen's University Press, 2013, pp. 207.
591. Goga Iljaz, Bishqemi Astrit, *Sulë Harri, kalorës i arsimit kombëtar shqiptar [Sulë Harri, Knight of Albanian national education]*, Elsaban, Rama graf, 2013, pp. 342.
592. Goga Nina, *Children and Childhood in Scandinavian Children's Literature over the last Fifty Years*, in *Bologna Fifty years of Children's Books from Around the World*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 235-252.

593. Goisis Giuseppe, *La religione nell'attualismo neoidealista di Giovanni Gentile*, in *La religione istruita*, pp. 191-213.
594. Goitein Shelomo Dov, *L'enseignement dans les communautés juives en terre d'Islam (XI^e-XV^e siècle)*, in *Lumières de la sagesse*, pp. 171-177.
595. Goldbeck Johanna, *Das Besucherverzeichnis der Reckhaner Musterschule – ein Schlüssel zu europäischen Netzwerken im Zeitalter der Aufklärung*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 51-65.
596. Goller Alexander, *Elly Heuss-Knapp. Gründerin des Müttergenesungswerkes. Eine Biographie*, Köln, Böhlau, 2012, pp. 224.
597. Goltz Maren, *Musikstudium in der Diktatur. Das Landeskonservatorium der Musik – die Staatliche Hochschule für Musik Leipzig in der Zeit des Nationalsozialismus 1933-1945*, Stuttgart, Steiner, 2013, pp. 462.
598. Gomes Ferreira António, Mota Luís, *A produção da infância na imprensa de educação e ensino durante a Primeira República em Portugal: A Tutoria. Revista mensal Defensora da Infância (1912-1916)*, in *Prensa Pedagógica*, pp. 197-208.
599. Gómez de Maya Julián, *Peñafort, Lulio y la fundación de studia linguarum en el albor de las universidades*, in *Santipatroni*, pp. 213-224.
600. Gonçalves Barroso Antonio José, *Boletim da Liga de Istrução de Viana do Castelo*, in *Prensa Pedagógica*, pp. 209-222.
601. González de Sande Mercedes, Cagnolati Antonella, Peña Victoriano Sánchez, García Aguilar Mónica (edd.), *Lucrezia Marinella. La nobleza y excelencia de las mujeres*, Sevilla, ArCiBel Editores S.L., 2013, pp. 95.
602. Gonzales Gómes Sara, Comas Rubí Francisca, *El Diario Escolar de Baleares: valor patrimonial e historiográfico de un suplemento dominical de la prensa ordinaria*, in *Prensa Pedagógica*, pp. 223-235.
603. González García Erika, Montero García Immaculada, *Libros de texto y mapa editorial: análisis de la ciudadanía, las identidades y la cultura política*, in *Ciudadanías e identidades*, pp. 89-115.
604. González Monfort Neus, Pages Blanch Joan, Santisteban Fernández Antoni, *Une recherche sur l'enseignement de l'histoire et des sciences sociales dans des contextes multiculturels en Catalogne*, in *L'école et la nation*, pp. 175-184.
605. González Ocampo Luz Haydéé, Bedmar Moreno Matías, *Manifestaciones de ciudadanía en contextos de desplazamiento forzado*, in *Ciudadanías e identidades*, pp. 189-204.
606. Gonzi Giovanni, 1911-1921. *Dalla legge Daneo-Credaro alla Grande Guerra*, in *150 anni di scuola in Italia*, pp. 79-92.

607. Goodson Ivor F., Anstead Christopher J., *The life of a School*, Bern, Peter Lang AG, 2012, pp. 154.
608. Goretti Leo, Pattuglia: *la rivista dei giovani comunisti tra zhdanovismo e americanismo (1947-1953)*, in *Falce e fumetto*, pp. 267-282.
609. Gorochov Nathalie, *Naissance de l'Université. Les écoles de Paris d'Innocent III à Thomas d'Aquin (V. 1200 - V. 1245)*, Paris, Honoré Champion, 2012, pp. 656.
610. Görög Veronika, *A három út. Varsányi cigány mesék Berki Jánostól [The three streets. Gipsy fairy tales from Varsány starting from János Berki]*, Budapest, Balassi Kiadó, 2012, pp. 230.
611. Gosztonyi Ainley Marianne (ed.), *Creating Complicated Lives: Women and Science at English-Canadian Universities, 1880-1980*, Montreal-Kingston, McGill Queen's Univ Press, 212, pp. 208.
612. Goupos Th., Mantas P., *Ta προγράμματα τοπικής ιστορίας και το πλαίσιο ανάπτυξής τους στο δημοτικό σχολείο [Programs of local history and context of development in elementary school]*, in *History Care*, Vol. 1, pp. 337-346.
613. Govinda R. (ed.), *Who Goes to School? Exploring exclusion in Indian Education*, New Delhi, Oxford University Press, 2011, pp. 421.
614. Granata Mattia, 1863-2013. *Il Politecnico nell'Italia repubblicana: da Città Studi alla Macroregione*, in *Il Politecnico di Milano e la formazione delle classi dirigenti nazionali e locali*, pp. 30-44.
615. Grant Julia, *Parent-child relations in Western Europe and North America, 1500-present*, in *Childhood in the Western World*, pp. 103-124.
616. Greca Harun, *Mësonjëtoret e Dardanisë të Lushnjes [The Dardanian's schools of Lushnja]*, Tiranë, Edlora, 2013, pp. 216.
617. Greco Gaetano, *Professori santi nell'Italia moderna*, in *Santi patroni*, pp. 161-176.
618. Greinert Wolf-Dietrich, *Humanistische versus realistische Bildung. Eine Studie zur Ergänzung der Geschichte der «deutschen Sonderwege»*, Baltmannsweiler, Schneider Hohengehren, 2013, pp. 176.
619. Grenby M. O., Reynolds Kimberley (edd.), *Children's Literature Studies: A Research Handbook*, London, Palgrave Macmillan, 2011, pp. 209.
620. Grenby M. O., *The Child Reader 1700-1840*, Cambridge, Cambridge University Press, 2011, pp. XV-320.
621. Greschat Martin, Melanchthon Philipp, *Theologe, Pädagoge und Humanist*, Gütersloh, Gütersloher Verlagshaus, 2010, pp. 208.
622. Grévin Benoît, *L'enseignement de l'arabe et du grec dans l'Occident*

- médiéval, in *Lumières de la sagesse*, pp. 363-369.
623. Grévin Benoît, *L'enseignement du grec dans le monde islamique*, in *Lumières de la sagesse*, pp. 370-371.
624. Gribovsky M.V., Fominykh S.F., *Professorsko-prepodavatel'skij korpus rossijskikh universitetov 1884-1917 gg.: issledovanya i dokumenty [The Teaching Staff of the Russian Universities in 1884-1917: researches and documents]*, Tomsk, Izdatel'stvo Tomskogo Universiteta, 2012, pp. 370.
625. Griese Christiane, Lost Christine, *Das PÄDForum als ein professionsbezogenes Netzwerk*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 161-166.
626. Griffin Rosarii (ed.), *Teacher Education in Sub-Saharan Africa: closer perspectives*, Oxford, Symposium Books, 2012, pp. 256.
627. Grilli Giorgia (ed.), *Bologna Fifty years of Children's Books from Around the World*, Bologna, Bononia University Press, 2013, pp. 529.
628. Griswold Jerry, *Landmarks in the Last Fifty Years of American Children's Books*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 123-132.
629. Gromkowska-Melosik Agnieszka, *Kobieta epoki wiktoriańskiej. Tożsamość, ciało i medykalizacja*, Krakow, Oficyna Wydawnicza Impuls, 2013, pp. 191.
630. Groppe Carola, «Die Hauptsache ist dass Sie kommen». *Preußische Hochschulpolitik unter Carl Heinrich Becker in der Weimarer Republik*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 94-101.
631. Großkopf Steffen, *Industrialisierung der Pädagogik. Eine Diskursanalyse*, Würzburg, Ergon-Verl., 2012, pp. 449.
632. Groves Tamar, *Educación como tema: prensa pedagógica y la recuperación de la sociedad civil en el ámbito local*, in *Prensa Pedagógica*, pp. 235-244.
633. Grunder Hans-Ulrich, Hoffmann-Ocon Andreas, Metz Peter (edd.), *Netzwerke in bildungshistorischer Perspektive*, Bad Heilbrunn, Verlag Julius Klinkhardt, 2013, pp. 256.
634. Grunder Hans-Ulrich, Hoffmann-Ocon Andreas, Metz Peter, *Vorwort der Herausgeber*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 9-16.
635. Grunder Hans-Ulrich, *Ein Fazit*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 247-249.
636. Grunder Hans-Ulrich, Hoffmann-Ocon Andreas, Metz Peter (edd.), *Netzwerke in bildungshistorischer Perspektive*, 2013, p. 256.
637. Grüttner Michael, Hachtmann Rüdiger, Jarausch Konrad H. (edd.),

- Gebrochene Wissenschaftskulturen. Universität und Politik im 20. Jahrhundert*, Göttingen, Vandenhieck & Ruprecht, 2010, pp. 384.
638. Grzebień Ludwik, *Organizacja bibliotek jezuickich w Polsce od XVI do XVII wieku*, wyd. II uzupełnione, Krakow, Wydawnictwo WAM, 2013, pp. 248.
639. Gual Llorenç Gelabert, Motilla Salas Xavie, *Prensa ilustrada, formación religiosa y educación en Mallorca: la revista Lluch (1921-1961)*, in *Prensa Pedagógica*, pp. 187-196.
640. Guedes de Sousa José Manuel, de Brito Ricardo, *Cronologia*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 1121-1238.
641. Gugkaeva I.T., *Nauchno-prosvetitel'naya i pedagogicheskaya deyatel'nost' Michaila (Comaka) Yur'evicha Gadieva (1882-1931) [Mikhail (Comaka) Yur'evich Gadiev's pedagogical activity as scientific Enlightener (1882-1931)]*, Vladikavkaz, Litera, 2013, pp. 99.
642. Guida Patrizia, *La rivista post-unitaria «Cornelia». Donne tra politica e scrittura*, Milano, Franco Angeli, 2012, pp. 192.
643. Guigay Caroline, *L'enseignement élémentaire dans le monde de l'Islam (XI^e-XV^e siècle)*, in *Lumières de la sagesse*, pp. 111-117.
644. Gupta, das. *Science and Modern India: An Institutional History, c.1784-1947: Project of History of Science, Philosophy and Culture in Indian Civilization*, Volume XV, Part 4. Pearson Education India, 2011, pp. 1232.
645. Gutman Marta, *The Physical spaces of childhood*, in *Childhood in the Western World*, pp. 249-266.
646. Gutwerk Simone, *Host nation studies. A language and cultural program in US-American elementary education in Germany*, Bad Heilbrunn, Klinkhardt, 2013, pp. 201.
647. Gyrych Igor, *I bambini abbandonati in Ucraina dal XVI al secolo 1917*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 55-73.
648. Haarer Johanna, Haarer Gertrud, *Die deutsche Mutter und ihr letztes Kind. Die Autobiografien der erfolgreichsten NS-Erziehungsexpertin und ihrer jüngsten Tochter*, Hannover, Offizin, 2012, pp. 417.
649. Haase Sven, *Berliner Universität und Nationalgedanke 1800-1848. Genese einer politischen Idee*, Stuttgart, Steiner, 2012, pp. 407.
650. Häberlein Mark, Kuhn Christian, Hörl Lina (edd.), *Generationen in spätmittelalterlichen und frühneuzeitlichen Städten (ca. 1250-1750)*, Konstanz, UVK, 2011, pp. 220.

651. Hagner Michael, *Der Hauslehrer. Die Geschichte eines Kriminalfalls. Erziehung, Sexualität und Medien um 1900*, Berlin, Suhrkamp Verlag, 2010, pp. 280.
652. Halvorsen Anne-Lise, *A History of Elementary Social Studies: Romance and Reality*, New York, Peter Lang, 2013, pp. 254.
653. Hanán Díaz Fanuel, *Children's literature in South America: Fifty Years of Growth*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 159-179.
654. Hanauer Elizabeth, *Histoire nationale et multiculturalisme: l'enseignement de l'histoire afro-américaine en débat*, in *L'école et la nation*, pp. 295-304.
655. Handourtzel Rémy, *Vichy ou l'échec de l'«école nationale»*, in *L'école et la nation*, pp. 105-112.
656. Hansmann Otto, *Vom Menschen über Erziehung zum Bürger. Vorlesungen zu Rousseaus Anthropologie, Pädagogik und Staatsphilosophie*, Würzburg, Königshausen & Neumann, 2012, pp. 200.
657. Haritos Ch., *Μουσεία εκπαιδευτικής ιστορίας: ἀγονοὶ καὶ γόνιμοι αγώνες για την καθιέρωσή τους στην Ελλάδα* [Museums educational history: Rough and prolificraces being established in Greece], in *History Care*, Vol. 2, pp. 1427-1438.
658. Harrington Joel F., *The Unwanted Child. The Fate of Foundlings, Orphans, and Juvenile Criminals in Early Modern Germany*, Chicago, University of Chicago Press, 2010, pp. 456.
659. Harvey Elizabeth, «*Der Osten braucht dich!*» *Frauen und nationalsozialistische Germanisierungspolitik*, Hamburg, Hamburger Edition, 2010, pp. 479.
660. Hatzfeld Marc, *Les lascars. Une jeunesse en colère*, Paris, Autrement, 2011, pp. 160.
661. Hausmann Frank-Rutger, *Die Geisteswissenschaften im «Dritten Reich»*, Frankfurt am Main, Klostermann, 2011, pp. 981.
662. Heale Jay, *The Books of the North Africa. Children's Literature in the English-speaking counties of Africa during the Last Fifty years*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 309-317.
663. Heimberg Charles, *L'histoire scolaire édifiante de la Suisse. Une construction complexe entre mythes, clichés et prétendue vraisemblance*, in *L'école et la nation*, pp. 46-53.
664. Heinen Franz Albert, *NS-Ordensburgen. Vogelsang, Sonthofen, Krössinsee*, Berlin, Links, 2011, pp. 216.

665. Heinze Carsten, Matthes Eva, *Das Bild im Schulbuch*, Bad Heilbrunn, Klinkhardt, 2010, pp. 300.
666. Helbich Christian, *Pax et concordia. Erasmische Reformkonzepte, humanistisches Bildungsideal und städtische Kirchenpolitik in Dortmund, Essen und Bielefeld im 16. Jahrhundert*, Münster, Aschendorff, 2012, pp. 334.
667. Helfenberger Marianne, *Das Schulhaus als geheimer Miterzieher. Normative Debatten in der Schweiz von 1830 bis 1930*, Bern, Haupt, 2013, pp. 304.
668. Heller Geneviève, *Ceci n'est pas une prison. La Maison d'éducation de Vennes. Histoire d'une institution pour garçons délinquants en Suisse romande (1805-1846-1987)*, Lausanne, Editions Antipodes 2012, pp. 438.
669. Henkelmann Andreas, *Verspätete Modernisierung. Öffentliche Erziehung im Rheinland. Geschichte der Heimerziehung in Verantwortung des Landjugendamtes (1945-1972)*, Essen, Klartext, 2011, pp. 587.
670. Henriques Helder, *Infância e juventude marginalizada na 1^a República Portuguesa: A Tutoria (1911-1916)*, in *Educação e formação de professores*, pp. 27-36.
671. Henriques Helder, *S(em) ideias para a educação: ou do feminismo delas, in Educação e formação de professores*, pp. 37-52.
672. Henriques Helder, Vilhena Carla, *Imprensa e regeneração de menores delinquentes: A colónia Agrícola de Vila Fernando (1a metade do séc. XX)*, in *Prensa Pedagógica*, pp. 245-256.
673. Henriques R.P., «Manuel de Lacerda de Almeida», «Casa Pia de Lisboa», «Ensino. Instituições», «Escola Nova», in *Dicionário de História da I República e do Republicanismo*, Vol. I: A-E, pp. 100-101, pp. 572-573, pp. 1152-1159, pp. 1217-1221.
674. Henriques R.P., *Representações do 25 de Abril de 1974. Imagens, alunos e reformas, in O eterno retorno. Estudos em homenagem a António Reis*, pp. 585-597.
675. Henry Jean-Robert, *L'irruption du fait national dans la mise en scène littéraire de l'école colonial algérienne*, in *L'école et la nation*, pp. 397-407.
676. Hentges Gudrun, *Staat und politische Bildung. Von der «Zentrale für Heimatdienst» zur «Bundeszentrals für politische Bildung»*, Wiesbaden, Springer VS, 2013, pp. 493.
677. Hepp Gerd F., *Bildungspolitik in Deutschland. Eine Einführung*, Wiesbaden, Verl. für Sozialwiss., 2011, pp. 315.
678. Herbers Klaus, *Santi Patroni e Università nel Sacro Romano Impero*, in

- Santi patroni*, pp. 11-19.
679. Hermann Zoltán, *Varázsszer/tár – A varázsmese kánonjai a régiség és a romantika irodalmában* [The canon of the wonder tale in the Ancient and Romantic literature], Budapest, L'Harmattan Kiadó, 2012, pp. 238.
680. Hernández Díaz José María (ed.), *Prensa pedagógica y patrimonio histórico educativo. Contribuciones desde la Europa Mediterránea e Iberomérica*, Salamanca, Ediciones Universidad de Salamanca, 2013, pp. 433.
681. Hernández Díaz José María, *Prensa Pedagógica y patrimonio histórico educativo en España. Conceptualización y géneros textuales*, in *Prensa Pedagógica*, pp. 15-32.
682. Hernández Díaz José María, *Presentación*, in *Prensa Pedagógica*, pp. 11-14.
683. Hesse Alexander, «*Schule und Elternhaus*» (1924-1938). Porträt einer illustrierten Ratgeber, Unterhaltungs-und Versicherungszeitschrift, Bremen, Ed. Lumière, 2011, pp. 292.
684. Heyberger Bernard (ed.), *Orientalisme, science et controverse: Abraham Ecchellensis (1605-1664)*, Brepols, Turnhout, 2010, pp. 240.
685. Heywood Colin, *Children's Work in countryside and city*, in *Childhood in the Western World*, pp. 125-141.
686. Higgins Nancy, Freeman Claire (edd.), *Childhoods: Growing up in Aotearoa New Zealand*, Dunedin, Otago University Press, 2013, pp. 325.
687. Higonnet Anne, *Picturing Childhood in the Modern West*, in *Childhood in the Western World*, pp. 296-312.
688. Hilton Mary, Nikolajeva Maria (edd.), *Contemporary Adolescent Literature and Culture: The Emergent Adult*, Farnham, Surrey Ashgate, 2012, pp. 170.
689. Hinitz Blyte Farb (ed.), *The Hidden History of Early education*, New York, Routledge, 2013, pp. 282.
690. Hinz Renate, *Elementarschule zwischen Einheit und Differenz. Bildungspolitische Modernisierungen im 19. Jahrhundert*, Baltmannsweiler, Schneider-Verl. Hohengehren, 2011, pp. 122.
691. Hiraux Françoise, *Le patronage des saints. Politique de l'institution et dévotions étudiantes à l'Université de Louvain (1425-2000)*, in *Santi patroni*, pp. 143-151.
692. Hiromatsu Youkiko, *Children's Literature in Modern Japan*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 424-447.

693. Hirsch Luise, *Vom Schtetl in den Hörsaal. Jüdische Frauen und Kulturtransfer*, Berlin, Metropol-Verl., 2010, pp. 400.
694. Hirschler Konrad, *The Written Word in the Medieval Arabic Lands: A Social and Cultural History of reading Practices*, Edinburgh, Edinburgh University Press, 2012, pp. VI-234.
695. Hirschler Konrad, *Une ville et son maître: les lectures publiques de l'Histoire de Damas d'Ibn 'Asâkir*, in *Lumières de la sagesse*, pp. 146-148.
696. Hochman Barbara, *Uncle Tom's Cabin and the Reading Revolution: Race, Literacy, Childhood, and Fiction, 1851-1911*, Amherst, University of Massachusetts Press, 2011, pp. 377.
697. Hofreiter Gerda, *Allein in die Fremde. Kindertransporte von Österreich nach Frankreich, Großbritannien und in die USA 1938-1941*, Innsbruck, Studien-Verl., 2010, pp. 133.
698. Hoffmann-Ocon Andreas, *Netzwerke in bildungshistorischer Perspektive- Versuch einer disziplintheoretischen Annäherung*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 23-32.
699. Hofstetter Rita, Ratcliff Marc, Schneuwly Bernard (edd.), *Cent ans de vie (1912-2012). La Faculté de psychologie et des Sciences de l'éducation, héritière de l'Institut Jean-Jacques Rousseau et de l'ère piagétienne*, Genève, Georg Ed., 2012, pp. 310.
700. Holborn Gray Hannah, *Searching for Utopia: Universities and Their Histories*, Berkeley, University of California Press, 2011, pp. 130.
701. Holý Martin, *Der Adel aus den böhmischen Ländern, seine Bildungswege und seine intellektuellen europäischen Netzwerke in 16. Und frühen 17. Jahrhundert*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 65-73.
702. Honnfelder Ludger (edd.), *Albertus Magnus und der Ursprung der Universitätsidee. Die Begegnung der Wissenschaftskulturen im 13. Jahrhundert und die Entdeckung des Konzepts der Bildung durch Wissenschaft*, Berlin, Berlin University Press, 2011, pp. 560.
703. Hopfer Ines, *Geraubte Identität. Die gewaltsame «Eindeutschung» von polnischen Kindern in der NS-Zeit*, Wien, Böhlau Köln, 2010, pp. 304.
704. Horn Klaus-Peter, Link Jörg-W. (edd.), *Erziehungsverhältnisse im Nationalsozialismus. Totaler Anspruch und Erziehungswirklichkeit*, Bad Heilbrunn, Klinkhardt, 2011, pp. 399.
705. Horne Jackie C., *History and the Construction of the Child in Early British Children's Literature*, Burlington, VT Ashgate, 2011, pp. 284.
706. Horne Julia, Sherington Geoffrey, *Sydney the making of a public University*, Melbourne, Miegunyah Press, 2012, pp. 356.

707. Horsford S.D., *Learning in a Burning House: Educational Inequality, Ideology, and (Dis) integration*, New York, Teachers College Press, 2011, pp. 29.
708. Hou Ying, 论儿童文学的教育性 [*On the Educational Aspect of Children's Literature*], Beijing, China Social Science Press, 2012, pp. 280.
709. Hourdakis A., *H εκπαίδευση στην Κρήτη πριν την Ένωση* [*Education in Crete before the Union*], Athens, Gutenberg, 2012, pp. 1066.
710. Hourdakis A., *Ιστορική εκπαίδευση στην ελληνική διασπορά*, Αθήνα: Εκδοτικός Όμιλος Ίων [*History education in Greek diaspora*], Athens, IonPublising Group, 2012, pp. 712.
711. Howard Ursula, *Literacy and the Practice of Writing in the 19th Century: A Strange Blossoming of Spirit*, Leicester, National Institute of Adult Continuing Education (NIACE), 2012, pp. 349.
712. Hoyer Siegfried, *Kleine Geschichte der Leipziger Studentenschaft 1409-1989*, Leipzig, Leipziger Univ.-Verl., 2010, pp. 311.
713. Hoymann Tobias, *Der Streit um die Hochschulrahmengesetzgebung des Bundes. Politische Aushandlungsprozesse in der ersten großen und der sozialliberalen Koalition*, Wiesbaden, VS-Verl. für Sozialwissenschaften, 2010, pp. 249.
714. Hu Huifeng, Shi Juhong, 加拿大英语儿童文学概述 [*Introduction to Canadian English Children's Literature*], Guangzhou, Huacheng Press, 2010, pp. 225.
715. Hu Lina, 大众传媒视阈下中国当代儿童文学转型研究 [*Studies on the Transformation of Chinese Children's Literature from a Perspective of Mass Media*], Beijing, China Social Science Press, 2012, pp. 233.
716. Huber Stefan Mario, *Für die Jugend lehrreicher. Der religionspädagogische Wandel des Bildes des Kindes in Schweizer Kinderbibeln in der zweiten Hälfte des 18. Jahrhunderts*, Göttingen, Vandenhoeck & Ruprecht, 2013, pp. 597.
717. Huber-Rebenich Gerlinde (ed.), *Lehren und Lernen im Zeitalter der Reformation. Methoden und Funktionen*, Tübingen, Mohr Siebeck, 2012, pp. 263.
718. Huguet Montserrat, *Memoria del primer franquismo. Mujeres, niños y cuentos de infancia*, in *Tessere trame narrare storie*, pp. 123-149.
719. Hulin Nicole, *Culture scientifique et humanisme. Un siècle et demi d'engagement sur le rôle et la place des sciences*, Préface d'Yves Quéré, Paris, L'Harmattan, 2011, pp. 200.
720. Hunecke Volker, *Le origini dell'assistenza all'infanzia abbandonata in Europa*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 27-36.

721. Hyde Anne F., *Mixed-Race Children in the American West*, in *Childhood in the Western World*, pp. 344-359.
722. *Il Politecnico di Milano e la formazione delle classi dirigenti nazionali e locali*, Cinisello Balsamo, Silvana editoriale, 2013, pp. 120.
723. Il'ina K.A., Vishlenkova Elena A., *Arkhivarius: khranitel' i sozdatel' universitetskoy pamyati [The Arkhivist: Conservator and Creator of the University Memory]*, in *Soslovie russkikh professorov*, pp. 329-357.
724. Il'yashenko E.G., *Soderzhanie pedagogicheskogo obrazovanya: vchera i segodnya [The content of the pedagogical education: yesterdays and today]*, in *Podgotovka pedagogicheskikh kadrov*, pp. 82-87.
725. Ilyukha Olga P., *Kazus Hejki Hirvinena. Regional'nye i etnokul'turnye marery Karelii v knizhnoj illyustracii dlja detej [The case of Heikki Hirvinen. Regional and ethnocultural markers of Karelia in children's book illustrations]*, in 'Kartinki v moem bukvare', pp. 143-151.
726. Ilyukha Olga P., *Konstruirovaniye polietnichnogo obraza Karelii: «detali dlya sborki»: v uchebnikh izdanyakh dlya mladshikh shkol'nikov 1960-2010 gg. [Constructing the polyethnic image of Karelia: the «assembly kit» in textbooks for elementary school children from 1960-2010]*, in *Uchebniki detstva*, pp. 227-240.
727. Ilyukha Olga P., Shikalov Yuri G., *Dva bukvarya dlya karel'skikh shkolnikov nachala XX veka: russkij otvet na finskij vyzov [Two primers for Karelian school-children of the early 20th century: the Russian response to the Finnish challenge]*, in *Grani sotrudničestva*, pp. 331-342.
728. Ilyukha Olga P., Shikalov Yuri G., *Reprezentacya doma i sem'i v bukvarakh i uchebnikakh dlya karel'skih detej pervoj poloviny XX v. [Representations of home and family in primers and textbooks for Karelian children from the first half of the 20th century]*, in *Karel'skaya sem'ya vo vtoroj polovine XIX – nachale XXI v.: etnokultur'naya tradicya v kontekste social'nykh transformacij. Sbornik statej i materialov*, Petrozavodsk, Karel'skij naučnyj centr RAH, 2013, pp. 375-396.
729. Impekoven Holger, *Die Alexander von Humboldt-Stiftung und das Ausländerstudium 1925-1945. Von der «geräuschlosen Propaganda» zur Ausbildung der «geistigen Wehr» des «Neuen Europa»*, Göttingen, Vandenhoeck & Ruprecht, 2012, pp. 522.
730. Ingegneri Anna, 1871-1881. *La diffusione degli asili froebeliani ad opera di Adolfo Pick*, in *150 anni di scuola in Italia*, pp. 31-40.
731. Ingravallo Tiziana, *La scuola delle donne di Mary Lamb*, in *Tessere trame narrare storie*, pp. 29-43.
732. Ito Toshiko, *Ein Netzwerk für kulturiübergreifendes Lernen? Zur*

- Ambivalenz zwischen dem Fremden und dem Eigenen bei Werner Zimmermann*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 221-227.
733. Ivanov A.E., Kulakova I.P., *Ipostasy russkogo professora: social'nye vyskazyvanya rubezha XIX-XX vv. [The Image of a Russian Professor: Social Declarations at the Turn of the 19th-20th cc.]*, in *Soslovie russkikh professorov*, pp. 114-134.
734. Ivanov V.D., *Istorya odnoj shkoly [History of one school]*, Archangel'sk, Pravda Severa, 2012, pp. 217.
735. Jablonka Ivan, *Social Welfare in the Western World and the Rights of Children*, in *Childhood in the Western World*, pp. 380-399.
736. Jacobi Juliane, Le Cam Jean-Luc, Musolff Hans-Ulrich (edd.), *Vormoderne Bildungsgänge. Selbst- und Fremdbeschreibungen in der Frühen Neuzeit*, Köln, Böhlau, 2010, pp. 297.
737. Jaumann Herbert (ed.), *Diskurse der Gelehrtenkultur in der Frühen Neuzeit. Ein Handbuch*, Berlin, de Gruyter, 2011, pp. 1054.
738. Jazexhi Olsi, *Rrëfimet e një kombi: shqiptarët, turqit, muslimanët dhe të krishterët në tekstlibrat shkollorë të historisë dhe letërsisë në Kosovë: analizë e teksteve shkollorë të ciklit fillor, të mesëm, të ulët dhe të lartë të Kosovës [Confessions of a nation: Albanians, Turks, Muslims and Christians in textbooks of history and literature in Kosovo: Analysis of textbooks of elementary, middle, low and high education of Kosovo]*, Tiranë, Free Media Institute, 2013, pp. 160.
739. Jensz Felicity, Acke Hanna (edd.), *Missions and Media: The Politics of Missionary Periodicals in the Long Nineteenth Century*, Stuttgart, Franz Steiner Verlag (Missionsgeschichtliches Archiv Series), 2013, pp. 263.
740. Jewett Andrew, *Science, Democracy, and the American University: From the Civil War to the Cold War*, New York, Cambridge University Press, 2012, pp. 413.
741. Jiang Feng, 新编儿童文学教程 [A New Textbook of Children's Literature], Hangzhou, Zhejiang University Press, 2012, pp. 276.
742. Jin Bo, 唤醒童年: 金波谈儿童文学 [Wakening Childhood: Kinbo on Children's Literature], Nanjing, Jiangsu Children and Youth Press, 2010, pp. 244.
743. Jochum Uwe, *Geschichte der abendländischen Bibliotheken*, Darmstadt, Primus-Verl., 2010, pp. 160.
744. Jonīte Vineta, *Mazo bērnu aprūpes un audzināšanas pirmsākumi Rīgā [Origins of Childcare and Education in Riga]*, Rīga, Autorizdevums, 2011, pp. 129.

745. Joos Katrin, *Gelehrsamkeit und Machtanspruch um 1700. Die Gründung der Berliner Akademie der Wissenschaften im Spannungsfeld dynastischer, städtischer und wissenschaftlicher Interessen*, Köln, Böhlau, 2012, pp. 334.
746. Joutard Philipe, *Postface*, in *L'école et la nation*, pp. 487-491.
747. Judina N.P., *Pedagogika i istorya pedagogiki: neobkhodimost' pariteta [The pedagogy and the history of pedagogy: necessity of the parity]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysiaceletiya*, pp. 132-139.
748. Junayd Yahya, *Waqf et Bibliothèques de madras*, in *Lumières de la sagesse*, pp. 149-152.
749. Kabachenko Nadiya, *Il problema dei bambini abbandonati nell'Ucraina attuale: aspetti legali e umanitari*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 95-107.
750. Kacalova N.F., *Stanovlenie organizacionno-pravovykh osnov zhenskogo obrazovanya v Rossii (konec XIX - nachalo XX v.) [The birth of the organisational-juridical basis of the female education in Russia (end of the XIX - beginning of the XX century)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysiaceletya*, pp. 63-67.
751. Kaelber Lutz, Reiter Raimond (edd.), *Kindermord und 'Kinderfachabteilungen' im Nationalsozialismus. Gedenken und Forschung*, Frankfurt am Main, Lang, 2011, pp. 267.
752. Kafka Judith, *The History of «Zero Tolerance» in American Public Schooling*, New York, Palgrave Macmillan, 2011, pp. 181.
753. Kafka D., *Εγκύλιοι και οδηγίες των προϊσταμένων αρχών προς τα Δημοτικά σχολεία της Μεσσηνίας στη δεκαετία του 1950: το παιδαγωγικό τους περιεχόμενο και η ιδεολογική τους διάσταση [Circulars and instructions of superiors principles to elementary schools of Messinia in the 1950s: their pedagogical content and the ideological dimension]*, in *History Care*, Vol. 1, pp. 553-560.
754. Kaiser Tobias, Mestrup Heinz (edd.), *Politische Verfolgung an der Friedrich-Schiller-Universität Jena von 1945 bis 1989. Wissenschaftliche Studien und persönliche Reflexionen zur Vergangenheitsklärung*, Berlin, Metropol-Verl., 2012, pp. 460.
755. Kalachev A.V., *Voprosy narodnogo prosvescheniya v tvorchestve N.G. Chernyshevskogo [Questions of the national education in N.G. Chernyshevsky's work]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysiaceletya*, pp. 59-63.
756. Kalerante E., *Νίκος Πετρουλάκης: Από την εκπαιδευτική πολιτική στην εκπαιδευτική πράξη [Nikos Petroulakis: From educational policy in*

- educational practice]*, Athens, Grigoris, 2013, pp. 615.
757. Kalķe Baiba, Ķestere Iveta, *Skolotāja vizuālais tēls padomju periodā un mūsdienās: skolēnu viedoklis* [Teacher's Visual Image during the Soviet Period and Nowadays: Student Perceptions], in *Pedagoģijas vēsture*, pp. 261-273.
758. Kalke Baiba, Kruze Aida, Stikute Elita, *Historical Experience of Teacher Education in Latvia: Pedagogical Heritage of Ludvigs Ernests Bērziņš*, in ATEE 36, *Teachers' Life-Cycle from Initial Teacher Education*, pp. 510-528.
759. Kanz Heinrich (ed.), Josef Gieles: *Studentenbriefe 1939-1942. Widerständiges Denken im Umfeld der Weißen Rose*, Frankfurt am Main, Peter Lang, 2013, pp. 370.
760. Kappeler Manfred, «Wir wurden in ein Landerziehungsheim geschickt...». Klaus Mann und seine Geschwister in Internatsschulen, Berlin, Nicolai, 2012, pp. 271.
761. Karin Hausen, *Geschlechtergeschichte als Gesellschaftsgeschichte*, Göttingen, Vandenhoeck & Ruprecht, 2012, pp. 394.
762. Kärrholm Sara, Tenngart Paul (edd.), *Barnlitteraturens värden och värderingar* [The values and evaluations of children's literature], Lund, Studentlitteratur, 2012, pp. 346.
763. Kasper Tomáš, *Deutsche reformpädagogische Vereine in der Tschechoslowakei 1918 bis 1933 als ein Beispiel der pädagogischen Vernetzung*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 197-202.
764. Kauder Peter, *Wissenschaftliche Schulen- Nütz- und Netzwerke besonderer Art?*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 121-131.
765. Kennedy V. Lynn, *Born Southern: Childbirth, Motherhood, and Social Networks in the Old South*, Baltimore, Johns Hopkins University Press, 2010, pp. VIII-277.
766. Kesper-Biermann Sylvia, *Die Netzwerke der „Schulmänner“: Pädagogische Reisen im Deutschland des 19. Jahrhunderts*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 214-221.
767. Ķestere Iveta, Daga-Krūmiņa Evi, *Skola Eiropas izglītības telpā* [School in the European educational space], in *Rīgas Domskola*, pp. 80-90.
768. Ķestere Iveta, *Gimnāziju ieguldījums latviešu nacionālās inteliģences veidošanās procesā, īpaši sieviešu karjeras attīstībā (19.gs. beigas – 1914)* [Contribution of the Gymnasiums to the Formation Process of

- the Latvian National Intelligentsia, Particularly to Women's Career Development],* in *Pedagoģijas vēsture*, pp. 51-63.
769. Ķestere Iveta, *Kā stāstīt (vai nestāstīt) „varoņstāstus” pedagoģijas vēsturē [Heroic Tales' in the History of Pedagogy]*, in *Pedagoģijas vēsture*, pp. 29-35.
770. Ķestere Iveta, Kalķe Baiba, *Teacher's visual image: the Latvian student perspective*, in *Comparative Education, Teacher Training, Education Policy, Social Inclusion, History of Education*. Vol. 9, pp. 409-417.
771. Ķestere Iveta, Krūze Aīda (edd.), *History of Pedagogy and Educational Sciences in the Baltic Countries from 1940 to 1990: an Overview*, Riga, RaKa, 2013, pp. 288.
772. Kestere Iveta, Ozola Iveta, *Einblick in die Genese der Pädagogik als Wissenschaft in Europa vom 18. Jahrhundert bis in die 20er – 30er Jahre des 20. Jahrhunderts*, in ATEE Spring University. Teacher of the 21st Century: Quality education for quality teaching – Association for Teacher Education in Europe (CD-ROM), Riga, ATEE, LU, 2010, pp. 25-34.
773. Ķestere Iveta, *Pedagoģijas vēsture kā studiju priekšmets (20.gs. 20.gadi – 70.gadi) [The History of Pedagogy as a Subject of Study (1920s-1970s)]*, in *Pedagoģijas vēsture*, pp. 11-28.
774. Ķestere Iveta, Rubene Zanda, Daga-Krūmina Evi, *Education as instrument of ideology: Soviet Latvia after the Second World War*, in *Quality Education for Quality Teaching. Conference Proceedings*, Brussels, Association for Teacher Education in Europe, 2013, pp. 31-40.
775. Ķestere Iveta, Rubene Zanda, *Volkskundliche Überlieferungen und Volkserziehung. Beispiele aus der lettischen Kultur*, in *Erziehung und Bildung in ländlichen Regionen-Rural Education*, pp. 201-217.
776. Ķestere Iveta, *Tradīcijas un modernisms Latvijas skolās neatkarīgas valsts veidošanās periodos: kas ir mainījies kopš 1920.gada? [Traditions and Modernity in the Schools of Latvia during Formation Periods of Independent State]*, in *Pedagoģijas vēsture*, 2010, pp. 36-50.
777. Ketelhut Klemens, *Netzwerke(r) in der historischen Bildungsforschung: der Reformpädagoge Berthold Otto*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 111-120.
778. Khadeeja Hanadi Abo, *Femmes savantes de La Mecque*, in *Lumières de la sagesse*, pp. 118-120.
779. King Margaret L., *Children in Judaism and Christianity*, in *Childhood in the Western World*, pp. 39-60.
780. Kirilla I.I. (ed.), *Kto boistya uchebnika istorii?: materialy seminara, provedennom Volgogradskom Gosudarstvennym Universitetom i*

Institutom Kennana Mezhdunarodnogo nauchnogo centra im. Wudro Vil'sona pri podderzhke Fonda F. Eberta 26 aprelya 2012 g. [Who fears the history textbook?: material of the seminar carried out by the Volgograd State University and by the Institute Kennan of International Research center Woodrow Wilson with the support of the Fond F. Ebert, 26th April 2012], Volgogradskij Institut, Wilson Center, Volgograd, Izdatelstvo VolGU, 2013, pp. 102.

781. Kiseleva A.V., *Pedagogika V.P. Vachterova i FGOS vtorogo pokoleniya* [V.P. Vakhterov's pedagogy and FGOS of the second generation], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 21-25.
782. Kleeberg Bernhard (ed.), *Schlechte Angewohnheiten. Eine Anthologie 1750-1900*, Berlin, Suhrkamp, 2012, pp. 446.
783. Kleindienst Jonas, *Die Wilden Cliquen Berlins. «Wild und frei» trotz Krieg und Krise. Geschichte einer Jugendkultur*, Frankfurt am Main, Lang, 2011, pp. 128.
784. Klimke Martin, *The other alliance. Student protest in West Germany and the United States in the global sixties*, (America in the world), Princeton, Princeton University Press, 2010, pp. 346.
785. Kluge Sven, Borst Eva (edd.), *Verdrängte Klassiker und Klassikerinnen der Pädagogik Pädagogik und Politik*, Bd. 6. Baltmannsweiler, Schneider Verlag, Hohengehren, 2013, pp. 210.
786. K'Meyer Tracy E., *From Brown to Meredith: The Long Struggle for School Desegregation in Louisville, Kentucky, 1954-2007*, Chapel Hill, The University of North Carolina Press, 2013, pp. 240.
787. Knopke Lars, *Schulbücher als Herrschaftssicherungsinstrumente der SED*, Wiesbaden, Verl. für Sozialwiss., 2011, pp. 310.
788. Koerrenz Ralf, *Schulmodell: Jena-Plan. Grundlagen eines reformpädagogischen Programms*, Paderborn, Schöningh, 2012, pp. 170.
789. Koinzer Thomas, *Auf der Suche nach der demokratischen Schule. Amerikafahrer, Kulturtransfer und Schulreform in der Bildungsreformära der Bundesrepublik Deutschland*, Bad Heilbrunn, Klinkhardt, 2011, pp. 279.
790. Koķe Tatjana, Ķestere Iveta, *Skolotāja profesionālās kompetences: vēsturisks atskats un mūsdienu tendences* [Teacher's Professional Competence: A Historical Perspective and Current Trends], in *Pedagoģijas vēsture*, pp. 246-260.
791. Kolesnikov Andrej, *Ideja Universiteta. Neskol'ko epizodov iz zhizni Vysshej shkoly ekonomiki* [The idea of University. Some episodes from

- the life of the High School of Economics],* Moskva, Rossppen, 2012, pp. 311.
792. Kong Weiming, 儿童文学的基本原理与创作 [*Basic theories of Children's Literature and its Writing*], Taiyuan, Shanxi People's Press, 2011, pp. 520.
793. Konstantopoulou P., [Ralleion High School for Girls. The historical school situated in Piraeus (1855-2005)], in *History Care*, Vol. 1, pp. 659-670.
794. Kontaxis K., *O λαογράφος και ιστοριοδίφης Δημ. Λουκόπουλος και η συμβολή του έργου του στη διδασκαλία του μαθήματος της τοπικής ιστορίας* [*The folklorist and historian Rep. Loukopoulos and the project's contribution to the teaching of local history*], in *History Care*, Vol. 1, pp. 587-894.
795. Kornetov Grigory B. (ed.), *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya: poznavatel'nyj potencial istorii pedagogiki: materialy Devyatoj mezhdunarodnoj nauchnoj konferencii* [*Historical and pedagogical knowledge at the beginning of the III millenary: cognitive potential of the history of the pedagogy: materials of the Nneth International scientific conference*], Moskva, 14 noyabrya 2013 g., Moskva, Asou, 2013, pp. 216.
796. Kornetov Grigory B., *Aktual'nye problemy razvitya istorii pedagogiki v Rossii (Vmesto predislovia)* [*Actual problems of the development of the history of pedagogy in Russia (Instead of a preface)*], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 11-20.
797. Kornetov Grigory B., *Evrystichesky podkhod k izucheniyu istoriko-pedagogicheskikh fenomenov Srednevekov'ya i Novogo vremeni* [*Euristical approach for the study of the historical and pedagogical phenomens of the Middle age and the Modern Age*], Moskva, ITIP RAO, Izd. Centr IET, 2012, pp. 388.
798. Kornetov Grigory B., *Fenomen Eduarda Dmitrievicha Dneprova* [*Eduard Dmitrievich Dneprov's phenomenon*], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 139-141.
799. Kornetov Grigory B., *Istoriko-pedagogichesky komponent v soderzhanii podgotovki sovremenennogo pedagoga* [*Historical and pedagogical component in the content of the education of the contemporary pedagogue*], in *Podgotovka pedagogicheskikh kadrov*, pp. 87-96.
800. Kornetov Grigory B., Lukacky M.A. (edd.), *Istorya pedagogiki: teoreticheskoe vvedenie. Uchebnoe posobie* [*History of pedagogy: a theoretical introduction: A textbook*], Moskva, Asou, 2013, pp. 172.
801. Kornetov Grigory B., *Pedagogicheskoe proshloe v prostanstve istorii*

- chelovecheskogo obshchestva (Uchebnoe posobie) [Pedagogical past in the space of the history of the human society (Textbook)],* Moskva, Asou, 2013, pp. 292.
802. Kornetov Grigory B., Salov A.I. (edd.), *Obrazovatel'nyj potencial istoriko-pedagogicheskogo znaniya. Sbornik nauchnykh trudov* [Educational potential of the historical and pedagogical knowledge. Collection of scientific works], Moskva, Asou, 2013, pp. 128.
803. Kornetov Grigory B., Salov A.I., *Podgotovka pedagogicheskikh kadrov: istorya, teorya, praktika: sbornik nauchnyh trudov i metodicheskikh materialov* [The training of pedagogical staff: history, theory, practice: Collection of scientific works and methodological materials], Moskva, Asou, 2013, pp. 188.
804. Kornetov Grigory B., *Teorya istorii pedagogiki: monografya* [Theory of the history of education: a monograph], Moskva, Asou, 2013, pp. 460.
805. Kornetov Grigory B., *Istorya pedagogiki za rubezhom s drevnejsikh vremen do nachala XXI veka* [History of pedagogy abroad from the Ancient times until the beginning of the XXIth century], Moskva, Asou, 2013.
806. Kornetova E.G., *Pedagogicheskie idei Stenli Holl* [Stanley Hall's pedagogical ideas], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 67-69.
807. Kosinova O.A., *Obzory deyatel'nosti uchebnogo otdela Kitajskoj Vostochnoj zheleznoj dorogi kas istochnik po istorii rossysko-kitajskikh otnosheny v sfere obrazovanya* [Rewiews of the educational activity of the section of the East Chinese railway as source of the history of the russian-chinese relations in the sphere of education], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 69-72.
808. Koslowski Steffi, *Die New Education Fellowship und die Internationalisierung der Reformpädagogik im 20. Jahrhundert*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 189-196.
809. Kössler Till, *Kinder der Demokratie. Religiöse Erziehung und urbane Moderne in Spanien, 1890-1936*, München, Oldenbourg, 2013, pp. 544.
810. Kostina T.V., *Professora 'starye' i 'novye': antikollegialnaya reforma S.S. Uvarova* ['Old' and 'New' Professors: S. Uvarov's Anticollégial Reform], in *Soslovie russkikh professorov*, pp. 212-238.
811. Kouamé Thierry, *Les universités dans l'Occident latin*, in *Lumières de la sagesse*, pp. 205-212.
812. Koustourakis C., Asimaki A., *Η πρόσβαση στην Ιατρική Σχολή των Πανεπιστημίου Πατρών: κοινωνιολογική προσέγγιση* [Access to Medical

- School of the University of Patras: a sociological approach], in History Care, Vol. 1, pp. 609-626.*
813. Kreis Georg, *Alles is Netzwerk. Überlegungen zu einer (neunen) Metapher*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 17-23.
814. Kronen Heinrich, Müller Carsten (edd.), *Sozialpädagogik nach Karl Mager. Quellen und Analysen*, Bad Heilbrunn, Klinkhardt, 2010, pp. 437.
815. Krūze Aīda, Baranova Sanita, *Die europäische Dimension in der Hochschulbildung und Lehrerbildung Lettland*, in *Theodor-Litt-Jahrbuch 2010/7*, pp. 157-179.
816. Krūze Aīda, Ķestere Iveta, *Pedagoģijas vēsture [History of Pedagogy]*, in *LU Pedagoģijas, psiholoģijas*, pp. 93-97.
817. Krūze Aīda, Ķestere Iveta, *Pedagoģiskās vērtības latviešu tautas folklorā [A Glimpse into the Latvian Folk Pedagogy]*, in *Pedagoģijas vēsture*, pp. 64-77.
818. Krūze Aīda, Ķestere Iveta, *Skolu vēstures pētniecība pagātnē un mūsdienās [Research of the History of schools in past and the current situation]*, in *Rīgas Domskola*, pp. 5-17.
819. Krūze Aīda, Ķestere Iveta, *Sociālās pedagoģijas izpratne Latvijā 1920.-30.gados [Conception of Social Pedagogy in Latvia during the '20s - '30s of the 20th Century]*, in *Pedagoģijas vēsture*, pp. 140-154.
820. Krūze Aīda, Vugule Ērika, *Pedagoģijas vēstures pētniecība Latvijā pēc neatkarības atgūšanas (1990-2009) [Research in the History of Pedagogy in Latvia after the Regaining of the National Independence [1990-2009]*, in *Pedagoģijas vēsture*, pp. 106-117.
821. Krūze Aīda, Zigmunde Alīda, *Domschullehrer Herder – Rigenser für immer [In the Mind of the Citizens of Riga the Teacher at the Cathedral School in Riga G. Herder Will Stay Theirs Forever]*, in *Rīgas Domskola*, pp. 141-153.
822. Krūze Aīda, Zigmunde Alīda, *Izglītības un pedagoģiskās domas attīstība Latvijā [The Development of Education and Pedagogical Ideas in Latvia]*, in *Latvieši un Latvija*. Vol. 4, pp. 90-119.
823. Kudryasheva L.A., Anton Semenovich Makarenko, 1 (13) marta 1888 – 1 aprēl' 1939: izomaterialy, teksts: k 125-letiyu so dnya rozhdenya [Anton Semenovich Makarenko, 1 (13 march) 1888 – 1 april' 1939: graphic teaching aids, texts: for the 125 years from the birth], Moskva, Russkaya shkol'naya Bibliotchnaya Associacya, 2013, pp. 40.
824. Kula Ewa, *Opera et studio. Wizerunek nauczycieli rzadowych szkół średnich w Królestwie Polskim w latach 1862-1873*, Kielce, Wydawnictwo

- Uniwersytetu Jana Kochanowskiego, 2012, pp. 338.
825. Kulakova I.P., *Protokoly konferencii Moskovskogo universiteta kak variant samoopisanya* [The Conference Reports of the Moscow University as a Kind of the Self Description], in *Soslovie russkikh professorov*, pp. 96-113.
826. Kulikova S.V., *Sovremennoe social'no-psikhologicheskoe znachenie idej Frebelya: 1782-1852 gg. – nemecky pedagog, teoretik i organizator doshkol'nogo vospitanya* [Contemporary social and psychological significance of Froebel idea: years 1782-1852: German pedagogue, theoretic and organizer of the preschool education], Pedagogicheskoe obrazovanie: vyzovy XXI veka, Yaroslavl', 2010, Ch. 2, pp. 178-182.
827. Kumar Deepak, Raj Shekhar Basu (edd.), *Medical encounters in British India*, New Delhi, Oxford University Press, 2013, pp. 360.
828. Kumar Nita, *The politics of gender, community and modernity: Essays on Education in India*, New Delhi, Oxford University Press, 2011(2 ed.), pp. 360.
829. Kupenova G. Y., *Orenburgskij uchebnyj okrug v istorii reformirovanya shkoly vo vtoroj polovine XIX veka* [Orenburg didactical district in the history of the reforms of the school in the second half of the XIX century], in *Pedagogicheskoe masterstvo (III)*, pp. 22-25.
830. Kusber Ya., *Transfer i srovnenie: universitetskie soobshchestva Rossii i Germanii* [Transfer and Comparison: University Associations in Russia and Germany], in *Soslovie russkikh professorov*, pp. 191-211.
831. Kutyreva E.A., *K oprosu o roli evolyucionnoj teorii pedagogicheskoy mysli* [On the inquiry about the role of the evolutionary theory of the pedagogical thought], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 26-28.
832. Kuxhausen Anna, *From the Womb to the Body Politic: Raising the Nation in Enlightenment Russia*, Madison, University of Wisconsin Press, 2013, pp. XIII-228.
833. *L'organizzazione dei saperi all'Università di Pisa. Dalle Facoltà ai nuovi Dipartimenti*, Pisa, Pisa University Press, 2012, pp. 238.
834. Laboulais Isabelle, *La Maison des mines. La genèse révolutionnaire d'un corps d'ingénieurs civils (1794-1814)*, Rennes, Presses universitaires de Rennes, 2012, pp. 375.
835. Lacaita Carlo G., Laforgia Enzo R., *Luigi Ambrosoli e la storia d'Italia. Studi e testimonianze*, Milano, Franco Angeli, 2013, pp. 192.
836. Lacaita Carlo G., Fugazza Maria Chiara (edd.), *L'istruzione secondaria nell'Italia unita (1861-1901)*, Milano, Franco Angeli, 2013, pp. 416.

837. Lalaj Meri, *Insituti femëror «Nëna Mbretëreshë» [Girl's school «Queen Mother»]*, Tiranë, Skanderg books, 2013, pp. 294.
838. Lalomia Gaetano (ed.), *Il libro dei dodici sapienti. La formazione del re nella Castiglia del XIII secolo*, Roma, Carocci, 2013, pp. 114.
839. Lanfranchi Rachele, *La città dei Ragazzi di Roma: genesi e metodo educativo*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 345-360.
840. Lange Alexander, *Meuten – Broadway-Cliquen – Junge Garde. Leipziger Jugendgruppen im Dritten Reich*, Köln, Böhlau, 2010, pp. 360.
841. Lange Christian, *Öffentliche Kleinkindererziehung in Bayern. Die Rolle des Staates bei der Definition einer Lebensphase im 19. Jahrhundert*, Frankfurt am Main, Klostermann, 2013, pp. 362.
842. Lantheaume Françoise, *L'empire dans l'enseignement de l'histoire en France: de la promesse au fardeau*, in *L'école et la nation*, pp. 427-434.
843. Laporte Gilles, *Le déclin de l'histoire nationale au cégep (1968-2010)*, in *L'Histoire nationale à l'école québécoise*, pp. 456-481.
844. Larouche Marie Claude, *D'une matière à une discipline... L'enseignement de l'histoire nationale au primaire au Québec, de 1980 à 2010 Les années 1980 et 1990: cap sur les objectifs*, in *L'Histoire nationale à l'école québécoise*, pp. 265-348.
845. Larouche Marie-Claude, *Grand ménage en la matière et la manière l'enseignement de l'histoire nationale au primaire, de 1964 à 1980*, in *L'Histoire nationale à l'école québécoise*, pp. 218-264.
846. Larsen Jesper Eckhardt (ed.), *Knowledge, Politics and the History of Education*, Berlin, LIT Verlag, 2012, pp. 257.
847. Larsen Marianne A., *The making and shaping of the Victorian teacher: a comparative new cultural history*, Basingstoke, Palgrave Macmillan, 2011, pp. X-232.
848. Las Vergnas Di Marie-Laure, *Histoire de l'Agence d'Avallon des enfants assistés de la Seine*, Paris, Editions Publibook, pp. 183.
849. Lassonde Stephen, *Age, Schooling and Development*, in *Childhood in the Western World*, pp. 211-228.
850. László Lajtai, *École et nation dans la Hongrie d'avant 1848. Le discours national des manuels scolaires d'histoire hongroise dans un empire multihnique*, in *L'école et la nation*, pp. 379-395.
851. Lawn Maria Sotiria Grek, *Europeanizing education. Governing a new policy space*, Oxford, Symposium Books Ltd., 2012, pp. 173.
852. Lazzaretto Alba, *Il mondo accademico padovano di fronte al '68*, in *Le istituzioni universitarie e il Sessantotto*, pp. 185-198.

853. Le Bot Florent, Albe Virginie, Bodé Gérard, Brucy Guy, Chatel Élisabeth (edd.), *L'ENS Cachan: le siècle d'une grande école pour les sciences, les techniques, la société*, Rennes, Presses universitaires de Rennes, 2013, pp. 422.
854. Le Cam Jean-Luc, *Le poids de l'université dans la (petite) ville: un paradigme allemand. L'exemple d'Helmstedt 1576-1810*, in *Le Universités dans la ville*, pp. 101-156.
855. Lee Jiwone, *Dynamic Korea, Dynamic Picturebooks*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 407-423.
856. Lefebvre Benjamin (ed.), *Textual Transformations in Children's Literature. Adaptations, Translations, Reconsiderations*, New York, Routledge, 2013, pp. 223.
857. Legois Jean-Philippe, *Contestations étudiantes et universités dans les 'années 68' en France et en Europe*, in *Le istituzioni universitarie e il Sessantotto*, pp. 27-36.
858. Lembré Stéphane, *L'école des producteurs. Aux origines de l'enseignement technique en France (1800-1940)*, Rennes, Presses Universitaires de Rennes, 2013, pp. 340.
859. Lemonidou Elli, Kokkinos Giorgos, Kimourtzis Panayotis *La question de la diversité à travers l'enseignement des questions 'sensibles'. L'exemple de l'extermination de la communauté juive de Rhodes*, in *L'école et la nation*, pp. 257-270.
860. Lentini Stefano, *La rieducazione ed il trattamento nella storia del carcere italiano*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 361-374.
861. Lepri Chiara, *Boschi dell'immaginario: atmosfere reali e oniriche*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 361-374.
862. Lepri Chiara, *Parole in libertà. Infanzia, gioco e linguaggi poetico-narrativi*, Roma, Anicia, 2013, pp. 236.
863. Létourneau Jocelyn, *L'enseignement de l'histoire et l'avenir de la nation. Le cas du Québec*, in *L'école et la nation*, pp. 33-43.
864. Levene Alysa, *The childhood of the poor: welfare in eighteenth-century London*, Basingstoke, Palgrave Macmillan, 2012, pp. XII-250.
865. Levenson-Estrada Deborah, *Adiós niño: The Gangs of Guatemala City and the Politics of Death*, Durham, Duke University Press, 2013, pp. 200.
866. Levin Matthew, *Cold War University: Madison and the New Left in the Sixties*, Madison, The University of Wisconsin Press, 2013, pp. 224.
867. Li Li, 生成与接受: 中国儿童文学翻译研究, 1898-1949 [Generation and

- Reception: Studies on the Translation of Chinese Children's Literature],* Wuhan, Hubei People's Press, 2010, pp. 342.
868. Li Lifang, *中国西部儿童文学作家论 [On Children Writers in Western China]*, Beijing, China Social Science Press, 2013, pp. 268.
869. Li Ruzhong, *儿童文学 [Children's Literature]*, Beijing, Science Press, 2012, pp. 333.
870. Li Xuebing, *儿童文学与游戏精神 [Children's Literature and Game Spirit]*, Nanchang, 21th Century Press, 2011, pp. 361.
871. Li Zhou, *儿童文学 [Children's Literature]*, Wuhan, Huazhong Normal University Press, 2012, pp. 219.
872. Liebau Heike, Nehring Andreas, Klosterberg Brigitte (edd.), *Mission und Forschung. Translokale Wissensproduktion zwischen Indien und Europa im 18. und 19. Jahrhundert*, Halle, Verl. der Franckeschen Stiftungen, 2010, pp. 303.
873. Lienert Matthias, *Zwischen Widerstand und Repression. Studenten der TU Dresden 1946-1989*, Köln, Böhlau, 2011, pp. 242.
874. Lima da Silva Alexandra, *A educação como missão: um professor de primeiras letras nas páginas da revista A Escola*, in *Prensa Pedagógica*, pp. 257-264.
875. Lindenmeyer Kriste, *New Opportunities for Children in the Great Depression in the United States*, in *Childhood in the Western World*, pp. 434-450.
876. Lindo-Fuentes Héctor, *Ching Eric, Modernizing Monds in El Salvador. Education Reform and the Cold War, 1960-1980*, Albuquerque, New Mexico Press, 2012, pp. 360.
877. Lino Garnel Maria Rita, *Da Régia Escola de Cirurgia à Faculdade de Medicina de Lisboa*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 539-650.
878. Lirosi Alessia, *I monasteri femminili a Roma tra XVI e XVII secolo*, Viella editrice, Roma, 2012, pp. 374.
879. Litvak R.A. et al. (edd.), *Realizacya idej A.S. Makarenko v social'no-pedagogicheskoy teorii i praktike: materialy nauchnoj prakticheskoy konferencii [The realization of A.S. Makarenko idea's in the social-pedagogical theory and practices: materials of the schientific practical conference]*, Chelyabinskoy gosudarstvennoj Akademii kul'tury i iskusstv, Kafedra pedagogiki i psicologii, Chelyabinsk, Chelyabinskaya Gosudarstvennaya Akademya Kul'tury i Iskust, 2013, pp. 87.
880. Liu Xuyuan, *中国儿童文学史略, 1916-1977 [A Brief History of Chinese Children's Literature]*, Shanghai, Children and Youth Press, 2013, pp. 232.

881. Llewellyn Kristina R., *Democracy's Angels: The Work of Women Teachers*, Montreal, McGill-Queen's University Press, 2012, pp. 207.
882. Lluch Gemma, *La lectura en català per a infants i adolescents. Història, investigació i polítiques*, Barcelona, Publicacions de l'Abadia de Montserrat, 2013, pp. 310.
883. Lluch Gemma, Valriu Caterina, *La literatura per a infants i joves en català. Anàlisi, gèneres i història*, Alcira, Bromera, 2013, pp. 176.
884. Lobo Rui, *A squattro seces do Estudo Gesral de Lisboa (1290-1537)*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, Vol. I, pp. 267-304.
885. Locatelli Andrea Maria, *I cattolici e gli enti locali: dall'alternativa delle autonomie al governo del territorio*, in «Non lamento, ma azione», pp. 185-210.
886. Lölincz Ildikó (ed.), *Európaiság, magyarság Közép-Európában. XIV. Apáczai-napok. Nemzetközi Tudományos Konferencia 2010 [Being European, being Hungarian in Central-Europe. XIV Apaczai-Days. International Conference 2010]*, Nyugat-magyarországi Egyetem, Győr, 2011, pp. 979 [e-book].
887. Lomastro Francesca, Reggiani Flores, *Per la storia dell'infanzia abbandonata in Europa. Tra Est e Ovest: ricerche e confronti*, Roma, Viella, 2013, pp. 209.
888. Lombardi Daniela, *Doveri dei genitori e pratiche di abbandono*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 49-52.
889. Lombardi Pierangeli, 'Grande' o 'povera' Università di provincia? Il '68 e il caso pavese, in *Le istituzioni universitarie e il Sessantotto*, pp. 213-228.
890. Lombardini Antonio, *Diario di un universitario (1825-1835)*, Parma, Casa editrice Alessandro Farnese, 2013, pp. VIII-100.
891. Londro Bruno, *La scuola friulana durante l'occupazione tedesca e i seicento giorni di Salò: 1943-1945*, Udine, La Nuova Base Editrice, 2013, pp. 136.
892. Loparco Fabiana (ed.), *Appendice iconografica*, in *Falce e fumetto*, pp. 305-320.
893. Loparco Fabiana, *Per l'educazione dei giovani lavoratori: le prime strenne socialiste dedicate all'infanzia (1893-1900)*, in *Falce e fumetto*, pp. 31-72.
894. López Facal Ramón, *L'enseignement de l'histoire en Galice*, in *L'école et la nation*, pp. 145-153.
895. Lorcerie Françoise, *L'école et la diversité: faits et décisions*, in *L'école et la nation*, pp. 274-282.
896. Loubes Olivier, *L'école et les deux corps de la nation en France (1900-*

- 1940), pp. 93-101.
897. Louro Felgueiras Margarida, *A difícil e frágil emergência de um ensino privado não confessional em Portugal (final do século XIX e primeira metade do século XX)*, in *Laicidade, Religiões e Educação na Europa*, pp. 299-318.
898. Lowe Sid, *Catholicism, War, and the Foundation of Francoism: The Juventud de Acción Popular in Spain, 1931-1939*, Brighton, Sussex Academic Press, 2010, pp. XX-332.
899. Luchese Terciane Ângela, *A infância entre emigrantes e ítalo-descendentes no Rio Grande do Sul*, in *Bambini brasiliani*, pp. 93-132.
900. Lukacky M.A., *Obrazovanie kak institut translyacii kul'tury [Education as institute of translation of cultures]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 72-75.
901. Lukacky M.A., *Uchitel' kak sub'ekt vospitanya dukhovnosti v pedagogicheskom nasledii L.N. Tolstogo [The teacher as subject of the education of the spirituality in the pedagogical heritage]*, in *Podgotovka pedagogicheskikh kadrov* pp. 8-31.
902. Lukacky M.A., *Voploshchenie idei didakticheskogo utilitarizma v koncepcyach obuchenya konca XIX-XX veka [The personification of the idea of the didactical utilitarianism in the conception of the learning at the end of the XIX-XX century]*, in *Istorya pedagogiki segodnya*, pp. 104-114.
903. Lukashevich Klavdya V., *Shkol'nyj prazdnik v pamyat' slavnykh podvigov rodnyh geroev 1812 goda: s mnoghestvom illyustracij i s prilozheniem not dlya choro go penya V. Benevskogo i M. Popova Platonova [The school celebration in honor of the glorious acts of the national heros of the 1812: with a plurality of illustrations and with an annexe of notes of V. Venevskij's and M. Popov's choral sing]*, Moskva, Gosudarstvennaya Publchnaya Biblioteka, 2012, pp. 286.
904. Lundgreen Peter (ed.), *Die Lehrer an den Schulen in der Bundesrepublik Deutschland 1949-2009*, Göttingen, Vandenhoeck & Ruprecht, 2013, pp. 350.
905. Lyashchenko O.A., *Pervyj vserossysky s'ezd po semejnemu vospitaniyu [The first all Russian Congress about family education]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 75-78.
906. Lyon Jonathan R., *Princely Brothers and Sisters: The Sibling Bond in German Politics, 1100-1250*, Ithaca, New York-Londra, Cornell University Press, 2013, pp. 294.
907. Maase Kaspar, *Die Kinder der Massenkultur. Kontroversen um Schmutz*

- und Schund seit dem Kaiserreich*, Frankfurt am Main, Campus Verlag, 2012, pp. 424.
908. Maaser Michael, *Humanismus und Landesherrschaft. Herzog Julius (1528-1589) und die Universität Helmstedt*, Stuttgart, Steiner, 2010, pp. 222.
909. Maaser Michael, Walther Gerrit (edd.), *Bildung. Ziele und Formen, Traditionen und Systeme, Medien und Akteure*, Stuttgart, Metzler, 2011, pp. 456.
910. Macinai Emiliano, *La radice pedagogica dei diritti dei bambini: gli anni 1900-1920*, in *Progetto Generazioni*, pp. 299-314.
911. Macinai Emiliano, *Pedagogia e diritti dei bambini. Uno sguardo storico*, Roma, Carocci editore, 2013, pp. 167.
912. Mackey Margaret, *Narrative Pleasures in Young Adult Novels, Films, and Video Games*, Basingstoke and New York, Palgrave Macmillan, 2011, pp. 237.
913. Madeira A.I., *História das Mulheres, Género e História da Educação Colonial: O património esquecido da participação feminina no encontro colonial*, in *Educação e Património Cultural*, pp. 193-226.
914. Madeira A.I., *Popular education and republican ideals: the Portuguese lay missions in colonial Africa, 1917-1927*, in *A History of Popular Education*, pp. 123-138.
915. Madeira A.I., Silva A.M., *O Património Cultural da Educação no Espaço Colonial: O legado do Colégio das Missões Ultramarinas*, in *Educação e Património Cultural*, pp. 227-262.
916. Mäeots Olga, *Children's Books in Russia. A True story that Reads like a Fairy-Tale*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 353-372.
917. Maffei Riccardo, *Da sudditi a cittadini. L'educazione civile nel Giappone contemporaneo (1863-1952)*, in *La religione istruita*, pp. 407-434.
918. Magalhães Justino, *Os Professores, de novo pensados, em contexto de mudança*, in *Educação e Formação de Professores: questões contemporâneas*, pp. 103-115.
919. Magalhães Justino, *Psicologia na Educação – perspectiva histórica*, in *Psicologia da Educação*, pp. 41-66.
920. Magnanini Angela, *1951-1961. L'educazione fisica nella scuola speciale negli anni Cinquanta in Italia*, in *150 anni di scuola in Italia*, pp. 135-148.
921. Mahamud Kira, Badanelli Ana Maria, *El cuaderno escolar como objeto de estudio: una aproximación a los avances metodológicos en manualística*, in *La historia de la cultura escolar*, pp. 201-225.

922. Mahfoudh Faouzi, *Enseigner dans l'Occident islamique médiéval*, in *Lumières de la sagesse*, pp. 75-81.
923. Magalhães Justino, *A Faculdade de Psicologia e de Ciências da educação*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 1087-1106.
924. Maida Bruno, *La Shoah dei bambini. La persecuzione dell'infanzia ebraica in Italia 1938-1945*, Torino, Einaudi 2013, pp. 345.
925. Maienfisch Edith, «Das spezifisch frauliche Element...» *Die Studentinnen des Technikums Burgdorf: eine Spurenrecherche 1892-2002*, Münster, LIT Verlag, 2012, pp. 336.
926. Majcherek Grzegorz, *Archéologie d'un campus: Alexandrie (V^e-VII^e siècle)*, in *Lumières de la sagesse*, pp. 28-29.
927. Makarevich Galina V., Bezrogov Vitaly G., *Bukvarnaya slozhnost': obrazy detej v shkol'nom uchebnike 1930-h vekov* [The complexity of primers: images of the child in the school textbook of the 1930s], in *Uchebniki detstva*, pp. 142-168.
928. Makarevich Galina V., *Illyustracya i tekst: k analyzu obrazov detstva v shkol'nom uchebnike* [Picture and text: on the analysis of pictures of childhood in the school textbook], in 'Kartinki v moem bukvare', pp. 299-305.
929. Makarevich Galina V., *Obraz 'sovetskogo rebenka' v uchebnoj knige 1940-h godov* [The picture of the 'Soviet child' in the textbook of the 1940s], in 'Kartinki v moem bukvare', pp. 315-325.
930. Makarov M.I., *Kategorya «dobrodetel'naya zhizn'» v otechestvennoj nravouchitel'noj literature XVIII v.* [Category of the «active life» in the national moral literature of the XVIII century], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 78-81.
931. Makarov M.I., *Provincialisticheskaya ideya vospitanya v pedagogicheskem nasledii I.A. Il'ina* [The provincial idea of education in I.A Il'in's pedagogical heritage], in *Istorya pedagogiki segodnya*, pp. 243-246.
932. Malikova R.Sh. (ed.), *Pedagogicheskoe obrazovanie: istorya, sovremennost', perspektivy: materialy Mezhdunarodnoj nauchno-prakticheskoy konferencii posvyashchennoj 135-letiyu Kazananskogo pedagogicheskogo kolledzha (Kazan', 30 marta 2012 g.)* [Pedagogical education: history, contemporaneity and perspectives: materials of the International scientific practical conference consecrated to the 135 years of the Kazan' pedagogical college (Kazan, 30th March 2012)], Kazan', centr innovacionnoj technologij, 2012, pp. 557.

933. Malmeierca Raúl Miguel, *Prensa estudiantil clandestina en el tardofranquismo. La publicación de Crítica*. Órgano del Comité Universitario de Zaragoza del Partido Comunista (1968-1976), in *Prensa Pedagógica*, pp. 265-278.
934. Manacorda Anna Maria (ed.), *Parole di pace in tempo di guerra. Cronache di alunne e alunni di una scuola senese (1941-1943)*. Prefazione di Mario Alighiero Manacorda, Grosseto, Edizioni Effigi, 2013, pp. 95.
935. Mangan J.A. (ed.), 'Manufactured' Masculinity: Making Imperial Manliness, Morality and Militarism, London, Routledge, 2013, pp. XVIII-441.
936. Manhart Sebastian, *In den Feldern des Wissens: Studiengang, Fach und disziplinäre Semantik in den Geschichts- und Staatswissenschaften (1780-1860)*, Würzburg, Königshausen & Neumann, 2011, pp. 500.
937. Mantovani Dario (ed.), *Almum Studium Papiense. Storia dell'Università di Pavia, I, 1, Dalle origini all'età spagnola*, Milano, Cisalpino, 2012, pp. 840.
938. Manuel Juan, Soria Fernández, *Laicización y educación cívica escolar en la España del siglo XX*, in *Laicidade, Religiões e Educação na Europa*, pp. 181-204.
939. Manz Karin, «Schulkoordination ja - aber nicht so!» Die Anfänge der schweizerischen Schulkoordination (1960-1985), Bern, Hep, der Bildungsverl., 2011, pp. 367.
940. Manz Karin, Netzwerker von Anfang an: Die kantonalen Erziehungsdirektoren als bildungspolitische Player auf mehreren Bühnen, in *Netzwerke in bildungshistorischer Perspektive*, pp. 179-188.
941. Manzatto Mila, Uscite di sicurezza dal circuito dell'abbandono: matrimonio e consiglio di tutela, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 167-175.
942. Marangon Paolo, Momenti della storiografia su Rosmini, in *La ricerca storico-educativa oggi*, Vol. I, pp. 85-96.
943. Marcus Leonhard S., Two by Two: The American Picturebook as a Collaborative Art, in *Bologna Fifty years of Children's Books from Around the World*, pp. 133-145.
944. Marescotti Elena, 1891-1901. Scuola ed educazione degli adulti in «Critica sociale», in *150 anni di scuola in Italia*, pp. 55-66.
945. Mari Giuseppe, Education of the pupil for life in the complex society and the role of teacher in this process, in *New challenges in Education*, pp. 140-149.
946. Marinoni Federica, «Volo col pensiero e col desiderio intorno a quei

- volumetti».* Giosue Carducci e la Collezione Diamante, in *Non bramo altr'asca*, pp. 73-118.
947. Mark Geertje, *Doubting sex. Inscriptions, bodies and selves in nineteenth-century hermafrodite case histories*, Manchester, Manchester University Press, 2012, pp. 285.
948. Marone Francesca, «*Piccole italiane*». *L'educazione delle bambine nel ventennio fascista*, in *Progetto Generazioni*, pp. 315-334.
949. Marrone Gianna (ed.), *Maestre e maestri d'Italia in 150 anni di storia della scuola*, Roma, Edizioni conoscenza, 2012, pp. 237.
950. Marrone Gianna, *Introduzione* in *Maestre e maestri d'Italia*, pp. 7-8.
951. Marrone Gianna, *Maestre e maestri nell'Ottocento*, in *Maestre e maestri d'Italia*, pp. 11-44.
952. Marshall Dominique, *International Child saving*, in *Childhood in the Western World*, in *Childhood in the Western World*, pp. 469-490.
953. Marsigli Monica, *Multi- e interculturalità. Lo sguardo delle autrici austriache di letteratura per l'infanzia*, in *Tessere trame narrare storie*, pp. 171-187.
954. Mārsone Staņislava, Ķestere Iveta, *Reformpedagoģijas attīstība Latvijā Eiropas reformpedagogu kustības kontekstā* (20.gs. 20.- 30.gadi) [*Development of 'Progressive Education' (Reformpädagogik) in Latvia in the European Context (1920s-1930s)*], in *Pedagoģijas vēsture*, pp. 118-139.
955. Marten James, *Children and War*, in *Childhood in the Western World*, pp. 142-157.
956. Martins Armando, *Lisboa, a cidade e o Estudo: a Universidade de Lisboa no primeiro século da sua existência*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 41-88.
957. Martinuzzi Anna Maria, *Scuola e maestri ad Argelato*, in *Tutti a scuola?*, pp. 197-214.
958. Mata Anaya Juan, *Desire, Love, Enthusiasm, Doubts and Other Emotions. Fifty Years of Children's Literature in Spain*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 1801-197.
959. Mattei Franco, *La figura y la obra de Juan Uarte de San Juan: patrono (laico) de la psicología*. XIII Congreso Internacional Infad Roma, 13-16 abril 2011, Roma, Anicia, 2011, pp. 40.
960. Matter Sonja, *Der Armut auf den Leib rücken. Die Professionalisierung der Sozialen Arbeit in der Schweiz (1900-1960)*, Zürich, Chronos Verl., 2011, pp. 424.

961. Matthes Eva, Ritzi Christian, Wiegmann Ulrich (edd.), *Der Mauerbau 1961- Bildungsgeschichtliche Einsichten*, Bad Heilbrunn, Verlag Julius Klinkhardt, 2013, pp. 251.
962. Mattioni Ilaria, *Sulle ali del socialismo: Il Falco Rosso, l'AFRI e il PSI (1949-1950)*, in *Falce e fumetto*, pp. 205-226.
963. Maurer Trude, *Patriotizm, sderzhannost' i samoutverzhdenie. Prazdnovanie patriotikheskikh yubileev v universitetakh Rossii i Germanii v 1912-1913 gg.* [Patriotism, Restraint and Self-affirmation. Celebration of the Patriotic Anniversaries in the Russian and Germany Universities in 1912-1913], in *Soslovie russkikh professorov*, pp. 316-328.
964. Mavroidis G. (ed.), *Eισαγωγή στις επιστήμες αγωγής* [Introduction to science education], Athens, Grigoris, 2011, pp. 551.
965. Mazumdar Vina, *The Mind and the Medium: The explorations in the Evolution of Imperial Policy in India*, New Delhi, Three Essay Collective, 2010, pp. 215.
966. Mazza Mario, *Diario di un educatore durante l'occupazione nazifascista di Roma 1943-1944. Edizione critica e apparati a cura di Pino Agostini e Mario Gecchele*, Milano, Franco Angeli, 2012, pp. 479.
967. Mazzella Elisa, *Una professione femminile tra cultura popolare e didattica scientifica: la formazione per le levatrici nel secolo XIX*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 375-388.
968. Mc Andrew Marie, *Majorités fragiles, pluralism et education: la leçons de l'enseignement de l'histoire au Québec*, in *L'école et la nation*, pp. 283-294.
969. Mecca Giuseppe, *Manuali di scienze giuridiche, politiche e sociali. Letteratura universitaria e insegnamento del diritto in Italia tra Otto e Novecento*, in *Non bramo altr'escा*, pp. 157-204.
970. Mechling Jay, *Children in Scouting and other organizations*, in *Childhood in the Western World*, pp. 419-433.
971. Meda Juri (ed.), *Falce e fumetto. Storia della stampa periodica socialista e comunista per l'infanzia in Italia (1893-1965)*, Firenze, Nerbini, 2013, pp. 335.
972. Meda Juri, Badanelli Ana Maria, *La historia de la cultura escolar en Italia y en Espana: balance y perspectivas. Actas del I Workshop Italo-Español de Historia de la Cultura escolar (Berlanga de Duero, 14-16 de noviembre de 2011) / La storia della cultura scolastica in Italia e in Spagna: bilancio e prospettive. Atti del I Workshop italo-spagnolo di storia della cultura scolastica (Berlanga de Duero, 14-16 novembre 2011)*, Macerata, eum, 2013, pp. 262.

973. Meda Juri, *Introduzione alla storia della stampa periodica socialista e comunista per l'infanzia*, in *Falce e fumetto*, pp. 9-28.
974. Meda Juri, *Introduzione*, in *La historia de la cultura escolar*, pp. 9-13.
975. Meda Juri, *La conservazione del patrimonio storico-educativo: il caso italiano*, in *La historia de la cultura escolar*, pp. 167-198.
976. Meda Juri, *La stampa periodica comunista per l'infanzia prima e durante il fascismo (1922-1930)*, in *Falce e fumetto*, pp. 139-172.
977. Meda Juri, *La stampa periodica socialista e comunista per l'infanzia tra età giolittiana e fascismo (1902-1930)*, Firenze, Nerbini, 2013, pp. 156.
978. Meda Juri, *La stampa periodica socialista per l'infanzia tra età giolittiana e fascismo (1902-1923)*, in *Falce e fumetto*, pp. 73-137.
979. Medeiro Carlo Alberto, *Geografia*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 956-981.
980. Mei Zihan, 梅子涵儿童小说叙事式论 [Narratological Criticism on Children's Fiction], Wuhan, Hubei Children and Youth Press, 2012, pp. 161.
981. Mei Zihan, 童年书: 图画书的儿童文学 [Books of Childhood: Picture Book as Children's Literature], Jinan, Tomorrow Press, 2011, pp. 183.
982. Mei Zihan, 童年书: 文字的儿童文学 [Books of Childhood, Language in Children's Literature], Jinan, Tomorrow Press, 2011, pp. 254.
983. Meijer Ruud, *Beroep huisvrouw. Geschiedenis van het Amersfoortse Huishoudonderwijs*, Hilversum, Uitgeverij Verloren, 2012, pp. 256.
984. Meister Iris Franziska, *Die Judenschule. Nationalsozialistische Bildungspolitik am Beispiel des BG Wien II, Zirkusgasse*, Frankfurt am Main, Lang, 2011, pp. 216.
985. Mellies Dirk, *Modernisierung in der preußischen Provinz? Der Regierungsbezirk Stettin im 19. Jahrhundert*, Göttingen, Vandenhoeck & Ruprecht, 2012, pp. 380.
986. Melloni Tiziana, Tasini Maria, *Verso l'istruzione pubblica. Padri scolopi e comunità locale a Pieve di Centro intorno all'Unità*, in *Tutti a scuola?*, pp. 151-160.
987. Mel'nikova E.N., *Soderzhanie obrazovanya v shkolakh Petrograda – Leningrada [Content of the education in Petrograd-Leningrad school]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 81-84.
988. Menin Marco, *Il libro mai scritto. La morale sensitiva di Rousseau*, Bologna, il Mulino, 2013, pp. 367.
989. Menzani Tito, *Bologna The Affluent. A Socio-economic Profile of the City at the Birth of the Children's Book fair*, in *Bologna Fifty years of*

- Children's Books from Around the World*, pp. 35-47.
990. Merlo Giordana, *Figura femminile e ruolo materno nell'ucronia di Louis-Sébastien Mercier*, in *Cura e formazione nella storia delle donne*, pp. 3-19.
991. Meta Chiara, *Neofemminismo e legislazione del lavoro negli anni Settanta. Verso la costruzione di una democrazia partecipativa*. Prefazione di Fiamma Lussana, Roma, Aracne, 2012, pp. 157.
992. Meunier Anik, Piché Jean-François, *De l'idée à l'action, une histoire du syndicalisme enseignant*, Québec, Presses de l'Université du Québec, 2012, pp. 212.
993. Meyen Michael, Fiedler Anke, *Wer jung ist, liest die Junge Welt. Die Geschichte der auflagenstärksten DDR-Zeitung*, Berlin, Links, 2013, pp. 280.
994. Miaja De La Peña María Teresa, Cerrillo Pedro, *La literatura infantil y juvenil española en el exilio mexicano*, Cuenca, Universidad de Castilla-La Mancha, 2013, pp. 264.
995. Miceli Valeria, *Associazionismo degli insegnati e bollettini magistrali nel secondo Ottocento. Una ricerca in corso in Molise*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 389-404.
996. Miceli Valeria, *Formare maestre e maestri nell'Italia meridionale. L'istruzione normale e magistrale in Molise dall'Unità a fine secolo (1861-1900)*, Lecce-Brescia, Pensa MultiMedia, 2013, pp. 377.
997. Michael Bliss, *Writing History: A Professor's Life*, Toronto, Dundurn, 2011, pp. 428.
998. Micheau Françoise, *Hunayn ibn Ishâq, chef d'une école de traducteurs*, in *Lumières de la sagesse*, pp. 62-64.
999. Micheau Françoise, *Le maître ou le livre? Une controverse pédagogique arabe au XI^e siècle*, in *Lumières de la sagesse*, pp. 358-359.
1000. Micus-Loos Christiane, *Bildung, Identität, Geschichte. Ost- und westdeutsche Generationenerfahrungen im Spiegel autobiographischer Texte*, Paderborn, Schöningh, 2012, pp. 440.
1001. Migunova T.L. (ed.), *Federal'nye gosudarstvennye obrazovatel'nye standarty: problemy i perspektivy vnedreniya: sbornik statej uchastnikov III Vserossijskikh Vachterovskikh chtenij s mezdunarodnym uchastinem, posvyashchennym 160-letiyu so dnya rozhdeniya V.P. Vachterova (25-26 yanvarya 2013 g.)* [Federal State education standards: problems and perspectives of orientations of new ideas: collection of articles of the participants of the III All-russian Vachterov readings with an international participation, dedicated to the 160 years from V.P. Vachterov's birth (25-26 January 2013)], Nizhegorodsky

- Gosudarstvenny Institut «N.I. Lobachevsky», Nacional'ny-issledovatel'sky Institut, Arzamas, Nauchno-metodichesky centr «V.P. Vachterov», Kafedra obshchej pedagogiki, Arzamas, AGPI, 2013, pp. 550.
1002. Milanich Nara, *Latin American Childhoods and the Concept of Modernity*, in *Childhood in the Western World*, pp. 491-508.
1003. Miller-Kipp Gisela, *Zwischen Kaiserbild und Palästinakarte. Die Jüdische Volksschule im Regierungsbezirk Düsseldorf (1815-1945); Archive, Dokumente und Geschichte*, Köln, Böhlau, 2010, pp. 449.
1004. Mimesse Eliane, *As aventuras e deseventuras cotidianas das crianças em São Caetano no início de século XX*, in *Bambini brasiliani*, pp. 19-54.
1005. Mimesse Eliane, Bacellar Carlos, Maschio Eliane, Carvalho Marta, Luchese Terciane (edd.), *Bambini brasiliani. A infância das crianças italianas e Ítalo-Brasileiras*, Jundiaí, Paco Editorial, 2013, pp. 152.
1006. Mimoso Anabela, Cavadas Bento, *Os Congressos Pedagógicos do Ensino Secundário Oficial (1927-1931)*, Lisboa, Edições Universitárias Lusófonas, 2013, pp. 118.
1007. Minesso Michela, *Giuseppe Belluzzo. Tecnico e politico nella Storia d'Italia (1876-1952)*, Milano, Franco Angeli 2012, pp. 400.
1008. Mintz Steven, *Children in North American Slavery*, in *Childhood in the Western World*, pp. 331-343.
1009. Mogarro Maria João (ed.), *Educação e Património Cultural: Escolas, Objetos e Práticas*, Lisboa, Colibri/ IEUL, 2013.
1010. Mogarro Maria João, «Bibliotecas populares», «Educação da mulher» e «Ensino normal», in *Dicionário de História da I República e do Republicanismo*, Volume I: A-E, pp. 427-428, 1083-1087 e 1188-1191.
1011. Mogarro Maria João, *Laicização e educação cívica em Portugal: percursos históricos e questões atuais*, in *Laicidade, Religiões e Educação na Europa*, pp. 155-177.
1012. Mogarro Maria João, *Profissão e identidade nos discursos de professoras primárias portuguesas*, in *Vozes femininas do Império e da República*, pp. 125-144.
1013. Molinari Paolo, *Cultura del territorio e modernizzazione del paese: l'apporto dei geografi dell'Università Cattolica (1921-1960)*, in «Non lamento, ma azione», pp. 137-157.
1014. Möller Esther, Wischmeyer Johannes (edd.), *Transnationale Bildungsräume. Wissenstransfers im Schnittfeld von Kultur, Politik und Religion*, Göttingen, Vandenhoeck & Ruprecht, 2013, pp. 195.

1015. Möller Lukas, *Hermann Schafft - pädagogisches Handeln und religiöse Haltung. Eine biografische Annäherung*, Bad Heilbrunn, Klinkhardt, 2013, pp. 354.
1016. Mona Gleason, *Small Matters: Canadian Children in Sickness and Health, 1900 to 1940*, Montreal, McGill-Queen's University Press, 2013, pp. 207.
1017. Mondrain Brigitte, *L'enseignement à Byzance sous les Paléologues*, in *Lumières de la sagesse*, pp. 257-263.
1018. Montecchi Luca, *Felice Socciarelli: un maestro rurale tra idealismo e realismo pedagogico*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 405-412.
1019. Montero Pedrera Ana, Yanes Cabrera Cristina, Sánchez Lissen Encarnación, *Estudio sobre la educación para la ciudadanía en el marco de las políticas educativas españolas (1970-2006)*, in *Ciudadanías e identidades*, pp. 71-88.
1020. Montés Rafael Valls, *El currículum y los manuals escolares de historia y de geografía en la Educación Secundaria valenciana (1990-2010)*, in *L'école et la nation*, pp. 155-166.
1021. Mora Luna Antonia María, Montes Moreno Soledad, *La educación literaria en Andalucía. Canon, folclore y particularidades lingüísticas como elementos configuradores del currículum escolar*, in *Ciudadanías e identidades*, pp. 117-144.
1022. Mori Sara, *Prima del Pioniere: il settimanale Noi Ragazzi (1948-1950)*, in *Falce e fumetto*, pp. 229-246.
1023. Morosini Stefano, Silvestri Andrea, Trisoglio Fabrizio, *Fonti per una storia della contestazione alla Facoltà di ingegneria del Politecnico di Milano*, in *Le istituzioni universitarie e il Sessantotto*, pp. 287-310.
1024. Morrison Hugh, *Empire, Nation, and Religion in Canadian and New Zealand Protestant Juvenile Missionary Periodicals, c. 1890-1920s: 'Men and women the King would wish you to be'*, in *Missions and Media*, pp. 19-37.
1025. Moshkova Lydmila V., Bezrogov Vitaly G. (edd.), *Zapadnoevropejskaya i rossijskaya uchebnaya literatura XIV – načala XX vv.: konfessional'nyj aspekt. Sbornik nauchnykh trudov [West European and Russian educational literature from the 16th to the early 20th century: denominational aspects. A collection of scholarly works]*, Moskva, ITIP RAO, 2013, pp. 336.
1026. Moshkova Lyudmila V., Bezrogov Vitaly G. (edd.), *Zapadnoevropeyskaya i rossyskaya učebnaya literatura XIV – nachala XX vv.: konfessional'nyj*

- aspekt. *Sbornik nauchnykh trudov [West European and Russian educational literature from the 16th to the early 20th century: denominational aspects. A collection of scholarly works]*, Moskva, ITIP RAO, 2013, pp. 336.
1027. Mota L., Ferreira A. G., *Modelos de ensino e aprendizagem da História. Da formação encyclopédica à especialização (1901-1957)*, in *Historiografias Portuguesa e Brasileira no Século XX. Olhares cruzados*, pp. 239-290.
1028. Moulinier Pierre, *Les étudiants étrangers à Paris au XIXe siècle*, Rennes, Presses universitaires de Rennes, 2011, pp. 425.
1029. Muçaj Xhafo, *100 vjet dritë diturie në Brataj [100 years light of wisdom in Brataj]*, Triptik, Vlore, 2013, pp. 264.
1030. Mühlberger Kurt, Niederkorn-Bruck Meta (edd.), *Die Universität Wien im Konzert europäischer Bildungszentren. 14. - 16. Jahrhundert*, Wien, Böhlau, 2010, pp. 278.
1031. Mullen Alex, James Patrick, *Multilingualism in the Graeco-Roman Words*, Cambridge, Cambridge University Press, 2012, pp. XVII-389.
1032. Müller Hans-Harald, Nottscheid Mirko, *Wissenschaft ohne Universität, Forschung ohne Staat. Die Berliner Gesellschaft für deutsche Literatur (1888-1938)*, Berlin, de Gruyter, 2011, pp. 496.
1033. Müller Hans-Rüdiger, Ecarius Jutta, Herzberg Heidrun (edd.), *Familie, Generation und Bildung. Beiträge zur Erkundung eines informellen Lernfeldes*, Opladen, Budrich, 2010, pp. 292.
1034. Müller Heiko, «*Kinder müssen Klassenkämpfer werden!*» *Der kommunistische Kinderverband in der Weimarer Republik. (1920-1933)*, Marburg, Tectum, 2013, pp. 308.
1035. Müller-Rolli Sebastian, *Erziehung und Kommunikation. Von Rousseau bis heute*, Opladen u.a., Budrich, 2013, pp. X-192.
1036. Murano Giovanna, *Autographa, I, 1 Giuristi, giudici e notai (sec. XII-XVI med.)*, con la collaborazione di Giovanna Morelli, Bologna Clueb (Studi, 16), 2012, pp. XVI-336.
1037. Musa Saijd, Ziatdinov Rushan, Griffiths Carol, *Introduction to computer animation and its possible educational applications*, in *New challenges in Education*, pp. 176-204.
1038. Myers Christine D., *University coeducation in the Victorian era: inclusion in the United States and the United Kingdom*, New York, Palgrave Macmillan, 2010, pp. 283.
1039. Naas Marcel, *Didaktische Konstruktion des Kindes in Schweizer Kinderbibeln*, Zürich, V-&-R-Unipress, 2012, pp. 403.

1040. Nagel Anne Christine, *Hitlers Bildungsreformer. Das Reichsministerium für Wissenschaft, Erziehung und Volksbildung. 1934-1945*, Frankfurt am Main, Fischer, 2012, pp. 448.
1041. Nardi Paolo, *San Bernardino da Siena e l'ambiente universitario del suo tempo*, in *Santi patroni*, pp. 73-87.
1042. Nāseri Daryāee Massoud, Boozari Ali, *Children's Literature in Iran, 1961-2012*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 373-393.
1043. Neagu Maria, *Les avatars de la na(rra)tion historique moldave à travers les manuels scolaires, 1918-2006*, in *L'école et la nation*, pp. 341-352.
1044. Negruzzo Simona, *Santa Caterina d'Alessandria e le università d'Occidente*, in *Santi patroni*, pp. 33-54.
1045. Nel Philip, Paul Lissa (edd.), *Keywords for Children's Literature*, New York and London, New York University Press, 2011, pp. 288.
1046. Nelson Claudia, *Precocious Children & Childish Adults: Age Inversion in Victorian Literature*, Baltimore, Johns Hopkins University Press, 2012, pp. 211.
1047. Němec Mirek, *Erziehung zum Staatsbürger? Deutsche Sekundarschulen in der Tschechoslowakei 1918-1939*, Essen, Klartext, 2010, pp. 434.
1048. Nenad Stefanov, *Wissenschaft als nationaler Beruf. Die Serbische Akademie der Wissenschaften 1944-1992. Tradierung und Modifizierung nationaler Ideologie*, Wiesbaden, Harrassowitz, 2011, pp. 388.
1049. Neugebauer Wolfgang, Holtz Bärbel (edd.), *Kulturstaat und Bürgergesellschaft. Preußen, Deutschland und Europa im 19. und frühen 20. Jahrhundert*, Berlin, Akad.-Verl., 2010, pp. 265.
1050. Neuman Susan B., Celano Donna C., *Giving Our Children a fighting Chance. Poverty, Literacy, and the Development of Information Capital*, New York, Teachers College, Columbia University Press, 2012, pp. 164.
1051. Newton Hannah, *The Sick Child in Early Modern England, 1580-1720*, Oxford, Oxford University Press, pp. 262.
1052. Nickerson Michelle, *Mothers of conservatism. Women and the postwar right*, Princeton, Princeton University Press, 2012, pp. 264.
1053. Niemer Jörg, *Vom Domplatz zum Schloss. Die Baugeschichte der Universität Münster von der Gründung bis zum Abschluss des Wiederaufbaus nach dem 2. Weltkrieg (Veröffentlichungen des Universitätsarchivs Münster. 3)*, Münster, Aschendorff, 2010, pp. 272.
1054. Niemeyer Christian, *Die dunklen Seiten der Jugendbewegung. Vom Wandervogel zur Hitlerjugend*, Tübingen, Francke, 2013, pp. 272.

1055. Nikitchenkov A.Yu., *Voprosy istorii metodiki prepodavanya fol'klora v rossijskoj nachal'noj shkole: monografya* [Questions of the history of the methodology of teaching folklore in the russian elementary school], Moskva, Prometej, 2012, pp. 227.
1056. Nikolajeva Maria, *Children's Literature*, in *Childhood in the Western World*, in *Childhood in the Western World*, pp. 313-327.
1057. Nīmante Dita, Ķestere Iveta, *Bērnu ar speciālajām un īpašajām vajadzībām iepazīšana vispārizglītojošo skolu skolotāju sagatavošanas programmās* (Latvija, 19.gs. otrā puse – 2004.gads) [The Children with Special and Exceptional needs – a Subject in the Teacher Training Curriculum], in *Pedagoģijas vēsture*, pp. 223-245.
1058. Noguès Boris, Amalou Thierry (edd.), *Les universités dans la ville en Europe à l'époque moderne (XVI^e-XVIII^e siècle)*, Rennes, PUR, 2013, pp. 252.
1059. Noguès Boris, Conclusion: *les nouvelles fonctions urbaines d'une université dominée*, in *Les universités dans la ville*, pp. 237-240.
1060. Noguès Boris, *Perdre ou gagner une université. Les enjeux locaux de la géographie universitaire française*, in *Le Universités dans la ville*, pp. 51-78.
1061. Nonn Ulrich, *Schreiber und Gelehrte. Bildung und Wissenschaft im Mittelalter*, Darmstadt, WBG, 2012, pp. 200.
1062. Norte Armando, *Lentes, escolares e letrados: das origens do Estudo geral ao final do século XIX*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 89-148.
1063. Norte Armando, *Processos de institucionalização do Setudo Geral português*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 149-186.
1064. Nosova D.V., Rol' Vachterova P.I. v istorii otechestvennoj pedagogiki [P.I. Vachterov's role in the history of the national pedagogy], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 14-16.
1065. Novarese Daniela, *L'iconologia dell'apparenza. Soggetti profani e immagini sacre nei diplomi di laurea degli studenti siciliani del Seicento*, in *Santi patroni*, pp. 189-197.
1066. Novikov S.G., *Patrioticheskoe vospitanie rossyskoj molodezhi v fokuse obshchestvennykh diskussy rubezha XIX-XX vv.* [The patriotic education of the russian youth in the centre of the social discussion between the XIX-XX century], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 84-87.
1067. Nóvoa António, *A Universidade de Lisboa (séculos XIX-XX)*, in *A*

- Universidade medieval em Lisboa séculos XIII-XVI*, pp. 12-18.
1068. Nóvoa António, *A Universidade medieval em Lisboa (séculos XII-XVI)*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 10-11.
1069. Nóvoa António, *Préfacio. A Universidade medieval em Lisboa (séculos XIII-XVI)*. *A Universidade de Lisboa (século XIX-XX)*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 15-23.
1070. Nussbaum Luci, *Socialisation languagière et construction des identités*, in *L'école et la nation*, pp. 195-205.
1071. Oberts Benjamin B., *Sex and Drugs before Rock 'n Roll*, Amsterdam, Amsterdam University Press, 2012, pp. 318.
1072. Olivas Michael A., *Suing Alma Mater: Higher Education and the Courts*, Baltimore, Johns Hopkins University Press, 2013, pp. 240.
1073. Olivera Serrano César, Martínez Neira Manuel, *Santos patronos y universidad en el Cuatrocientos castellano*, in *Santi patroni*, pp. 21-32.
1074. Oliviero Stefano, *Educazione e scuola nella «Rassegna femminile italiana» di Elisa Majer Rizzioli: una pista di ricerca inedita*, in *Cura e formazione nella storia delle donne*, pp. 87-105.
1075. Oliviero Stefano, *I giovani e il lavoro negli anni Sessanta: appunti per una ricerca storico-educativa*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 159-176.
1076. Oller i Freixa Montserrat, *Le curriculum de sciences sociales de la Catalogne et la construction identitaire*, in *L'école et la nation*, pp. 167-174.
1077. Olszowy-Schlanger Judith, *À l'école au temps de la Genizah du Caire*, in *Lumières de la sagesse*, pp. 168-170.
1078. Omel'novich E.V., *Teoretichesky aspekt esteticheskoy sredy shkoly [Theoretical aspect of the aesthetical environment of the school]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 87-91.
1079. Onishina V.V., *Model' zdorov'eskoberezheniya shkol'nikov [Models of the health keeping of the pupils]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 91-95.
1080. Op de Beeck Nathalie, *Suspended Animation: Children's Picture Books and the Fairy Tale of Modernity*, Minneapolis, University of Minnesota Press, 2010, pp. XIX-262.
1081. Oronovsky V.S., *Grazhdanskoe vospitanie v pedagogike V.P. Vakhterova i S.I. Gessena [Civic education in V.P. Vachterov's and S.I. Hessen's pedagogy]*, in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 29-33.

1082. Orth Karin, *Autonomie und Planung der Forschung. Förderpolitische Strategien der Deutschen Forschungsgemeinschaft 1949-1968*, Stuttgart, Steiner, 2011, pp. 284.
1083. Orth Karin, Oberkrome Willi (edd.), *Die Deutsche Forschungsgemeinschaft 1920-1970. Forschungsförderung im Spannungsfeld von Wissenschaft und Politik*, Stuttgart, Steiner, 2010, pp. 549.
1084. Ortmeyer Benjamin, *Indoktrination. Rassismus und Antisemitismus in der Nazi-Schülerzeitschrift «Hilf mit!» (1933-1944). Analysen und Dokumente*, Weinheim, Beltz Juventa, 2013, pp. 153.
1085. Osiński Zbigniew, *Działania aparatu bezpieczeństwa wobec oświaty na Lubelszczyźnie w latach 1944-1989*, Lublin, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, 2013, pp. 290.
1086. Ossenbach Gabriela, *Consideraciones críticas sobre la investigación en el campo de la manualística escolar a 20 años de la fundación del Centro de investigación MANES*, in *La historia de la cultura escolar*, pp. 107-118.
1087. Ossenbach Gabriela, García Alonso María, Viñuales Inés (edd.), *Rafael Altamira en Argentina. Vínculos sociales e intelectuales entre España y Argentina en tiempos del primer centenario de la Independencia*, Madrid, UNED/Centro de Estudios de Migraciones y Exilios/Fundación Ortega y Gasset Argentina, 2013, pp. 115.
1088. Ostermaier Ulrike (ed.), *Hochbegabung, Exzellenz, Werte. Positionen in der schulischen Begabtenförderung. Festschrift zum zehnjährigen Bestehen des Sächsischen Landesgymnasiums Sankt Afra*, Dresden, Thelem, 2011, pp. 343.
1089. Osterwalder Fritz, *Demokratie, Erziehung und Schule. Zur Geschichte der politischen Legitimation von Bildung und pädagogischer Legitimation von Demokratie*, Stuttgart, Haupt, 2011, pp. 200.
1090. O'Sullivan Emer, *Historical Dictionary of Children's Literature*, Plimouth, Scarecrow Press, 2010, pp. 372.
1091. Oziewicz Marek, *Children's Literature in Eastern Europe: Trends, themes and Authors since the Sixties*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 263-273.
1092. Ozola Iveta, Kestere Iveta, *Pedagoģijas kā zinātnes ģenēzē Eiropā (18. gadsimts – 20. gadsimta 20.- 30.gadi): historiogrāfiskais aspekts [Genesis of Pedagogy as a Scientific Discipline in Europe (18th Century – 20's – 30's of the 20th Century): the Historiographic Aspect]*, in *Pedagoģijas vēsture*, pp. 78-105.

1093. Pacheco Costa Verónica, Edith Nesbit, *Las raíces de la literatura infantil fantástica en el Reino Unido*, in *Tessere trame narrare storie*, pp. 93-100.
1094. Paci Evalda, *Shkollat shqipe të trevave shqiptare në shekujt XVI-XVII [The schools in the Albanian Language, Albanian territories in the sixteenth and seventeenth century]*, Tiranë, Gjergj Fishta, 2013, pp. 153.
1095. Pagano Riccardo, *Il pensiero pedagogico di Antonio Gramsci*, Milano, Mondadori Editoriale, 2013, pp. 138.
1096. Pagano Riccardo, *La pedagogia gramsciana e il processo educativo «molecolare»*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 97-114.
1097. Pagetti Flora, *Geografia e pianificazione territoriale. Contributi dell'Università Cattolica*, in «Non lamento, ma azione», pp. 211-228.
1098. Pál József, *Santi patroni accademici in Ungheria (dalle origini all'Università di Nagyszombat)*, in *Santi patroni*, pp. 153-160.
1099. Palladino Florindo, *Formazione e reclutamento dei professori nel Meridione preunitario*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 413-428.
1100. Pallauau Nicolas, *La fabrique des pédagogues. Encadrer les colonies de vacances. 1919-1939*, Rennes, Presses universitaires de Rennes, 2013, pp. 302.
1101. Palmisciano Giuseppe, *L'Università di Napoli nell'età della Restaurazione. Tra amalgama, moti e repressione*, Bologna, il Mulino, 2012, pp. 417.
1102. Pantioras G., *H μετάβαση των εκπαιδευτικού συστήματος από την εποχή του Προμηθέα στην εποχή του Σισύφου [The transition of the education system since the time of the Prometheus Sisyphus]*, in *History Care*, Vol. 2, pp. 1003-1010.
1103. Paoli Maria Pia (ed.), *Nel laboratorio della storia. Una guida alle fonti dell'età moderna*, Roma, Carocci, 2013, pp. 400.
1104. Papaconstantinou Arietta, *L'enseignement en Égypte à la fin de l'Antiquité*, in *Lumières de la sagesse*, pp. 30-32.
1105. Papadakis N., Spiridakis M., *Αγορά εργασίας, κατάρτιση, διά βίου μάθηση και απασχόληση. Δομές, θεσμοί, πολιτικές [Vacancy search, training, lifelong learning and employment. Structures, institutions, policies]*, Athens, Sideris, 2010, pp. 480.
1106. Papadouris P., *Εκπαιδευτική πολιτική και Διδασκαλική Ομοσπονδία Ελλάδος (1946-1967) [Educational Policy and Teachers' Federation of Greece(1946-1967)]*, Athens, Gutenberg, 2010, pp. 433.

1107. Parayre Séverine, *L'hygiène à l'école. Une alliance de la santé et de l'éducation. XVIII^e-XIX^e siècle*, Saint-Etienne. Préface de Didier Nourrisson, Presses Universitaires de Saint-Etienne, 2011, pp. 364.
1108. Parkes Robert John, *Interrupting History. Rethinking History Curriculum after «The End of History»*, New York, Peper Lang Publishing Inc., 2011, pp. 176.
1109. Parlato Paola, *La «prosa della scuola». Miseria e nobiltà nella realtà italiana*, in *Maestre e maestri d'Italia*, pp. 127-142.
1110. Pase Deborah, *I segni dell'abbandono. Identità e segnali di riconoscimento dei 'fantolini' della Pietà (1754-1843)*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 155-165.
1111. Pasqualini Daniela, *Giuseppe Bottai e la carta della scuola. Una riforma mai realizzata*, Chieti, Edizioni Solfanelli, 2013, pp. 144.
1112. Pastorelli Valentina, *La filosofia dell'educazione: le idee cartesiane come oggetti del pensiero*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 115-130.
1113. Patrizi Elisabetta, *Per formare «huomini honorati e gratissimi a Dio»: Agostino Valier e la fondazione del Collegio dei nobili di Verona*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 429-446.
1114. Pawliczek Aleksandra, *Akademischer Alltag zwischen Ausgrenzung und Erfolg. Jüdische Dozenten an der Berliner Universität 1871-1933 (= Pallas Athene. Beiträge zur Universitäts- und Wissenschaftsgeschichte, Bd. 38)*, Stuttgart, Franz Steiner Verlag, 2011, pp. 529.
1115. Paz Ana Luísa, Ramos do Ó Jorge, *Á populaçā estudantil*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 387-446.
1116. Pazzaglia Luciano, Crevenna Claudia (edd.), *Tommaso Gallarati Scotti tra totalitarismo fascista e ripresa della vita democratica*, Milano, Cisalpino Istituto Editoriale Universitario, 2013, pp. 263.
1117. Pazzaglia Luciano, *L'insegnamento della religione nei dibattiti culturali e pedagogici dall'ultimo governo Moro alla revisione concordataria (1974-1984)*, in *La religione istruita*, pp. 251-282.
1118. Pearson Susan J., *The Rights of the Defenseless: Protecting Animals and Children in Gilded Age America*, Chicago, University of Chicago Press, 2011, pp. 280.
1119. *Pedagogicheskoe nasledie chelovechestva. Monografya [Pedagogical heritage of the humankind. Monography]*, Moskva, 2013; vol. I, pp. 252; vol. II, pp. 228.
1120. *Pedagogicheskoe nasledie chelovechestva. Monografya. T. 1. Vseobshchaya istoriya obrazovanya v pedagogicheskoy mysli [Pedagogical*

- heritage of the humankind. T.1. Universal history of the education in the pedagogical conception], Moskva, Asou, 2013, pp. 252.*
1121. Pederzoli Roberta, *Adela Turin e la collana «Dalla parte delle bambine». Storia di alcuni albi illustrati militanti fra Italia e Francia, passato e presente*, in *Tessere trame narrare storie*, pp. 263-267.
1122. Peers Douglas M., Nandini Gooptu, *India and the British Empire*, Oxford, OUP, 2012, pp. 384.
1123. Pehnke Andreas, *Der konstruktive Dialog zwischen Chemnitzer Schulaufsicht und Reformpädagogen am Anfang des 20. Jahrhunderts*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 102-109.
1124. Pelizzari Elisa, Sylla Omar (edd.), *La transmission di savoir islamique traditionnel au Mali. Entre soufisme tijani et écoles coraniques*, Torino, L'Harmattan Italia, 2012, pp. 192.
1125. Perin Raffaella, *Insegnare la religione contro il razzismo. Le istruzioni della Santa Sede*, in *La religione istruita*, pp. 167-190.
1126. Pero Luciano, *Il movimento degli studenti nell'Università cattolica di Milano dal 1967 al 1969*, in *Le istituzioni universitarie e il Sessantotto*, pp. 81-94.
1127. Perret Noëlle-Laetitia, *Les traductions françaises du De regimine principum de Gilles de Rome: Parcours matériel, culturel et intellectuel d'un discours sur l'éducation*, Leiden Boston, Brill, 2011, pp. 465.
1128. Perrillo Jonna, *Uncivil Rights: Teachers, Unions, and Race in the Battle for School Equity*, Chicago, University of Chicago Press, 2012, pp. 250.
1129. Perry George D., *The Grand Regulator: The Miseducation of Nova Scotia's Teachers, 1838-1997*, Montreal & Kingston, McGill-Queen's University Press, 2013, pp. XX-384.
1130. Perselis E., *Θρησκεία και πολιτική στο πρώιμο στάδιο οργάνωσης της νεοελληνικής εκπαίδευσης [Religion and Politics in the early organization of Modern Education]*, in *History Care*, Vol. 2, pp. 1061-1068.
1131. Pesare Franca, *Storia della pedagogia tra utopia e realtà pedagogica*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 177-194.
1132. Pesci Furio, *Il «dilemma» della formazione nella Paideia Proposal di Mortimer Adler*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 131-142.
1133. Pestalozzi Johann Heinrich, *A l'innocence, à la gravité et à la noblesse d'âme de mon époque et de ma patrie. Considérations sur l'actualité. Traduction française de P.G. Martin. Introduction de D. Tröhler et commentaire de M. Soëtard*, Le Mont-sur-Lausanne1, Ed. LEP Loisirs et Pédagogie, 2012, pp. 251.

1134. Pestalozzi Johann Heinrich, *Comment Gertrude instruit ses enfants. Traduction et introduction de M. Soëtard. Commentaires de D. Tosato-Rigo. En attendant G., mères et utopie sociale chez Pestalozzi et de L. Chalmel: A propos de Pestalozzi et d'Olivier*, Le Mont-sur-Lausanne1, Ed. LEP Loisirs et Pédagogie, 2013, pp. 220.
1135. Pestalozzi Johann Heinrich, *Ecrits sur la Méthode - Volume IV - La Méthode à l'épreuve de l'évaluation officielle. Traduction française de P.G. Martin*, Le Mont-sur-Lausanne, Ed. LEP Loisirs et Pédagogie, 2011, pp. 300.
1136. Petregnani Valeria, *The Bologna Ragazzi award*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 75-85.
1137. Petschen Santiago, *El arte de dar clases. Experiencias de los autores de libros de memorias*, Madrid-México, Plaza y Valdés, 2013, pp. 204.
1138. Peyronie Henri, *Le mouvement Freinet: du fondateur charismatique à l'intellectuel collectif. Regards socio-historiques sur une alternative éducative et pédagogique*, Caen, Presses universitaires de Caen, 2013, pp. 252.
1139. Phillips David, *The German example. English interest in educational provision in Germany since 1800*, London, Continuum, 2011, pp. 230.
1140. Piccinno Marco, *Pedagogia della competenza: dal comportamentismo all'ermeneutica*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 485-502.
1141. Pichugina V.K., *Istoriko-pedagogicheskaya konceptualizaciya fenomena «zaboty o sebe» v rabotakh M. Fuko [Historical and pedagogical conceptualisation of the fenomen «about selfcare» in M. Foucault's works]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 95-98.
1142. Pignot Manon, *Allons enfants de la patrie. Génération Grande Guerre*, Seuil, Paris, pp. 448.
1143. Pinardi Silvia, *Maria Sansovini direttrice a Pieve di Cento*, in *Tutti a scuola?*, pp. 161-170.
1144. Pineau Pablo, *Escuela, Nación y Bildungsroman: el caso argentino*, in *L'école et la nation*, pp. 65-74.
1145. Pini Raffaella, *Gli studenti inglesi a Bologna e il culto di Thomas Becket: ipotesi di committenza*, in *Santi patroni*, pp. 121-125.
1146. Pintassilgo Joaquim (ed.), *Laicidade, Religiões e Educação na Europa do Sul no Século XX*, Lisboa, Edição Instituto de Educação da Universidade de Lisboa, pp. 2013, pp. 395.
1147. Pintassilgo Joaquim, Hansen Patrícia, *A laicização da sociedade e da escola em Portugal: um olhar sobre o século XX*, in *Laicidade, Religiões e Educação na Europa*, pp. 13-36.

1148. Pintassilgo Joaquim, *Introdução*, in *Laicidade, Religiões e Educação na Europa*, pp. 7-9.
1149. Pironi Tiziana, *Ellen Key's influence on Maria Montessori's Children's House*, in *Ellen Key. Creating a European Identity*, pp. 66-78.
1150. Pironi Tiziana, *Ernesta Galletti Stoppa. Una pioniera del rinnovamento scolastico in terra di Romagna*, in *Non solo Rivoluzione*, pp. 123-146.
1151. Pironi Tiziana, *Femminismo ed educazione in età giolittiana. Conflitti e sfide della modernità*, PISA, Edizioni ETS, 2010, pp. 189.
1152. Pironi Tiziana, *Gli epistolari nella storia dell'educazione di genere: il caso Ellen Key/Sibilla Aleramo*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 195-214.
1153. Pironi Tiziana, *Il Magistero di Raffaele Laporta a Bologna nel 1968*, in *Il '68: una rivoluzione culturale tra pedagogia e scuola. Itinerari, modelli, frontiere*, pp. 111-120.
1154. Pironi Tiziana, *Il positivismo e la pedagogia di Roberto Ardigò*, in *Dossier Treccani scuola per i 150 anni*, Roma, Treccani, 2011, pp. 1-4.
1155. Pironi Tiziana, *Infanzia e famiglie al nido: alle origini di un'alleanza complessa*, in *Dis-alleanze nei contesti educativi*, pp. 163-176.
1156. Pironi Tiziana, *La questione dell'istruzione secondaria'mista' nel decennio bolognese de «La Donna» (1877-1887)*, in *Le italiane a Bologna*, pp. 57-64.
1157. Pironi Tiziana, *Laicità della scuola e libertà d'insegnamento nella riforma Gentile*, in Lacaita Carlo G., Laforgia Enzo R. (edd.), *Luigi Ambrosoli e la storia d'Italia. Studi e testimonianze*, Milano, Franco Angeli, 2012, pp. 59-68.
1158. Pironi Tiziana, *Leda Rafanelli. Una scrittrice per l'infantile 'inammissibile' al regime*, in *Tessere trame narrare storie*, pp. 101-122.
1159. Pironi Tiziana, *Leda Rafanelli: il viaggio come percorso di autoformazione tra Oriente e Occidente*, in *Il viaggio al femminile come itinerario di formazione identitaria*, pp. 49-64.
1160. Pironi Tiziana, *L'impegno pedagogico di Giovanna Caleffi Berneri nell'Italia del secondo dopoguerra*, in *Giovanna Caleffi Berneri*, pp. 51-69.
1161. Pironi Tiziana, *Prefazione*, in Demi Cinzia, *Ersilia Majno Bronzini*, pp. 7-11.
1162. Piseri Maurizio, *La grammatica nel villaggio. Le scuole latine in Lombardia da Maria Teresa a Napoleone*, Milano, Unicopli, 2012, pp. 222.

1163. Plake Klaus, *Schule als Konstrukt der Öffentlichkeit, Bilder – Strategien – Wirklichkeiten*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2010, pp. 289.
1164. Plu Christine, *The Specificity of the French Picturebook*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 215-220.
1165. Poesio Paola, *The beginnings*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 49-57.
1166. Poililot Suzanne, *La cartographie du champ littéraire pour la jeunesse dessinée par cinq québéquoises*, in *Tessere trame narrare storie*, pp. 223-241.
1167. Polychronopoulou S., *Iστορική εξέλιξη της ειδικής αγωγής στην Ελλάδα (1906-2006) [Historical development of special education in Greece (1906-2006)]*, in *History Care*, Vol. 2, pp. 1095-1106.
1168. Pomante Luigiaurelio, *Le università minori in Italia tra Otto e Novecento*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 447-460.
1169. Pomante Luigiaurelio, *Per una storia delle università minori nell'Italia contemporanea. Il caso dello Studium Generale Maceratense tra Otto e Novecento*, Macerata, eum, 2013, pp. 451.
1170. Pongratz Ludwig A., *Sackgassen der Bildung. Pädagogik anders denken*, Paderborn, Schöningh, 2010, pp. 218.
1171. Pop Ioan-Aurel, *Altre forme di abbandono nella storia della Romania*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 117-120.
1172. Popkewitz Thomas S. (ed.), *Rethinking the History of Education: Transnational Perspectives on Its Questions, Methods, and Knowledge*, New York, Palgrave Macmillan, 2013, pp. 251.
1173. Popp Berman Elizabeth, *Creating the market University: how academic science became an economic engine*, Princeton, Princeton University Press, 1999, pp. X-265.
1174. Porto Ucha Ángel Serafín, Vázquez Ramil Raquel, *La prensa pedagógica en Galicia durante la II Republica: Escuela vivida, órgano de la asociación Casa del Maestro de Pontevedra (1935-1936)*, in *Prensa Pedagógica*, pp. 301-310.
1175. Postiglione Rocco Marcello, *Differenze di Paideia*, Roma, Anicia, 2013, pp. 255.
1176. Poy Castro Raquel, *El Boletín de education de la Inspección de primera Enseñanza de León durante la Segunda República: un instrumento para la reforma educativa*, in *Prensa Pedagógica*, pp. 311-322.
1177. Prado Bacellar Carlos de Almeida, *A criança e a infância nos desvãos*

- dos acervos arquivísticos*, in *Bambini brasiliani*, pp. 133-152.
1178. Prange Klaus, *Erziehung als Handwerk. Studien zur Zeigestruktur der Erziehung*, Paderborn, Schöningh, 2012, pp. 192.
1179. Primakova V.V., *Vlyanie pedagogicheskogo nasledya V.P. Vakhterova na razvitiye nachal'nogo obrazovaniya v sovremennoj shkole* [Influence of V.P. Vachterov's pedagogical influence on the development of the elementary education in the contemporary school], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 10-14.
1180. Prista Luís, *O ensino linguístico e de literatura*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 982-1086.
1181. Prodi Paolo, *Università dentro e fuori*, Bologna, il Mulino, 2013, pp. 224.
1182. Prokop Siegfried, *Intellektuelle in den Wirren der Nachkriegszeit*, Berlin, Homilius, 2010, pp. 526.
1183. Protz Siegfried, Zöllner, Detlef, *Eine kurze Geschichte des Unterrichts. Problemgeschichtliche Studien*, Leipzig, Leipziger Universitätsverlag, 2010, pp. 327.
1184. Provenzo Jr. Eugene F., *Culture as Curriculum: Education and the International Expositions (1876-1904)*, New York, Peter Lang, 2012, pp. 157.
1185. Pruneri Fabio, *Agende internazionali della ricerca storico educativa*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 461-478.
1186. Pruneri Fabio, *L'insegnamento della religione nella scuola elementare tra esperienze e pratiche*, in *La religione istruita*, pp. 27-42.
1187. Qian Shuying, 雅努斯的面孔: 魔幻与儿童文学 [Janus's Face: Magic and 雅努斯], Zhengzhou, Haiyan Press, 2012, pp. 187.
1188. Quaglioni Diego, *Nel principio del diritto*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 45-48.
1189. Quiñones Viviana, *Fifty Years of Children's Literature in French-speaking Africa*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 319-328.
1190. Radchenko V.A., *Institut popechitel'stva v istorii rossyskogo obrazovaniya (vtoraya polovina XIX – nachalo XX v.)* [The Institute of the tutors in the history of the russian education], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 98-101.
1191. Ragaru Nadège, «Le sang de notre sang, le chair de notre chair»: l'enseignement de la nation en Bulgarie communiste, in *L'école et la nation*, pp. 219-234.
1192. Raimondo Rossella, *Bambini e anziani 'incorreggibili': il caso del*

- «*Reclusorio pei discoli*» di Bologna, in *Progetto Generazioni*, pp. 335-343.
1193. Raimondo Rossella, *Correggere e riplasmare: l'opera rieducativa delle «discole» nella Bologna preunitaria. Il caso del «Reclusorio pei discoli»*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 479-494.
1194. Ramey Jessie B., *Child Care in Black and White: Working Parents and the History of Orphanages*, Urbana-Champaign, University of Illinois Press, 2012, pp. XIV-271.
1195. Ramírez Tulio, *¿Todo vale? El texto escolar como arma política en tiempos de revolución bolivariana*, Caracas, Ediciones de la Memoria Educativa Venezolana, 2013, pp. 38 (e-book).
1196. Ramos do Ó Jorge, *A Universidade de Lisboa e o autoritarismo português (1926-1974)*, in *A Universidade de Lisboa nos séculos XIX e XX*, pp. 137-179.
1197. Ramos do Ó Jorge, *Foucault e o problema da escrita: Uma introdução*, in *Foucault, Deleuze & Educação*, pp. 21-62.
1198. Ramos do Ó Jorge, Martins C. S., Paz Ana Luísa, *Genealogy as History: From Pupil to Artist as the Dynamics of Genius, Status, and Inventiveness in Art Education in Portugal*, in *Rethinking the History of Education: Transnational perspectives*, pp. 157-178.
1199. Ramos do Ó Jorge, *No autoritarismo português*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 137-180.
1200. Ramos do Ó Jorge, *The Portuguese State and Modern Education: High School Management and Student Subjectification in the 1930s and 1940s*, in *The Making of Modern Portugal*, pp. 201-224.
1201. Rao Parimala V. (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, 2013, pp. 342
1202. Rao Parimala V., *Educating women and lose Nationality: Reading Bala Gangadhar Tilak*, New Delhi, Critical Quest, 2010, pp. 48.
1203. Rao Parimala V., *Foundations of Tilak's Nationalism: Discrimination, Education and Hindutva*, New Delhi, Orient BlackSwan, 2010, pp. 361.
1204. Rasche Ulrich (ed.), *Quellen zur frühneuzeitlichen Universitätsgeschichte. Typen, Bestände, Forschungsperspektiven*, Wiesbaden, Harrassowitz, 2011, pp. 527.
1205. Rashed Marvan, *De l'autorité livresque à la référence disciplinaire. Le cas des mathématiques médiévales*, in *Lumières de la sagesse*, pp. 337-344.

1206. Rashed Marwan, *Des autorités concurrentes? L'enseignement de la philosophie médiévale entre néoplatonisme et aristotélisme*, in *Lumières de la sagesse*, pp. 321-328.
1207. Ratero Alvaro Nieto, *El maestro en el periódico pedagógico La Federación Escolar (1916-1936)*, in *Prensa Pedagógica*, pp. 291-300.
1208. Rauschenbach Thomas, Bien Walter (edd.), *Aufwachsen in Deutschland. AID:A - der neue DJI-Survey*, Weinheim, Beltz Juventa, 2012, pp. 248.
1209. Real Apolo Carmelo, Montero Pedrera Ana María, *La prensa pedagógica de Badajoz a finales del siglo XIX: estudio de El Pacense (1891-1899)*, in *Prensa Pedagógica*, pp. 323-334.
1210. Rebordinos Hernando Francisco José, *Descripción y análisis de la prensa pedagógica en Benavente (1885-1930)*, in *Prensa Pedagógica*, pp. 335-348.
1211. Reents Christine, Melchior Christoph, *Die Geschichte der Kinder- und Schulbibel. Evangelisch - katholisch - jüdisch*, Göttingen, Vandenhoeck & Ruprecht, 2011, pp. 700.
1212. Reese William J., *Testing Wars in the Public Schools: A Forgotten History*, Cambridge, Harvard University Press, 2013, pp. 308.
1213. Reggiani Flores, *Lastoriografia sull'abbandono infantile: interpretazioni, problemi, prospettive*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 3-25.
1214. Reich Björn, Rexroth Frank, Roick Matthias (edd.), *Wissen, maßgeschneidert. Experten und Expertenkulturen im Europa der Vormoderne*, München, Oldenbourg, 2012, pp. 330.
1215. Reichwein Adolf, *Pädagogische Schriften. Tiefenseer Schulschriften 1937-1939*, Bad Heilbrunn, Klinkhardt, 2011, pp. 600.
1216. Reinle Christine, Winkel Harald (edd.), *Historische Exempla in Fürstenspiegeln und Fürstenlebren*, Frankfurt am Main, Lang, 2011, pp. 217.
1217. Rembis Michael A., *Defining Deviance: Sex, Science, and Delinquent Girls (1890-1960)*, Urbana and Chicago, University of Illinois Press, 2011, pp. X-227.
1218. Renner Karen J. (ed.), *The 'Evil Child' in Literature, Film and Popular Culture*, New York, Routledge, 2013, pp. 191.
1219. Repetti Lorenzo, *L'universo comunista e i suoi lavori attraverso i fumetti del Pioniere*, in *Falce e fumetto*, pp. 249-265.
1220. Ressler Patrick, *Nonprofit-Marketing im Schulbereich. Britische Schulgesellschaften und der Erfolg des Bell-Lancaster- Systems der*

- Unterrichtsorganisation im 19. Jahrhundert*, Frankfurt am Main, Lang, 2010, pp. 365.
1221. Revuelta Guerrero R. Clara, La idea. *Revista semanal de instrucción pública. Una vía de difusión del conocimiento pedagógico y más* (1871-1877), in *Prensa Pedagógica*, pp. 363-374.
1222. Rezola M.I., Oliveira P.A. (edd.), *O eterno retorno. Estudos em homenagem a António Reis*, Lisboa, Campo da Comunicação, 2013, pp. 696.
1223. Richter Anja, *Inszenierte Bildung. Schulische Festkultur im 19. Jahrhundert*, Jena, Verl. IKS Garamond, 2010, pp. 561.
1224. Richter Johannes, «*Gute Kinder schlechter Eltern*». *Familienleben, Jugendfürsorge und Sorgerechtsentzug in Hamburg, 1884-1914*, Wiesbaden, Verl. für Sozialwiss., 2011, pp. 666.
1225. Ricken Norbert, Balzer Nicole (edd.), *Judith Butler: Pädagogische Lektüren*, Wiesbaden, Springer VS, 2012, pp. 413.
1226. Rideau Gaël, *Un corps séparé. L'université et les pouvoirs urbains à Orléans aux XVII^e et XVIII^e siècles*, in *Le Universités dans la ville*, pp. 81-99.
1227. Riedel Julia Anna, *Bildungsreform und geistliches Ordenswesen im Ungarn der Aufklärung. Die Schulen der Piaristen unter Maria Theresia und Joseph II*, Stuttgart, Steiner, 2012, pp. 611.
1228. Riekstiņš Jānis, *Sauli dzīves pabēriņiem! Bāreņu un trūcīgo bērnu Aprūpe Latvijā: brīvvalsts laikā un Otrā pasaules kara gados. Raksti un dokumenti [Sun for Stepchildren of Life! Orphan's and needy children care in Latvia during 1920s-30s and the Second World War. Studies and Documents]*, Rīga, Jumava, pp. 187.
1229. Ritrovato Daniela, 1991-2001. *Le mille e una Italia, le mille e una scuola*, in *150 anni di scuola in Italia*, pp. 191-202.
1230. Ritzi Christian, Wiegmann Ulrich (edd.), *Beobachten, messen, experimentieren. Beiträge zur Geschichte der empirischen Pädagogik/Erziehungswissenschaft*, Bad Heilbronn, Klinkhardt, 2010, pp. 340.
1231. Robinson Thomas, Ruff Lanette, *Out of the mounths of babes: girls evangelists in the flapper era*, Oxford, Oxford University Press, pp. IX-240.
1232. Roche Helen, *Sparta's German children. The ideal of ancient Sparta in the Royal Prussian Cadet Corps, 1818-1920, and in National Socialist elite schools (the Napolis)*, 1933-1945, Swansea, Classical Press of Wales, 2013, pp. 306.
1233. Rodia Cosimo, *La fantastica come gioco e sviluppo intellettivo prima e dopo Rodari*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 375-388.

1234. Rodrigues da Fonseca Rosa Teresa Maria (ed.), *História da Universidade Teológica de Évora (Séculos XVI a XVIII)*, Lisboa, Instituto de Educação da Universidade de Lisboa, 2013, pp. 232 [e-book].
1235. Rodríguez Beatriz, Reis da Silva Silva (edd.), *Literatura Infantil y Juvenil e Identidades/Literatura para a Infância e Juventude e Identidades*, Vigo-Braga, Anilij-Elos-Ciec, 2012, pp. 673.
1236. Rodriguez de Oliveira Fernando, *A literatura infantil e a imprensa periodica educacional barsileira na primeira metade do século XX: a didática e os requisitos psicologicos*, in *Prensa Pedagógica*, pp. 349-362.
1237. Rodriguez Ferreira Paulo, O retoires, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. I, pp. 327-386.
1238. Rogacheva E.Yu., *Vospitanie detej v sem'e Dzhon D'yui* [The education of children in John Dewey's family], in *Istorya pedagogiki segodnya*, pp. 83-98.
1239. Rogacheva E.Yu., *Vzglyad Dzh. D'yui na soderzhanie teoreticheskikh kursov psikholo-pedagogicheskogo bloka v podgotovke uchitelja* [John's Dewey's conceptions about the content of the theoretical courses of the psychological and pedagogical fields in the training of the teacher], in *Podgotovka pedagogicheskikh kadrov* pp. 32-39.
1240. Rogger Franziska, Bankowski Monika, *Ganz Europa blickt auf uns! Das schweizerische Frauenstudium und seine russischen Pionierinnen*, Baden, Verl. für Kultur und Geschichte, 2010, pp. 292.
1241. Rohwedder Uwe, *Kalter Krieg und Hochschulreform. Der Verband Deutscher Studentenschaften in der frühen Bundesrepublik (1949-1969)*, Essen, Klartext-Verl., 2012, pp. 240.
1242. Romaev A.P., *Kategorya «svoboda» v kontekste filosofsko-pedagogicheskoy mysli Rossii vtoroj poloviny XIX – nachala XX veka* [The category 'freedom' in the context of the philosophical-pedagogical thought in Russia of the second half of the XIX-beginning of the XX century], in *Istorya pedagogiki segodnya*, pp. 171-178.
1243. Romaeva N.B., Sklyueva E.A., *Fenomen samostoyatel'nosti mladshikh shkol'nikov v gumanisticheskoy pedagogiki Rossii (seredina XIX-nachalo XX v.)* [The phenomenon of the independence of the young pupils of in the humanitarian pedagogy in Russia (middle XIX-beginning of the XX century)], in *Istorya pedagogiki segodnya*, pp. 163-170.
1244. Romanato Gianpaolo, *Una stagione di pace e progresso? La modernizzazione del paese nel secondo dopoguerra*, in «Non lamento, ma azione», pp. 361-372.
1245. Romani Gabriella, *Postal Culture. Reading and Writing Letters in Post-*

- Unification Italy*, Toronto, University of Toronto Press, 2013, pp. 288.
1246. Romani Marzio Achille, *12 luglio 1968*, in *Le istituzioni universitarie e il Sessantotto*, pp. 73-80.
1247. Romanov A.A., *Povyshenie motivacii u studentov k izucheniyu istorii pedagogiki [The enhancing of the students' motivation for the study of the history of pedagogy]*, in *Podgotovka pedagogicheskikh kadrov*, pp. 100-110.
1248. Romanov A.A., *Puteshestvie k cheloveku: mechty, vera i tragedya neponimaniya (95 let so dnya rozdeniya V.A. Sukhomlinskogo) [A raise toward humankind: dreams, faith and tragedy of non comprehension (95 years from V.A. Sukhomlinsky's death)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 101-106.
1249. Romanova N.V., *Vozmozhnosti ispol'zovaniya modeli ORIMP (ESRIA) v sisteme povysheniya kvalifikacii uchitelej Germanii [Possibilities of the application of the ORIMP model (ESRIA) in the system of the improvement of the qualification of the Teachers in Germany]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 106-110.
1250. Romesburg Don, *Making adolescence more or less modern*, in *Childhood in the Western World*, pp. 229-248.
1251. Rosal Nadales María, *Poesía y pensamiento en Gloria Fuertes. Más allá de la literatura infantil*, in *Tessere trame narrare storie*, pp. 243-261.
1252. Rosselló Antonio Planas, Barceló Rafael Ramis, *La Facultad de Leyes y Cánones de la Universidad Luliana y Literaria de Mallorca*, Madrid, Editorial Dykinson, 2011, pp. 189.
1253. Rossova Yu.I., *Nauchno-pedagogicheskaya i prosvetitel'skaya deyatel'nost' V.P. Vachterova [V.P. Vakhterov's Scientific, pedagogical and Enlightenment activity]*, in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 3-8.
1254. Rothschild Jean-Pierre, *L'enseignement juif dans l'Europe des universités*, in *Lumières de la sagesse*, pp. 249-256.
1255. Rotskoff Lori, Lovett Laura L. (edd.), *When We Were Free to Be: Looking Back at a Children's Classic and the Difference It Made*, Chapel Hill, University of North Carolina Press, 2012, pp. 368.
1256. Rowold Katharina, *The educated woman. Minds, bodies, and women's higher education in Britain, Germany, and Spain 1865-1914*, New York, Routledge, 2010, pp. 311.
1257. Roy Anita, *Fifty years of Indian Children's Publishing*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 395-405.

1258. Rubene Zanda, Ķestere Iveta, *Obligātā vidējā izglītība Padomju Latvijā (20.gs. 50.gadi – 70.gadi): cerības, realitāte, mūsdienu refleksijas* [Compulsory Secondary Education in the Soviet Latvia (1950s-1970s): Hopes, Reality, Current Reflections], in *Pedagoģijas vēsture*, pp. 223-245.
1259. Rubene Zanda, Žogla Irēna, *Pedagoģijas zinātnes attīstība doktorantu pētījumos* [Development of pedagogy as a scientific discipline through research of doctoral students], in *Izglītība izaugsmei*, pp. 274-285.
1260. Rubio Mayoral Juan Luis, Trigueros Gordillo Guadalupe, *La formación de la conciencia andaluza y el ser andaluz en los manuales escolares*, in *Ciudadanías e identidades*, pp. 145-161.
1261. Russo Paolo, 1921-1931. *La scuola nel pensiero di Piero Gobetti*, in *150 anni di scuola in Italia*, pp. 93-106.
1262. Rutz Andreas (ed.), *Das Rheinland als Schul- und Bildungslandschaft (1250-1750)*, Köln, Böhlau, 2010, pp. 378.
1263. Ryabova M.S., *Pedagogicheskie vzglyady V.P. Vachterova na process obucheniya v nachal'noj shkole* [V.P. Vachterov's pedagogical conceptions on the process of learning in the elementary school], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 33-35.
1264. Ryan Patrick Joseph, *Master-Servant Childhood: A History of the Idea of Childhood in Medieval English Culture*, Hampshire, Palgrave Pivot, 2013, pp. 160 [e-book].
1265. Saadi Bouras Lydia Ait, *L'histoire nationale algérienne à travers ses manuels scolaires d'histoire*, in *L'école et la nation*, pp. 445-453.
1266. Sachse Christian, *Ziel Umerziehung. Spezialheime der DDR-Jugendhilfe 1945-1989 in Sachsen*, Leipzig, Leipziger Univ.-Verl., 2013, pp. 327.
1267. Sachße Christoph, Tennstedt Florian, *Geschichte der Armenfürsorge in Deutschland*, Stuttgart, Kohlhammer, 2012, pp. 234.
1268. Saez Castro Luis Miguel, Sanchez Canadas Sanchez Antonio, *La prensa pedagógica: eje para la construcción de un museo pedagógico e instrumento metodológico en la enseñanza universitaria*, in *Prensa Pedagógica*, pp. 375-384.
1269. Sagliocco Cristina, *L'istruzione secondaria classica impartita nei seminari nei primi anni dopo l'Unità*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 495-506.
1270. Sagliocco Cristina, *Una nuova scuola di religione nelle parrocchie. «Il catechista cattolico» (1876-1905)*, in *La religione istruita*, pp. 61-92.
1271. Sajfullova R.R., *Religiozno-nravstvennoe i pedagogicheskoe nasledie Rizaeddina Fachreddina* [Rizaeddins Fachreddin's religious, moral and

- educational heritage], in Pedagogicheskoe masterstvo (III), pp. 26-28.*
1272. Sala Shpëtim, *Shkollat shqipe 1887-1944: ekspositië me rastin e 14 marsit, 126 vjetorit të hapjes së shkollës shqipe në Pogradec [Albanian school 1887-1944: exhibition on the occasion of 14 March, the 126th anniversary of the opening of the Albanian school of Pogradec]*, Tiranë, Qendra Mbarëkombëtare e Koleksionistëve Shqiptarë, 2013, pp. 62.
1273. Salisbury Martin, *British Picturebook: the last Fifty years*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 221-234.
1274. Salnikova Alla Arkad'evna, Galiullina Dilyara M., *Tatarskie bukvary na kirillice: ot bukvarya H. I. Il'minskogo do sovetskih učebnikov konca 1930-1950-h gg. [Tatar primers in Cyrillic script: from N. I. Ilminsky's primer to the Soviet textbooks of the late 1930s to the 1950s]*, OZP, 4 (2013), n. 13, pp. 102-120.
1275. Salnikova Alla Arkad'evna, *Great Transformation: The World of Russian Children before and after the First World War and the Bolshevik Revolution*, in *Neue Raume, Neue Zeiten*, pp. 35-43.
1276. Salnikova Alla Arkad'evna, *Issledovanya zarubežnyh bukvarej i knig dlya chtenya: bibliografichesky ukazatel'* [Research on foreign primers and readers: a bibliographic account], in *Uchebniki detstva*, pp. 375-407.
1277. Salnikova Alla Arkad'evna, *Smekh skvoz' slyozy: komicheskoe i tragiceskoe v 'detskikh' tekstakh o revolyutsii 1917 goda [Laughter through tears: comic and tragic in the 'children's' texts on the Revolution of 1917]*, in *Ot velikogo do smeshnogo...*, pp. 167-176.
1278. Salov A.I. (ed.), *Istoriya otechestvennoj pedagogiki v licakh: pedagogi-reformatory pervoj treti XX veka (uchebnoe posobie)* [History of the national pedagogy through persons: the pedagogues-reformators of the first third of the XX century (Textbook)], Moskva, Asou, 2013, pp. 240.
1279. Salov A.I., *Razrabotka problemy uchitelya v otechestvennoj pedagogike posleoktyabr'skogo perioda* [The conception of the issue 'teacher' in the national pedagogy of the post-revolutionary period], Podgotovka pedagogicheskikh kadrov, pp. 39-82.
1280. Salov A.I., *Uchitel'-gumanist kak ideal otechestvennoj pedagogiki pervogo posleoktyabr'skogo desyatiletija* [The teacher of the Gymnasium as ideal of the national pedagogy of the first post-revolutionary decade], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletiya*, pp. 110-113.
1281. Salov I.A., *Istoriya otechestvennoj pedagogiki v licakh: pedagogi-reformatory pervoj treti XX veka: uchebnoe posobie* [History of the

- national pedagogy: the pedagogues-reformators of the first third of the XX century],* Moskva, Asou, 2013, pp. 240.
1282. Sánchez Blanco Laura, Luis Hernández Huerta José, *La educación femenina en la revista Mujeres Libres*, in *Prensa Pedagógica*, pp. 385-396.
1283. Sánchez Carlos Nieto, *San Clemente de Bolonia (1788-1889): el fin del Antiguo Régimen en el último colegio mayor español*, Madrid, Publicaciones de la Universedad Carlos III, 2012, pp. 480.
1284. Sánchez Ortiz César, *Poesía, Infancia y Educación: el Cancionero Popular Infantil en la Escuela 2.0*, Cuenca, Universidad de Castilla-La Mancha, 2013, pp. 194.
1285. Sanchidrián Blanco Carmen, Ruiz Berrio Julio (edd.), *Historia y perspectiva actual de la educación infantile*, Barcelona, Graò, 2010, pp. 449.
1286. Sandin Bengt, *Infanticide, Abortion, Children, and Childhood in Sweden, 1000-1980*, in *Childhood in the Western World*, pp. 360-379.
1287. Sani Filippo, *Interpretazioni di Rousseau in Italia tra Fascismo e dopoguerra*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 143-164.
1288. Sani Roberto, «*Buoni cristiani e onesti cittadini*». *Le opere scolastiche ed educative del cattolicesimo nell'Italia postunitaria*, in *«Non lamento, ma azione»*, pp. 29-58.
1289. Sani Roberto, *Bilancio della ricerca sui quaderni scolastici in Italia*, in *La historia de la cultura escolar*, pp. 83-103.
1290. Sani Roberto, *History of Education & Children's Literature: promezhutochnye itogi [History of Education and Children's Literature: provisory results]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 113-116.
1291. Sani Roberto, *L'invenzione della tradizione nelle università minori dell'Italia unita. Il caso delle origini duecentesche dello Studium Maceratense*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 507-538.
1292. Santisteban Fernández Antoni, *Le traitement de la diversité à l'école dans l'enseignement des sciences sociales, de l'histoire et de la géographie*, in *L'école et la nation*, pp. 185-194.
1293. Santos Arrabal Mauricio, *El pasado hasta casi el presente de los manuales escolares*, in *Ciudadanías e identidades*, pp. 11-27.
1294. Sarma S.R., Ratho T.N., Sharma K.K. (edd.), *History & Development of Education in Modern India*, Delhi, Sarup & Son, 2010.
1295. Sarracino Vincenzo, 1941-1951. *La ripresa. Lineamenti di*

- organizzazione della scuola e della cultura del Dopoguerra italiano, in *150 anni di scuola in Italia*, pp. 122-134.
1296. Sarsini Daniela, *Ellen Key: una voce profetica dell'infanzia del '900?*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 165-174.
1297. Sasson Vanessa R., *Little Buddhas: Children and Childhoods in Buddhist Texts and Traditions*, Oxford, Oxford University Press, 2012, pp. 524.
1298. Savel'eva I.M., *Klassicheskoe nasledie v strukture universitetskoy pamyati [The Classical Heritage in the Structure of the University Memory]*, in *Soslovie russkikh professorov*, pp. 285-300.
1299. Savini Antonio (ed.), *Collegiate learning in the middle age and beyond: 2. Coimbra group birthday seminar*, Milano, Cisalpino (Fonti e studi per la storia dell'Università di Pavia, 65), pp. XIII-171.
1300. Sayfullova R.R., *Religiozno-nravstvennoe i pedagogicheskoe nasledie Riza-eddina Fachreddina [Riza-eddins Fakhreddin's religious, moral and educational heritage]*, in *Pedagogicheskoe masterstvo (III)*, pp. 26-28.
1301. Sbiroli Maria Chiara, *Il Movimento studentesco nei documenti della Fondazione Gramsci Emilia-Romagna*, in *Le istituzioni universitarie e il Sessantotto*, pp. 311-316.
1302. Scaglia Evelina, *Giovanni Calò nella pedagogia italiana del Novecento*, Brescia, Editrice La Scuola, 2013, pp. 350.
1303. Scaglioni Massimo, *I cattolici e la televisione, vettore di unificazione nazionale*, in «*Non lamento, ma azione*», pp. 125-136.
1304. Schäfer Alfred, *Zur Genealogie der Pädagogik. Die Neuerfindung der Pädagogik als 'praktische Wissenschaft'*, Paderborn, Schöningh, 2012, pp. 358.
1305. Schäfer Gerd, Staege Roswitha (edd.), *Frühkindliche Lernprozesse verstehen. Phänomenologische und ethnographische Beiträge zur Bildungsforschung*, Weinheim-München, Juventa, 2010, pp. 280.
1306. Schäfer Ralf, *Militarismus, Nationalismus, Antisemitismus. Carl Diem und die Politisierung des bürgerlichen Sports im Kaiserreich*, Berlin, Metropol, 2011, pp. 512.
1307. Schattok Michael, *Making policy in British higher education 1945-2011*, Maidenhead, Mc Graw-Hill/Hopen University Press, 2012, pp. 280.
1308. Schiller-Walicka I., *Reakcya zapadnykh ekspertov na russkuyu «professorskuyu konstitucyu» 1906g. [Western Specialists' Reaction on the Russian «Professors' Constitution», 1906]*, in *Soslovie russkikh professorov*, pp. 262-282.

1309. Schindler Christoph, Ell Basil, *Kollaborative Analyse von historischen Netzwerken: Virtuelle Forschungsumgebung für die Historische Bildungsforschung*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 142-148.
1310. Schlegelmilch Anna Margarete, *Die Jugendjahre Karls V. Lebenswelt und Erziehung des burgundischen Prinzen*, Köln, Böhlau, 2010, pp. 654.
1311. Schlömerkemper Jörg, *Konzepte pädagogischer Forschung. Eine Einführung in Hermeneutik und Empirie*, Bad Heilbrunn, Klinkhardt, 2010, pp. 176.
1312. Schmidt James, *Children and the State*, in *Childhood in the Western World*, pp. 174-190.
1313. Schneider Jack, *Excellence for All: How a New Breed of Reformers Is Transforming America's Public Schools*, Nashville, Vanderbilt University Press, 2012, pp. 190.
1314. Scholz Joachim, «Die Lehrer leuchten wie die hellen Sterne». *Landschulreform und Elementarlehrerbildung in Brandenburg-Preußen; zugleich eine Studie zum Fortwirken von Philanthropismus und Volksaufklärung in der Lehrerschaft im 19. Jahrhundert*, Bremen, Ed. Lumière, 2011, pp. 270.
1315. Scholz Peter, *Den Vätern folgen. Sozialisation und Erziehung der republikanischen Senatsaristokratie*, Berlin, Verl. Antike, 2011, pp. 424.
1316. Schorn-Schütte Luise (edd.), *Intellektuelle in der Frühen Neuzeit*, Berlin, Akad.-Verl., 2010, pp. 221.
1317. Schramm Hilde, *Meine Lehrerin. Dr. Dora Lux. 1882-1959; Nachforschungen*, Reinbek bei Hamburg, Rowohlt, 2012, pp. 432.
1318. Schraut Sylvia, *Bürgerinnen im Kaiserreich. Biografie eines Lebensstils*, Stuttgart, Kohlhammer, 2013, pp. 160.
1319. Schraut Sylvia, *Kartierte Nationalgeschichte. Geschichtsatlanten im internationalen Vergleich 1860-1960*, Frankfurt am Main, Campus-Verl., 2011, pp. 568.
1320. Schulz Tobias, «Sozialistische Wissenschaft». *Die Berliner Humboldt-Universität (1960-1975)*, Köln, Böhlau, 2010, pp. 336.
1321. Schumann Dirk (ed.), *Raising Citizens in the «Century of the Child»: The United States and German Central Europe in Comparative Perspective*, Oxford, Berghahn Books, 2010, pp. 256.
1322. Schumann Dirk, *Childhood and Youth in Nazi Germany*, in *Childhood in the Western World*, pp. 451-468.

1323. Schwarz Brigide, *Kurienuniversität und stadtrömische Universität von ca. 1300 bis 1471*, Leiden, Brill, 2013, pp. 923.
1324. Sedova E.E., *Russkaya gimnazya v Parizhe (1920-1961)* [The russian Gymnasium in Paris (1920-1961)], in *Istorya pedagogiki segodnya*, pp. 254-263.
1325. Sedra Paul, *From mission to modernity: evangelicals, reformers and education in nineteenth-century Egypt*, London, I.B. Tauris, 2011, pp. VIII-245.
1326. Semetsky Inna, Masny Diana (edd.), *Deleuze and Education*, Edinburgh, Edinburgh University Press, 2013, pp. 288.
1327. Serpe Brunella, *Il Mezzogiorno nella storiografia educativa e scolastica*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 539-560.
1328. Servetti Lorenza, Sabattini Annalisa, *La scuola elementare a Budrio dall'Unità all'età giolittiana. La gestione comunale, i maestri, gli edifici*, in *Tutti a scuola?*, pp. 71-108.
1329. Sevenyuk S.A., *Osobennosti podgotovki uchitelej nachal'noj shkoly v Rossii (konec XIX – nachalo XX v.)* [Peculiarities of teachers's training in the nationals schools in Russia], in *Podgotovka pedagogicheskikh kadrov*, pp. 19-32.
1330. Sevenyuk S.A., *Problema vospitanya «cheloveka i grazhdanina» v otechestvennoj pedagogike (vtoraya polovina XIX –nachalo XX v.)* [The problems of the education of the «man and of the citizen» in the national pedagogy (second half of the XIX –beginning of the XX century)], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 116-118.
1331. Seveso Gabriella, *«Arrivati alla piena misura». Rappresentazioni dei vecchi e della vecchiaia nella Grecia antica*, Milano, Franco Angeli, 2013, pp. 176.
1332. Seveso Gabriella, *Il contributo delle «Visual Evidences» nello studio delle rappresentazioni dell'infanzia nella Grecia Antica*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 215-230.
1333. Shapiro Adam R., *Trying Biology: The Scopes Trial, Textbooks, and the Antievolution Movement in American Schools*, Chicago and London, The University of Chicago Press, 2013, pp. 200.
1334. Shapoval Yuriy, *Bambini abbandonati in Ucraina: approccio allo studio del problema, esperienze, prospettive di ricerca*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 37-44.
1335. Sharma Ajay Kumar, *A History of educational institutions in Delhi 1911-1961*, New Delhi, Sanbun Publishers, 2011, pp. 400.

1336. Shatokhina Iryna, *Il problema dell'infanzia abbandonata nel cinema e nella television dell'Urss e dell'Ucraina moderna*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 109-116.
1337. Shavit Zohar, *Hebrew Literature for Children*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 341-352.
1338. Shchetinina N.P., *Osnovnye etapy pedagogicheskoy deyatel'nosti N.F. Bunakova kak «uchitel' uchitelej» [Main steps of N.F. Bunakov's pedagogical activity as «teacher of the teachers»]*, in *Istorya pedagogiki segodnya*, pp. 193-201.
1339. Sheperd Anthony, *The life and though of Marjote Revees (1905-2003), advocate for humanist scholarschip and opponent of Utilitarian university education: an edition of her unpublished memoirs with an introduction*, Lewiston Mellen Press, 2011, pp. 312.
1340. Sheridan Geraldine, Prest Viviane (edd.), *Les Huguenots éducateurs dans l'espace européen à l'époque moderne*, Paris, Honoré Champion, 2011, pp. 465.
1341. Shevelev A.N., *Istoricheskyj genezis soderzhanya professional'noj deyatel'nosti direktora shkoly [Historical genesis of the content of the professional activity of the director of the school]*, in *Istorya pedagogiki segodnya*, pp. 124-135.
1342. Shevelev A.N., *Istorya pedagogiki v sisteme postdiplomnogo pedagogicheskogo obrazovanya [History of pedagogy in the system of the post-graduate pedagogical education]*, in *Podgotovka pedagogicheskikh kadrov*, pp. 96-100.
1343. Shimahara Sumi, *Les écoles de l'Occident latin durant le Moyen Âge*, in *Lumières de la sagesse*, pp. 85-91.
1344. Shin Gi-Wook, Sneider Daniel C. (edd.), *History Textbooks and the Wars in Asia*, New York e London, Routledge, 2011, pp. 294.
1345. *Shkola XXI veka: problemy i perspektivy: materialy mezhdunarodnoj nauchno-prakticheskoy konferencii: Moskva, 12 aprelya 2012 g. [The school of the XXI century: problems and perspectives: materials of the international scientific and practical conference: Moscow, 12th April 2012]*, Ekon-Inform, 2012, pp. 312.
1346. Shu Wei, 走进童话奇境: 中西童话文学新论 [*Entering Fairy Tale Wonderland: Revisiting Chinese and Western Fairy Tales*], Beijing, Foreign Language Teaching and Research Press, 2011, pp. 473.
1347. Siebert Birger (ed.), *Integrative Pädagogik und die Kulturhistorische Theorie*, Frankfurt am Main, Lang, 2010, pp. 338.
1348. Silva António Manuel, Afonso José Antonio, Duarte Carlos, *Paróquia*

- de Cristo e Colégio Evangélico Lusitano. Um século de testemunho Cristão em Oliveira do Douro* (V. N. de Gaia), Vila Nova de Gaia, Igreja Lusitana Católica Apostólica Evangélica (Comunhão Anglicana), pp. 19.
1349. Simões Ana, Carneiro Ana, Diogo Maria Paula, Caroiino Luís Miguel, *Da escola Politécnica e da facultad de Ciências de Lisboa*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 779-860.
1350. Sinani Beqir, *Shënime historike për arsimin kombëtar* (Historical records above the national education), Vlorë, Triptik, 2013, pp. 374.
1351. Sindoni Caterina, *Angelo Maria Vita e l'attività dei direttori delle Scuole centrali di metodo in Sicilia (1823-1846)*, Messina, Samperi, 2013, pp. 160.
1352. Singley Carol J., *Adopting America: Childhood, Kinship, and National Identity in Literature*, New York, Oxford University Press, 2011, pp. 224.
1353. Sirignano Fabrizio Manuel, *Una storia tutta da scrivere: bambini, educazione e democrazia nella Napoli degli anni Settanta ed Ottanta*, in *Progetto Generazioni*, pp. 345-355.
1354. *Sistema obrazovanya na Dal'nem Vostoke Rossii: proshloe i nastoyashchee: materialy regional'noj zaochnoj nauchnoj prakticheskoy konferencii* [System of education in the Dal'nyj Vostok: materials of the regional distant scientific practical education], Komsomol'sk-na-Amure, AmGPU, 2011, pp. 168.
1355. Skoura L., *Συμβολή παλαιών περιοδικών (1845-1875) στην εκπαίδευση των γυναικείου φύλου* [Contribution old magazines (1845-1875) in the education of the femalesex], in *History Care*, Vol. 2, pp. 1281-1296.
1356. Sleight Simon, *Young People and the Shaping of Public Space in Melbourne, 1870-1914*, Farnham, Ashgate, 2013, pp. 284.
1357. Slepenkova E.A., *Prognosticheskaya funktsiya istoriko-pedagogicheskogo znanija v podgotovke uchitelya* [The prognosis function of the historical and pedagogical knowledge in the teacher education], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 118-121.
1358. Smith Michele J., *Empire in British Girls' Literature and Culture: Imperial Girls, 1880-1915*, Hounds mills-Basingstoke, Palgrave Macmillan, 2011, pp. 199.
1359. Sohn Andreas, Verger Jacques (edd.), *Die universitären Kollegien im Europa des Mittelalters und der Renaissance*, Bochum, Winkler, 2011, pp. 237.
1360. Sokolova A.I., *Vseobshchee obuchenie – dominanta pedagogiki* V.P.

- Vachterova [*The generale education – as main aspect of V.P. Vachterov's pedagogy*], in *Federal'nye gosudarstvennye obrazovatel'nye standarty*, pp. 8-10.
1361. Somoza Rodríguez Miguel, *Museología de la Educación: ¿divulgación cultural, atractivo turístico o práctica historiográfica?*, in *La historia de la cultura escolar*, pp. 141-166.
1362. Song Wencui, 儿童文学概论 [Introduction to Children's Literature], Jinan, Shandong People's Press, 2010, pp. 347.
1363. Sopracasa Alessio, *Moi, Anania de Shirak. Les débuts de l'enseignements des sciences en Arménie, Lumières de la sagesse*, pp. 50-52.
1364. Soulié Charles (ed.), *Un mythe à détruire? Origines et destin du Centre universitaire expérimental de Vincennes*, Paris, Presses Universitaires de Vincennes, 2012, pp. 488.
1365. Soulogiannis E., *Ελληνική παιδεία στη Σχολή SAHETI στη Νοτιοαφρικανική Δημοκρατία* [Greek education in the School SAHETI in Republic of South Africa], in *History Care*, Vol. 2, pp. 1315-1316.
1366. Sousa Dias José Pedro, *O ensino de farmácia em Lisboa (1834-1934)*, in *A Universidade de Lisboa nos Séculos XIX e XX*, Vol. II, pp. 729-778.
1367. Spadafora Mirella, *Felicem peragrat Italianam. Viaggio di istruzione in Italia di Veit Künigl giovane barone del Tirolo del Sud (1607-1609; 1609-1611). Libro delle spese di viaggio*, Bologna Clueb, 2012, pp. 177.
1368. Spagnoli Nicola, «Siate allegri e cantate!». *Per una pedagogia socialista nei periodici a fumetti della Repubblica democratica tedesca (1949-1965)*, in *Falce e fumetto*, pp. 285-302.
1369. Spencer John P., *In the Crossfire: Marcus Foster and the Troubled History of American School Reform*, Philadelphia, University of Pennsylvania Press, 2012, pp. 352.
1370. Speziale Fabrizio, *L'enseignement des sciences profanes dans les madrasas de l'Inde*, in *Lumières de la sagesse*, pp. 166-167.
1371. Spiertz Willi, *Die Hitlerjugend in Köln. Anspruch und Aufgabe. Alltägliches und Außergewöhnliches in der Erinnerung von ZeitzeugInnen*, Berlin, Wiss. Verlag, 2011, pp. 299.
1372. Sroka Wendelin, Geißler Gert, *Drei deutsch-polnische Fibeln aus drei Jahrhunderten* [Three German-Polish primers from three centuries], in *Mehrsprachigkeit und Schulbuch*, pp. 199-130.
1373. Stahl Heiner, *Jugendradio im kalten Ätherkrieg. Berlin als eine Klanglandschaft des Pop (1962-1973)*, Berlin, Landbeck, 2010, pp. 376.

1374. Stambolis Barbara (ed.), *Jugendbewegt geprägt. Essays zu autobiographischen Texten von Werner Heisenberg, Robert Jungk und vielen anderen*, Göttingen, Vandenhoeck & Ruprecht, 2013, pp. 819.
1375. Staris Alfrēds, *Rīgas Domskolai 800 gadu jubileja [800 Years Anniversary of Riga's Dom School]*, in *Rīgas Domskola*, 2011, pp. 34-59.
1376. Starodubchenko S.V., *Razvitiye issledovaniya formirovaniya motivacii uchebnoj deyatel'nosti v Rossii (1960-2010-e gg.) [The development of the researches of the formation of the motivation of the learning activity in Russia (1960-2010)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletiya*, pp. 121-125.
1377. Stearns Peter N., *Childhood emotions in modern Western history*, in *Childhood in the Western World*, pp. 158-173.
1378. Steckel Sita, *Kulturen des Lehrens im Früh- und Hochmittelalter. Autorität, Wissenskonzepte und Netzwerke von Gelehrten*, Köln, Böhlau, 2011, pp. 1295.
1379. Stefanakos G., *Iστορία της Μάνης και σχολική ιστορία [History of Mani and school history]*, in *History Care*, Vol. 2, pp. 1319-1322.
1380. Steffens Frauke, «*Innerlich gesund an der Schwelle einer neuen Zeit*». *Die Technische Hochschule Hannover 1945-1956*, Stuttgart, Steiner, 2011, pp. 422.
1381. Stending E.M., *Zhizn' i tvorchestvo Maria Montessori [Maria Montessori's life and work]*, Sankt Peterburg, Blagotvoritel'nyj Fond «Volonter», 2012, pp. 469.
1382. Stepanov B.E., «*Natural'noe khozyaystvo*: formy universitetskoy solidarnosti i nauchnykh kommunikacij v postsovetskoj period [*Natural Economy*: Forms of the University Solidarity and Scientific Communications in the Post-soviet Period], in *Soslovie russkikh professorov*, pp. 169-188.
1383. Stephens John, *Subjectivity in Asian Children's Literature and Film: Global Theories and Implications*, New York and London, Routledge, 2013, pp. 232.
1384. Stikute Elita, *Helgas Grases (1908-1979) ieguldījums latviešu literatūras didaktikas attīstībā [Heritage of Helga Grase (1908-1979) in the Didactics of Latvian Literature]*, in *Laikmets un personība*, Vol. 14, pp. 116-173.
1385. Stikute Elita, *Historical Experience of Literature Didactics (20s-40s of the 20th Century) in the Context of Educating Teachers*, in *Mokytoju rengimas XXI amžiuje*, pp. 176-181.

1386. Stikute Elita, *Latviešu literatūras didaktika [vēsturiskā attīstība]. Monogrāfija [Historical Development of Didactics of Latvian Literature. Monograph]*, Rīga, Raka, pp. 281.
1387. Stikute Elita, *Pārmaiņas latviešu literatūras didaktikā 20.gadsimta 40.gadu sākumā [Changes in the Didactics of Latvian Literature in the beginning of 1940s]*, in *Teacher of the 21st Century*, pp. 598-607.
1388. Stikute Elita, *Trimdas rakstnieku devums latviešu literatūras didaktikā: ieskats Latvijas Valsts vēstures arhīva dokumentos [Exiled Writers' contribution to Latvian literature didactics: insight into Latvian State Historical Archives documents]*, in *Izglītība izaugsmei*, pp. 118-128.
1389. Stizzo Fabio, *Disabili e scuola. Confronti, intersezioni, problematiche*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 561-578.
1390. Stortz Paul, Panayotidis E. Lisa (edd.), *Cultures, Communities, and Conflict: Histories of Canadian Universities and War*, Toronto, University of Toronto Press, 2012, pp. 321.
1391. Strack Georg, Knödler Julia (edd.), *Rhetorik in Mittelalter und Renaissance. Konzepte-Praxis-Diversität*, München, Utz, 2011, pp. 490.
1392. Stürmer Verena, *Schulbuchnetzwerke mit Monopolcharakter: Die Fibelproduktion in der DDR 1949 bis 1989*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 149-154.
1393. Suchotina-Tolstaya T.L., Fausek Yu., Ticheeva E., *Tri puteshestvyia v Rim k Marii Montessori [Three paths in Rome to Maria Montessori]*, Sankt Peterburg, Obrazovatel'nyj centr «Uchastie», Lema, 2012, pp. 160.
1394. Sureda García Bernat, Barceló Bauzá Gabriel, *Sindicalismo docente y renovación pedagógica: la revista Pissarra*, in *Prensa Pedagógica*, pp. 405-412.
1395. Susan J. Pearson, *The Rights of the Defenseless: Protecting Animals and Children in Gilded Age America*, Chicago, University of Chicago Press, pp. 280.
1396. Susi Francesco, *Scuola, Società, Politica, Democrazia. Dalla riforma Gentile ai Decreti Delegati*, Roma, Armando, 2012, pp. 224.
1397. Suzuki Atsushi, *Japanisch-deutsche Beziehungen in der Erziehungswissenschaft des 20. Jahrhunderts*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 132-141.
1398. Tanganelli Paolo, *Ignazio nell'Atene castigliana. Iconologia del Real Colegio de Salamanca*, in *Santi patroni*, pp. 225-238.
1399. Tanturri Alberto, «L'arcano amore della sapienza». *Il sistema scolastico*

- del Mezzogiorno dal decennio alle soglie dell'Unità nazionale (1806-1861)*, Milano, Unicopli, 2013, pp. 352.
1400. Tarasova A.E., *Pedagogichesky aspekt gosudarstvennoj politiki: formirovanie obschej kul'tury molodezhi (1960-1970-e gg.)* [Pedagogical aspects of the state politics: formirovaniya of the general youth culture (1960-1970)], in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletiya*, pp. 125-128.
1401. Targhetta Fabio, «*Signor Maestro Onorandissimo*. Imparare a scrivere lettere nella scuola italiana tra Otto e Novecento», Torino, Sei, 2013, pp. XXV-195.
1402. Tarozzi Fiorenza, Betti Eloisa (edd.), *Le italiane a Bologna. Percorsi al femminile in 150 anni di storia unitaria*, Bologna, Editrice Socialmente, 2013, pp. 238.
1403. Tatasciore Claudia, *Letteratura per ragazzi e pacifismo*. Die Waffen nieder! di Bertha von Sutter e il suo adattamento per ragazzi Marthas Tagebuch, in *Tessere trame narrare storie*, pp. 73-91.
1404. Tauman Peter M., *Disavowed knowledge: psychoanalisis, education and teaching*, New York, Routledge, 2012, pp. 211.
1405. Taylor Tony, Guyver Robert, *History Wars and the Classroom: Global Perspectives*, Charlotte NC, Information Age Publishing, Inc., 2012, pp. 228.
1406. Templin David, «*Lehrzeit - keine Leerzeit!*»; *Die Lehrlingsbewegung in Hamburg 1968-1972*, München, Dölling und Galitz, 2011, pp. 196.
1407. Tenorth Heinz-Elmar (ed.), *Geschichte der Universität Unter den Linden 1810-2010*, Berlin, Akademie Verl., 2010, pp. 764.
1408. Tenorth Heinz-Elmar, Grüttner Michael (edd.), *Geschichte der Universität Unter den Linden 1810-2010. Biographie einer Institution, Praxis ihrer Disziplinen*, Berlin, Akad.-Verl., 2012, pp. 593.
1409. Terada Torahiko, *Évolution des illustrations des manuels scolaires utilisés à Taïwan au temps de la colonisation japonaise*, in *L'école et la nation*, pp. 353-368.
1410. Terenya Yu. Yu., *Klassifikacya pedagogicheskikh zhurnalov russkogo zarubezh'ya pervoj poloviny XX veka* [Classification of the pedagogical periodicals of the russian emigration of the first half of the XX century], in *Istoriya pedagogiki segodnya*, pp. 246-254.
1411. Terzijska Milka, *Dimit'er Kacaparov i dvizhenieto za novo v'zpitanie* [Dimit'er Kacaparov and the mpuvement for the new education], Sofija, Universitetsko izdatelstvo «Sv. Kliment Ochridski», 2013, pp. 278.
1412. Terzis N., *Μελέτη της εκπαίδευσης του νεοελληνισμού* [Study of education

- modern Greeks], Thessaloniki, Kyriakidis, 2010, pp. 396.*
1413. Thamer Hans-Ulrich, Droste Daniel, Happ Sabine (edd.), *Die Universität Münster im Nationalsozialismus. Kontinuitäten und Brüche zwischen 1920 und 1960*, Münster, Aschendorff, 2012, pp. 638.
1414. Thelin John R., *A history of American higher education*, Baltimore, Hopkins University Press, 2011, pp. 554.
1415. Thiesse Anne-Marie, *Différences acceptables, souhaitables, intolérables*, in *L'école et la nation*, pp. 305-310.
1416. Thomä Dieter (ed.), *Gibt es noch eine Universität? Zwist am Abgrund. Eine Debatte in der Frankfurter Zeitung 1931/32*, Konstanz, Konstanz University Press, 2012, pp. 192.
1417. Thomm Ann-Katrin, *Alte Jugendbewegung, neue Demokratie. Der Freideutsche Kreis Hamburg in der frühen Bundesrepublik Deutschland (Schriftenreihe des Archiv der deutschen Jugendbewegung. 16)*, Schwalbach, Wochenschau-Verl., 2010, pp. 414.
1418. Thuesen Sarah Caroline, *Greater than Equal: African American Struggles for Schools and Citizenship in North Carolina, 1919-1965*, Chapel Hill, The University of North Carolina Press, 2013, pp. 366.
1419. Tihon Anne, *Enseigner les sciences à Alexandrie à la fin de l'Antiquité*, in *Lumières de la sagesse*, pp. 329-336.
1420. Tihon Anne, *L'enseignement à Constantinople (IV^e-XII^e siècle)*, in *Lumières de la sagesse*, pp. 43-49.
1421. Tilitzki Christian, *Die Albertus-Universität Königsberg. Die Geschichte von der Reichsgründung bis zum Untergang der Provinz Ostpreußen (1871-1945)*, Berlin, Akad.-Verl., 2012, pp. 813.
1422. Tishchenko E.G., *Aleksandrovskaya muzhkaya gimnazya Taganroga (1880-1890-e gg.) [The Taganrog's Aleksandrovo male Gymnasium (years 1880-1890)]*, in *Istorya pedagogiki segodnya*, pp. 201-209.
1423. Togni Fabio, *Il riscatto dal tragico. Il giovane Gentile e l'agire pedagogico (1875-1915)*, Roma, Edizioni Studium, 2013, pp. 184.
1424. Tognon Giuseppe (ed.), *Su De Gasperi: dieci lezioni di storia e di politica*, Trento, FBK press, 2013, pp. 255.
1425. Tognon Giuseppe, *Diotima e Alcibiade. La storicità in educazione*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 625-634.
1426. Toloudis Nicholas (ed.), *Teaching Marianne and Uncle Sam: public education, state centralization, and teacher unionism in France and the United States*, Philadelphia, Temple University Press, 2012, pp. 212.
1427. Töpfer Thomas, *Die 'Freyheit' der Kinder. Territoriale Politik, Schule*

- und Bildungsvermittlung in der vormodernen Stadtgesellschaft. Das Kurfürstentum und Königreich Sachsen 1600-1815*, Stuttgart, Steiner, 2012, pp. 482.
1428. Tortorelli Gianfranco (ed.), *Non bramo altr'esca. Studi sulla casa editrice Barbèra*, Bologna, Pendragon, 2013, pp. 335.
1429. Tortorelli Gianfranco, *Non bramo altr'esca: identità nazionale, cultura classica e selfhelpismo nell'edizioni Barbèra*, in *Non bramo altr'esca*, pp. 11-72.
1430. Tortorelli Gianfranco, *Rileggendo le Memorie di un editore di Giuseppe Barbèra. Appunti su un'autobiografia educativa*, pp. 279-322.
1431. Tosch Frank, *Vom Schulversuch zum preußischen Erfolgsmodell: Gymnasial- und Ministerialdirektor Karl Reinhardt (1849-1923) und die Frankfurter Reformpläne als Netzwerkgeschichte*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 74-82.
1432. Toussaint Daniel, *L'invention de l'instituteur et de l'institutrice au XIXe siècle dans la Somme*, Amiens, Encrage Éd., 2012, pp. 365.
1433. Traninger Anita, *Disputation, Deklamation, Dialog. Medien und Gattungen europäischer Wissensverhandlungen zwischen Scholastik und Humanismus*, Stuttgart, Steiner, 2012, pp. 332.
1434. Trebisacce Giuseppe, *Bambini e anziani nella storia dell'educazione*, in *Progetto Generazioni*, pp. 257-266.
1435. Trebisacce Giuseppe, *La ricerca storico-educativa oggi. Tra acquisizioni consolidate e prospettive di sviluppo*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 1-12.
1436. Treml Alfred, *Philosophische Pädagogik. Die theoretischen Grundlagen der Erziehungswissenschaft*, Stuttgart, Kohlhammer, 2010, pp. 322.
1437. Tremp Ernst, Schmuki Karl (edd.), *Alkuin von York und die geistige Grundlegung Europas. Akten der Tagung vom 30. September bis zum 2. Oktober 2004 in der Stiftsbibliothek St. Gallen*, St. Gallen, Verlag am Klosterhof, 2010, pp. 337.
1438. Trilianos Th., *To σχολικό κλίμα και η μάθηση των παιδιών [School climate and children's learning]*, in *History Care*, Vol. 2, pp. 1363-1372.
1439. Trisciuzzi Teresa, *Hayao Miyazaki. Sguardi oltre la nebbia*, Roma, Carocci, 2013, pp. 159.
1440. Tröhler Daniel, *Languages of Education: Protestant Legacies, National Identities, and Global Aspirations*, New York, Routledge, 2011, pp. XIII-252.
1441. Tröhler Daniel, *Languages of Education: Protestant Legacies, National*

- Identities, and Global Aspirations*, New York, Routledge, 2011, pp. XIII-252.
1442. Tschopp Silvia Serena, Weber Wolfgang E.J. (edd.), *Macht und Kommunikation. Augsburger Studien zur europäischen Kulturgeschichte*, Berlin, Akad. Verl., 2012, pp. 234.
1443. Tsirimokos I., *Εκπαιδευτική μεταρρύθμιση (1913) [Educational Reform (1913)]*, Athens, Foundation of the Hellenic Parliament, 2013, pp. 76.
1444. *Tvorcheskaya lichnost': technologii i metodiki ee razvityya: mezdunarodnaya nauchnaya prakticheskaya konferencya, Orenburg, 23-24 aprel' 2013. Sbornik statej. Posvyashchetsya 95-letiyu so dnya rozhdeniya V.A. Sukhomlinskogo [The creative personality: the technology and the methods of her development: international scientific practical conference, Orenburg, 23-24th April 2013: collection of articles consecrated to the 95 years from V.A. Suchomlinskij's birth's]*, Ministerstvo obrazovanya i nauki Rossiskoj Federacii, FGBOU VPT «Orenburskij gosudarstvennyj pedagogicheskij Institut», Institut sociologii i obrazovanya Rossiskoj Akademii Obrazovanya, Orenburg, 2013, ppp. 695.
1445. Olivieri Simonetta, *Il corpo delle donne e la violenza di genere. Il segno di uno storico dominio*, in *Le frontiere del corpo*, pp. 27-50.
1446. Umehara Hideharu, *Gesunde Schule und gesunde Kinder. Schulhygiene in Düsseldorf 1880-1933*, Essen, Klartext, 2013, pp. 357.
1447. Umlauf Konrad, Gradmann Stefan, *Handbuch Bibliothek. Geschichte, Aufgaben, Perspektiven*, Stuttgart, Weimar, Metzler, 2012, pp. 422.
1448. Urban Wayne (ed.), *Leaders in the Historical Study of American Education*, Rotterdam, Sense Publishers, 2011, pp. 325.
1449. Urbano Afonso Luís, *A Imagem do saber: as pinturas da Universidade de Lisboa em 1431*, in *A Universidade medieval em Lisboa séculos XIII-XVI*, pp. 395-318.
1450. Utkin A.V., *Teoreticheskoe osmyshlenie missii uchitelya v istorii otechestvennogo obrazovanya XVIII – nachala XX veka [Theoretical interpretation of the mission of the teacher in the history of the national education of the end of the XVIII-beginning of the XX century]*, in *Istorya pedagogiki segodnya*, pp. 114-124.
1451. Vaccarelli Alessandro, «*Faccetta nera, bella abissina*». *Rappresentazioni della donna africana tra razzismo e sessismo nel ventennio fascista*, in *Le frontiere del corpo*, pp. 87-100.
1452. Vagnon-Chureau Emmanuelle, *Une géographie pour l'école? Invention d'un savoir scolaire dans l'Occident latin*, in *Lumières de la sagesse*,

- pp. 345-352.
1453. Valente Osvaldo, *L'immagine esoterica del femminile nelle «Avventure di Pinocchio»*, in *La ricerca storico-educativa oggi*, Vol. II, pp. 389-404.
1454. Vallet Éric, Aube Sandra, Kouamé Thierry (edd.), *Lumières de la sagesse. Écoles médiévaux d'Orient et d'Occident*, Paris, Publications de la Sorbonne - Institut du monde arabe, 2013, pp. 424.
1455. Vallet Éric, Aube Sandra, Kouamé Thierry, *Introduction*, in *Lumières de la sagesse*, pp. XV-XIX.
1456. Vallet Éric, *Dans et hors la madrasa. De nouvelles institutions de l'enseignement islamique?*, in *Lumières de la sagesse*, pp. 121-128.
1457. Vallet Éric, *Orthodoxies savantes. Les cultures scolastiques et la censure (VIII^e-XIII^e siècle)*, in *Lumières de la sagesse*, pp. 313-320.
1458. Vallet Éric, *Savoirs académiques et rivalités savantes dans le Proche-orient medieval (XI^e-XV^e siècle)*, in *Lumières de la sagesse*, pp. 159-165.
1459. Vallet Eric, Aube Sandra, Kouamé Thierry (edd.), *Lumières de la sagesse. Écoles médiévaux d'Orient et d'Occident*, Paris, Publications de la Sorbonne - Institut du monde arabe, 2013, pp. 424.
1460. Van Damme Stéphane, *Une Athènes du Nord? L'université d'Édimbourg au miroir de la ville au xviiie siècle. Un bilan historiographique*, in *Le Universités dans la ville*, pp. 157-175.
1461. Van der Linden Sophie, *The Picturebook in France since the Sixties: A Kaleidoscopic Scenario*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 199-213.
1462. Vanni Laura, «Costumato, piacevole e di bella maniera»: valori, vizi e virtù nella formazione cortigiana di antico regime, in *La ricerca storico-educativa oggi*, Vol. I, pp. 579-590.
1463. Vanni Laura, *Il cortigiano. Un modello formativo del Cinquecento italiano*, Roma, Anicia, 2013, pp. 172.
1464. Vanpaemel Geert, Dereza Mark, Tollebeek Jo (edd.), *Album van een wetenschappelijke wereld: de Leuvense universiteit omstreeks 1900*, Leuven, Lipsius, 2012, pp. 227.
1465. Vaos A., Cyprianos P., *Εικαστική δημιουργία και εκπαίδευση (1833-1936) [Artistic creation and training (1833-1936)]*, in *History Care*, Vol. 1, pp. 125-144.
1466. Varón Páez Martha Elizabeth, Salmerón Nieto Antonio, *Personajes no ficticios en manuales contemporáneos para la enseñanza del inglés en Colombia: implicaciones culturales*, in *Ciudadanías e identidades*, pp. 163-187.

1467. Vassalli Paola, *The Illustrators Exhibition. A Geography of the Visual Art*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 59-74.
1468. Vediščeva Jeļena, Ķestere Iveta, *Mazākumtautību izglītība: autonomijas u. c. jautājumi Latvijā (1918-1940)* [Minority Education: Autonomy and Other Issues in Latvia (1918-1940)], in *Pedagoģijas vēsture*, pp. 155-175.
1469. Verger Jacques, *Histoire des Universités. XII-XXI siècles*, Paris, Presses Universitaires, p. 334.
1470. Verger Jacques, *Les saints patrons à l'Université de Paris au Moyen Âge*, in *Santi patroni*, pp. 1-9.
1471. Vesper Gerd, *Die Deutsche Schule Rom. Konfessionalismus, Nationalismus, internationale Begegnung*, Husum, Matthiesen, 2011, pp. 418.
1472. Vian Giovanni, *La Santa Sede e l'insegnamento delle discipline teologiche sotto Pio XI*, in *La religione istruita*, pp. 143-166.
1473. Vian Helga, *Mille volti un solo destino: I libri Scafetta. I come e i perché di molti abbandoni*, in *Per la storia dell'infanzia abbandonata in Europa*, pp. 139-145.
1474. Viegas Brás José, Neves Gonçalves Maria, *O Jornal da Associação dos Professores: o espalhar dos discursos dos docentes na imprensa (1856-1862)*, in *Prensa Pedagógica*, in *Prensa Pedagógica*, pp. 413-426.
1475. Vieweg Klaus, Winkler Michael (edd.), *Bildung und Freiheit. Ein vergessener Zusammenhang*, Paderborn, Schöningh, 2012, pp. 248.
1476. Vigezzi Brunello, *La 'statale' di Milano e il '68. Gli incontri impossibili*, in *Le istituzioni universitarie e il Sessantotto*, pp. 53-71.
1477. Vikharev V.A., *Ekspertiza gorodskikh uchilishch dorevoljucionnogo Saint Peterburg* [The evaluation of the municipal educational institutions of prerevolutionary Saint Peterburg], pp. 50-53.
1478. Vilhena Carla, *Porque não criamos jardins infantis? Análise de discursos sobre a institucionalização da educação de infância em Portugal (1880-1950)*, in *Educação e formação de professores*, pp. 13-26.
1479. Viñao Frago António, *Balance de la investigación sobre cuadernos escolares en España*, in *La historia de la cultura escolar*, pp. 63-82.
1480. Viñao Frago António, *Confesiones y educación religiosa en la escuela pública: tradiciones históricas y situación actual en España*, in *Laicidade, Religiões e Educação na Europa*, pp. 255-274.
1481. Vincent Diane, *Langues nationales, variétés régionales et immigrations*.

- Le défis de l'école en Français au Québec*, in *L'école et la nation*, pp. 235-246.
1482. Viola Valeria, *Agli albori dell'istruzione professionale in Molise (1848-1865)*, in *La ricerca storico-educativa oggi*, Vol. I, pp. 591-604.
1483. Virmond Wolfgang (edd.), *Die Vorlesungen der Berliner Universität 1810-1834. Nach dem deutschen und lateinischen Lektionskatalog sowie den Ministerialakten*, Berlin, Akad.-Verl., 2011, pp. 848.
1484. Vishlenkova Elena A., Dmitriev A.N., *Pragmatika tradicii, ili Aktual'noe proshloe dlya rossijskikh universitetov [Pragmatics of the Tradition or Actual Past for the Russian universities]*, in *Soslovie russkikh professorov*, pp. 61-95.
1485. Vishlenkova Elena A., Savel'eva I.M. (edd.), *Soslovie russkikh professorov. Sozdateli statusov i ismyslov [The Estate of Russian Professors. The Creators of the New Status and Senses]*, Moskva, Izdatel'skij dom Vysshej shkoly ekonomiki, 2013, pp. 386.
1486. Vishlenkova Elena A., Saveleva, I.M., *Universitetskie soobshchestva kak ob'ekt i sub'ekt opisanya [University Associations as an Object and Subject of the Description]*, in *Soslovie russkikh professorov*, pp. 5-20.
1487. Vlasova Tatyana A., Plotnikova A. P., *Etnicheskie markery v sovremennykh udmurtskikh i russkikh bukvaryakh: sopostavlenie visual'nogo ryada [Ethnic markers in contemporary Udmurt and Russian primers: a comparison of the visual range]*, in 'Kartinki v moem bukvare', pp. 173-210.
1488. Vogt Michaela, *Professionspublizistik unter den politischen Systembedingungen der DDR anhand der Zeitschrift ‚Die Unterstufe‘*, in *Netzwerke in bildungshistorischer Perspektive*, pp. 154-160.
1489. Vojnovich Mijo, Kozuh Sasa (edd.), *Clio's Ways... Topical problems of modern historical science*, University of Primorska (Faculty of Education), Koper, 2013, pp. 266.
1490. vom Bruch Rüdiger (ed.), *Die Berliner Universität im Kontext der deutschen Universitätslandschaft nach 1800, um 1860 und um 1910*, München, Oldenbourg, 2010, pp. 259.
1491. Walberg Hanne, *Film-Bildung im Zeichen des Fremden. Ein bildungstheoretischer Beitrag zur Filmpädagogik*, Bielefeld, Transcript, 2011, pp. 286.
1492. Walsh Thomas, *Primary education in Ireland. 1897-1990. Curriculum and context*, Oxford, Lang, 2012, pp. 466.
1493. Wang Qian, *隐形的壁垒: 大众传媒语境下儿童文学传播障碍归因研究 [Invisible Barriers: Obstacle Attribution of Children's Literature in a*

- Mass Media Context]*, Beijing, China Social Science Press, 2013, pp. 268.
1494. Wang Quangen (ed.), 现代中国科幻文学主潮 [*Main Trends in Contemporary Chinese Sci-Fiction*], Chongqing, Chongqing Press, 2011, pp. 560.
1495. Wang Xiaoyi, 实用儿童文学教程 [*A Practical Guide to Children's Literature*], Xian, Shanxi Normal University Press, 2013, pp. 174.
1496. Wasmuth Helge, *Kindertageseinrichtungen als Bildungseinrichtungen. Zur Bedeutung von Bildung und Erziehung in der Geschichte der öffentlichen Kleinkinderziehung in Deutschland bis 1945*, Bad Heilbrunn, Klinkhardt, 2011, pp. 488.
1497. Wayne Urban (ed.), *Leaders in the Historical Study of American Education*, Rotterdam, Sense Publishers, 2011, pp. 325.
1498. Weichers Britta, *Der deutsche Osten in der Schule. Institutionalisierung und Konzeption der Ostkunde in der Bundesrepublik in den 1950er und 1960er Jahren*, Frankfurt am Main, Peter Lang, 2013, pp. 632.
1499. Weikle-Mills Courtney, *Imaginary Citizens: Child Readers and the Limits of American Independence 1640-1868*, Baltimore, Johns Hopkins University Press, 2013, pp. X-265.
1500. Weinrich Arndt, *Der Weltkrieg als Erzieher. Jugend zwischen Weimarer Republik und Nationalsozialismus*, Essen, Klartext-Verl., 2013, pp. 351.
1501. Weinstein Deborah, *The Pathological Family: Postwar America and the Rise of Family Therapy*, Cornell University Press, Ithaca, New York, 2013, pp. XIII-262.
1502. WeitbrechtDorothee, *Aufbruch in die Dritte Welt. Der Internationalismus der Studentenbewegung von 1968 in der Bundesreoublik Deutschland*, Göttingen, Vandenhoeck & Ruprecht, 2012, pp. 421.
1503. Wels Ulrike, *Gottfried Hoffmann (1658-1712). Eine Studie zum protestantischen Schultheater im Zeitalter des Pietismus*, Würzburg, Königshausen & Neumann, 2012, pp. 397.
1504. Werner Anja, *The Transatlantic World of Higher Education: Americans at German Universities, 1776-1914*, New York, Berghahn, 2013, pp. 348.
1505. Wiecki Evita, *Fride in skul, Freydele in skul – Mehrsprachigkeit in jiddischen Schulbüchern [Plurilingualism in Yiddish school textbooks]*, in *Mehrsprachigkeit und Schulbuch*, pp. 233-247.
1506. Wiesing Urban (ed.), *Die Universität Tübingen im Nationalsozialismus*, Stuttgart, Steiner, 2010, pp. 1136.

1507. Wirth Laurent, *Place de «l'héritage imperial» dans le enseignement de l'histoire*, in *L'école et la nation*, pp. 467-470.
1508. Witte Egbert, *Zur Geschichte der Bildung. Eine philosophische Kritik*, Freiburg im Breisgau, Alber, 2010, pp. 176.
1509. Wolff Larry, *Childhood and the enlightenment. The complication of innocence*, in *Childhood in the Western World*, pp. 78-99.
1510. Wu Qinan, 20世纪中国儿童文学的文化阐释 [Cultural Interpretations of Twentieth-Century Chinese Children's Literature], Beijing, China Social Science Press, 2012, pp. 292.
1511. Wyss Hilary E., *English Letters and Indian Literacies: Reading, Writing and New England Missionary Schools, 1750-1830*, Philadelphia, University of Pennsylvania Press, 2012, pp. 264.
1512. Yokota Junko, *From Print to Digital? Considering the Future of the Picturebooks for Children*, in *Bologna Fifty years of Children's Books from Around the World*, pp. 449-455.
1513. Zago Giuseppe, *Percorsi della pedagogia contemporanea*, Milano, Mondadori, 2013, pp. 370.
1514. Zambarbieri Annibale, *Cultura laica e religione in Italia nella seconda metà dell'Ottocento. Due «Vite di Gesù» tradotte nel 1863*, in *La religione istruita*, pp. 43-60.
1515. Zambelli Elisabetta, *Un cammino difficile della scuola per tutti a Bentivoglio*, in *Tutti a scuola?*, pp. 215-240.
1516. Zaporozhec O. N., *Navigator po karte istoriko-sociologicheskikh issledovanij universiteta* [Map Navigator of the Historical and Sociological Researches of the University], in *Soslovie russkikh professorov*, pp. 21-59.
1517. Zarifis G., *Συμμετοχή ενηλίκων σε εκπαιδευτικές δραστηριότητες. Έρευνα των παραγόντων συμμετοχής στα κέντρα εκπαίδευσης ενηλίκων (KEE) της επικράτειας* [Participation in adult education activities. Research of factors for participation in adult education center sof the territory], Thessaloniki, Graph, 2010, pp. 247.
1518. Zaumstöck Holger, *Das Milieu des Verdachts. Akademische Freiheit, Politikgestaltung und die Emergenz der Dernunziation in Universitätsstädten des 18. Jahrunderts*, Berlin, Akad.-Verl., 2010, pp. 410.
1519. Zaunstöck Holger (ed.), *Gebaute Utopien. Franckes Schulstadt in der Geschichte europäischer Stadtentwürfe, Katalog zur Jahresausstellung der Franckeschen Stiftungen vom 8. Mai bis 3. Oktober 2010*, (Katalog der Franckeschen Stiftungen zu Halle. 25), Halle (Saale), Verl. der Franckeschen Stiftungen zu Halle, 2010, pp. 264.

1520. Zaunstöck Holger, *Das Milieu des verdachts. Akademische Freiheit, Politikgestaltung und die Emergenz der Denunziation in Universitätsstädten des 18. Jahrhunderts*, Berlin, Akad.-Verl., 2010, pp. 410.
1521. Zavarzina L.E., *Pochemy sovetskoy pedagogikoj ne bylo vostrebovany pedagogicheskie idei P.F. Kaptereva? [Why P.F. Vachterov's pedagogical ideas were not requested by the soviet pedagogy?]*, in *Istorya pedagogiki segodnya*, pp. 209-218.
1522. Zech Johannes, *Systemfragen der muttersprachlichen Bildung und Erziehung in der sozialistischen Schule. Sprachliche Bildung und Erziehung in der DDR-Schule*, Frankfurt am Main, Lang, 2011, pp. 217.
1523. Zerbinatti Moraes Dislane, *A modernidade pedagogica no discurso médico do século XIX no Brasil: uma análise de Revista Gazeta Médica de Bahia (1866-1920)*, in *Prensa Pedagógica*, pp. 427-433.
1524. Zervas Theodore G., *The Making of a modern Greek Identity: Education, Nationalism, and the Teaching of a greek National Past*, New York, East European Monographs, 2012, pp. 268.
1525. Zhou Jiting, *中国儿童文学: 2012春季号 [Chinese Children's Literature: 2012 Spring]*, Shanghai, Children and Youth Press, 2012, pp. 64.
1526. Zhuravleva Ju.I., *K voprosu o fizicheskom vospitanii v otechestvennoj shkole (1930-e gg.) [About the question of the fisical education in the national school (1930 Yeras)]*, in *Istoriko-pedagogicheskoe znanie v nachale III tysyaceletya*, pp. 56-59.
1527. Zierer Klaus, Saalfrank Wolf-Thorsten (edd.), *Zeitgemäße Klassiker der Pädagogik. Leben, Werk, Wirken*, Paderborn, Schöningh, 2010, pp. 280.
1528. Zigmunde Alīda, *700 gadu jubilejas svītības 1911. gadā [About the 700 Years Jubilee of Cathedral School in 1911]*, in *Rīgas Domskola*, pp. 60-67.
1529. Zigmunde Alīda, *Die Bedeutung der erstmaligen Ausbildung von Lehrern auf Hochschulniveau im Gebiet des heutigen Lettland an der Polytechnischen Schule und am Polytechnischen Institut zu Riga (1862 – 1919) [The Importance of the Start of the Education of Teachers in an Institution of Higher Education on the Territory of Nowadays Latvia at the Polytechnic School and the Polytechnic Institute in Riga from 1862 to 1919]*, in *Mokslo ir technikos raida Lietuvoje*, pp. 13-29.
1530. Zigmunde Alīda, *Die Beziehungen Johann Heinrich Pestalozzis zu Lettland [The Relations of Johann Heinrich Pestalozzi to Latvia]*, Riga, RTU, 2010, pp. 141.
1531. Zigmunde Alīda, *Die Entwicklung der Gehörlosenbildung in Lettland von den Anfängen in Livland und in Kurland bis zur Gegenwart [The*

- Development of the Education of the Deaf and Dumb in Latvia from the Beginning in Livonia and Courland till the Present], Riga, RTU, 2011, pp. 157.*
1532. Zigmunde Alīda, *Hugo Gaudig*, Riga, RTU, 2010, pp. 139.
1533. Zigmunde Alīda, *Johans Heinrihs Pestalocijs un Latvija [Johann Heinrich Pestalozzi and Latvia]*, Rīga, RTU, 2010, pp. 124.
1534. Zigmunde Alīda, Ķestere Iveta, *Latvijas Universitātes Pedagoģijas nodaļa: pirmsākumi, studiju process, mācībspēki un studenti (1919-1944) [The Department of Pedagogy of the University of Latvia: Origins, Study Process, Faculty and Students (1919-1944)]*, in *Pedagoģijas vēsture*, pp. 176-203.
1535. Zigmunde Alīda, *Nedzirdīgo izglītība Latvijā no pirmsākumiem līdz mūsdienām [The Education of the Deaf and the Dumb in Latvia from the Beginning to the Present]*, Rīga, RTU, 2011, pp. 155.
1536. Zigmunde Alīda, *Nezināmi fakti par profesoru Jūliju Aleksandru Studentu [Unknown Facts about Professor Jūlijs Aleksandrs Students]*, in *RTU zinātniskie raksti. Humanitārās un sociālās zinātnes. Vol. 8*, pp. 53-56.
1537. Zigmunde Alīda, *Par eiropeisku skolu un tās skolotājiem domājot [Thinking about a European School and Its Teachers]*, in *Rīgas Domskola*, pp. 154-164.
1538. Zigmunde Alīda, *Rīgas pirmās skolas saistība ar pirmo augstskolu Rīgā [The Connection between the Former Cathedral School Nowadays «First School» in Riga with the First University in Riga]*, in *Rīgas Domskola*, pp. 68-79.
1539. Zigmunde Alīda, *Slavenākos 19. un 20. gadsimta absolventus meklējot [Searching the Most Famous Alumnus of the 19th and 20th Century from the Cathedral School]*, in *Rīgas Domskola*, pp. 119-130.
1540. Zigmunde Alīda, *Tautas deju celmlauze Johanna Rinka [The Precursor of Folk Dance Johanna Rinka]*, in *Laikmets un personība. Rakstu krājums. Vol. 14*, pp. 38-57.
1541. Zigmunde Alīda, *The Beginning of Teaching Natural Sciences at Riga Polytechnic in the 19th Century*, in *International 8th IOSTE*, pp. 252-259.
1542. Zucchini Stefania, *S. Ercolano patrono del comune e dello Studium perugino, in Santi patroni*, pp. 127-132.
1543. Zwicker Lisa Fetheringill, *Dueling Students. Conflict, Masculinity, and Politics in German Universities, 1890-1914*, Michigan, University of Michigan Press, 2011, pp. 296.

