In this paper, which is part of a collective project on the transnational dissemination of intuitive teaching through text-books, we want to address these questions by contrasting a handful of textbooks of similar content -the teaching of things about nature - but very different format that were first published over a hundred years apart: three "dialogues" from the late 18th- early 19th century and three object lessons textbooks from the late 19th century. Most of them were originally published in French and then translated /adapted in Spain or Mexico for circulation in the Spanish-speaking world. The majority were reprinted several times over many decades.

We will argue that, whereas the textbooks on object lessons did propose a way of learning for the child that started with the direct observation of things, they drew on formal elements of earlier textbooks to ensure that children would memorize the information, such as the question-and-answer form of the previous dialogues, transformed into questionnaires at the end of each lesson. We will thus explore the hypothesis, following Anne-Marie Chartier, that pedagogical reforms are favored and/or constrained by contingent technologies – such as the textbook – that change at a different historical pace.

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Keywords: historical mapping, Montessori schools, Montessori sections, digital humanities
Research issues in Historical Mapping of Montessori Schools and Sections in Italy
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This contribution is the result of research carried out within the PRIN Project *«Maria Montessori from the past to the present. Reception and implementation of her educational method in Italy on the 150th anniversary of her birth»*. The objective of this research is to conduct a census of Montessori schools in Italy from 1907 to the present day, reconstructing the date of their foundation and the length of their persistence both at a regional and national level, from nursery to secondary schools. Such a review is an important operation that has the power to give an accurate and vivid representation of the impact that the thought of Montessori had - and still has - in the national cultural and school context. This contribution presents a multimedia tool in which – at the time of writing – data from over 700 schools was collected, or-

ganised, and represented on a digital map. This data is the result of research carried out both at an archival level, based on the Opera Nazionale Montessori fund, and through a specific analysis of the main Montessori magazines, from "l'Idea Montessori" to "La Coltura Popolare", up to the recent «Vita dell'Infanzia» and «Il Quaderno Montessori».

The main distinguishing element of the interactive map is the possibility to view information about schools from a historical perspective: by selecting a specific year, the user can immediately see all the schools that we are certain existed in that specific year appearing on the map. Each school is indicated by a marker, which is positioned on the map using the most accurate information available for each institution. This can span from the mere city name to proper geolocalization coordinates that allow determining the exact positioning of the element. When a street address is available, the location of the mapped institution is determined using the "Nominatim" service, which is part of OpenStreetMap, the main technology used to build the map and to render information. Each marker is clickable, leading to a specific page showing the selected institution and enriched with all the related information available.

The presented data organization and mapping choices are affected by some issues, that can be summed up in three main areas and are actively being investigated:

– duplicates treatment: information about the same institution can appear in different sources, in some cases after decades; a database was designed to allow filtering and sorting by all possible fields, to comparatively assess the correspondences between records.

– naming of the institutions: in many cases, we have observed that simply naming the institution as it was reported by the source (i.e., "a primary school with two Montessori sections") could lead to ambiguities, hence we developed a script that combines information dynamically to produce longer, more accurate names that are unique, based on locations and toponyms.

– differentiating whole institutions from sections: sections are more difficult to map because they depend on other institutions and are less evident; to represent the complexity of this component, a filtering feature was added for these specific cases.

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Montessori Atlas: Digital Humanities for Historical-Pedagogical Research

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The contribution is the result of research carried out by the LUMSA University Unit for the PRIN Project *Maria Montessori from the past to the present. Reception and implementation of her educational method in Italy on the 150th anniversary of her birth*, which involves four universities: Bologna, Milano Bicocca, LUMSA of Rome and Valle d'Aosta. The research aims to develop a lemmary and digital repertories for a historical-pedagogical reconsideration of the actuality of Montessori pedagogy, taking into account the best practices developed in the field of digital humanities. The contribution presents the *Montessori Atlas*: an open access digital portal, a research and study tool, divided into five sections: texts, images, historical journals, lemmary, international bibliography.In the «Texts» section we digitalized the *Critical Edition*