

INTERNATIONAL SYMPOSIUM
QUADERNI DI SCUOLA

**Una fonte complessa per la storia delle culture scolastiche
e dei costumi educativi tra Ottocento e Novecento**

(Macerata, 26-29 September 2007)

Abstracts

Anna Ascenzi (Università degli Studi di Macerata, Italy)

Le Cartiere Pigna e i quaderni scolastici della "Terza Italia" (1870-1945)

The paper studies in depth, and for the very first time, the archives of the historic Paolo Pigna paper mill in Alzano Lombardo (Bergamo, Italy), which played a leading role in Italian history and culture, so that we can assert that the history of this company identifies with the history of the same school in post-Unification Italy. After the taking over by Paolo Pigna in 1857, immediately the great paper mill stood out for keeping abreast of technology and for its high-quality production, in the mid-1800's Italian panorama which was fragmented into many, little and still poorly mechanized farms. The turning point came with the son-in-law Daniele Pesenti who, at the beginning of the Twentieth century, reorganized and modernized the company, and decided to specialize in the key sector of the writing materials and particularly the exercise books: a simple but effective and all-pervading medium of iconic-verbal messages (moral or educational, propagandistic, religious, etc.), in addition to an object of editorial marketing. At the time, the paper as well as the publishing industry were booming, also because of an increasing inner demand due to the falling illiteracy and the emergent schooling practices. Therefore the production for the school became the Pigna's strong point, also in the hard post-war period when Carillo Pesenti Pigna kept up the predecessors' way and drove the company to become one of the biggest in Italy: a growth which went along with the mass literacy, the schooling and the "nationalization" process. Through the reading of the records on the one hand, and the exam of the school materials on the other, the Author reconstructs the global and complex framework in which the company policy originated and developed, in tight conjunction with the concerns of the "national pedagogy", from the first education actions of the post-Unification, through the Fascist Ventennio, until the fifties.

Charles Magnin (Université de Genève, Switzerland) & **Juliette Michaëlis**
(Communauté de Recherche Interdisciplinaire sur l'Éducation et l'Enfance de Genève,
Switzerland)

Était-ce vraiment moi? Essai de typologie historique raisonnée des cahiers d'élèves de la CRIÉE

Referring to the way school exercise books have been used in three exhibitions of the Criée in which that type of material was central, our presentation discusses the nature of the information the history of education can gather from this type of sources. We first describe, from a quantitative perspective, some of the main characteristics of the 5'000 school exercise books kept by the Criée. We then insist on the great diversity of these « cahiers », also underlining that in our collection they are far from being the

only remaining handwritten documents produced by pupils. We also show what these exercise books coming from various epochs, disciplines and institutions have enabled us to demonstrate in the exhibitions in which they have been presented. Our analysis underlines that what has been produced by the pupils very rarely expresses any kind of subjectivity or originality but deals mainly with the incorporation in themselves, mostly through writing or drawing, of what school text books and school curricula intended to teach them orally and through reading. We will also show that this situation varies according to the different types of schools, their goals and the social composition of their public, and also through time, the present days tending to democratize several of the intellectual and cultural attributes possessed in the past by some « happy few ». The written production of the Privat school pupils, an elementary school for the children of the Genevan upper classes which lasted from 1814 to 1960, illustrates a relation to one self and to others which appears to be much more personal and humanistic, and also power oriented, than the one to which children from the public school system were entitled because it aimed at producing « self-normed », productive and obedient individuals, the citizens of a democratic country. However, in the past decades, things have slowly evolved towards some « democratization », always unequal, always precarious, of some traits typical of the elites' education like, for example, the right to be « creative », a change which is very apparent in the way the pupils of the genevan public school system were trained in the field of « dessin » (drawing) in the seventies.

Silvina Gvartz (Escuela de Educación de la Universidad de San Andrés, Argentina)

El cuaderno de clase como fuente primaria de investigación. Alcances y límites en la construcción del objeto de estudio

The aim of this paper is to think about the use of the school notebook as a primary source of research. In the first place, the text offers a revision of recent publications in several countries, which use the school notebook as a source for research, describing which topics have been discussed in the work previously mentioned. In the second place, the paper presents a theoretical view, which considers the school notebook as a dispositive. In this sense, the school notebook is considered as a producer of specific effects: school knowledge. Finally, and from this view, the purpose is to reflect on the attainments and limits of the different uses of the school notebook as a source for research.

Luis Vidigal (Escola Superior de Educação de Santarém, Portugal)

Typologie des produits de la culture des enfants, selon les collections portugaises

Child and Youth cultures have been mainly characterized by the range of products made to be consumed by the younger population strata, whether we talk about Child and Youth Literature, or, more recently, of clothing, food and beverage, games or toys. The common link to this growing segment of production, in face of mass consumption, is that of something created and produced by adults to develop or to satisfy certain needs or habits of consumption amongst the younger.

More recently, child and youth cultures come to be growingly defined upon the self-productions of the younger, now seen not only as consumers but as producers – we can even talk of a conceptual transition between «cultures made to the younger», to «cultures of the younger».

In this context those dimensions are relevant, namely child and youth productions within literate and school culture, that can be used as much as to characterized school institution as child and youth cultures in it selves.

We aim to elucidate Portuguese sources that structure literate and school products which configure younger cultures.

To the age and scholar 6-10, and 10-17 years old strata, the four main types of existing sources are: 1) those of the leading existing School Museums – Santarém, Marrazes/Leiria e Amadora; 2) the

Archives of some of the older secondary schools (Lyceum); 3) the Historical Archive of the Ministry of Education, in Lisbon; 4) some Local Archives.

Starting from the available public sources, we draw a typology of the accessible materials and products created by children and youngsters, typology we aim to be the broadest possible, and specially applicable to the literate sources of Salazar's dictatorship period –1926-1974:

1. Supports
2. Instruments of writing
3. Products
 - 3.1-Scholarly
 - 3.2-Intimate
 - 3.2-Virtual

Some products have an instantaneous discardable character, because they vanish more rapidly than the others, some of which may even be perennial and transmissible.

In its diversity these kinds of sources disclose relevant practical dimensions, such as the day-to-day performance of primary and secondary educational levels, as well as the explicit or implicit record of opinions and attitudes, in a time they were all harshly repressed in school and in society –thus originating records of subversion or of evasion in what concerns the schooling system. With proper care and positioned in its own context, in addition to the confrontation with Oral Memories and memorial data, these can be seen as sources “freed” from Censorship and political repression that were both overwhelming during Salazar's dictatorship.

Marisa Trigari (Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica in Florence, Italy)

La documentazione che fa la differenza: densità semantica, massa critica e integrazione virtuale nell'archivio nazionale FISQED

The written production of students during their school experience may be a primary source to consider in the history of education, as far as teaching/learning methods and practice are concerned. However, differently from published material, these sources are likely to be questioned, both because of their internal characteristics and because of their conditions of availability and use.

First of all, this type of document is ambiguous in itself, given its uncertain authorship and doubtful originality, resulting from another-directed production, strongly influenced in its contents by pedagogical relationships and standardized curricula. Moreover, especially when referring to the first school levels, this material, full of echoes of private memoirs, may encourage an emotional and uncritical rather than a scientific approach. Finally, the availability of historical school albums, cards, notebooks, which have never been systematically classified in libraries or public archives, mostly depends on the policy of special museums, the collectible market and private archives, whose selection and description criteria are not likely to satisfy the researcher's demand.

Hence the ambiguous position of this kind of source in the history of education: on the one hand it is quite popular, given its apparent immediateness; on the other hand it is open to misinterpretation, generalization, over-evaluation due to a random, limited, de-contextualized approach.

Can a documentation project aid the process of making this potential source of historical analysis a true resource for scholars? Can such an initiative also give fresh impetus to the valorization of school archives, in the perspective of teaching students to interpret original sources which are within their reach?

That was the challenge of the FISQED project, founded in 2004 through the initiative of the former INDIRE, now Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica (National Agency

for the Development of School Autonomy) in Florence, an institution whose mission includes an observatory on the present and historical characteristics of the education processes, in order to provide useful documentation both to researchers in the education sciences and to teachers and administrators. The presence in the Institute's archive of a considerable collection of historical school materials, partly collected in close connection with a crucial phase of the Italian education history, was the starting point of the initiative.

The paper deals with the key points of the FISQED project: 1) main objectives as above; 2) choice of a national approach, ready for larger perspectives at an international level; 3) census of the existing collections in Italy; 4) documentary analysis of the material seen as a historical source; 5) the FISQED software, created and tested by the Agency for cataloguing historical school materials, freely available from the present on; 6) the national cumulative catalogue on the net, already implemented by the Agency and open to the collaboration of the partners in the project; 7) the Internet FISQED site, hosting not only the FISQED software and catalogue, but also a growing apparatus of documents aimed to contextualize and enrich the information provided in the data base.

Fabio Caffarena (Università degli Studi di Genova, Italy)

Dalla cartella... all'archivio. I quaderni scolastici dell'Archivio Ligure della Scrittura Popolare di Genova

The ALSP keeps about 700 school exercise books written from late XVIIIth century up to the second half of the XIXth century. A century of exercise books come together in the ALSP following different paths, without a specific selection procedure of gathering, typical of other collections of documents. Nevertheless, from various angles, it forms a true archival repository. In consideration of this fact, on one hand the field work and the researches conducted by the ALSP researchers in family archives insert exercise book among the history of the subjectivity sources, on the other hand the capacity of the ALSP in having access to local scholastic archives, in order to acquire documents otherwise lost, enables to organize a reference web about the "exercise book-document". This source, free from the serial nature of the official documents, becomes an essential tessera of an articulated mosaic of sources (school registers, teachers' diaries, papers, books, school reports, correspondences, pictures) very useful for the study of the children's writings and scholastic institutions.

Barbara Salotti (Biblioteca comunale di Impruneta, Italy)

Il fondo «Maria Maltoni» della Biblioteca comunale dell'Impruneta

The extraordinary spontaneity and perfect execution of the diaries completed by the children who frequented the primary school at San Gersolè, tiny hillside hamlet lying between Impruneta and Florence, stimulated the curiosity and incredulity of many intellectuals. Amongst whom were Michelangelo Masciotta, Giulio Caprin, Giusta e Cesare Nicco Fasola, Raffaello Ramat, Franco Antonicelli, Alessandro Parronchi, Piero Calamandrei, Luigi Volpicelli e Italo Calvino.

Maria Maltoni started her vocation of teaching in the small primary school in 1920, and remained until 1956, the year she was pensioned off. As the one and only teacher at San Gersolè, she had the responsibility of educating children with age differences from 6 to 11 years. Such was her dedication, that those children who for whatever reason needed, could be found at school even during the holiday periods. The Maria Maltoni archive, conserved at the council library of Impruneta, is the result of a system of selection used by the schoolmistress herself of the pieces of work that most reflected her personal pedagogic project. The abovesaid is made up from a collection of 1.600 exercise books, 2.400 designs of all shapes and sizes, 600 classroom "newspapers" that were executed by the

children themselves in the classroom. As well as the pupils work, the archive also boasts certain written testimonials of the schoolmistress Maltoni herself. There is written material on an institutional level such as the 32 school registers showing the classes from 1933 through to 1956 and the 95 exercise books and numerous bundles of diaries where she had corrected the pupils work. There are additionally those more personal effects such as certain annotations in the margins, and separate pages of correspondence.

In addition there is photographic material from the period, newspaper and magazine articles on the rich educational contribution, not undermining in any way the significant social sense of purpose which rendered this educationalist particularly unusual.

Patrizia Zamperlin (Università degli Studi di Padova, Italy)

Quaderni ed elaborati scolastici conservati presso il Museo dell'educazione dell'Università di Padova

The speech aims to describe the didactic copy-books and works . It will develop following steps: a) origin and characteristic of materials; b) scientific work linked to these materials; c) the use for exposition of these materials; d) description of main significant pieces; e) conclusions.

Teresa Dolfi (Biblioteca Forteguerriana di Pistoia, Italy)

Il fondo della Biblioteca Forteguerriana di Pistoia

Il fondo di quaderni scolastici ed altri elaborati proviene dalla Mostra della Scuola tenuta a Pistoia dal 28 luglio al 25 settembre 1929 per celebrare la nascita della Provincia di Pistoia. I materiali esposti furono poi donati, presumibilmente alla fine dello stesso anno, alla Biblioteca Forteguerriana dove sono rimasti, pressoché sconosciuti fino al 1990 quando è stato pubblicato il catalogo a stampa del fondo. Le frequenti richieste di consultazione hanno poi indotto la Biblioteca a riprodurre su supporto digitale tutto il materiale e ad escludere gli originali dalla consultazione. Nel 1999 è stato pubblicato un doppio CD-ROM ed il fondo è stato reso consultabile in linea all'indirizzo www.amanuense.it. La raccolta, in buono stato di conservazione, consiste di 363 pezzi, in gran parte quaderni e fascicoli di vario formato che possono contenere, oltre a foto, cartoline e disegni anche piccoli manufatti. Il fondo offre vari spunti di ricerca: dalla storia della didattica, alla storia locale, alla etnografia (interessante la vasta raccolta di canti e tradizioni popolari).

Mario Squadroni (Soprintendenza archivistica regionale per l'Umbria, Italy)

I quaderni degli allievi delle scuole elementari miste della Montesca e di Rovigliano di Città di Castello

The primary schools in Montesca and Rovigliano, founded by Alice Hallgarten (1874 – 1911) and Leopoldo Franchetti (1847 – 1917), in favour of their farmers' children, operated from 1901 till 1981. These schools were studied a lot, because their teachers adopted the teaching method named "Montessori", adapting it to the local situation. A special importance was attached to the study of nature and to practical experimentation.

The archives of both schools have been rearranged and inventoried. The inventory, that describes the various series of the archives, was published in 2005. The series called "Pupils' exercises", collected in sixteen files with documents from 1901 to 1978, is very interesting.

My essay, that is just about the archives, describes the documents of that series analytically and deals particularly with exercise books, that are of great historical and iconographical importance. The documents, that have been recorded in details, are 579 and refer to the years from 1908 to 1961.

Verónica Sierra Blas & María del Mar del Pozo Andrés (Universidad de Alcalá de Henares, Spain)

Desde el “paraíso” soviético. Cultura escrita, educación y propaganda en Las Casas de Niños españoles evacuados a Rusia durante la Guerra Civil española

On 13 January 1938 a group of Spanish refugee children in Moscow had welcome in their school the Inspector Antonio Ballesteros. The Republican government, aiming to get the childhood apart from the war dreads, had organized different evacuation campaigns, or to some areas inside the country and far from the army scenarios or to some foreign countries. The Soviet Union was one of the most important asylum countries. The Spanish republican government had appointed a group of School Inspectors in order to guarantee the care and protection of the children evacuated to other countries. They had to travel across these countries for supervising the children's homes and schools.

Antonio Ballesteros have travelled to the Soviet Union between December 1937 and January 1938. He had pay visit to some of the Children's Homes that the soviet authorities had prepared for receiving the small republican refugees. When he had come back to Spain, he had brought with him, as a present, several sheets torn away from their exercise books. In these sheets the visited children had written several compositions with the following subject: “My first impressions while coming to Moscow”. The twelve accounts of their daily life are today one of the few remaining documents of these refugee children. In our paper we analyse these written materials from different research approaches: the history of education and the history of the written culture. Both are used for getting inside the world of the written culture in this precise historical children exile. This interdisciplinary glance allow us too to study, on one side, the importance of the composition as a pedagogical tool in the Spanish schools and, on the other, the influence of the propaganda and the ideology in the children's minds.

Bienvenido Martín Fraile, Isabel Ramos Ruiz & José María Hernández Díaz (Universidad de Salamanca, Spain)

Political and Religious Instruction in “cuadernos de rotación” under the Franco Regime. Hidden and Explicit Curriculum

The aim of the present article is to analyse the ideological importance of both patriotic and religious values in Spanish childhood and adulthood during the nationalcatholicism. The new regime established after the arms uprising from the Spanish army put great interest since its early beginnings in conveying some ideological contents which seemed as the basis for its own existence. These ideas were taken in a very objective way towards the educational context and for this reason the school became a very useful platform for political control launching. This way, the New Regime designed different departments responsible for conveying and supervising the schoolchildren's learning process. Therefore, a careful plan was carried out by means of instructions which were use to convey both knowledge and a god training of specific moral patterns in tune with the previous design by the military regime. These instructions would be the elements used to shape the future generations and get a loyal population to the new policy which would sustain the regime existence itself.

The essay presented today is the result of some hard content analysis carried at in “cuadernos de rotación” which have been used as the main source of reference and research in the History of Education for the first time in the historiography of Education. Thanks to it, we have been able to make use of a new document data base and with great importance in the treated subject. There is no doubt that with these notebooks we are able to star the indoctrinating importance as well as the modelling awareness which these instructions turned out to be. The whole educational and scholastic

tasks are impregnated with them. All kinds of school activities were carried out around these notebooks, such as writing essays, dictations, explanations or even allusive drawings made by schoolchildren in those years. We have to add that the continuous use of these instructions by “the Frente de Juventudes” made them into advertising catchphrases, mottos, into advertising campaigns designed by the new Regime.

Thorough this work we reviewed the different ambience of the historical time in which they arised together with the educational context they took part in, as well as, the education law which gave light to them and the political design which backed them up. Names, such as “*Cuestionarios Oficiales, Delegación Nacional del Frente de Juventudes, Falange, Patria, Religión, Consignas, Propaganda política, Manipulación de la infancia y juventud*” appear continuously along the whole speech.

This present analysis carried out by this team of experts is linked to the research Project marked/designed around the conceptual and methodological body based on those school notebooks under the dictator’s Regime: so called, “cuadernos de rotación”. At the same time this journey is linked to the content study which from the school museum at the university of Salamanca sited in Zamora we carry out by using school tods used by children in unitary schools and also graded schools under the Franco Regime in the Autonomous Community of Castilla y León.

One the one hand, the results of this research make us closer and reveal the manipulation by means of language and the ideological transmission in patriotic and religious terms which arised in new generations. On the second hand, the statement of the initial hypothesis.

In conclusion, we make evident the importance of the “cuadernos de rotación” as some completely new study reference to convey values thorough which we have been able to study and check the training purpose which lies and, at the same time, is also evident and clear in all the instructions used by the Spanish new Regime.

Xavier Laborda (Universidad de Barcelona, Spain)

Cuadernos de la niña Sol Albizu en el tardofranquismo (1970-1973)

The girl Sol Albizu attended the studies of Primary in the Gayarre National School of Barcelona (Spain), between 1965 and 1974. From 1970 to 1974 she took the three last courses of Primary and the first of Trade and Administration, when she was from 10 to 14 years old. Sol compiled in four volumes the record of her notebooks from these four courses (1970-1974), full of dictations, writings and questionnaires of Grammar, Geography and History, Sciences, Mathematics, Religion, Policy and Needlework. In 2006 some samples of these notebooks were presented in our website www.santcugat.net/laborda/franquismo.htm. The school exercise books of Sol Albizu are particularly attractive for the quality of the iconography and the neatness is also remarkable as a document related to the franquist didactics. This historical material belongs to a private collection that reflects the totalitarian, militarist and sexist ideology of the Franquist Régime.

Héctor Rubén Cucuzza (Universidad Nacional de Luján, Argentina)

La doctrina, la liturgia y los ejercicios espirituales. Los cuadernos escolares en la religiosidad patriótica laica

This work proposes analogies between religious practices and school practices according to the following parallelisms: 1) the school books = determination of the doctrine; 2) the school acts = development of the liturgy; 3) the exercise books = individual space for spiritual exercises. In order to analyse the historiographic construction of the constituent date of the Argentinean nationality and its heroic pantheon during May 25th 1810; the school version of that construction in the “readers”, the

ritualism in the ceremonies and ephemerides in the school calendar during the “Semana de Mayo”; and its reflections and discordances, copies and significations, in the task assigned to the students in the exercise books of the XX century. The primary sources for the empirical work belong to “Fondo Maestro Luis Iglesias” from Universidad Nacional de Luján, Argentina.

Monica Galfré (Università degli Studi di Firenze, Italy)

Ambizioni e limiti del totalitarismo fascista nei quaderni scolastici

The aim of my paper is to raise a problem that has so far been neglected by researchers, through an analysis of the exercise books held in the ex-Indire archive in Florence. The problem that I wish to raise concerns the gap between the goals of the Fascist educational project, at the core of which was the scholastic system, and the results it achieved. The value of these exercise books as *loci* of subjectivity is considerably reduced by the pervasiveness of totalitarianism; moreover, these exercise books were almost invariably kept because they were valued as instruments of Fascist propaganda. However, this does not imply that an instinctive anti-Fascism is inherent in the innocence of childhood; nor does it imply that the regime did not exert a strong influence on the construction of individual and collective identities. If we try to consider Fascism as something more than a superficial veneer, we can see these exercise books as valuable witnesses to the complex dialectic between individual freedom and state authority (a dialectic that was also *internal* to the regime itself). From this point of view, it is possible to analyse the deep consequences of the Fascistization of the scholastic system. One result of this kind of analysis is to challenge radically the widespread consolatory construals of the relationship between the regime and the scholastic system, since these construals have been able to flourish *in the absence* of studies on the crucial topics of teaching and its results.

Luigi Marrella (Liceo scientifico «G. C. Vanini» di Casarano, Italy)

Il quaderno scolastico come medium nella costruzione dell'immaginario risorgimentale e patriottico fra Otto e Novecento

This contribution focuses on the role of medium the exercise book had in the construction and the consolidation of the Risorgimento and patriotic models and values from the time of Umberto I to the Twenties, over “critical” periods of Italian history (the Libyan War, the Great War, the coming of Fascism). Drawing near the pictures and the cover texts – sometimes also the young student’s ones – we try to detect the phenomenology, the development and the following nationalist degeneration of those models and values, and their ideologically pragmatic use.

I worked on a personal wide sample of exercise books, collected since the mid-80s, that had been the source for other publications since 1995. I received an important support from the private collection of Dr. Paolo Ricca in Cosenza (Italy).

Fabio Targhetta (Università degli Studi di Padova, Italy)

La campagna per la propaganda igienica nei quaderni di scuola

Between the prime aims of scholastic legislators at the beginning of XX century there was, close to the battle against illiteracy, the effort to awaken the population to hygienic themes. The appeals to schoolteachers progressively increased, becoming pervasive in 1905 program, as the same time as the middle-class spreaded her ideology of normalization and rationalization. Twenty years later, fascism will try to substitute his ideology of health and strength.

Starting from children's writings in order to verify the application of hygiene program, the present study analyses the school exercise books, vehicle of a subtle hygienic – and ideological – propaganda through graphic, pictures, aphorisms and stamps.

Elena D'Ambrosio (Istituto di storia contemporanea «Pier Amato Perretta» di Como, Italy)

La collezione di quaderni scolastici dell'Istituto di storia contemporanea «Pier Amato Perretta» di Como

The exercise – books collection of the “Pier Amato Perretta” Institute represents only a part of the widest “School Fund”, which includes also readers, primary textbooks, teaching essays, magazines and works of fiction for children, school reports, study certificates particularly concerning the primary school of Fascist period. Considering only the teaching papers the Fund includes 105 exercise – books, 13 of which relative to the junior and senior high school, while 12 of them are not written. The remaining 80 exercise-books of the primary school are 63 relative to the subject Italian language, 12 to mathematics and 5 “mixed” (Italian and mathematics). They are all related to the time from 1922 to the fifties – excepted two exercise-books from 1911 – even if most of them are from the period between 1927 and 1945. The most interesting for their content are the ones of the years 1935-1936 (Ethiopian war), 1938-1939 and the first years of the Second World War.

Pompeo Vagliani & Francesca Pizzigoni (Fondazione Tancredi di Barolo di Torino, Italy)

La collezione di quaderni del Museo della scuola e del libro per l'infanzia di Torino

The “Tancredi di Barolo” Foundation of Turin houses the School and Children's book Museum, a library and a research centre dedicated to the history of school and children's book. A considerable archives fund is made by exercise books – coming from different acquisitions or gifts – portraying the world of primary schools in the land of Piedmont.

A particular study has recently reviewed these exercise books considering both their look and their contents. In this way the artistic value of the fund has been appreciated – since many book covers had been painted by such artists as Cambellotti, Rubino or Sgrilli – as well as the importance of its historical, political and social contents. The Santena fund turned out to be very interesting from this last point of view, due to many letters, class registers, circulars and membership cards documenting the relationships between teachers and the Fascist Party. Finally, the analytic method of this study has revealed the great variety of this material: classic exercise books, for music and for calligraphy, diaries, sketch albums.

Michela D'Alessio (Università degli Studi del Molise, Italy)

Il fondo molisano dei quaderni di scuola del Centro di documentazione e ricerca sulla storia delle istituzioni scolastiche, del libro e della letteratura per l'infanzia dell'Università del Molise: una raccolta in corso

The Center of the documentation and research on the history of school institutions, school book and children's literature of the University of Molise has an historical archive of copybooks used from the end of 19th to the middle of 20th century. It is an archive in progress (more than 200 pieces) collecting the copybooks of the Molisani pupils of the primary and secondary school, restoring the authors' scholastic and professional career. This contribution describes the characteristics of this archive and offers a contribution on the methodological reflection around the school copybook as a source for the

history of school and gives some examples of the multiplicity of the instruction and educational ways which have accompanied the pupils.

Milena Cossetto (Libera Università di Bolzano, Italy)

Il Museo della Scuola – Schulmuseum di Bolzano. Quaderni dei bambini e quaderni dei maestri: frammenti di una storia “tra i confini”

The school in Alto Adige – Südtirol region has a complex history intermingling with the historical-political events of 19th-20th-century Europe: boundaries changes, dictatorships, persecutions, wars, the hard times during reconstruction, the “discovery of linguistic minorities”, the acknowledgement of mother tongue teaching rights and the long way to cultural peace between 2 opposite worlds.

Founded in 1992 by the Town Council in Bolzano, the School Museum - Schulmuseum, gathers real evidences (books, exercise books, objects, registers, teaching boards and pictures) and “fragments of life” (written and spoken testimonies) about school in 19th and 20th centuries in the Inn and Adige valleys. Pieces of such mosaic are contained in the school writings of 3 linguistic groups (Italian, German and Ladin): through the voice of pupils and teachers in exercise books, you can recall images of school life in borderline lands.

Annemarie Augschöll (Libera Università di Bolzano, Italy)

L'attività del Centro di Ricerca e Documentazione della Storia della Formazione in Alto Adige

The Research and Documentation Centre on the History of Education in South Tyrol is affiliated to the Faculty of Education of the Free University of Bolzano-Bozen and is located in Bressanone-Brixen. The Centre is in a developing stage and aims at further investigating and thoroughly documenting the genesis and evolution of educational institutions such as nurseries, schools and adult education in Italy's northernmost province, South Tyrol, where three linguistic groups coexist: 70% of the province's total population (487,673 in 2006) speaks German as their first language, 26 % Italian and 4% Ladin. The three groups will be considered in the Centre's investigations and documentation. Moreover, regional aspects will be analyzed and interpreted in a national and international context.

Education in South Tyrol has a long history. The earliest documents available date back to approximately the year 1000. In 1569 a unitary regulation for the different town and village schools was issued. In 1774 Maria Theresa of Austria introduced a 6-year compulsory school attendance, which was then extended to eight years in 1869. Politically charged years following the annexation of South Tyrol to Italy in 1919 and the advent of totalitarian regimes had an impact on the school system. Since 1945 the province of Bolzano-Bozen has had German, Italian and Ladin schools.

In the next two years the research focus of the Centre will be on pupils' and teachers' learning and working conditions between 1900 and 1950. Italian teachers working in South Tyrolean schools in those years will be central to the analysis. For the autumn of 2008 an international conference on the topic ‘Schools in periods of political and sociological changes’ is planned.

Branko Šuštar (Slovenski Šolski Muzej di Ljubljana, Slovenia)

Exercise Books in Slovenia between Children's Writing and Editorial Product from the Mid-19th to the Mid-20th Century

Exercise books in museums, libraries and archives in Slovenia are a part of archival personal records. Slovenski šolski muzej / Slovenian School Museum in Ljubljana (est. 1898) is owner of small historical collection of exercise books, and other examples are the part of teachers or pupils personal records. Exercise books are included in more exhibition activities of our museum, especially in very attractive

lessons of calligraphy from 1930. Research of exercise books, connected with teaching of writing and drawing in pedagogical theory and practice, can be done with articles and reports announcing in Slovenian pedagogical magazines about exercise books publishing in Vienna, Brno, Linz or Graz, and since 1865 about local publishers.

In the 1860s, exercise books were not generally used in primary schools around Slovenia, especially not in rural schools. There was no established terminology in the 19th century Slovenian regions with regard to exercise books. In the early 1870s, Slovenian teachers were not pleased about the fact that in Slovenian schools exercise books with German inscriptions were used. The first exercise books with Slovenian writing were praised in May 1875 by the magazine “Slovenski učitelj” [Slovenian Teacher]. In 1879-80, two publishers produced exercise books with “our language at the top” (i.e., with Slovenian writing on the front cover). From 1897 existed exercise books for the benefit of the Society for the building of a teachers’ boarding house. After WW1 the Teachers’ Printing House started successfully printing its own exercise books. The conflict between the traders in school aids and the teachers’ organisation, especially in relation to exercise books, was resolved by the state to its own benefit. After the school year 1931-32, schools throughout the country had to use monopoly exercise books, printed by the national printing house in Belgrade. Towards the end of the school year 1947-48 there was a crisis in the supply of exercise books. The magazine “Prosvetni delavec” [Educational Worker] encouraged a modest use of exercise books in schools and the collection of old paper. At the end of 1949-50, even used exercise books were being collected.

Horst Schiffler (Stiftung Saarländisches Schulmuseum di Ottweiler, Austria)

Notebooks as Historical Resources — the Collection of Notebooks in the School Museum of the Saarland

While paper and notebooks were already a common sight at secondary schools, the widespread use of notebooks in German elementary schools first began during the 19th Century, as can be seen in the nearly 500 examples between 1778 and 1975 present in the School Museum of the Saarland. A content analysis of the collection until 1962 regarding owner, quantity, date of origin and school subject provides an overview. A thorough investigation isn’t necessary to note the specific importance of the notebooks as a resource, which can easily be seen in their appearance and how it has changed throughout history. A perusal of the content fashioned by the students yields exemplary samples that also easily support the idea that the study of notebooks from various fields can deepen, distinguish and expand gathered knowledge that is otherwise based on other sources.

Luisa Revelli (Università degli Studi di Aosta, Italia)

Tra il detto e il taciuto. Omissioni ed emendamenti linguistici negli scritti infantili d’inizio Novecento in Valle d’Aosta

At first sight, children’s writings of the early twentieth century, by strictly conforming to the imitation of official models, do not seem to reveal any of the more interesting aspects of spontaneous linguistic production represented by oversights, uncertainties and swaps. However, here and there the neatness of those writings gives way to a gleam of creativity or a moment of distraction, thereby leaving a trace of the process of indirect elaboration of concepts and thoughts, as well as of the phenomenon of translation from local to “scholarly” and from spoken to written language. Those rare chances of spontaneity between the “said” and the “unsaid” reveal the more genuine, pragmatic and sort of inter-linguistic space that, in a country with a national language still in its infancy, the education system long opposed.

Alberto Barausse (Università degli Studi del Molise, Italy)

I mutamenti dell'“italiano scolastico” nei quaderni molisani tra Otto e Novecento

Through the analysis of a significant example of exercise-books and texts done by elementary school students in Molise in the second half of the Nineteenth century and the first forty-three years of the Twentieth century, we can see the characteristics and the changes of the linguistic education in the schools. A process that can be proposed in correlation with the change of educational methods. The aim to teach literacy skills and to civilize the people is accompanied by an Italian language which uses many aulic lexical forms sustained by educational models dear to the ruling class of the middle class, based on good behaviour; a supervised handwriting, where the linguistic regulation (disciplining) is exercised mostly on a lexical scheme, in the use of rhetorical and literary linguistic registers, in the broad use of pathetic and resigned tones. Ordered, by teachers, to use forms distant from everyday speech; in the constant repression of the use of dialect.

In the Twentieth century and above all in the First World War, we find the shift towards a more varied handwriting in its syntactical construction but not less disciplined, where – even if the linguistic teaching and the scholastic Italian hold a correlation of the educational methods and good manners – they undergo the effects of active mobilization of childhood during the years of the “Great War”; an even more evident phenomenon can be seen in the fascist period, during which the linguistic register walked hand in hand with the regime ideology.

Iria Tancon (Centro Universitário de Jaraguá do Sul, Brasile), **Ademir Valdir dos Santos & Ariclê Vechia** (Universidade Tuiuti de Paraná, Brazil)

Scrivendo alla patria. La scrittura scolastica bilingue nei quaderni dei discendenti tedeschi nel Brasile Meridionale

The Lutheran German immigrants who arrived in Brazil in the second half of the 19th century had founded communities schools children's education, the German schools. Teaching was made using German language which helps to create a culture with own ethnics values. The Brazilian government, between 1937- 45, had elaborated educational policies for struggle against those schools, in the name of nationalism based on love, obedience and respect for the Country. The school exercise books of that period show difficulties and peculiarities of pedagogical processes in children' learning who had the obligation to get to be bilingual, from that moment on. In our researches we had rescued 8 school exercise books that were not destructed during the nationalist persecutions, so we could verify the pedagogical methodological nature and the worries of the ideological project for childhood.

Elisabeth Erdmann (Universität Erlangen-Nürnberg, Germania)

School Exercise Books as a Mirror of Their Time

The overview about school exercise books from two German School Museums has shown that despite all methodical reservations they often represent the things that were communicated or propagated by the state and the supporting community.

In the exercise books from the Kaiserzeit, there is little reference to current political developments. This changed with the outbreak of World War I. In the time of the Weimar Republic a certain resistance towards historical topics or references to time can be seen from the few exercise books.

The many exercise books from the time of National Socialism show how much schools and also the subject History were steeped in national socialistic propaganda and ideology and how that had a knock-on effect on the daily life at school.

In the post-war period, a push back of the thoughts about race can be deduced and a turn to the Christian occident. At the end the difficult question has to be asked what sticks to the pupils' minds – not only the lessons, but also how they were influenced by it.

Matthias Huth (Schulmuseum – Werkstatt für Schulgeschichte di Leipzig, Germania)

“Delight in the Homeland”. Comparison of School Exercise Books of the National Socialism, the Soviet Occupation Zone and the German Democratic Republic

Essays and dictations of the children in Leipzig from 1933 till 1950 make it possible identify what themes and values played a special role in the three dictatorial school systems. The curriculums prove even with the word choice some consistency in the concepts of the friend and the enemy, in the educational goals and nationalistic celebration.

Differences in the forms of teaching and deviations from the norm are highlighted in the report as far as they are distinguished in the school exercise books of the School Museum in Leipzig. Perpetual repeating of fixed phrases in the school exercise books shows the lacking interest in individual, independent work.

Since 1949, the front pages of the school exercise books have showed significant personalities of the socialism and fulfilled therewith the function of a propagandistic mass medium.

Alla Salnikova (Kazanskij Gosudarstvennyj Universitet di Kazan, Russia)

Transformations in Russian Children’s Texts during the First Years of Bolshevik Rule: Internalizing “Sovietness”?

The manuscript analyzes a new kind of children’s texts produced by the 1917 Revolution – Russian children’s texts with revolutionary semantics. Though essentially different in their origins (Soviet/émigré, worker’s/peasant’s, classroom/independent etc.), types (school compositions, questionnaires, diaries, handwriting magazines and “annals”, poems, fairy-tales etc.) and content, the majority of them are written in exercise books and represent a complicated mixture of specific children’s culture of writing with a new – “revolutionary” – symbolic and semiotic code of that era. The manuscript presents semantic and semiotic analysis of the early Soviet children’s metanarrative based on hermeneutic historical source’s reading. It reveals the generation features while constructing the understanding of the 1917 Revolution and tries to connect transformation in children’s writing with the creation of a new revolutionary mentality and upbringing of a new generation of “really” Soviet children.

Nemo Villeggia (Università degli Studi Roma 3, Italia)

Autoritarismo e propaganda nei quaderni della raccolta Lombardo Radice

This research intends to analyze propaganda elements in schools during fascism through exercise book belonging to Lombardo-Radice Archives. Dictations, compositions, etc. of students help us to understand how fascist propaganda manifests itself in school. By reading these exercise book it is possible to find traces of patriotic and conservative culture, as the Diaries where children wrote their experiences during the embargo explaining their feelings about international situation, the “myth” of Mussolini or political rallies. By a – short – selection of excerpts from the Lombardo-Radice exercise book, we’ll try to show some didactic feature of primary education during fascism. Even if it is very difficult to define a so complex and rich source as this, by a comparison between contents of these exercise book and usual historical sources we’ll try to understand if perceptions and points of view of teachers and students are (or are not) aligned with fascist dictatorship opinions and its rhetoric.

Carla Callegari (Università degli Studi di Padova, Italia)

Dal quaderno al contesto storico-politico: esempi di lettura possibili

This work is the commentary of about three hundred copybooks, preserved in the Museum of Education at the University of Padua, and it intends to examine these sources as an instrument of mass communication, of people training and of political propaganda, inside three different historical contexts: the beginning of the twentieth century, Fascism and the period after the Second World War.

The aim of such a comparison is to find some lines of continuity and of development with reference to some contents introduced to the pupils, and also some differences or particular highlights inside the different and consecutive periods.

This work also intends to point out, inside the original texts of the pupils, some basic aspects such as the distinction between the “subjective expression” and the “well-disciplined expression” that provides for different degrees of guidance by the adult. Some covers of the copybooks are also examined as an immediate and privileged vehicle for training and propaganda.

Giovanna Carrarini (Universidad Mayor de San Simón de Cochabamba, Bolivia – Université de Genève, Svizzera)

Espacios sociales de escritura en Bolivia: la alfabetización de adultos desde 1955

This paper provides preliminary outcomes from the analysis of exercise books, used in both state and non-governmental adult literacy campaigns and programs in Bolivia since 1955.

Literacy teaching aims to overcome instrumentality in order to insert itself within economic and/or political/cultural realms. So, literacy is an educational context where social ideologies are constructed, both for the maintenance of hegemonic discourses or as impulses for alternative projects. Literacy materials reflect this in their selection as well as in the organization of content and in the space provided for writing. This one is at times rigidly directed and constrained, and at other times creatively, qualitatively and quantitatively unlimited.

The linguistic diversity of the country is also reflected in these cultural practices, which demonstrates how pertinent it is to attend to such diversity and how necessary it is to relativize the process of hispanization among the illiterate adult population.

Pablo Pineau (Universidad de Buenos Aires, Argentina)

Denuncias y resistencias: las marcas de la política educativa dictatorial en los cuadernos de clase (Argentina, 1976-1983)

The last military dictatorship in Argentina (1976-1983) held an educational policy combining two strategies. The “repressive strategy” intended to eliminate democratizing and renewing elements of the system to discipline among traditional patterns, not doubting in violating basic human rights. The proposal of the “discriminatory strategy” was to modernize the educational system subordinating it to the regressive rent distribution model through the creation of didactic supports according to this model.

In this work I intend to analyze the traces of these dictatorial policies left in the copybooks, not only in the imposed ones, but mainly in the ways of differential appropriation and resistance to the official proposal held by specific beings. To obtaining this, I will gather references of this topic in the interviews done to some protagonists during a general research around that period, in some written fonts, and, especially in the deep analysis of a corpus of copybooks of one of the interviewees.

António Gomes Alves Ferreira (Universidade de Coimbra, Portugal) & **Ariclê Vechia** (Universidade Tuiuti de Paraná, Brasile)

Le projet politique nationaliste brésilien et les cahiers d'école des années '30 du XX siècle

Getulio Vargas's Regime, installed in 1930, tried to legitimate its political project based on a nationalist ideology. It had the school as one of its main vehicles. With a collection of notebooks of the late 1930s, belonging to 4th grade students, we tried to investigate as this subject was rendered. From the analysis, we understand that the Government wanted to spread a nationalist and militarist ideology reproducing on the covers of the notebooks exaltation hymns to the Homeland and engravings of “school battalions”, with uniformed and armed youths, carrying the national flag. The contents of those notebooks reveal that this official initiative was not always reinforced at the school. The contents and the educational practices, at that time, were closer to the construction of a memory that could legitimate a Brazilian identity than to an exacerbated nationalism.

Ademir Valdir dos Santos & Ariclê Vechia (Universidade Tuiuti de Paraná, Brasile)

Quaderni di scuola come mezzo di trasmissione dell'ideologia nazionalista

In the 1930s and 1940s, the Brazilian dictatorial government used schools for the nationalization through an ideological project with the intention of generating a patriotism based in discipline and veneration to the national symbols. This research aims to analyze the writing in 10 school exercise books pertaining to that period, used by pupils in the schools, situated in South Brazil. It was verified that the curriculum contents put in evidence the proposals of the nationalist government. It was possible to conclude that the nationalized pedagogical practices had been more intense and controllers in South Brazil because the schools were frequented by children who was born in German and Italian immigrants families. The school exercise books shows that the Brazilian government had been worries about the “Brazilianization” of childhood, because those peculiar scholar cultures had kept European characteristics considered as a threat to the nationalism.

ting literacy to the working classes.

Kira Mahamud (Universidad Nacional de Educación a Distancia, Spain)

Labor docente y trabajo escolar bajo el nacionalcatolicismo franquista (1945-1959)

This paper examines a set of four class exercise books corresponding to four school years in 1940s Spain. They all belong to the same teacher and the same girls' school in Madrid. The study deals with four central questions: 1) the selection and organization of their contents, 2) the didactic resources employed by the teacher, 3) the notes registered by the teacher, and 4) the production of the pupils (texts and drawings). Through the study and analysis of these four areas, I aim to shed light on the way in which the teacher performs her teaching work, following the Franco's regime's pedagogical instructions and her own national-catholic fervour, but also highlighting the emotional content of her teaching practice, her literary culture and the signs of the way in which she took some apparent liberty. Secondly, I bring into focus the application, work capacity and ability of the pupils to produce high quality cooperative school course work despite the ideological and pedagogical constrictions of the time.

José María Hernández Díaz & José Luis Hernández Huerta (Universidad de Salamanca, Spain)

Cuadernos escolares y técnicas Freinet en España durante la Guerra Civil (1936-1939)

The Freinet's techniques were getting more importance little by little in the most innovative school practices of the Spain of the II Republic, even some year before. During the civil war, while in the Spanish places conquered by Franco supporters, the teachers, who used Freinet techniques, were almost eliminated, in the republican places, other teachers compromised with the school innovation, they were still applying the techniques of Freinet, and there are elaborated different types of school notebooks. From this analysis, it is clear that this didactic instrument adopts also an ideological format in the years of the warlike period. As it shows very representative, we use in this communication several school notebooks of the Freinetian School of Tibidabo (Barcelona) –Tibidabo and Petits-, of the Children's National Schools of Casa Blanca (Majorca) –Renacer- and Barbastro (Huesca) –Helios- and of the School La Paloma of Madrid in Barcelona –Renacer and El Nene-.

Ana María Badanelli Rubio (Universidad Nacional de Educación a Distancia, Spain)

Cuadernos de rotación, cuadernos de deberes: un estudio comparado

This paper constitutes the contribution of a Spanish case study, delimited to the 1950s in Franco's Spain. To carry out this study I analyze a group of school exercises books which belong to the same teacher in the same girls' school. There are four class exercise books embracing the following school years: 1953, 1954-55, and 1958-59, and seven homework exercise books which cover the years from 1953 to 1958. The objective of my research is to compare these documents from different points of view, paying attention to their contents, both curricular and ideological, as well as to their aesthetic characteristics, in order to find out and reflect upon their educational aim. Once a deep qualitative and quantitative analysis has been carried out, I describe the influence which school inspection and school culture has in the classroom and in the elaboration of the exercise books.

Laura Martínez Martín (Universidad de Alcalá de Henares, Spain)

Educación para emigrar, emigrar para educar

The current article analyzes three notebooks conserved in the Archivo da Emigración Galega. These materials were elaborated in 1928 by the students of the “escuelas de americanos” founded by Unión del Partido de Lalín. This Society combined the efforts of some Galician emigrants to improve the state of education in its region that was quite precarious in the beginnings of Twentieth Century. They by themselves underwent the consequences of the illiteracy and tried that the following generations had access to a better education. These notebooks, offer an approach to some of the preoccupations of the emigrants, like the interest to provide a useful and practical education, based in the new pedagogical currents. The preservation of this type of exercises linked to modern migrations isn't frequent. Them allow us recover the pedagogical practice and the process of creation and conservation of this kind of notebooks made for show the progress of the students.

Davide Montino (Università degli Studi di Genova, Italy)

Da scolari a bambini: spontaneità e soggettività infantile nelle scritture scolastiche

Children's writing, even when it's regulated in the forms of scholastic writing, can assume the spontaneity and subjectivity characters. The school books, then, can become precious sources for the history of the school and the childhood, considering also the point of view of the mentality and the imagination of the children. But in order that the child is asked to express his own personality in the topics, diaries and various compositions he must develop at school, it is needed a change in the way of understanding school-children and the educative culture. This change, has taken place, in Italy, between the end of the 19th Century and the first years of the 20th, when a new pedagogic season has put in the center of the school a real child: in this way, we move from the rhetoric and fictitious writings in the exercise books in the 19th Century, to writings that allow us to catch a glimpse of the child, his world and his thoughts, as testified the many exercise books now available for the historians.

Quinto Antonelli (Museo storico in Trento, Italy)

I quaderni di Vittorio, un italiano d'Austria (1906-1913)

The 115 school-books of Vittorio Frizzera (1899-1990) concern the compulsory education years (1906-1913). They contain an extraordinary documentation about didactics in the country schools of austrian Trentino, and about the scholastic Italian used during this period. Vittorio's school-books taken together, reflect the features of a popular culture considered and presented by young people. Step by step, the school-books purposely become a popular encyclopedia to be preserved and consulted even after the school years.

They include usefull knowledges, teachings and narrative texts about country and artisan activities; religious assertions; moral and civil virtues examples; informations about the human body, animals and plants; practical lessons about agriculture; informations about arts and crafts; nomenclatures. They also contain calculations, problems and practical instructions for calculate a grassland surface, or the volume of a stack of wood.

Pablo Colotta (Universidad Nacional de Luján, Argentina – Universidad de Alcalá de Henares, Spain)

Escribir en la escuela durante la guerra civil española. Un estudio de las modalidades escolares de apropiación de la cultura escrita a través del estudio de los cuadernos de clase (1938-1939)

El proceso de depuración que el Franquismo realizó a los maestros españoles, al finalizar la guerra civil, nos ofrece la oportunidad de estudiar las prácticas escolares a la luz de la significación que tenía en ellas la escritura. Muchos de los expedientes de depuración guardan hoy cuadernos de alumnos, que fueron presentados para fundamentar la acusación o la defensa del maestro procesado. En el expediente de Rosa Cabo García, maestra de Madrid, se encuentran dos cuadernos de dos de sus alumnas del curso 1938 – 1939, materiales que nos permiten acercarnos a las prácticas de escritura propuestas por la maestra e interrogarnos acerca de los usos de la escritura en el espacio escolar. Quien, cómo y para qué escribe en los cuadernos son las preguntas que nos permiten, en el presente estudio, definir los rasgos de la apropiación de la cultura escrita producida a través de la enseñanza de esta maestra, y de su significación ante la inminente llegada de las tropas de Franco a Madrid.

Tom Woodin (Institute of Education in London, United Kingdom)

Let the Children Write. Students' Written Books in the 1970s and 1980s

In the 1970s and 1980s radical school teachers encouraged school children to write poetry and prose that they published for use in the classroom and the wider community. This qualitative and textual study is based on reading hundreds of books and over 40 interviews in addition to archive material. Her I concentrate on 18 significant examples of student writing and utilize five key interviews with writers, teachers and organizers. The roots and significance of this writing in relation to post-war progressive education are briefly assessed. This is followed by an analysis of writing by working class and immigrant children whose subjectivity became the site of considerable conflict. For instance, vernacular language, a sense of personal entitlement and political impulses all contested dominant discourses. These texts were based upon experience although they also developed into a wide range of creative and literary forms.

Sara Ramos Zamora (Universidad Complutense de Madrid, Spain) & **María del Mar del Pozo Andrés** (Universidad de Alcalá de Henares, Spain)

Modelos de prácticas de la escritura de los maestros españoles a través de los cuadernos escolares (1920-1940)

In Spain in 2000, we initiated the first research project carried out in our country with regard to school exercise books. We discovered that a number of copies were preserved in the records of the purges of teaching staff carried out during the Franco regime. After searching through the more than 50,000 records of purges of teachers available in the General Archives of the Administration of Alcalá de Henares, we found some 250 school exercise books dated between 1926 and 1942, originating in public schools located in 35 of the 52 Spanish provinces. We have been rounding out this material with other collections proceeding from official institutions and some private ones. Therefore, at this time, our data base consists of 300 school exercise books produced between 1922 and 1942.

Many of the authors who have studied class exercise books have adopted the position of child-scholar. However, the same analysis should be done from the teacher's perspective. The school exercise books, sometimes don't speak for themselves and don't provide clues about how the texts that appear in them were constructed, compiled and put on paper. In order to understand the educational practices, routines and even the didactic perversions that sprung up around them, and taking them as the pretext, we need to know the opinions of the pedagogues and teachers, their reasoning about this element of school culture. Therefore, the goal of this paper is to analyze the practices of writing in Spain during the first decades of the XXth century. We study these practices, concentrated in the four more used ones -copy, dictation, written summary and composition-, from three different approaches:

the pedagogical culture transmitted by the educational experts, the empirical culture given by the schoolteachers and the school culture as performed in the school exercise books.

One of our main conclusions is that the lesson was one of the “ceremonies” or rituals that became institutionalized in Spanish schools during the first third of the 20th century, being staged through a triad of elements -the teacher’s words, the blackboard, and the class exercise books- turning into the centre of school activity and in the tool used by inspectors and heads of family to evaluate the efficiency and the quality of learning which their children received. This caused the teachers to lean even more on those resources which did not leave perceptible tracks, like words or the blackboard, while trying to control the exercise books as much as possible, and especially the summaries of the lessons made in them. Whether the exercise books exclusively reflected the teacher’s personality or also the child’s is a question which remains up in the air and whose reply depends to a large extent on how much respect each teacher had for the children’s personalities, and of his implication in the innovative pedagogic trends and of the meaning which he gave to the word “freedom”.

María del Carmen Fernández, Elisa Welti & Rubén Biselli (Universidad Nacional de Rosario, Argentina)

La fuerza de la imagen en los cuadernos escolares de la Escuela Serena (Rosario, República Argentina, 1935-1950)

This paper focuses on school exercise-books from Escuela Serena, the experimental elementary school led by Olga and Leticia Cossettini in the city of Rosario, Argentina, from 1935-1950. This school, grounded on the principles of new schooling, was a landmark in Argentine pedagogic innovations. Among the innovations in many fields, we are interested in analyzing the special combination of images and teaching.

The abundance of images in school exercise-books and the high expressive and technical quality of most of them constitute a visual record that is groundbreaking when compared to the teaching methods of that time. The production of images seems to have a double function: both as a wide-range teaching method and a record of school and out-of-school practices.

From our perspective, this strong visual focus is the result of a unique combination of pedagogic, psychological, and aesthetic concepts related to the revolutionary schooling tendencies and artistic avant-garde of the time.

Guida Carvalho (Núcleo Museológico «Seomara da Costa Primo» in Amadora, Portugal)

Seomara da Costa Primo. La découverte de sa méthode d’enseignement à partir des cahiers de ses étudiants

Salazar’s Estado Novo dictatorship, during its building phase in the thirties, promoted educational reforms to encourage an active teaching, to impregnate ideologically the fascist principles of salazarism. The man chosen to carry out these reforms was Carneiro Pacheco, the national Education Secretary that in 1936 transformed both primary at secondary levels of the instruction system, configuring what may be called a fascist use of the principles of the École nouvelle Movement. It was the time when the Science Laboratories of Secondary schools –the Liceus-, were equipped. At the same time, contradicting that tendency, the national École nouvelle Movement tried to hold the flag, in which Professor Seomara da Costa Primo was one of the representatives. Besides being the first woman to get a doctorate in Biological Sciences, she promoted Educational Cinema and the experimental teaching of Sciences, both in Secondary and University levels. Teaching Scientific

Drawing at the Sciences Faculty of Lisbon University, she is the author of about 400 drawings in watercolours and India ink, with which she illustrated the Text Books she produced -of Botany, Biology and Zoology-, used between the twentieth century Thirties and Sixties.

Through Exercise Books of ancient pupils of Professor Seomara –and also through their evaluation instruments- there can be found the signals, in day-to-day classroom, that put forward her educational experimentalism. There we can find drawings of the human skeleton, herbaria and the copy of laboratorial experiences. If the classroom is the black box of the teaching system, the exercise books are the material remains of pedagogical interaction, revealing what was happening beyond what was established in the formal regulations.

Giovanni Genovesi (Università degli Studi di Ferrara, Italy)

Appunti di vita nei quaderni di scuola (a.s. 1928-1929): il sistema di relazioni educative

This paper, first of all, aims at describing the imagines of educational relations among pupils and their teachers, of life contexts and of behaviours, which develop in these particular situations, taking into account children's journals , i.e. essay where pupils speak about their everyday lives, their families and their activities. These journals (about 80 of the whole primary school cycle) have been chosen in a set of copy-books, which were exhibited in Pistoia (July-September 1929) to testify the conditions of local schools and are at present kept at Forteguerriana Library in Pistoia. These copy-books are meaningful for history of education. The hypothesis is that this exhibition set in motion school machine and teachers' activities so to oppose the process of Fascistization. In contrast with Fascist rituals, these teachers actually do their educational duties. Particularly these journals contribute to reinforce the thesis, I have long been elaborating, that Italian elementary school was never, nor entirely subjected to Fascistization process.

Mirella D'Ascenzo (Università degli Studi di Bologna, Italy)

Tra teoria e pratica didattica: i quaderni del fondo «Alberto Calderara»

The analysis illustrates the link between the theoretical training received in Normal school and the practice teaching carried out by the primary school teacher Alberto Calderara, who lived in Bologna – Italy – between 1882 and 1938. On the methodological side the exercise-book is employed as a preferential source of analysis of the history of the school and education, both when analyses the notebooks of the student Calderara both when considering the exercise-books of his students, interpreted as a important moment of the transition in the history of teaching methods in Italian school education. The analysis focuses on the learning-teaching of writing, seen as a subject capable of acting as 'filter' in the current questioning of the source 'exercise-book', in terms of history of education and teaching methods, inside the contemporary history, but with its own methods and topics.

Gianluca Gabrielli (Centro studi per la scuola pubblica in Bologna, Italy)

Appunti sulla didattica dell'aritmetica elementare tra l'Unità d'Italia e il fascismo

In questo saggio vengono aperte alcune finestre di conoscenza e di riflessione sulle pratiche didattiche dell'aritmetica elementare e in particolare sui "problemi" nel periodo compreso tra l'Unità nazionale e gli anni del fascismo. Per questa ricostruzione sono presi in considerazione i programmi statali, i libri di testo, le proposte delle maestre e i testi degli allievi.

Quello che emerge non è solo una didattica del "contare" ma una educazione agli aspetti economici della vita e ai "valori" collegati ad essi dai gruppi politici al potere. Infatti i testi dei problemi

sono pieni di continui richiami alla vita concreta; così i problemi risultano ricchi di riferimenti sia alla realtà quotidiana dell'epoca, sia alle visioni ideologiche trasmesse dalla scuola.

In particolare si è scelto di analizzare il tema del “risparmio” che costituisce una costante etica dell'educazione attraverso i problemi, e si sono analizzate le forzature propagandistiche del regime fascista che soprattutto negli anni Trenta del secolo scorso hanno condizionato fortemente anche la didattica dell'aritmetica.

Luciana Bellatalla (Università degli Studi di Ferrara, Italy)

Scolari sotto il regime

I analyze some copy-books of primary schools in Pistoia district, in the years 1928-29, to demonstrate that, during Fascism, ideological conditions of primary school practice reduce the educational meaning of Idealistic theory and of Gentile school Reform, even before this Reform was strongly modified from 1925 to 1938. To support my thesis, I will compare these copy-books with contemporary teachers' guides, the Libro di Stato for primary schools (1931), Il Balilla Vittorio (1931), a novel by Forges Davanzati written for pupils of the last year of primary schools and the Primo libro del fascista (1938). Children's essays mainly deal with religious rituals, folkloric traditions, Fatherland love, according to Fascism propaganda. These works reveal that educational Idealistic ideals, aiming at individual auto-expression, in 1928 are already forgotten. Mine is just a sample. It would be interesting to compare these essays with those of pupils of all Italy so to confirm my hypothesis.

Nicola Barbieri (Università degli Studi di Modena e Reggio Emilia, Italy)

Un quinquennio di scuola elementare visto attraverso i quaderni di scuola e i libri di testo di un'alunna di Montagnana

In the Museum of Education of the University of Padua many interesting school materials are conserved: among them, the exercise books and the school texts (manuals and reading books) of D. C., a young girl who attended the elementary school of Montagnana (Padua) from the school year 1958/1959 (the year in which she began the first class) to the school year 1962/1963 (the year in which she finished the fifth class).

The exercise books, accurately bound in five volumes, contain the whole amount of school exercise, made in the classroom or at home, of those five years of school.

This full documentation, both printed and handwritten, even if referred to only one schoolgirl, permits first to reconstruct, with a good grade of approximation, the school life of that school girl and, secondly, the life of that school class, located in the elementary school of a small town in Padua province, in the years of the epochal shift from a rural economy to the industrial society, the so called “economic boom”.

The presence of the textbooks permits further a cross control of the arguments studied day by day, of the pedagogical choices, of the interpretation of the national curriculum and, finally, of the peculiar feelings of the school girl and of the ways in which she introjected learning contents, performed schoolwork's paths and lived cultural values carried by the pedagogical device implemented in unique and unrepeatably educational event.

The information could be further read through the direct memory of the young school girl, who is still living, and transform it in a formative autobiography and a narrative participation to the historical reconstruction.

Elena Marescotti (Università degli Studi di Ferrara, Italy)

Il quaderno di scuola da strumento a modello formativo: copertine dal mondo della natura per una storia dell'educazione ambientale

My paper presents an analysis and an interpretation by Science of Education about a specific typology of school exercise book cover, pictured subjects of the “kingdom of nature” (plants, trees, flowers, minerals, landscapes, for example), photographically or sometimes fantastically rielaborated, in the 19th and 20th Centuries. In fact, the covers of exercise books that I have screened point out various conceptions about the Nature and the relation with environment.

I have planned five at least categories of covers that reflect as many formative ideas: a) ornamental and aesthetical functionality of floral style; b) terminology and scientific divulgation about flora and fauna; c) moral stories about animals' bad habits and virtues; d) simplicity and salubrity of vegetal and animal microcosm; e) ecology and protection of nature.

These categories are very interesting for a concept of “environmental education”, in a theoretical, historical and didactical perspective.

Lorenzo Cantatore (Università degli Studi Roma 3, Italy)

Il canone letterario nei quaderni dell'archivio didattico di Giuseppe Lombardo Radice

Between Twenties and Thirties of last century, Giuseppe Lombardo-Radice collected a big number of exercise book written by children (6-10 age old) from whole Italy.

This collection was research material for this Sicilian educationist who – first in Italy – was concerned about exercise book as a document with specific features. Lombardo-Radice intention was to verify in the all national territory, the way the Reform – he designed with Giovanni Gentile in 1923 – was put into effect. The analysis of so called “children writings” (diaries and “cronache”) and drawings were the central object of his verification.

The results of his research led Lombardo-Radice to a strong confidence on children aesthetic expression, to a defence of freedom and genuine creativity, to a valorization of exercise book (as an object), unique and irreplaceable witness of individual education experience - a fundamental source for historical and educational studies.

Maria do Rosário Longo Mortatti (Universidade Estadual Paulista, Brazil)

The Fulfillment of the “White Book” and the Emptying of the Sense: an Analysis of a Brazilian Student School Exercise Book at 1895

It is analyzed the school exercise book of language used at 1895 by R. G., when he studied at Model Primary School annex to São Paulo Normal School. By means of the analysis of textual configuration constituent aspects of this school exercise book – which contains sentences formation and compositions handwritten exercises, as well as the correspondent handwritten notes and corrections by his teacher –, they are discussed the connections among reading and writing schooling in the early Brazilian republican period, the school exercise books function as a support of this teaching and the “white book” fulfillment as a successful way to the gradual disciplining and establishing, during the 20th century in Brazil, of certain teaching and apprenticeship routine involved in a school culture, that tell us how the school misappropriation of writing contributed to institute models of emptying the sense of this essential human activity.

Frederik Herman, Melanie Surmont, Marc Depaepe, Angelo Van Gorp (Katholieke Universiteit Leuven, Belgium) & **Frank Simon** (Universiteit Gent, Belgium)

The Schoolmaster's Blood-red Pen: Exercise Books as a Vehicle of Control (1950-1970)

Submitting just a few school exercise books to a qualitative content analysis – in order to find out what exactly happened in the classroom – when ‘eye witnesses’ can actually be questioned, would be a real mockery of the ‘ethno-historiographical’ perspective that we as a research team consider to be of paramount importance. What do the exercise books and the children of the time have to tell us about the use of exercise books in primary schools (1950-1970)? The results of an analysis carried out on seventy exercise books were tested against the recollections of six people (oral testimony/history). The many red marks, the notes made by teachers, parents’ initials, the pictures pasted in... all these tell a story that does not necessarily correspond to that recounted by the people who sat behind school desks at the time. The school exercise books relate the facts and the children of the time their ‘crystallized’ recollections. The question that logically arises here is what is the ‘value’ of oral history for historical research?

Daniel Lindmark (Umeå Universitet, Sweden)

Learning to Write the Right Learning: The Ideological Function of Copies in Writing Instruction in 19th-Century Sweden

While previous research has acknowledged the ideological function of reading instruction, writing instruction has primarily been viewed from the perspective of qualification. The ideological contents of writing instruction has attracted only limited scholarly attention.

This article analyses the contents of copy books used in writing instruction in Sweden, ca 1800–1850. Copy books provided three kinds of examples of writing to be copied by the students: 1) separate letters, syllables and words; 2) collections of short maxims; 3) complete guides to letter-writing. Focus is placed on the contents of categories 2 and 3, and special attention is paid to the ideology of the category 2 copies.

Finally, the article discusses the ideological function of writing instruction with reference to the contents of the copies. The article also raises the question whether citations in commonplace books and peasant diaries can be linked to the method of copying the right learning applied by students learning to write.

Vitaly Bezrogov (Institut Teorii i Istorii Pedagogiki – Rossijskoj Akademii Obrazovaniya in Moskva, Russia)

Old Crow Quills Draw the New World? Elementary Schoolchildren's Written Exercises in Russia in the 1920s and Early 1930s: Draft Reconstruction of the Writing World of the First Soviet Generation

Why it is important to study first primary compositions and their sequences in school exercise books (*tetrady*) and not only the history of written theses in the senior classes of high schools? The first recognition of the readable and “writable” “world of words” is very important for formation of thinking, attitudes toward the environment, and even for indoctrination of children. The world outside is demonstrated and named to the child from the ideal point of view, which is accepted by the dominant adults. In many countries and pedagogical systems educators and state officials paid and pay attention to the importance of the initial stage of interactions between child and visual word making by him but carried out under the direction of adults. The children practices with words written and printed increased on the institutional level, for example by Ovid Decroly and Celestin Freinet. One can recognize a power role of a single word in totalitarian pedagogy of the 20th century even more. We present a reconstruction of the world of writing, reproduction and creation of the various texts and wider, the whole world of written word in *tetrady* itself which was built for and by children of “new Russia”, born on the eve or at once after 1917 and lived in Moscow, Leningrad (S.-Petersburg), several

small towns and villages in Central Russia, Ural, and Siberia. They all were entered into real social space of their own daily life with different speed via the help and guidance of this world of written word and looked on the routine which they should have to renovate through “the spectacles” made with new Soviet dictionary. It is possible to find the following types of official, semi-official and informal compositions as elements of the world of the “letter-in-exercise-book” of the Soviet schoolchildren in the 1920s – the very beginning of the 1930s: school exercise, sum; dictation; an account in one’s own words of the text of the textbook; composition following a picture; paper on a particular theme: the duplicate of the schoolbook, checking tool of understanding and storing of teaching materials; unrestricted composition about daily life, quite often on the results of past day; free composition with wide topics; diary; fiction in prose and poetry, including pieces for wall newspapers, hand-written magazines, competitions, literary workshops, societies, etc.; inscriptions to drawings, texts in official albums of a class, school, section or hobby group, house of the pioneers, etc.; letters to children in other schools (urban-rural, different regions, etc.); letters to party and state authorities.

In the report the features of these kinds of sources for a history of the Soviet education and childhood in Russia will be characterized. One can see how a composition was becoming «the sacred cow of the Soviet school» already at a level of an elementary school, having built on above a dictation and an account in one’s own words of the text of the textbook as tools for indoctrination and ideological control. Above compositions there were situated only political talk, Young Pioneer parade or assembly. All daily life of the child should find in the composition its reflection, comprehension, elucidation by pathos of movement toward communism. The composition certified passage by the child on the next step of education and formation of the ideal person. The composition simultaneously was created as the normative and intimately-personal educational text (self-education through the composition). At the same time it was a kind of current exam for the given schoolchild checking the understanding of a material studied (compositions on themes of the educational program), the leisure times outside school (unrestricted compositions) and child’s outlook (free compositions). It is important to emphasize, that the subjects of the compositions were not limited to the literature, moreover - in much smaller grade were concerned to it than in other epochs and in other levels of schooling. The training of written speech was torn off from education by fiction, it was more the upbringing in the milieu of social, economic, scientific, technical, hygienic and political knowledge.

Comparing Pre-Soviet and Soviet school exercises reproduced/created by the young schoolchildren, it is possible to register a beginning of Soviet educational system functioning with dominant of politics and party doctrine above anthropology of young age and school didactics. At the same time one can see within the new system of written word some space for children’s freedom, for education of real active workers not only executors. Power of the written word, authority above the letter, rule with the help of the new role of writing have acted as useful tool in construction of the new man for new Russia.

Bojana Petrić (University of Essex, United Kingdom)

“The Last Morning in my Home Town”. Children’s Descriptive Writing in 1917

One of the main writing skills taught in Serbian schools throughout history is description. While in the mid-19. century pupils learnt to describe objects, places and landscapes, in the early 20. century writing instruction included not only “objective” but also “subjective” descriptions, such as pupils’ own experiences, impressions and feelings. The growing importance of subjective writing is reflected in the goal of writing instruction in the National curriculum of the Kingdom of Serbs, Croats and Slovenes: “to teach pupils to correctly express in writing their thoughts, desires and feelings”. This paper will analyze elements of subjective description in a collection of exam papers written by Serbian refugee children attending a temporary Serbian secondary school in France during the World War I. The analysis will focus on the types and role of subjective description in these essays, and the linguistic and stylistic means the pupils used for this purpose.

Weiping Fang & Xia Zhao (Zhejiang Normal University, China)

From School Exercises to Mass Media: Historical Decoding of a Special Cultural Phenomenon in the Late Qing Dynasty

During the years between 1898 and 1919, along with China's great social, cultural and educational changes, newspapers and magazines appeared like mushrooms, plunging themselves into the political, social and cultural system reformations that was sweeping over the country. Some of them paid special attention to school education and the publication of students' exercises, among which the *Students' Magazine*, establishing in 1914, was the most typical and important. The students' exercises published in the early issues of the magazine bear vivid presentation of the profound social, cultural and educational changes happening then, and of the youthful spirits that were quite different from those in old times. Besides, by actively engaging themselves into the contents making the magazine, the students then also enhanced their media literacy and media participation capability.

Giordana Merlo (Università degli Studi di Padova, Italy)

Galateo del bravo fanciullo

I quaderni scolastici presenti al Museo dell'Educazione dell'Università di Padova, in particolare quelli risalenti al primo ventennio del Novecento, si offrono allo studioso quali testimonianze di spaccati autobiografici infantili. Tracce autobiografiche d'infanzia che assumono spessore nel loro essere espressione di un mondo affettivo e relazionale, nonché comportamentale, quale risultato del reciproco intrecciarsi di usi e costumi educativi propri della scuola ma anche della famiglia. Brani di condotte infantili, di comportamenti da tenersi in determinate circostanze, in particolare di forme affettive da esprimere e curare nei confronti del proprio insegnante, dei propri genitori o di altri familiari, danno vita ad una sorta di breve galateo del perfetto fanciullo in età scolare. Questa ricerca esamina il quaderno scolastico quale testimonianza di una quotidianità dell'infanzia che si snoda principalmente sul piano relazionale-affettivo.

Walter Cesana (Università degli Studi di Genova, Italy)

M come Morte: il senso della morte, del dolore, del lutto attraverso le scritture infantili. Il caso della montagna cuneese nel primo Novecento

The proposed communication concerns the study of children's writings and scholastic/extra scholastic readings dating to the first half of Twentieth Century. Principal aim of the project is the investigation of the children's sense of death with the intention of filling the gap on this theme. This research will contribute to reveal a subject that today is (deliberately?) removed, causing serious confusion between reality and virtual reality. This attitude could lead to the risk of a mentality heritage dispersion.

The presented research is focused on the analysis of unpublished documentary sources, such as scholastic exercise books, recovered in the alpine area of Cuneo valleys (N-W Italy). Materials and methods used in this project reveal an effective reconstruction of the death in children's imaginary, in spite of driven and disciplined writing mediation. This imaginary includes the official/public death dimension and the private one, both involved with the popular piety, folk tradition and local culture.

The whole research will provide to show that this imaginary passes over literary stereotype and confers to the concept of death a surprisingly normality of everyday-life.

Francesca Borruso (Università degli Studi Roma 3, Italy)

I quaderni scolastici come proposta di modelli educativi

Through the analysis of some exercise-books and diaries by elementary school teachers, which belong to the archive set up by Giuseppe Lombardo Radice, we can identify some educational models and disciplinary techniques proposed and passed through the classroom. The analyzed teachers' diaries and exercise-books concern a period of almost twenty years, i.e. from the early Twenties of the Twentieth century to the end of Thirties, when fascism was fully consolidated in its political and ideological organization.

Francesco Ascoli (Associazione Calligrafica Italiana, Italy)

Il quaderno come corredo pedagogico nell'insegnamento della scrittura e della calligrafia

The school exercise book follows the steps of the teaching program, but with its own characteristics and peculiarities. The handwriting exercises, and the calligraphy exercises in particular, show not only the progress of a specific graphic learning, but also reflect the pedagogical mechanism that stand on the basis of this particular kind of teaching and show a significative social and cultural background and meaning, up to enlarge and modify its constitution and horizons. Through a comparative analysis of the exercise books and the contemporary pedagogical instructions, I will show the ways and the characteristics of this kind of exercise books. A particular exercise calligraphy book will be examined in details. A slide show will support the relation, also referring briefly to the pre-unitary situation in order to better grasp the question also in a diacronic perspective.

Olga Rossi Cassottana (Università degli Studi di Genova, Italy)

Alla ricerca della scuola perduta. I quaderni e gli elaborati degli alunni della Rinnovata-Pizzigoni di Milano negli anni Trenta

At first sight the pupils' school copybooks, dated around the mid 1930s, reveal peculiar aspects of the Giuseppina Pizzigoni "method". The report contains queries aimed at pointing out interpretative solutions through text analysis and a comparison between "lessons" and the pupils' "products". Particular attention is, in any case, reserved, bearing in mind that both a diary and correspondence lend themselves to various levels of readings. Two lines of analysis in particular: 1) the organization of stress of didactic content, as achieved through the "method"; 2) the method affords the pupil the freedom to express individual originality. Pizzigoni is against every type of scholastic rhetoric. Do the copybooks reveal such a framework? Our data-supported hypothesis, Fascism apart, lends considerable weight to "evidence" pointing to correspondence between the pupils and soldiers.

Dorena Caroli (Università degli Studi di Macerata, Italy)

I quaderni degli alunni e dei pionieri come fonte per lo studio dell'insegnamento in URSS (1917-1939)

This article aims at analyzing – through an interdisciplinary methodology – a sample of Russian and Soviet exercise books in order to study some new aspects of the history of Russian and Soviet school systems and cultures of education. The first part of the article investigates some material aspects of Russian exercise books (form, production, distribution), which have become – from the beginning of the XX century – the subject of many debates between pedagogues and hygienists. After the Revolution, the new Soviet government increasingly turned its attention to the centralized production

of school exercise books and even tried to plan their distribution to schools. The second part of the article deals with the evolution of the didactics of Russian language and literature, by focusing on the writing exercises about literature by two famous 'Tolstoj' pupils (1861) and by other children from the Tsarist schools of Tula, Brijansk and Kiev (1910-1916). Furthermore, the essays about Russian literature - written the '30s by the Soviet heroes Aleksandr and Zoja Kosmodemjanskie - show a deep change in literature essays according to the Marxist interpretation of literature. The third part of the article presents the evolution of the didactics of natural sciences – botany in particular – through the analysis of the exercise books of some scholars of the Biological Station for young naturalists “K.A. Timiriazev”. This centre was created in 1918 by the famous biologist Boris V. Vsesvjatskij in order to teach children to observe the nature and the animals through a scientific methodology. Children's exercise books and comments show a progressive assimilation of scientific knowledge warped by the communist ideology, which resulted – at the end of the '30s – In a pseudoscience known as lysenkoism.

Christian Alain Muller & Anne Werffeli (Université de Genève, Switzerland)

Culture scolaire et élévation du niveau moyen de formation: les pratiques de l'enseignement de la composition à l'école primaire à Genève de 1890 à 1970

Cette communication vise à montrer à travers l'analyse de l'évolution des pratiques pédagogiques comment l'école primaire participe activement à l'élévation du niveau moyen de formation de la population au 20^e siècle à Genève. Usant d'une approche d'histoire sociale et culturelle, notre analyse se concentre sur les pratiques pédagogiques liées à l'enseignement de la composition française considérée comme «la pierre de touche de l'enseignement de la langue» à l'école primaire. Dans la mesure où cet apprentissage est transitif et cumulatif de tous les autres enseignements de la discipline scolaire du français, il permet d'observer et d'expliquer les changements fondamentaux qui affectent la culture scolaire tant dans son contenu (représentations) que dans ses fonctions sociales. Notre corpus est principalement composé des cahiers d'élèves, conservés dans les archives de la CRIEE (à Genève), et des plans d'études ainsi que des manuels de lecture parce que ces derniers sont étroitement liés à l'enseignement de la composition.

Sjaak Braster (Universiteit Utrecht – Erasmus Universiteit in Rotterdam, Holland)

The End of Italics: the Diffusion of a New Method for Writing in School Exercise Books in the Netherlands (1900-1950)

At the end of the 19th century a Dutch headmaster in a lower class area of The Hague, introduced a new method for writing in his primary school to tackle the problems his pupils had with their backs and eyes while writing traditional italic letters. After experimenting for about ten years he published a method for vertical writing with accompanying exercise books for pupils. He would not be the only one. In England, Germany, France and the United States vertical writing was also tried for hygienic and medical reasons. It was discussed and practiced for some years but it did not strike root. An analysis of 34 school exercise books (out of a collection of 1.200) showed that Dutch children in primary and secondary schools were mainly writing italic letters with a running hand in the period 1880-1940. Only in the 1950's vertical letters appeared in the school exercises books for primary schools, while in the 1960's slightly slanted writing already made it's comeback. By now it had become the most natural way of writing.

Andreas Pehnke (Ernst-Moritz-Arndt-Universität in Greifswald, Germany)

Schoolbooks Made by Pupils: Practical Experience of a Progressive Experimental School of the 1920s

The article offers practical reflexions, predominantly uttered by addressees of (progressive) educational endeavours, the children and adolescents themselves. In an age-heterogeneous and co-educative three-year school experiment at the Humboldtversuchsschule in Chemnitz, project work and teaching material was developed which today provides a clear reflection of pupils' thoughts and experience since 1924. This perspective currently taken up also by other educational research projects (as for instance *Lehrerausbildung im Urteil ihrer Studenten* or *Wie Schüler Schule sehen*) seems to meet with a wide response due to its long negligence. It could furthermore provide an essential facet and likewise enrich the research on school books.

Paul Aubin (Centre interuniversitaire d'études québécoises – Université Laval – Université du Québec à Trois-Rivières, Canada)

Les cahiers: témoins ou agents de transformations dans le monde scolaire?

The first school exercise books appeared in Québec in 1882. Initially small, their production took off after World War II to such an extent that it has rivalled that of traditional textbooks over the past twenty years, at least in some disciplines. There are now more than 2,500 different exercise books.

Published by definition for use in the schooling world, exercise books are subjected to the constraints imposed by it, notably through the state approval process for teaching materials in print.

The first period (1880-1960) witnessed a slow but steady increase in the publication of exercise books; however, traditional textbooks still dominated in both the classroom and the market place. On the whole, production reflected contemporary views on the pre-eminence of printed materials in the learning process; exercise books served above all to measure student understanding and retention of notions presented in textbooks.

The second period (1960-2000) saw the exercise book eat more and more into the dominance of the textbook. New currents in education – a good teacher does not need textbooks, for example – which government policies echoed – new programmes were designed to leave considerable latitude to teachers – created conditions favourable to an explosion in the use of exercise books; thus, during the 1990s, 45% of school books were exercise books. Certainly, the change in numbers was spectacular, but no less spectacular was the transformation of form and content; responding to the new canon of the interactive classroom, the exercise book increasingly encouraged reflection on the part of the student and was packaged much more attractively.

Evelyne Hery (Université Rennes 2, France)

Des cahiers aux curricula reels

This work, based upon the case of four exercise books of a 1947/1948 schoolgirl in the final form of the studies, aims at examining in what measure the critical analysis of these notebooks leads to a knowledge of the real curricula. Being a trace of what was taught by the teachers and executed by the pupils, the exercise books are school objects, turned by historians into written sources. If this operation raises some methodological problems, particularly when dealing with single documents, it is however possible, by studying both the content and the form of the documents, to recompose the teachings and the school culture and, from the activity of the pupils, to go back to the teacher's practice. The notebooks, by themselves, do not represent the whole of the teaching situations but, confronted to other sources, they contribute to the writing of a true-life history of School.

Maja Nikolova (Pedagoški Muzej in Belgrado, Serbia)

The Exercise Book in the History of School Teaching in Serbia

The history of the schooling system in Serbia can also be followed in obvious changes in the school equipment, i.e. in a variety of students' exercise books. By carefully analyzing their form and content, we are able to distinguish factors which were in an immediate connection to the complexity level of the teaching and learning process. The aim of this paper is to point out the dependence of the formal characteristics of the school exercise books on the level of the development of education.

The high illiteracy rate of the 19th century called for a simple and quick literacy programs for the widest population. As a basic means in attaining literacy, students used stone tablets, but for exercises only, as their content was erased daily. Furthermore, students would also use separate sheets of paper to note down a limited amount of information. The changes that came to Serbia with the Serbs educated abroad, in the Eighties of the 19th century, brought about the appearance of new exercise books. Their form, determined by the number and the density of the lines, as well as by a greater number of pages, was appropriate for the level of the pupils' knowledge and for the level of comprehensiveness of the teaching process. A team of experts that prepared the exercise books kept up with the innovations in the methodology of the day. They also followed the current historical requirements, as can be seen on the book covers which bore the portraits of the rulers of the time. The exercise books can be seen as an indication of the level of the development of education, but they were also a sign of belonging to a class and a reflection of the nation's literacy level.

Daniela Brighigni (Fondazione Archivio Diaristico Nazionale in Pieve Santo Stefano, Italy)

Dalle carte dell'Archivio diaristico nazionale: scritture di sé nei quaderni

The National Diaristic Archive was founded in 1984 by Saverio Tutino, journalist and writer born in Milan in 1923. The Archive contains over 5500 autobiographic writings: memories, diaries and letters. Exercise-books represent one of the possible microcosm to trace the developing horizon of Italian society from the end of the Nineteenth century to nowadays. School is a very important resource in the didactics, as formative institution. Exercise-book is the physical space that reflects exemplary characteristics of an educational process, for about twenty years has coincided with Italian political regime. Among exercise-books entrusted in Pieve, I have chosen an explanatory text both didactics and politics: it is Alberto Allocato's one. Alberto is a boy about thirteen years old. His exercise book contains many italian papers; they reflect daily life and political propaganda, so it makes possible more interesting readings: historical, social, linguistic ones, and human relationships.

Juri Meda (Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica in Florence, Italy)

“Contro il tanto deprecato mercantilismo scolastico”... I controversi rapporti tra editori, insegnanti e cartolai e l'intervento del regime

Il presente studio si propone di delineare un breve *excursus* storico del quaderno scolastico in Italia, descrivendo il complesso processo di normalizzazione che nel periodo compreso tra gli ultimi due decenni dell'Ottocento e la prima metà del Novecento lo ha trasformato da prodotto artigianale a distribuzione locale a prodotto industriale a diffusione di massa, vero e proprio dominatore del florido mercato scolastico. Per raggiungere questo obiettivo sono presi in esame i controversi rapporti tra le imprese produttrici di quaderni, gli insegnanti e i cartolai e viene descritto l'intervento del regime fascista, risoluto a controllare la produzione e la commercializzazione a livello nazionale dei quaderni scolastici, considerati un potente strumento di propaganda.

Roberto Pellerey (Università degli Studi di Genova, Italy)

A quadretti, a righe o tutto bianco?

We examined 18 different kind of exercise-books using 9 rules such as format, spine, frontispiece, cover, binding and the page organization. The material characteristics and the page organization are substantially the same all over the world even though the different way of writing and the distinctive cultural elements. The cover, the frontispiece and the kind of paper give life to different aesthetic, educative and ethic principles. We can actually distinguish two opposite models of exercise-books. On one hand a severe exercise-book model useful for a strict work, on the other hand a joyful international graphic model changing the exercise-book into a private diary. Different kind of exercise-books unify the severe working process with a pleasant aesthetic related to the national graphic tradition, like images of infancy, animal life or fairy tales according to fantastic children imagery model. Anyway this choice do not follow a geopolitical distribution of the world, they are cultural guides equally widespread among nations.

Ana Chrystina Mignot (Universidade do Estado do Rio de Janeiro, Brazil)

Entre prescripciones y prohibiciones: la Casa Cruz en la producción de cuadernos escolares

The manufactured and commercialized collections of school notebooks, from second half of the 1920s, by Casa Cruz - centennial stationery store of Rio de Janeiro - taken like connecting thread, allow examining the production, circulation and uses of the supports of the school writing.

Throughout the time, their covers and inside covers, titles and texts, in harmony with the hegemonic pedagogical and political values, express changes that have happened on the production of school notebooks in Brazil in consequence, for example, of the modernization of the graphical park, reduction of the price of the paper and the democratization from the access to the school.

In this text, the analysis of the Coleção Cívica, Coleção Caligrafia Brasileira and Coleção Rio, among others, looks for to articulate studies of the history of the commerce and industry with the history of the education, contributing of an ample form for the understanding of the prescriptions and interdictions that historically inform and conform the production of school notebooks.

Paola Pallottino (Università degli Studi di Macerata, Italy)

L'illustrazione delle copertine dei quaderni italiani tra vocazioni ricreativo enciclopediche e vincolo propagandistico

This is the first study of a collection of seven-hundred school exercise-books, printed in Italy, during the first sixty years of the '900, which analyzes the ways and evolution of their cover illustrations. At first it was necessary to classify and cross-reference the books according to their chronology, shape and form, production factory and kind.

This was followed by an analysis of their expressive and stylistic values, examining the contribution of the main artists within the pool of over 160 who illustrated the various series.

The study unveils the affinity between exercise book covers and textbook illustrations, showing how the first borrow elements of education and entertainment directly from the latter. The need for a clear, strong, unequivocal message, can be expressed by a series of instructive sequential pictures, just as well as by a single, bold, poster like, self-explanatory image.

As education becomes more available to the masses, the exercise book production grows from a local to a national industry, where both publishers and paper mills blossom alongside each other.

We analyze the physical form, shapes and kinds of the exercise books, including the printing techniques and uses of illustration and photography. A number of genres are explored here, ranging from scientific to literary education subjects; from ‘coloring’ to ‘comic book’ covers, including commercial/advertising covers, and closing with the heavy-handed intervention of the fascist regime, spreading propaganda, with its myth of the Roman Empire, the African Wars and with the appearance of its key players, first and foremost, Mussolini.

Finally, the study highlights the work of a number of prominent artists, who did the most interesting illustrations for these exercise books.

Amongst those active during the transition between Liberty and the ‘900, are: Domenico Gaido, Leonida Edel, Libico Maraja, Mario Puppo, Alessandro Pomi, Marina Battigelli, Mario Pompei, Adelina Zandrino, but some of the most outstanding and extensive artistic contribution was left by Antonio Rubino, Antonio Rigorini, Roberto Sgrilli, Carlo Bisi, Walter Roveroni and Gino Boccasile, who contributed brilliantly to this kind of deceptively minor branch of illustration, which has, at last, been given its dignity back.

Francesca Tancini (Università degli Studi di Siena, Italy)

Una pinacoteca tascabile sui banchi di scuola. Le copertine dei quaderni tra editoria, letteratura e didattica

In Aldous Huxley’s *Brave New World*, the conquest of happiness and the forthcoming welfare are linked to an education that keeps children away from fairy tales and illustrations: «there is always the risk of their reading something which might undesirably de-condition one of their reflexes».

Historically, however, the process of learning started precisely through the means of illustrated fairy-like texts: from Aesop’s fables to biblical episodes, from fairy-tales to short stories and nursery-rhymes. The same happened when, in a period of enforcement of compulsory schooling, a key to the door of children’s world was needed, and coloured images were set in front of them.

Analyzing the double connection that links childhood to illustration and opposes dictatorship to fairy-tale, this text will examine the attitude of the regime, and then that of the after-war period, towards fairy-tale cover illustrations of copy-books.

Walter Fochesato (Università degli Studi di Genova, Italy)

Quaderni di scuola e fumetti. Il caso degli anni Cinquanta

In Italia il fumetto conosce il suo momento di maggior fortuna presso bambini e ragazzi fra l’immediato dopoguerra e i primi anni ‘60. Al contempo però i cartoons vengono visti come apportatori di ogni male, come pericolosi e antieducativi, volgari e stupidi. Pedagogisti e giornalisti si spingono a stabilire un collegamento fra la lettura delle strip e drammatici fatti di sangue. In parlamento, a più riprese, sia i partiti di maggioranza sia, con motivazioni diverse, l’opposizione di sinistra, invocano provvedimenti e leggi censorie. In molti casi saranno gli stessi editori ad uniformarsi a questo clima, autocensurandosi. Nonostante ciò anche nel campo dei quaderni il fumetto si afferma e numerosi autori di buon livello realizzano appositamente per le copertine dei quaderni scolastici piccole storie avventurose o umoristiche o anche singole tavole (è il caso di Craveri e Jacovitti). Siamo negli anni dell’adesione più stretta ai canoni del realismo e altri autori, pur ricorrendo a immagini senza balloons, dimostrano di accogliere le suggestioni e le influenze del fumetto in particolare sul versante dell’avventura.

Francesca Cesari (Università degli Studi di Genova, Italy)

Dalla A di Rubino alla A di Zandrino. Illustratori liguri sui banchi di scuola

The speech has the object to put in evidence in the Italian iconography of school exercise books the presence of the illustrative Ligurian tradition who has its expression on the production of Antonio Rubino (Sanremo 1880-Imperia 1964) and Adelina Zandrino (Genova 1893-1994).

The restoration of both biographies will represent the occasion to track the profile of the typical pencil intellectuals which had an active and important role, even though underestimated respect of the word intellectuals, for the national participation during the Second World War and especially during the Fascist period.

During this period the school exercise book covers together with the other diffusion supports, like postcards and posters, represented the ideal location on which the artists moved in order to let the people get near the patriotic and nationalistic ideals that were more and more aggressive and invasive.

Giovanna Alatri e Francesca Gagliardo (Università degli Studi Roma 3, Italy)

Le copertine dei quaderni

The problem of use of exercise book covers for an educative and aesthetic purpose began during the first decade of XX century, during the growing of intellectual movement for aesthetic education in Italian school: from that time on, the interest of educationists is focused not only on aesthetic at school but on the importance of decorations in school-buildings and class-rooms, on illustrations of children books and on exercise book covers. In 1914 Vico Viganò, school teacher and art master, wrote an article on “La Cultura Popolare” of January 31st 1914: “For a long time, living in school, I realized, with a great sorrow, the growing dissonance between the evolution of aesthetic feelings of Italian people and the shut immobility of school, under such aspect. [...] It is true – I considered – that this rigid formalism rules the income of text-book in school; but, looking to exercise book and to the images printed on its cover, did we ever pay attention to it? We left sellers and market completely free, so various product of didactic incompetence and bad taste are now in schools. It is obvious that this situation has influenced – in a bad way – the elevation of aesthetic perspective of children”. The Ministry of Education understood the educative sense of exercise book covers, and organized competitions. Artists and decorators took part in those selections. No more black and amorphous covers for Italian children, but drawings, Pythagorean tables, various images full of colours. Exercise book covers started to be an educative tool with different subject: history, geography, art, science, etc.; later on, exercise book covers began to be used as an ideological propaganda instruments. Lombardo-Radice Archives, collecting documents concerning ‘30s, shows it.