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SOMMARIO

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Alain Choppin, <i>L'histoire de l'édition scolaire en France aux XIX^e et XX^e siècles: bilan et perspectives</i>	p.	9
Renata Lollo, <i>Editori a Milano: la famiglia Agnelli</i>	»	33
Roberto Sani, <i>L'editoria scolastico-educativa nell'Italia meridionale tra Otto e Novecento: il caso Sandron (1839-1925)</i>	»	53
Giorgio Chiosso, <i>Libri, editori e scuola a Torino nel secondo Ottocento</i>	»	85
Gabriella Solari, <i>Valdesi e editoria popolare nell'Italia del secondo Ottocento</i>	»	117
Sabrina Fava, <i>Pedagogia e letteratura per l'infanzia agli esordi di «un privato editore dilettante»: Angelo Fortunato Formiggini</i>	»	131

MISCELLANEA

Agostino Sottili, <i>Lauree padovane (1451-1470) e pavesi (1450-1475)</i>	»	167
Angelo Bianchi, <i>Alle origini di un'istituzione scolastica moderna: le case d'educazione per fanciulle durante il Regno Italico (1805-1814)</i>	»	195
Teresa Bertilotti, <i>«Cenno storico sopra la malavventurata pratica dei libri scolastici». Libri di testo per le scuole normali, politica scolastica e mercato editoriale</i>	»	231
Rossano Pazzagli, <i>Agricoltura e comunicazione. Giornali, scuole e divulgazione agraria in Italia dopo l'Unità</i>	»	251

MEMORIE DI SCUOLA

Mario Attilio Levi, *Ricordi di scuola* p. 265

NOTE E DISCUSSIONI

- Dominique Julia, Silvana Vecchio, Angelo Bianchi, Luciano Pazzaglia, Anna Bondioli, Egle Becchi, *Storia dell'infanzia: un dibattito a più voci* » 271
- Agostino Giovagnoli, *Antonio Rosmini e la scienza del cuore* » 287
- Lino Prenna, *La pedagogia di Antonio Rosmini* » 293
- Fulvio De Giorgi, *Al crocevia di Africa ed Europa* » 297
- Luca Tasso, *Le università minori in Europa (secoli XV-XIX)* » 299

RASSEGNA BIBLIOGRAFICA

Vicente Faubell, *La bibliografía actual sobre San José de Calasanz* » 305

NOTIZIARIO

Massimo Marcocchi, *Un Convegno della Università Cattolica sulle «Cinque piaghe della Santa Chiesa» di Rosmini* » 319

ABSTRACTS

ALAIN CHOPPIN, *The history of scholastic publishing in France during the XIX and XX centuries: estimation and prospect*, pp. 9-32.

Long disregarded, the history of French books and scholastic publishing in the XIX and XX centuries experienced a remarkable élan for about twenty years. After having tried to underline the reasons for this recent interest, the author intends to determine the field of the school publishing history by defining it. Thereafter, he goes through the study ambits which spread in France during the eighties and isolates the main fields toward which research is now oriented. The list of places, which stems from a rich bibliography, is oriented to an international view.

RENATA LOLLO, *Publishing in Milan: the Agnelli family*, pp. 33-52.

Throughout three centuries, the typographic work of the Agnelli family promoted culture and knowledge diffusion, being refined in many branches and having offshoots also in Switzerland. Initially bound to the XVII century Ambrosian Church and to the liturgical-religious production, they opened in the eighteenth century to the Italian literature and to Enlightenment. During the nineteenth century they extended to many other fields, and educational subjects started being published, with a production that ranged from a strictly scholastic field to a more popular and familiar one.

ROBERTO SANI, *Educational and scholastic publishing in Southern Italy between the eighteenth and the nineteenth centuries: the Sandron (1839-1925) case*, pp. 53-84.

In 1839 the bold book agent Decio Sandron moved to Sicily; his transfer shortly started the complex circumstance that would have brought about the birth of the homonymous publishing house. In the following years, Sandron was destined to become one of the biggest keypoints inside the national scholastic publishing world by taking on an important function until 1925: stimulating and leading both the didactic and pedagogical renewal of the Italian school and the professional and cultural growth of its teachers and educators.

GIORGIO CHIOSSO, *Books, publishing and school in the late nineteenth century Turin*, pp. 85-116.

Enriched of all experiences and achievements during the previous decade, the Turin pedagogical and publisher world right after the Italian Unity was in an ideal position to dictate its own scholastic pattern to the whole country. Being the capital city and the seat of the Public Education Ministry, Turin became one of the main Italian publishing keypoints. Through the increasing educational processes, the requirement of books and the need of supporting the teachers' didactic practice enlarged. The essay approaches the rich and complex subalpine reality ranging from the Paravia publishing house to the Salesian typography.

GABRIELLA SOLARI, *Valdese and popular publishing in the late nineteenth century Italy*, pp. 117-130.

In the late XIX century a lively publishing activity developed promoted by a Christian movement, which aimed at supporting a wide action of religious, moral and public renewal among several layers of society. The necessity of establishing an educational connection with the population through the press was fulfilled with the foundation of an «inter-churches» publishing house, Claudiana (which already belonged to the Valdese church), and with the creation of a detailed distribution net which covered the whole nation.

SABRINA FAVA, *Pedagogy and Children Literature at the début of a «private publisher as amateur»: Angelo Fortunato Formiggini*, pp. 131-166.

The thriving publishing initiatives which characterised the first six years of activity of the Modenese Angelo Fortunato Formiggini supplied a considerable contribution to Pedagogy with openings to Children Literature. In the educational issues one can easily find authentic passion to books, intuitive and cultural promotion capabilities which distinguished the routes of men and publishers, even if they weren't always supported by a wary project. The essay draws up a critical survey of the birth and development of this remarkable publishing house.

AGOSTINO SOTTILI, *Degrees in Padua (1451-1470) and Pavia (1450-1475)*, pp. 167-194.

One of the main tasks of the Italian university historiography during humanism is the reconstruction of the student world. As freshmen were lacking, the main source for this work is constituted by degrees. The University of Padua has recently published two volumes which cover a 19 years period (1451-1470) continuing the previous series of worthy publications. In these books the importance of the University, which was attended by internationally famous people, is manifest. Another book, which collects the degrees at the University of Pavia during the

1450-75 period, has also been published, underlining the European rôle of this institution.

ANGELO BIANCHI, *At the roots of a modern scholastic institution: girls' schools during the Italic Reign (1805-1814)*, pp. 195-230.

Showing the rapid and considerable diffusion of new girls' educational institutes, the essay witnesses how relevant the phenomenon was from a quantitative point of view, and testifies the great demand for girls' education which came about during the Italic Reign. These institutes brought a pedagogical and cultural renewal in a field which had long followed traditional lines and within a few years some uniformity in the courses of study was achieved.

TERESA BERTILOTTI, «*Historical outline about the unfortunate practice of scholastic books*». *Textbooks for teachers' training colleges, school policy and book market*, pp. 231-250.

Inside the inspection of textbooks which was carried out by the government after the Italian Unity, the teachers' training colleges experienced a singular event: the circular letter where the lists of the selected textbooks were requested to schools was addressed to «elementary, technical, grammar and high schools» without taking into consideration the teachers' training colleges. As a consequence, the Ministry could get acquainted with their textbooks only from 1883. The essay goes through the Italian «Textbooks question» which plays an important rôle in the concrete development of school life.

ROSSANO PAZZAGLI, *Agriculture and communication. Magazines, schools and agrarian divulgation in Italy after the Unity*, pp. 251-264.

Between the Unity and Giolitti's period land education and the constitution of rural associations established important penetration channels into the knowledge needed for developing Italian agriculture. Meetings, schools, wandering chairs and associations spread endowed with acts, bulletins and magazines, which increased the number of periodical publications about agriculture. The essay draws the reader's attention to the agrarian press after the Unity, especially referring to its weaving with formative and scholastic experiences, which were brought into action by the State and by some privates.