

## SOMMARIO

<i>Abstracts</i> .....	p. 5
------------------------	------

### SEZIONE MONOGRAFICA

#### I QUADERNI DI SCUOLA TRA OTTO E NOVECENTO

Angelo Bianchi, <i>Presentazione</i> .....	» 13
Antonio Viñao, <i>Los cuadernos escolares como fuente histórica: aspectos metodológicos e historiográficos</i> .....	» 17
Luciano Pazzaglia, <i>I quaderni scolastici del Fondo Aldo Agazzari</i> .....	» 37
Michela Valotti, <i>I quaderni illustrati tra Liberty e Novecento. Una selezione dalla collezione Ricca di Cosenza</i> .....	» 59
Juri Meda, <i>Quaderni di scuola. Nuove fonti per la storia dell'editoria scolastica minore</i> .....	» 73
Francesco Ascoli, <i>I quaderni, strumenti per una storia della scrittura scolastica nel periodo postunitario</i> .....	» 99
Luigi Marrella, <i>I quaderni scolastici del ventennio fascista</i> .....	» 119
Riccardo Bottoni, <i>La Guerra d'Etiopia a scuola. Il colonialismo italiano e l'Impero nella scuola fascista</i> .....	» 125
Rossella Coarelli, <i>Tra le carte e i quaderni di una maestra elementare: Maria Caterina Guerra</i> .....	» 153
Davide Montino, <i>Quaderni scolastici e costruzione dell'immaginario infantile</i> .....	» 167

### MISCELLANEA

Michele Cassese, <i>Il canto sacro come strumento di formazione religiosa. Alcune esperienze cristiane nell'età moderna</i> .....	» 191
---	-------

Alberto Tanturri, <i>La pubblica istruzione a Sulmona in età moderna</i> .....	p. 209
Carlotta Ferrara degli Uberti, <i>La «Nazione ebrea» di Livorno nella prima metà dell'Ottocento. Istruzione popolare e studi universitari tra rigenerazione ed integrazione</i> .....	» 243
Davide Lasagno, <i>Il disegno a rilievo per ciechi nell'esperienza di Martin Kunz</i> .....	» 261
Piera Tomasoni, <i>Per la storia dell'educazione all'italiano d'uso. Il carteggio Zubani</i> .....	» 285
Anselmo R. Paolone, <i>La critica al sistema scolastico selettivo e la nascita dell'etnografia britannica della scuola</i> .....	» 297

#### MEMORIE DI SCUOLA

Francesco Paolo Casavola, <i>Un itinerario di formazione e di ricerca</i> .....	» 319
---	-------

#### FONTI E DOCUMENTI

Maurizio Piseri, <i>Lettere di Ferrante Aporti a Francesco Cherubini</i> .....	» 325
Carlo Piantoni, <i>Fiabe e romanzi in copertina</i> .....	» 343

#### NOTE E DISCUSSIONI

Fulvio De Giorgi e Adolfo Scotto di Luzio, <i>Il popolo bambino: un saggio su infanzia e nazione in Italia fra la Grande Guerra e la Repubblica di Salò</i> ....	» 347
--	-------

#### NOTIZIARIO

Fabio Pruneri, <i>Iniziative internazionali e informazioni di alcune ricerche in ambito storico educativo</i> .....	» 357
---	-------

## ABSTRACTS

ANTONIO VIÑAO, *Exercise books as a historical source: methodological and historiographic issues*, pp. 17-35

Exercise books constitute a historical source that has received a special attention, over the past two decades, from the history of childhood, the history of written culture and the history of education. In this article (starting from the works primarily using this source, or simply dealing with it, in France, Argentina, Spain and Italy) a historical typology of exercise books is first outlined. Next, the possibilities that this source offers for the analysis of the school culture are tackled. Finally, the methodological and heuristic problems raised by their use as a historical source are addressed: their origins, conservation and cataloguing, their relationships with the different school activities, their temporal dimension, the manipulations they suffered, the necessity of combining their use with other sources, and their nature as a ruled and standardized source.

LUCIANO PAZZAGLIA, *Agazzi's Collection copybooks*, pp. 37-57

Elementary school copybooks and teaching equipment collected by Aldo Agazzi, an elementary school teacher in the years 1921-1940, are part of the collection bearing his name and now kept by the Archivio per la storia dell'educazione in Italia (Archive for Italian history of education), belonging to the Università Cattolica in Brescia. Studying these documents – dictations, diaries, students' essays and annotations by Agazzi himself – allows throwing fresh light on the school climate of the classes he taught in. Thanks to this collection it has been possible to show how Agazzi's educational and didactical activity was deeply influenced not only by the most renowned pedagogists of his days, like Giuseppe Lombardo Radice, but also strongly connected to fascist culture and ideology.

MICHELA VALOTTI, *Illustrated copybooks between the Liberty age and the 20th century. A selection from Ricca's collection in Cosenza*, pp. 59-71

This essay offers the possibility to approach the minor graphics sphere through the illustrated copybooks collected in Italy belonging to Dr. Paolo Ricca's precious collection. A varied and rich panorama emerges from this, even though limited, selection. It has been built through the analysis of some examples published between the end of the 19th – beginning of the 20th century, in particular through an accurate image and style analysis on the basis of the cultural events part of Italian history.

JURI MEDA, *School copybooks. New sources for the history of minor school book industry*, pp. 73-98

This essay was written after the computer listing of the school materials collection in the Historical Archive of The National Institute of Documentation for Innovation and Educational Research in Florence. It aims to analyse the copybooks as sources for the history of minor school book industry, underlining their evolution from simple writing instruments to homemade book industry, to production on an industrial scale and, at the same time, it offers a statistical data analysis concerning copybooks publishers in Italy in the late 19th – early 20th century. This work is completed by a rich appendix containing a detailed catalogue of the national copybooks and school papers collection as resulting from the 2004 national survey supported by FISQED (National Observatory for Italian Historical Collections of Copybooks and School Papers).

FRANCESCO ASCOLI, *Copybooks as instruments for a school writing history in Italian post-unity era*, pp. 99-118

Copybooks are an important key to check both educational strategies and different school policies or to turn one's eyes to everyday pedagogical reality. Anyway, to define in a better way the outlines of this particular school product, it is absolutely necessary to know how writing was learnt. Through a copybook different and complex meanings are conveyed but, moreover, it marks a personal, non-didactical, literary, graphic, autobiographical and aesthetic path; thus building a multi-faced product for whom no approach can be considered trivial or given for granted.

LUIGI MARRELLA, *Fascist era copybooks*, pp. 119-124

This essay sums up the main results achieved by studying a meaningful sample of copybooks published during the fascist regime. It emerges, in particular, that the so-called minor school materials played an important part in the integration of younger generations within the fascist State and in creating a behaviour and value system whose aim was to give life to Mussolini's new Italian Man. Moreover, a copybook, using both images and words, works both as an ideological and a political medium within the fascist era information system with specific functions and targets, filling in involuntary blanks left by press, cinema and radio.

RICCARDO BOTTONI, *The Ethiopian campaign at school. Italian colonialism and the Italian Empire in the fascist regime school*, pp. 125-151

From the middle of the 1930s fascist school policy and the militarization campaign brought forward by the Secretary for National Education granted a relevant place to the topic of colonialism in Italian schools, mainly at primary level. The results of this policy have been examined starting from pupils' copybooks. This helps understand in a better way the national character fascism wanted to impose on the last modern era colonial war, which was led with an unprecedented deploy of military means and propaganda. With this war, the Italian imperial plan reached an ethical and political value, involving Mussolini's New Italian Man Project and, as a reflection, Italian schools. The tasks of the "Superior Italian Race" had thus become both a "civilization mission" and a military conquest fate, giving way to the Italian fascist wars.

ROSSELLA COARELLI, *Maria Caterina Guerra: a primary school teacher's school papers and copybooks*, pp. 153-165

This essay is a review of a documentary source of copybooks and various school papers, recently recovered, belonging to Maria Caterina Guerra (1897-1991), a primary school teacher from Carbonara Scrivia, Piedmont. This set of documents is a special collection witnessing didactics, life and school policy in rural schools from the Orlando reform act to the end of the 1930s. About forty of Maria Caterina Guerra's copybooks have been analysed: first as a pupil, then as a student and finally as a teacher.

DAVIDE MONTINO, *School copybooks and the making of children's imagination*, pp. 167-189

This essay describes the different forms of children's imagination in Italy throughout the liberal, fascist and republican regimes, focusing its analysis on school writings. In particular, after a methodological definition of copybooks and their usage, different types of writing will be analysed: essays, diaries and dictations, contained in the elementary school copybooks of the Genoa University Ligurian Popular Writing Archive. From this essays emerges a certain difficulty to pick, through school writing, the features of a coherent and widespread children's imagination; it was only with fascism that the idea of a national pedagogical project started being applied systematically to Italian schools, and therefore school writings became part of the regime symbolic and value system. During the republican regime, as obvious, essays, diaries and dictations refer to a new political and cultural climate, allowing children's spontaneity to leak out from these paperworks.

MICHELE CASSESE, *Church hymns as an instrument of religious education. Some Christian experiences in the modern era*, pp. 191-208

Singing was greatly appreciated by both Lutherans and Catholics. The author takes into consideration some important experiences dating from the 16th to the 18th century, such as Martin Luther and

his *Lieder*, Filippo Neri and his "oratory", Alfonso Maria de' Liguori and his "devotional short songs", the Jesuits in the American Reduccionen and the Moravian Brotherhood pietistic congregations. Singing was considered a useful method to convey doctrinal subjects, as well as a help in forming devout Christians. In some periods in the life of the protestant congregations singing gradually changed into a way of preaching about faith. Regarded as a "liturgical moment", it nearly became an alternative to the sermon.

ALBERTO TANTURRI, *Modern era state education in Sulmona*, pp. 209-242

This essay presents the forms of the educational offer in Abruzzo in the period from the 16th to the 19th century. Different types of solutions to the problem of state education emerge from this study. Education was at first left to teachers paid by the local town council and then, by 1686, to the Jesuits who had one small but dynamic boarding school in Sulmona. This boarding school, besides the traditional grammar and humanities classes, started offering, by 1727, moral theology classes to the local clergy, constituting a precious formative opportunity in a diocese that lacked a proper seminary. After the Jesuits were expelled (1767), the state built two solid and efficient King's schools, while in 1786 a young women institute was founded in order to educate girls in "women arts" and catechism.

CARLOTTA FERRARA DEGLI UBERTI, *Leghorn "Jewish Nation" in the first half of the 19th century. Popular education and university studies between regeneration and integration*, pp. 243-260

This paper reconstructs the political evolution of Leghorn Jewish Community leading élite in primary education and in the policies regulating Jewish access to university education in the first half of the 19th century. The possibility of graduating in law was considered particularly relevant, both as a professional goal and as a symbolic form of social recognition. From 1846 onwards the battle for a degree in civil law hardened, leading to the setting up of a commission encharged with sponsoring Tuscan Jews emancipation.

DAVIDE LASAGNO, *In-Relief Drawings for blinds as experienced by Martin Kunz*, pp. 261-284

This essay is mainly concerned with the history of in-relief drawing, a particular technique granting blind people access to the images world. Better said, this essay is a presentation of Martin Kunz's life and work. The Swiss man, both a pedagogist and a craftsman, is an outstanding figure of tiflodidactics and a protagonist of a crucial fase in the history of in-relief drawing, which was shifting from crafts to production on an industrial scale in his days. Kunz's teaching methods are analysed, focusing particularly on the didactical function of in-relief images and geographical maps.

PIERA TOMASONI, *History of training everyday Italian. Zubani's correspondence*, pp. 285-296

A wide collection of letters, nearly intact, discovered in Marmentino's Parish Archives (Trompia Valley). It consists of over 700 letters from members of the Zubani family, a family belonging to Brescia's lower middle-class. The correspondence, mainly concentrated at the end of the 19th – beginning of 20th century, may be considered relevant from many points of view: in this essay the author takes in consideration the linguistic aspect, as a considerable example of common people writing, in a crucial moment for the formation and education to the usage of everyday, alive and modern Italian on a wider scale.

ANSELMO R. PAOLONE, *Selective school system criticism and the birth of British school ethnography*, pp. 297-318

In Great Britain the controversy born out of the implementation of the 1944 Education Act gave rise, starting from the 1960s, to a series of ethnographic researches in secondary schools. An ethnographic approach was necessary to underline some school aspects otherwise not easily surveyable. The researches were carried out by the so-called "Manchester School" under Max Gluckman guidance. In those years, in which complex societies anthropology and cultural studies had been developed, Gluckman's équipe was experimenting pioneering anthropological researches on various aspects of Western society. School ethnographic researches were carried out by three young scholars: Colin Lacey, Audrey Lambert and David Hargreaves. They were employed as teachers in the chosen schools and carried out their tests on the field for a period varying from

one to three years. The new research approach helped unveil and clarify little known school-life aspects and supplied empirical evidence to those supporting a reform of the British school system from tripartite to comprehensive.

MAURIZIO PISERI, *Ferrante Aporti's letters to Francesco Cherubini*, pp. 325-342

Even though small, this collection of letters by Ferrante Aporti to Francesco Cherubini is of great relevance in the early 19th century Lombard educational panorama. These letters give us important confirmations of Aporti's personality, as his support of the Viennese pedagogical and educational models and his Port-Royal influenced intellectual formation. These aspects clearly emerge from the two thematic cores of this collection of letters: defending the school system created by the 1818 Act and the project of an Italian etymological dictionary.

CARLO PIANTONI, *Fairy tales and novels as a cover*, pp. 343-345

The author of this essay underlines how, through the analysis of copybooks covers, society changed radically in little more than a century as images and graphic solutions mirror how school customs may be influenced by a vast range of different factors. In the 1930s, when school programs invited teachers to excite pupils' fantasy, covers inspired by fairy tales and novels were considered precious help in encouraging reading.

(Traduzione di Giorgio Barbieri)

Hanno collaborato:

FRANCESCO ASCOLI, fondatore dell'Associazione Calligrafica Italiana, collabora con l'Archivio per la Storia dell'Educazione in Italia.

ANGELO BIANCHI, straordinario di Storia dell'educazione, Università Cattolica del S. Cuore, Milano.

RICCARDO BOTTONI, docente a contratto presso la Facoltà di Scienze della Formazione dell'Università Cattolica del S. Cuore, Piacenza.

FRANCESCO PAOLO CASAVOLA, già ordinario di Storia del diritto romano nell'Università "Federico II" di Napoli e presidente emerito della Corte Costituzionale, è presidente dell'Istituto della Enciclopedia Italiana Treccani.

MICHELE CASSESE, ricercatore confermato e docente di Storia moderna presso la Facoltà di Scienze dell'educazione, Università degli Studi di Trieste.

ROSSELLA COARELLI, "bibliotecario direttore" presso la Biblioteca Nazionale Braidense di Milano.

FULVIO DE GIORGI, associato di Storia dell'educazione, Università Cattolica del S. Cuore, Milano.

CARLOTTA FERRARA DEGLI UBERTI, dottore di ricerca in Storia, borsista presso la Fondazione "Luigi Einaudi" di Torino.

DAVIDE M. LASAGNO, svolge un dottorato in Storia contemporanea presso l'Università degli Studi di Torino.

LUIGI MARRELLA, docente di Storia e Filosofia presso il Liceo "G.L. Vanini" di Casarano (Lecce).

JURI MEDA, coordinatore dell'Archivio storico dell'Istituto nazionale di documentazione per l'innovazione e la ricerca educativa di Firenze.

DAVIDE MONTINO, ricercatore presso la Facoltà di Scienze della formazione, Università degli Studi di Genova.

ANSELMO ROBERTO PAOLONE, assegnista di ricerca presso la Facoltà di Scienze della formazione dell'Università di Udine.

LUCIANO PAZZAGLIA, ordinario di Storia della scuola e delle istituzioni educative, Università Cattolica del S. Cuore, Milano.

CARLO PIANTONI, professore incaricato presso la LUMSA e la III Università di Roma per le Teorie e Tecniche dell'Espressione e della Comunicazione visiva.

MAURIZIO PISERI, ricercatore presso l'Università della Valle d'Aosta.

FABIO PRUNERI, associato di Storia dell'educazione, Università di Sassari.

ADOLFO SCOTTO DI LUZIO, docente di Storia della pedagogia e Storia delle istituzioni scolastiche ed educative, Università degli Studi di Bergamo.

ALBERTO TANTURRI, titolare di un assegno di ricerca in Storia economica presso l'Università dell'Aquila.

PIERA TOMASONI, associato di Linguistica italiana, Università degli Studi di Pavia.

ANTONIO VIÑAO, catedrático de Teoría e Historia de la Educación, Universidad de Murcia.

MICHELA VALOTTI, svolge dottorato di ricerca in Storia dell'arte presso l'Università Cattolica del S. Cuore, Milano.