

## SOMMARIO

<i>Abstracts</i> .....	p.	7
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### SEZIONE MONOGRAFICA

#### I BENI CULTURALI DELLA SCUOLA:

#### CONSERVAZIONE E VALORIZZAZIONE

(a cura di Monica Ferrari, Giorgio Panizza, Matteo Morandi) .....	»	15
---	---	----

Giorgio Panizza, <i>Ragioni di un Centro di ricerca e di un seminario</i> .....	»	17
---	---	----

Monica Ferrari, <i>I beni culturali della scuola tra storia e pedagogia</i> .....	»	21
---	---	----

Franco Cambi, <i>Carte private e pensiero pedagogico. Idea e materiali dell'Archivio pedagogico italiano del Novecento di Firenze</i> .....	»	27
---	---	----

Lidia Falomo, <i>Musei, collezioni e science education</i> .....	»	37
--	---	----

Gianna Del Bono, <i>Le biblioteche scolastiche tra valorizzazione del patrimonio storico e funzionalità attuali</i> .....	»	45
---	---	----

#### Sezione I. Gli archivi scolastici tra tutela e valorizzazione

Matteo Morandi, <i>Presentazione</i> .....	»	51
--	---	----

Roberta G. Arcaini, <i>Dalla ricognizione alla valorizzazione: l'esperienza della Soprintendenza per i beni librari e archivistici della Provincia autonoma di Trento nel settore degli archivi scolastici ...</i>	»	53
--	---	----

Gian Paolo Bulla, <i>Gli archivi delle scuole e l'Archivio di Stato di Piacenza</i>	»	57
---	---	----

Enrica Manenti, Renata Disarò e Chiara Pulini, <i>L'archivio storico della Fondazione Collegio "San Carlo" di Modena: riordino, inventariazione, promozione</i> .....	»	61
---	---	----

Stefania Maroni, <i>Il censimento degli archivi degli istituti scolastici umbri: modalità d'esecuzione e risultati ottenuti</i> .....	»	65
---	---	----

Giovanna Robustelli, <i>Tutela e fruizione pubblica dei fondi degli istituti scolastici dell'Umbria: le risorse del SIUSA</i> .....	»	69
---	---	----

Mariangela Severi, <i>Il riordinamento e l'inventariazione dell'archivio storico del Liceo Ginnasio statale "Jacopone da Todi" di Todi (1865-1965)</i> .....	»	73
--	---	----

Nicoletta Valente, <i>Le carte della scuola a Roma e nel Lazio</i> .....	»	77
--	---	----

Candida Carrino, <i>Il riordino e l'inventariazione informatizzata dell'archivio storico del Liceo Ginnasio "Vittorio Emanuele II" di Napoli (1861-1961)</i> ....	»	81
---	---	----

Matteo Morandi, <i>Il censimento degli archivi delle scuole secondarie di Cremona e di Pavia: una prima riflessione</i> .....	pp. 85
<i>Sezione II. Didattica con gli archivi scolastici: riflessioni ed esperienze</i>	
Antonio Brusa, <i>Presentazione</i> .....	» 89
Riccardo Marchis, <i>Ricercare per imparare. La funzione formativa dell'archivio</i> ...	» 91
Clara Perego e Adriana Sartori, <i>Alle radici dell'albero scuola. L'archivio scolastico come fonte di ricerca e di conoscenza del passato</i> .....	» 97
Anna Santagiustina e Rossella Vivante, <i>Gli archivi scolastici per un laboratorio di didattica della storia</i> .....	» 103
Patrizia Angelucci e Massimo Locci, <i>La SSIS di Perugia e la valorizzazione didattica degli archivi scolastici: esperienze laboratoriali nella Scuola media "San Paolo" e nel Liceo Ginnasio "Mariotti" di Perugia</i> .....	» 107
Alba Cavicchi, <i>Progetto Hermes: gli archivi scolastici per educare alla memoria, al patrimonio e per contribuire al successo formativo</i> .....	» 115
Simona Martella, <i>Gli archivi scolastici: solo vecchie carte?</i> .....	» 121
Federica Maria Chiara Santagati, <i>La Facoltà di Lettere e Filosofia dell'Università degli studi di Catania e l'Istituto tecnico industriale "Archimede": studio e valorizzazione di un' antica Scuola d'arti e mestieri</i> .....	» 123
<i>Sezione III. Tra conservazione e didattica: musei e collezioni</i>	
Monica Ferrari, <i>Presentazione</i> .....	» 127
Carmela Covato, <i>Il Museo storico della didattica "Mauro Laeng" dell'Università degli studi Roma Tre fra passato e presente</i> .....	» 129
Patrizia Zamperlin, <i>Il Museo dell'educazione dell'Università degli studi di Padova</i> .....	» 133
Elena Stendardi, <i>Il Museo didattico e della didattica dell'Archivio di Stato di Piacenza: un primo bilancio e prospettive per il futuro</i> .....	» 137
Renata Bressanelli, <i>L'Archivio per la storia dell'educazione in Italia di Brescia</i>	» 141
Paolo Brenni, <i>Le collezioni di strumenti scientifici nelle scuole</i> .....	» 145
Sara Filippin, <i>La fotografia e il cinema nelle scuole di antica fondazione del Veneto</i> .....	» 149
Micol Manuele, <i>Attività didattica per la scuola secondaria di primo grado: il Progetto Museo e nuove tecnologie presso il Museo della Casa della Musica di Parma</i> .....	» 155
<i>Sezione IV. Esperienze e progetti per le biblioteche scolastiche (con due proposte di laboratori didattici con manoscritti e libri)</i>	
Gianna Del Bono, <i>Presentazione</i> .....	» 159
Maria Motta, <i>Reti di biblioteche scolastiche: tra conservazione del patrimonio e formazione degli utenti. Il caso di Novara</i> .....	» 161
Giulio Abbondanza ed Enrico Platé, <i>C'è anche la biblioteca</i> .....	» 167
Lisa Dellapiana, <i>Dalla biblioteca a scaffale aperto alla biblioteca a porte aperte: proposte di promozione nel Liceo "Copernico" di Pavia</i> ...	» 171
Adriana Paolini, <i>La scrittura per conoscere la storia: laboratori didattici sul libro manoscritto</i> .....	» 175

Simona Inserra, <i>Il libro antico dalla biblioteca alla scuola: progetti di catalogazione, conservazione, valorizzazione</i> .....	pp. 181
Luisa Marquardt, <i>Biblioteca scolastica e archivio scolastico quali mnemoteche tra scuola e territorio</i> .....	» 187
MISCELLANEA	
Maria Renata Sasso, <i>Dal Leone Marciano all'Aquila Bicipite. Il caso della scuola elementare di Palmanova</i> .....	» 193
Cristina Sagliocco, <i>Il trasferimento delle facoltà teologiche all'interno dei seminari vescovili</i> .....	» 203
Letterio Todaro, <i>Editoria e libri per l'istruzione e la formazione in Sicilia tra Otto e Novecento</i> .....	» 213
Sara Teinturier, <i>Les catholiques français et la Répartition Proportionnelle Scolaire (RPS) dans l'entre-deux-guerres: résistances, accommodements, institutionnalisation</i> .....	» 231
FONTI E DOCUMENTI	
Luciano Pazzaglia, <i>Un testo inedito di Lucien Laberthonnière in tema di rapporti tra credere e conoscere (1889)</i> .....	» 241
MEMORIE DI SCUOLA	
Carlo Arata, <i>Linee autobiografiche</i> .....	» 267
NOTE E DISCUSSIONI	
Paolo Marangon, Fabio Pruneri, Angelo Gaudio, <i>La Scuola degli italiani</i> ..	» 277
NOTIZIARIO	
Angelo Bianchi, a cura di, <i>Per un atlante storico dell'istruzione maschile e femminile in Italia tra '700 e '800: un anno di iniziative e ricerche</i> ..	» 291
Gianfranco Bandini, <i>Manuali, sussidi e didattica della geografia. Una prospettiva storica</i> .....	» 301

## ABSTRACTS

*Cultural heritage in schools: conservation and valorisation*, pp. 15-49.

In the seminar held in Cremona on 26-27 September 2007 and in the subsequent conference notes gathered here, we are shown the reasons and methods behind the founding of the Interdepartmental Centre for the study and valorisation of scholastic and educational cultural heritage promoted by the University of Pavia. Created in 2006, the centre aimed towards becoming a research facility which would correspond with the specific problem presented by 'cultural heritage' in schools.

'Cultural heritage' is a necessary and deliberately unspecific definition given to indicate the entire archive of documents that every school accumulates over the course of its existence, in the fulfilling of its task. Not only are schools places where different generations and cultures come together, they are also a laboratory of didactic practices which are in continuous and constant contact with the demands of society. These social demands manifest between educational and political contradictions, between clear and latent training purposes, between the duty of documenting standard procedure and the will to raise the awareness of being teachers and students. Schools are also an interesting observation point from which to make cultural proposals. This seminar was intended to create the opportunity for discussion regarding the nature of such a complexity, which finds its roots in the *raison d'être* of every school and educational institution. This results in a crossroads between ability and different roles, ranging from economic and administrative positions, to managerial, cultural and educational roles, and students. The introductory speeches focus, therefore, on the 'nature' of such a branch of society and its cultural heritage, discussing the implications and pointing out the reasons behind some lines of research.

Essays by GIORGIO PANIZZA, MONICA FERRARI, FRANCO CAMBI, LIDIA FALOMO AND GIANNA DEL BONO.

*Section I. School archives between protection and valorisation*, pp. 51-88.

The school and its documentation. The relationship which is often established between a scholastic institution and its own archives, which is on the one hand the recollection and portrayal of an often glorious past, defended and exhibited in relation to an identity sought all the more today, in these years of autonomy, and on the other hand the heavy burden of managing, preserving, or at best reordering and reorganizing, could be defined, perhaps without too much overstatement, as a love-hate relationship. Although regretful to note that in many cases this fore-mentioned concept still prevails over the first, which is as always shown as a declaration of principle and almost never translated into a real commitment by scholastic management, we are nevertheless consoled in knowing that initiatives (both in-depth examination and study and, as shown below, in terms of concrete efficiency), with the purpose of protecting and enhancing documentation, including the most recent, produced and main-

tained by schools of all structures and levels, are increasingly spreading across the country, due to both the sensitivity shown by historians to name the first, and the regard gradually revealed by the world of archivists, (not always, alas, by seeking dialogue with scholars of training processes, who are all the more equipped with pedagogical sensitivity).

Presentation by MATTEO MORANDI. Essays by ROBERTA G. ARCAINI, GIAN PAOLO BULLA, ENRICA MANENTI, RENATA DISARÉ AND CHIARA PULINI, STEFANIA MARONI, GIOVANNA ROBUSTELLI, MARIANGELA SEVERI, NICOLETTA VALENTE, CANDIDA CARRINO, MATTEO MORANDI.

*Section II. Didactics in relation with school archives: reflections and experiences, pp. 89-125.*

It is good practice in schools of different order and level to teach the planning of didactic tools, to test and evaluate them together, testing the effectiveness of various sources. In this contemporary age, school records have proved an extremely useful source, especially given the ease in which it is used: records are written in an Italian suitable even for young children; they possess many parts that do not, indeed, pose any reading difficulties (in marking and subjects, for example). From these documents news on disparate topics may be obtained: from everyday classroom life, to politics and general economics, which more often than not pass from society itself to the teacher's pen. Moreover, these records lend themselves to ductile integration with other types of sources: in the first place, photographic sources and also legislative sources (such as programs from a certain time period). Above all, they give meaning and depth to material sources (the subjects and instruments of the school that once was), which would otherwise fall prey to antiquarian want. The following contributions favour, therefore, the learning experience, long before historiographical and didactic reflection. This also confirms the opinion that we now find ourselves before an ideal tool for launching boys and girls towards their first experiences of historiographical reflection and, in the case of proficient classes, towards more analytical and elaborate research.

Presentation by ANTONIO BRUSA. Essays by RICCARDO MARCHIS, CLARA PEREGO AND ADRIANA SARTORI, ANNA SANTAGIUSTINA AND ROSSELLA VIVANTE, PATRIZIA ANGELUCCI AND MASSIMO LOCCI, ALBA CAVICCHI, SIMONA MARTELLA, FEDERICA MARIA CHIARA SANTAGATI.

*Section III. Between conservation and education: museums and collections, pp. 127-158.*

Museums that emphasise educational material are exemplary in expressing the lines of change underlying the redefined meaning of the operation of institutions appointed to the conservation and promotion of the cultural heritage of a country. The history of the evolution of such institutions is variegated and complex, and must be reconstructed in its making. At times new centres for the didactic collections (and/or scientific) of schools in already existing museums are located, or more rarely, new museum space is sought for this purpose, possibly linked to the life of another company or institution; in many cases these didactic findings (often more imagined than implemented), remain inside the institution where they were established; most recently, they find virtual hospitality in sites built ad hoc. If it is true that school produces culture and that such a practicality appears not only in books and texts but also in objects that can tell us about practices (starting with aims, declarations of intent and practical implementation), the valorisation projects presented here are crucial in order to gradually draw younger generations towards the evolution of a series of contextualised cultural proposals, along with a solid effort that, outside the classroom and in new spaces (or revisited old spaces and routes according to different rules), may unveil others.

Presentation by MONICA FERRARI. Essays by CARMELA COVATO, PATRIZIA ZAMPERLIN, ELENA STENDARDI, RENATA BRESSANELLI, PAOLO BRENNI, SARA FILIPPIN, MICOL MANUELE.

*Section IV. Experiences and projects for school libraries (with two proposals for educational workshops with manuscripts and books), pp. 159-191.*

The issue of the valorisation and preservation of the wealth of books and texts in our schools is central in the field of general interest for cultural heritage, but faces a number of problems, of which the following extracts are undoubtedly a trustworthy reflection. Facing this issue also means confronting the institution's, or rather the school library's, difficulties in maintaining and managing this wealth, characterized by a strong ambiguity between diachronic and synchronicity, which has always been called upon to assist and support the school in its training, often in a context bearing an objective absence of resources and lack of institutional interest, but which at the same time takes charge of what time has stratified on its shelves and in its cupboards. In this respect, the contributions presented in the following pages not only document some ongoing projects for a functional and effective re-organization of the institution of school libraries, often wanted and run by the school itself, but also constitute the testimony of the research of a difficult point of equilibrium between this demand, and that of restoring and enhancing what time has accumulated on the shelves. It being understood that much work still remains to be done and having an awareness of the difficulties that we may encounter, it is important that some points emerge, such as the unitary conception of the school library and its collections, managed and valorised in their complexity, but also the possibility that the library itself, as well as effectively integrating itself into the organisation of more traditional didactics, can constitute the starting point for training itineraries that reach new knowledge and skills.

Presentation by GIANNA DEL BONO. Essays by MARIA MOTTA, GIULIO ABBONDANZA AND ENRICO PLATÉ, LISA DELLAPIANA, ADRIANA PAOLINI, SIMONA INSERRA, LUISA MARQUARDT.

MARIA RENATA SASSO, *From Leone Marciano to Aquila Bicipite. The Palmanova primary school case*, pp. 193-201.

The transformation of primary education, from the Venetian conception of antique regimes to the more modern forms of the Lombardo-Venetian education system, is seen through the presentation of one symbolic case: the Palmanova primary school which, in the first part of the Restoration, presented considerable elements of originality. Firstly, of a historical nature: a Venetian fortitude from the admirable system of the Renaissance, in operation *antiasburgica*, devastated by successive and alternate French and Austrian domination; of a social nature: cosmopolitan reality, demographically and economically unstable, affected by the severe limitations resulting from the military function of the settlement; and finally, from a scholastic point of view: the previous Venetian educational experience allowed the institution to evolve in the wake of a tradition that dates back to the seventeenth century and that, in spite of contradictory pushes and resistances, allowed it to strengthen, even in the field of education, that leading-role that the city fortress always performed on the territory surrounding the region of Friuli.

CRISTINA SAGLIOCCO, *The transfer of theological faculties within seminaries*, pp. 203-211.

With the abolition of the theological faculties in state universities, officially removed in 1873, such departments do not entirely cease to exist. Rather, the teaching body and the respective statutes were passed in the Episcopal seminaries. This was an almost perfect transferral, which represented the effective transfer of training skills from the State to the Church as far as the training of priests was concerned. This operation contributed significantly, in fact, to making the seminaries the main hub of training of the Italian clergy.

LETTERIO TODARO, *Publishing and books on education and training in Sicily between the nineteenth and twentieth century*, pp. 213-229.

The transition between the nineteenth and twentieth centuries is a particularly significant period in the history of pedagogical and scholastic publishing in Sicily. Taking advantage of the enlargement of market spaces, the expansion of schooling processes and a phase of general expansion in the book industry, even the major Sicilian publishing companies involved in the educational/training sector show a great advancement within the national framework. The successful Sicilian publishing season for school and training, however, would not last beyond the first two decades of the twentieth century, after which the commercial challenge of stronger enterprises in the North and the on-going crisis of the Liberal State would have made ways to conserving a position of importance increasingly impractical.

SARA TEINTURIER, *The French Catholics and the School Proportional Allocation in the interwar period: Resistances, Arrangements, Institutionalisation*, pp. 231-240.

During the interwar period the School Proportional Allocation (*répartition proportionnelle scolaire*) mobilised the French Catholics for the financing of private education. Supported by a strong, intransigent movement, this claim was better outlined by the Catholic members of public education, the Christian democrats and, later, the National Commission for catholic education, set up at the turn of the 1930s by the French bishops. Throughout the debates on catholic education, several traits of the Catholic presence on the social and political scene emerge in the background: the unyielding opposition to a society deemed responsible for the modern evil reveals an urgency of reconquest from the inside, not denying the State the legitimacy of its educational action.

LUCIANO PAZZAGLIA, *An unpublished text by Lucien Laberthonnière on the relationship between believing and knowing (1889)*, pp. 241-266.

The piece "*La Liberté de penser et la Foi*" dates back to the author's early years at the college of Juilly. In it, the Oratorian highlights the importance of free and personal thought in the search for the truth. Believing and knowing, in this perspective, lend themselves to continuous cross-referencing within a nurturing between the concepts of faith and in-depth rational searching. But above all, according to Laberthonnière, only through generous intellectual commitment, man, as a moral being, has the potential to transform faith from being spontaneous and passive to being reflexive and alive. It is a testimony of great faith in human reasoning and the Church's spirit of openness regarding the possibility given to the faithful to deepen their faith freely. It is an ideal of the Church that the reality of ecclesial life forced the author to reconsider, however bitterly, as evidenced by a *post-scriptum* to the text written in 1928.

(Traduzione di Niki Balani)