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## Cultural and Social Dimensions of Pedagogical Objects

Book of Abstract



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### *Presentations of the Panel*

#### **School And Nation: Children's Literature As A Mass Educational Technology In 19th-century Italy**

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In the last thirty years, the historical research on children's literature has undergone a significant methodological and historiographical change: a close connection between the history of education and educational institutions and the history of children's and young people's literature has been established (Ascenzi, 2012). Researchers attempted to reconstruct the evolution of children's literature not only as a linguistic and literary event but as a historical-education phenomenon, firmly linked to the more general processes of mass literacy and acculturation and the dynamics of the formation of collective imagery (Ascenzi & Sani, 2017). Children's literature has been researched as a carrier of value systems, behavioural models, hierarchical conceptions of interpersonal relationships; its function as a tool of regulation of consciousness and construction of social, civic and national identity in the younger generations has been investigated. Taking this turn into account, the methodology used in this contribution promotes a line of inquiry that goes beyond textual analysis and focuses on the peculiar role played by children's literature considered as a material and cultural object and so, as a historical source to reconstruct cultural and educational processes in 19th-century Italy. The paper analyses the texts and the choices made by the lively and committed generation of children's writers who worked between the Risorgimento and the first post-unification period: from Cesare Cantù to Giuseppe Taverna, from Salvatore Muzzi to Pietro Thouar and Caterina Franceschi Ferrucci, Felicita Morandi and Luigi Sailer. Through a less planned process than the one promoted through the official school system, these children's writers and their works became mediators between the dominant ruling class ideology and working-class people. For instance, the educational proposal conveyed by Cesare Cantù's literary works reflected the cornerstones of the middle-class policy of social conservatism to instil in the minds and hearts of young people of the working classes the values of honesty, love of work, respect for religion, acceptance of the class differences that characterised society. The analysis of the works by Salvatore Muzzi showed the foreign influences on the Italian children's literature and the international circulation of models; moreover, the investigations into Salvatore Muzzi's and Giuseppe Taverna's literary texts revealed, in particular, the relationship between children's literature and school textbooks and the interdependence and circularity between those two genres. Caterina Francesca Ferrucci's texts focused on the need to educate women, especially family mothers so that they would have been ready to carry out the tasks they were called upon to perform in the family and social environment; in this way, gender differences were reinforced. In conclusion, the study shows how, during the 19th century, children's literature became a tool of literacy and mass education to shape younger generations' mentalities and behaviours, to promote the secularism of the school system and the sense of national belonging and identity, to expand the literacy levels of the population, to spread the ideals and values of the bourgeois class, to favourite the civilisation of the plebs.

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## **Children's Literature: Source Of Inspiration For School Reading Books (The Swiss Case Between 1830-1910)**

*La Littérature Pour La Jeunesse : Source D'inspiration Pour Les Livres De Lecture A L'école  
(Le Cas Suisse Entre 1830-1910)*

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HEP Vaud

The 19th century saw the establishment of the modern school form. This process is characterized, among other things, by the formalization of teaching and learning conditions, as well as the manufacture-distribution of specific material infrastructures (Hofstetter & Schneuwly, 2017). From this moment on, school books are subject to a production circuit characterized by the phases of conception, elaboration, production, diffusion and use, which engenders the interaction of plural actors linked to these books by different interests, such as pedagogical, economic, ideological, etc. (Choppin, 2008). Within the school publishing process in full expansion since the first 19th century, reading books are presented as ideal supports for a moral, educational and multidisciplinary teaching and thus occupy a central place for the training of teachers and the instruction of pupils. They also supported mass literacy, the dissemination of certain values, knowledge and norms considered necessary by the authorities for the consolidation of the new political, administrative and economic institutions of the confederal state of Switzerland. Some actors such as newly trained schoolteachers thus write new school books (Tinembart, 2015). These reading books take up content specific to children's literature. For example, there are adaptations or excerpts from Robinson Crusoe's travel story that vary according to the canton and the period (Masoni & Tinembart, 2021).

By observing the relationship between reading books for school use and children's literature, this contribution aims to highlight the process of trans-ideological and even trans-cultural adaptation of certain themes and contents between two linguistic and cultural regions of Switzerland, namely the canton of Vaud (French-speaking, Protestant) and Ticino (Italian-speaking, Catholic). To this end, this paper also aims to underline the networks of actors involved in school publishing and their influences on the transmission and transfer of school knowledge. This study is based on the analysis of reading books corpus adopted in the schools of Vaud and Ticino between the years 1830-1910 (about thirty books). Its approach is borrowed from transnational history and cultural transfers (Matasci, 2015). As Switzerland emerges as a federation of teaching states in the 19th century (Hofstetter, 2012), we postulate that the study of the circulation of certain reading books contents and their purposes will allow us to highlight some similarities and differences in the development of cantonal school systems.

### *Paper Abstract (in Language of Presentation):*

Au cours du 19e siècle on assiste à la mise en place de la forme scolaire moderne. Ce processus se caractérise, entre autres, par la formalisation des conditions d'enseignement et d'apprentissage, ainsi que par la fabrication-diffusion d'infrastructures matérielles spécifiques (Hofstetter & Schneuwly, 2017). Dès ce moment, les ouvrages scolaires sont soumis à un circuit de production caractérisé par les phases de conception, élaboration, production, diffusion et utilisation qui engendre l'interaction d'acteurs pluriels liés à ces moyens d'enseignements par différents intérêts, pédagogiques, économiques, idéologiques etc. (Choppin, 2008). Au sein du processus éditorial scolaire en plein expansion dès le premier 19e siècle, les livres de lecture se présentent comme des supports idéaux pour un enseignement moral, éducatif et pluridisciplinaire et occupent ainsi une place centrale pour la formation des maîtres et l'instruction des élèves. Ils soutiennent également l'alphabétisation de masse, la diffusion de certaines valeurs, les connaissances et les normes considérées comme nécessaires par les autorités pour la consolidation des nouvelles institutions politiques, administratives et économiques de l'État confédéral qui est la Suisse. Ainsi certains acteurs tels que les instituteurs nouvellement formés rédigent de nouveaux ouvrages scolaires (Tinembart, 2015). Ces livres de lecture reprennent notamment des contenus propres aux ouvrages destinées à la jeunesse. Par exemple, on y retrouve des adaptations ou des extraits du récit de voyage de Robinson Crusoe qui varient selon les cantons et les époques (Masoni & Tinembart, 2021).

En observant la relation entre les livres de lecture à usage scolaire et la littérature pour la jeunesse, cette contribution vise à mettre en évidence le processus d'adaptation trans-idéologique voire trans-culturel de certaines thématiques et contenus entre deux régions linguistiques et culturelles de la Suisse, à savoir le canton de Vaud (francophone, protestant) et le Tessin (italophone, catholique). Pour ce faire, la communication a également pour objectif de rendre visible les réseaux d'acteurs impliqués dans l'édition scolaire et leurs influences sur la transmission et les transferts de savoirs scolaires. Cette étude se base sur l'analyse d'un corpus de livres de lecture adoptés dans les écoles vaudoises et tessinoises entre les années 1830-1910 (environ une trentaine de livres). Elle adoptera une approche empruntée à l'histoire transnationale et aux transferts culturels (Matasci, 2015). Alors que la Suisse se dessine comme une fédération d'États enseignants au 19e siècle (Hofstetter, 2012), nous postulons que l'étude de la circulation de certains contenus de manuels scolaires et