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□ Editorial

Dear readers,

the Reading Primers Special Interest Group was founded four years ago as a network which primarily functions as a virtual community. Indeed, with members from Brazil to Russia and from Finland to Mexico, most of RP-SIG's internal communication is virtual. But while we take advantage of modern electronic media to enhance the exchange of information across countries we are also aware of the value of face-to-face communication – even when it comes to talk about such paper-bound educational media like primers or basal. Therefore we are pleased to announce two forthcoming opportunities for direct communication with other members of our network: one in Riga (Latvia) and another one in Brno (Czech Republic). For more details please consult this issue of RPI.

Earlier this year Dr. Kira Mahamud Angulo, a member of the MANES research group in Madrid/Spain, has joined the editorial board of RPI. We trust that this will allow us to more actively consider developments in Spanish- and Portuguese-speaking countries.

Looking forward to meet you in Riga or Brno – or else hear from you by e-mail or by other modes of communication

Madrid/Essen/Wroclaw, June 30, 2013

*Kira Mahamud Angulo
Wendelin Sroka
Joanna Wojdon*

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□ **RP-SIG News**

□ **Developments and plans**

ISCHE 2013 in Riga/Latvia: Informal RP-SIG meeting

The schedule of this year's conference of the International Standing Conference for the History of Education (ISCHE) 2013, August 21–24 in Riga, Latvia, includes an informal RP-SIG meeting, hosted by Vitaly Bezrogov, Wendelin Sroka and Joanna Wojdon. As agreed with the local organising committee of ISCHE 3013, the meeting is held on August 21, 4:00–5:00 p.m. at the premises of *Latvijas Universitate*. More details will be available soon through the conference website <http://www.lu.lv/ische2013/>.

2013 Conference of the International Society for Historical and Systematic Schoolbook Research, Brno/Czech Republic

The annual conference of RP-SIG's parent society, the International Society for Historical and Systematic Schoolbook Research, will take place in September 27–29, 2013, at Masaryk University in Brno, Czech Republic. The conference, organised by Dr. Petr Knecht, will focus on "Methodological Issues in Schoolbook and Educational Media Research". Presenters will include RP-SIG members Vitaly Bezrogov (Moscow), Carsten Heinze (Schwäbisch Gmünd), Kira Mahamud Angulo (Madrid), Mare Müürsepp (Tallinn), Falco Pfalzgraf (London), Wendelin Sroka (Essen) and Verena Stürmer (Würzburg). The RP-SIG meeting will be on Friday, September 29, 7 p.m.

For more details please consult the conference website:

<http://www.ped.muni.cz/weduresearch/brno2013/defaultENG.html>



Masaryk University Campus, Brno: modern architecture, designed by A PLUS a.s. Brno

□ **2014 event**

Conference in Moscow: "The source of child's learning...': the role of primers and basal readers through time and cultures"

Vitaly Bezrogov, co-initiator of RP-SIG, is among those responsible for a major scientific event in Moscow next year. The conference on the history of textbooks for primary schools will celebrate the 440th anniversary of the first East Slavonic primer, published in Lviv by Ivan Fedorov, and the 380th anniversary of the first *bukvar'* published in Moscow. Scheduled for October 8–12, 2014, the conference is organized by the Russian State University for the Humanities, the Russian Academy of Education, the State Ushinsky Scientific Pedagogical Library, the State Library of Russia and the State Public Historical Library. Key topics include, among others, primers in the teaching practice of primary education in the historical context, literacy and the didactic canon in the history of the basal reader and textbook distribution and edition: from manuscript to electronic media. Deadline for submission of abstracts in Russian or English is August 1, 2013.

Website: <http://gnpbu.ru/index.php?file=event2014-1.htm>

□ New Members

Dr. **Olga Ilyukha**, Petrozavodsk, Republic of Karelia (Russia) is Vice-Director of the Institute of Language, Literature and History at the Karelian Research Centre of the Russian Academy of Sciences, Petrozavodsk. The general field of her studies is the history of the national school in Russia and the history of childhood in Karelia. Among others she has authored the books *Shkola i detstvo v Karel'skoj derevne v kontse XIX – nachale XX v.* [School and childhood in the Karelian countryside from the late 19th – early 20th century], St. Petersburg 2007 and *Povsednevnoj zhizn' sel'skikh uchitelej i shkol'nikov Karelii v kontse XIX – nachale XX v.* [Daily life of teachers and schoolchildren in Karelia in the late 19th – Early 20th century], Petrozavodsk 2010. Lately she has taken on studies of regional primers and elementary school textbooks from the 19th – early 20th century. Here, a major focus is on the ways the textbooks represent the images of Russia, Karelia and foreign countries, as well as on the means of portraying ethnic culture. Her special interest is the national border theme and the images of the frontier in books for junior schoolchildren and in educational practices of the Stalin era. At present she is working on a comparative study of primers from Karelia and Finland together with Yury Shikalov, a researcher at the University of Eastern Finland in Joensuu.

E-Mail: [iljuha\(at\)krc.karelia.ru](mailto:iljuha(at)krc.karelia.ru)



Dra. **Gladys Mary Ghizoni Teive**, Florianópolis, State of Santa Catarina (Brazil), is a researcher and lecturer at the Santa Catarina State University (*Universidade do Estado de Santa Catarina* = UDESC). Her research focuses on the history of the curriculum and school culture in Brazil. In her doctoral thesis, defended at the Federal University of Paraná in 2005, she investigated an important curricular reform undertaken at the first "normal school" of the State of Santa Catarina in 1911. The thesis has been published as a book: *'Uma vez normalista, sempre normalista' – Cultura escolar e produção de um habitus pedagógico* [Once a normalist – always a normalist: school culture and the production of a pedagogical habitus], Florianópolis 2008. An area she has worked on more recently is the "graded reading series" used in schools in Santa Catarina in the 1910s. This resulted in another book, written in collaboration with Norberto Dallabrida: *A escola de república. Os grupos escolares e a modernização do ensino primário em Santa Catarina (1911-1918)* [The school of the Republic. The school groups and the modernization of primary education in Santa Catarina (1911-1918)], São Paulo 2011. At present she spends a post-doctoral internship at the MANES Research Centre of UNED - *Universidad Nacional de Educación a Distancia* in Madrid, where she concentrates on theoretical and methodological studies of research on school textbooks. In Brazil she is also involved in the national research project "History of the primary school in Brazil: research in a comparative perspective nationwide (1930 - 1961)".

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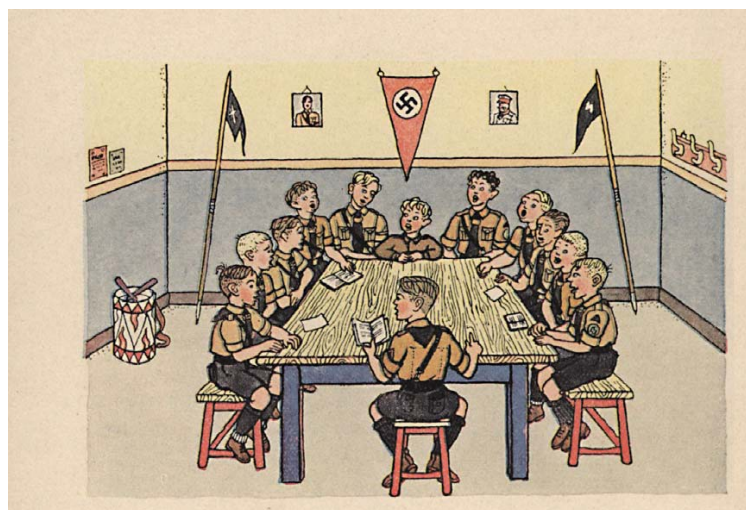
□ Research

□ German primers, 1933-45

Die pädagogisch-didaktische Transformation der nationalsozialistischen Ideologie in den Fibeln des Nationalsozialismus [The pedagogical-didactic transformation of the national socialist ideology in primers during the time of National Socialism]. Forthcoming project (2013-2016), funded by DFG (German Research Foundation). Principal investigator: Prof. Dr. Carsten Heinze, University of Education Schwäbisch Gmünd, Germany.

RP-SIG member Carsten Heinze has been awarded a research grant of the Deutsche Forschungsgemeinschaft (DFG). The grant allows him to continue his studies on primers published and used in schools in Germany during the Nazi era.

(C.H.) This project will concentrate on an examination of the instruments of indoctrination and manipulation developed and put into practice by national-socialist educators in order to educate children to subject themselves "voluntarily" to the "will of the fuehrer". The focus of the research will rest on analysing the content and methods of early reading instruction. Reconstructing the conditions governing the approach to education and teaching as well as attempts to control education policy will form an essential aspect of this research. Furthermore, different means employed to exert ideological influence in early reader and student's books will be identified.



Moselland-Fibel 1943, p. 44, detail

The focal point of this investigation is an analysis of primers which starts out from the hypothesis that national-socialist educators took their lead from the image of childhood portrayed in progressive education, ideologically reinterpreting it with a view to achieving compliance with

national-socialist ideology through an aestheticization of violence. In taking this approach, the investigation will address the problem of detecting educational mechanisms that ultimately lead to indoctrination and violent behaviour. The analysis of various school textbooks will be carried out on the basis of a qualitative content analysis aimed at locating educational processes which transform socio-cultural knowledge. In order to determine the conditions and prerequisites that fundamentally influenced the design of the primers, the project will investigate central context areas such as e.g. control over education policy, the discourse on teaching, the underlying concepts of an educational moratorium and patterns of childhood as well as national-socialist ideology. The reconstruction of these context areas will follow the concept of a "grammar of schooling" (Tyack / Tobin / Cuban).

Reference

Heinze, C. (2012): The discursive construction and (ab)uses of a „German childhood“ in primers during the time of national socialism 1933-1945. // *Paedagogica Historica*, 48, pp. 169-183.

□ East German primers, 1945-90

Stürmer, Verena (2013). *Kindheitskonzepte in den Erstlesefibeln der SBZ/DDR 1945 bis 1990* [Concepts of childhood in the reading primers of the Soviet Occupation Zone / German Democratic Republic 1945-1990]. Doctoral thesis. Würzburg: Julius-Maximilians-Universität.

In February 2013, RP-SIG member Verena Stürmer (Julius-Maximilians-Universität Würzburg/Germany) has successfully defended her doctoral thesis. The following is a summary of her thesis provided by the author.

This dissertation aims to reconstruct and analyze the concepts of childhood presented in reading primers of the Soviet Occupation Zone (SOZ) and the German Democratic Republic (GDR) from 1945 to 1990. The corpus consists of all primers produced for use in mainstream schools; primers for instruction in schools for handicapped children and in bilingual/Sorbian schools were not considered. The central research questions of my work focus on the analysis of the network responsible for the production of these primers, as well as the changing and varying notions of childhood in the primers and contextual approaches to explain these changes. Since only one educational publisher (the publishing company *Volk und Wissen*) was authorized by the government to publish textbooks for mainstream schools and this publisher only issued one textbook for each grade, it was possible to survey all reading primers approved for mainstream education in the SOZ/GDR. In order to reconstruct the contextual influences on the concepts of childhood displayed in the primers, archive material from the *Volk und Wissen* publishing company and the Ministry for Education (*Ministerium für Volksbildung*), which authorized the accreditation of the reading primers, was utilized. Additionally, accompanying materials such as teacher's handbooks, administrative guidelines, contemporary publications and oral history interviews were considered. Methodically, a qualitative analysis of the content based on Mayring (2008) was combined with a text-context-analysis modeled on Landwehr (2008). Thus, the results of the analysis could be connected to the contextual documents and events.

A prototypical illustration of the network responsible for the production of primers demonstrates the great number of involved parties and institutions affecting the content of primers in the GDR:

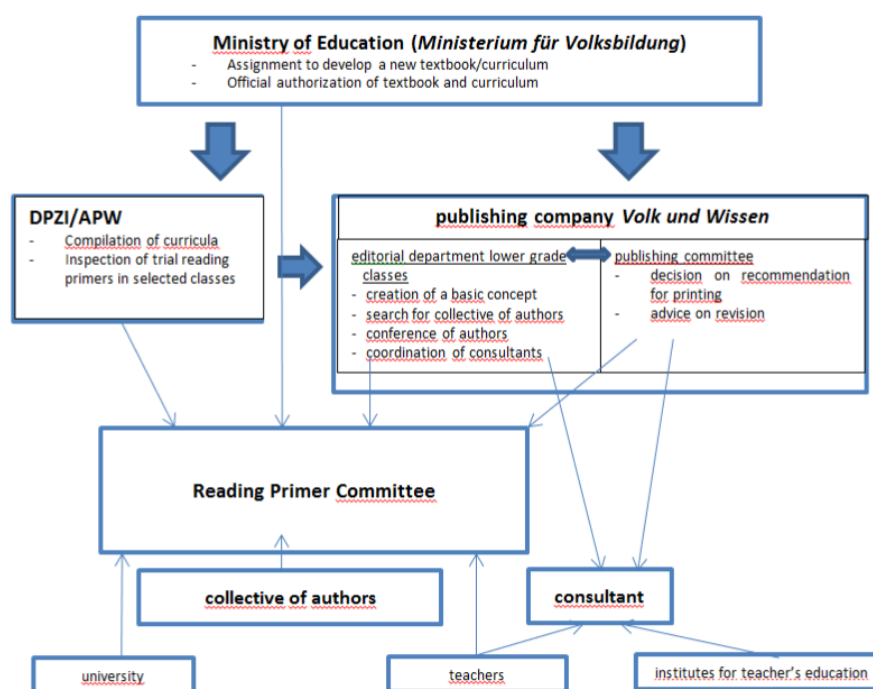


Figure 1: Prototypical illustration of the production of reading primers in the GDR; compiled by the author.

In order to analyze the socially constructed images of childhood that form the basis of these reading primers, several aspects were assessed, among them the socio-spatial conditions of childhood displayed in the primers, children's activities and partners of interaction as shown in the primers and the characteristics ascribed to children according to the primers. As a result it has been shown that the social environment of the displayed children is strongly simplified and very harmonious. The children originate from a worker or farmer setting and live in a modern socialist residential environment. Their main activities are playing, learning and helping.



Figure 2: Children at play in a modern socialist residential setting in the 1950s and 1980s. *Lesen und Lernen* 1951, p. 66; *Meine Fibel* 1990, p. 28.

Whereas the activity of playing experiences only small content-related changes when regarded diachronically, the central activities of learning and helping tend to become more clearly socially related over the course of the examined period of time: Initially children's learning occurs through predominantly independent engagement with the environment and mainly refers to the immediate surroundings of the child. From the 1960s onwards, learning is depicted as instruction, which was seen as a child's social task according to the contextual materials on this matter. Content-wise, children's learning now often refers to socio-political topics. At the outset, children's helping similarly happens exclusively in the private space (especially helping in the household) and then later includes participation in socially relevant work such as the harvest or wastepaper collection. According to the archive materials surveyed in this instance, the helping child points to the implicit images of ideal childlike attributes such as love towards work, willingness to help and interest in collective projects and therefore at least partially levels out the discrepancy between childhood and adulthood. Children are seen as full-fledged members of society, who are making their contribution to the social development, be it through learning, helping with social projects or supporting their working parents.

The characteristics attributed to the children in the reading primers hardly ever change during the time period examined. Accordingly, children are always cheerful, inquisitive, eager to learn, self-directed learners, competent, friendly, companionable and helpful. Occasionally children who do not correspond to this ideal socialist personality are found; they are mostly criticized by adults and other children as negative examples.



Figure 3: Children help in the private and public space. *Lesen und Lernen* 1961, p. 71; *Wir lernen für morgen* 1959, p. 96.

In the reading primers used in the GDR childhood is excessively simplified and shown as generally very uniform and becomes increasingly perceptible as a collective actuality after 1950. Children are integrated into social processes, meaning that childhood is partially politicized even in the private space. Nonetheless, the notion of a private childhood is never completely abandoned, as can be seen for example in the depiction of children at play, which always remains the most important activity for children. The character traits attributed to children conform to the ideal of the socialist personality, but are also in accordance with characteristics that were seen as positive in other historical periods and coincide with traditional middle-class moral conceptions and ethics.

The notions of childhood displayed in the reading primers turn out to be ambivalent in that they cannot be easily allocated to a single classificatory theory of childhood, but show changes as well as a concurrence of characteristics that seem to point to different notions of childhood. Thus, an increasing politicization of childhood clearly points to socialist concepts of childhood. Simultaneously, the child becomes identifiable in his qualities as a "new human being" and beacon of hope for society. The child is shown as a competent social protagonist who is integrated comprehensively and actively into social processes and participates in them. However, clear cross references to reform educational notions of childhood, for example the depiction of the child in his own, harmonious world of play beyond the political and social life, can be found in spite of the official rejection of the middle-class approaches of reform education.

□ **School exercise books in Brazil, 1943-2010**

Peres, Eliane (2012). *Um estudo da história da alfabetização através de cadernos escolares (1943-2010)* [A study of the history of literacy through school exercise books]. // *Cadernos de História da Educação*, v. 11, n. 1, pp. 93-106.

Gladys Mary Ghizoni Teive, Florianópolis (Brazil)

Peres' article analyses school exercise books of primary school children collected in Rio Grande do Sul, a state in Southern Brazil, through the donation made by their families, specifically for the development of research. An archive of 119 exercise books, from a period between 1940 and late 2000 has been analysed and aims to cover three dimensions: a) the effort of creating a culture of recovery and consequent preservation of school exercise books; b) a discussion on strategies for an effective regulation of archives; and c) the (re)invention of methodologies for the revision and analysis of these documents as a source and research.

The material indicates that there have been some significant changes, both from the point of view of the materiality of the object itself as of the pedagogical literacy practice, during the mentioned seven decades. The survey found evidence of what the literacy process in Brazil had really been, especially with regard to the methods and processes of teaching of the mother tongue and of the alphabet, going through the global method, the syllabic method and the constructivist perspective. The study also allowed to reveal activities carried out in the classroom, such as the practice of dictation and its (re)signification in everyday school life in the period studied, as well as the use of certain primers (*cartillas*), like *Cartilha do Guri* and *Marcelo, Vera e Faisca*, in the 1950s.

Lastly, the research allowed detecting continuity regarding the introduction of children to written culture, such as, for example, the insistence on the use of hyphenation, in the period from 1990 to 2000. This is the period of diffusion in Brazil of the so called constructivist theories, especially of the psychogenesis of written language of Emilia Ferrero or the appraisal of good handwriting, homogeneous and uniform, as well as the importance of order and repetition of calligraphy in school exercise books.

□ Collections and Exhibitions

□ Czech Republic

Zdeňka Markovičová and her Collection of Primers

(W.S.) As a rule, private collectors of primers are members of the teaching profession, and most of them belong to an older age group. Both characteristics do not apply to Zdeňka Markovičová, a Czech collector from Vyškov in Southern Moravia.

Mrs. Markovičová is a soldier by profession, and in 2002 she was on a military mission in Kosovo. When she tried to find a memorabilia, a tobacconist in Podujevo offered her a primer. She bought it, and later also a Serbian primer, and thus she got interested in this kind of books. In the meantime she has created an international collection of primers, supplemented by first readers.



To her and to our knowledge, Mrs. Markovičová is the only private collector of primers at present in the Czech Republic – despite the rich history of Czech primers which in the first half of the 20th century has been the object of major studies (see, for example, Kubálek, Hendrich, Šimek 1929). She is also an active member of the *Klub sběratelů kuriozit* [Curiosity Collectors' Club], and on December 1, 2012, ČT1, the first channel of Česká televize broadcasted a report about her collection:

www.ceskatelevize.cz/ivysilani/212562223000032-hoby-nasi-doby/

From April 16th to May 26th, 2013, the *Muzeum Vyškovska* [Vyškov Municipal Museum] presented the exhibition *Slabikář – klíč ke čtení* [The primer – key to reading], the first exhibition of primers based on Mrs. Markovičová's collection. Moreover, Mrs. Markovičová has started to collaborate with Štefan Peteja, a well-know Slovak collector of primers, and they plan to combine their collections for a first joint exhibition. Information in Czech language about the collection, its content and about its history is available at www.slabikare.cz.

Reference: Kubálek, Josef; Hendrich, Josef; Šimek, František (1929). *Naše slabikáře. Od nejstarší doby do konce století XVIII* [Our primers. From the earliest times to the end of the 18th century]. Praha: Státní nakladatelství.



□ Germany

"Von der Fibel zum Smartboard: Praktiken des Schreiben- und Lesenlernens in der Schule der Moderne [From primer to Smart Board: practices of learning to read and write at school in the modern age]"
- Exhibition at the Research Library for the History of Education, German Institute for International Educational Research, Berlin/Germany, May 31st - September 30th, 2013

http://bbf.dipf.de/events/exhibitions/exhibition-reader-smartboard?set_language=en

This exhibition, open to the public Monday through Friday, is well worth a visit. The exhibition design was elaborated by Dr. Sabine Reh, Professor of History of Education at Humboldt University in Berlin and Director of the Research Library for the History of Education (BBF) at the German Institute for International Educational Research (DIPF), and by Denise Wilde, Dipl.-Päd., Academic Staff Member of the BBF. Denise Wilde has compiled the summary of the exhibition concept for RPI, and Dr. Gwen Schulte (DIPF) has translated it into English.

Besides arithmetic, reading and writing are considered elementary cultural techniques. School is expected to render a considerable contribution to them enabling children to participate in professional life and society. Accordingly, reading and writing are central elements in school instruction. However, methods and techniques as well as practices applied to assist students in learning to read and write have changed in the course of history, as is evident from the change of teaching materials in form and content.

Reading and writing cannot only be perceived as acts of producing respectively storing knowledge and ordering it, but they also produce cultural meaning and reflect societal ideas and norms. Reading and writing find their individual articulation in voices and handwritings. Materiality of learning and education is also manifest in reading and writing practices, hence it is also connected to processes of subjectification and aestheticization in modern times.

At the same time, reading, writing and literacy instruction are also objects of political intervention: In Germany, for example, 250 years after education was declared compulsory in many of the German states, literacy is no longer "normal" in society and not only the PISA-studies but also research investigating adult illiteracy, e.g. the comprehensive leo. level-one study (Grotlüschen/Riekmann 2001) demonstrate very poor to mediocre reading competencies of a considerable proportion of students and adults alike. It is thus necessary to put pedagogical theories and methods of teaching to read and write to a test.

The exhibition presents central school practices of reading and writing instruction from the past 250 years in Germany. Objects such as slates, fountain pens, primers, readers etc., most of them from the library and archival stock of the Research Library for the History of Education (BBF) illustrate what practices of teaching to read and write looked like, and what they meant



for the individuals concerned. Moreover, based on selected artifacts it illustrates changes of reading and writing as processes of cultivation, subjectification and aestheticization. Beyond the materialising and creative power of reading and writing, the development of forms of disciplining is focused, the latter being determined *in* and *by* school instructional practices, *modeling* individual as well as societal means of expression. The objects displayed in this exhibition are arranged in five stations.

School – a location of reading and writing

The first station introduces the school as a location for learning to read and write, concerning its spatial and social architecture. The relevance of school attendance is illustrated as a prerequisite to participating in professional work and society. The change of school buildings in the past 250 years



Opening of the exhibition, May 30, 2013

serves to give a detailed picture of different and changing tools and practices employed in learning to read and write.

Reading and writing tools

The second station presents different tools used to read and write, e.g. writing instruments and readers from the past decades. These tools serve to "visualise" reading and writing and allow for the transition to understanding writing and its meaning.

Reading and writing practices

The third station is dedicated to reading and writing practices. Techniques of learning to read and write are presented as well as different learning materials. The change of topics concerning school-based reading and writing is highlighted (e.g. topics assigned in essays). Furthermore, historically different pedagogical concepts of learning to read and write are made evident.

Between "Freedom" and "Discipline"

The fourth station investigates learned reading and writing with respect to the historicity of degrees of norming and freedom. Assessments – corrections as well as rewards – of reading and writing by teachers can be comprehended as their appreciation of elementary cultural techniques and freedom of expression. On the other hand, they indicate the high degrees of regulation concerning writing and language.

Recent developments

The fifth and final station of the exhibition sheds light on recent school developments concerning reading and writing, e.g. individualised first reading and writing as well as the growing influence of media and technology in terms of digital learning software and interactive smartboards.

Reference

Grotlüschen, Anke; Rikmann, Wibke (2001). leo. – Level One Study. Literacy of adults at the lower rungs of the ladder. Press brochure. Hamburg: University of Hamburg. <http://blogs.epb.uni-hamburg.de/leo/>

Findings

"Milchrahm instead of Obers!" – on the long-term fate of vocabulary-related norms in primers of the Habsburg Monarchy

Wendelin Sroka, Essen (Germany)

Empress Maria Theresia, ruler of the Habsburg Monarchy from 1740 to 1780, was eager to reform government and society in the spirit of a Catholic variety of enlightened absolutism. Under her reign, education became an important area of state policy: Schooling was declared compulsory in Austria and the Habsburg crown lands in 1774 and four years later in the lands of the Kingdom of Hungary. Johann Ignaz von Felbiger (1724-1788), a canon regular of the Order of St. Augustine, originally from Silesia, was appointed to oversee the school reforms. His tasks as General Commissioner of Education included the enforcement of language norms propagated by the German literary scholar and grammarian Johann C. Gottsched (1700-1766) and the implementation of a system to develop, print and disseminate school textbooks, controlled by state authorities in Vienna.

Part of policy measures related to textbooks, continued under the reign of Maria Theresia's successors, was the production of *Na(h)menbüchlein* ["booklet(s) of names"], the common term in those days for reading primers in Catholic regions of German speaking countries. These textbooks had no name of author or editor given, they were characterised by simplicity of fabrication and they had no illustrations. In the Habsburg Monarchy separate editions were published primarily for three kinds of schools: *Stadtschulen*, [town schools], *Landschulen* [rural schools] und *Nationalschulen* [national schools], i. e. schools for pupils of non-German nations of the monarchy.

Recently (in the course of activities in the FiDeS project; see RPI 7, p. 2), I came across four *Namenbüchlein*, published between the 1780s and the 1840s. A common feature of the four booklets is that they contain footnotes – a phenomenon very rarely found in reading primers. First, bibliographical data of these items are presented here in the order of the year of publication:

Namenbüchlein zum Gebrauche der Nationalschulen im Königreich Ungarn, und in dessen Kronländern auf dem Lande. Cum Spec. Privil. Sac. Caesar. Reg. Apost. Maiest. Ofen: Gedruckt, mit königl. Universitäts-schriften 1788, 46 p.

Nahmenbüchlein zum Gebrauche der Landschulen in den kaiserl. königl. Staaten Mit seiner röm. kaiserl. königl. apost. Majestät allergnädigster Druckfreyheit. / Bukvar sa Shóle na Kmétih v zesarskih kraljevih Deshélah. Is Némshkiga prestavljen ino sa Slovénze napravljen. Klagenfurt/ Zelovec: Johann Leon 1813, 95 p.

Slabikář pro dědinské školy v císařsko-královských zemích. Nahmenbüchlein zum Gebrauche der Landschulen in den kaiserl. Königl. Staaten. Brünn: J. G. Gastl 1825, 93 p.

Nahmenbüchlein zum Gebrauche der Stadtschulen in den kaiserl. königl. Staaten. Mit seiner kaiserl. königl. apost. Majestät allergnädigster Druckfreyheit. Wien: Verlag der k. k. Schulbücher-Verschleiß-Administration zu St. Anna in der Johannis-Gasse 1844, 80 p.



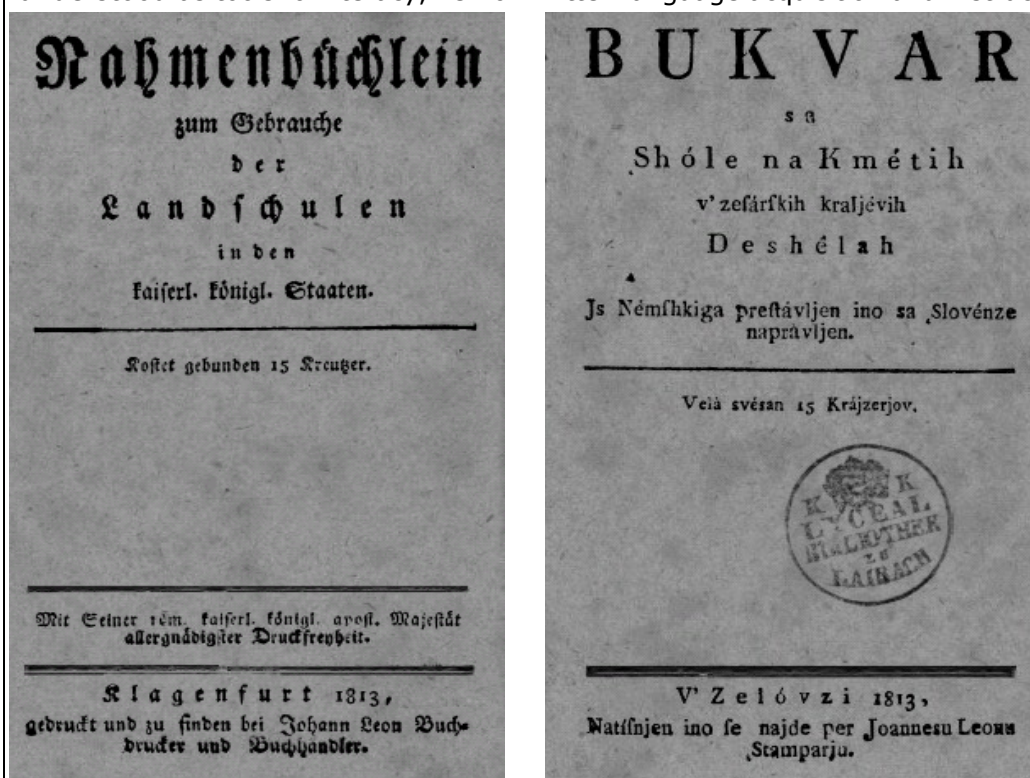
Picture 1: *Namenbüchlein ... Ofen [Buda] 1788, Title page*

Two of these items are monolingual German textbooks, and two are bilingual. One German primer, printed in 1788 in Ofen (German name of Buda, today part of Budapest), was edited for use in national schools in the Kingdom of Hungary and its crown lands, the other one was published in Vienna in 1844 for use in town schools. The German-Slovenian primer for rural schools is an 1813 edition from Klagenfurt/Zelovec, capital of Carinthia/Austria, and the Czech-German textbook, again for rural schools, was published in 1825 in Brno/Brünn by J.G. Gastl, who according to the imprint was privileged in those years as "textbook publisher for Moravia and Silesia".

The footnotes contained in these four primers, many of them identical, are all placed in pages with German reading exercises, and they are not numbered. An excerpt contained in a footnote in three of the four textbooks (see picture 3 and table 1) reads: *Man sagt Käs nicht Kas. Milchrahm st. Obers. Man sagt die Butter, nicht der Butter* [One says *Käs*, not *Kas* (cheese). *Milchrahm* instead of *Obers* (cream). One says *die Butter*, not *der Butter* (definitive feminine nominative versus definitive masculine nominative article of 'butter')]."

The primary function of these footnotes is to teach young learners "correct" German vocabulary – and no longer to use "incorrect" terms. Presented in small print the footnotes may first of all have served as teacher's guides, with the content always related to the respective "correct" terms used in the reading exercises of the main text. The wording is quite formal, with primarily two kinds of phrases. The first type is *Man sagt X, nicht Y* [One says X, not Y] – in fact a normative statement disguised as a statement of fact. The second type reads *X statt Y* [X instead of Y], an abbreviated imperative in the sense of "Say X, not Y". The consistent message of the footnotes is: "Do not use Y – the term you may have learned at home – when speaking and writing German, and replace it by the term X taught at school".

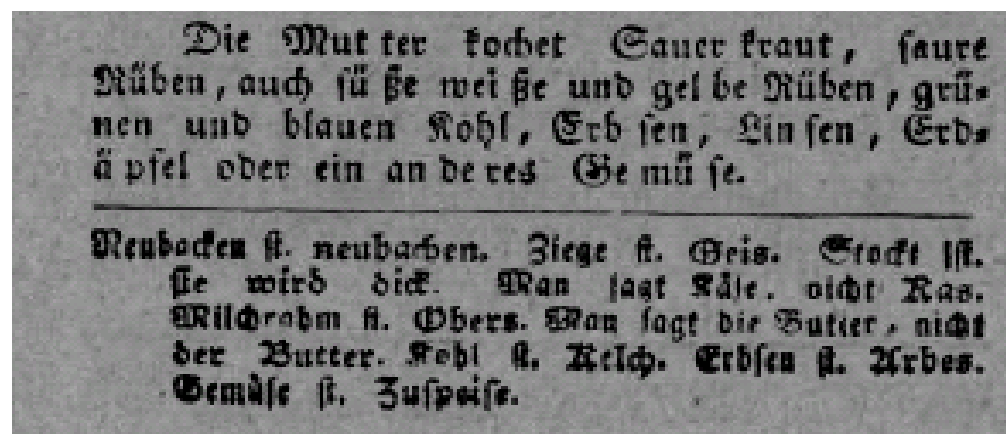
This imperative – “Thou shalt not say *Obers* ...” – deserves a closer look in the perspective of the theory of the reading primer. As a rule, primers are understood as tools for literacy, i.e. for written language acquisition and instruc-



Picture 2: Nahmenbüchlein / Bukvar. Klagenfurt/Zelovec 1813, title pages. Whereas the titles in German and Slovenian are presented here on two separate pages, other bilingual textbooks published in the Habsburg Monarchy around 1800 have titles in two languages on one page.

tion. However, the phrase consistently used in the *Namenbüchlein* is "One says X, one doesn't say Y". This norm is not restricted to written language, nor is it restricted to the sphere of the school. Instead it refers to language use as a whole, without any distinction between, e.g., standard language, regional standard, colloquial language and dialect (see ÖWB 2001, p. 737 ff.). Therefore, the multi-faceted nature of the primer includes its role as a language book per se. And the textbooks considered here in general and the footnotes contained in them in particular can be seen as documents of language history and language policy in the Habsburg Monarchy in those years. As Peter Wiesinger, a well-known specialist for the history of the German language in Austria, concludes: "The permanence of school textbooks for around 60 years until 1848 assured, in conjunction with compulsory schooling, not only wide-spread implementation of the written language in all strata of the population, but also their uniform use in principle." (Wiesinger 2008, p. 282)

Wide-spread implementation? Uniform use? While this description may to a certain extent be appropriate for the written language, the situation of the spoken language is another story – the permanence of school-based and textbook-based "Say X, not Y" imperatives notwithstanding. It was the terms declared "incorrect" and "outdated" more than 200 years ago in these school textbooks which aroused my interest. This was because many of these terms are part of the lexicon of my mother tongue, a Northern variety of what linguists call *bairisch-österreichische Mundart* [Austro-Bavarian] or simply *Boarisch*. Northern Austro-Bavarian has much in common with its Southern counterparts, spoken primarily in Eastern Austria. And what I learnt from my mother, grandmother and peers when I grew up in a small Bavarian village somewhere between Nuremberg and Prague was that "one" says *Kaas* – with a long vowel – and *da Budda*, with *da* clearly indicating the masculine nominative article. *Käse* and *die Butter* as used in Standard German I only learnt at school, thus acquiring Standard German as a second and school language.



Picture 3: *Nahmenbüchlein*, Klagenfurt 1813, p. 46, detail (enlarged)

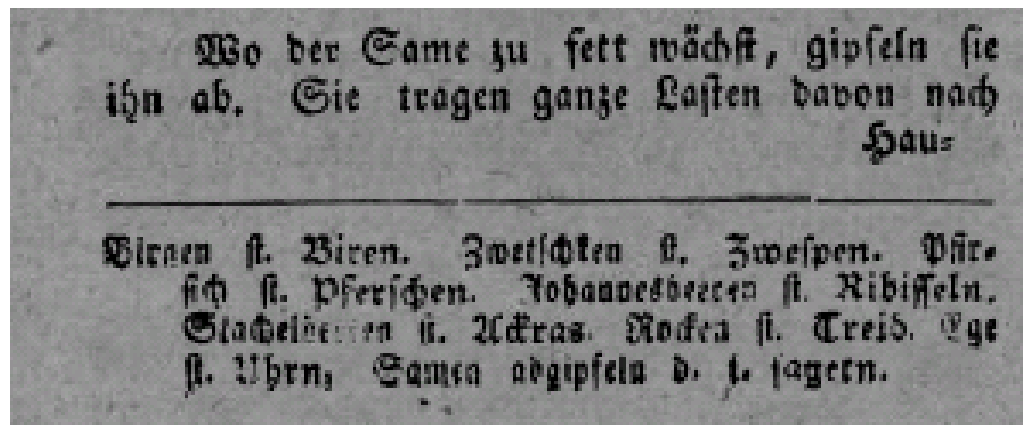
Admittedly a text in the "finds" section of this newsletter is not the place for a thorough analysis of the history of Y-terms mentioned in the *Namenbüchlein*. Moreover I am not a specialist in historical linguistics. However, as an interested layperson in this field and aware at least of some of the limits of such an approach I could not resist trying to examine the fate of some of these Y-terms. To this purpose I first selected a small number of Y-terms ($N = 13$) contained in at least one the *Namenbüchlein*, including their corresponding X-terms. Only terms related to food and its preparation were selected, doing justice to the specific cultural value this domain of life is assigned to in the regions where Austro-Bavarian is spoken. Second, I examined if and how these terms were considered in each of the four editions. Third, I checked if and how these terms have survived until today by consulting four modern language-related sources. The random selection of a small number of Y-terms

does certainly not allow any quantitative conclusions in terms of language use over time. This approach may provide, however, some insights in the complexity of vocabulary-related language norms as propagated in primers around two centuries ago.

Table 1: "You don't say" and "You say": language norms related to selected terms in four Namenbüchlein of the Habsburg Monarchy (1788-1844)

"You don't say"	"You say"	Ofen 1788	Klagenf. 1813	Brno 1825	Vienna 1844
Anten [duck]	Aenten, Enten (Vienna 1844)	p. 24	p. 54	p. 55	p. 27
der Butter [butter]	die Butter	p. 22	p. 46	p. 49	-----
Fürtuch [skirt]	Schürze	p. 18	p. 36, p. 54	p. 41, p. 55	p. 18
Hendl [chicken]	Hühnchen, Hünchen (Ofen 1788)	p. 19	p. 40	p. 43	-----
Kas [cheese]	Käs	p. 22	p. 46	p. 49	-----
Knödel [dumpling(s)]	Klöße	-----	-----	-----	p. 28
Königlhasen [rabbit]	Kaninchen	-----	-----	-----	p. 30
Kuchel [kitchen]	Küche	p. 17	p. 34	p. 39	p. 15
Obers [cream]	Milchrahm	p. 22	p. 46	p. 49	-----
Ribissel(n) [red-currant(s)]	Johannisbeere, Johannes- beeren (Klagenf. 1813)	p. 28	p. 62	p. 63	p. 27
Weinbeere [grape]	Traube	p. 32	p. 68	p. 69	-----
Zuspeise [vegetable]	Gemüse Gemüs (Ofen 1788)	p. 22	p. 46	p. 51	-----
Zwespe(n) [plum(s)]	Zwetschke(n)	p. 14, p. 28	p. 28, p. 62	p. 33, p. 63	p. 29

Table 1 gives an overview of the Y-terms selected, of their occurrence in the four *Namenbüchlein* and of the X-terms propagated as language standards. Of the 13 selected Y-terms two are mentioned in just one textbook (Vienna 1844), whereas seven terms are found in three and four terms in all four primers. Moreover, two Y-terms (*Fürtuch*, *Zwespe*) have the privilege of being mentioned twice each in either two or even three of the textbooks. Does the occurrence of Y-terms in primers published for use in various regions of the Habsburg Monarchy – from Moravia through Carinthia down to the Kingdom of Hungary – reflect the factual use of the terms in those regions? What was the function of the footnotes for children with a non-German mother tongue who were supposed to learn German with the help of bilingual *Namenbüchlein*? Is the widespread occurrence of these footnotes a result of copy-and-paste practices under conditions of a centralised system of textbook approval? Answers to these questions would deserve detailed studies both of regional language use and of textbook history. An observation which can be made by a direct comparison of footnotes in the four primers refers to the propagated language norms. In four cases the norm is not consistent – from *Aenten* or *Enten* to *Gemüs* or *Gemüse*. This inconsistency reflects the fact that German language norms were far from being permanent and universal school standards in the Habsburg Monarchy in the period covered by these textbooks.



Picture 4: *Nahmenbüchlein*, Klagenfurt 1813, p. 62, detail (enlarged)

How, then, about the fate of the Y-terms in our times? To get an answer to this question I consulted four modern sources, all of them presenting vocabulary-related language norms. Source 1 is Protocol No 10 "On the use of specific Austrian terms of the German language" with its annex, containing a list of 23 "specific Austrian" terms (all terms, you guess it, denoting food). This protocol refers to the Act concerning the conditions of accession of the Republic of Austria, the Republic of Finland and the Kingdom of Sweden (1994), and the protocol was agreed on by Vienna and Brussels in the process of Austria's accession to the European Union (EU 1994; for the context see Markhardt 2004). Source 2 is *Österreichisches Wörterbuch. Schulausgabe* [Austrian Dictionary], a dictionary for classroom use in Austria's schools, edited on behalf of the Austrian Federal Ministry of Education, Arts and Culture (ÖWB-S 2009). Two more sources are online documents: Source 3 is the online edition of Duden dictionary, a dictionary of the German language presenting the official standard for German spelling (Duden online 2013; <http://www.duden.de/woerterbuch>). According to the editors, *Duden online* also provides information on the "proper use" of terms. Finally, source 4 is *Boarische Wikipedia*, i.e. Wikipedia in "Austro-Bavarian language" and its dialects used in Bavaria, Austria, South Tyrol (Boarische Wikipedia 2013; <https://bar.wikipedia.org/wiki/Hoamseitn>). In June 2013, *Boarische Wikipedia*, controversial among linguists because of its efforts to create a *Boarische* written language, had 7.768 articles.

The results of the consultation of these sources are presented in table 2 (page 16). Overall they bear witness to the longevity of a considerable number of terms declared outdated in the textbooks examined. In summing up, three groups of words can be distinguished: the dead, the dying (though not always clear if already dead or still alive) and the living. The latter group includes a sub-group of words enjoying extraordinary well-being.

None of the four sources mentions *Königlhasen* [rabbits] and *Zwespen* [plums]; so these are somewhat clear cases of group 1, and here the mission of the respective passages in the footnotes of the *Namenbüchlein* is accomplished. The second group is more complicated: *Duden online* and *Österreichisches Wörterbuch* agree that *Zuspeise* [vegetable] is still alive "only" in Austria. But what about *Fürtuch* [skirt]? Whereas *Österreichisches Wörterbuch* formally declares the term as outdated and *Boarische Wikipedia* so far refrains from mentioning it at all, the Germany-based *Duden online* diagnoses life ("antiquating") in South Germany, Austria and Switzerland. *Ka(a)s* [cheese] is another disputed case: ignored by *Duden online*, declared as colloquial language by *Österreichisches Wörterbuch* and honored by an entry of its own in *Boarische Wikipedia*: "A *Kaas* is *wos zan Essn*, *des wo vo da Muich gmocht wead* [A cheese is something to eat, made by milk]." *Kuch(e)l* [kitchen] is a similar case: not mentioned by *Duden online*, "colloquial" in *Österreichisches Wörterbuch* and repeatedly used in *Boarische Wikipedia*.

Table 2: "You don't say" and "You say": language norms related to selected terms in four Namenbüchlein of the Habsburg Monarchy (1788-1844) and the consideration of former "You don't say"-vocabulary, as documented in EU Law 1994, Österreichisches Wörterbuch 2009, Boarische Wikipedia (2013) and Duden Online (2013)

Columns 3-6 only consider terms declared outdated in the Namenbüchlein. Terms in square brackets (column 5, Boarische Wikipedia) are terms not represented by an article on its own, but mentioned in one or more texts of Boarische Wikipedia.

"You don't say"	"You say"	EU Law 1994	ÖWB-S 2009	Boarische Wikipedia	Duden online
Anten	Aenten, Enten	---	---	[Anten]	---
der Butter	die Butter	---	---	[da Budda]	---
Fürtuch	Schürze	---	Fürtuch <i>outdated</i>	[Fürtuch]	Fürtuch <i>South German, Austrian, Swiss: anti-quating</i>
Hendl	Hühnchen, Hünchen	---	Hendl	[Hendl]	Hendl <i>Bavar., Austrian</i>
Kas	Käs	---	Kas <i>colloqu.</i>	Kaas	---
Knödel	Klöße	---	Knödel	Knédl	Knödel <i>esp. South German, Austrian</i>
Könighasen	Kaninchen	---	---	---	---
Kuchel	Küche	---	Kuchl <i>colloqu.</i>	[Kuchel]	---
Obers	Milchrahm	Obers	Obers <i>esp. East-Austrian</i>	[Obers] <i>Austrian</i>	Obers <i>Bavar., esp. East-Austrian</i>
Ribissel(n)	Johannisbeere, Johannesbeeren	Ribisel	Ribisel	Ribisel	Ribisel <i>Austrian</i>
Weinbeere	Traube	---	Weinbeere	Weinberl	Weinbeere <i>South German, Austrian, Swiss for raisin</i>
Zuspeise	Gemüse, Gemüs	---	Zuspeise	---	Zuspeise <i>Austrian, otherwise outdated</i>
Zwespe(n)	Zwetschke(n)	---	---	---	---

Finally, *Hendl* [chicken], *Knödel* [dumpling(s)], *Obers* [cream], *Ribisel* [red-currant] and *Weinbeere* [raisin] are terms consistently reported as living by *Duden online*, *Österreichisches Wörterbuch* and *Boarische Wikipedia*. In these cases, the authority of the *Namenbüchlein*, though used in the context of compulsory schooling, has apparently not been strong enough to mould language use. In fact, two of the terms, *Obers* and *Ribisel*, stand out in that, by being included in the annex to Protocol No 10 "On the use of specific Austrian terms of the German language", they made a somewhat unexpected career from contempt to European constitutional status.

My conclusion from this small exercise is threefold: First, reading primers are well worth a closer look in their role as tools of educational governance, in this case as tools for the transmission of language norms. Second, when examining school textbooks we are well advised to carefully distinguish between educational input as contained in such primary sources and educational outcomes, both at the individual level and at the level of society at large. And lastly we are reminded that *Bildung* (human development) in general and *sprachliche Bildung* (language learning) in particular are more than the products of schooling and standard-based instruction.

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□ One more find

Introducing the letter "k" – and a bit more

by Joanna Wojdon



Ewa & Feliks Przyłubscy: *Litery. Nauka czytania. Ilustrował Mieczysław Kwacz.* Warszawa: Wydawnictwa Szkolne i Pedagogiczne 1979, p. 20.

This picture is taken from a primer that was used in the so-called 0-grade (the last year of the kindergarden) in the People's Republic of Poland in the 1970s and 1980s. It is my favorite example of a hidden message of primers, in this case regarding gender roles. In primers and basal readers published in this era might be women workers, tractor-drivers, doctors etc., but when it comes to a model family it is extremely traditional and stereotypical.

□ About RPI

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