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## □ Editorial

Dear readers,

Learning to read and write is often conceived today in psychology, educational research and linguistics as written language acquisition. This understanding sheds light on the relations between reading literacy and language, an issue which seems to be quite often neglected in historical and systematic studies on primers and readers. In fact there are not only structural differences in the ways how oral and written language skills are acquired by learners. Written language acquisition has also important cultural and political implications, e.g. as regards the choice of languages and even dialects considered worth being put into writing – and taught in schools. Moreover, societal multilingualism and individual plurilingualism have for centuries been specific challenges to school-based instruction, including reading instruction. From this background “multilingualism in school textbooks”, the topic of this year’s annual conference of the Society for Schoolbook Research in September in Brixen/Italy, will be a highly rewarding theme for the RP-SIG network.

This new issue of RPI contains several contributions pointing to the role of languages in primers and readers. We hope that you will enjoy reading, and we look forward to your feedback.

May 27, 2011

*Vitaly Bezrogov & Wendelin Sroka*

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- RP-SIG News
- Developments and plans

### **International Bibliography of Studies on Reading Primers and Basal Readers (IBSP)**

The preparation of a bibliography which allows for insights into the wealth of studies on textbooks for reading instruction at international level has been an ongoing activity of the RP-SIG network since more than a year. At this moment we are proud to say that we can present, as a result of fruitful collaboration with MANES, the Spanish Research Centre on School Textbooks, a first edition of this work:

Vitaly Bezrogov, Kira Mahamud Angulo, Wendelin Sroka, Joanna Wojdon (eds.): International Bibliography of Studies on Reading Primers and Basal Readers (IBSP). Bonn: Reading Primers Special Interest Group (RP-SIG), Madrid: Centro de Investigación MANES, May 2011.

Web: [www.schulbuch-gesellschaft.de/en/files/IBSP.pdf](http://www.schulbuch-gesellschaft.de/en/files/IBSP.pdf)

IBSP is made up of two parts, and the first edition contains 412 references. Part 1 – devoted to studies on primers and readers in individual countries – has 387 references. According to continents, the figures are 24 (Africa), 68 (The Americas), 14 (Asia), 7 (Australia and the Pacific) and 274 (Europe). 25 references to international / comparative studies are included in Part 2. The next edition of IBSP will be published in spring 2012. The editors welcome comments and proposals for new entries.

### **RP-SIG workshop and annual meeting at the conference “Multilingualism in School Textbooks”, September 2011, Brixen (Italy)**

The 2011 conference of the International Society for Historical and Systematic Research on Schoolbooks will be held from September 22 to 24, 2011, at the Free University of Bolzano, Faculty of Education, 39042 Brixen-Bressanone, Italy. RP-SIG will organize a workshop “primers and basal readers for plurilingual reading instruction”. The workshop will provide an opportunity to present and discuss findings of research work in this area and the idea of a long-term project developed by RP-SIG (see below).

RP-SIG will held its annual meeting at the Free University of Bolzano, Faculty of Education in Brixen on September 23, 2011, 8 p.m.

### **“Primers and basal readers for plurilingual reading instruction in Europe, 16<sup>th</sup> century to present” – a project idea**

The history of instruction in Europe holds ready numerous educational media aimed at supporting the early development of reading skills of learners in more than one language. Among these media we encounter bilingual primers and readers, primers and readers – published primarily in the 17<sup>th</sup> and 18<sup>th</sup> century – in three, four and five languages, monolingual primers and readers designed for coordinated bilingual reading instruction, and other primers and readers in lesser used languages, be they languages of autochthonous linguistic groups or languages of migrants.

Members of our network have started to think about and discuss the idea to launch a research-based documentation project, aimed at demonstrating the variety of efforts to compile textbooks for plurilingual reading instruction. The initiators of the project wish to stimulate theoretical debate and enrich narratives about the multifaceted nature of primers and readers, about concepts of mother tongue(s), foreign language(s) and academic language(s) [*Bildungssprache(n)*] changing over time, about the relationship between language and education policies, about the impact of written languages on cultural memory and not least about the potential role of primers and readers as instruments of integration under conditions of linguistic diversity. The idea is to consider primers and basal readers from the 16<sup>th</sup> century to present and deliver criteria-led descriptions of selected items. The project idea will be introduced and discussed during the workshop in Brixen, September 24, 2011.

□ **New RP-SIG members**

**Jadranka Nemeth-Jajić**, PhD, Split (Croatia) is assistant professor at the Faculty of Philosophy of the University of Split (*Sveučilište u Splitu*). She is an expert in language teaching (Croatian) and in school textbook research, and she is vice editor of *Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika* [Croatian, journal of theory and practice of the teaching of the Croatian language]. She has published, amongst others, papers on the history of Croatian primers (*Jezikoslovna obilježja hrvatskih početnica u 19. stoljeću* [Linguistic characteristics of Croatian primers in the 19th century], see p. 6 of this newsletter) and on written language acquisition of first graders (*Učenička postignuća u početnome čitanju i pisanju na kraju prvoga razreda osnovne škole* [Student achievement in initial reading and writing at the end of the first grade of primary school]).

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**Evita Wiecki**, M.A., Munich (Germany), born in Poland, is lecturer of the Yiddish language at the LMU University of Munich, in the Department for Jewish History and Culture. She is working on her doctoral thesis about secular Yiddish primers and elementary readers. This teaching material has previously been only marginally recited as a source although it provides an insight into the constitutive elements of the Yiddish speaking society at different times and places in general and into its education in particular. The role of the Yiddish language, the identity and self-perception of its speakers (and community leaders) as shown in this educational material are of particular interest to this research. For the project Evita Wiecki has compiled the first comprehensive bibliography of the secular Yiddish textbooks (357 publications, 95 of them primers and elementary readers).

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□ **Members' news**

On February 5th, 2011, **Juris Cibuls**, Riga, opened an exhibition of primers in Rezekne (Latvia). A short TV documentation of the opening ceremony is available on Youtube. This film is highly recommended for all those who want to learn more about the primer as an object of cultural appreciation in Latvia. The documentation captures the atmosphere of the ceremony also for persons with lesser or no knowledge of the Latvian language.

<http://www.youtube.com/user/LatgalesRegionalaTV#p/u/4/bjkhOuydB6o>

Our congratulations go to **Carsten Heinze**, who has been appointed as full professor of education at the University of Education in Schwäbisch Gmünd (Germany). Carsten Heinze has recently published three articles which deserve the attention of those who study primers and other types of educational text: a) *Die Fibel in der Zeit des Nationalsozialismus - reformpädagogischer Anspruch und Ästhetisierung der Gewalt* [The primer in the time of National Socialism – the claim of the New Education movement and the aestheticization of violence]. // Swantje Ehlers (ed.): *Empirie und Schulbuch. Vorträge des Giessener Symposiums zur Leseforschung*. Frankfurt am Main 2010, pp. 129-147. b) Historical textbook research: textbooks in the context of the "grammar of schooling". In: *Journal of educational media, memory, and society*, vol. 2, 2010, pp. 122-131. c) *Das Schulbuch im Innovationsprozess. Forschungsmethodische Zugänge am Beispiel des Wandels der Sozialkundebücher im Kontext der gesellschaftlichen Umbrüche vom Ende der 1950er bis zum Anfang der 1980er Jahre* [The school textbook in the process of innovation. Approaches of research methodology, using the example of changes of civics textbooks in the context of social turmoils from the end of the 1950s until the beginning of the 1980s]. // *Die Deutsche Schule*, Jg. 103. (2011), vol. 1, pp. 38-52.



**Alla Salnikova** (Kazan, Russia) is chief editor the book *Detstvo v nauchnykh, obrazovatel'nykh i khudozhestvennykh tekstakh: opyt prochteniya i interpretatsii* [Childhood in scientific, educational and literary texts: the experience of reading and interpretation], Kazan: Kazanskiy universitet, 2011. 146 p. The edited volume, with **Vitaly Bezrogov** as a member of the editorial board, offers a collection of papers presented at the roundtable to the theme of the book, November 10-11, 2010, in Kazan. The book includes, amongst others, papers on *Obraz pervoklassnika i shkolnoy sredy v nemetskikh i rossiyskikh bukvaryakh 1970kh - 2000kh godov* [First graders and their school environment as depicted in German and Russian primers from the 1970s to the 2000s] by **Wendelin Sroka** (Bonn, Germany) and *Pretsedentnye obrazy v esteticheskom landshafte shkoly* [Characteristic images in the aesthetic landscape of the school] by **Tatyana Anatol'evna Vlasova** (Udmurt State University, Izhevsk, Russia).

*Fibeln und Fibel-Forschung in Europa – eine Annäherung* [Primers and research on primers in Europe – a rapprochement] is the title of an article by **Wendelin Sroka** (Bonn, Germany), published in issue 1/2011 of the periodical *Bildung und Erziehung*. The article is part of a special issue, edited by **Eva Matthes** and Gisela Miller-Kipp, on *Lehrmittel und Lehrmittelforschung in Europa* [Teaching material and research on teaching material in Europe].

On March 17, 2011, *Deutschlandradio* – a German public radio station – broadcasted a documentary about the research project by **Verena Stürmer** (University of Würzburg, Germany) on the picture of the child in GDR primers (for a brief project description see p. 5 of this newsletter). The programme is archived on the internet and available as an audio on demand file: <http://www.dradio.de/dlf/sendungen/studiozeit-ks/1411563/>

Members of **MANES**, the Spanish research centre on school textbooks, including **Kira Mahamud Angulo**, have been involved in the preparation of a TV report about **CEINCE** [*Centro Internacional de la Cultura Escolar*] and its collaboration with MANES. The report "Visita al CEINCE" was broadcasted on TVE 2 on May 20, 2011, and it is available on the internet: [www.canaluned.com/#frontaleID=F\\_RC&sectionID=S\\_TELUNE&videoID=7263>&sectionID=S\\_TELUNE&videoID=7263](http://www.canaluned.com/#frontaleID=F_RC&sectionID=S_TELUNE&videoID=7263>&sectionID=S_TELUNE&videoID=7263)

CEINCE, located in Berlanga de Duero, Soria (Spain), is an institution for the study and diffusion of the culture of the school, and it is promoted by the Schola Nostra Association in collaboration with the Council of Education of the Autonomous Government of Castile and León together with the Germán Sánchez Ruipérez Foundation and the University of Valladolid. Work of CEINCE concentrates on activities in three thematic areas: a) memory of the school and educational heritage, b) manualistics and c) school culture and the knowledge society. The current director is Professor Agustín Escolano Benito of the University of Valladolid, previously Professor of Salamanca University as well as President of the Spanish Society for the History of Education (SEDHE) and a member of the executive committee of the International Standing Conference for the History of Education (ISCHE).

Since 2008, CEINCE is a cooperation partner of MANES. Common projects include BIBLIOMANES, a document archive of articles, papers, studies, presentations and other works and research on school textbooks produced in the last years in different countries, with a special focus on the Spanish and Latin American regions. The catalogue of BIBLIOMANES is structured according to countries – from Argentina to Venezuela – and is updated periodically.

<http://www.ceince.eu/bibliomanes.php?&local=en>

RP-SIG is about to establish links with CEINCE, which has already posted a note about our network in its blog:

<http://ceince.espacioblog.com/post/2011/01/28/reading-primers-working-group>

- Research
- Doctoral dissertation project

**Ongoing Project: Images of children in reading primers of the Soviet Occupation Zone and the German Democratic Republic 1945 -1990 (doctoral dissertation)**

by Verena Stuermer, Julius-Maximilians University at Wuerzburg (Germany), Department for Primary Education

My research project focuses on the analysis of images of children in texts and illustrations of reading primers in the Soviet Occupation Zone (SOZ) and the German Democratic Republic (GDR) from 1945 to 1990. The objective of the analysis is to find variations and changes within social constructed images in the primers in regard to continuities and discontinuities. The comparison of different images of children will be set for both the synchronic and the diachronic analysis. Influences to these modifications can be suspected in the historical context. An influential context could be represented by the actors of the publishing company, by the Ministry of Education or by other important political and educational actors as well as by social events and processes, e.g. the collectivization of agriculture in the GDR in the 1950s or the building of Berlin Wall in 1961).



Johannes Feuer, Robert Alt: *Lesen und Lernen*. Illustrations by Hans Baltzer. Berlin: Volk und Wissen Volkseigener Verlag 1951, p. 28

The bibliographic sources for the dissertation cover all reading primers for the regular primary school with German as the language of instruction (not including the textbooks for special needs schools and for schools with Sorbian as the language of instruction) published during 1945 through 1990 in Eastern Germany. In the years of SOZ, the primer "*Guck in die Welt*" was predominantly distributed. "*Guck in die Welt*" was a reprinted textbook, originally published in 1920, i.e. in the Weimar Republic. After the formation of the GDR, the first new primer, "*Lesen und Lernen*", was composed by two respected authors, Robert Alt und Johannes Feuer. Due to the monopoly position of the school textbook publishing company in the GDR, the "*Volk und Wissen Verlag*", only five primers were published for regular primary schools with German as the language of instruction between 1950 and 1990: "*Lesen und Lernen*", "*Wir lernen für morgen*" (a primer for rural schools which describes the country-life of children and the socialist reorganisation of agriculture in the GDR), "*Lesen und Lernen*" (a new edition for children living in towns), "*Unsere Fibel*" (with two different editions 1968 and 1974-1989) and "*Meine Fibel*"



Maria Krowicki, Ilse Liebers, Klara Schürmann, Dorothea Türk: *Unsere Fibel*. Illustrations by Werner Klemke. Berlin: Volk und Wissen Volkseigener Verlag 1983, p. 33

which has been published shortly after the political turn in autumn 1989 but still before the reunification of Germany in October 1990. Besides reading primers, further interesting sources were upraised for the research project: These are documents of the publishing company "Volk und Wissen Verlag", topically related announcements of the the National Ministry of Education [*Ministerium für Volksbildung*], and official releases of the East German research and science office: the Central Pedagogical Institute [*Deutsches Pädagogisches Zentralinstitut*] and the Academy of Pedagogical Sciences [*Akademie der Pädagogischen Wissenschaften*].

The methodical procedure is abductive regarding the researcher`s previous knowledge (cf. Kelle & Kluge 2010). Thus, the texts and illustrations of the primers are assessed by qualitative analysis (cf. Mayring 2008). Via structuring steps, the texts and illustrations that contain messages of children are analyzed and categorized to images of the child (e.g. the "school child", the "pioneer child", the "female child"). By the combination and integration of qualitative and quantitative analysis, it may be possible to find content variations and changes in these pictures in the synchronic and diachronic course (cf. Lissmann 2008). In a synthesis of these analytical results and the consideration of context information, the images of the children and their variations and changes can be embedded in the historical context (cf. Landwehr 2008) of the years 1945 through 1990.

#### **References:**

Kelle, U.; Kluge, S. (2010): *Vom Einzelfall zum Typus* [From the individual case to the type]. Wiesbaden.

Landwehr, A. (2008): *Historische Diskursanalyse* [Historical discourse analysis]. Frankfurt am Main/New York.

Lissmann, U. (2008): *Inhaltsanalyse von Texten. Ein Lehrbuch zur computergestützten und konventionellen Inhaltsanalyse* [Content analysis of texts. A textbook for computer assisted and conventional content analysis]. Landau.

Mayring, P. (2008): *Qualitative Inhaltsanalyse* [Qualitative discourse analysis]. Weinheim/Basel.

#### □ Research project

#### **Linguistic characteristics of Croatian primers in the 19<sup>th</sup> century**

by *Jadranka Nemeth-Jajić*, University of Split, Faculty of Philosophy, Split (Croatia)

A research work I have recently finished focuses on linguistic features of Croatian primers that were used in the 19<sup>th</sup> century. The sample consisted of Croatian primers published between 1802 and 1900 (N = 31). A descriptive method and work on the documentation was applied, studying the primary sources - the original documents.

The first two of the analyzed primers, by the year of their publication, are written in Croatian language. This is despite the fact that in the first half of the 19<sup>th</sup> century it was quite customary in Croatian primers to simultaneously apply Croatian and German language, mainly in the primers published in northern Croatia, or in Budapest and in Vienna. Also, Italian language was introduced in a primer published in Zadar in 1847. Two primers also introduce Latin, but not in parallel with Croatian, but by inserting Latin proverbs in the Croatian text. Although several primers in the first half of the 19<sup>th</sup> century only make use of the Croatian language, this becomes common only in the second half of the century. The largest numbers of primers analyzed were published in Zagreb and Budapest (Buda, Budapest), nine each, six in Vienna, two in Karlovac, and one each in Osijek, Trieste, Venice and Zadar. They are now stored in the Croatian school museum and the National and University Library in Zagreb.

The middle of the century is in many ways a milestone in preparing primers, and thus also in the teaching of reading and writing. Primers published in the first half of the 19<sup>th</sup> century were designed to master reading by the method of sounding out, and the order of the letters in the textbook was alphabetical.

Based on this method, children first learned all the letters, and later they were offered words and texts to read. Reading was practiced with liturgical texts (prayers, the Christian doctrine), but it was dominated by didactic texts with strong moral lessons. These are mainly short religious and educational stories and texts with themes from everyday rural, family and children's lives.

Primers published in the second half of the 19<sup>th</sup> century were mainly intended to overcome the simultaneous teaching of reading and writing by the syllabic method elaborated by the German pedagogues Joachim Heinrich Campe and Friedrich Gedike. They also overcome the teaching of individual letters in favour of letter sequences combining phonetic and graphic criteria, they begin to introduce illustrations and visual footholds, and the texts become more varied and thematically appropriate for children. For example, they bring up riddles, children's songs, instructive stories from a child's life and fables.

There are also themes of the pupils' natural and social environment, nowadays taught as proper subjects of science or social science, and the textbooks present Roman and/or Arabic numbers up to twenty or hundred, and multiplication tables. Primers, therefore, although primarily intended for either reading or reading and writing, were also designed for initial calculation, and they served for the introductory teaching of man and his environment. On the other hand, primers are also supplemented with dictionaries of less familiar words, as well as with rules for learning letters, spelling and reading in Croatian. Proverbs in turn are included for instructional purposes to be easily remembered, and so are almost always included in primers in the 19<sup>th</sup> century.

Today's spelling is found in the primers published in the last decade of the 19<sup>th</sup> century and right at the beginning of the 20<sup>th</sup> century. Slantwise handwriting slanted to the right is a characteristic of all analyzed primers except for one, so the choice of the right slope of handwriting in today's primers complies with the Croatian tradition. In one of only two primers where pre-exercises for reading and writing are included, they are systematically developed, and, if we disregard the differences caused by the time distance, are very similar to those in the present primers. However, a set of horizontal lines (staff) in a contemporary sense occurs only in one primer at the beginning of the 20<sup>th</sup> century.

A more detailed report on findings of this project will be published in Croatian language later this year.

## □ Country Notes

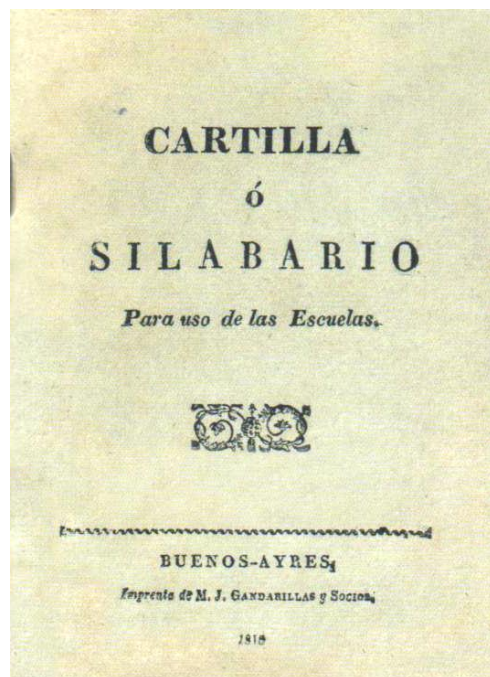
### □ Argentina

#### **National Teacher's Library re-edits primer originally published in 1810**

by members of *Equipo MEDAR (Memoria de la Educación Argentina)*, National Teacher's Library, Buenos Aires

Argentina's National Teacher's Library (*Biblioteca Nacional de Maestros; BNM*), under the authority of the Ministry of Education, has been working for over ten years in the preservation and diffusion of its historical archives in order to promote research and knowledge of Argentinean education in the past.

Within this frame, an exhibition was held last year in Buenos Aires at the Alfredo Bravo Hall in the Sarmiento Palace. The BNM exhibited some of its valuable heritage concerning textbooks and reading books that were used throughout Argentinean schools, especially from the primary educational level and, in some cases, the secondary level. By these means, it was possible to trace a route that goes as back as the May Revolution (May 18 to May 25, 1810, in Buenos Aires) and look into our days with a fresh perspective.



And thus, remembering the revolutionary days of our Nation, we decided to re-edit a work which belongs to the BNM, the primer entitled *Cartilla ó Silabario: para uso de las Escuelas* (Primer or syllabary: for the use in schools), published by the Publishing House Imprenta de M. J. Gandarillas in 1810. It is one of the first textbooks that emphasized the memorization of the alphabet. This method consisted on numerous series of combinations of vowels preceded by consonants that could be read either from left to right or right to left, as well as upwards and downwards.

To view this work, digitalized, and visit the Argentinean Education Memory Program we invite you to visit:

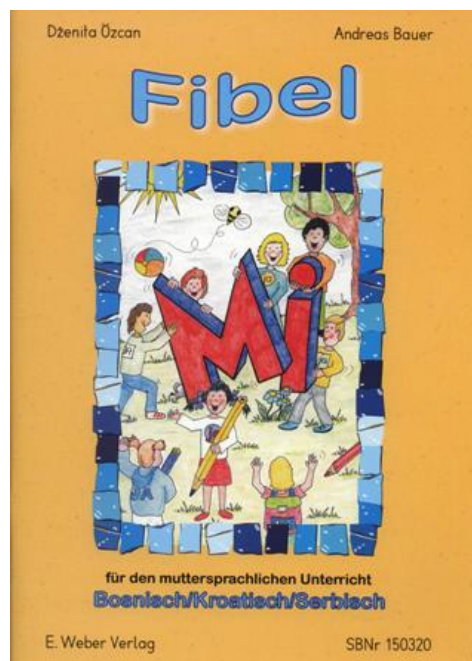
<http://www.bnm.me.gov.ar/e-recursos/medar/index.php>

Imprenta de M. J. Gandarillas also published another textbook, *Elementos de gramática y ortografía de la lengua española* (*Elements of grammar and spelling of the Spanish language*), in 1817. The author was Antonio José Valdés, editor of one of the first patriotic newspapers, which was published by the same Publishing House.

#### □ Austria

#### **New primer for mother tongue reading instruction in Bosnian/Croatian/Serbian**

(ws) The 2008 programme of Austria's government includes an announcement to extend offers of mother tongue instruction for children with heritage languages other than German. In a circular issued on April 1, 2011, the Austrian Federal Ministry for Education, Arts and Culture reports that school-based mother tongue instruction for children from immigrant families is at present organized in Albanian, Arab, Armenian, Bosnian/Croatian/Serbian, Bulgarian, Chechen, Chinese, Czech, Dari, French, Hungarian, Kurdish (Kurmanji and Zazaki), Pashto, Persian, Portuguese, Polish, Romani, Rumanian, Russian, Slovak, Spanish and Turkish.<sup>1</sup> Despite considerable challenges, efforts are made by a great number of actors at various levels to implement mother tongue instruction for those groups. A result of such an effort is



Picture 1: Front cover

Dženita Özcan: *Mi. Fibel für den muttersprachlichen Unterricht Bosnisch/Serbisch/Kroatisch* [We. Primer for mother tongue instruction Bosnian/Croatian/Serbian]. *Mit Illustrationen von Andreas Bauer*. Eisenstadt: E. Weber Verlag 2010, 112 p.

Whereas school textbooks for instruction in the great majority of the languages mentioned above are produced outside the country, teachers of elemen-



tary instruction in Bosnian/Croatian/Serbian now can for the first time make use of a textbook for initial reading instruction specifically developed for use in Austria's schools. In a notification dated January 21, 2010 and quoted on page 1 of the book, the Austrian Federal Ministry for Education, Arts and Culture validates the primer as "applicable for instructional use in elementary schools in the subject mother tongue instruction Bosnian/Croatian/Serbian".

The primer is authored by *Dženita Özcan*, a specialist at the language support centre (*Sprachförderzentrum*) of the City of Vienna, and published by *E. Weber Verlag*, a publishing house located in Eisenstadt, the capital of Burgenland, one of Austria's federal states. Ms. *Özcan* has designed the book as a reading and writing primer and also as an exercise book. Therefore, in addition to short texts and to illustrations aimed at stimulating language use, the primer holds ready a great number of exercises. These exercises focus on the preparation and practice of children's writing and reading skills, and they include tasks to trace individual printed letters (*Nachspuren*) as well as exercises to train visual differentiation and word recognition.

An issue which deserves particular attention in textbooks designed for use in multilingual settings is how languages are employed. In the case of Ms. *Özcan's* primer, the front cover presents – contrary to what a cursory glance may insinuate – a bilingual title: "Mi", with the two letters on the front cover included in the illustration, placed right in the centre of the page, is Bosnian/Croatian/Serbian for "we". "*Fibel*", though the first term presented after the names of author and illustrator, introduces the subtitle, which is in German (see picture 1). German is also employed in double-sided illustrations of classroom scenes right at the beginning of the book. The first scene, with teacher, first-graders and family members assembled in class for the first school day, includes a poster saying "*Willkommen in der 1.Klasse*" [Welcome in grade one] (pp. 2-3). The next scene (pp. 4-5) depicts a class at work. Here, boards with German words are lying on the floor, whereas the teacher holds a board with the Bosnian/Croatian/Serbian word "*miš*" [mouse]. Otherwise, all text for use by pupils in this primer is in Bosnian/Croatian/Serbian. In contrast to this, the German language is applied in all instructions for the teacher, printed in small letters at the bottom of each page.

The primer clearly stresses communalities of Bosnian, Croatian and Serbian, an approach which may not be that well received by those in the republics of the former Yugoslavia who nowadays tend to emphasise the differences. Whilst Serbian language uses both Latin and - preferably - Cyrillic script, the textbook only introduces Latin script. Yet the textbook also gives some room for language varieties, especially in a picture story entitled "*Hljeb, kruh ili hleb*" – the title pointing to the different terms for bread in Bosnian, Croatian and Serbian (see pictures 2 and 3).

Overall, the situation of Bosnian, Croatian and Serbian in Austria has three specific characteristics: First, Croatian is accredited as the language of an ethnic minority [*anerkannte Volksgruppensprache*] in Burgenland, historically



Picture 2: What have you got for lunch? Different terms in Bosnian, Croatian ... (page 94)

a multilingual region which had belonged to Hungary until the end of WW II. In the 2001 census, close to 20.000 citizens in Burgenland and Vienna declared themselves as speaking 'Burgenland Croatian'.<sup>2</sup>



Picture 3: ... and Serbian for identical items – to the great surprise of Milica, Emir and Tiho (page 95).

Ministry for Education, Arts and Culture devoted to the revision of language names in the case of pupils from Bosnia-Herzegovina, Croatia and the Federal Republic of Yugoslavia, issued in February 1996, stated four language names as terms valid for pupils' heritage language in official documents: Bosnian, Croatian, Serbian and Serbo-Croatian. The circular also urges schools „to avoid, as far as possible, a separation (of groups of learners) according to ethnic affiliation“, and BKS teachers are encouraged „to respect and support all language varieties represented in his or her group to the same extent, regardless of their own ethnic or regional background“.<sup>5</sup> The Ministry's 2011 letter on mother tongue instruction has recently recalled these statements.

<sup>1</sup> *Jährliche Informationen zum muttersprachlichen Unterricht* [Annual information on mother tongue instruction]. *Rundschreiben Nr. 11/2011 des Bundesministeriums für Unterricht, Kunst und Kultur vom 1. April 2011*. - For details in Albanian, Bosnian, Croatian, German, Serbian and Turkish about the promotion of mother tongue instruction in Austria's school system, see the website <http://www.muttersprachlicherunterricht.at>.

<sup>2</sup> *Bevölkerung 2001 nach Umgangssprache, Staatsangehörigkeit und Geburtsland* [Population 2001 according to language spoken, citizenship and country of birth]. *STATISTIK AUSTRIA, Volkszählung 2001. Erstellt am 01. 06.2007*.

<sup>3</sup> *Ibid.*

<sup>4</sup> Dženita Özcan: *Fibel für die Alphabetisierung von Kindern mit BKS Erstsprachen – Konzept* [Primer for initial reading instruction of children with BKS heritage languages – conception]. Vienna 2009, p. 2.

<sup>5</sup> *Schüler/innen aus Bosnien-Herzegowina, Kroatien und der Bundesrepublik Jugoslawien: Neuregelung der Sprachbezeichnungen* [Pupils from Bosnia-Herzegovina, Croatia and the Federal Republic of Yugoslavia: Revision of language names]. *Rundschreiben Nr. 10/1996 des Bundesministeriums für Unterricht, Kunst und Kultur vom 5. Februar 1996*.

The language is taught in some of Burgenland's elementary and secondary schools, and textbooks for Croatian mother tongue reading instruction include, amongst others, a number of primers. Second, according to the 2001 census approximately 343.000 inhabitants with a migration background are speakers of Bosnian, Croatian or Serbian, part of a group of languages of the former Yugoslavia.<sup>3</sup> Mother tongue instruction for this group is offered in all federal states, and in the 2006/07 academic year 7.845 pupils attended courses in Bosnian/Croatian/Serbian.<sup>4</sup> Third, in response to the language policies of the independent states of Bosnia-Herzegovina, Croatia and Serbia, Bosnian, Croatian and Serbian are officially acknowledged by the Austrian authorities to be closely related yet distinct languages. At the same time, Bosnian/Croatian/Serbian (BKS) is as a rule organised at school as a single course. A circular letter of the Ministry for Education, Arts and Culture devoted to the revision of language names in the case of pupils from Bosnia-Herzegovina, Croatia and the Federal Republic of Yugoslavia, issued in February 1996, stated four language names as terms valid for pupils' heritage language in official documents: Bosnian, Croatian, Serbian and Serbo-Croatian. The circular also urges schools „to avoid, as far as possible, a separation (of groups of learners) according to ethnic affiliation“, and BKS teachers are encouraged „to respect and support all language varieties represented in his or her group to the same extent, regardless of their own ethnic or regional background“.<sup>5</sup> The Ministry's 2011 letter on mother tongue instruction has recently recalled these statements.

## □ Russia

**Ushinsky Library Website provides Electronic Database of Russian Primers and Elementary Readers 1900 - 1917**

(vb/ws) A new section of the Website of the Ushinsky State Scientific Pedagogical Library (Moscow) provides a bibliography as well as links to a number of scanned copies of Russian primers (*azbuki, bukvari*) and readers for primary schools (*knigi dlya chtenija dlya nachalnoj shkoly*), published between 1900 and 1917. The bibliography includes information about the place where originals of these textbooks are kept. These places are, in addition to the Ushinsky Library, the Library of the Russian Academy of Sciences (St. Petersburg), the Russian State Library (Moscow), the Russian National Library (St. Petersburg) and the Central Library of the Yaroslavl State Pedagogical Ushinsky Library (Yaroslavl). The documentation is the result of an effort in the context of the national project "Ideals of Primary Education 1900 – 1940" to study the development of educational ideals in Russian textbooks in the course of four decades. In Russian history, this period is described as the transition from the orthodox-sovereign [*pravoslavno-derzhavnyj*] to the party-state [*partyno-gosudarstvennoj*] educational paradigm. The project, funded by the Russian Foundation for the Humanities (RFH), runs from 2010 to 2012, with the Ushinsky State Scientific Pedagogical Library as the coordinating institution. It is carried out by a team of scholars from Moscow, St.-Petersburg, Kazan, Izhevsk and Petrozavodsk, including RP-SIG members *Vitaly Bezrogov, Galina Makarevich* and *Alla Salnikova*.



*N. V. Tulupov: Nagladny'j bukvar'. Moscow, 14<sup>th</sup> edition 1909, detail of front cover*



*An educational ideal of the past? "Children and grandfather". N. V. Tulupov: Nagladny'j bukvar', Moscow, 14<sup>th</sup> edition 1909, detail from p. 41*

For all those with an interest in textbooks and in the educational ideals, but also in social practices of early reading instruction in pre-revolutionary Russia, the documentation provides enormously rich material. This especially relates to primers which, far from being limited to their role as school textbooks for early reading instruction, served a variety of purposes and users. Thus, we encounter primers for reading instruction at school and at home, primers for children and for adults, primers for learners in agricultural schools and for young soldiers, and primers for reading instruction in Russian and in Church Slavonic. One of the primers for adults, published in Petrograd in 1917 and now available by this documentation as a scanned copy, counts not more than 8 pages. A *Russkaja azbuka*, compiled by P. Antonov and published in 1908 in St. Petersburg, according to the subtitle "contains: the civic and church-Slavonic alphabet, repositories of all kinds of syllables, prayers, commandments, a brief sacred history of the Old and New Testament, arithmetic and multiplication tables".

So far, one book has been published with project results: '*Pora chitat*': *Bukvari i knigi dlya chteniya v predrevolyucionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov* [It is time to read': Primers and readers in pre-revolutionary Russia, 1900-1917. Compilation of studies and materials]. Pod red. T.S. Markarovej; V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury 2010, 397 p. The book is available via the Ushinsky Library online bookshop: <http://www.ushinka.ru/item3017.html>

Web: <http://www.gnpbu.ru/index.php?file=abc-book.htm>

## □ Finds

### A return to the sea – as outlined in a primer from Bolivia

by Wolfgang Fickert

Latin American primers usually contain vivid examples of patriotism. Nature, products, national flags, anthems, and coats of arms are praised, not to forget the founders of these countries and occasionally the current rulers.

*Kantutas 1*, a reading primer published in Bolivia in the 1990s, dedicates six pages to describe the country, with reference to the disciplines of Physical Geography and History, the main scientific areas employed in the transmission of patriotism. The translation of the text on page 112, entitled "What my



native country has", reads: "My fatherland has snowy high mountains. Rich in minerals. The plateau is cold and arid. It produces potatoes, yam, quinoa etc. The valleys show a moderate climate. They produce cereals, vegetables and more. The lowlands in the east have a hot climate. They produce sugar cane, coffee, chestnuts, rubber etc."

But Bolivia is not a paradise – as we can read on the following page, "My native country has no sea, nor beaches nor salt water. Chile took us the sea in an unfair war. Defending our sea, many valuable men lost their lives. Eduardo Avaroa died on the 23<sup>rd</sup> of March in that war against Chile. March 23<sup>rd</sup> is the Day of the Sea. Soon we will return to the sea, say Elena and Felipe."

Isn't this statement a declaration of war, though expressed by children? The fact is that, after its foundation in 1825, Bolivia lost half of its territory in wars with neighbouring Chile, Argentina, Brazil, Peru, and Paraguay. The war between Chile and Bolivia which cost Bolivia its seashore with the harbour town Antofagasta, started on March 23<sup>rd</sup> 1879 and lasted for five years.

#### □ In profile

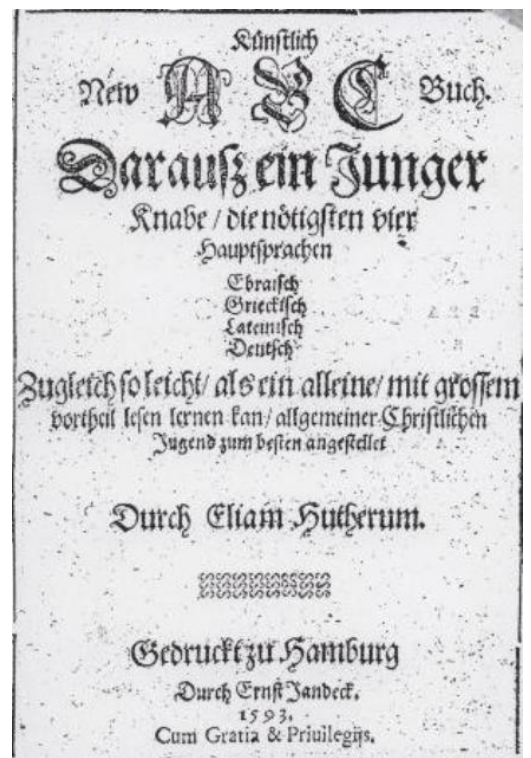
#### ***Elias Hutter (1553 – ca. 1609), German orientalist, promoter of Christian Hebrew printing and author of quadrilingual primers***

(ws) Since the 1990s, the EU's language policy advocates proficiency in three languages for every citizen: As stated by the Commission in a communication in 2005: "The Commission's long-term objective is to increase individual multilingualism until every citizen has practical skills in at least two languages in addition to his or her mother tongue."<sup>1</sup> Individuals therefore should be able to communicate in three languages from an early age. The fact is, however, that many people in Europe are lacking such skills today. According to a Eurobarometer survey of 2006, only half of the citizens of the European Union speak at least one other language than their mother tongue.<sup>2</sup> Nevertheless it is worth remembering that Europe can look back to longstanding traditions of models and of efforts to enhance individual plurilingualism. Primers and readers for simultaneous reading instruction in more than one language are illustrative testimonies of such traditions.

In 1593, a "*Künstlich New ABC Buch*" was published in Hamburg, designed as a quadrilingual primer (see picture 1). According to the title it is a book "from which a young boy can learn to read the most necessary four principal languages Hebrew, Greek, Latin and German as easily as one (language) alone with great advantage. To the best of the common Christian youth compiled by Elias Hutherus."<sup>3</sup>

Who was the author of this textbook? What made him promote reading instruction in four languages? And what do we know about the impact of his efforts?

Elias Hutter<sup>4</sup> was born in 1553 in Görlitz, a prosperous town at that time in Upper Lusatia (nowadays Germany's easternmost town, located in Saxony). He studied oriental languages in Jena, and already in 1577 was appointed as professor of Hebrew language at the University of Leipzig. But he did not stay there for long: Two years later he moved to Dres-

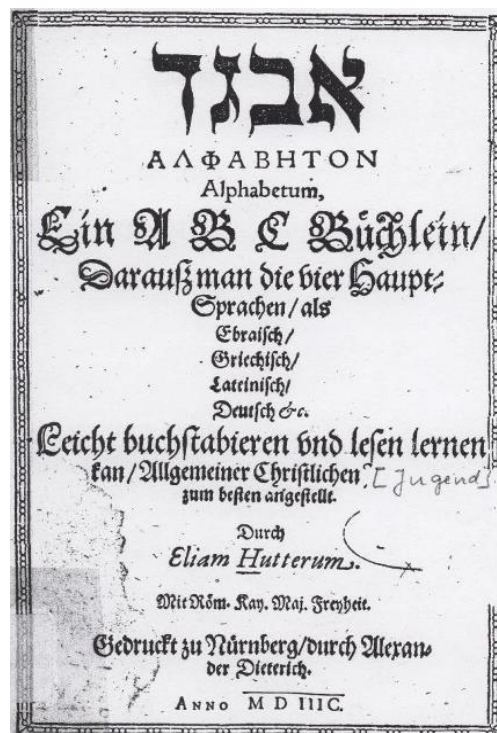


Picture 1: Hutter's first quadrilingual primer, for use by "a young boy", published in Hamburg in 1593, front cover

den, where Augustus, Elector of Saxony, had summoned him to work as his private tutor of the Hebrew language.

After successful completion of this task Hutter devoted his life to the preparation and printing of polyglot Bible portions, dictionaries and textbooks. The compilation of polyglots was an endeavour which back then was basically in line with similar projects of both Protestant and Catholic Hebraists in European countries. Besides textbooks, Hutter's published works include "*Sacrae linguae Cubus Hebraico-Germanus*" (1578), "*Dictionarium harmonicum biblicum Ebraeum, Graecum, Latinum, Germanicum*" (1598), eight books of "*Biblica Sacra Ebraice, Chaldaice, Graece, Latine, Germanice, Gallice (Slavonice, Italice)*" (1599) and "*Novum Testamentum Syriace, Italice, Ebraice, Hispanice...*" (1600).

At the turn of the 16<sup>th</sup> to the 17<sup>th</sup> century, printing of polyglots with Hebrew and Greek type was an expensive enterprise. To achieve his aims, Hutter sought and found financial backers in various German cities. After years in Lübeck and Hamburg he established his own printing firm in Naumburg, but due to financial problems he had to give up his printing shop very soon. In 1597 he settled in Nuremberg, where he taught languages and was provided with a loan by the city council for a polyglot Bible project. This turned out to become another financial failure, and in 1604 Hutter was forced to leave Nuremberg. From then on he covered his tracks, and presumably he died someday between 1605 and 1609. According to Stephen G. Burnett, an expert in Christian Hebrew printing in early modern Europe, Hutter "enjoys the dubious distinction of being both the most persuasive free-lance Hebraist in convincing printers to produce his work, and least commercially successful, leaving debts and masses of unsold stock behind him in both Hamburg and Nuremberg"<sup>5</sup>.



Picture 2: Hutter's primer, revised edition, published in Nuremberg in 1597, front cover, now with quadrilingual - and gender-neutral - title.

means, without which neither clerical nor secular power would in the beginning, middle and end be properly exerted and preserved". It also assures, "that the beloved youth in the arts of the said scripts and languages is taught

As Hutter himself notes in 1597, the "*Künstlich New ABC Buch*" he had published four years earlier "can be found any time in Hamburg and in Lübeck". But knowledge of unsold stock did not prevent him to produce another, "*de novo* revised and improved" edition, now printed in Nuremberg (see picture 2). These quotes are taken from the lengthy introduction to the revised edition, which also is an impressive document of Hutter's marketing efforts. He praises his knowledge of "the entire art, how and in which way four and more languages can be handled, taught and learnt *Harmonicè & Symmetricè* simultaneously as easily as one alone". Also, he describes his work as "humble in its shape, yet no kingdom will be able to pay for the benefit which it hopefully can and will provide in the world". Moreover, the preface of the Nuremberg edition qualifies "the holy Hebrew language and besides it the Greek, Latin and German scripts and languages as the exclusive suitable

*fundamentaliter* and furthermore *Harmonicè & Symmetricè*, precisely, easily and fast, and cannot be compared to any gold, pearls or gemstone". The promise is made that by the method applied in the textbook 10 to 12 year-olds will acquire reading, writing and language proficiency in Hebrew, Greek, Latin and German. – Admittedly, this textbook is not a classical primer for initial reading instruction of very young children, and it does not follow the spelling method. However, it not only makes use of a phonemic and graphemic comparison of the said languages, but also draws from a specific understanding of pupils' reading, writing and linguistic literacies, and thus can be classified as a primer in its own right.

Largely unsold as Hutter's primers may have been during his lifetime, this is not the end of the story. A century later Hutter's model of a quadrilingual primer was taken on by Henrico Ammersbach, a pastor of St. Paul's church in Halberstadt, who published „*Neues ABC Buch, daraus ein junger Knab die vier nöthigsten Hauptsprachen, Ebreisch, Griechisch, Lateinisch und Teutsch, mit sonderbahrem Vortheil auf gewisse Weise lernen kann. Maadeburg: Druckts und Verlegts Johann Daniel Müller*“. In Europe, copies of a 1702 print of this book are held, amongst others, by the *Sächsische Landesbibliothek, Dresden* (Germany) and by the *Oberösterreichische Landesbibliothek, Linz* (Austria). We have not been able so far to inspect any of the extant copies, but two statements in the introduction, quoted in a paper by Renate Hinz and Wilhelm Topsch<sup>6</sup>, deserve special attention.

First, Ammersbach presents his work as a thoroughly revised version of Hutter's ABC book (Hamburg edition), "which is nearly 100 years old, not available for money and yet desired by many"<sup>7</sup>. Whatever the reasons may have been that the book had disappeared from the market by then, Ammersbach now apparently sees fresh demand for such a textbook. But we also take notice of the phrase "nearly 100 years" with surprise, as Hutter's Hamburg edition of the ABC book had in fact been published 109 years ago. Is the 1702 edition an unmodified reprint of an earlier print? Information which could not be verified so far would suggest such an explanation: According to a note published in 2007 in "Indiana Libraries", Indiana University's Lilly Library in Bloomington holds a copy of a 1689 edition of this item.<sup>8</sup> 1689 as the year of the first print of "*Neues ABC Buch*" would indeed give sense to Ammersbach's remark about the "nearly hundred years" as the age of Hutter's first print of his primer.

Second, two main groups of potential users of the quadrilingual primer are identified by Ammersbach. On the one hand, with reference to "towns where many Jews are living", Jews "also should be provided with cause and opportunity to learn our languages". On the other hand the introduction argues "that our citizens and academics should be instructed in the Hebrew language of the Jews, so that one with the other, Christian and Jew, can better confer about the word of god and can be upraised to a holy, divine and even eternal life".<sup>9</sup>

History has turned otherwise. But we should not forget about Elias Hutter as the founder of a tradition which tried to identify communalities and to support the dialogue of different cultures, represented by "four principal languages", through plurilingual reading instruction.

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<sup>2</sup> Eurobarometer: Europeans and languages. Brussels: European Commission 2005, p. 7.

<sup>3</sup> All quotes are translations from the German original. Latin terms used within German phrases are reproduced verbatim.

<sup>4</sup> For biographical information about Elias Hutter see Gustav Moritz Redslob: "Hutter, Elias", in: *Allgemeine Deutsche Biographie* 13 (1881), pp. 475-476; Hans Arens: "Hutter, Elias", in: *Neue Deutsche Biographie* 10 (1974), pp. 103-104.

<sup>5</sup> Stephen G. Burnett: *Christian Hebrew Printing in the 16th Century: Printers, Humanism and the Impact of the Reformation*. Classics and Religious Studies. Faculty Publications, Classics and Religious Studies Department, University of Nebraska. Lincoln: University of Nebraska 2000, p. 29.

<sup>6</sup> Renate Hinz; Wilhelm Topsch: *Jüdische Grundschulbücher aus drei Jahrhunderten* [Jewish textbooks for primary schools from three centuries], in: Helge-Ulrike Hyams (ed.): *Jüdisches Kinderleben im Spiegel jüdischer Kinderbücher. Eine Ausstellung der Universitätsbibliothek Oldenburg mit dem Kindheitsmuseum Marburg*. Oldenburg: Bibliotheks- u. Informationssystem der Univ. Oldenburg, pp. 167-191.

<sup>7</sup> Ibid., p. 169.

<sup>8</sup> Heather E. Ward: To all who know their abcs, greeting: A history of the abcs, Lilly Library, Indiana University. In: *Indiana Libraries* (2007), vol. 26, No 1, p. 60.

<sup>9</sup> Renate Hinz; Wilhelm Topsch: *Jüdische Grundschulbücher ...*, p. 169.

#### □ About RPI

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