

2025 Report

SWG: Teacher education and written culture:

history of libraries, books, and practices

Convenors:

Ana Laura Godinho Lima, Universidade de São Paulo, Brazil.

Ana Luisa Paz, Universidade de Lisboa, Portugal.

Gerardo Garay, Universidad de la República, Uruguay.

Jordi Garcia Farrero, Universitat de Barcelona, Spain.

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1. SWG Description and Main Objects

This SWG proposes to focus on the theme of reading and writing as actions deeply identified with the teachers' profession, investigating and problematizing issues such as the following: teachers' readings at different times; titles present in their personal libraries; teachers' reading objectives and practices; readings prescribed within different subjects of teacher training courses; libraries of normal schools, pedagogy courses and other degrees; formation of books collections aimed at updating and improving teachers; relationships between the readings done by teachers, inside and outside professional preparation courses, and their written productions, in the form of course plans, classes and published texts. In addition to these fundamental questions, it would be possible to investigate how the lives and jobs of teachers were narrated in biographies and autobiographies, becoming, in turn, readings, including for the teachers themselves. Regarding autobiographies, it would also be possible to consider, should self-education projects be of interest to the history of education? In the case of teacher training, it is common to find a demanding individual training project. We understand that reflection on these and other issues from a historical perspective is especially relevant today, when there appears to be a decline in intensive reading practices in a world that is becoming increasingly focused on new audiovisual technologies, inside and outside schools.

The analysis of teachers' written production allows us to understand how writing functions as a tool for self-reflection on their pedagogical practices. In this sense, the so-called "writings of the self" -such as autobiographies, personal letters and memoir diaries- are sources of interest for the history of education, since they offer a renewed perspective on the working conditions of teachers, school structures, the reception of educational policies and the appropriation of pedagogical theories in different historical contexts.

Although reading and writing share characteristics with other forms of cultural appropriation, their transmission has been more directly mediated by the school in recent centuries. In this sense, the level of education is the most determining factor in access to and comprehension of reading. However, the social origin of the readers, reading practices in contexts annexed to or outside the school, also provide relevant information for understanding the links with the culture of writing.

Historicizing our relationship with reading implies questioning the unconscious assumptions that history has bequeathed to us, thus allowing us to better understand the conditions that shape

our reading practices. It also means understanding the processes of formation and transformation of public libraries, school libraries and teachers' personal libraries, as well as their reading practices and study habits, both individual and shared. In this way, we are also interested in studying communities of readers and scholars, both inside and outside school institutions.

Reading is not reduced to a process of mere decoding of written content, but represents a space of appropriation in which multiple factors intervene. This idea challenges the traditional conception of classical pedagogy, which considered the child's mind as a malleable surface on which the messages of the teacher or the text could be imprinted without resistance.

From the perspective of a history of education that dialogues closely with the contributions of the history of written culture, the study of education cannot be limited to the development of techniques and supports, but must inquire into the processes by which societies have constructed and disputed knowledge. This approach is essential for the history of education, as it sheds light on both everyday pedagogical practices and the structures that legitimize certain knowledge to the detriment of others. In a context in which digital technologies are constantly transforming modes of writing and learning, this historical perspective is essential to understand that education, in its broadest sense, has always been and continues to be a reflection of our relationship with the written word.

2. Actions planned for SWG's five years of activity (2025 – 2029)

- Holding an annual symposium, with a view to encouraging discussion among researchers involved with the general theme of the SWG and identifying issues of common interest, which can guide the call for articles for the next ISCHE meeting.
- Call for papers; reading and selection of submitted abstracts; organization and coordination of working sessions dedicated to the SWG within the scope of ISCHE.
- Organization of a conversation session on the SWG theme with Early Career Researchers registered at ISCHE, online to encourage participation.
- Organization of a special issue on a relevant topic investigated within the SWG to be submitted to *Paedagogica Historica* or another international journal on the History of Education;

· As a final product, it is planned a book that brings together a set of selected works on the general theme of SWG for possible publication in the ISCHE Global Stories of Education Book Series.

3. ISCHE 46 in Lille

Call for Papers

For the ISCHE 46 conference, the SWG received proposals in French, English, Spanish and Portuguese for presentations in two sections:

Section 1: Teacher education, teachers' work and written culture

- Readings by teachers and for teachers across temporal, disciplinary and geographic boundaries.
- Teacher libraries.
- Libraries and collections aimed at updating and improving teacher training.
- Written production (from students, inspectors, etc.) about teachers' habits and practices

Section 2: Teachers' readings in their written production

- Autobiographies and biographies of teachers.
- Teachers' readings and reading practices.
- Teachers' written production: course plans, classes, diary and others.

The SWG received 30 submissions, of which 17 were approved and their registrations were completed. Three onsite sections and two online sections were assembled according to the following schedule:

SWG B5 at ISCHE 46 - Programme

On person, B5 SES 07 A

Thursday 10 July, 8:00- 9:30 – Location: B1.607 – Jean Ruer

Title: Education, libraries and written culture: spaces and practices of knowledge transmission

Chair: Gerardo Garay

458	Belitsou, Kondylenia	The Library of Charles Cayx (1793–1858)	French
224	Muramoto, Miriam Fernandes	The Library and Documentation Center (NBDOC): An Educational and Inclusive Reference at the Mario Covas Educational Reference Center	Portuguese
269	Garay Montaner, Gerardo	The Science and Its Treasures Education and Written Culture in the Identity Construction of the Waldensian Community in Uruguay (1856–1880)	Spanish

On person, B5 SES 08 A

Thursday 10 July, 10:00- 11:30. Location: B1.607 – Jean Ruer

Title: Teacher knowledge, pedagogical time and written culture: trajectories and practices in school contexts

Chair: Ana Paz

548	Amparo, Patrícia Aparecida do	Time As Practical Knowledge For Teachers: Reading And Writing At The Intersection Of Past And Present	Portuguese
244	Lejarraga, Agustina	The Discursive Ethos of Primary School Principals in Teacher Performance Evaluation Notebooks from 1947 to 2021.	Spanish
326	Da Silveira, Andrés Nicolás	Brief Review on the Trajectories of Teachers and Written Culture at the School of Arts and Crafts (Uruguay, 1878- 1887)	Spanish
417	Mattes, Monika	Elementary School Teachers as Collectors of Pedagogical Knowledge: The German Teachers' Library in Berlin around 1900	English

On person, B5 SES 09 A

Friday 11 July, 9:00 – 10:30. Location: B1.607 – Jean Ruer

Title: Teacher education, teachers' work and written culture.

Chair: Ana Laura Lima

172	Lima, Ana Laura	Psychologists-educators in dialogue in Brazil: Helena Antipoff e Emilio Mira y López.	English
602	Longo Viana, Maria Vitória	Evaluation : The Law And The Revista Brasileira De Estudos Pedagógicos Discourse In School Bookkeeping (1970-1984)	English
426	Rocha, Heloisa Helena Pimenta (1); Silva, Vivian Batista da (2)	Between Brazil and Portugal: Writings and Readings from Specialists and Primary School Teachers	English
710	Bortolaci, Natalia; Galego, Rita de Cássia; da Silva, Vivian Batista; Perin, Paula	Ways To Write About Your Work: a Study on the EAFEUSP Teachers' "Work Diaries" (2010 - ...)	Portuguese

On line, slot 7

16 July, 14:30-16:00

Title: Teacher knowledge, pedagogical time and written culture: trajectories and practices in school contexts

Chair: Jordi Garcia Farrero

359	Santin, Rafael Henrique (1); Oliveira, Terezinha (2)	The Practice Of Documenting Teaching Activities: Lessons From Thomas Aquinas (1225–1274) On Memory And The History Of The Teaching Profession	Portuguese
470	Philippi, Carolina Cechella	Notes On Gender And Education - Forays Into Heleieth Saffioti's Personal Library (Brazil, 20th Century)	Portuguese
219	Silva, Reisla Suelen de Oliveira.	Representations of the Decroly Method in the Work of Irene Lisboa: Critical Analysis and Teacher Training in Portugal (1933-1942)	Portuguese

On line, slot 8**16 July, 16:30 – 18:00****Title: Teachers' readings and teachers' work in their written production.****Chair: Ana Laura Lima**

216	Marin, Lara Chaud Palacios	The Teacher's Writing as an Expression of Teacher's Work: an Analysis of Botyra Camorim's Written Production	Portuguese
112	Sherif Miftar, Emel	Persian Manuscript Heritage In RN Macedonia - Oriental Treasure At The National And University Library "St. Clement of Ohrid" in Skopje	English
395	Ariadne Lopes Ecar	The Paulo Bourroul Library and teacher training in São Paulo (19th-21st centuries)	Portuguese

All sessions were held as planned. All presentations for the in-person sessions were held. In the online sessions, only one presentation was not held because a participant was unable to attend.

4. Other activities carried out within the scope of the SWG:

Organization of the dossier **Biographies, autobiographies, and personal diaries as sources for teacher training and the history of education**, to be published in the journal **Cadernos de História da Educação**, from the Federal University of Uberlândia, Brazil.

Organizers: Ana Laura Godinho Lima and Jordi Garcia Farrero.

Presentation:

This dossier presents a set of analyses on the theme of biographies, autobiographies, and personal diaries, as well as on the possibilities of drawing on these sources in teacher education, particularly in disciplines such as the history of education and educational psychology. The articles brought together here investigate the ways in which the lives and work of teachers, as well as other intellectuals and artists, have been narrated in different historical periods in Brazil, Spain, Portugal, France and Uruguay. With regard to autobiographies and personal diaries, projects of self-formation – often highly demanding in the case of these subjects – are considered objects of interest for the history of education. Narratives of childhood, youth, and schooling, in turn, are viewed, alongside psychological theories, as valuable sources for the study of processes of human development and learning. It is further observed that the discipline of the history of education itself is, to a significant extent, constituted by accounts of the lives of teachers and intellectuals.

Article summaries:

Helena Antipoff (1892-1974) e Emilio Mira y López (1896-1964): the biographies of two traveling psychologist-educators written by their children.

Author: Ana Laura Godinho Lima

Country and Institution: Brazil, University of São Paulo.

The aim of this study is to analyse the ways in which the trajectories of Helena Antipoff (1892-1974) and Emilio Mira y López (1896-1964) were remembered and became crystallized in the writings of their children, who devoted themselves to the preservation of their parents' memory. Coming from abroad – she from Russia and he from Spain – both settled in Brazil, where they became interlocutors and participated in the shaping of educational psychology. The analysis is based on readings of the books **Helena Antipoff: sua vida, sua obra** (1975), by Daniel Antipoff, and **Emilio Mira y López: el investigador de la personalidad humana** (2004), by Montserrat Mira, considered in relation to other works on the lives and intellectual production of the two psychologist-educators. Drawing on discourse analysis from a Foucauldian perspective, the study seeks to characterize the ways in which these texts, by presenting the achievements of Antipoff and Mira y López in the field of educational psychology, contribute to the configuration of the history of this discipline in Brazil.

Memory, writing and education: personal diaries as sources for the history of education

Author: Gerardo Garay Montaner

Country and Institution: Uruguay, UDELAR.

This article analyzes the relevance of personal diaries and other forms of “self-writing” as sources and research practices in the history of education and of written culture. Through a dialogue between the theoretical contributions of Philippe Lejeune, Roger Chartier, Martyn Lyons, and Antonio Castillo Gómez, and a case study of the diaries of Waldensian immigrants in Uruguay (1863-1900), the article seeks to understand these types of discursive genres not only as testimonial documents but also as formative and pedagogical practices on their own right. It argues that memory diaries reveal historical modes of relating writing, time, subjectivity, and learning, and that their analysis provides key insights for reflecting on the educational dimensions of everyday writing, the formation of the self, and the construction of experience. The study maintains that the history of education can be enriched by reading these texts not merely as complementary sources, but as spaces in which writing functions as a means of self-knowledge, self-education, and cultural transmission.

An ethics of return composed between lines and shelves by the pianist José Vianna da Motta (1868-1948)

Author: Ana Luísa Paz

Country and Institution: Portugal, Institute of Education, University of Lisboa.

O pianista, compositor e professor português José Vianna da Motta (1868-1948) foi bolseiro na Alemanha desde 1882, terminando a sua carreira em Lisboa como Diretor do Conservatório Nacional (1919-1930).

As a way of compensating for an original cultural deficit, Vianna da Motta early on incorporated German habitus, becoming a precise musician, an avid reader, and a meticulous writer. From 1883 to 1893, he kept diaries containing reflections on concerts, readings, and cultural activities; when triangulated with his correspondence with musicians and family members, these materials allow us to trace the metamorphosis that took place in the 1890s, when he adopted a Romantic ethos and, of his own accord, explored literary works such as **Os Lusíadas** by Luís de Camões in order to compose a nationalist repertoire.

In this article, we seek to examine how this autobiographical writing enabled the emergence of an “ethics of return” as a way of understanding his place in the world, a movement that ultimately led him to return to Lisbon after a period of repulsion.

Autobiographical novels and teacher training: the case of Albert Camus's *The First Man*

Author: Raúl Arango Pérez

Country and Institution: Spain, University of Barcelona.

It is appropriate to speak of Albert Camus as a paradigmatic example of the figure of the integral intellectual. His written production encompasses a wide range of genres, including novels, short stories, essays, travel diaries, lectures, and journalistic articles, as well as texts he did not publish during his lifetime. Among the latter, one stands out above all others: the unfinished autobiographical novel entitled *The First Man*. In this work, Camus recounts his own experiences, from his humble origins through his schooling, with particular emphasis on aspects related to his formation, both at the existential and the educational levels.

Moreover, this novel is inseparable from the well-known letter Camus wrote to his primary school teacher, Louis Germain, after being awarded the Nobel Prize in Literature, in which he acknowledged the significance of Germain's work in the life of that child of humble origin who had entered his classroom years earlier. The present article offers an analysis of this work with the aim of highlighting the value of using this autobiographical novel in the initial training of teachers. The proposal is based on three fundamental axes.

First, the book allows readers to embody the experience narrated by a young person born into conditions of extreme poverty whose destiny was irreversibly transformed by schooling, as he lived between two almost opposing worlds: that of the lycée and that of his humble family. Second, the novel is presented to aspiring teachers as a work of pedagogical sensitization, insofar as it appeals to emotion and reinforces the vocation of teachers in training by illustrating the profound impact that a teacher's ethical and professional conduct can have on people's lives. Finally, the work also offers educational situations that invite pedagogical reflection—individual or collective—ranging from the social function of the school to the limits that should govern a teacher's exercise of authority.

Overall, the article seeks to demonstrate the pedagogical value of the autobiographical novel as material for teacher education and to propose a reading that meets the standards that may reasonably be expected of texts used in such preparatory courses.

The representation of the teaching figure in the memory of teachers

Author: Lara Chaud Palacios Marin.

Country and Institution: Brazil, University of São Paulo.

The aim of this article is to investigate how educators have represented the figure of the teacher in biographical and autobiographical texts in the mid-twentieth century. The study analyses the autobiography **Uma vida no magistério** (1962), written by primary teacher Botyra Camorim (1910-1992), as well as texts from the **Revista do Professor** (1934-1965) that honored teachers through accounts by former students, brief biographies, and family memories. Drawing on a Foucauldian perspective of discourse analysis, the article examines how these texts represented

the teaching profession, both in relation to teachers' classroom practices and to the profile expected of educators at the time. The study demonstrates how teachers were regarded as heroic figures for working within precarious school structures and how biographical texts functioned both as reflections on teaching practice and as critiques of the poor working conditions faced by teachers.

The Americas in Counterpoint: Education in the travels of Louis Moreau Gottschalk (1862-1868)

Author: Roni Cleber Dias de Menezes

Country and Institution: Brazil, University of São Paulo.

Louis Moreau Gottschalk, an American pianist and composer and one of the foremost exponents of music in the Americas in the nineteenth century, traveled extensively throughout Latin America and the Caribbean between 1862 and 1869. In addition to performing recitals and concerts, he devoted himself to reflecting on the state of education and intervening in it in the south of his native country. These reflections and activities were recorded in the newspapers of the countries he visited, in his correspondence, and most notably, in his unfinished "logbook", **Notes of a Pianist**. In this work, which covers Gottschalk's musical peregrinations from 1857 to 1868, he not only documents his travel impressions but also provides a nuanced chronicle of the people, institutions, and customs of the societies he encountered. Although the compendium does not assume a confessional tone, as it is not strictly a diary, it allows readers to trace the art of Gottschalkian "composition", which portrays Latin American populations in contrast with his dynamic perception of politics, culture, the "people", and education in his homeland. It is through this writing that the present study seeks to establish a dialogue.

Elements for a history of teacher training and the teaching profession: biographical and autobiographical reinterpretations produced by interviews

Authors: Denice Barbara Catani e Juliana de Souza Silva

Country and Institution: Brazil, University of São Paulo.

The aim of this analysis is to revisit the potential of the reconstructions produced by individuals when they recount, from the perspective of their personal histories, the relationships they developed with knowledge and the practice of teaching, based on their formative processes. To this end, the study discusses the nature of biographical and autobiographical reconstructions derived from interviews and previously published testimonies, drawing on a recent work entitled **Arte da Aula** (Cordeiro and Furtado, 2019). Exemplary (though not model) cases are considered, including the reconstructed trajectories of teachers such as Franklin Silva, João Hansen, Olgária Matos, Marilena Chauí, and Renato Ribeiro. Additionally, the analysis revisits

the testimonies of Florestan Fernandes, who at various points in his intellectual trajectory reflected on his childhood, distant from literate culture, and on the necessity of being “born again” in order to belong to the understanding that these materials allow, as well as their limitations, and also discusses some of the issues involved in the work of memorial reconstruction.

5. Other activities carried out collaboratively by the SWG coordinators

- Establishment of a cooperation agreement between the University of Barcelona and the University of São Paulo, facilitated by Jordi Garcia Farrero and Ana Laura Lima at their respective institutions.
- Organization of the dossier **Innovation and Tradition in the Transnational History of Educational Knowledge and Practices**, by Ana Laura Lima and Bruno Bontempi Jr., including the publication of the article “The Waldensian Educational Process in Uruguay (1858-1880), by Gerardo Garay.