

The Journal of Educational Media, Memory and Society

Volume 11 (2019) • Issue 1

Abstracts

Soviet Russian Primers of the 1940s. The War after the Victory

Vitaly Bezrogov and Dorena Caroli

What changes did the content, structure, and production of Russian primers published in the USSR between 1941 and 1948 undergo, that is, during the Second World War and its aftermath? This article answers this question by analysing language, content, iconography and the printing process. The first section addresses key characteristics of primers printed between 1941 and 1944, while the second section focuses on the content of postwar primers printed between 1945 and 1948. The final section addresses challenges facing the textbook approval and circulation process experienced by the State Pedagogical Publishing House of the Russian Soviet Federal Socialist Republic (RSFSR) from 1945 to 1948.

Militarisation via Education. A Visual and Textual Analysis of a 1945 Primer from Socialist Macedonia

Darko Leitner-Stojanov

This article examines the textual and visual content of the first postwar primer in socialist Yugoslav Macedonia in order to understand the messages it contains relating to techniques of militarisation. After outlining the historical context in which this primer was developed, with reference to teacher's memories and archival sources, this article analyses the role of teaching materials in correlation with the experience of the Second World War and the politics of the new communist state. This content analysis identifies six militaristic messages and values communicated to the pupils, who are addressed as future soldiers.

The Postwar Schoolbook as a Material Artefact. Two Greek Reading Textbooks from 1944

Niki Sioki

In contrast to the countries of western Europe, the end of the Second World War did not bring political restoration, economic recovery or the emergence of a new social order to Greece. Subscribing to the view that the material form of books and their typography convey meaning, this article presents a comparative study of the design and production of a reading primer and a third-year reading textbook, both of which were published in a climate of political and social disorder. Drawing on surviving copies of the books, educational laws, teachers' recollections and archival material, this article examines the ways in which the sociopolitical environment and technological conditions of a publication affect the ways in which texts are shaped into book form.

Similarities and Differences between West and East German Primers from 1945 to 1949

Verena Stürmer

The ban on almost all previously approved textbooks in occupied Germany in 1945 brought about a turning point in the history of reading primers in this country. This article examines the requirements which textbooks had to fulfill in order to be approved by the authorities of

the various occupation zones. In spite of differing sociopolitical and pedagogical attitudes and conditions, reading primers in all occupied zones shared the theme of children's play and harmonious everyday life. However, a comparative analysis of the primers reveals significant differences which cannot be explained exclusively as a consequence of influence exerted by occupying powers. Rather, these differences resulted from the context in which each primer appeared.

Nurturing Romanian Socialists. Children's Reading Primers Before, During and After the Second World War

Simona Szakács and Mihai Stelian Rusu

Drawing on a sample of children's reading primers published between 1938 and 1953 in Romania, this article explores how both the monarchic and the communist regimes used primary education to fashion political subjects before, during and after the Second World War. Theoretically grounded in a sociological approach and empirically in textual and visual thematic content analysis, the findings reveal significant semantic shifts in understandings of the 'nation' in relation to internal and external anchors, including religion, monarchy and work, but also important continuities relating to an ethos of political submission (towards God and king, or the party and the Soviet Union) and patriotic solidarity (with the Romanian Orthodox nation or the workers' proletarian nation).

Between the Old and the New World in Poland. Marian Falski's *Elementarz*

Joanna Wojdon

Marian Falski's 'Reading Primer' (*Elementarz*) was the first textbook to be published in Warsaw in 1945 by the newly established State School Publishing House (*Państwowe Zakłady Wydawnictw Szkolnych*). It was officially approved by the Ministry of Education and by the Censorship Office, but nevertheless had an interim character, unlike other editions published before, during and after the war, both in Poland and abroad. The core of the book was reprinted from the prewar edition. However, the references to war trauma and postwar circumstances show that the author was apparently trying to comply with the propaganda model developed during the Stalinist period. These findings are empirically grounded in a content analysis of the primers following archival research conducted in the files of the Ministry of Education and the Censorship Office, both of which are housed in the Modern Records Archive (Archiwum Akt Nowych) in Warsaw.