

# How to guide and justify the work of the Intellectual Cooperation on textbooks? About the constitution and the action of the Committee of Experts de 1931

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The competition between nation-states, the superposition of imperialist dynamics, but also the losses and the various traumas caused by conflicts and wars have strongly determined reflections about educational systems, and especially the teaching of history and the textbooks. Education is a complex issue in many discussions within Intellectual Cooperation during the interwar period. Even if these questions generated many controversy (Grandjean, 2018; Hofstetter and Riondet, 2018), a first institutional action is envisaged in 1925 with the Casarès resolution to remove hawkish passages from school textbooks (Riondet, 2020a). If this resolution is not very used during the first years, it is the sign of the interest from Intellectual Cooperation for school matters. For the promoters of the resolution, the rapprochement of the peoples could be promoted by removing from the textbooks the passages contributing to a misunderstanding between the peoples of the different countries. For many protagonists, the teaching of history was intertwined in the processes of national education and the textbook constituted a cultural object crossed by many disciplinary and ideological issues.

In the context of the reconfiguration of Intellectual Cooperation in the 1930s (Renoliet, 1995, 1998), that work on school textbooks became a central question for these networks. In order to revive the question of the revision of school textbooks, but also to remedy the shortcomings of the Casarès Resolution, the revision of school textbooks was on the Commission's agenda in 1930. The results of the survey were published in 1932 under the title "The Revision of School Textbooks Containing Passages Harmful to the Mutual Understanding of Peoples". The report produced by the IIIC was submitted on February 15 and 16, July 1931, to a delegation of the sub-committee of experts for teaching young people about the goals of the League of Nations. A committee of experts is then envisaged, comprising Julio Casarès, Bruno Vignola, Ernst Bjerke, Otto Brandt, Gustave Glotz, Jean Piaget and Eileen Power. The Committee of experts, provided for by the decisions of the International Commission, sits at the International Institute for Intellectual Cooperation on the 15th and 16th. February 1932 then communicate the results of the exchanges. These reflections are used to think about the evolution of work on textbooks.

This paper questions how this material was made up and how it served as a basis for relaunching the work of the Intellectual Cooperation on manuals. By working with documents of the various institutions, committee and delegation dealing with educational issues within Intellectual Cooperation and the archives of the work of the committee of experts appointed in 1931, our communication project focuses on the overall description of the evolution of modalities of Intellectual Cooperation's work on school textbooks, and on the study in particular of the constitution and functioning of the committee of experts in question and of the use of these reflections in the overall work of Intellectual Cooperation. This contribution can be part of the axis « The International Committee on Intellectual Cooperation, its sub-committees and activities • The International Institute on Intellectual Cooperation, its sections and activities », but it would evoke elements likely to be in link with several other axes: "The International Bureau of Education and its relations to the League of Nation", "Bureaucratization of cultural, educational and scientific relations during the interwar, administrative machinery of Intellectual Cooperation at the League of Nations" and "Women involved in intellectual cooperation or playing a role in any of the organizations concerned with intellectual cooperation".

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