English summaries

Turin and its Cracked Mirrors   C. OLMO

This article on urban history analyses the relationship between urbanization and industrialization in Turin at an historical moment (1860 – 1914) which has often been used to verify marginalist and neoclassical economic theories. Using sample areas, it shows to what extent real estate markets remained imperfect, industrial rationality stayed just short of the limit of urban organization, and the construction of residential neighborhoods resulted from the symbolic and formal values of a variety of architectural styles. During its industrial boom, Turin still proved to be a town built fragmentarily, in accordance with discontinuous modalities.

Port to Port City:
The Material Transformation of New York City, 1750 – 1820   J. CHASE

In 1750, New York City contained 2000 buildings; in 1820, 20.000. This first wave of construction was not simply a response to demographic growth nor was it a precursor to the industrial era. Like port development throughout the Atlantic world, it reflected new uses of traditional material means and institutional devices in reaction to a specific economic and political climate which would change after 1820. In New York, speculative building scarcely affected construction technique or building form, but it did change the relation of building and lot, as it altered project work, financing, and the sources of supplies. Most significantly, it led to land use conflicts the institutional solution to which resulted in the first clear separation of public from private space in the city, the right of the urban corporation to order the city environment in the name of general welfare, and the triumph of the functionalist over the corporate vision of the city.

Target: Cities.
Concepts of Strategic Bombing, 1914 – 1945   J. KONVITZ

Strategic bombing encapsulated a certain set of assumptions about how cities function and urban populations behave. These assumptions, which show many points in common with statements by contemporary writers and social scientists, highlighted the instability of the urban crowd, and its dependence upon a permanent infrastructure for public services. Area bombing sought to precipitate panic in the urban crowd, in the expectation that social disorder associated with air raids would bring a government

closer to surrender. Precision bombing sought to destroy critical factories in the industrial economy and vital links in supply routes, but it also extended its scope to include vital public services upon which industry, transportation and urban populations all depended in the expectation that the destruction of these services would cripple an enemy's industrial economy. Air raids caused less economic and social disorder than expected. Yet few analysis of air raids examined the urban assumptions on which the strategy of bombing rested. The life of cities in air war, however, can illuminate certain aspects of urban existence which cannot be as easily apprehended during peace.

Mentalité, *Tradition, and the Origins of the Musical Canon in Eighteenth-Century France and England* W. WEBER

In the history of music "canon" denotes a repertory of old works that are immortalized by study or performance. A canon arose in music during the eighteenth century, much later that in the other arts, not on the level of ideas or of a cultural movement common to the arts in general. It grew instead out of the expansion of the preexisting practice by which works had occasionally been encapsulated within repertories of recent music and associated with the ritual of a particular feast. These works were then made self-consciously canonic by being thrust up into consciousness by political crisis in the context of social change. This happened in Britain during the deeply troubled times at the turn of the eighteenth century, and in France during the political crisis of the 1750s.

Reading in Athens and Rome L. CANFORA

In ancient Greece, widespread alphabetization is a utopian programme. As a matter of fact, it was very hard to decipher a written text because of its conditions of writing (without word separation or signs of reading). So only a minority of people within urban population was alphabetized. If writing is a constitutive element of Athenian democracy, being able to read does not mean diffusion of reading as reading of books. Thucydides remarks that his work is not especially destined to the audience and at the same time he hopes that it will be a "treasure" for ever. There is an audience listening to Thucydides, but it is limited. So, at Thucydides' age, the conditions of alphabetization are changing, but we can't imagine Athenian population as if perfectly able to read and write. They were not illeterate, as they knew letters, but above all for business, for administration and political necessities (ostracism). In the Hellenistic Age there were 400.000 books in the Library of Alexandria, but they were read only by scholars who wrote for other scholars. In Rome, reading is almost inexistent out of the hellenized, political milieu. A real revolution of the material conditions of books (manuscripts) exploded only with the diffusion of the New Testament.

The Separate of Words and the Physiology of Reading P. SAENGER

Reading, like other human activities, has an historical development. Different modes of graphic transcription imply different physiological processes on the part of the reader. Transcriptions which are ambiguous necessitate orality, overt or subvocal, as part of the reading process. Orality enhances short term memory and thereby facilitates the recognition of words and the comprehension of larger syntactical units.

Scriptura continua *was linked to the prevalence of oral reading in the ancient Mediterranean world; word separation, a prerequisite for silent reference consultation, first began in the British Isles in the early Middle Ages. It spread across Europe in the central medieval period, and it has since become the hallmark of all technically advanced cultures using alphabetical script.*

The Purloined Letter   D. ALEXANDRE-BIDON

The deciphering of micrographed texts in scenes of learning how to read in medieval miniatures allows one to discern which texts children worked on from the 13th to the beginning of the 16th centuries. Their first reading was in Latin, but the texts used were simple and closely related to everyday life events. In addition, tablets and abc primers were combined with educational objects (alphabet belts and platters) to constitute a twofold oral teaching strategy involving both reading and pronouncing out loud, and nutritional symbolism deriving from the double meaning of the verb nourrir *[to nourish]: to feed and to educate. The initiation to reading, whose rhythm can be detected in the alphabets' graphic apparatus, involved the senses: taste, sight hearing and touch were required, the latter deriving from the semantic association between text and textile.*

Latin Dialogue in the Middle Ages: the Example of Evrard of Ypres   P. I. VON MOOS

A comprehensive survey and systematic analysis of the copious dialogue literature from the Middle Ages raises the educational and historical question: was oral conversation and written art discourse based on a methodology of its own with the specific rules and patterns found in handbooks appearing during the Renaissance? The vain search for some kind of "genre" of the ars dialogica *in the Middle Ages is counterbalanced by the fact that many written dialogues (recorded or fictitious) since the Carolingian epoch (Erigena, Anselm of Canterbury, Petrus Alphonsi, Abelard, Aelred, etc.) show extremely subtle communicative structures of argumentation, presupposing a common educational disposition. Metalinguistic hints in such problem-oriented dialogues lead to the conclusion that, alongside well-known genre patterns, universally known rules of legal rhetoric, philosophical dialectics, and Augustine's pedagogical and pastoral theories were modified and joined into a specific though only orally taught and practised "art of discourse"; the triumph of school logic at all levels of instruction from the 12th C on must have been so widespread that a handbook genre became superfluous.*