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Sezione monografica
LA SCUOLA DI MAZZINI A LONDRA

Mazzini and Education

Nick Carter Australian Catholic University (nick.carter@acu.edu.au)

Abstract: *This article examines the history of Mazzini's Free Italian School in London from its origins in the early 1840s until its closure in the early 1860s. Education played a critical role in Mazzini's political thought. The article argues that the Free Italian School is historically significant as an example of Mazzinian ideas in action.*

Keywords: *Giuseppe Mazzini, Education, Free Italian School, Nationalism, Risorgimento.*

Appunti sulla Scuola Italiana di Londra dopo il 1848

Michele Finelli Università degli Studi di Pisa (michelefinilli@gmail.com)

Abstract: *In my volume on the Italian School of London founded by Mazzini in 1841, published in 1999, I limited my research to 1848, examining the period in which Mazzini was actively involved in the management of the institution. Actually the school continued until 1860, and thanks to the memoirs of the pupils and to Mazzini's letters it is now possible to start a more in-depth study of the decade 1850-1860.*

Keywords: *Giuseppe Mazzini, Italian Free School, Free Education, London, Cesarina Lupati.*

La Scuola italiana gratuita e i suoi giornali

Un esperimento di pedagogia mazziniana

Andrea Del Cornò The London Library (andrea.delcornò@londonlibrary.co.uk)

Abstract: *This essay discusses the centrality of literacy teaching and civic education in the educational activities promoted by the Italian patriot and London exile, Giuseppe Mazzini (1805-1872). In particular, it focuses on Mazzini's efforts to promote educational opportunities for the sizeable community of Italian economic migrants, mostly illiterate, living often precariously in Victorian London. To Mazzini education and its political significance were crucial pedagogical tools in any modern and fair society, as the vehicles to achieve national consciousness, social and personal emancipation, and, ultimately, active citizenship.*

Keywords: *Giuseppe Mazzini, Italian Free School, Free Education, «Il Pellegrino», «L'Educatore».*

Pedagogia dell'azione nella Scuola Madre Gratuita

Filippo Pistrucci maestro e improvvisatore

Rossella Bonfatti Università Ca' Foscari, Venezia (rossella.bonfatti@unive.it)

Abstract: *The paper will focus on the paradigmatic profile of exile Filippo Pistrucci (1782-1859) as director and teacher at the Free Italian School from 1841 to 1848, linking this pedagogic role to his performances of Improvisatore [sic] both in public and private venues in London; to his journalistic writings published in proletarian and protestant journals and foreign language papers addressing foreign workers and immigrants (such as Apostolato Popolare, Il Pellegrino, L'Educatore, L'Eco di Savonarola); to philanthropic actions, organised by reformist's circle, for all continental refugees and marginalised childhood. Promoting and supporting civil engagement within the context of Victorian democratic thought, nationalism and Protestantism, collecting some lessons given to poor Italian boys and workers in the self-anthology of Letture (1842) or enhancing*

militant impulse in all his literary works (tragedies, extemporaneous verses, letters, pedagogical sketches, memoir), Pistrucci's artistic path testify – both in its empirical and theoretical manifestations – a special devotion to Mazzini's cause on national education. Through the analysis of his biographical profile, the study of his political engagement with Young Italy, together with religious adherence to Reformed Church, the paper shows how Pistrucci produces a critique of catholic pedagogical model, prospecting a new one based on active citizenship, community ethics and social contract between different classes and generations.

Keywords: *Exile, National Education, National Education, Giuseppe Mazzini, Victorian London, Italian Schools Abroad.*

Sezione monografica

LA LEGGE CASATI

Una ricognizione storiografica

Angelo Gaudio Università degli Studi di Udine (angelo.gaudio@uniud.it)

Abstract: *Historiographical review on the studies on the Casati law from the end of the Fifties to the present. What emerges is the need for a renewed study season also in the form of local case studies.*

Keywords: *Italy, Education, Historiography, Casati Law.*

Il comando possibile

Il “giallo” della legge Casati in Emilia e Romagna, tra centro e periferia

Mirella D'Ascenzo Università di Bologna (mirella.dascenzo@unibo.it)

Abstract: *Italian Unification was realized in a rapid and firm, but imperfect way: or maybe was it perfect? The school was one of the crucial centres of the construction of the arising Kingdom of Italy. However, its legislative uniformity remained a mirage for a long time, not only for the difference between the “legal school” and the “real school”, but also for the persistence of rules and practices related to several pre-unification traditions. This contribution investigates the forms and the ways of the implementation of the Casati law to the provinces of Emilia and Romagna. Particularly, the attention is focused on the case of Bologna, highlighting the phases of the implementation, the reasons and the consequences of a bold autonomy, widely practiced during the nineteenth century, echo of an imperfect nationalization, or rather “negotiated” between the centre and the periphery.*

Keywords: *Nation Building, Casati Law, School Legislation, School Government, Italy.*

La scuola a Cremona all'indomani della legge Casati

Curricoli e corpo docente

Matteo Morandi Università degli Studi di Pavia (matteo.morandi@unipv.it)

Abstract: *The essay offers an overview of primary and secondary schools in Cremona following of the Casati law, reconstructing the complex transition phases from the Austrian system to the Piedmontese and then Italian one. For each of the branches established by the royal provision, it focuses in particular on the composition of the teaching staff and the disciplines taught, some of which represent significant cases of real “curricula in progress”. The contribution ends with a reflection on the new forms of civic leadership activated by the local professional bourgeoisie,*

starting from some concrete cases.

Keywords: *History of the School in Italy, Cremona in the 19th Century, Casati Law, History of the School Curriculum, History of Teaching Professionalism.*

Il caso del Regio Istituto tecnico di Bergamo nel primo quindicennio postunitario

Evelina Scaglia Università degli Studi di Bergamo (evelina.scaglia@unibg.it)

Abstract: *The following paper deals with some difficulties in the Italian school system process of unification according to Law Casati, due to a complex interrelation between the central State and the local authorities about vet education. The Regio Istituto tecnico in Bergamo represents an interesting case study, because the initial unsuccessful choice of introducing a mineralogical and metallurgical curriculum was produced by the lack of a fruitful debate with the local stakeholders and an inadequate understanding of the wide educational and professional initiatives offered by them.*

Keywords: *19th Century, Post-Unification Period, Italian High School History, Vet Education.*

L'istruzione elementare nella provincia di Siracusa nei primi dieci anni della Legge Casati (1860-1870)

Caterina Sindoni Università degli Studi di Messina (csindoni@unime.it)

Abstract: *Relying on extensive research in the archives of the State of Palermo and Syracuse, it traces the difficult path of primary school in the first post-unification decade in the districts of Noto and Syracuse. The consolidation and control effort that started from the center clashed with the human and material resources that were serving ancient gaps and problematic adaptations to the new regulations, starting from the real economic treatment of teachers.*

Keywords: *History of Education, Sicily, Siracusa, Primary Education, 19th Century.*

L'ultima annessione

La scuola trentina nel primo dopoguerra

Paolo Marangon Università degli Studi di Trento (paolo.marangon@unitn.it)

Abstract: *After having highlighted the peculiarities of Trentino in the aftermath of the Great War, the article reconstructs the various phases of the complicated annexation of the local school system to that of the Kingdom of Italy. Despite the many Italianisation paths pursued by Luigi Credaro, the civil commissioner, this annexation can only truly be said to be substantially completed with the advent of fascism and the less than easy reception of the Gentile reform.*

Keywords: *School, Trentino, First Post-war Period, Luigi Credaro, Teaching of the Catholic Religion*

Miscellanea

Istruzione dei fanciulli e lavoro minorile nella Lombardia austriaca (1815-1860)

Giovanni Vigo Università degli Studi di Pavia (giovanni.vigo@unipv.it)

Abstract: *The essay studies the condition of children in Austrian Lombardy considering the post-Napoleonic period and before the Unity of Italy. Statistical tables are provided, on the number of public primary schools, enrolled students, the percentage of pupils in private schools, and the percentage of school attendance. Attention is focused on two areas (distinct from one another, but with historical connections): the education of children (with a school system that was valid and that also*

gave considerable importance to women's education) and child labor.

Keywords: *Austrian Lombardy, Primary Schools, School Attendance, Women's Education, Child Labor.*

Maternità e infanzia nelle pagine della rivista «Nostro figlio»

Rossella Raimondo Università di Bologna (rossella.raimondo@unibo.it)

Abstract: *The Journal «Nostro figlio», published between 1953 and 1958, under the initiative of Urbano Ciocchetti, President of the Opera Nazionale Maternità e Infanzia (Onmi), has set forth multiple elements of continuity with the previous experience of «Maternità e Infanzia», coinciding with the references and values conveyed by the Onmi itself, among which is the exaltation of maternity and childhood in accordance with a hygienic-sanitary perspective. At the same time, the Journal shows some aspects of particular interest in documenting different realities in the field of education already consolidated or in the process of diffusion across the national territory, on which we will focus. Subsequently continued under the title of «Maternità e Infanzia» until 1975, this publishing experience has also paved the way for many popular magazines specializing in childcare, which have gradually appeared in the years and decades that follow.*

Keywords: *Opera Nazionale Maternità e Infanzia, Educational Periodical, Childcare, Maternity, Juvenile Deviance.*

Il metodo Montessori nelle lezioni di pedagogia di Aldo Capitini (1948-1960)

Livia Romano Università degli Studi di Palermo (livia.romano@unipa.it)

Abstract: *This article concerns the lessons that Aldo Capitini dedicated to the Montessori Method, in Pisa University (1948-49) and in Cagliari University (1959-60). Beyond the common opinion that interprets the two theories of education as similar, the criticism that Capitini did to Maria Montessori was intended to clarify his education theory of the co-presence. Sympathizing with the neo-idealistic and secular critiques, Capitini denounced the limits of the Montessori proposal regarding some subjects: scientific pedagogy, method, didactic material, liberation of the child, religion, peace. Reading the summaries of the two university courses, the presence of two Capitinian Montessori emerges, even if the continuities are more than differences between the two interpretations.*

Keywords: *Aldo Capitini, Montessori Method, Liberation, Religious Education, Nonviolence.*