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## ABSTRACTS

JEAN-NOËL LUC, *The «salle d'asile» or the Beginning of State-organized Pre-Schooling in France in the Nineteenth Century*, pp. 9-15.

In 1826 some ladies devoted to works of charity and some philanthropists started the «salles d'asile» to take children from child-minding establishments and elementary schools and give them an excellent education, physical, moral and intellectual. These institutions spread widely throughout France and were to be found even in small villages in the remote countryside far from the effects of the industrial revolution. In 1881, when the Republicans replaced the «salle d'asile» by the infant school, 50.000 of these institutions, three-quarters of which were run by various religious organizations, were educating 650.000 children from two to six, one-fifth of this age group. This article investigates the assistance, the education and instruction assigned by the founders to the «salles d'asile».

CRISTINA SIDERI, *Ferrante Aporti and Infant Schools in Italy*, pp. 17-43.

This article examines how Aporti came to his idea of a school for children under six. It starts with the formation of his cultural background as a youth, in particular with his three years in Vienna at the Theresianum. Aporti came from Cremona and was director of the major elementary schools there. He considered the setting up of infant schools as an educational project and designed the very model that could be followed anywhere, as witness the spread of these schools. The specific characteristics of the Aportian institution are: organization, the desire to use a common language (Italian) for teaching, the adoption of a method that was both capable of modification and at the same time identical with the principles that inspired it, and, above all, the employment of teachers who had been trained particularly in these methods.

RICCARDO POLETTI, *The Ivrea Nuns of mother Antonia Verna and the first Infant School of Abbot Aporti in Piedmont*, pp. 45-56.

In July 1837 the first Aportian infant school was opened at Rivarolo Canavese in Piedmont. Founded by Maurizio Farina the mayor, who was a friend of Abbot Aporti and had studied his methods in infant schools at Cremona, it was handed over to the Sisters of the Immaculate Conception. This order had recently been founded by Mother Antonia Maria Verna, also of Rivarolo, and they specialized in

educating the children of the poor. In the infant school of Rivarolo the methods of Abbot Aporti were rigorously applied, as witness the Regulations, drawn up by the founder himself. The Sisters of the Immaculate Conception were subsequently invited into many infant schools in Piedmont, where they propagated these methods, which in their turn were conducive to the diffusion and development of this congregation.

MAURIZIO PISERI, *Infant Schools in the Province of Cremona*, pp. 57-79.

In the middle of the 1860s there was a great increase in the number of infant schools in the province of Cremona, directed by governmental authorities. This, however, was heavily influenced by the great distinctions of class and wealth, on which depended the speed with which an infant school was set up and what educational model was adopted. The most favoured districts were generally those where there were many large villages and much manufacture. Casalmaggiore, however, where a scattered population lived under an old-fashioned economic system, was the most favoured of all. This highlights the inadequacy of an historical investigation that deals with the institutional and the socio-economic factors, without taking into account the demographic, cultural, ethical, psychological and family background.

ANGELO GAUDIO, *The Aporti Infant School at Leghorn*, pp. 81-105.

After sketching the state of education at Leghorn in the age of the Restoration, which was characterized by various significant experiences both public and private, the author goes on to deal with what happened at the first Aporti infant school at Leghorn. It was founded in 1833 by some ladies of the commercial class amongst whom was a goodly number of Protestants and Jews, despite the distrust of the authorities, which subtly tried to check its development. Other infant schools were subsequently founded under the same auspices, the foremost figures being those of Enrico Mayer and Augusto Dussauge. The author analyzes the regulations of 1836 that laid down in minute detail the activities of the infant schools, and compares what happened in similar situations at Pisa and Florence. After 1849 more importance was attached to relations with the Catholic environment and the local authorities. The article is an interesting study of the civic responsibility of the upper classes and the needs of the lower.

FILIPPO SANI, *The early years of Infant Schools at Florence (1834-1845)*, pp. 107-150.

The first infant schools at Florence were set up at the beginning of the 1830s. The driving force behind them was the desire of the Tuscan «moderates» to renew the assistance given to schools in Florence and adapt it to the new phenomena of urbanization, increase in population and in the numbers of women working. These Tuscan «moderates» followed Aporti's methods but tried to keep a fair distance

from the state sector. There was a change in 1839, when Giovanni Angelo Franceschi became the secretary of the Society for Infant Schools. He oversaw the complicated integration of educational establishments, in which infant schools, local schools, Calasantian schools and monitorial schools were brought into line in a unified system.

IRENE SERRA, *The Aporti Infant Schools in Sardinia*, pp. 151-178.

The history of those infant schools in Sardinia that adopted the methods of Ferrante Aporti can now be written, as a result of research into the various archives there. In the last century, especially in the second half, seventeen educational establishments for infants were founded in Sardinia, of which four may be said to have followed Aporti's methods: that at Alghero (1848), the «Carlo Felice» (1856), that of Marina and Stampace at Cagliari (1862), and the «Regina Margherita» at Nuoro (1869). Thanks to the work of the liberal bourgeoisie, churchmen and religious organizations, in particular that of the Daughters of Charity of St Vincenzo de' Paoli, infant schools could be set up and developed. Those of Abbot Aporti followed his educational methods for a very long time, indeed, it is highly likely that in these infant schools the transition to a mixed system in the last decades of the century was merely nominal.

REDI SANTE DI POL, *Fröbel and Fröbelism in Italy*, pp. 179-218.

The thought of Friedrich Fröbel and his ideas about the kindergarten, became more widely known in Italy during the second half of the last century. They evoked, on the one hand, enthusiastic agreement about the need to replace the methods of Abbot Aporti, which had foundered because of too rigid teaching and supervision, and, on the other, widespread distrust and aversion based on ideology and religion. This article reconstructs the encounters between the proponents of Fröbelism, A. Pick especially, and their adversaries and makes particular reference to the National Congress for Education at Naples in 1871. Although the Fröbel method and the kindergarten represent a significant advance in the education of infants, by the end of the century their limitations were clear; indeed, these had been accentuated by an uncritical application that had little to do with the thought of their originator.

MAURO MORETTI, *Villari as Minister of Education. An introductory Study*, pp. 219-246.

Pasquale Villari was an historian and a political writer who was concerned with problems of schools and education, and who was Minister of Education in the kingdom of Italy in 1891 and 1892. This article uses new material to consider some aspects of what he accomplished. Particular attention is paid to the reforms Villari made in secondary education, introducing new and harder programs for the study of the Classics, reorganizing exams, opposing attempts to create a unitary

school system after the elementary school, and bringing in the law of 1892 about taxes for schools and the body of teachers. The projects for the reform of school administration and higher education are dealt with more cursorily.

LUCA SALTINI, *The Spread of Progressive Schools in the Canton of Ticino*, pp. 247-278.

This article illustrates the efforts of the teachers and institutions in Ticino to introduce progressive schools into that canton. Such an objective was unattainable at the end of the last century; funds were scarce, and the teachers themselves were ill-educated. Yet, after the teacher training schools at Locarno were reformed and the knowledge of teachers increased, there took place in Ticino an educational debate of a very high level; teachers from every type of school participated, and the result was that teaching methods were changed and schools were reformed on the principles of progressive education. New lessons were introduced: handwork, open-air lessons, digging the school garden, and PT. These innovations finally became the norm in 1936. Such an educational reform, whose value is undeniable, applied to Montessori schools as well, and attracted the attention of internationally renowned educationalists, such as G. Lombardo-Radice and A. Ferrière.

PIER VINCENZO COVA, *The Teaching of Latin in Italian Schools in the Nineteenth Century*, pp. 279-298.

This article is about the teaching of Latin in Italian schools during the last century, and is the first foray into this field. As time went on, the difficulties facing teachers of Latin increased; more and more youths entered schools and, understandably, found the study of Latin, if not beyond their powers, at least irrelevant in a society that placed a high value on what it considered «useful». Changes in teaching methods were frequent and directly related to political changes. Schools had a precarious dependence on the continual reforming of education, both because of the changes in teaching methods in general and in those of language teaching in particular. This article examines the relationship of all these factors from the beginning of the last century.

DOMENICO IZZO, *In the Faculty of Education at Florence in the Forties*, pp. 299-308.

The author is a pupil of Ernesto Codignola and is his biographer. He recounts from memory his years of study and coming to maturity in the Faculty of Education at Florence during the war; he does not deal with his period of military service. The culture and civilization of the city remained, despite the prevailing obtuseness and conformism. Within the broader picture there is the conflict between generations which nurtured the beginnings of a critical conscience. He recounts the precocious intellectual adventures of a group of friends despite the restrictions, constraints and censorship of the times.

FABIO PRUNERI, *The Work of Mario Apollonio in the Revival of Democracy in Schools immediately after the Liberation*, pp. 309-336.

The period immediately after the second world war was one of major political and institutional revival in Italy. Among the various appointments made by the Committee of Liberation for Northern Italy before the arrival of the Allies in Milan (e.g. the appointments of the city prefect, the chief of police, the mayor and the director of education) was the nomination of Mario Apollonio from Brescia, a lecturer in Italian literature at the Catholic University, as regional commissioner for schools in Lombardy. His task was to check and co-ordinate all the measures necessary to re-establish normal teaching in schools after nearly twenty-three years of Fascism and five of war. It was not easy to regulate schools in liberated areas, because the spirit of rebellion that animated the main anti-Fascist parties was hardly reconcilable with a return to normality after the war. Apollonio was commissioner for only a few months, but in this time he oversaw the difficult transition from a schooling that must conform perforce to Fascist ideals to one that was aimed at participation in a democracy.

GIGLIOLA FIORAVANTI, *School Archives: Institutional Aspects. Legislation in Force and Functions of Institutional Subjects*, pp. 337-344.

The problem of the preservation of school archives is one with which the administrators of Italian archives are particularly concerned. This article rightly starts with a general introduction about institutions and gives information about the bodies and rules provided by the law of archives regarding the preservation, evaluation and selection of documents. It examines the regulations in force regarding school archives and illustrates the different systems in operation in state schools and in independent schools. In examining the factors that induced the Ministries of Education, the Interior, and Culture to send out various circulars, the article gives a good overall picture and reveals directions to be given in the near future by the administrators of archives for the keeping and making the most of school documents.

(Traduzione di Philip Barras)