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ABSTRACTS

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Maria Montessori e gli ambienti milanesi
dell'Unione Femminile e della Società Umanitaria, pp. 8-26

Tiziana Pironi
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Abstract: *This article aims to reconstruct the role played by the Società Umanitaria (Humanitarian Society), based in Milan, for the widespread of the Montessori's Method. The studied period spans from 1908, which is the year of the initial mediation of the Women's Union's members for the creation of the first Children's Houses in the Humanitarian Society's district, until 1923, which is the year of Augusto Osimo's death, the general secretary of this institution. In particular, through the analysis of Maria Montessori and Augusto Osimo's letters exchange, the complex plot of their fruitful collaboration will be highlighted, which was carried out through the organization of Montessori training courses by the Humanitarian Society. Their cooperation was further reinvigorated by a common cause, which was the intervention in favor of children victims of the war, up till the project of a Montessori law secondary school for young adolescents. This last project was never realized because of Osimo's severe illness occurred in 1920.*

Keywords: *Women's Union, Società Umanitaria (Humanitarian Society), Children's Houses, Montessori training courses.*

Maria Montessori tra modernisti, antimodernisti e gesuiti, pp. 27-73

Fulvio De Giorgi

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Abstract: *This article concerns Maria Montessori's relationships with the Catholic world: in particular with members of Religious Congregations, from 1904 to 1924. Montessori wanted to found a religious Institute of Children's Teachers, dedicated to educating according to her Method. The essay reconstructs the supports and oppositions that Maria Montessori had among the Jesuits. And the polemics by the anti-modernists against the Method. A favorable moment occurred with Pope Benedict XV. But a turning point came with Pius XI.*

Keywords: Montessori Method, Religious education, Modernism, Jesuits, Pietro Tacchi Venturi, Father Gemelli.

Maria Montessori e i corsi di pedagogia infantile
presso le Francescane Missionarie di Maria, pp. 74-88

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Abstract: *The article intends to document the presence of the nuns at the courses held by the Prof. Montessori in the years 1910-1911 at the Franciscan Missionary Sisters of Mary in their home in Via Giusti in Rome. It is certain that, with the support of the Vicariate of Rome, numerous Franciscan Missionary of Mary, some Guanellian Sisters and a group of Sisters of Charity of St. Jeanne Antide Thouret participated in the courses. The article also illustrates the difficulty that the Montessori method elicited then in the Catholic sphere and the reaction of Fr. Agostino Gemelli.*

Keywords: *Montessori Method, Religious Congregations, Father Gemelli, Vicariate of Rome.*

I progetti di Maria Montessori impigliati nella rete
di mons. Umberto Benigni, pp. 89-114

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Abstract: *Focusing on Maria Montessori's efforts to obtain official endorsement and financial support from Pope Benedict XV, this essay analyzes the Italian educator's attempts to create an organization that would serve children distressed by war. Although such an organization was consistent with the initiatives promoted by the papacy during the First World War, the association Montessori envisioned was never created. Only one of the numerous letters and reports Montessori and her collaborators sent to the Pontiff actually reached him. This study argues that Monsignor Umberto Benigni intercepted and blocked the material. Through an analysis of archival materials and newspaper articles, it also demonstrates Benigni's longstanding opposition to the educator's initiatives. By drawing an exhaustive picture of the complex relationship between Montessori and the members of the Catholic Church throughout the 1910s and 1920s, this article furthermore sheds light on Montessori's work in Catholic Cataluña, her collaboration with numerous prelates to develop activities for the moral growth of the child, and the complex relationship the educator had with Catholic intellectuals.*

Keywords: *Maria Montessori, Monsignor Umberto Benigni, Pope Benedict xv, Religious education, Catholicism, Papacy, Cataluña, Nuocentisme.*

Maria Montessori e Maria Maraini Guerrieri Gonzaga
Un'amicizia solidale, pp. 115-145

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Abstract: *This contribution has the intention to retrace, by letters and documents, a period of Maria Montessori's life, from 1910 to 1913. It was a short but a decisive period on a human and professional level, in which – after having had overcome many difficulties – she had abandoned the profession of doctor to embrace that of an educator; her Case dei Bambini and the scientific pedagogy method were affirmed; her son Mario, who had previously grown up with a nanny and then in a boarding school, finally went to live with her; and she had then started traveling around the world to spread her educational “Opera”. This article also wants to remember a generous friend of Montessori's: Maria Maraini Guerrieri Gonzaga, who throughout her life had a precious role of active collaborator of Montessori's.*

Keywords: *Education, Childhood, Friendship, Pedagogy, Science, Feminism, Social commitment.*

Maria Montessori e i rapporti con Sigmund Freud, pp. 146-162

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Abstract: *Montessori's approach to psychoanalysis, particularly her contact with Freud, is analyzed. The subject is developed from a historical perspective, by tracing the direct and indirect influences between the two, and through the analysis of some Montessori's texts closer to psychoanalytic themes. It emerges that both are engaged in the work of "bringing out", even with different motivations and outcomes, childhood in a new light. For this reason they were both considered uneasy in their time. Moreover, it is outlined that Montessori's relationship with Freud does not exclude that of Montessori with other exponents of the psychoanalytic movement, for example Alfred Adler, to testify the diffusion of Montessori pedagogy not only in Freudian context.*

Keywords: *Psychoanalysis, Education, Childhood, Development, Unconscious, Civilization.*

La rete di Maria Montessori in Svizzera, pp. 163-180

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Abstract: *The penetration of Maria Montessori's ideas in Switzerland is a typical case of a pedagogical transfer process. Since 1908, when the kindergarten inspector of Canton Ticino (italianspeaking Switzerland) Teresa Bontempi came in direct contact with Maria Montessori, there was a Montessori-network based on Ticino's kindergarten system and on the Società Umanitaria (a socialist philanthropic foundation which organised the first Montessori-kindergartens in Milan).*

Teresa Bontempi's early contacts with the Società Umanitaria made possible the introduction of Montessori's method in all kindergartens in Ticino, and allowed the Umanitaria to have a good training for its kindergarten-teachers (trained by Teresa Bontempi herself). In 1913 the Institut Jean-Jacques Rousseau (Geneva) joined the network. People moved then between different parts of the network, e.g. from the Institut Jean-Jacques Rousseau to Teresa Bontempi's courses in Bellinzona (Ticino), or from Ticino to the Umanitaria's kindergartens in Italy. The network extended its influence also to german-speaking Switzerland. Maria Montessori herself was in direct contact with the network; in different moments, however, her attitude towards it changed deeply. In a first time, for example, she considered Teresa Bontempi a trustful partner for the penetration of her ideas in Switzerland; later she considered her a concurrent and blamed her for not using with fidelity the Montessori method. In 1932 Maria Montessori visited Switzerland for several public lessons, totally neglecting her consolidated local network. In the same year she founded, with the help of other, more orthodox but not locally anchored people, the Swiss Montessori Association. The Montessori method, after having a big number of followers, was soon marginalized and never regained the importance it had in the period from 1908 to 1931.

Keywords: *Maria Montessori, Switzerland 1908-1932, Network, Cultural transfer, Canton Ticino, Geneva, Milan.*

Transnational Advocacy in Education

Maria Montessori's Connections with Australian Women, pp. 181-196

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Abstract: *This article traces Dr Montessori's personal and professional relationships with selected Australian women from the time of her First International Training course in Rome through to contemporary times. Some studied with Montessori in Europe and others visited her and then established schools and training colleges to disseminate Montessori methods in Australia and the United Kingdom. Australian women also became her publicists in the English-speaking press. In essence, the article highlights the transnational circulation of Maria Montessori's work via Australian networks and advocacy.*

Keywords: *Women educators, Transnational history, Professional networks, Maria Montessori.*

A Special Meaning of “Health”

Towards a Theory-immanent Explanation for the Use of the Montessori Pedagogy in Fascist Italy (1926-1934), pp. 197-207

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Abstract: *Montessori Pedagogy shows very different possible faces in different historical-cultural contexts. In the 1920s and early 1930s, for example, Montessori Pedagogy was strongly related to fascist pedagogy and education in Italy. This paper focuses on theory-immanent explanations for this phenomenon, based on an analysis of Montessori’s books and lectures at international courses and congresses (1910-1935) and archive research (Fondazione Giovanni Gentile, Archivio Capitolino, Ministero della Pubblica Istruzione, Presidenza del Consiglio dei Ministri, and Segreteria particolare del duce). Explanations are found in the combination of formal aims and exclusive orientation on the methodical, based on Montessori’s implicit anthropology, and in lacking criteria for the child to choose for or against something, which eventually leads to auto-education towards fascism.*

Keywords: *Montessori Pedagogy, Fascist Italy, History of education.*

La religiosità “cosmica” di Adele Costa Gnocchi
*A partire dalla ricostruzione del suo rapporto di collaborazione
con i Montessori, pp. 208-225*

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Abstract: *The paper examines the thought of Adele Costa Gnocchi, pupil and assistant of Maria Montessori. She spread in the world the Montessori pedagogical model of “support to a new life”. In addition to her more popular projects, as Montessori Children’s Pre-school Assistant and Montessori Birth Center, in Rome, the paper describes the model of cosmic religiosity of Costa Gnocchi, at the base of her insights on “sacredness” of the birth and care of the child 0 -3 years. The biographical and religious path of Costa Gnocchi, in some ways still obscure, is reconstructed through various correspondence with people close to her, including those, unpublished, with the Montessori, mother and son.*

Keywords: *Adele Costa Gnocchi, Sacrality of birth, Religious education.*

Diventare professionisti
Un itinerario di ricerca, pp. 229-242

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Abstract: *The introduction to the monographic section follows the development of an original theme in the field of educational historiography: the pedagogical history of professions. Since 2005, in seminars and publications and in collaboration with scholars of different disciplines, Egle Becchi and Monica Ferrari have tried to define and characterize an approach to the “becoming professional” of subjects who, in different places and times, have acquired a specific socially recognized competence. More recently, and utilising the investigative paths proposed so far, heuristic constructs have emerged that are able to explain different ways and methods of professionalization. “Context” and “knowledges” are two of these constructs, which in this monographic section are joined by “control” and “autobiography”, tested on documents and phenomena of different ages and social spaces.*

Keywords: *Pedagogical history of professions, Analysis of pedagogical devices, Analysis of pedagogical strategies and practices, Training for and of professions.*

Il sovrano, il medico, il Delfino

Dispositivi panottici nella Francia del primo Seicento, pp. 243-257

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Abstract: *Thanks to the sources related to the education of Louis XIII, the essay discusses the pedagogical mechanism, structured in a series of specific devices continuously rearranged through their interaction, which presides over the construction of the social identity of a child destined, by birth, to govern France. The study reveals the geography of an entourage where the voice of the premier médecin, Jean Heroard, stands out above all in terms of handwritten and printed sources. Heroard seems to reveal and hide himself, at the same time, telling his readers the story of his own life through the récit of another life, the life of a prince in the making.*

Keywords: *Education of the princes, History of education, Educational practices in 17th Century France, Analysis of pedagogical devices, Analysis of egodocuments, Educational role of the doctor, Pedagogical history of professions.*

Essere “religiosi” in età moderna
Identità e disciplinamento di una “professione”, pp. 258-276

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Abstract: *The Roman catholic Church, the princes and the local ruling classes, the modern States, the often difficult relations with the secular clergy, as well as the struggles among religious orders and inside the same order: the regular clergy is analysed, from the late Middle Ages to the early modern period, through the investigation of case studies testifying the always unstable results, at least till a certain period of time, i.e. the second part of the 18th Century, of attempts towards control and “professionalization”, attempts addressed to change the way to be and to be said a member of the regular clergy, as well as to change other domains of the secular and religious societies of the Ancien Régime.*

Keywords: *Regular clergy, Observance movements, Jesuits, Somascans, Piarists, Roman Church, Republic of Venice, Modern State, “Religious” identities, Control of regular clergy, Disciplining, “National” Churches.*

Formare insegnanti in un momento di forte rottura
La Scuola normale dell'anno terzo della Rivoluzione, pp. 277-290

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Abstract: *The essay examines the brief and intense experience of teacher training in the École normale de l'an III of the French Revolution, comparing it with the educational methods used for the training of secondary school teachers in the Ancien Régime. What is analysed of this experience are the anticipations in the revolutionary projects, the political and pedagogical requests that inspired it, the original didactics, especially the teachers' discursive ones, the educational material for the students, in the framework of a new teacher professionalization, which could not be put into practice on a national scale.*

Keywords: *Teacher professionalization, Ancien Régime, Secondary school teachers, Discursive didactics, Educational material, Normal high school.*

Storie di vita e d'impresa tra XX e XXI secolo
Un percorso pedagogico, pp. 291-305

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Abstract: *The essay proposes a path of historical-pedagogical reflection on corporate storytelling in its various expressions (of entrepreneurs and factory workers in particular), highlighting themes, aims, narrative styles and scenarios starting from a wide series of published writings. What emerges, among other things, from the analysis of the egodocuments are peculiar ideas of business, work and professionalism, rethought from the point of view of biographical experiences, sometimes presented as paradigmatic. The analysis also allows to question the concept of life history, of difficult definition in itself.*

Keywords: *Pedagogical history of professions, Business cultures, Life histories, Biographies of entrepreneurs, Biographies of workers, Analysis of egodocuments.*

Gli “anni veneti” del giovane Dal Pra
Uno sguardo al suo percorso formativo, pp. 307-343

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Abstract: *The paper deals with the reconstruction of the main educational and cultural experiences lived by the Italian philosopher Mario Dal Pra (1914-1992), during his childhood and youth in Veneto (a region in the North-East of Italy). The classical studies in the seminary of Vicenza, the involvement in the local Catholic Movement (Azione Cattolica and then Fuci), the studies in Philosophy at the University of Padua under the guide of Erminio Troilo represented the pillars of his initial formation as a Catholic young scholar during the dreadful Fascist period. This kind of perspective, so effective in those years, was suddenly changed by Dal Pra into a new look on reality, philosophy and religion – influenced by a critical rationalism – after his commitment in Italian Resistance movement during the second world war. For this reason, an in-depth analysis of his “Venetian years” could offer an unreleased reading of his intellectual and religious origins.*

Keywords: *20 th Century, Fascist period, Italian Catholic Movement, Education.*