

## SOMMARIO

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## ABSTRACTS

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A History of Education in Antiquity. *Filling in Some Blanks*, pp. 29-40

Raffaella Cribiore

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**Abstract:** *The History of Education of Marrou published in 1948 remains the most authoritative voice in ancient education. Some relatively recent studies have challenged its monumental outlook and its vision of continuity or have considered some particular aspects of education. It is clear that teaching and learning in antiquity were governed by tradition as Marrou argued. In this essay I try to introduce some correctives focusing on issues that have been neglected. First, I am considering the teaching of writing at elementary levels and show that education in spite of its rigid rules never refrained from catering to practical needs. I then focus on the teaching of epistolary skills especially at the rhetorical level. I consider the correspondence of Cicero, Fronto and Marcus Aurelius, and Libanius.*

**Keywords:** *Cicero, Greek and Roman Egypt, Epistolarity, Fronto, Marcus Aurelius, Papyri, Philostratus, Progymnasmata, Rhetoric, Writing.*

Come educare le nuove generazioni? *Interrogativi e aporie nel teatro di Euripide*, pp. 41-57

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**Abstract:** *The issue of the conflict between generations is significantly connected with the deepest dimension of education: autonomy, freedom, heritage, understood in a collective and individual sense, psychological, material and cultural. This theme, which is already evident in the archaic texts of ancient Greece, emerges explicitly and articulately in literature, theater and historians of the fifth and fourth century. This paper analyzes how this subject is dealt with the tragedies of Euripides, a playwright who stages emphasizing its problematic nature and complexity. In his works we can find, in this regard, many significant questions: the difficulty of defining the rights and duties of fathers and sons, the search for a balance between tradition and innovation, the crisis of values transmitted from generation to generation. These questions were clearly perceived urgently and with anguish in his time: on the other hand, the educational revolution of the sophists and of Socrates shown that it was necessary to think in a new way the heritage and tradition.*

**Keywords:** *Education and conflict between generations in ancient Greece, Education and tradition in ancient Greece, Education and generations in theater of Euripides, Fathers and sons in theater of Euripides, Family education in theater of Euripides.*

Alle origini dell'idea di maieutica, pp. 58-71

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**Abstract:** *In this research, I chose some neighboring words, obstetrics, midwifery, to analyze not only the Socratic method, but to try to find the origins of the idea of a cultural birth before and after Socrates. The survey begins with quotations from Plato's dialogue, Theaetetus. The main problem is: was the Socratic one a true maieutic method of eliciting knowledge in the mind of a person by interrogation and insistence on close and logical reasoning? This study tries to put some questions to discuss a great theme repeated for centuries, even through a lexical search.*

**Keywords:** *Obstetrics, Midwifery, Socratic's method, Socrates, Plato, Theaetetus, Western education, Paradox.*

La memoria nella formazione morale del cittadino romano, pp. 72-88

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**Abstract:** *Throughout the ancient world, memory played a crucial role in the personal training of the civis Romanus. In a society where the education system was largely based on the notions transmitted by the magister to his students, whose minds collected and absorbed the information given, memory represented the tool through which every single learner was able to preserve and recover knowledge. Within the school curriculum masterminded by Quintilian in the Institutio oratoria, the moral and technical education paths perfectly coincided: according to Quintilian, memory enabled young students to learn and reproduce the several literary models of outstanding personalities that redefined a whole culture. Moreover, another important role that the author attributes to memory, is to facilitate the learning process concerning the general and technical skills that a formal student must have had in order to become an orator. The ancients were perfectly aware of the instrument's importance to such an extent that they developed a specific technique (ars memoriae) whose main task consisted of increasing the potential of natural memory: despite being previously explored in Greece, the Roman society is the one that fully theorized this technique that ended up being strongly characterized by a recurring influence from Latin culture and tradition, in particular the close connection between Roman identity and physical space. In such a perspective memory, as an instrument of preservation and reutilisation of knowledge, became an essential and fundamental element for the individual's personal training.*

**Keywords:** *Memory, Training, Education, Oratory, Quintilian, Tradition.*

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**Abstract:** *The life and work of Clement of Alexandria (150-215 ca.) are characterized by the ability to learn how to “live forever” (ajei; zh`n). It is clear that man stands in need of truth and it is certain that truth can be learned and communicated. Education, even if its explicit mention is rare, is at the heart of the writing of Clement of Alexandria and it constitutes his guiding principle. It is worth noting that Clement of Alexandria gathers ideas-reflections in a work (Stromateis) for his old age: this shows that he conceives the formation, of the master too, as a perpetual activity to be accomplished even when one does not “work” any longer. The educator remains a person who “grows”, “forms oneself, and is not content to remain where he has reached”, hence “where one is”. Education does not end, it has the ability and the task of modifying the existence, or rather the person, makes it new, disciple of God Truth-Love that saves. It becomes a lifestyle and it can be transmitted; it is the life span of a person who has welcomed the Christian message. It is to be understood as the development of the faith-oriented intellect. Clement poses the problem of the relationship between simple faith not deepened and faith that is conscious and deepened; he also opens up to the theme of faith-culture, underlining the relationship between each human being and the person of Jesus the Lord, crucified and resurrected, the Savior. Clement of Alexandria knows and shows the Incarnate Word with the function of Logos protretticos, paidagogos, didaskalos, and highlights His presence and role in getting to know, learn and teach the truth.*

**Keywords:** *Learning, Learning stages, Truth, Communication, Education, Freedom, Choice.*

Il *Panegirico* di Eumenio

Educazione, scuola e politica nell'impero di Diocleziano, pp. 106-118

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**Abstract:** *Diocletian and his colleagues succeeded in saving the Roman Empire from the crisis of the 3rd century (235-284 ad). The imperial government focussed on the cities to consolidate the recovery. According to Eumenius' Panegyric (298 ad), in the case of Augustodunum/ Autun the intervention by the government was aimed to restore the school of rhetoric in the city. It was an act of evergetism. However, the imperial generosity was intended to strengthen the control on urban life. Therefore, Eumenius, a rhetor but also a former court official, was appointed by the Tetrarchs to the management of the school. He evidently was responsible for the education of the local youth. Young citizens of Augustodunum and of the other Gallic cities were expected to show loyalty to the Empire and respect for religion and tradition.*

**Keywords:** *Diocletian, Eumenius, Education, Youth, Urban community.*



Costantino VII Porfirogenito

*Il basileus evergetes nella tradizione bizantina*, pp. 119-133

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**Abstract:** *In the long history of the Eastern Roman Empire, classical culture has been much more than the mere foundation of the education system: it was the pivot around which the entire continuity of the Greco-Roman culture revolved; it was, indeed, the peak of Byzantine Empire, thanks to the central point of education along its whole millennial history. In this regard the emperor represented, in both a political and cultural way, the authority of tradition. Constantine VII Porphyrogenitus promotes a great work of compilation and re-write of classical texts and becomes the core of every cultural activity more than anyone before.*

**Keywords:** *Byzantium, Imperial patronage, Byzantine civilization, Classical heritage, Byzantine paideia, Constantine VII Porphyrogenitus.*

Il dicotomico avvio della storiografia sulla Befana, pp. 141-167

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**Abstract:** *“Befana” is an imaginary old woman, who brings gifts to children on Epiphany. She is typical of the Italian folklore. Unlike what happened to Father Christmas, Befana has not been studied so far, especially from the historical point of view. In this essay, the author analyzes the first two works that have attempted to study the historical origin of Befana: Istorica notizia dell’origine e del significato delle befane, in 1766, written by Domenico Maria Manni (a Catholic point of view) and Sacrobaccanali festeggiamenti di Firenze e specialmente noti sotto il nome di Fierucolone e di Befane, in 1804, written by Giovanni Fabbroni (a Masonic point of view).*

**Keywords:** *Befana, Children’s imaginary, Epiphany, Gifts to children, Christmas, Domenico Maria Manni, Giovanni Fabbroni.*

L'immagine degli angeli tra culture per l'infanzia  
e *young adult fiction*, pp. 168-182

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**Abstract:** *In the first part of this study, the purpose is to analyze the image of the angel in his double nature: as image for children and as infantilized image. Both aspects are the result of a long historical process beginning in the fifteenth century. In the second part, the study describes the uses of the angel in the young adult fiction and in the paranormal romance.*

**Keywords:** *Angels, Paranormal Romance, Young Adult Fiction, Infantilization, Jesuits.*

Con le ali spuntate  
*Creature immaginarie e processi di crescita*, pp. 183-192

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**Abstract:** *From ancient mythologies to the most recent narrative-apps many creatures share the same tragic fate: have broken (or lost) their wings. Sometimes these creatures are punished for an act of transgression against authority; other times they lose their wings for love or waiver. Often, however, – and this is the case of some emblematic protagonists of children’s literature – the lost wings mark the transition from one to another state of existence, from one to another age of life. The children’s literature tells, always, the opposition between the children’s mobility, grasped through the metaphor of flying, and the adults’ desire to keep the babies within established roles. This paper deals with growth processes through the metaphor of flight.*

**Keywords:** *Storytelling, Growth Processes, Rites of Passage, Flying, Educational Models.*

Il volo delle coccinelle

*Un contributo femminile alla pedagogia scout (1974-1985)*, pp. 193-204

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**Abstract:** *In 1974 the Italian catholic scout associations Agi and Asci (Associazione guide italiane, female, and Associazione scout cattolici italiani, male) merged and founded the Agesci (Associazione guide e scout cattolici italiani). A decade after, at the end of a long debate, the unified association chose and developed a pedagogic novel (Sette punti neri) to support the experience of Coccinelle (ladybugs). Coccinellism was a legacy of the female association: baby girls were invited to play in the narrative background of a wood where speaking insects and other creatures lived together. Today, in Agesci, there are 2071 packs of Wolf cubs (little boys and girls) playing with Kipling's Jungle books as a narrative background (following Baden-Powell's and Asci's tradition) and 126 circles of Ladybugs (little girls and not so many boys) playing with Sette punti neri. The novel is to be read as a set of potential tools to be developed by educators' creative skills. It is one of the results of a rich and controversial debate about gender models in scout education at the dawn of the unified association.*

**Keywords:** *Pedagogic novel, Coeducation, Gender models, Girl scout movement, Ladybugs.*

La morale del supereroe e il corpo eroico  
*Superman e l'est / etica della potenza fisica*, pp. 205-222

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**Abstract:** *As a character of media and youth literature, Superman has often been analysed for the meanings he is seen to represent. Among them: the cultural-religious symbology suggested since his very origin (1930s); the popularised metaphor of Nietzschean Übermensch; the grandeur of the 1940s-50s Usa and the humanised embodiment of the Pax Americana; an icon of hope and ideals for young readers in a growingly cynical world; a hero perfectly fulfilling the fantasies of power of kids for his mythological skills: strength, speed, the ability to fly. The extent of the scholarship on Superman abounds both in the Usa and Europe. However, one of the less approached aspects is the hero's corporeality: the role that his body plays in establishing the character's stature and credibility. In this contribution, after a historical-critical contextualisation on the discourse of the ideology and morals of superheroes, I will hence focus on Superman's body and on the metaphorical meanings it bears, both in general and for young readers. I shall inform my discussion through a literary and sociological approach that will take into consideration various time periods and therefore social contexts in which Superman has been published: as the representations of physical vigor, manhood, and beauty change over time, the shape and the symbolic meanings of Superman's body have changed along, producing significant shifts in the way comics creators delivered to the readership the ideals Superman supposedly incarnates also through his own looks.*

**Keywords:** *Comics, Superman, Body, Ethics, Ideology.*

Le «fléau de la jeunesse studieuse»  
*Le discours médical autour de la myopie scolaire*  
*dans la France de la Belle Époque*, pp. 223-236

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**Abstract:** *This article focuses on the study of myopia in France during the Belle Époque. It analyzes in particular the medical discourse surrounding this condition. The first part gives a general overview of the debates on myopia in France and in Europe in the second half of the 19th century; the second part analyzes the characteristics of the discourse of French practitioners; the third part examines the way in which issues related to myopia were understood by the non-medical world - politicians and civil society - and tries to elucidate the discrepancy between the concerns raised by physicians about myopia and the measures taken to deal with this phenomenon.*

**Keywords:** *History of education, History of Ophthalmology, History of medicine, Disability Studies.*

Educare le scout

*L'Unione Nazionale Giovinette Volontarie Italiane di Antonietta Giacomelli*, pp. 237-260

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**Abstract:** *This essay examines the figure of Antonietta Giacomelli (1857-1949), focusing especially on her role in the creation of the Unione Nazionale Giovinette Volontarie Italiane (Ungvi). Being Vice President of the Girl Guide Association, established in Rovereto in 1922, and as editor of the magazine «Sii preparata», published from 1924 to 1926, Giacomelli had the opportunity to elaborate an educational project that combined tradition and modernity.*

**Keywords:** *Scout, Scouting, Women's history, Ungvi, Sii preparata, Antonietta Giacomelli.*