



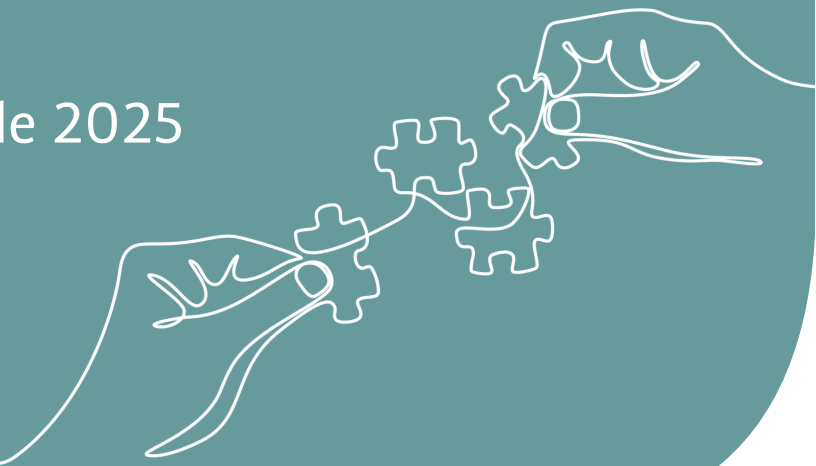
**Universitat**  
de les Illes Balears

# El compromiso social de la historia de la educación

Libro de actas.  
XXIII Coloquio Internacional de  
Historia de la Educación (SEDHE)

Palma, 5-7 de noviembre de 2025

**Gabriel Barceló Bauzà**  
**Sara González Gómez**  
**Sergi Moll Bagur**  
(Coords).



## ORGANIZA



## COLABORA





El compromiso social de la Historia de la Educación. Libro de actas del XXIII Coloquio Internacional de Historia de la Educación (SEDHE), celebrado en Palma 5-7 de noviembre de 2025.

Coordinado por:  
Gabriel Barceló Bauzà  
Sara González Gómez  
Sergi Moll Bagur

Primera publicación:  
2025

ISBN  
978-84-09-74989-8

Publicado por:  
Institut de Recerca i Innovació Educativa (IRIE)

Este documento se publica bajo la licencia internacional [Creative Commons \(4.0.\)](https://creativecommons.org/licenses/by-nc-nd/4.0/)



## Índice

<b>¡Reflexionar, Reflexionar, Reflexionar! Los Grupos Obreros de Estudios Sociales (GOES) durante el franquismo.</b> José Manuel Alfonso Sánchez, Nicolás Susena Presas y Maribel Manzano García .....	11
<b>Entre olvidos, empoderamientos y resistencias. El caso del noveno congreso de la asociación internacional de educación física y deporte para la mujer y la joven, Argentina 1981.</b> Antonio Samuel Almeida Aguilar y Pablo Ariel Scharagrodsky.....	17
<b>Modelli scolastici nell’Oltremare italiano: oltre la retorica degli italiani «bravi gente».</b> Domenico Francesco Antonio Elia.....	22
<b>La historia de la educación en base a los planteamientos de la enseñanza de la historia en el Instituto Femenino Isabel la Católica.</b> Natividad Araque Hontangas .	28
<b>Turismo, patrimonio y nación escolar: imaginarios y discursos en los manuales del franquismo y la transición.</b> Mikel Bermejo Malumbres.....	33
<b>Un estudio de caso para la historia social de la educación: la emigración italiana a Nueva York (1900-1930) y el papel de Leonardo Covello.</b> Antonella Cagnolati .....	38
<b>Los conservatorios superiores como objeto de investigación: hacia una mayor visibilidad académica.</b> Elena Calderón de Luís.....	43
<b>La storiografia italiana e le fonti del Museo dell’Educazione di Padova.</b> Carla Callegari .....	48
<b>Els llibres commemoratius d’entitats del món de la discapacitat a Catalunya i les Balears.</b> Josep Casanovas Prat y Joan Josep Matas Pastor.....	55
<b>Generaciones, abordajes y compromisos de la Historia de la Educación como disciplina en España.</b> Paulí Dávila Balsera y Luís María Naya Garmendia .....	61
<b>Aproximación al enfoque STEAMS desde una dimensión de género en la manualística escolar durante la transición española.</b> Patricia Delgado Granados y Bárbara de las Heras Monastero .....	67
<b>Teaching experiences, feminist practices, awareness of subjective and collective identities: a mutual co-construction within bodies, words and (self)reflections in the Italian '70s.</b> Elena Girotti y Anna Ascenzi.....	71
<b>¿Cuál debería ser el compromiso público de la Historia de la Educación en la actualidad? Algunas notas para una reflexión.</b> Mariano González Delgado .....	76

<b>El artivismo feminista como herramienta educativa de transformación social: revisión bibliométrica.</b> Erika González García .....	81
<b>Numismática e historia de la educación: nuevas fuentes para la interpretación, proyección social y divulgación pública.</b> Sara González Gómez y Giordana Merlo ..	87
<b>Lo que no está escrito.</b> Teresa González Pérez .....	95
<b>Revistas católicas para mujeres durante la dictadura de Primo de Rivera y la Segunda República.</b> Isabel Grana Gil, Guadalupe Trigueros Gordillo y Cristina Redondo Castro.....	101
<b>¿Los manuales escolares españoles se comprometen con la igualdad de género en las STEAM? Un estudio de la representación femenina en los libros de texto de matemáticas durante la democracia.</b> Virginia Guichot Reina.....	107
<b>El camino hacia el enfoque ecológico de respeto y bienestar animal en los libros de texto españoles (1980-2000).</b> Yovana Hernández Laina y Kira Mahamud Angulo ...	113
<b>La participació de la dona en l'associacionisme del Pla de Sant Jordi (1970-1989): una anàlisi històrica i social.</b> Margalida Francisca Janer Fernández .....	119
<b>Hospital Colônia de Itapuã: Outras Possibilidades para a Pesquisa em História da Educação.</b> Rafaela Limberger .....	126
<b>La HOAC y el Mayo del 68. Manifiestos, llamamientos, discursos y panfletos a derecha e izquierda (1961-1972).</b> Maribel Manzano García y José Manuel Alfonso Sánchez.....	131
<b>Sistema scolastico ed emigrazione nell'attività culturale e diplomatica di Egisto Rossi.</b> Andrea Mariuzzo .....	137
<b>Los primeros elementos pedagógicos innovadores latentes en la Ley de Instrucción Pública de 1857 de Claudio Moyano Samaniego.</b> José Mateos Temprano.....	142
<b>Actos prohibidos: la cultura escolar clandestina entre memoria colectiva e historia pública.</b> Juri Meda, Avelina Miquel Lara, Lucía Paciaroni y Sara González Gómez.	147
<b>Social and Public Engagement of Historiographical Research on the University and Higher Education in Italy: New Paradigms and Perspectives.</b> Sofia Montecchiani y Luigiaurelio Pomante. ....	153
<b>Los «cuadernos escolares» de un represaliado político del franquismo, 1939-1940.</b> Pedro Luís Moreno Martínez, Dolores Carrillo Gallego y Josefa Dólera Almada .....	158

<b>La percepción del alumnado de magisterio sobre el papel del investigador y la contribución social de la Historia de la Educación.</b> Álvaro Nieto Ratero, María Hernández Carazo y Javier Nadal Conde .....	164
<b>El papel de las maestras en la construcción de la democracia española. Memoria y vindicación de las educadoras en los Movimientos de Renovación Pedagógica (1960-1990).</b> Sara Ramos Zamora .....	169
<b>María Montessori y Carmen de Burgos: docentes y defensoras de los derechos de la mujer.</b> Luis Miguel Sáez Castro, Ana María Martínez Martínez y Carlos Sánchez Muñoz. ....	176
<b>Voces silenciadas de la renovación pedagógica: La memoria social del magisterio represaliado de Madrid.</b> Andra Santiesteban.....	183
<b>Escola abrigo: memórias de uma instituição no contexto de desastre climático no Rio Grande do Sul, Brasil (2024).</b> José Edimar de Souza .....	188
<b>Los primeros años del Colegio de La Sagrada Familia (SAFA) de Sigüenza (Guadalajara). <i>Una epopeya colectiva.</i></b> Eulalia Torrubia Balagué .....	195
<b>Análisis del contenido social y ético en los textos escolares de «Lecciones de cosas» en España.</b> Cecília Valbuena Canet y Ana María Badanelli Rubio .....	202
<b>La formación inicial del magisterio en tiempos de la Ley General de Educación: un análisis histórico-educativo y político-legislativo.</b> Alejandro Velasco Chancay.....	208
<b>El compromís social en la visió educativa de Joan Mascaró i Fornés (1897-1987): una revisió historiogràfica.</b> Francesc Vicens Vidal .....	213
<b>Las Misiones Pedagógicas y la Educación para la Ciudadanía. Un vínculo indisoluble.</b> Juan Manuel Bellido Cáceres y Antonia Lozano Díaz .....	219
<b>Andar, mirar y leer Rosa Sensat: una propuesta histórico-educativa en la formación inicial de maestros.</b> Jordi García Farrero .....	223
<b>La recuperación del pasado histórico-educativo reciente en la formación inicial de maestros a través del trabajo con testimonios orales: experiencias de proyectos de innovación docente en la UIB.</b> Llorenç Gelabert Gual y Xavier Motilla Salas .....	228
<b>En busca de desigualdades sociales en los textos escolares de ayer y de hoy.</b> María de la Hoz Bermejo Martínez .....	233
<b>Actividades docentes en Historia de la Educación comprometidas socialmente con el colectivo minoritario gitano, como base de la actuación pedagógica en la</b>	

<b>formación de los futuros maestros valencianos, durante la segunda mitad del siglo XX.</b> María Jesús Llinares Ciscar y Esther Gascón Llinares.....	239
<b>La storia dell'educazione diffusa sul territorio: il ruolo dei musei scolastici di Torino nel trasformare gli studenti in ricercatori di storia della materialità scolastica.</b> Giulia Lombardo y Francesca daida Pizzigoni.....	245
<b>Los inicios del ecofeminismo en España: un análisis desde la educación y sus autoras.</b> Antonia Lozano Díaz y Juan Manuel Bellido Cáceres.....	254
<b>Public History of Education for Perspective Teachers: an ongoing project of the University of Florence.</b> Chiara Martinelli .....	259
<b>La construcción de la identidad nacional en las aulas del México postrevolucionario: análisis histórico-educativo del Maximato (1928-1934).</b> Isabel Martínez Chouza y Bienvenido Martín Fraile .....	262
<b>Entre a tradição e a inovação na formação docente: o hibridismo pedagógico nos séculos XX-XXI.</b> Mayra Mugnaini.....	266
<b>La historia de la educación como antídoto para repensar y analizar las <i>fake news</i> o noticias falsas.</b> Andrés Payá Rico y Santiago Mengual Andrés.....	271
<b>La educación sexual en la formación del profesorado. Una propuesta desde la historia de la educación y su patrimonio.</b> Ainhoa Resa Ocio, Miriam Revuelta Vidal y Carlos Sanz Simón .....	277
<b>El compromiso social en la formación del profesorado a través de sus protagonistas. Un estudio de caso.</b> Miriam Revuelta Vidal. ....	281
<b>La teoría crítica de la educación de Wolfgang Klafki (1927-2016) como instrumento de lucha contra los discursos de odio. Su recepción en España y Latinoamérica.</b> Christian Roith, Ana María Martínez Martínez y Carlos Sánchez Muñoz .....	285
<b>Aprender Historia de la Educación en los museos.</b> Carmen Sanchidrián Blanco, Mónica Torres Sánchez, Victoria Eugenia Álvarez Jiménez y María Dolores Molina Poveda. ....	291
<b>La huella de las educadoras en la formación del profesorado. Rescatando referentes femeninos en la historia de la educación.</b> Carlos Sanz Simón y Teresa Rabazas Romero. ....	298
<b>Os professores, entre a reforma e a inovação: Um olhar sobre o período pós-Lei de Bases do Sistema Educativo (Portugal, 1986).</b> Joaquim António Sousa Pintassilgo. ....	302

<b>El compromiso social de la Historia de la Educación con la igualdad: patrimonio educativo, museos pedagógicos y mujeres.</b> Pablo Álvarez Domínguez y María Celi Chaves Vasconcelos .....	308
<b>Mujeres universitarias y profesionales en el cine de la España democrática: las aportaciones de Pilar Miró y de Iciar Bollaín.</b> Valeriano Durán Manso .....	314
<b>El retorn d'un Treball de Fi de Grau a l'escola. Redescobrint Carme Serrallonga i Calafell (1909-1997) mestra, directora i fundadora de l'Escola Isabel de Villena.</b> Albert Fernández Parpal .....	319
<b>Els fons documentals per a la història de l'educació a l'Arxiu General del Consell de Mallorca.</b> Maria del Mar Gaita Socias y Carme Llabrés Mesana .....	324
<b>Archivos de Málaga, historia de la educación y divulgación: ¿en qué punto nos encontramos?</b> Pedro José Jiménez Calvo. ....	332
<b>Eduardo Martínez Torner, divulgador del patrimonio musical español.</b> Pablo Lluch Alemany .....	338
<b>La divulgación en historia de la educación: una experiencia intergeneracional desde el Centro Museo Pedagógico de la Universidad de Salamanca.</b> Bienvenido Martín Fraile, Gabriel Parra Nieto y Alicia Murciano Hueso .....	343
<b>El método Froebel como propuesta burguesa y su expansión hacia otras clases sociales: materiales, espacios, y profesión docente.</b> María José Martínez Ruiz-Funes .....	351
<b>Transformando el archivo en memoria pública: Una experiencia de divulgación histórico-educativa a través de la historia de vida de una maestra.</b> Carlos Menguiano Rodríguez. ....	356
<b>El papel de las mujeres intelectuales en la divulgación de la educación femenina a finales del siglo XIX en España.</b> Cristina Navarro Robles .....	362
<b>Autoformación Colectiva para una Investigación Accesible.</b> Inés Merayo Fernández. ....	367
<b>Las exposiciones como estímulo de la conciencia histórica en los educadores: el caso de las Misiones Pedagógicas.</b> Eugenio Otero Urtaza .....	373
<b>Sobre la promoción de la cultura estadounidense. El papel de las agencias filantrópicas en la educación de los jóvenes inmigrantes de Nueva York (1880-1910).</b> Carmen Petruzzi. ....	378

<b>Between Public History of Education and identity dissemination: the role of Italian American Museums.</b> Carmen Petruzzi y Antonella Cagnolati.....	384
<b>«Non è mai troppi tardi»: la trasmissione televisiva con il maestro Alberto Manzi.</b> Paola Dal Toso .....	389
<b>Los museos pedagógicos como espacios de compromiso social.</b> Carla Torres Seguí y Xavier Motilla Salas .....	394
<b>Taller 1. Historia Pública de la Educación: del análisis a la acción.</b> Coord: Francisca Tomas Rubí y Xavier Motilla Salas .....	400
<b>La presencia de la historia de la educación en redes sociales: usos y posibilidades.</b> Gabriel Barceló Bauzà, Juri Meda y Bernat Sureda Garcia .....	401
<b>Del anonimato al estrellato: Sobre historiadores de la educación y educadores olvidados.</b> Sjaak Braster, María del Mar del Pozo Andrés y Francisca Comas Rubí .....	408
<b>Mapa de toponimia conmemorativa de los centros escolares de Mallorca: historia, memoria y presencia pública de la educación.</b> Martina Pons Estel y Francisca Comas Rubí .....	414
<b>Teaching school history to future teachers: an exercise in <i>applied history</i>.</b> Gianfranco Bandini.....	420
<b>Espacios de memoria educativa y democrática: un recurso para la mejora de la práctica docente.</b> Gabriel Barceló Bauzà y Joan Josep Matas Pastor.....	425
<b>(Des)coneguts habituals: un projecte de divulgació científica i inclusió social.</b> Sergi Moll Bagur, Margarita Salamanca Salvà y Pere Fullana Puigserver .....	431
<b>100 años de Natzaret: reconstruyendo la memoria de una institución educativa.</b> Pere Fullana Puigserver, Sergi Moll Bagur y Carlos Menguiano Rodríguez.....	437
<b>Taller 2. La configuración de la gobernanza educativa global: el caso de España (1953-1990).</b> Coord: Tamar Groves y Mariano González Delgado .....	443
<b>La gobernanza educativa global y el papel de los historiadores.</b> Tamar Groves y Mariano González Delgado .....	445
<b>Gobernanza educativa, modernización y TICs en España (1970-1980): la red CENIDE-ICEs.</b> Cristian Machado Trujillo .....	449

<b>El compromiso social y equitativo de una ley, que no lo fue tanto: La LODE y su sistema de conciertos.</b> Manuel Ferraz Lorenzo y Aránzazu Herrera Rodríguez.....	453
<b>Tecnología y currículum competencial en el origen de la gobernanza educativa global.</b> Jaime Bernal .....	458
<b>Educación y ciudadanía en España (2005-2013): de la gobernanza global al electoralismo local, sin pasar por el profesorado.</b> Ignacio Navarrete Sánchez .....	462
<b>Taller 3. La historia pública de la Educación en Andalucía (1990-2020). Mostrando recursos y experiencias.</b> Coord. Carmen Sanchidrián Blanco y Juan Luís Rubio Mayoral .....	467
<b>La educación en Andalucía. Asignaturas pendientes.</b> Carmen Sanchidrián Blanco y Juan Luís Rubio Mayoral .....	467
<b>La segunda enseñanza en Andalucía (1990-2020).</b> Isabel Grana Gil .....	472
<b>La formación profesional en Andalucía (1990-2020).</b> Mónica Torres Sánchez .....	478
<b>La Educación de las Mujeres en Andalucía. Evolución e Iniciativas Coeducativas.</b> Victoria Robles Sanjuán y Natalia Reyes Ruiz de Peralta.....	483
<b>La Historia de la Educación en Andalucía a través de las tesis doctorales: divulgación y trayectorias académicas de sus autores.</b> Victoria Eugenia Álvarez Jiménez y María Dolores Molina Poveda .....	488
<b>Taller 4. Modernización e Internacionalización de la escolarización en los años sesenta: Entre las agendas estatales y las agendas de los organismos internacionales.</b> Coord: Antonio Fco. Canales Serrano .....	494
<b>El Proyecto Regional Mediterráneo de la OCDE y las políticas franquistas sobre el bachillerato: objetivos, proyectos y realidades.</b> Antonio Fco. Canales Serrano .....	495
<b><i>El «Progreso de la Patria» depende de la cooperación internacional: El aporte de José Blat Gimeno como experto de la UNESCO al fomento de la educación en Ecuador.</i></b> Víctor H. Silva Guijarro y Gabriela Ossenbach Sauter .....	500
<b>A lenta modernização educativa no final da ditadura em Portugal e o Projeto Regional do Mediterrâneo: gênese, opinião pública, medidas e resultados.</b> Luis Grosso Correia .....	506

## Teaching experiences, feminist practices, awareness of subjective and collective identities: a mutual co-construction within bodies, words and (self)reflections in the Italian '70s

Elena GIROTTI

Università degli Studi di Macerata (Italy)

[e.girottil@unimc.it](mailto:e.girottil@unimc.it)

Anna ASCENZI

Università degli Studi di Macerata (Italy)

[anna.ascenzi@unimc.it](mailto:anna.ascenzi@unimc.it)

**ABSTRACT:** Considering the feminisation of the Italian school system as a preliminary historical premise, this paper examines the Seventies and pays attention to grassroots and feminist experiences that emerged at that time. In doing so, it addresses the following questions: how have teachers' and women's identities been discussed in Italian grassroots and feminist magazines in the Seventies? How did the debate and reflections they proposed contribute to the mutual co-construction – and deconstruction – of ideas on teachers, the body, the relationship with power and women's identity? To answer these questions, the following experiences and publications are examined: the book *L'erba voglio* by Fachinelli et al., published in 1971; the homonymous journal published from 1971 to 1977; and the feminist periodical *effe*, published from 1973 to 1982. Extracts and articles have been selected and analysed to grasp the symbolic and social (dis)order they evoked concerning topics such as the relationship between students and teachers; the relationship with the authority both when it is possessed and in the case of being submitted to it; how teachers' identity was conceived, in particular of female teachers; the modality through which bodies were perceived, experienced and narrated within school; how the reflection on school was intertwined with discourses on society, power and gender.

**KEYWORDS:** School; Society; Teacher Identity; Feminism.

### 1. Introduction and research questions

As Giuseppina D'Addelfio observes in a recent work, within the fields of the history of education and social pedagogy, the intersection of gender and education is receiving growing scholarly attention.<sup>1</sup> This renewed focus centres on what she terms the «pedagogy of the feminine» that is, both a theoretical and historical discourse in which women constitute the subject of inquiry, and a reflective body of educational thought produced by women themselves.<sup>2</sup> Within the context of the history of education – and specifically referring to the Italian tradition – several significant studies have examined the role of women in educational processes, highlighting both their active participation and the dialogues they engaged in, as well as the professional and social conditions of women teachers and the gradual feminisation of the teaching profession.<sup>3</sup> Among these

---

<sup>1</sup> Giuseppina D'Addelfio, *In altra luce. Per una pedagogia al femminile* (Firenze: Mondadori Università, 2016), p. 2. The original text is in Italian; the authors of the present paper provided the English translation.

<sup>2</sup> D'Addelfio, *In altra luce*, 2.

<sup>3</sup> See Simonetta Ulivieri, «Donne e insegnamento dal dopoguerra a oggi. La femminilizzazione del corpo insegnante», in *Essere donne insegnanti. Storia, professionalità e cultura di genere*, ed. Simonetta Ulivieri

contributions, we mention the one by Simonetta Ulivieri that not only pays attention to the conditions of the teaching profession and to the elements that favour its feminization but also focuses on the Seventies, on the rise of neo-feminist movements and their critique of traditional pedagogy. As a matter of fact, Ulivieri underlines how «the critique of educational systems, of how women are educated, the importance of separate places for the elaboration of female thought lay the foundations for the subsequent developments of the movement: the reappropriation of the value of gender, the thought of difference, the visibility/significance of the feminine».<sup>4</sup> In relation to the neo-feminist movements of the Seventies, the work of Chiara Martinelli is also noteworthy, in our view. Martinelli establishes a connection between the student movement and the neo-feminist movement, highlighting their shared emphasis on the «liberation of the self» as a foundational step toward emancipation from an unjust and oppressive society.<sup>5</sup>

The two aforementioned contributions have been highlighted here because, in our view, they effectively underscore the pivotal role played by neo-feminist movements in challenging educational institutions –a role that is increasingly recognized and acknowledged in contemporary scholarship. This leads us to pose further questions: What remains to be said? What new insights can be added? Our particular interest lies in further investigating how, in the trajectories of certain activists and educators, questions of female and social identity have intersected with the construction of professional identity –that is, the identity of being (also) a teacher. We are therefore concerned with exploring complex, entangled experiences in which activism –specifically neo-feminist activism– and teaching converge.<sup>6</sup>

How was the role of teachers represented and understood within the anti-authoritarian and neo-feminist movements of the 1970s? While the broader critiques of educational systems and pedagogical practices articulated by these movements are well documented, less attention has been paid, in our view, to the individual and collective processes through which participants reflected on their dual roles. We are particularly interested in how these debates and reflections contributed to the mutual co-construction –and at times, deconstruction– of ideas concerning the figure of the teacher, the embodied experience within the classroom, the dynamics of power, and the expression of female identity.

---

(Torino: Rosenberg & Sellier, 1996), 47-86; Carmela Covato, «Maestre e professoressa fra '800 e '900: emancipazione femminile e stereotipi di “genere”», in *Essere donne insegnanti. Storia, professionalità e cultura di genere*, ed. Simonetta Ulivieri (Torino: Rosenberg & Sellier, 1996), 19-46; Antonella Cagnolati, Tiziana Pironi. *Cambiare gli occhi al mondo intero. Donne nuove ed educazione nelle pagine de «L'Alleanza» (1906-1911)* (Genova: Unicopli, 2006); Antonella Cagnolati (ed.). *Tra natura e cultura. Profili di donne nella storia dell'educazione* (Roma: Aracne, 2008); Anna Ascenzi. *Drammi privati e pubbliche virtù. La maestra italiana dell'Ottocento tra narrazione letteraria e cronaca giornalistica* (Macerata: eum edizioni università di Macerata, 2012); Eleonora de Conciliis, «La riproduzione (del) femminile. Una riflessione socio-politica sul ruolo delle donne nella scuola italiana degli ultimi decenni», *Storia Delle Donne* 8, no. 1 (2012), 39-56; Chiara Martinelli, «“La mia avventura sono io”. Individui e società dal linguaggio del movimento studentesco a quello delle riviste neofemministe», *Laboratoire italien. Politique et société* 26 (2021); Monica Pacini, «“L'Erba voglio” (1971-1977): un gruppo di desiderio nella stagione dei movimenti», *Laboratoire Italien. Politique et société* 28 (2022), 1-15.

<sup>4</sup> Ulivieri, *Donne e insegnamento dal dopoguerra a oggi*, 67.

<sup>5</sup> Martinelli, *La mia avventura sono io*.

<sup>6</sup> On this topic, see Danica Savonik, *Open Admissions. The Poetics and Pedagogy of Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich in the Era of Free College* (Durham and London: Duke University Press, 2024).

## 2. Methodology and sources

To address the research questions outlined in the previous paragraph, this paper undertakes a textual analysis of selected extracts that can shed light on the relationship of mutual co-construction between the simultaneous dimensions of teacher and activist. The passages have been chosen precisely because, in our opinion, they show both the dimensions mentioned in their hybrid and entangled nature. The selected texts are drawn from the following sources. Moreover, we sought texts inspired by events and biographical experiences that occurred in class, also referring to personal feelings, to try to show the challenges and reflections arising from the two interconnected dimensions. The first source considered is the book *L'erba voglio. Pratica non autoritaria nella scuola*, edited by Elvio Fachinelli, Luisa Muraro Vaiani and Giuseppe Sartori and published by Einaudi in 1971.<sup>7</sup> This collection brings together selected accounts and contributions on non-authoritarian educational practices, most of which were presented during the conference Non-Authoritarian Experiences in School, held in Milan in June 1970.<sup>8</sup> Additional excerpts are drawn from the subsequent magazine of the same name, *L'erba voglio*, which was initially produced in a non-professional, artisanal format, later published by Nessi, and issued on a bimonthly but irregular basis between 1971 and 1977.<sup>9</sup>

The third source examined is the magazine *effe*, which was established in Rome in 1973 as a weekly counter-information publication for women.<sup>10</sup> It remained in circulation until 1982, sustained by the collective efforts of feminist groups, women writers and journalists, educators, sociologists, homemakers, and both famous and lesser-known women.<sup>11</sup>

## 3. Analysis of the sources

### 3.1. *L'erba voglio: the book and the magazine*

Among the many texts composing the book *L'erba voglio*, we would like to focus on *Due anni di scuola non autoritaria in una media inferiore*, written by Lea Melandri and in which she recounts her experience in the Middle school of Melegnano.<sup>12</sup> Melandri discusses the challenges she faced during her first year of teaching at a middle school – a position she accepted reluctantly. In this role, she experiences a fear of being overwhelmed and losing control, particularly due to her concern that she might fail to establish a relationship with her students that differs from the one she had previously experienced in high school.<sup>13</sup> Melandri clearly articulates her emotions and anxieties, as well as the pedagogical and personal factors that, in her view, contributed to the initially negative relationship with her class. These include her own lack of clarity regarding the broader role of the school and the function of the teacher, as well as her difficulty in

---

<sup>7</sup> Elvio Fachinelli, Luisa Muraro Vaiani, Giuseppe Sartori (eds.). *L'erba voglio. Pratica non autoritaria nella scuola* (Torino: Giulio Einaudi editore, 1971).

<sup>8</sup> Fachinelli et alii, *L'erba voglio* 11.

<sup>9</sup> AA. VV. *L'erba voglio: servitù e liberazione di massa* (Milano: Nessi, 1971-1977).

<sup>10</sup> *effe*, archivio storico di *effe*, mensile femminista autogestito, «About», *effe*, archivio storico di *effe*, mensile femminista autogestito. <https://efferivistafemminista.it/about/> (accessed May 13, 2025).

<sup>11</sup> *Ibid.*

<sup>12</sup> Lea Melandri, «Due anni di scuola non autoritaria in una media inferiore», in *L'erba voglio. Pratica non autoritaria nella scuola*, eds. Elvio Fachinelli, Luisa Muraro Vaiani, Giuseppe Sartori (Torino: Giulio Einaudi Editore, 1971), 67-95.

<sup>13</sup> Melandri, «Due anni di scuola non autoritaria», 68.

finding effective alternatives to traditional educational models – models in which she does not identify. She also points to certain subjective difficulties she faced during this period.<sup>14</sup> Melandri reflects on the nature of the relationship she develops with her students, emphasizing how it is shaped by the authoritarian structure characteristic of the school system. Her engagement with the Teachers Movement proves to be pivotal, as it enables her to better understand several fundamental issues –such as the meaning of grading and the importance of de-emphasizing it, and the need to manage classroom power dynamics collectively rather than through top-down imposition.

Equally significant is her encounter with the feminist movement at Umanitaria in the same year – 1971, shortly after the publication of her book and the founding of the magazine *L'erba voglio*. She recounts her attempt to participate in both movements –the educational and the feminist – highlighting the points of intersection between them, particularly their shared critique of an abstract, detached conception of politics. Both movements, she notes, emphasized a focus on personal life, the body, and sexuality.<sup>15</sup> This intersection of pedagogical and educational concerns with themes central to feminist thought is also evident in the magazine *L'erba voglio*. Liliana De Venuto, a teacher from Villazzano (Trento), writes to the magazine to inquire about how to approach the topic of childhood sexuality, taking into consideration the work of Jules Celma.<sup>16</sup> Her inquiry also serves as a point of departure for broader reflections on the «new role of adults in the lives of children» and the possibility of establishing intergenerational relationships grounded in a «reciprocal exchange of experiences».<sup>17</sup> These questions are taken up by Melandri, who uses them as a basis for an inquiry conducted with one of her classes, asking: «What do students in class when they are not paying attention to the lesson?».<sup>18</sup> This moment marks the beginning of a dialogue with the children, which Melandri documents and examines from both social and pedagogical perspectives. The theme is revisited in subsequent issues of the magazine, following a controversy sparked by the initial article. The ensuing contributions highlight Melandri's capacity to move beyond the conventional responses typically offered by schools to children's inquiries about sexuality and her effort to establish a meaningful relationship with the children, grounded in their questions.<sup>19</sup>

The importance of beginning with the lived experiences and needs of children had as well been articulated in a previous issue by Valentina Degano, who, in reflecting on the reading of photo novels, also critically examined her own perception of reality and its influence on her pedagogical practice.<sup>20</sup>

<sup>14</sup> *Ibid.*

<sup>15</sup> Lea Melandri, «Il femminismo a Milano Anni '70. Seconda puntata. I primi due gruppi: Demau e Rivolta Femminile». <http://www.universitadelle donne.it/femm%20lea%202.htm> (accessed September 27, 2024). See also Lea Melandri, *Il desiderio dissidente: antologia della rivista L'erba voglio (1971-1977)* (Roma: DeriveApprodi, 2018).

<sup>16</sup> Jules Cerma, *Diario di un educatore* (Rimini: Gualandi, 1972).

<sup>17</sup> Liliana De Venuto in Liliana De Venuto, Lea Melandri, «Il focoso tra i banchi», *L'erba voglio* 8-9 (1972-1973): 18.

<sup>18</sup> Lea Melandri in Liliana De Venuto, Lea Melandri, «Il focoso tra i banchi», *L'erba voglio* 8-9 (1972-1973): 18.

<sup>19</sup> Lea Melandri, «Scusi, Signora, ha letto Piaget?», *L'erba voglio* 11 (1973): 11-13.

<sup>20</sup> Valentina Degano, «L'apprendista e il fotoromanzo», *L'erba voglio* 1 (1971): 8-9.

### 3.2. *Effe rivista femminista*

The theme of critically reflecting on one's position as a female teacher also emerges in Tiziana Salsi's article, *Scuola: la trappola della cattedra*, published by *effe* in October 1978.<sup>21</sup> While earlier contributions had acknowledged the significant presence of women in education and emphasized the need for female teachers to leverage this presence to challenge traditional narratives that marginalize and subordinate them and to find new ways of constructing knowledge,<sup>22</sup> Salsi's article is particularly noteworthy in terms of personal reflection. It does that, in our view, through its nuanced exploration of the contradictions the author faces in her attempt to redefine her role and collaboratively reshape the power dynamics within the classroom. This transformative aspiration is met with the dual challenge of asserting authority and earning students' respect, alongside a personal struggle marked by the painful awareness of perceived shortcomings – described by Salsi as the feeling of having «failed to do all that I could have done».<sup>23</sup>

As previously mentioned, there was also an interest in the production of knowledge and a desire to generate it through a female perspective. In this context, the article by Laura Moscati and Rosaria Conti is particularly relevant, as it critically examines the textbooks traditionally used in schools and presents two original versions that emerged from a dialogue between teachers and children, creating space for female representation as well.<sup>24</sup>

## 4. Conclusions

The analysis conducted thus far suggests that the contributions examined support the broader reflection characterizing the experiences of women activists and teachers, thereby confirming the interconnection of social, educational, and biographical dimensions. As this study is still in its early stages, we intend to pursue further research on the topic, addressing other articles published in the feminist periodical *effe* and including an exploration of potential transnational influences and circulations.

---

<sup>21</sup> Tiziana Salsi, «scuola, la trappola della cattedra», *effe*, ottobre 1978, <https://effe Rivista Femminista.it/2014/12/la-trappola-della-cattedra/> (accessed June 14, 2025).

<sup>22</sup> M.B., «le donne docenti, una scuola da vendicare», *effe*, ottobre 1974, <https://effe Rivista Femminista.it/2015/01/le-donne-insegnanti/> (accessed June 14, 2025).

<sup>23</sup> Salsi, «scuola, la trappola della cattedra».

<sup>24</sup> Laura Moscati, Rosaria Conti, «la mamma è sempre la mamma», *effe*, ottobre 1978, <https://effe Rivista Femminista.it/2014/12/la-mamma-e-sempre-la-mamma/> (accessed June 14, 2025).