

DONNE NEL NOVECENTO

25

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DONNE NEL NOVECENTO

Il Novecento è stato unanimemente definito dalla storiografia il “secolo della donne” per la loro presenza crescente nella sfera pubblica, ovvero l’ambito delle professioni, dapprima nei settori più vicini all’immaginario consolidato sull’identità femminile (lavoro di cura, insegnamento, professione sanitarie) per giungere a inficiare il monolitismo maschile nelle tradizionali roccaforti dell’atavica misoginia. Al di là di una ricerca condotta sulle agevolazioni della macrostoria, i volumi inseriti nella collana tendono a restituirci il senso del vissuto, dell’inesplorato, di quell’abisso ancora poco illuminato in cui intere esistenze hanno trovato il loro fluire, talvolta periglioso, talvolta in palese rivolta verso cristallizzate consuetudini. Ciò che si intende indagare si inquadra prevalentemente nei forti momenti di discontinuità nella storia delle donne, allorquando una strenua consapevolezza dell’ingiustizia delle pratiche vigenti e illogicamente accettate si fa coscienza dapprima isolata, poi condivisa, e infine si trasforma in precise richieste per cui vale la pena di combattere e sacrificarsi. Nel Novecento le battaglie delle donne trovano la loro legittimazione storica in un percorso di chiara natura democratica che le vede dichiarare con voci alte e sonore la loro condizione di cittadine e di lavoratrici a pieno diritto. Finalità prioritaria delle pur eterogenee ricerche presenti nella collana è restituire prioritariamente la cartografia di tale esperienza, adottando un’impostazione fortemente interdisciplinare, sul modello degli *women’s studies* di tradizione anglosassone.

Ogni volume della collana è sottoposto al giudizio di due *blind referees*

Women in the 20th Century

The twentieth century has been unanimously defined by historiographers as “the women’s century”. Indeed, it was at this time that women began to enjoy a growing presence in the public sphere, i.e., the world of work, first in those professions already considered by the collective consciousness as the province of females (childcare, teaching, and nursing), but later encroaching on territory traditionally deemed exclusively male. Going beyond a superficial, macro approach to research, the volumes in this series aim to restore a living, breathing history, leading us into unexplored worlds and shining a light into the dark corners of the past, in which entire lives were lived, sometimes dangerously, and sometimes in courageous revolt against the status quo. The main focus of investigation is the moments of discontinuity in the history of women, when they began to develop a strenuous awareness of the injustice of the conventional, if illogical, way of doing things, first as isolated individuals, and then as part of a growing tide of warriors. In the twentieth century, the battles fought by women were legitimised historically through a democratic process that enabled them to vociferously stake their claim to equal citizenship and professional standing, with all the associated rights. Although the perspectives and methods in the series may be heterogeneous, they have a common aim — to map out such experiences, bringing a robust interdisciplinary approach to the fascinating topic of women’s studies.

Each volume is submitted for approval by two blind reviewers.

La historiografía ha definido por unanimidad el s.XX como el “siglo de las mujeres” por su creciente presencia en la esfera pública, es decir, en el ámbito profesional, primero en los sectores más cercanos al imaginario consolidado relativo a la identidad femenina (cuidado de la familia, enseñanza, enfermería), para llegar a desafiar el monolitismo masculino en los bastiones tradicionales de la misoginia atávica como la judicatura, la medicina y las fuerzas armadas. Más allá de una investigación realizada sobre las ágiles alas de la macrohistoria, el objetivo de los volúmenes introducidos en esta colección es el de trazar el sentido de la experiencia, de lo inexplorado, de ese abismo todavía poco iluminado en el que fluyen enteras existencias, que, a veces, es peligroso y otras se presenta en evidente rebelión contra las costumbres cristalizadas. Lo que se pretende investigar se enmarca principalmente en los duros momentos de discontinuidad en la historia de las mujeres, cuando el incansable sentir de la injusticia de las prácticas vigentes y aceptadas irracionalmente toma conciencia, primero de forma aislada, después compartida y, por último, se transforma en reivindicaciones concretas por las que vale la pena luchar y sacrificarse. En el siglo XX las batallas de las mujeres encuentran su legitimación histórica en un recorrido de naturaleza claramente democrática en la que ellas declaran, con voz alta y sonora, su condición de ciudadanas y de trabajadoras de pleno derecho. El fin último de investigaciones tan heterogéneas existentes en la colección es principalmente restablecer la cartografía de esa experiencia, adoptando un planteamiento interdisciplinar que tiene como modelo los *women's studies* de tradición anglosajona.

Cada volumen está sometido al juicio de dos *blind referees*.

As mulheres no Século XX

A historiografia unanimemente considerou o Século XX como o “século das mulheres” por causa da presença crescente das mesmas na esfera pública, designadamente no âmbito das profissões, inicialmente nos setores mais próximos à imagem consolidada relativamente à identidade feminina (trabalhos domésticos, ensino, assistência médica) e chegou mesmo a desafiar o monolitismo masculino nas cidadelas da misoginia atávica. Além de uma investigação efetuada sobre as asas ágeis da macro-história, os tomos incluídos nesta coletânea tendem a trazer-nos o sentido da experiência, do inexplorado, daquele abismo ainda pouco iluminado em que fluem existências inteiras, às vezes perigoso, outras vezes em evidente revolta contra hábitos cristalizados. O que se deseja indagar enquadra-se principalmente nos fortes momentos de descontinuidade na história das mulheres, nas ocasiões em que um valente conhecimento da injustiça das práticas em vigor e illogicamente aceites torna-se consciência, primeiro isoladamente, em seguida de forma partilhada e, enfim transforma-se em reivindicações claras pelas quais vale a pena combater e sacrificar-se. No Século XX as batalhas das mulheres alcançaram uma própria legitimização histórica em um percurso de natureza claramente democrática em que elas declaram em voz alta e sonora a própria condição de cidadãs e de trabalhadoras com plenos direitos. Uma finalidade prioritária das investigações presentes nesta coletânea, mesmo se heterogêneas, é prioritariamente restabelecer a cartografia de tal experiência, ao adotar uma abordagem muito interdisciplinar no modelo dos *women's studies* da tradição anglófona.

Cada tomo é submetido à avaliação de dois *blind referees*.

Women's Education in Southern Europe

Historical Perspectives (19th–20th centuries). Volume III

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Amparo Gómez Rodríguez (1954–2018)
philosopher and feminist
In memoriam

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Aknoledgments

ANTONELLA CAGNOLATI, ANTONIO FCO. CANALES SERRANO*

The preliminary research project that ultimately led to the publication of this volume was originally written up for the 17th *Coloquio* of the *Sociedad Española de Historia de la Educación*, which took place at Cádiz on the 9th to 11th of July, 2013. In the interval between one session and another, before the magnificent spectacle of the sea at Cádiz, the two editors — who had long been considering the idea of publishing a book together — agreed that there was a need for a scientific account of a parallel history narrating the long and arduous but essential journey of the women of the Mediterranean, first towards literacy, and then towards emancipation.

This idea appealed to other colleagues, each with their own particular perspective, who enthusiastically got on board, defining geographical areas and moments in the history of female literacy in the south, particularly the Mediterranean region. The response was so prompt and plentiful that we published the first volume in February 2017 and now the second, — testament to the great interest harboured by the scientific community for this topic.

We, the editors, would therefore like to extend our heartfelt thanks to all those who responded so prodigiously to our call for their excellent contributions, which do credit to the entire effort. Particular thanks are also due to the publishing house Aracne, who with great sensitivity readily agreed to publish not one but two volumes, and to the University of Foggia for entirely funding both the research project and the publication of these books.

Ferrara — Madrid, 15th February 2019

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Introduction

Other voices, again

ANTONELLA CAGNOLATI, ANTONIO FCO. CANALES SERRANO*

I. The education of women in Southern Europe: a fascinating field of research

Two years ago, in the first volume of this series, we defended the need to speak from the South with our own voice. The publication of this third volume shows that there is much to be said. From Serbia to Spain, through Croatia and Italy, a mosaic of experiences opens up before us. On the background of common submission, each country draws its own history of the role of women in education. All of them are an underground experience that historians are bringing to light in a work that is often equated with archeology, but which in reality has more to do with mining. It is a hard work of prospecting in the past to put evidences on the table of the present that show that in all countries women have *said* and *done* in education.

However, also the other way around, education has *said* and *done* a lot about women, rather *against* women. Education has mostly tried to separate them from the subjects that gave access to the knowledge of the world and to professional practice and fit them into curricular tracks more suited to their female condition. But education was not satisfied with this scorn; it also longed for the joyful acceptance by women of this submission. To that end education defined a cocktail of ideology and feelings that built a spider's web in which our ancestors were trapped. A spider's web that, paradoxically, only education could break.

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This ambivalence of education, which prevails in our days for all the groups that have been postponed, defines a particularly suggestive field of research. As the miners move forward removing the land that buries women's past, intrepid stories of resistance, joyful resignations and pragmatic compromises emerge. In any case, the important thing is that they emerge, that it is opened up the possibility that those buried voices that cry for a memory will be heard. A double objective then, underlies this series of books: contribution to knowledge and will of memory.

This third volume confirms that both the knowledge and the memory of women's education must be plural, because plural have been the historical experiences of the countries of Southern Europe. From the vicissitudes of a Croatian teacher at the end of the 19th century to the dreams of a Spanish working housewife who listened to couplets on the radio, a range of experiences is open, that historiography has to deal with in a flexible manner, taking into account that specific aspect of each case, without renouncing at the same time to a common interpretative framework.

Knowledge and memory, specificity and generality, emancipation and submission. . . all of them are gravitational fields whose intercourse is shaping a fascinating field of research to which this volume wants to contribute.

2. Moving on!

This third book has been focused on different themes. Further research — carried out by Ljiljana Stankov — points to the problems that the education of female youth in Serbia encountered, from the middle of the 19th century to the First World War, in an effort to take the right place within the school system and obtain an approbation of the social environment. The first question that arises is what distinguished the elementary education of female and male children? Foundation of the schools for female children started later, the curriculum covered a smaller number of subjects and focused on the practical preparation of girls for the role of a housewife and on handwork while the contents of general education subjects were narrowed; the network of these schools was less developed as the inclusion of female children.

What types of secondary education were intended for female youth? Secondary education of female youth since 1863 was concentrated in one — Higher Female School, which simultaneously fulfilled two tasks — to provide a higher level of general education and to prepare teachers. Compared to secondary schools for male youth, education was shorter, the number of teaching general education subjects was smaller and the content of smaller volume. It was only in the first decade of the 20th century that there was an equalization of curricula, although there was still a difference in the number of schools and pupils. For girls from the poorer social classes were intended vocational schools and for the largest part of the female population, in the countryside, courses in running their households.

By analysing the position of female teachers within the educational system of Croatia in the second half of the 19th century and at the beginning of the 20th century, Dinko Župan tried to show how the social rules of the times influenced their social status. In the example of the social status of female teachers it is possible to discern all the nuances of the gender policy of the educational system that was evident in the discrimination of female teachers and their unequal position in relation to male teachers. The job of a female teacher was the first profession by which women stepped into the public domain of the Croatian civil society in the 19th century. At the First Croatian Teachers' Conference held in Zagreb in 1971 female teachers publicly fought for the equal rights of male and female teachers. Their fight came to fruition in 1874 when they got the right to equal pay as male teachers by the Act of Elementary Education. By the Act from 1888 female teachers were discriminated with the stipulation that they must leave the teaching service after they marry. Female teachers fought against that stipulation but to no avail, since the Government only partially changed the stipulation in 1914. Women in Croatia had no greater influence on the education policy, because not one single woman was allowed to perform a job of the school inspector. The analysis of the different treatment of male and female teachers reflects the gender difference in the entire educational system of the 19th century. That difference was producing a permanent inequality between female and male teachers in Croatia during the second half of the 19th and the beginning of the 20th century.

The history of the teachers in Italy has been and still is a line of research particularly frequented by educational and scholastic histori-

ography, aimed at illuminating profiles and moments in the history of “female” teaching and its contribution to scholastic and social history tout court. In particular, the subject of masterly associationism appears to be deepened by a rich set of studies but essentially focused on the female world of primary school teachers. In this research, Mirella D’Ascenzo focuses her attention on the presence and participation of women in the events of the magisterial association developed in a case study, made up of the city of Bologna in the period between the unification of Italy and fascism.

Through archival papers and magisterial journals of the first and main magisterial association established in the city shortly after the Unification, that is the Society of Teachers, we will identify minds and figures protagonists of the masterly “female” history in the city. An interesting cross section emerges that, against the background of the national magistral battles for the recognition of identity and rights, gradually highlights a presence of teachers who have benefited from the coeval national and local female claims, but have also directly participated in a renovation project scholastic together with the male colleagues in the association, and then conquer more and more spaces of autonomy and visibility until the closure of the free associations in 1926 by the will of the fascist regime.

Paola Dal Toso describes the intense personality of Maria Corsini Beltrame Quattrocchi. The interest in the theme of the family also saw her organizing courses for engaged couples, authentic pastoral innovation for the time, in various associations: in 1946–1947 she joined the initiative of the Lombardi and Rotondi Fathers called *Mondo Migliore* and in the same years she became part of the *Fronte della Famiglia*, the association of which she became vice-president of the Roman Committee, and of the movement *Rinascita Cristiana*.

In 1953, retracing the life in common spent with her husband Luigi, nine months after his death, she published *L’ordito e la trama*, a sort of spiritual testament in which a reflection on the meaning of Christian marriage is proposed, a text re-edited several times even after her death. Interesting reflections on the way of understanding marital life, maternal and paternal educational responsibility can be found in the letters exchanged with the husband from before the engagement, now collected two volumes appeared in 2001. She died on 25 August 1965 and was beatified together with her husband on 21 October 2001,

the first couple raised to the honor of the altars for her conjugal and family virtues.

Faced with scattered and interesting flattering judgments drawn up in the moment in which her novels were printed, the image and the words of Carolina Rispoli — about whom is centred the analysis of Antonella Cagnolati — were buried by the inexorable sand of time that overwhelms everything: in the current state of research therefore a refined “archaeological” work is needed, to return her writing to the ancient splendor, not separating this labor from a wise genre look that fully testifies to the will of the Rispoli to observe — in a decisive chronological arc as the decades near to the Great War — the slow evolution of female psychology, poised between instances of renewal, identity uncertainties, fake collapses and burning disappointments. The pessimism dominates sovereign in her works: vague attempts at rebellion against constrictive ethical–social models, inexorably follows annihilation, loss, submission, as if to emphasize the force of habits and the closed world that does not allow deviations from traditional and coercive behavioral codes, typical of southern Italy.

Moving to Spain, we found an interesting theme, that is the “copla” analysed by María Rosal Nadales. Popular music constitutes a social text of enormous influence in its historical context. From this perspective, we approach the Spanish “copla” as a historical and ideological document in which images of women are inscribed that will serve as a model for the sentimental education of the post–war generations in Spain. The “copla” enjoyed wide spread through the means of mass communication privileged during the first decades of the Spanish dictatorship: the radio. The images related to silence and seclusion in the private space constitute a bulky corpus in the couplet. Submission is the ultimate goal. It means accepting, willingly, with conviction, a secondary role in society. The acceptance of suffering, abandonment and humiliation are part of this cultural construction in which the patriarchal hierarchy establishes where the dignity of women lies and marks, therefore, the prescriptive models. In this way, the couplet becomes an extensive manual of conduct to instruct women, in the context of a Spain isolated by the dictatorship and controlled by the laws, the precepts of the Church and the teaching of the feminine section.

The training of scientists and scientists is a fundamental social process that directly affects, among other things, the economy of

a country. In the case of women, their relationship throughout history with the world of science and innovation, environments clearly masculinized and dominated by men, has not been easy. The main objective of the research by Sara González Gómez and Andrés Payà is to provide an analytical framework on the distribution by gender of research staff training grants that began to be granted in Spain, with national or foreign destination, starting in 1968, within the II Plan of Economic and Social Development (1968–71). A measure with which he intended to respond to the situation of scientific insecurity in Spain. The available data will be analyzed, through the management of the different resolutions published in the Official State Gazette (BOE), corresponding to the calls published between 1968 and 1983, covering the last years of the dictatorial period and the transition to democracy in Spain, understood this in a broad sense, until the approval of the University Reform Law of 1983. The percentage of female scholars, their progression, horizontal and hierarchical discrimination, etc. will be some of the initial questions that the researchers set out to discover through the quantitative analysis of data that will help us, in turn, to make a reading of the effect that the training of research staff would have had on the process of emancipation, professionalization and revaluation of the role of women in the field of research, at a time when the social destiny of women and stereotypes about their role in society began, little by little, to move away from the exclusively private and / or domestic sphere.