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DELIQUENCY, CONFLICT, GUILT: STRATEGIES OF SOCIALIZATION OF SCHOOL STUDENTS AND OF THEIR FAMILIES IN THE FIRST HALF OF THE 20TH CENTURY
(Summary)

Keywords: schooling times, personal memories, adult life, childhood experiences.

The article starts from the following work hypothesis: memories related to school often foreground a tense episode, which for the child of that period had a different significance than the one perceived by the adults around him/her. Whose are the memories of ourselves is not an easy answer. The child is a creation of the adult that he/she has meanwhile become. By appropriating the representations and stories of his/her childhood witnesses, who might be touched by their own memories about that child, the adult could retrospectively reconstruct a hearsay childhood.

But the recollection of facts like the ones we are going to refer to – moments of difficult relationship in school environment – invite the teller to get much closer to the segment of the real age of those who are involved. At a first sight, the incidents invoked could look like simple perception gaps or minor fragments of a former daily life. In some of the cases, these were explicitly moralizing representations, carefully staged in order to send the child a specific message. But their success went much beyond the intended finality, leaving behind deep impressions and lifelong options. Most of the times, they seem to have been negative impact events, which awakened in the persons in question unusual senses of guilt, never met in their world before, which was thus sorely tested. Sometimes, the children’s families were ‘confiscated’ too by the school’s disciplinary offensive.

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