

CAMMAROTA, Adrián, 2014, *Somos bachiyeres. Juventud, cultura escolar y peronismo en el Colegio Nacional Mixto de Morón (1949-1969)*, Buenos Aires, Biblos. 222 pp.

Adrián Cammarota holds a Master's in History from the Universidad de Tres de Febrero and a doctorate in Social Sciences from IDES-UNGS. His book brings together a group of investigations, reflections, and analyses regarding 20th century political and social life in Argentina. Using a fresh and unaffected style, which never for a moment loses its conceptual density and depth of analysis, Cammarota opens the door to a central theme for understanding the social policies and configuration of the Argentine state: the history of secondary education, centered on a study of the case of the National Co-Educational High School of Morón (Colegio Nacional Mixto de Morón). Using an inter-disciplinary approach that transcends the classic constructions of history, the author brings together a variety of perspectives such as the history of education, the sociology of youth, gender studies, and social history. Thus, the book connects multiple topics and interrelates them: youth, school culture, the national and municipal governments, and social policies.

Youth occupies the gravitational center of the text's composition. Understanding youth as a changing category that is created through a complex relationship between the actors, their imageries and mentalities, and the social construction related to this relationship, the author proposes a rejection of the widely-held notion in the social sciences that it was only in the 1960s that this sector emerged as an important social actor. Cammarota returns to the past, specifically to the mid-1940s, to analyze youth socialization spaces as instances of association and the construction of collective identities that emerged on the public stage. Within this framework, the author seeks to understand the relations of the associative strategies within the student body, such as newspapers and clubs, in the reification of gender patterns.

In this way, through a case study of this public school in the western area part of the suburbs of Buenos Aires, Cammarota discovers the emergence of the youth age group as a focus of attention of the Peronist state. In the deconstruction of this vision, he reveals how youth was not only the passive subject of social policies to expand citizenship, but also potential active subjects in party politics. Despite this, while the general orientation in the Partido Justicialista up to 1950 was to trim and standardize the organization through doctrinal schools, the government promoted the creation of associative groups within the school with the aim of making it possible to create a school culture linked to student comradeship, which did not necessarily mean a commitment to the Peronist vision.

The text proposes two themes through which to approach the dynamics of social policies and studies of Peronism. In the first place, he inquires into the success of an educational policy that was to expand enrollment in order to meet the demands of a growing urban middle class competing for access to secondary education as a step before university. As part of this investigation, Cammarota examines the possible continuities in Peronism from previous and later eras. He discovers that the government-supported 19th century "normalism," a pedagogical practice that combined a set of disciplinary measures for youth oriented to adapting students to social requirements and expectations. At the same time, the author notes that the policy of expansion did not transform those youth who attended private schools, demonstrating that the expansion of this sector was not a neoliberal political novelty but rather a thread of continuity extended through time and never dismantled.

Second, the author contributes to some of the approaches in previous studies of Peronism. The case study of the National Co-Educational High School in Morón, without abandoning the potentialities of thinking in terms of general social policies, allows us to understand the establishment of the school as an interaction between national policies and the municipal plan of government. Thus, analysis of Peronist government political activities from a decentralized viewpoint, taking into account the specificities of a particular case, makes it possible to see how these public policies were carried out in a municipality and, at the same time, to rethink them from the perspective of their particular characteristics and scope.

Finally, it is worth noting the variety of sources used to prepare the text, which is a painstaking reconstruction of the practices and qualities of the actors garnered from interviews with former students and teachers at the school. At the same time, the discovery of the archives of this public school which, despite being damaged by fire, humidity, and the ravages of time, furnished the author with a considerable number of documents - including personal files, registration forms, and periodical publications produced by student associations - that have served to enrich his work. Cammarota also consulted municipal government sources, official publications, and documents from the Department of Educational Statistics, which made it possible for him to achieve a broader perspective on the topic of the study.

This study restructures a set of concerns related to current challenges in the social sciences. For those interested in this topic, Cammarota proposes a way of analyzing and approaching the state in the Peronist period and the history of high school education as a space for the creation of school culture and youth sociability. The matrix presented regarding the history of youth, who are no longer viewed as a social and political actor from the 1960s

on but as a product of a long-term process of development, illustrates the contributions that joint efforts in different disciplines can make to clarifying the past and, thus, to understanding the present.

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