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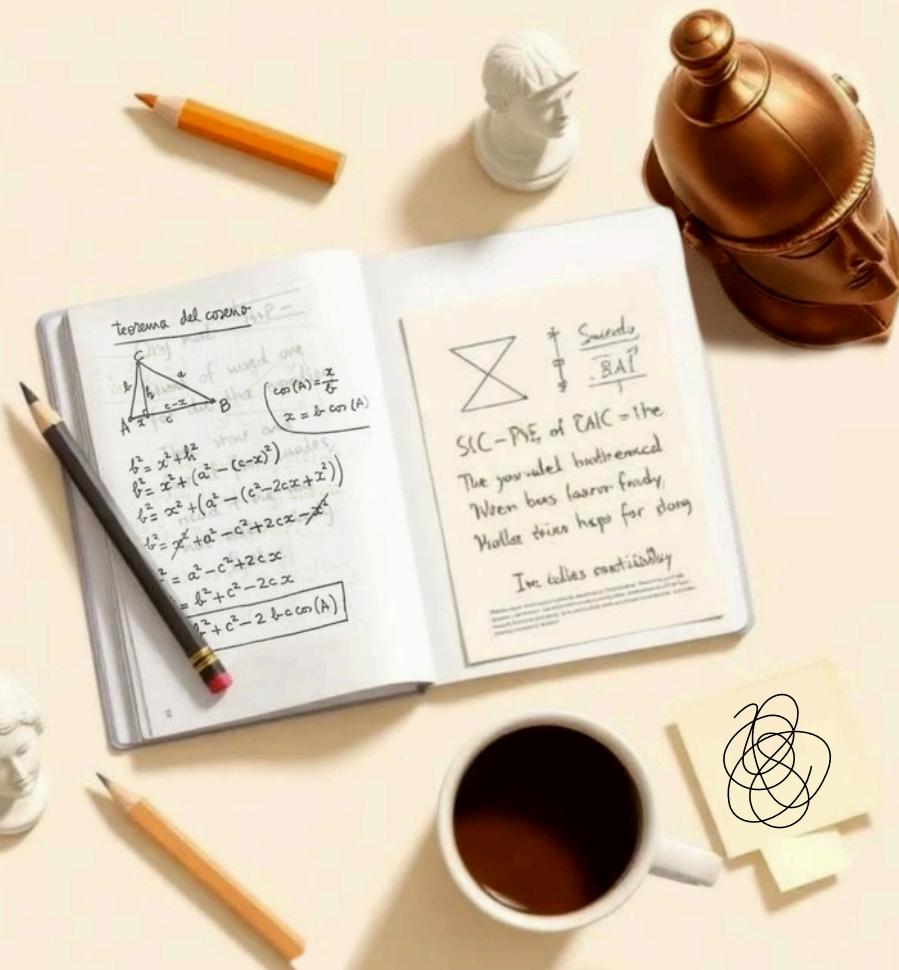
# CLEC MAGAZINE

YOUNG WRITERS FOR WORLD ECONOMIC CHALLENGES  
IN COLLABORATION WITH IIS - LICEO CLASSICO DI CASSINO

N. 14, July 2025



## L'INSAZIABILITÀ. TRA SATIRA E FILOSOFIA



**BRIDGING THE GAP**  
ENHANCING MATHEMATICAL LEARNING  
THROUGH STRATEGIC STUDY TECHNIQUES

**THE EVOLUTION OF  
WARFARE APPROACHES**  
FROM ANTIQUITY TO MODERNITY

**STRESS E ANSIA SCOLASTICA**  
PERCHÉ LA SALUTE MENTALE  
DEGLI STUDENTI È UNA PRIORITÀ?

**MISOGYNY IN EURIPIDES**  
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# STRESS E ANSIA SCOLASTICA: PERCHÉ LA SALUTE MENTALE DEGLI STUDENTI È UNA PRIORITÀ?

A CURA DI GRAZIA POLLICELLA, SAMUEL  
BORSELLINO, MIRIAM DE MARCO E SARA MATTEI

Negli ultimi anni, c'è stato un significativo aumento dell'interesse verso la salute mentale degli studenti. Il peso degli studi, il desiderio di ottenere risultati eccellenti e le aspettative sociali stanno influenzando in modo rilevante il benessere psicologico dei giovani. Ma quali sono le cause di questo problema e quali strategie possono essere messe in atto per affrontarlo?



## Aumento di ansia e depressione tra gli studenti

Recenti studi svolti tra il 2020 e il 2023 hanno rivelato un aumento preoccupante di ansia e depressione tra gli adolescenti. Secondo il report dell'Organizzazione Mondiale della Sanità (OMS), pubblicato nel 2021 e basato su ricerche condotte tra il 2019 e il 2021 in oltre 30 paesi tra Europa, Asia e America Latina, i disturbi mentali rappresentano la principale causa di disabilità tra i giovani tra i 10 e i 19 anni. I problemi di salute mentale stanno emergendo come una delle principali sfide per le nuove generazioni. Lo studio ha rilevato che per il 10-20% degli adolescenti nel mondo queste

problematiche hanno l'ansia scolastica tra le cause principali. Nel Regno Unito, uno studio pubblicato dalla BBC nel 2020 e condotto nel biennio 2018–2019 ha rivelato che lo stress scolastico è tra le principali fonti di disagio psicologico nei giovani. La ricerca, svolta in scuole secondarie di Londra e Manchester, ha mostrato che il 65% degli studenti ha dichiarato di avere livelli elevati di stress legati agli esami e al rendimento accademico, con effetti che possono protrarsi fino all'età adulta.

Negli Stati Uniti, la Harvard Medical School ha pubblicato nel 2020 uno studio approfondito sugli effetti dello stress scolastico sugli adolescenti. Condotto tra il 2018 e il 2020 in diverse scuole superiori del Massachusetts ha evidenziato che l'esposizione prolungata a livelli elevati di stress può compromettere la memoria e le capacità cognitive, ostacolando l'apprendimento e aumentando il rischio di abbandono scolastico.

# STRESS E ANSIA SCOLASTICA: PERCHÉ LA SALUTE MENTALE DEGLI STUDENTI È UNA PRIORITÀ?

Il lavoro di ricerca è stato aggiornato nel 2023, confermando un trend in crescita nell'incidenza dei disturbi psicologici legati all'ambiente scolastico.

La situazione attuale mette a rischio il sistema educativo e presenta il bisogno di intervenire per tutelare la salute mentale degli studenti.

## Le cause dello stress scolastico

Le fonti di stress a scuola sono diverse e collegate tra loro, rendendo il problema complesso.

Gli esami costituiscono una delle principali preoccupazioni per gli studenti di scuole medie, superiori e università, che spesso vivono la valutazione scolastica come un elemento che determina il successo per il loro futuro. La paura di fallire deludendo genitori e insegnanti porta ad ansia da prestazione, che può causare sintomi fisici come insonnia e mal di testa. Le aspettative familiari svolgono un ruolo fondamentale, poiché molti studenti si sentono sotto pressione per eccellere e soddisfare le aspettative dei genitori, i quali considerano il successo accademico fondamentale per garantire loro un futuro promettente.

Un altro fattore di stress significativo è rappresentato dal confronto sociale, amplificato dall'uso sempre più diffuso dei social media. Questo fenomeno, emerso in numerosi studi condotti tra il 2021 e il 2024 in Italia, Stati Uniti e Canada ha evidenziato un forte legame tra l'uso dei social network e l'aumento dei livelli di ansia

scolastica. I ragazzi sono spesso esposti a immagini di successo accademico e personale condivise dai loro coetanei, il che potrebbe causare insicurezza e sentimenti di inadeguatezza.

Sentirsi costantemente sotto pressione per soddisfare gli standard sociali può portare a livelli elevati di stress che influiscono negativamente sul benessere psicologico e sulle relazioni con gli altri.

## Le possibili soluzioni

È fondamentale che scuole, famiglie e istituzioni collaborino per affrontare la crisi attuale in modo efficace. Studi condotti nel 2019 e aggiornati nel 2023 negli Stati Uniti (in California) e in Finlandia (a Helsinki) hanno dimostrato che programmi di mindfulness implementati nelle scuole riducono significativamente i livelli di ansia e migliorano le prestazioni cognitive. Praticare la respirazione controllata o esercizi di rilassamento prima degli esami potrebbe migliorare le prestazioni accademiche e ridurre lo stress. È essenziale offrire supporto psicologico nelle scuole attraverso consulenti e psicologi per aiutare gli studenti in difficoltà. Alcuni paesi, come la Svezia (studio condotto a Stoccolma nel 2020) e i Paesi Bassi (a Utrecht nel 2021), hanno già avviato progetti pilota di questo tipo, ottenendo un calo del 25% nelle richieste di assistenza sanitaria per sintomi da stress nei giovani. Creare spazi dedicati alla salute mentale e

promuovere programmi di sensibilizzazione può contribuire a ridurre il tabù legato ai problemi psicologici.

È cruciale riformare il sistema scolastico per ridurre la pressione accademica e favorire un apprendimento più equilibrato. Valutazioni flessibili che tengano conto delle competenze trasversali oltre alle performance accademiche possono aiutare a ridurre l'ansia legata agli esami. Inoltre, incoraggiare attività extracurricolari e momenti di svago può migliorare il benessere degli studenti. Esperienze scolastiche più flessibili e basate su progetti interdisciplinari, già sperimentate in Danimarca, stanno dimostrando di migliorare il coinvolgimento degli studenti e il loro benessere generale. La scuola dovrebbe essere un luogo non solo per imparare, ma anche per aiutare gli studenti a sentirsi bene mentalmente. Le istituzioni scolastiche devono prendere sul serio il



problema dello stress tra gli studenti e lavorare per creare un ambiente che favorisca lo sviluppo personale senza danneggiare la salute mentale dei giovani. Solo con uno sforzo comune si potrà costruire un futuro in cui lo studio sia un'opportunità di crescita anziché una fonte di sofferenza. Investire nella salute mentale degli studenti significa investire nel futuro della società, assicurando che le nuove generazioni possano affrontare le sfide della vita con forza, sicurezza e benessere emotivo.

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**Un sentito ringraziamento alla prof.ssa Giovanna Carbone, docente di Scienze Naturali presso il Liceo "G. Carducci", e ai proff. Cinzia Di Palo e Domenico de Vincenzo dell'Università degli Studi di Cassino.**

# BRIDGING THE GAP: ENHANCING MATHEMATICAL LEARNING THROUGH STRATEGIC STUDY TECHNIQUES

BY ANTONELLA SERA, SERENA MASELLA,  
ALESSIO GRASSINI, FRANCESCO MARIANI

This article examines the true value of studying mathematics, guided by the philosophical perspective of Bertrand Russell. Mathematics is not just a subject of numbers and formulas; it is a discipline that builds essential mental habits such as patience, perseverance, discipline, and, most importantly, logical reasoning. Russell argued that one of the primary aims of mathematics education is to cultivate a belief in reason and an appreciation for the power of demonstration and truth.

To make mathematics more accessible and meaningful, the article advocates for a shift in teaching methods. Instead of presenting rules as fixed instructions to memorise, educators should focus on explaining the reasoning behind mathematical concepts. Real-life applications and visual learning, especially in geometry, should precede abstract theory. A clear understanding of foundational ideas must come before symbolic manipulation in algebra. Students should be introduced to hands-on exercises before being asked to prove formal theorems, with a gradual and engaging path toward abstract reasoning.

The first question you should ask yourself is: Why am I studying mathematics? How can math improve me?

To answer these questions, we turn to Bertrand Russell's insights. In his article, Russell argues that mathematics fosters the development of

patience, perseverance, and discipline, which are valuable in all aspects of life. It also helps us understand and model the world, enabling us to tackle complex problems with clarity and a systematic approach.

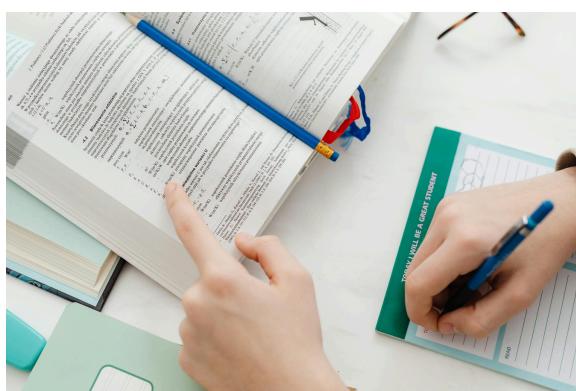
"One of the chief ends served by mathematics, when rightly taught, is to awaken the learner's belief in reason, his confidence in the truth of what has been demonstrated, and in the value of demonstration." [1]

Mathematical rules should be introduced through reasoning, with students provided with demonstrations that prove their validity.

A simplified approach to teaching algebra should prioritise fostering a deep understanding of the fundamental concepts over the reliance on rote memorisation of rules. When students are encouraged to grasp the underlying principles of algebra, they are better equipped to apply their knowledge to various problems, rather than simply recalling

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formulas. It's essential to create a learning environment that focuses on developing critical thinking skills and the ability to solve problems, rather than expecting students to memorise and apply isolated rules without understanding the rationale behind them.



Before delving into abstract proofs, students should be able to familiarise themselves with mathematical ideas through practical, hands-on exercises. These activities allow students to build intuition and gain experience with algebraic concepts more tangibly. Such exercises can help students connect abstract concepts and real-world applications, reinforcing that mathematics is not just about memorising formulas but understanding how they relate to the world around us. This approach provides a solid foundation before introducing algebra's more formal and abstract components.

Once students have developed a solid grasp of the concepts, proofs should be introduced gradually and engagingly. Learning proofs should

not be rushed or forced, which can lead to confusion or frustration. Instead, it's important to introduce them step by step, ensuring that students are actively involved in the learning process and can appreciate the logic behind the proof. A rigid or overly pedantic approach can make proofs feel intimidating and discourage students from engaging with them. By taking a more thoughtful and progressive approach, students are more likely to develop confidence in their ability to work through algebraic proofs and build a deeper understanding of the subject. Now that you understand the importance of mathematics and, more importantly, the reasoning behind it, we suggest some strategies to learn this subject in the best possible way:

As shown in [3], the **PQ4R strategy** is a well-known and effective method for studying and learning, particularly mathematics. The acronym PQ4R stands for six key stages: Preview, Question, Read, Reflect, Recite, and Review. Each stage is crucial in helping learners better understand and retain mathematical concepts and problems.

**Preview:** Begin by skimming through the material to get a general sense of its content and structure. This gives you an overview of what to expect.

**Question:** Identify the main objectives of the material and ask questions to guide your understanding. This step helps focus on key

[3] NOLTING, P. D. (1990). THE EFFECTS OF COUNSELING AND STUDY SKILLS TRAINING ON MATHEMATICS ACADEMIC ACHIEVEMENT. FROM [HTTP://WWW.ACADEMICSUCCESS.COM/RESEARCH/MSS\\_ACHIEVE](http://WWW.ACADEMICSUCCESS.COM/RESEARCH/MSS_ACHIEVE)

points and clarifies what you need to learn.

**Read:** Carefully read the material to grasp the details. At this stage, focus on understanding the concepts and how they relate.

**Reflect:** Connect the new information with what you already know. Consider how this new knowledge fits with your prior understanding and filter out any information that seems irrelevant.

**Recite:** Reinforce your understanding by summarising or explaining the concepts in your own words. This active recall helps solidify the material in your memory.

**Review:** Regularly revisit the material to strengthen retention and ensure a deeper, long-lasting understanding. Repetition over time helps move information from short-term to long-term memory. This approach engages multiple learning techniques for better comprehension and retention.

The **MURDER strategy** helps students learn math deeply by focusing on understanding, reflection, and practical application, consisting of six steps:

**Mood:** Maintain a positive and relaxed mindset while learning math. Stress can hinder your ability to absorb new material, so staying calm and motivated is essential. A positive attitude makes engaging with and enjoying the learning process easier.

**Understand:** Take the time to comprehend new mathematical concepts deeply. Avoid rushing ahead until you have a solid understanding

of the current material. A deep grasp of foundational ideas is crucial for tackling more complex topics later.

**Recall:** Draw upon your prior math knowledge to help solve new problems. Revisiting previously learned concepts can provide valuable insights and make connecting new information to what you already know easier.

**Detect and Digest:** If you encounter difficulties, don't be discouraged. Break down challenging problems into smaller, more manageable parts. You can identify solutions more effectively by analysing the problem step by step.

**Expand:** Try to apply learned math concepts to real-life situations. Relating abstract ideas to everyday experiences makes them more meaningful and helps you understand their practical relevance.

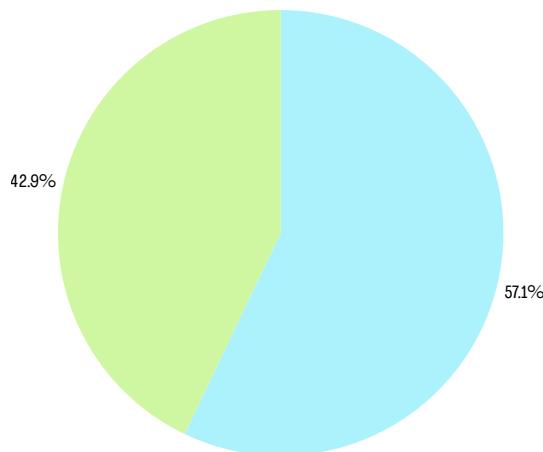
**Review and Respond:** Regularly review what you've learned, correct any mistakes, and ensure you fully understand the material. Reflection and self-assessment reinforce your knowledge and solidify your learning. As discussed by [2], this strategy encourages a balanced, thorough, and engaged approach to math learning, making it easier to internalise and apply new concepts.

To better understand students' perceptions of academic challenges, we surveyed 35 students from our school. We asked them which subjects they found most difficult—scientific or humanistic.

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Figure 1 shows that 57.1% of students reported struggling more with scientific subjects, while 42.9% found humanistic subjects more challenging.

- students that struggle with scientific subjects
- students that struggle with humanistic subjects



**Figure 1. Distribution of students by subject difficulty preference.**  
(Source: our own elaboration).

In conclusion, mastering mathematics is not simply about memorising formulas or solving equations; it is about understanding the logic behind concepts, fostering critical thinking, and applying reasoning to solve problems effectively. By focusing on the foundational principles and encouraging an interactive, hands-on approach to learning, we empower students to engage with math in a way that builds both their confidence and their competence. Strategies like PQ4R and MURDER provide structured, thoughtful paths to study that emphasise comprehension, reflection, and real-world application, making math more approachable,

engaging, and meaningful.

With consistent practice, reflection, and an emphasis on the reasoning behind mathematical ideas, students not only grasp concepts more deeply but also become confident in their ability to apply them in various situations. Ultimately, the true purpose of mathematics education is to inspire a belief in the power of reason and the value of logical demonstration, creating learners who understand math and can use it as a powerful tool to navigate the world around them.

# THE EVOLUTION OF WARFARE APPROACHES: FROM ANTIQUITY TO MODERNITY

BY NICOLE STAVOLE, SARA PALLADINO, AGNESE BUZZACCONI, LUCA SECONDINO, CARLOTTA D'AGUANNO

How have the ways of waging war evolved? From hand-forged swords to drone strikes, warfare has always reflected the technological and economic realities of its era. This article explores the profound transformation of warfare approaches throughout history, from the resource-based conflicts of ancient civilisations like Greece and Rome to the technologically driven and globally integrated wars of the modern age.



The concept of war has accompanied human history since its earliest days, but the ways of conducting warfare have changed radically over the centuries. While antiquity wars were closely tied to limited resources, direct armed forces, and practices reflecting territorial management and material constraints, the modern approach is defined by advanced technologies, globalised economies, and the massive use of financial and industrial resources. These transformations reflect technological progress and the economic, political, and social changes that marked the transition from the classical era to the contemporary age. This article will explore the substantial reasons behind the differences between

ancient and modern approaches to warfare, examining resource management and the economic dynamics that have influenced the nature of war throughout history.

## Substantial Reasons for the Differences Between Ancient and Modern Approaches to Warfare

The differences between warfare in the ancient and modern worlds are rooted in substantial factors related to technology, economy, strategy, and resources. In Ancient Greece and Rome, war was primarily about deploying men and direct resources: soldiers were recruited, weapons were handcrafted, and trade provided the necessary supplies. Wars took place within a limited territorial context, constrained by the logistics and communication capacities of the time [1].

In contrast, the modern approach to warfare is inseparably linked to technological advances, global strategies, and the integration of national economies into a global context. Modern warfare is no longer limited to the battlefield but also

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involves the use of advanced technologies, such as drones, missiles, and nuclear weapons, all requiring enormous economic resources and advanced industrial capacities. Furthermore, modern war increasingly relies on mobilising economic resources from a global production and supply network, implying a much more sophisticated and interconnected management of resources than in the past [2].

## Ancient Greece and Rome: Management Focused on Direct Resources and Practices

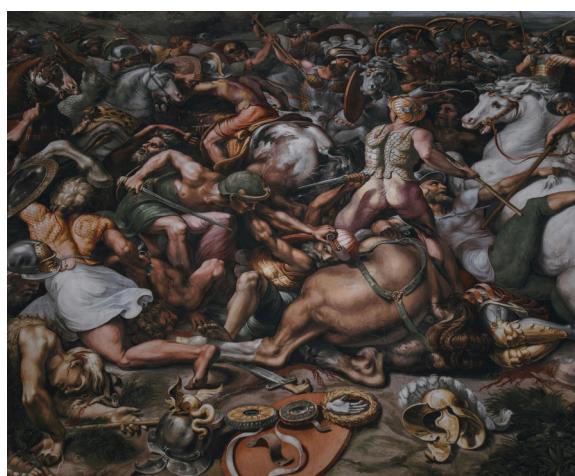
In Ancient Greece and Rome, war largely resulted from conflicts between city-states or major empires vying for control over limited territories, natural resources, or political power. Armies were composed of soldiers directly recruited from the social classes, and military equipment was handmade or produced in small local workshops. Resource management, therefore, was closely tied to the availability of men, land, and limited material resources, such as food, iron for weapons, and wood for ships.

During the Persian Wars and the Punic Wars, for example, the organisation and mobilisation of resources centred on a city-state's ability to recruit and maintain an efficient army and navy. Greek armies, such as those of Sparta, mainly consisted of professional soldiers, while Rome employed legions of citizen-soldiers. Although logistics were important, they



remained subordinate to the immediate availability of resources in the territory, and military strategies were often constrained by the ability to reach the enemy with directly available forces.

Moreover, ancient wars were strongly linked to the agricultural economy. Military campaigns had to align with seasonal rhythms and food resources. The economy of war was an integrated part of daily life in ancient civilisations, yet its scope was limited, and the conflicts generally brief. War strategies focused on direct control over local resources, such as fertile lands and trade routes.



## Modern War Economy: Technologies and Globalisation

In the modern world, the nature of war has changed dramatically. The Industrial Revolution introduced technologies that transformed warfare, shifting from close-combat battles with swords and spears to conflicts involving long-range missiles, drones, nuclear weapons, and advanced information technologies. The modern war economy has become far more sophisticated and interconnected, extending beyond the borders of a single state to a global network of economic and political interactions.

Modern wars require massive investments in research and development, in producing high-tech weaponry, and in training soldiers [3].



War production has become increasingly industrialised and depends on complex global supply chains. States must be able to finance their military operations through financial and technological capabilities, often drawing on private industrial sectors and multinational corporations.

Another fundamental change concerns the duration of conflicts. Modern wars, such as the world wars of the 20th century, have become total wars involving soldiers, civilians, industries, and infrastructure [4]. War economies are increasingly globalised, with political and economic alliances influencing military decisions. Using financial resources, through credit and currency, has become central to managing warfare.

Furthermore, the advent of electronic warfare, cyber warfare, and information warfare has expanded the dimensions of modern conflict [5], extending the struggle well beyond the physical battlefield. States now fight not only against enemy armies but also against information systems, public opinion manipulation, and cyberattacks capable of paralysing entire nations.

The evolution of the war economy, from the ancient to the modern one, clearly shows how technological, social, and economic changes have transformed how wars are fought. While ancient wars were local events limited by the immediate availability of resources, today war is a global

## THE EVOLUTION OF WARFARE APPROACHES: FROM ANTIQUITY TO MODERNITY

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enterprise involving the military, economy, and society. Despite these transformations, some continuities remain in the motivations behind conflicts: the control of resources, the defence of autonomy, and the expansion of power.

However, modern warfare has reached new dimensions, with technology enabling conflicts to be conducted more rapidly, on a broader global scale, and, in many cases, with far more devastating effects.

# L'INSAZIABILITÀ. TRA SATIRA E FILOSOFIA: ORAZIO E L'EPICUREISMO CONTRO L'AVIDITÀ DEI NOSTRI GIORNI

A CURA DI ALESSANDRA TUDINO, ANDREA SCALIA, GAIA DENTICE, GIULIA MARAONE, MARTINA FERRARO

Orazio, autore latino dell'età imperiale e seguace della filosofia epicurea scrive le Satire, un'opera in cui critica l'incontentabilità dell'uomo, sostenendo che solo con l'equilibrio, con l'accontentarsi di ciò che si ha e con una vita moderata si può raggiungere la felicità, perfettamente in linea con il pensiero del filosofo greco Epicuro. In un mondo dominato dalla corsa al successo, dalla ricchezza e dal piacere, la voce di Quinto Orazio Flacco risuona sorprendentemente attuale. Le sue Satire, scritte più di duemila anni fa, offrono uno sguardo disincantato – e spesso ironico – sull'insaziabilità dell'uomo, una condizione che ancora oggi è oggetto di dibattito.

Secondo l'enciclopedia Treccani<sup>1</sup> l'insaziabilità è l'impossibilità di appagarsi, la brama di avere il più possibile, di soddisfare tutti i propri desideri a qualunque costo. Se non si è sazi non si può essere felici [1], ed è un problema che nasce anche ben prima dell'iperconsumismo dei nostri giorni.

*"Ben di rado riusciamo a trovare qualcuno che ammetta di essere stato felice e, finito il suo tempo, se ne vada tranquillo, come un ospite sazio".*

Orazio, raffinato osservatore della società romana del I secolo a.C., mette in scena personaggi affamati di denaro, potere, piaceri sensuali e status sociale. Ma lo fa con uno stile unico: non condanna con severità, piuttosto sorride amaramente delle debolezze umane, criticando un certo difetto più che una singola persona. Un esempio emblematico si trova nella Satira I,1, dove il poeta osserva come nessuno sembri mai contento della propria condizione: il contadino invidia il cittadino, il cittadino il commerciante, il commerciante



il soldato... e il cerchio continua all'infinito. È un ritratto vivido dell'inquietudine umana, spinta da

## L'INSAZIABILITÀ. TRA SATIRA E FILOSOFIA: ORAZIO E L'EPICUREISMO CONTRO L'AVIDITÀ DEI NOSTRI GIORNI

desideri che si moltiplicano invece di placarsi [2]. Ma se questi personaggi avessero la possibilità di diventare ciò che desiderano, comunque non sarebbero felici. Per questo, secondo Orazio, l'unico antidoto a questo problema si trova nella "moderatio", cioè nella capacità di accontentarsi del giusto mezzo e di saper godere dei piccoli piaceri quotidiani senza cedere all'avidità o alla dissolutezza. Oggi, nell'era dei social e del consumismo estremo, le Satire oraziane ci parlano con sorprendente freschezza. Ci ricordano che la felicità non sta nell'avere sempre di più, ma nel saper riconoscere quando ciò che abbiamo è abbastanza e ad apprezzarlo. Il rifiuto dell'insaziabilità che emerge nelle Satire di Orazio trova le sue radici nell'Epicureismo, dottrina filosofica alla quale il poeta si ispira pur mantenendo una visione personale e più pragmatica della vita. Epicuro, infatti, insegnava che il piacere è il bene supremo, ma non si trattava di un edonismo sfrenato: il vero piacere consisteva nell'assenza di turbamento dell'anima (atarassia) e nel soddisfacimento dei desideri naturali e necessari.

Orazio riprende questa visione, contrapponendo la quiete interiore alla frenesia di chi insegue ricchezze e onori. L'insaziabile, per il poeta, è schiavo dei propri desideri e, come insegna Epicuro, sarà inevitabilmente infelice, poiché rincorre un piacere illusorio e instabile. La felicità, al contrario, si raggiunge nel saper

limitare i propri bisogni, godendo delle piccole cose e mantenendo un equilibrio interiore.

Anche la celebre espressione oraziana "carpe diem" rientra in questa prospettiva: non invita a vivere nel lusso sfrenato, ma a cogliere il momento presente con misura, accettando la fugacità della vita e rifiutando l'ansia per il futuro [3].

In definitiva, Orazio, attraverso la satira e l'ironia, traduce in poesia uno dei capisaldi del pensiero epicureo: solo chi è capace di accontentarsi può essere davvero libero e felice.

Se Orazio vivesse oggi, forse non avrebbe bisogno di inventare personaggi come quelli delle sue Satire: gli basterebbe guardare verso i protagonisti del mondo contemporaneo. Uno su tutti: Elon Musk.



Con una ricchezza stimata in centinaia di miliardi di dollari, il fondatore di Tesla e SpaceX è diventato il simbolo per

[2] ORAZIO. *SATIRE, LIBER I, SATIRA 1*, VV. 117-119.

[3] ORAZIO. *ODI, LIBER I, ODE 11*, V. 8.

eccellenza dell'ambizione senza limiti. La sua visione futuristica, la volontà di colonizzare Marte, l'ossessione per l'innovazione e il controllo delle nuove tecnologie (come nel caso di X, ex Twitter) rappresentano una moderna forma di quella insaziabilità che Orazio metteva alla berlina: il desiderio che, lungi dal placarsi, cresce con l'aumentare dei mezzi. Eppure, se ci si ferma a riflettere, la figura di Musk mostra anche il paradosso evidenziato da Epicuro e ripreso da Orazio: più si possiede, meno si è appagati.

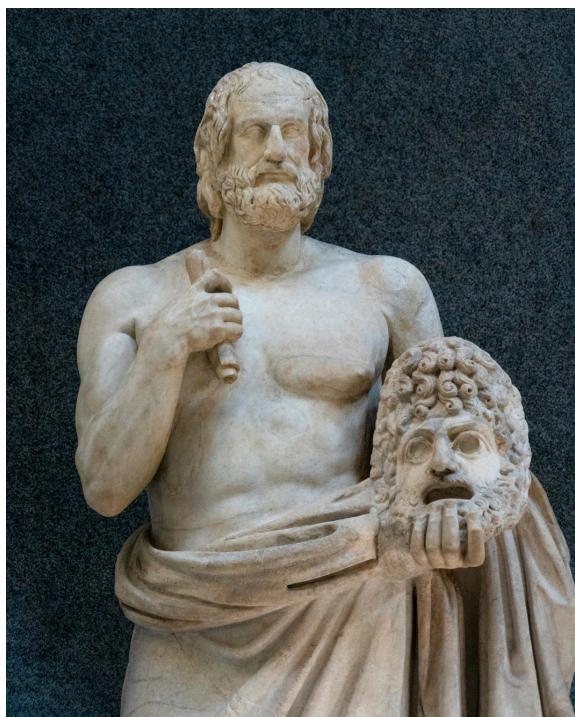
L'instabilità emotiva, le uscite controverse e l'accanimento per il controllo totale sono forse il segno che la ricchezza non basta a garantire la felicità? Dove si colloca quindi, in questo caso, l'"atarassia", la serenità interiore di cui parlava il filosofo greco?

# MISOGYNY IN EURIPIDES: A JUSTIFIED ACCUSATION?

BY NICCOLÒ VERRECCHIA, ALESSANDRO PURCARO,  
SIMONE EVANGELISTA, ALBERTO CERRONI

**For some critics, he is a misogynist; for others, he realistically represents women in the patriarchal society of the time. This is how Euripides describes the female condition in ancient Greece.**

Within the Greek tragedy, Euripides is considered a controversial writer for his innovation and depiction of women. Some critics have accused him of being a misogynist for the negative portrayal of women in characters like Medea, Phaedra and Clytemnestra [1]. On the other hand, many critics consider him a profoundly modern author, capable of exploring women's emotions, fears and desires in a rigidly patriarchal society with clarity and complexity [2].



## Dangerous women or victims of society?

One of the main arguments put forward for an anti-feminist reading of Euripides' plays is that he presents us with a repeated image of a woman who is a powerful and ruthless traitor, responsible for killing, usurping, and lying.

Another theme explored in the essay on Euripides' alleged misogyny is the character of Medea. She appears in Euripides' works and strongly represents an example of female friendship.

Even Phaedra, in Hippolytus, is painted as a suave and deceitful character who lies about her desire for her stepson, making him the damaged one.

However, this reading is limiting. Although Euripides represents women capable of dreadful deeds, he also presents them as victims, trapped in a system that dehumanises them. Medea is a betrayed and abandoned foreigner, driven to extreme revenge by her social powerlessness. Medea is the victim of a petty and opportunistic man who carelessly tramples on Medea's love, forgetful of

her enormous sacrifices. Abandoned and humiliated, Medea plots extreme revenge, which culminates in the killing of her children. Although it remains an immense cruelty, Euripides shows how enormous suffering was at its genesis. Medea shouts that if men "toil" in the fields, in war, or in governing the city, there is "toil" for women, too. In childbirth, in raising children, in the loneliness that follows the arbitrary separation from her husband, for which she sacrificed her family [3].

Another important female character is Phaedra. Unable to master a desire forced upon her by the gods, Phaedra is distraught. Clytemnestra, often portrayed as the villain, is caught in a context of male violence: she avenges the murder of her daughter Iphigenia, who was sacrificed by her husband Agamemnon in a bid to secure victory from the gods [4].

#### **Euripides: a "proto-feminist" ahead of his time**

Some scholars see an author more sensitive to women's condition in Euripides than his contemporaries [5].

In *The Trojan Women*, for instance, he gives voice to the pain of the defeated women, showing the brutality of war from the perspective of Hecuba, Andromache, and Cassandra. In *Bacchae*, Dionysos punishes Pentheus for his impiety and his rejection of the freedom and power of women.

What makes Euripides different is

that, in contrast to Aeschylus and Sophocles, he focuses on his protagonists' feelings and psychological motivations, making their voices heard. On the one hand, he shows women capable of extreme acts, but on the other, he highlights their suffering and struggle for self-determination.

#### **Conclusion: misogyny or realism?**

To define Euripides as misogynistic would be reductive. Instead, his theatre reflects a society where women were subordinate to men but were also able to exercise power, often in tragic and destructive ways. Euripides' tragedies do not accuse women so much as denounce their condition and the contradictions of Greek culture [6]. Euripides is a critic of the society that was responsible for the subordinate position of women, not just a misogynist.

With his works, Euripides encouraged men to look at their partners as people, not just possessions. He forced them to deal with the asymmetries and injustice that regulated social relations between the sexes, to recognise and demolish the stereotypes into which Greek culture had relegated the female image.

In short, Euripides revealed their misogyny to the Athenians, not his own.

# Celebrating Our Guest Contributors

*A special thanks to students of classes 3D and 4D at IIS Carducci – Liceo Classico di Cassino, who actively participated in this collaboration.*

*Every article in this edition was crafted by their talented writers, and we are delighted to have partnered with them to bring their voices to a broader audience.*

*All the stories, insights and perspectives captivated the CLEC Magazine team and reminded us why we love publishing the words of young authors.*

*Warm regards, and best of luck with all of your future projects!*  
*The CLEC Magazine Team*

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**N.14 issue**

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