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Conceptual history and History of Education

After noting the importance of linguistic turn in the field of historiography, the two leading currents in the field of conceptual history are identified, the Cambridge school and Reinhart Koselleck's *Begriffsgeschichte*. The paper focuses on the analysis of the latter trend in conceptual history, linked to the philosophical (Heidegger, Gadamer), political (Schmitt) and historical (Dilthey) tradition within the German academic community. The paper then reviews the origin and nature of the History of Pedagogy, which arose as part of the classic History of Ideas and later gave rise, after the Second World War, to a Social History of Education. Finally, a conceptual History of Education is proposed that, in addition to addressing the various conceptual strata included in the different terms, also takes into account the intellectual and cultural aspects through a return to discourses and pedagogic narratives.

Key words: Conceptual history, *Begriffsgeschichte*, History of Pedagogy, History of Education, discourses, narratives.

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The new political history of education

The political history, after over putting itself to the discredit provoked by the *nouvelle histoire* of the *Annales*, and after accomplishing an intense conceptual transformation, has been converted into one of the central subject of the actual historiographical debate. Basing itself in the importance of the subject, events and political facts, and exalting at the same time, subjectivity and the free and undetermined acts of human being, the new political history expands its field of action toward other themes such as the relationships of power. In this way, political, economical, cultural and mental aspects converge in this new political history. Its access to historical knowledge takes places through renewed paths that offer great possibilities to

the history of education: biographies (both of great figures and ordinary people) the history of quotidian life, memory and political culture, understanding this last one group of representations in which a human group can be distinguished. This new paths of analysis offer to this new political history of education an large thematic field that can be completed with the study of renovated old subjects, for example the history of political ideas, intellectuals and different institutions, specially that of the State-Nation.

Key words: Political history, history of education, biography, political culture, history of quotidian life, memory and history, history of political ideas, history of political institutions, history of intellectuals, new political history of education.

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Territories, identities and peoples: for a revision of the history of education in Spain

The debate surrounding the constructs national history/regional history also affects the history of education. This is a debate which has been instigated by us: because of the heartfelt need to revise a traditionally unitarian and single-model history, because of the awareness of the epistemological limitations of a structuralist historiography, and because of the consideration of post-structuralist contributions. This contribution deals with this debate in the field of the history of education at three junctures: namely that of the «problematization», the argumentation in favour of the de-construction of the historical reasoning and also the reference to the Spanish educational historiography drawn up in relation to the aforementioned.

Key words: History of Spanish education, historiography, regional history, social representations, identities, nations, memory.

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The historiographical construction of the educational object: school culture and liberalism in Portugal

The historiography of an epistemic object involves; a genealogy/contextualisation; the theoretical and substantive representation; the material proof. In Portugal, after the Absolute State had turned school into a state institution as an educational means for public instruction, the crucial stimulus behind the Liberal Revolution was the institution, nationalisation and official imposition of a school culture. Therefore, understanding and explaining the nature, substance, functioning, representation and appropriation of school culture is to present the historiographical construction of the educational object. In line with these methodological principles, the main object of this study is the education as a product of the school-society relation, in Portugal, in the mid 19th century. The intention is to show that there is a match between schooling and the cultural bases of the nation and that the education translates into school culture.

As well as an introduction, the text has three sections aimed at: 1) a historical account that constitutes acknowledgement of a context and an order of the main facts, demarcating and enabling comprehension, in the form of a historical cycle, of the period focussed on; 2) an interpretation, explanation and attribution of meaning and representation and the evolution of the school-society relation; 3) proof and a summary of the appropriation of school education by Portuguese society.

Key words: Liberalism, historiography, school culture, schooling, nationalisation, textbook.

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School culture and practices: the Brazilian public school as a research subject

This paper aims at presenting some studies developed by the *Núcleo Interdisciplinar de Estudos e Pesquisas em História da Educação* –NIEPHE– (Interdisciplinary Center of Studies and Researches in History of Education), under my coordination, in the past 10 years, regarding the Brazilian school culture, mainly the school practices. Therefore, it is organized in three sections. In the first, it explores the relation between culture and school, questioning the school culture concept, the possibilities that it offers to the research in education field and the challenges that it provokes. This is followed by the presentation of the some considerations about taking the school practices as a subject of research. It states the importance of understanding the school practices in their social and historical relationships. The closing section problematizes the educational methods used in the first half of nineteenth century by Brazilian public school.

Key words: School culture, school practices, public school, Brazilian education, methods of education.

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Third Sector and education in historical perspective: the pedagogical importance of the networks of organized sociability

This paper focus on the conceptualization of the informal educational factors which the social historian must keep in mind in order to build bridges and links between the so called Third Sector (non-lucrative, voluntary social activities) and the processus of social education in the framework of the study of the outstanding pedagogic effects (both for adult population and for younger people, male and female, rural and urban population) of the networks of organized sociability.

The constitution of such an analytic exhaustive census as it was possible of entities (voluntary organizations) of an environment geographical concrete (*demarcación provincial leridana*, in the western and north-western Catalonia) will allow us to investigate how the civil society has been endowed of associative nets throughout the last two centuries, from the industrial revolution to the agrarian revolution, from the first republican and workers movements to the globalization era, and to what extent the diffuse action of the voluntary associations has exercised an educational and civic influence in order to facilitate the empowerment of the civil society and the integration of its fewer integrated diverse segments.

This way of analytic exploration made from the history of the education perspective should contribute to enrich in the analysis of the educational and didactic treatment of the Third Sector thus contributing to the design of a curriculum for an advanced training of volunteers, socio-cultural animators and professional staff working in the field of the Third Sector and the non lucrative environment, and thus making easier the pedagogic optimization of the processes of the Third Sector.

Key words: Informal education, civil society, voluntary associations, census of associations, Lleida (Catalonia), cultural contemporary history, 1800-2006.

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To the building of the national feeling. Mexican school (1920-1940)

Along the decades that followed the Mexican Revolution, the intelectual and political circles that were engaged with the social and cultural reform of the country, were deeply committed to the construction of a sense of belonging to the Nation, throughout the knowledge and divulgation of *The Mexican*. Artistical Education, in wide population spaces, particularly music and dance, had a conspicuos role in propitiating the intercommunication of Mexican towns between themselves. The search of such local expressions had consequeces not only in urban spaces, but also in the erudite artists who founded genuine Mexican Schools of Music and Dance.

Key words: Nation, culture, music and dance, identity, rural school, construction.

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Isn't memory history? School testimonies during Argentine military dictatorship (1976-1982)

This article reproduces four testimonies about some teachers' and students' events that took place in a school during last Argentine dictatorship between 1976 and 1982. These retellings are interlaced with memory and forgetfulness problems, with the relations between memory and history, with the possibilities in recent history and the role of testimonies in historian's task.

Key words: Memory, history, recent, testimony, dictatorship, Argentine.

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The history of the school subjects

The history of the school subjects is a field of research set up in the 1970s, mainly in Great Britain by Ivor F. Goodson, among others, under the influence of the English «new sociology of education» and the so-called «curriculum studies», and, in France, by Dominique Julia and André Chervel, also among others. In this case within the so-called «cultural history» and, in the field of the history of education, within the history of «school culture». This field of research was introduced and developed in Spain in the 1990s, particularly thanks to the translation of some of the works by the authors named above. This article summarizes the ideas and contributions of these authors, as well as some developments of the history of school subjects in Spain, finally tackling a series of conceptual and methodological issues raised by the latter.

Key words: History of curriculum, school subjects, school cultures.

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Museology of Education. History of educational museums

On intend to analyse the apparition of the *Museology of Education* into the History of Education as one of the most interesting field of work in the last twenty years. In the begin on accept that de Museums of Education in Spain have experimented radical changes because of the new approach, new structures, new experts, new activities, new function of the visitors, new construction of an cultural and social space, reason why on inquire on the factors that have generated the museums of education's changes, reviewing the guidelines of the New Museology, the principal traits of the educational revolution, the power of the new technologies and the new approach in the History of Education.

Further on the current process of museums of education's reconversion is review, with one particular study of the take off of the one selection of these museums and also of the Museology of Education. The last chapter is a brief meditation about the exceptionally relations between the Museology of Education and the History of Education, and also about the social and cultural necessity for to found museum institutions with a modern —or postmodern— orientation.

Key words: Museology of Education, educational museums, material culture of school, History of Education, materialities of schooling, New Museology.

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Images and history of education: construction, reconstruction and representation of the school practices in the classroom

This article deals with the value of the image, of the visual, for historians of education. First, we present the different arguments that actually are presented about this topic; second, we offer an overview of recent researches, trying to point out their methodological approaches; third, we develop a theoretical proposal for analysing images, especially photographs; and, finally, we discuss some ideas about the study of school ethnography using images.

Key words: Visual analysis, ethnography of the school, history of school culture.

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The reception of the models of the New School in the Spanish manualistic of the early 20th century

This paper examines certain aspects related to the reception of the patterns of the New Education in de Spanish textbooks of the first third of the 20th century. This appropriation of the renewing pedagogical models by writers of didactic texts is also related to the processes of school modernisation during the period in Spain and suppose a mode of metamorphosis undergone by the principles of the renewed education on being transferred to the world of the prevailing educational practice. This influence consisted of the changes which affected the classical textbooks and in the appearance of new types of manuals which correspond to specific models and give rise to new textual forms.

Key words: New School, manualistic, reception/appropriation of pedagogical models, process of educational change.

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The school classroom, scene, narration and metaphor: new sources for the history of the education

In this article the new sources are analyzed for the history of the education, from a reflection on the importance of the classroom, the central idea of the new historical-educational investigation. The triple dimension of the classroom: *scene*, *story* and *metaphor*, allows us to distinguish the different sources that have been enriching the work of the investigators. It is tried to show that the access to the past of the education is much easier using close to the traditional sources those that are based on the image and the fiction, scarcely used on the history of the education, with the exception of the photography or the painting. For it one insists on the importance of the cinema and the literature.

Key words: Education, history, source, classroom, scene, narration, metaphor, cinema, literature.

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The teaching theory of Montaigne

This article seeks to articulate the teaching theory of Montaigne. The core idea is that Montaigne's thought, founded on formation classical ideal, is based on basic belief about the confidence in man, confidence in humanity possibilities to release from the weakness and frauds of the mind, to be a real man. The author develops the idea along these three lines: firstly, anthropology theory that inspires the educational theory of Montaigne; secondly, the anthropology values that we need to became a real man; and thirdly, the teaching process and the relationship with the teacher. Finally, in conclusion, the author shows a articulation of the teaching theory.

Key words: Identity teacher, educational anthropology, teaching theory, educational philosophy.

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The economy teaching in Granada University (1807-1936)

The *Universidad de Granada*, one of the oldest universities in Spain, is also one of the first in adapting the teaching of Economics to its curriculum. The subject is introduced in 1807 on the ninth year in the Faculty of Law, having the denomination of «Political Economics». After then first period (1807-1845) when its teaching was involved in adverse circumstances that the country was undergoing, the Public Education Act September 9th 1857 (Plan Moyano), the institutional process of Economics linked to the legal world is consolidated, and a regulated teaching system is set up, and classes are given by government professors. Granada consequently receives a major boost for teaching Economics and the number of university students is doubled the following decade once this curriculum is implemented. The last period (1916-1936) sees the participation of distinguished professors the *germanizados*, trained in Germany, Drs. Agustín Viñuales and José Álvarez de Cienfuegos.

Key words: History, teaching, politic economy, teacher.

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Women's education during the Six Revolutionary years in Jaén

Historically women's access to education has encountered important social opposition, based mostly in the adscription of roles who gave different social activities to men and women. That's specially in a rural province like Jaén.

In this work we analyze the beginnings of women's access to education in Jaén in a moment that, as a consequence of the teaching freedom decreed by the government and the new ideals promoted by the *Asociación Libre de Enseñanza*, something begins to move in that sense.

Key words: Woman, education, teaching, history.

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The situation of the primary education in Majorca and Menorca at the beginning of the twentieth century

In this article we try to reflect the situation and academic results of the primary schools in the islands of Majorca and Menorca in 1906, thanks to the governor of the Balearic Islands who takes an initiative reflected at the local newspaper.

Key words: Situation of elementary schools, public instruction, academic results.

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Francisco Javier RODRÍGUEZ MÉNDEZ
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The *Institución Libre de Enseñanza* and the school architecture

The ILE's educative pattern adopts alternative pedagogic models in the space and the time. The school architecture isn't attachment in its pedagogic proposal.

Key words: Architecture, school, ILE.

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Francisco A. GONZÁLEZ REDONDO, Miguel Á. VILLANUEVA VALDÉS and Rosario E. FERNÁNDEZ TERÁN
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A scientist's compromise with society. Blas Cabrera and the problems of Higher Education in Spain, 1919-1931

It is generally admitted that those University Professors devoted to those disciplines usually considered as scientific only live for their studies and researches, keeping well away from their countries' social and educational problems. In this article the compromise of such a recognized physicist as Blas Cabrera is documented through his role along the different conflicts and reforms in Spanish Higher Education which took place between 1919 and 1931. These initiatives had not being remarked until now, and demand the convenience of including him amongst the most relevant and honoured personalities of the History of Education in Spain during the first third of the twentieth century.

Key words: History of Education, History of Science, educational reforms, University, High School.

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Miguel DOMÍNGUEZ-BERRUETA DE JUAN and Miguel Á. SENDÍN GARCÍA
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History and educative reform in Spain (1975-2003)

This paper try of explaining the Spanish educational reform from the transition to the LOCE (1975-2003).

Key words: History, Spain, education, reform.

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The active memory of pedagogic knowledge in contemporeinty

The paper discusses the critical meeting of three paradigmatic projects of *the active memory of pedagogic knowledge*: Comenius's Didactic Knowledge, Herbart's Pedagogy and Dewey's Education, with some theoretical problems of the present time about education and teaching.

The following methodological tools were used: the meeting of several approaches and thecniques suchs as the formation of concepts in the archeology of knowledge by Foucault; the history of concepts practiced by Koselleck and the relationship between concepts and present, from epistemology.

The three Masters of Pedagogy were approached from two perspectives: 1) the relationship between the authors' masterpieces and the historical moment of their production. 2) The inscription in a temporal order different from their production.

Key words: Active memory, pedagogical knowledge, education, pedagogy, pedagogical paradigms, pedagogical residual knowledge of contemporeinty.

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