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The first 50 textbooks of Aesthetics in Spain

The article presents the manuals that introduced the study of aesthetics in Spanish classrooms. These books are designed for the student. Generally were class notes, corrected and augmented. Since the 40s of the XIX century, textbooks began to create a new publishing market. The research focuses on which, under a variety of disciplines, normalized the study of aesthetics.

Key words: Aesthetic, textbooks, Literature, psychology, rhetoric.

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Building educational communities from geographical referentiality: The evolution of the representation of educational institutions in Barcelona on urban maps

This paper presents the results of the study of the urban plans and maps of the city of Barcelona. From a preliminary study of the evolution of urban mapmaking, we analyse the referentiality of educational institutions in the city of Barcelona. In particular, we analyse the presence-absence of references to institutions representing different levels of the educational system and focus on how they are represented, observing the references' degree of symbolisation and the use of generic symbols to refer to them. Using maps and plans as a source of documentation for the history of

education, we have carried out a serial and specific analysis, consistent with methodologies derived from visual analysis applying the cultural history viewpoint, in line with the studies on the political and technical genesis of urban mapmaking carried out in the United Kingdom.

Key words: mapmaking, graphic referentiality, positivism, liberalism, reference educational institutions.

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The subversion of the gentleman. Body and beauty in Victorian ethos

Ever since the importance acquired in the Victorian age to define gender stereotypes, the authors analyze the debate emerged in the last period of the nineteenth century and especially in the Oxonian colleges, questioning the prevailing model of manhood represented by the prototype of the gentleman. This contention, supported by new aesthetic-artistic trends and focused on the texts of authors like Walter Horatio Pater, John Addington Symonds and Oscar Wilde, made possible a sort of new open-mindedness and a rupture of hegemonic masculinity ideals governed by a scheme where gender binary determined sexual orientation, leaving it, circumscribed to the limits of heterosexuality.

Key words: beauty, body, masculinity pedagogy, gentleman, dandy, aestheticism.

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The individual circulation of musical expertise in Portugal between 1901-1930

In an effort to analyze the modes of transmission of musical knowledge within the boundaries of my History of Education PhD investigation, I came across a question related to the international circulation of expert knowledge. In this article, for which I set the chronological borders of 1901 and 1930, I seek to underline the process of distinction that allowed a schooling network to be established simultaneously for all and only a few. While the State, through the extension of choir singing in primary schools and later on in the secondary curricula, was clearly promoting the massification of musical education — even though this was only fully accomplished in a later period — it was also concurrently obstructing the expansion of vocational schooling, which became a pathway for only a few. Based on an inventory of published monographs that circulated in Portugal in this period, I developed an analysis that in fact indicates a very limited circulation of musical expertise, by showing that it was profoundly individualized and circumscribed to the top of the musical elite, thus remaining highly dependent on personal strategies for the acquisition of knowledge.

Key words: Portuguese history of education, history of musical education, cultural elites, circulation of knowledge, musical and pedagogical expertise.

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Non-blind walls: sensing (and seeing through) decoration in Hungarian schools

Questions of the role and interpretation of art integrated into the fabric of educational institutions are explored here. Using six case studies taken from Hungarian schools built between 1900 and 1931 issues are raised concerning the ‘curricular’ and aesthetic nature of the works. Particular attention is drawn to how the art may be perceived, especially when, as in the two principal cases, it is created for schools for the visually impaired. To this end the selection of media ranges from stained glass to mosaic via painting, carving and ironwork, and the locations range from assembly halls to facades via staircases and doors. The political, religious and secular signs expressed are analysed against the backdrop of educational reform and social rupture. The generic subject of ‘the decorated school’ has been much debated since the introduction of mass education, yet there exists precious little academic study. The choice of the Hungarian examples acknowledges the wealth of material and diversity of ways in which artwork in schools can be read or, better, ‘sensed’. Ultimately, caution is advised.

Key words: art, Hungary, perception, sense, blind, children.

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Pedagogy of the new music. Webern as an educator

In this paper, we discuss the figure but above all the teaching vocation of the Viennese composer Anton von Webern (1883-1945). After briefly sketching the musician's philosophical and aesthetic outlook, we will focus on the lectures given between 1932 and 1934 on twelve-tone composition within the context of a far-ranging educational project holding considerable cultural significance. Second, through a comprehensive analysis of these lectures, we will shed light on Webern's wish to formulate a genuine normative aesthetics of music that encompassed and provided a preferential rationale for the twelve-tone system. Thus, this «stylistic option» —it should be remembered that the new music, to paraphrase Aristotle's famous saying, /can be preached in many ways /— will be defended in the light of a normative aesthetics that reflects on the essence of art and music and which uses Goethe's morphology as indisputable point of reference.

Key words: dodecaphony, nature, comprehensibility, morphology, Goethe.

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Teruel Female Normal School, a center for equal (1857-1901)

The present study is part of a more extensive one dedicated to the teacher training in Teruel. The article analyses the history of female teacher training, because during the 19th Century the training of male and female teachers was different.

The Teacher Training College for women was an important centre for the education of girls, particularly for those belonging to rural areas because it allowed them to have a greater cultural and professional formation.

Nevertheless the Teacher Training College of women was influenced by important political swings.

Key words: Teacher, Training School, Teacher Female Training School.

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The crisis of studies of Commerce in Spain (1953-1970)

The Commerce instruction in Spain was renovated in 1953. The reform, among other things, led to the disappearance the higher degree (Manager Commercial and Insurance Actuary), which was integrated into the Faculty of Policy, Economics and Commerce. The studies for person holding qualification professional basic of trade and accountancy, and trade expert middle-level will continue imparted in the old schools of Commerce. Thereafter there was a decrease in number of students. Attempts to reform the Commerce studies that took place since 1959 were unsuccessful. It was the Education Act that transformed the studies, to integrate the University Professional School of Commerce as University Schools of Business Studies.

The article analyzes the causes of the crisis in commercial studies, alternatives that were presented to resolve it.

Key words: Commerce schools, Commerce instruction, professional instruction, Spain.

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The Vocational Training in Gipuzkoa during the Franco Regime: Educational Establishments and Promoters

At present, the Vocational Training in the Basque Country holds one of the best indexes of quality. The business network of this province has made possible this phenomenon which begins in the 19th century. During the seventies of the 20th century Gipuzkoa reached the highest number of enrolments within the Vocational Training, together with a wide network of educational establishments. In this article we want to show the uprising of these kinds of educational centers during the Franco regime, highlighting the importance of their promoters: companies, advising boards or congregations. The purpose is to point out that, further than the legislative framework, the social and local demands acted as a dynamizing element of the Vocational Training.

Key words: Vocational Training, Basque Country, Gipuzkoa, educational establishments, education promoters.

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The process of literacy in Galicia: an attempt of explanation and understanding

This essay studies the evolution of literacy in Galicia between 1860 and 2001, emphasizing specially the strong gender differential that characterize it. We will analyze the relations between schooling and literacy, identifying some features useful for explaining and understanding the process of literacy. One of the features most stressed is the emigration.

Key words: literacy, gender differential, schooling, rurality, emigration.

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The Curriculum History in US and Great Britain: A Historiographical Review and Some Theoretical and Methodological Contributions to the Spanish Context

The Curriculum History is currently in Spain a relatively autonomous research object within the field of History of Education. This object would be introduced and developed in Spain in the 1990's through the dissemination of the research being conducted in the US and Britain, where so-called «curriculum studies» have been important. This paper summarizes and reviews the main US and British investigations focused on the history of curriculum. Furthermore, there are some considerations about its theoretical and methodological aspects to see what can bring these studies to the Spanish historians of education.

Key words: Curriculum History, Curriculum Studies, School Subjects, School Cultures, Black Box of Schooling.

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Critical review of ethnic education in Colombia

In this paper we touch on ethnic education as it was officially adopted by the Colombian government, and developed in law and education policy, for providing public education to those groups with ethnic status (indigenous and black). Also, because the modeling Ethnoeducation collects and promotes the concept of multiculturalism for the establishment of inter-group relations, which we want to discuss from the perspective of application in Colombia.

Key words: Ethnoeducation, Colombia, indigenous, Afro.

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