

# ANALYTICAL SUMMARY

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### **In-competence of the occi-neo-liberal's university: From the dreams of Quintiliano to the nightmares of Michel de Montaigne**

The competences are missing in the pedagogical literature up to the Washington Consensus. They arise as an economic concept in the thinking of the French Physiocrats and specifically in *The Wealth of Nations* by Adam Smith. Text where it emphasizes the association of the concept of individual and human resources. This attempt to profitable education is not new and has an interesting precedent in the transition from the Republic to the Roman Empire. The liberal educational system is born in the *Institutes of Oratory* of Quintilian and will reappear during the Renaissance through the *Studium Generale Universitas*. The essays of Michel de Montaigne and the dead end of humanism show us how the Bologna Process has deep roots in the memory of the occident to service the budgets of manufacture, capitalism, liberalism and currently of neoliberal globalization.

*Key words:* Competence; Quintilian; Montaigne; university.

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## Between Berlin (1810) and Frankfurt (1920): From the Humboldtian University to the *Freie Jüdische Lehrhaus*

This article reviews the role of Jewish tradition in the Central European (*Mitteleuropa*) culture of the 19<sup>th</sup> and early 20<sup>th</sup> centuries. After confirming the Hebraic contribution to western culture, it examines the significance of the University of Berlin (1810) with regard to the assimilation of the Jews, an ultimately flawed project that placed a great deal of importance on the role of the German language, which became a kind of lingua franca (a new *koiné*) to enable free circulation and social ascension in the Central European Empires (Second German Empire and Austro-Hungarian Empire). It is no coincidence that Wilhelm von Humboldt was a reputable philologist, hence the assimilation of the Jews involved, in addition to separation from the synagogue, mastery of the German language and familiarisation with an educational ideal (*Bildung*) derived from German neo-humanism, the prime example of which was Berlin's model of university for the fostering of the arts and sciences. However, the anti-Semitic mood that emerged in the late 19<sup>th</sup> century made it impossible to assimilate the Jews, who developed (with Hermann Cohen and Franz Rosenzweig at the forefront) not only a new manner of thinking (new, because it was a rift from German idealism), but also a new concept of higher education that, in accordance with Jewish principles, led to the inauguration, in Frankfurt in the autumn of 1920, of the *Freie Jüdische Lehrhaus* or Free Jewish House of Learning. Thus, a new pedagogic horizon emerged in higher education which, linked with elements of Judaism, emphasised the importance of the Hebrew language, Hebraic culture, the reading of texts (Torah, Talmud, Mystics) and their exegesis. Judaism thus created a new way of thinking and teaching, which led to a linguistic and hermeneutic turnaround that became evident in the years after the First World War (1914-1918), when an increasingly more severe crisis was faced by the Humboldtian model of education, based on the union between the gymnasium and the university, a pedagogical method that ultimately failed to satisfy the European Jews, who forged a pedagogic discourse (*Religionspädagogik*) that was associated with the Neo-Hebraic Renaissance. The topicality of the subject is supported, moreover, by the season of conferences that the Goethe Universität in Frankfurt organised in 2012 under the generic title of «Jüdisches Denken in Frankfurt: Das Freie Jüdische Lehrhaus 1920-1938».

*Key words:* Humboldt; University of Berlin; Judaism; assimilation; neo-Hebraic thinking; Hermann Cohen; Franz Rosenzweig; *Freie Jüdische Lehrhaus*.

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## **Pedagogic discourse in the science festival in the desired university: Spain 1900-1936**

In the early twentieth century the Spanish University offers an encouraging overview of the process of scientific and educational modernization, as they had intuited Giner de los Ríos and the Institución Libre de Enseñanza. It was the desired university, as a counterpoint to an anachronistic model university which had inherited the nineteenth century. The article seeks to explain this process by analyzing speeches delivered in the so-called Science Festival.

*Key words:* desired university; Spain; 20<sup>th</sup> century; modernization; Pedagogic discourse; science festival.

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## **Teacher education/miseducation? Thoughts and laments of two sceptic teachers**

This work is based on an analytical study of the teachers' education from three fundamental and interdependent points of view: *the institutional, the curricular and the legislative one*. History is our main witness and present reality corroborates past and present experiences. Without falling into pessimism or defeatism, we try to reflect properly that teacher education is at the same time and, paradoxically, miseducation, and that both paradigms coexist today and have done so/coexisted in the past.

*Key words:* teacher; education; miseducation; history; present.

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## Learning and business in college next

To describe some of the forces and effects that the current university has to go through becomes a blueprint of new maps. Landscape that shows discomfort as well as the uprising of political and economic rationalities. It matters to explain the vocation of future in an institution of superior education each time more enterprised and committed with the learning experience. Mutations, weirdness and overpositions give shape to the place of formation and practice in university life and autoregulation of management.

*Key words:* university; learning; schooling; enterprising; formation; outsourcing; future.

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## The meaning of transforming the university from a de-colonizer perspective

In this paper some approaches to the issue of university transformation are presented, from the link between university and de-colonizer thought, assuming this thought as a substantial dimension to addressing this issue. The aim is thus to answer the following questions: What characterized the colonization of the university and the thought? What does it mean decolonizing the thought and the university? bearing in mind that the «colonial way of looking» continues through the Venezuelan university and, therefore, that such questions have to do with the crisis of rationality and legitimacy impacting the university. Questions that impels us to pose the challenge of how to think *from the South*.

*Key words:* university; university transformation; thought colonization; university colonization; de-colonized university; de-colonizer thought.

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## Women's teaching in the Roman Hispania: Guess unfounded

In Mérida remains a nice funerary stela dedicated to a young girl. For many years the interpretation was that it means a dedication of a teacher to her disciple and therefore a unique example of women teaching in Hispania was imposed. Although this view is still ruled today remains in various studies that false belief. The reality is that there is no evidence that women, except of certain situations associated with the formation of the slaves, developed an educational activity in Rome. This circumstance remained with the triumph of Christianity. Hispania was no exception in the Roman world.

*Key words:* Female Teaching; Roman education; female teachers in Hispania; Spain Roman woman teacher; Roman school.

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## Teaching to preaching in the XVII<sup>th</sup> century. Similitudes and differences between academics: Juan de Jesús M.<sup>a</sup> (OCD) and Agustín de Jesús M.<sup>a</sup> (OCD)

Preaching, as the way of turning Scripture in useful teaching for the faithful, has a long history dating back to the V century AD. In the Spanish World this subject became very important in the Golden Ages, when Council of Trent, religious orders and particular authors worked together and compiled technical manuals for the educational system. These were a faithful reflection of the preaching situation. The analysis of the text books about preaching written in the XVII<sup>th</sup> century by the Carmelite Juan de Jesús M.<sup>a</sup> and Agustín de Jesús M.<sup>a</sup> lets us demonstrate that idea, and it makes known to those friars and their preaching works, both unknown nowadays.

*Key words:* education; rhetoric; preaching; XVII<sup>th</sup> century; Agustín de Jesús M.<sup>a</sup>; Juan de Jesús M.<sup>a</sup>.

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## Doctrinal and devotional literature in schools of Spanish Baroque. The *Memento mori* as a school subject

The influence of the Counter-Reformation is fundamental to deal the educational models of the late sixteenth century and Baroque. The religious education became the main focus of the primary schools. It is for that reason that materials for reading and writing include texts from doctrinal and devotional works. In the Baroque, because of his particular vision of life, are enriched with reflections on death and worldly vanity. This article aims to analyze the main calligraphy manuals of the period to find this moralizing purpose in exercises for students, tracking the sources and the pedagogical principle followed by their authors.

*Key words:* Counter-Reformation; Baroque; History of Education; calligraphy; *Memento mori*.

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## The science of education in Lyon: Initiative between state and local history teaching, the registry of scientific positivity on a spiritualist tradition (1884-1945)

The paper aims to articulate the political and administrative cadre who chairs the university system of science education in the city of Lyon, and the performance

of the leading intellectuals actors involved in its construction: Thamin, Chabot, Bourjade. We analyze here the conditions of the continuing education of science education in Lyon after 1920, while it disappeared in most of French universities. Why science education, Lyon, it not affected by the disenchantment of the political project that, in times of reform Ferry, had chaired its institutionalization? The paths of these three professors, its roots in an explicit spiritualism, his interest in child psychology, the depoliticization of his views have led them to develop intellectual and institutional strategies to promote a favorable pedagogical culture capable of responding to both the university theoretical requirements, and worry anchored in professional fields.

*Key words:* institution; pedagogy; experimental psychology; science education.

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## **Classroom songs in Spain between 1900 and 1936. A contribution to the historical study of musical education**

This work is focused on the study and analysis of nursery and primary school songs in Spain in the period from 1900 to 1936 and the education in music received by teachers through the music teaching methods at the 'Normal Schools', as teachers' colleges were called. The musical and educational characteristics of these compositions, and how teachers were taught to use them in the classroom, are determined through methods of analysis and comparison. The conclusions reached provide a detailed understanding of classroom songs, their features and their learning difficulties, highlighting the importance of these minor works in primary education, as well as teachers' poor musical knowledge regarding how to use them.

*Key words:* nursery song; classroom song; musical education; primary education; teacher training; handbook.

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## **In the frontier: identity traits in María de Maeztu's pedagogical Hispanic-American activity (1924-1936)**

Spanish women are due to pedagogical efforts that consumed a huge part of María de Maeztu's life. In opposition to the profuse studies about her Spanish work, there is a general unconsciousness about her leading role in the Christian-feminine educational strategy that, during the first third of the 20th century, pursued the cultural flowering of Hispano-American women. By analyzing her essays and conferences about the subject, and by examining her correspondence with other remarkable participants, we recover the «inside nature» of a movement closely linked to its members fundamental beliefs.

*Key words:* María de Maeztu; women's education; Residencia de Señoritas; Junta para Ampliación de Estudios e Investigaciones Científicas; Pedagogy; Christian feminine Hispano-Americanism.

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## **Popular movement and school in the Franco regime: the «ikastolas» in Gipuzkoa**

The ways of struggle and resistance against the Franco regime present an enormous variability and the motivations which activate them (political, social, cultural...) are characterized by their great heterogeneity. The educational area receives a special significance in Euskal Herria, from the perspective of the Basque culture and the Basque language, with all its derivations, included the national identity. In this sense, the central hypothesis of our contribution is that the emergence and later development of the movement of the «ikastolas» of the sixties and seventies must be placed in a wide context of popular fight. This transcends the school area in order to penetrate and activate the whole Basque social fabric, where multiple reactive strategies and alternatives the educational pro-Franco model will spread out. For all this, we will have to provide a context for the phenomenon taking into account the social, economic, political and educational reality of the period. We will also count on the existing documentation in several Archives and the direct testimony of some of the main protagonists of the popular movement.

*Key words:* National identity; Basque language; Basque Country; Franco regime; popular education; ikastola.



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## **Historical and methodological approach to music education courses at the Universitat de les Illes Balears (1977-1990)**

The education in general and the music in particular were not outside to the changes developed in Spain in the seventies of last century. The initiative, in the form of summer courses, promoted by a group of teachers and musicians, will mean the beginning of a true outcrop in music education, and will get in crescendo. This new concept is based on active methodologies successfully applied in other European countries and their linkage with the learning environment of the Catalan musician Ireneu Segarra, in the line of great figures of the musical avant-garde. This article is intended to approach the legacy of these courses from two perspectives. First, from a historical point of view, and then reaching any specific methodological applications then initiated. Finally, this article intends to approach his legacy highlighting the potential and utility also could acquire a similar format nowadays, in the new adaptation framework to EHEA.

*Key words:* Educational innovations and reforms; Educational renewal; Music Education; Music Teachers; History of Education; 20<sup>th</sup> century.

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## **Standardized assessment system in Chile: share of Mario Leyton Soto and Erika Himmel König**

Educational evaluation, as the science of education, began to be developed and applied in Chile only starting from the sixties of the last century. Indeed, several Chilean educators were to his PhD to United States of America in these areas; among them are Mario Leyton and Erika Himmel, who specialized in curriculum and evaluation, through the approaches of Tyler and Bloom. Therefore, both were actively involved in the introduction into the country of two measurement systems: (1) Selection for admission to the University, creating a standardized test, the academic aptitude test –PAA– which was established from 1967 and remained until 2002 and from 2003 to date was changed to the university selection test –PSU–; initially the PAA contained only verbal and mathematical aptitude tests; knowledge

tests were subsequently added specific (in mathematics, biology, physics, chemistry and Sciences social). (2) The measurement of achievements educational system school, both in basic education<sup>1</sup> and medium<sup>2</sup> from the 1970s with the called initially program of evaluation of educational achievement –PER– and, subsequently, with the system of measurement of the quality of the teaching –SIMCE–, which applies from 1988 until today, at the national level and at various levels of the school system: 4.º Basic, 8.º Basic and 2.º Medium, especially with tests of language and communication and mathematics. Both initiatives were directly involved Mario Leyton and Erika Himmel; the first to key positions in the Ministry of Education and the second as academic of the University of Chile and the Catholic University of Chile. Therefore, both have been recognized by the State with the National Prize of Sciences of Education in 2009 and 2011, respectively.

*Key words:* Educational assessment; Measurement; Standardized tests; Admission to the University (PAA-PSU); School system evaluation (PER-SIMCE).

<sup>1</sup> It corresponds to the primary education of other countries.

<sup>2</sup> It corresponds to the secondary education of other countries.