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Arts, crafts, and rural rehabilitation: The Sisters of Charity, Halifax, and vocational education in Terence Bay, Nova Scotia, 1938-1942

Responding to rural poverty associated with the declining fishery, the rise of industrial capitalism, and the impact of the Great Depression, the Sisters of Charity, Halifax, implemented a vocational training program in weaving and carpentry in the small community of Terence Bay, Nova Scotia in 1938. Senator William Dennis, a proponent of the New Democracy Movement, financed the program. Because the Sisters based their claims to success on observed behavioural changes among the residents of Terence Bay, the program can be seen as an example of liberal therapeutics in education, a model that placed emphasis on achieving social goals rather than transferring discrete skills and capacities to pupils. Focusing on the years 1938-43, this paper outlines the rehabilitation efforts at Terence Bay, describes the programs the Sisters implemented, and evaluates the definitions of success ascribed to their training school just a few years later.

Key words: Vocational training; Nova Scotia education; Sisters of Charity; Halifax; social rehabilitation; William H. Dennis; therapeutic craft.

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The Sisters of the Infant Jesus in Bembibre, León, Spain, in the second stage of Francoism: the school with no doors

This paper examines the intentionality and resignifications characterizing the mission of the Sisters of the Infant Jesus in Bembibre, León, and surrounding villages in the 1960s and 1970s during the second stage of Francoism. The Sisters played a public role by providing a testimony of a way to live the faith that can be traced to the origins of the congregation, the pedagogical imaginary of their founder, Nicholas Barré and the French spirituality of the seventeenth century. There was a trans-temporal re-appropriation of the original inspiration of the founder. The mission with its openness and creative involvement with the community and commitment to their needs created a unique space in the town and region during repressive political times and regional socio-economic challenges.

Key words: Nicholas Barré; Bembibre (León); Sisters of the Infant Jesus; Francoism; Charitable Teachers; seventeenth-century spirituality.

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Social secularization and active methods for school catechesis in the Franco regime (1939-1975). Problems and effects of a transfer of educational praxis

The article studies the debates about the educational transfer of active educational methods to school catechesis fueled by social secularization during the Franco dictatorship. It was the educational academic establishment that began to propose active methods for the catechesis, quoting progressive educational authors. However, university secularization and catechesis specialization, gradual transformation of the praxis, socio-cultural path dependence and social pressure on social pastoral led to the adoption of the active methods of the latter, particularly the *Révision de vie*. The extension of this method could explain that some of the changes in, mainly the reading of, the 2nd Vatican matched the requirements of the method, hypothesizing the ability of practices to change ideas. However, the *Révision de vie* not only fostered a secularizing anthropology, which was contradictory with the

original catechetical purpose, but led their adherents to social compromise and to questioning school catechesis itself.

Key words: Social secularization; school catechesis; active school methods; Révision de vie; Social pastoral; Franco dictatorship.

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«Our only hope is Apocalypse»: Marshall McLuhan, Catholic antimodernism, and 1960s education reform

The Canadian thinker Marshall McLuhan is widely recognized as one of the great theorists and commentators on modernity in the post-1945 period. Yet he himself was not a modernist in any simple sense of that word. He consistently engaged with modernity, but did so in order to undermine it in favour of a pre-modern conception of the world inspired by his intense relationship with Catholicism. McLuhan was, in fact, an arch antimodernist, which makes his pre-eminent role as an «expert» on modernity and education within the self-consciously progressive 1960s Ontario (Canada) Department of Education a deeply ironic one. This paper uses that paradoxical relationship to bring out the full complexity of McLuhan's interconnected ideas on modernity, antimodernity, Catholicism, and school reform, while shedding light on his unique status as a public intellectual during Canada's 1960s.

Key words: Modernity; Catholicism; education; media; 1960s; Canada.

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Looking to the past and moving to the future: a Catholic high school religious curriculum for the 21st century

This paper examines the secondary school religious education curriculum in the province of Ontario, Canada. Two questions are addressed: Why are Catholic

schools failing to graduate well-informed, active Catholics and what changes are needed in the high school curriculum in order to reverse this trend? These questions are approached from an historical perspective. It is argued here that a new high school religious education curriculum is needed in order to counter the prevailing influence of secularism. It is contended that students are graduating without the knowledge and skills necessary to understand their own faith and to explain it in a logical, convincing manner. It is further argued that this new curriculum must be as academically rigorous as other courses offered in Ontario high schools. William Pinar's theory on subjectivity and development of self provides the theoretical framework for this paper.

Key words: Secularism; religious education; catechetical; subjectivity; Q Source.

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The religious foundations of *Bildung* as an epitome of German education and its fundamental anti-western recipe

This article examines how during the Weimar Republic (1919-1933), Lutheran thinking enabled the incorporation of education as an university discipline, intellectually organized around the notion of *Bildung* excluding practical aspects. In order to provide a background the article deals with the period between 1890 and 1925. First, the article examined how toward the end of the nineteenth century, Germany's economic, territorial, and military growth, was not favoured by its intelligentsia which held a dualistic philosophy. Secondly, the paper discusses the cultural and institutional background of this philosophy in which the theory of *Bildung* arose and grew. Thirdly, the paper reconstructs how educational sciences, based on the ideology of *Bildung* became an academic discipline, during the Great War and explains how *Persönlichkeit* and *Bildung* became dominant battle cries against the West and the empirical sciences. Finally, the paper examines how advocates of *Bildung* tried to keep its viability.

Key words: *Bildung*; educational sciences; Weimar Republic; *Personlichkeit*.

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Neither ancient nor modern. Education and politics in times of José I in Spain (1808-1813)

This paper analyzes the educational proposals and reforms that were carried out during the interregnum of José I in Spain. It is believed that the crisis of the Spanish monarchy led intellectuals to an approach that tended to think of education and politics as two constituent parts of the complex revolutionary field on which the state education system should be developed. In that respect, the educational policy of «Intruder king» tended to modernize education so as to turn it into a social control device. However, traditional Spanish tendencies, very present even in the nineteenth century, turned this into a difficult task, since educational proposals moved between ancient and modern tendencies without being able to consolidate a state education system.

Key words: Education; Educational systems; Modernity; Illustration; Francophiles; José I.

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Celebrations in the system of public instruction in early republican period in Colombia: political contributions to national project construction

This article attempts to address the issue of the opening celebrations of schools and colleges, as well as academic competitions conducted by the two institutions during the early years of republican life in Colombia. Based on documentary sources file and the press, the main purpose is to demonstrate how these celebrations educational retook many of the features of the politic celebrations developed during this same period. In this context, this type of educational celebrations were conceived as an effective means to enthrone in youth and society the patriotic sentiment and republican principles in order to consolidate the national project.

Key words: schools; secondary education; celebrations; Republic; Colombia.

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Unamuno: the educational functions of the State. From a Teaching State to an Education Organizer State

The article aims to determine the political foundations of the education proposed by Unamuno, who, in many ways, agrees with the position defended by the Regenerationist Movement, in its historical time. However, it remains true that his position casts some connotative nuances resulting from his peculiar conception of secular education, since, as known, the secular concept in Unamuno does not lose any religious sense, when bonding with the Spanish popular Catholicism (Volkgeist).

The democratization of education, the statist education and the anti-politization of teaching are the three most distinctive political principles of this author, despite the fact that he detached from his defense of the «common school» after the approval of the Spanish Constitution of 1931, due to his reaction to articles 26 and 48.

In the light of the cultural atmosphere of the time, the present article focuses primarily on Unamuno's thinking, trying to determine the internal coherence of his postulates and educational principles.

Key words: Educational foundations; equality; freedom; autonomy; Teaching State; Chief State of Education.

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Educational laws of music in primary schools in Spain in 19th century

The revolutions in the Spain of the 19th century affected, as it could not be otherwise, to the educational world. 19th legislative and normative regulations show us that, although the musical education was a thoughtful and matter with legal references about its inclusion in primary or elementary school, failed to

materialize, in practice, until a century later. Educational past offered to music an important role in its organization of subjects to impart but as we advance in history, it retracts the presence of musical education, until the nonexistence. This way, all the educational analyses were ignored, from Greek philosophy, they had been granted to music an important power in the formative process of the person. The analysis of the whole documentation and legal educational normative of the XIX century, referring to the elementary school, it does not support any discussion in this respect: Seldom, music was included in the official study plans and, even less, it became a reality, so its practice in the classroom was left to the discretion of the musical knowledge of the teachers and their willing to bring it closer to the scholars. Being faithful to the duality of the romantic spirit, this situation took place during the century that granted more value to the music.

Key words: history; legislation; primary education; music; Spain.

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Alberto Bonet and his study on the moral conscience of the child (1927): A propos of the first works on moral education at the University of Barcelona

In this work the authors present a historical analysis of the Catalan philosophical tradition (Ramón Martí de Eixalá, Francisco J. Llorens Barba, Tomás Carreras Artau et al.) characterised by a philosophy of the conscience and its undeniable educational consequences. If Krausism was triumphing in Madrid, in Catalonia the school of common sense was taking hold, distinguished by conscience both in the order of knowledge and in moral praxis. When Tomás Carreras Artau took over the chair of Ethics at the University of Barcelona in 1912, a Seminar began that featured the work by Albert Bonet (the future leader of Spain's Catholic Action) on the moral conscience of the child (1927) as one of its most outstanding contributions. Although to a certain extent the Ethics Seminar was later discarded in favour of the Pedagogy Seminar which Joaquín Xirau began in 1930, it is true that the teachings of Alejandro Sanvisens (Tomás Carreras Artau's prize pupil) permitted the configuration of a pedagogy of the conscience which is found in the roots of studies on moral education generated at the University of Barcelona by the GREM (Moral Education Research Group), founded in 1988.

Key words: history of philosophy; pedagogic thought; ethics; conscience; moral conscience of the child; Francisco J. Xavier Llorens Barba; Tomás Carreras Artau; Alberto Bonet; Alejandro Sanvisens; pedagogy of the conscience; moral education.

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The contribution of educational work of the Martín Rodríguez Vivanco to development Cuban education

Martín Rodríguez Vivanco was a valuable exponent of the Cuban education during the republican period (1902-1958). He developed their work in a complex historical context, conditioned by the politics of North American dominance. In the article it is demonstrated that it was continuator of the line of the most representative Cuban educators' in the XIX century thought. The staging steps carried out revealed the contribution of the educational work from this professor to the development of the Cuban education, which is related fundamentally with the sociology of the education, the school inspection and the history of the education. Their conceptions about the three areas constitute a starting point for their study in Cuba. Those related with the school inspection serve of with respect to the address educational scientist and to the educational-methodological work at the present time and to sustain the roots of the Cuban pedagogy.

Key words: Contribution; educational work; pedagogic sociology; sociology of the education; school inspection; intellectual production.

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Between José Castillejo and José M.^a Albareda: Julio Palacios, the «last President» of the Board for Advanced Studies, 1939-1940

As the end of Spanish Civil War was assumed as definitive, the new Francoist authorities commissioned Julio Palacios, Professor at Madrid's Central University, what José M.^a Albareda would describe in May 1939 as the «governing mission of Spanish Science». In other words, the «supreme directorship», which resembles José Castillejo's dedication before the war, of all those institutes belonging until then to the Board for Advanced Studies (JAE) and the National Foundation for Scientific Research (FNICER). His efforts towards the reconstruction of the educational institutions after the conflict, undertaken from his position as Vice-president of

the Institute of Spain, and until Franco inaugurated the CSIC on 28th October 1940, suggest that Palacios could be considered the «last President» of the JAE.

Key words: Julio Palacios; Board for Advanced Studies; National Foundation for Scientific Research; Institute of Spain; Higher Council for Scientific Research.

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Frente de Juventudes in the school: the construction of the social imaginary of youth during the francoism (1940-1960)

This paper aims to analyze that the social imaginary are interpretations in reality, socially legitimized and committed to the hegemonic groups. During the francoism, the educational policies that were carried out had the aim to inculcate some values and concrete knowledge's that looked for the indoctrination of the childhood. This study tries to understand how the series of mechanisms were started, around the youth, inside and outside school wide, that looked for this aim. We would also like to highlight the importance given to rituals, commemorations, school parties, songs and school uniforms, by the political regime, as means to transmit their ideology, knowledge, and values.

Key words: education; indoctrination; francoism; social imaginary.

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The school buildings in a region of Leon: metaphors and case study

Introduction. The aim of this essay is to study the school buildings in a region called La Cepeda, in León. It includes a variety of buildings from the construction of the first school in the area (1896) to the last one built in 1983. *Method.* The

methodology deals with ethnography through which field data of forty-six buildings were collected, but also with descriptive-interpretative and hermeneutical methodology through which data about files of History and Education, in addition to the literature of schools in the period studied were compiled. *Results.* The main hypothesis of the issue copes with the fact that the evolution of school buildings in the region of the Cepeda has a parallelism with the economic and social development of it. These buildings are temporarily classified and they are also metaphorically studied in: a) from the start date of 1920 we have called pastoral school; b) from 1920 to 1950 which are called peasant school and c) from 1950 to 1983 which we have called monastic school. In every period it is specified the villages which have every type of school, building materials, the space arrangement and the certain building characteristics. *Discussion.* The results are unprecedented and they also represent a significant contribution to the school's architectural heritage although there is a piece of missing information due to the fact that some buildings were demolished as well as losses. The knowledge of the importance of school buildings are converted into public buildings, in bars and other type of places.

Key words: school buildings; schools from León; school architecture; construction metaphors; architectural elements.