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The popular and traditional play in the history of contemporary Spanish education

Popular and traditional play is part of the cultural identity and intangible heritage of a society. As such, with the passage of time, these have been transmitted and known by different generations who have been able to learn the different cultural codes and socialize playing the same games as their ancestors. Thus, we can affirm that these games are part of the curriculum that societies have bequeathed to the youngest. In this article we will make a tour of the main claims and uses that the pedagogical discourses in Spain have been doing around the popular and traditional play as an educational element.

KEY WORDS: popular play; traditional play; culture; history of education; educational heritage.

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Instructing about recreation: Alcocer and the moderation of the XVI, key in education for the game

In the year 1559 Francisco de Alcocer, Franciscan friar, wrote a treatise on the game. The intention of the friar is none other than to instruct and bring order in a

matter that caused so much damage in the society of the XVI. Games in general, but especially those of chance, due to their great diffusion and the excessiveness of the bets, will bring with them the existence of various laws, both canonical and civil. All these laws will lend themselves to great confusion as to the interpretation of them. The reasoning of the different jurors hold opposing positions, since the game is always lawful, that cannot be performed without mortal sin. Moderation will be the cornerstone that will dictate the permissibility of playful practice.

KEY WORDS: Alcocer; treaty of the game; prohibited games; bets; moderation.

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Presence and relevance of popular games in the *Boletín de la Institución Libre de Enseñanza*

The objective of this article is to analyse the presence of the popular game in the *Boletín de la Institución Libre de Enseñanza*. To do this, a systematic search and a historical-pedagogical analysis of articles is made where the content of the game and the popular game are represented and described by different authors of national and international relevance. The *BILE* stands as a platform for the dissemination of the epistemological debate of new sciences and disciplines that experienced its take-off during the 19th century, such as Folklore, in whose space the existence of the popular game was protected. This contributes to revitalize the image of the *BILE* as a historical-educational source.

KEY WORDS: popular game; *Boletín de la Institución Libre de Enseñanza*; folklore; education.

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Traditional games and education in the Canary Islands: from 19th century proposals to autonomic legal texts

One of the methodological keys of contemporary education, after the changes that occurred during the pedagogical renewal of the nineteenth century, is the incorporation of the game as the teaching ground, especially in the early ages of human development. One of the ludic modalities that has interested us for the present study are the so-called traditional games. Starting from a conceptual analysis that tries to delimit the characteristics of traditional games, we have made an approximation to them from the first general proposals raised by intellectuals, many of them linked to the *regeneracionismo* movement in the islands, up to the autonomic regulations that include these games within the educational curriculum. To achieve these objectives, we have used primary sources, both from the general press and the pedagogical press, especially from the 19th century, as well as legal texts, decrees and provisions that articulate traditional games in teaching in the 21st century in the Canary Islands.

KEY WORDS: traditional games; pedagogical press; Canary Islands; culture; History of Education.

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Historical background of traditional games and sports through Segovian culture

The present article is born with the intention of showing a retrospective vision of the traditional games and sports, rooted in the oral tradition, of a province like Segovia with a lot of historical weight within the Iberian Peninsula.

The first line of research shows us how the practice, culture and folklore related to these practices have a common link: Be part of a wide network of royal canyons, Cañada Segoviana and the Occidental Cañada Leonesa, both communicated in the «Vera de la Sierra» canyon.

The second line of research would be around the economy of the Mesta, the transhumance and the marketing of cloth. As a source of cultural transmission on a peninsular level.

We will finish with a classification and reflection on the pedagogical resources that can facilitate us the teaching work from the school and its federated sport as the true exposition of what was and should be its practice.

KEY WORDS: traditional game and sport; native sports; Cañadas Reales; historia de Segovia; tradition; Segovian culture; folklore; physical education.

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The popular *four corners* game: 30 variants to regain its use in 21st century education

The recovery of historical memory has to be a priority in 21st century society if you do not want to lose your identity. In this line, the object of study of this work is the popular game of the *four corners*. Specifically, it is intended to keep this playful activity alive and that it is erased in the minds of the young. To this end and based on a methodology focused on the analysis of the main written works, around the nineteenth and early twentieth century, the bases are established to propose modifications. From here, and as a result, we have developed 30 variants of the game. The purpose is to offer an example of the multiple options, in this case of the four corners, to keep alive the flame of the tradition, although adapting it to the present day.

KEY WORDS: four corners; education; school; folklore; game.

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The concept of childhood in Late Middle Ages in Castile through the «Mirror for Princes» (13th-15th centuries)

During Late Middle Ages, we can notice a revive of the sapiential literature in order to teach Castilian princes in moral and practical knowledge about government. This is a phenomena that happens around a renewal of the Classic culture and the new interpretation of its meaning. That new point of view that appeared in the Late Medieval Spanish kingdoms tried to provide the throne heirs with new skills not only as moral examples, but with practical knowledge. The sapiential literature in the «Mirror for Princes» tries to teach the future kings or rulers in a changing context in politics, but as typically in Middle Ages, also tries to face the future with a look in the past.

KEY WORDS: Late Middle Ages; Castile; sapiential literature; Mirror for Princes; Classic culture; moral; intellectual.

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The use of the languages in the educational systems of the Europe Renaissance

One of the contributions that the so called Renaissance humanists did to the education was the organization of its contents through the educational systems or *Ratio studiorum*; while developing at the same time strategies and instruments of learning, such as the language, considered in its communicative dimension and as a mean to access knowledge. Among the above mentioned humanists, Erasmus, Vives, Ignacio de Loyola, Melanchthon and Calvino may be stressed for their contributions to the development of the language and, specially, for the importance they provided to the languages in the educational systems they proposed.

KEY WORDS: Renaissance humanists; *Ratio studiorum*; languages and educational systems.

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Family portrait against the light: Angélique Diderot's musical learning and women's education in the Enlightenment

The musical education painstakingly planned by the French philosopher Denis Diderot for his daughter Angélique included not only a wide repertoire for the keyboard, but also advanced rudiments of harmony and musical theory. This unusual pedagogical choice, set against the theories of Diderot regarding the deficient education of women as being at the root of their supposed intellectual inferiority, is the starting point of this article. The aim is to analyse the possible influence of Enlightenment ideas on the musical life of women in France during the last third of the eighteenth century. In addition, our analysis to the repertoire for harpsichord interpreted by Angélique, valuable evidence of musical life in the domestic sphere in this period, will give us an insight into an aspect of the history of music often overlooked by the official account, whose protagonists were mostly women.

KEY WORDS: Diderot; education; Enlightenment; women; music.

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The pioneers text books in the construction of the General Didactics in Spain

This work is part of the history of pedagogical disciplines, in this case refers to the background of the General Didactics in Spain, in whose origin we find a set of manuals that take title of *Pedagogical Didactics* and published in the first two decades of the 20th century. So is an analysis of these manuals in terms of their internal organisation and value presenting in the contents of each party, who come to be general methodology, special methodology and school organization. Made comparison results leads to the conclusion that the Pedagogical Didactis embodies the search for greater autonomy of the methodological part or didactic in pedagogy; and where the general methodology, which has a lack of development, will be the germ of General Didactics, focusing its basic contents around the method, procedures, and forms of teaching.

KEY WORDS: discipline; history of disciplines; general didactics; pedagogical didactis; general methodology.

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Luis Domingo de Rute, architect of sample plans for public school building design in Spain at the beginning of the Twentieth Century

The *Collection of public primary school sample plans*, published in November 1908, consisted of twelve school samples of increasing complexity. They had been designed by Luis Domingo de Rute, an architect attached to the School Architecture Bureau of the incipient Ministry of Public Instruction and Fine Arts. They were intended to serve as a guideline as the architects were to follow in the future for the design of public primary school buildings. Although the Rute *Collection* enjoyed wide dissemination, the truth is that its application was quite limited due to the rapid obsolescence of the samples and the premature death of its author. Both circumstances undoubtedly contributed to accelerate the creation, a decade later, of the *Oficina Técnica para la Construcción de Escuelas por el Estado* (Technical Office of Public School Construction).

There is no study referring to the Spanish school architecture of the early twentieth century that does not mention this collection and its author. Apart

from that, little else has transcended the trajectory of Luis Domingo de Rute. The objective of the present investigation is twofold: on the one hand, to rescue the figure of Rute from oblivion in which he has been plunged –practically, since the publication of his *Collection*– and, on the other, to deepen the analysis of his school sample plans.

KEY WORDS: Luis Domingo de Rute; primary school building design; architectural samples; Twentieth Century; Spain.

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The school architecture of Badajoz between 1900 and 1975

The universalization of education that takes place throughout the twentieth century in Spain came strongly to the peripheral provinces especially from the sixties, although the process of school multiplication had been accentuated since the twenties. When democracy is established, we can say that in the capitals almost all the children were schooled and they had good teaching spaces.

The historical process of change that we comment is analyzed here, studying Badajoz capital through the press and the archives, studying classrooms and school buildings. It went from the room reused in old or ramshackled houses to the modern technified palace with all the equipment. This evolution had an impact on urban planning, as new schools were built in all the neighborhoods.

KEY WORDS: schools; teaching; xxth century; Badajoz; education history.

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The comics in the construction of the educational proposal in the first francoism

The years after the end of the 1936-1939 Civil War, Spain had to assume the dramatic consequences produced by the insurrection. He had to face not only the identity crisis of the two Spains but also the maintenance of an order based on fascist authoritarianism. The education of children and young people was one of the essential arguments in which the Government of the nation was supported to

deploy a comprehensive and homogenizing policy of indoctrination to ensure the so-called «social peace». The comics that appeared in those years was one of the instruments for non-formal education of the school population.

KEY WORD: education; comics francoist censorship; postwar.

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An educational experience televised in Spain between the 60's and 80's. The *Mission Rescue* program

ABSTRACT: This text has as its fundamental purpose visualize the educational function that in the decades of the 60, 70 and 80 had in Spain the program *Mission Rescue* in relation to the heritage cultural material. Exposing for a better understanding of its importance, a concrete case, the rediscovery of the Roman mosaics and the Visigothic necropolis of Santa Lucia by the rescue group n.º 349 of the Graduate School of Aguilafuente (Segovia).

KEY WORDS: heritage education; didactic of Art History; didactic of Social Sciences; Aguilafuente (Segovia); *Mission Rescue*.

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The rural German-Brazilian primary school: Education and sincretism in Santa Catarina

It aims to analyze the rural German-Brazilian primary school in Santa Catarina and its institution in the first decades of the twentieth century. The methodology is based on documentary research, using report, statutes, inspection terms, statistics, book, exercise books and photographs. Analyzes are based on a bibliography that deals with the relationship between education and immigration. The examination of the transformations undergone by the German immigrant schools in Santa Catarina shows that, initially, they were constituted as German schools. But because of the economic, political and socio-cultural changes of the first decades of the twentieth century, they built a new identity, which amalgamated typically Brazilian elements with Germanism. The results show that the rural German-Brazilian primary

school is an expression of syncretism, originated from the fusion of the German data brought with immigration and the Brazilian cultural components.

KEY WORDS: syncretism; educational institutions in Brazil; Santa Catarina.

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From the aluche to the Leonese wrestling, from the game to the sport. Past, present and future of the only sport cataloged as of Cultural Interest. The educational environment as a center that preserves its practice

The purpose of this text is to show the historical background of what a game was and how it has become a sport today. This study will identify the transcendence of Leon's struggle in Leon's society until it is declared as the only sport of Cultural Interest. We will describe how it is wrestling today. We will make a reference to the normative scope that protects this sport activity. We will teach the possibilities offered by the educational field for its implementation. We will make proposals to preserve the practice at school ages.

KEY WORDS: aluches; Leonese wrestling; education.

