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Juan Luis RUBIO MAYORAL
Universidad de Sevilla
Correo-e: lrubio@us.es

Guadalupe TRIGUEROS GORDILLO
Universidad de Sevilla
Correo-e: trigueros@us.es

The Teaching of the Arts and the National Education Systems. Presentation

Despite the importance of artistic education in all areas of reality, they have not been the subject of a historiographical treatment from the educational sciences according to their value, social projection and scope for culture and social and humanistic training. In most cases there are valuable studies and historical research developed largely within each of their areas of knowledge. However, there is hardly any research carried out from the area of educational policy and legislation, or from the economics of education. To some extent because the relationship between their knowledge, pecuniary benefits and practical utility, are far from the economic logic that seeks the utilitarian purpose of training in the cost-benefit relationship.

KEYWORDS: artistic teachings; educational systems; educational policy.

Juan Luis RUBIO MAYORAL
Universidad de Sevilla
Correo-e: lrubio@us.es

Guadalupe TRIGUEROS GORDILLO
Universidad de Sevilla
Correo-e: trigueros@us.es

Educational Policy and Teaching of the Arts. Study of its Normative Evolution (Spain, 1832-2020)

The purpose of this work is to analyze the development of educational policies regarding the teaching of the arts. Part of the evolutionary study of the artistic disciplines integrated in the special regime teachings. In principle, it is nourished by the legislative evolution of the object studied and adds the content of the works and investigations carried out in a prevalent way from each artistic discipline, without avoiding the political, social, cultural or economic factors that conditioned its evolution. Their progress represents different and specific trajectories circumscribed to each of their levels and training areas. They are training courses that have had a limited demand for training courses, restricted both by the limited volume of their offer and by the historical absence of an educational policy determined to promote their development. There is no doubt that there is also a link between the various formations and the place that these artistic expressions occupy in the culture and also in the professional expectations of their higher levels.

KEYWORDS: artistic education; special regime education; educational history; educational policy; legislation.

Consuelo de la VEGA SESTELO
Real Conservatorio de Música de Madrid
Correo-e: vegasestelo@usal.es

The Music Textbooks in Spain between 1900 and 1936 for Escuelas Normales

This paper is focused on the study and analysis of Music handbook for the training of teachers in Normal Schools, in Spain, between 1900 and 1936. An introduction is made on the legislation and curricula aimed at the training of teachers at this time. An analysis of these teaching methods is carried out according to their authors, musical content and didactic approaches. Conclusions are obtained that bring us closer to the knowledge of the preparation received in the matter of Music in Normal Schools at this time.

KEYWORDS: musical education; Normal Schools; handbook; teacher training; curricula.

Olga M.^a TORO EGEA
Universidad de Córdoba
Correo-e: eo1toego@uco.es

The Teaching of Music in Spain in the Educational System since the Beginning of the 20th Century

The humanistic dimension is a fundamental aspect of the person that we want to highlight in musical training, within the framework of the educational system in such a complex social moment. We must return to it to ensure that our children and young people develop skills and values linked to being, to coexistence and social integration in terms of equality and sustainability. Pedagogical intervention in the artistic-musical area requires knowledge of different musical methodologies.

KEYWORDS: music education and humanism; values; competences; social contribution of music education in Primary school; musical pedagogy.

Galo SÁNCHEZ SÁNCHEZ
Universidad de Salamanca
Correo-e: galo@usal.es

The Teaching of Body Expression in the Spanish Educational System. Historical Tour

In this article we wish to clarify information on the historical and educational background of body expression as an artistic discipline that is part of the Physical Education subject in the school curriculum. The main objective is to raise awareness of the characteristics, appreciate the values and defend the essential educational contributions that body language provides in the education of Spanish children and young people. The proper approach to this discipline includes a great pedagogical interest because it provides the basis for a general body education that can influence students' future decisions regarding their relationship with physical activity.

KEYWORDS: body expression; physical education; education history; dance.

Natalia OLLORA TRIANA
Universidad de La Rioja (España)
Correo-e: naollot@unirioja.es

Eva María LÓPEZ PEREA
Universidad de Burgos
Correo-e: emplperea@ubu.es

Juan Alfredo JIMÉNEZ EGUIZÁBAL
Universidad de Burgos
Correo-e: aja@ubu.es

The Semiology of Scenic Dance. A Contribution of Knowledge in the Higher Studies Curriculum

Studies in dance are incorporated into the European Higher Education Area with the publication of Royal Decree 1614/2009, which governs Higher Arts Studies. On the basis of the latter, Royal Decree 632/2010 is drawn up, which sets the framework for the definition of study plans. This integration gives rise to profound transformations which have repercussions in the study processes, such as those related to the development of autonomous learning and the acquisition of competences. From the paradigm of pluralistic research, qualitative analysis and Arts-based research, we set ourselves the objectives of analysing the scene and defining the signs with signification which construct the creation as a part of dance semiology, in order, subsequently, to objectify the contribution of this theoretical delimitation in the development of competences and as a tool for autonomous learning. Among the conclusions, we highlight how knowing and delimiting these coexisting signs in the scene favours the achievement of the specific competences assigned to dance, providing quality and evolution as higher studies.

KEYWORDS: dance; semiology of dance; higher dance studies; elements with signification; dance and the European Higher Studies Area.

José Antonio CARIDE
Universidade de Santiago de Compostela
Correo-e: joseantonio.caride@uvigo.es

Manuel F. VIEITES
Universidade de Vigo
Correo-e: mvieites@uvigo.es

Higher Education and Dramatic Art in the Spanish Education System: Looking at the Past to Build Futures

The first proposal to establish a Higher Theatre Education in Spain dates from 1769, although it was necessary to wait until 1830 for the creation of the Royal Conservatory of Music of María Cristina. One year later, in 1831, the Declamation studies were organized within it, and since then Higher Education in Dramatic Art has experienced multiple vicissitudes, associated with its progressive implantation and social presence, with advances and setbacks of different nature and scope. Trying to place ourselves in some of its past circumstances, we will consider its state of the art in the historical period that elapses from the first years of the 19th century to the present. We will do so by putting an emphasis on the applicable normative and legislative framework and also on the socio-political coordinates in which Dramatic Art Education is incardinated, without forgetting –with a comparative perspective– some main hallmarks related to its status, organization and development, in the Spanish, European and world contexts. After a review of literature and document analysis, besides answering some key issues, we will appeal for levels of training and professionalization in order to provide Higher Education in Dramatic Art with the recognition that its scientific status and artistic practices require. Its historical trajectory demands to build more and better futures.

PALABRAS CLAVE: Arts Education; University; Higher Education; European Convergence; Spanish Education System.

Leopoldo CALLEALTA OÑA
Universidad Nebrija
Correo-e: lcallealta@nebrija.es

Historical Approach of Artistic Education in Spain, from 1857 to 2006. A Period of Social, Educational and Political Change

Artistic teachings are a subject that has not always been recognized by intellectual society. The social, political and educational evolution have an impact on the advancement of the process of this teaching by opening a gap in education. The com-

petent authorities and agencies have turned to include artistic teachings in the constructivist paradigm developed in the different educational stages, giving substantial value to the trajectory of the different areas that make up such teaching. In this way, the objective of this work is to analyze the historical evolution of artistic education in the Spanish educational system. After carrying out a descriptive bibliographic-documentary research, we can conclude the evolutionary existence that the so-called Artistic Teachings have suffered throughout a period in constant change. This entails the visibility of artistic teachings through, not only the historical framework, but also the legislative learning that the school itself shows us.

KEYWORDS: Artistic Teachings; legislation; art; historical evolution; legislative learning.

José Luis MANRIQUE SANZ
Universidad de Valladolid
Correo-e: manriquin@yahoo.es

Mr. Domingo Sáez Montejo: from Doorman of Chamber to Impurified First Letters Teacher

Mr. Diego Ochoa de Hondategui died in Segovia in 1751. In his will he ordered the creation of free first letter schools for poor children. He specified the qualities of the teacher, an example for his disciples and for society. Mr. Domingo Sáez Montejo, before dedicating himself to teaching, was a Chamber Doorman and Faithful of the Registry of Arbitrary of Sisas of the Market Gate. As a teacher, he lived the joys and economic pains of a board of foundations, envy of Segovian institutions, until he ended up bankrupt due to the so-called «confiscation» of Godoy. The teacher Montejo went from being a faithful defender of the Constitution of 1812 to being considered a «black» liberal; he had to flee at the end of the Constitutional Triennium and hide in court, where he ended his days still being a «defiled» teacher.

KEYWORDS: Hondategui; teacher; unclean; liberal; doorman of chamber.

Juan José MARTÍN GARCÍA
Universidad de Burgos
Correo-e: jjmgarcia@ubu.es

Primary Education in Mid-Nineteenth-Century Castilla y León according to Madoz's Dictionary

Although significantly better than in many other Spanish regions, primary education in mid-nineteenth-century Castilla y León suffered a range of limita-

tions: a lack of schools, above all in rural areas; limited assistance, with marked provincial differences, often conditioned by gender and domestic opposition to schooling; a poorly trained and woefully funded teaching cadre; and old-fashioned methodologies that tended to entrench backward-looking mentalities. Despite the educational ideals long espoused by the early liberal movement, in *Madoz's Dictionary* we observe a depressing situation that would still take decades to modernise and develop into one of the pillars of regional social-economic advance.

KEYWORDS: primary education; Castilla y León; nineteenth-century; *Madoz's Dictionary*; frustration.

Francisco José GARCÍA PÉREZ
Universitat de les Illes Balears-IEHM
Correo-e: f.garcia@uib.es

The First Schools of the Sacred Heart of Jesus and the Teaching of Girls in Cuba during the 19th Century

The Society of the Sacred Heart of Jesus has a long history in the field of education and has an influence that extends to the present day. In the specific case of Cuba, the 19th century saw a significant expansion of female education. In fact, numerous religious orders opened schools there. Among all of them, those of the Congregation of the Sacred Heart, founded concretely in Havana and Sancti Spiritu, stand out. Along these lines, different issues that directly affected both centres will be analysed. On the one hand, we will study their functioning, the type of students that were admitted, the designed curriculum and the benefits of these centers in women's education. On the other hand, it is also important to emphasize the different obstacles that both schools went through, especially at a time when the island of Cuba was being hit by an armed insurrection that was disrupting school life. We now have many archival documents, generated by the former Overseas Ministry, which provide data that will help to understand the role played by the Sacred Heart of Jesus on the island.

KEYWORDS: Sacred Heart of Jesus; Cuba; education of girls; religious schools.

Marcos MEDRANO DUQUE
Universidad de Salamanca
Correo: marcos97md@usal.es

The First Women in the Greek University: The Oblivion beyond Classical Greece

The aim of this article is to expose the situation, evolution and success of Greek women in their struggle to achieve equality in rights and opportunities, specifically in the Greek university system. By presenting a research through legal documents and personal testimonies of the time, the analyses will reveal a precise and detailed depiction of the social outlook of Greek women at the end of the XIX century and early XX is formed. Greece was a country of vital importance for the development of civilization in ancient times; however, at present in our environment little is known about the access of Greek women to higher levels of education. Thereupon, a scientific approach to it will certainly contribute to studying from the perspective of the comparative method the achievements of the feminist struggle in different parts of the world. In addition, a section will be dedicated as well to the first Greek women that reached a position as professors in Greek or foreign universities to complete the analysis of the university outlook of the time.

KEYWORDS: women; modern Greece; equality; feminism; university; coeducation.

Sergio Ángel VARELA
Universidad de Málaga
Correo-e: sergioangelvarela@hotmail.com

The Relationship between Student and Teacher from Miguel de Unamuno's Point of View

One of the least studied facets of Miguel de Unamuno's life is that of a teacher, despite the fact that he taught for more than four decades in different positions within the university structure and even in secondary education. Despite his own experiences as a student, which he could well have imitated when he was in charge of teaching, Unamuno the teacher sought to distance himself from the didactic practices of his time and, almost from the first day, surprised his students with a different approach to language teaching that focused on practice and, above all, on the relationship that should exist, in his opinion, between teacher and student.

This relationship had to be based on two pillars: the empowerment of the human component, and for this it was necessary to break the invisible barrier between

the professor and the student; and the need for the teacher to be an example for his disciples, both in his work habit and in his knowledge.

KEYWORDS: Miguel de Unamuno; education; professorship; students; didactics; language teaching.

Juan Luis GÓMEZ GUTIÉRREZ
Universidad Francisco de Vitoria (Madrid)
Correo-e: juanluis.gomez@ufv.es

Hygienism and Education in Spain in the XIX-XX Centuries. Enrique Salcedo, Contributions to Child and School Hygiene

ABSTRACT: During the final third of the XIX century and the first of the XX, there was a boom in the hygiene movement and a large part of it was aimed at child hygiene and education. Since that movement there has been noticeable support for initiatives and measures directed towards the improvement of conditions in school life and in children's education, above all for those suffering from worse conditions. The Holiday camps, the new policies to improve school building conditions, the incorporation of school hygiene programs, the introduction of physical activity and outdoor activities are some of the improvements achieved thanks to this movement.

Of all the hygienists who were champions of these new ideas regarding hygiene and education, we would like to highlight, together with his work, the figure of doctor Salcedo y Ginestal. In addition to his informative work we must add his important participation in the promotion of school hygiene in the wake of institutionalism.

KEYWORDS: hygienism; school hygiene; education; nature; holiday camps.

Pablo Gabriel BUCHBINDER
Universidad de Buenos Aires
Correo-e: pbuchbin@retina.ar

Contributions to the Study of the Origins of University Extension in Argentina

The objective of the article is to propose a perspective of the transformations of university extension practices in Argentina during the first half of the 20th century. Its emergence in civil society organizations led by university professors and professionals at the beginning of the century is analyzed. Then, the extension practices

formally developed in the Universities of La Plata, Litoral, Tucumán and Buenos Aires are analyzed. The transformation from an extension model aimed at the political formation of the popular sectors to another aimed at the massive dissemination of news in the field of science and culture is underlined. These changes are linked to political transformations and the prevalence of an increasingly moderate and conservative social climate, especially since the 1920s.

KEYWORDS: University; extension; reform; Buenos Aires; La Plata; Tucumán.

Carlos SÁNCHEZ MUÑOZ
Universidad de Almería
Correo-e: csm864@ual.es

The Role of Trade Unions in Spanish Education (1936-1983)

This article studies the educational situation in Spain from the end of the Civil War until the transition to democracy in the 1980s. To do so, it begins with a contextualisation of the educational situation and the regulations and values followed during the Franco dictatorship, starting with the fundamental pillars of the dictatorship: Franco, Church and State. After this first contact with what education was like at this stage of the 20th century, a study is made of teachers' associations and their evolution from the trade unions imposed by Franco's regime to free association in the democratisation process. This article concludes with the role of the Trade Union Organisation in the key studies for the industrialisation of the country, Vocational Training, as a way of analysing the role of the trade unions in Spanish education.

KEYWORDS: education; trade unions; Francoism; Transition; Professional Formation.

Bertrand NOBLET
Universidad Clermont-Auvergne
Correo-e: Bertrand.noblet@uca.fr

Pariahs of Virility: «Effeminate» Men in the History Manuals of Franco's Spain

The accession to power, at the head of Spain in 1939, of members of the caste of officers supported by the most reactionary sectors of society, placed legal repression and symbolic violence. In the context of a broader exaltation of the national virile heritage, the history textbooks took part in the stigmatization of the

«effeminate» men. Their authors are however confronted with the force of the forbidden, which compels them to many circumlocutions. It is true that the risk of porosity between the masculine and the feminine is an ever-present danger, as evidenced by the analysis of the ambiguous figure of the Moor of Al Andalus.

KEYWORDS: History; school textbooks; homosexuality; Spain; Francoism.

Paloma MUÑOYERRO GONZÁLEZ
Universidad de Salamanca
Correo-e: munoyerro@usal.es; palomamunoyerro@gmail.com

State-Subsidised Private Education in Spain: Origins and History

State-subsidised private education in Spain has been the subject of controversy ever since it was established in the 1980s. Further to the latest education reform in Spain, this issue has been once again brought to the fore in Spanish media. This article analyses the causes and the historical background that led to the creation of State-subsidised private education, concerning both the technical and the ideological factors involved. Firstly, the demographic and historical factors that gave rise to this system are analysed. We then delve into how the 1978 Spanish Constitution opened the door to freedom of education and thus to public funding being used to finance private education. In this regard, we analyse both the voices in favour of this change and those against it, as well as the ideological confrontation that this matter sparked in 1982-83. Finally, we provide an overview of the education reforms conducted in the last decades involving State-subsidised schools, leading to the most recent education law passed in 2020 and the political and social confrontation it has caused.

KEYWORDS: State-subsidised private education; Spanish Transition; freedom of education; LODE; LOMLOE.

María del Pilar GARCÍA SALMERÓN
UNED-Madrid
Correo-e: pgarciasalmeron@gmail.com

The Technical Office of School Construction. Documents in the centenary of its creation (1920)

This year marks the centenary of the creation of this public body, framed within the Ministerio de Instrucción Pública y Bellas Artes. His work is highly significant and enduring. Significant, because from his architecture studio a large number of

school buildings would be illuminated, which represented a drastic and necessary change in the space in which public primary education was located in Spain, and lasting, since many of his works still remain today standing, enjoying the admiration and consideration of citizens, still housing within its walls schools or other educational institutions. Here essential documents are rescued to know and understand the history of school buildings in Spain.

KEY WORDS: Spain; School Buildings; Technical Office; Ministry of Public Instruction.