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Rosemarie TERÁN NAJAS
Universidad Andina Simón Bolívar (Quito)

The novel *La Emancipada*: women's elementary education in nineteenth-century Ecuador

The article analyses the impact of elementary education in the individual and public experience of women in nineteenth-century Ecuador, during the transition between the period of the Gran Colombia and the first half of the republican period. The first part examines the girls' schooling process in the context of the establishment of the republican school system, as well as the decline experienced by the utopia of enlightened education in the mid-nineteenth century, when its egalitarian and inclusive mission failed. In contrast with this schooling dimension, the second part reveals an unknown dimension of the Lancasterian project that allowed women to acquire literacy levels adequate to undertake a self-taught way which, at the same time, the society did not stop censoring. The use of unconventional sources such as the novel *La Emancipada* (*The Emancipated*) opens new perspectives for research in History of Education with a gender perspective.

Key words: Women's emancipation, Lancasterian Monitorial System of Education, 19th century education, national fiction novels.

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Leoncio LÓPEZ-OCÓN
Instituto de Historia. Centro de Ciencias Humanas y Sociales, CSIC (Madrid)

Early steps of republican science towards emancipation in the Andean States

The primary object of this article is to show several actions executed by Andean governments in the early decades of their political independence in order to boost science development. Among these actions there are three relevant points worth mentioning:

the enhancement of technical teaching, the incorporation of European scientists, and the support of European naturalists who travelled through the new Andean nations following the traces of Alexander von Humboldt.

Furthermore, the article analyses the controversy of historians, whose debate is aimed to clarify if the initial scientific impulse was due to the own dynamism of Andean nations or it was caused by the influence of foreign countries. Finally, it highlights some results of the research programs of naturalists and doctors in the Andean republics between 1830 and 1860. In short, the paper argues that due to the multiplicity of initiatives, a long lasting and decisive link between science and politics, knowledge and power was established in the Andean States and in other regions of the American continent.

Key words: Andean America, natural science, medicine, technical education, Alexander von Humboldt.

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Óscar SALDARRIAGA VÉLEZ
Universidad Javeriana (Bogotá, Colombia)

The Rationality of *Fanaticism*: Independence, secularisation and education in Colombia, 18th to 20th centuries

The article examines the process of secularisation in Colombia from a case study of the liberal educational reform of 1870. It discusses theoretically the versatility of the concept of secularisation and the teleologies of modernity that postulated it as a future destiny. It concludes by arguing a general hypothesis on the structural role of «conciliation» that modern school plays against the demands of the State and the Church in the attempt to control it. Finally, it argues that pedagogical knowledge constitutes a third source of credibility and truth against the two traditional sovereign powers.

Key words: Colombia, secularisation, Independence, credibility, curriculum history, pedagogical knowledge.

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Magdalena CAJÍAS DE LA VEGA
Universidad Mayor de San Andrés (La Paz, Bolivia)
Ex Ministra de Educación y Culturas de Bolivia

Beatriz CAJÍAS DE LA VEGA
Universidad Mayor de San Andrés (La Paz, Bolivia)
Fundación Cultural «Huáscar Cajías Kauffmann»

Notes for rethinking Indigenous education in the light of its history and of the processes of liberation of the Indian in Bolivia

This article studies the history of indigenous education in Bolivia from two fundamental aspects: the education which can be considered as built «from below», that is, from the very same indigenous peoples or nations, and the one which resulted, in different historical times, from governmental policies. The latter addressed, in one way or another, the «education of the Indian», in the framework of the «educational reforms». The hypothesis that is being defended is that today both tendencies can meet and converge. This is due to the fact that indigenous nations of Aymara, Quechua and Guarani, as well as peoples of the lowlands of Bolivia, have reached an important direct representation in the institutions of the State.

Key words: Indigenous education, rural education, Indigenous and rural movements, educational reforms, Bolivia.

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Dermeval SAVIANI

Universidade Estadual de Campinas, UNICAMP (Brasil)

Models of development and educational styles in the process of emancipation of Latin America: the case of Brazil

On the occasion of the commemoration of the 200 years of Independence of Latin American countries, this paper analyses the models of development and educational styles in the process of the emancipation of Ibero-America, focusing specifically on the Brazilian case. In order to do this, we use two key texts as a reference: Gregorio Weinberg's *Modelos educativos en el desarrollo histórico de América Latina (Models of Education in the Historical Development of Latin America)* and Germán Rama's *Estilos educacionales (Educational Styles)*. Both texts elaborate the educational models or styles that took part in the historical development of Latin American societies. Bearing in mind the polarization between tradition and the modernization displayed in the educational models and styles proposed by Weinberg and Rama, this work shows how the process of conservative modernization, which characterized —with different nuances— the general emancipation movement in Ibero-American countries, took place in Brazilian society.

Key words: History of Latin American education, history of Brazilian education, models of education, educational styles, education and emancipation processes.

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Cecilia PITTELLI and Javier Pablo HERMO

Universidad de Buenos Aires y Universidad de Palermo (Argentina)

The influence of the University Reform of 1918 in Córdoba (Argentina) on the origin of Latin America's renewed emancipatory thought

The emergence of universities in Spanish colonial America, inspired by the model of the University of Salamanca, would mark the first centuries of the history of universities. These universities began to change with the Independence Movement of the nineteenth century and with the advance of liberalism, positivism and idealism, and were eventually transformed in the University Reform of 1918. This article attempts to provide a vision of the emancipation ideas developed in Latin America starting from the University Reform of 1918. The reform constituted at first instance an expression of the struggle carried out by young students in Argentina and experimented a rapid expansion to other countries of the continent. A variety of schools of thought expressing different critical positions towards the political and social reality and towards common university practices, sprang from confronted models in society and in the university.

Key words: History of Education, University, University Autonomy, schools of thought.

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Miguel SOMOZA RODRÍGUEZ

Universidad Nacional de Educación a Distancia (Madrid)

Education and populist movements in Latin America: a failed emancipation

Populist movements, particularly those of Latin America, have been perceived as an intellectual problematic object since its appearance. In several occasions they introduced in the public discourse the issue of «emancipation» of Latin American nations from foreign guardianships or oligarchic national minorities, and implemented nationalist state policies. This article examines aspects of the education policies of the governments of Getúlio Vargas in Brazil and Juan D. Perón in Argentina, especially the reform and expansion of technical-vocational education boosted by both of them. The study highlights the connection between these reforms and the groups and social classes which provided support to these governments and with the strategies of the application of power. The article briefly revises the different interpretations that populism has generated and refers to the current academic debate on the subject. The conclusion points at the fact, that populist governments present contradictory stages in their social and educational policies, perhaps as an expression of the difficult conflicts that still hit Latin American societies.

Key words: Populism, Latin America, technical-vocational education, Getúlio Vargas, Juan D. Perón.

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Modesto SIERRA VÁZQUEZ and Carmen LÓPEZ ESTEBAN
Universidad de Salamanca

Innovations in primary teacher training on Mathematics and its Didactics in the first third of the twentieth century: contributions of the Spanish «Normalista» movement (1923-1936)

The contributions to mathematics education in primary teacher training of Teachers of Mathematics of the so-called Spanish «normalista» movement are presented in this paper. Contributions which will result in the introduction of the subject «Methodology of Mathematics» in the 1931 Programme of Studies, known as the «Professional Programme».

Key words: Curriculum innovation, normalista movement, Didactics of Mathematics, primary teacher training, history of Mathematics education.

Fecha de aceptación de originales: 18 de septiembre de 2009
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Rosario E. FERNÁNDEZ TERÁN and Francisco A. GONZÁLEZ REDONDO
Universidad Complutense de Madrid

Science and education between Spain and Argentina, 1910-1940. The university chairs of Buenos Aires' *Institución Cultural Española*

During the first decades of the twentieth century Spain experienced its most significant period of educational, cultural and scientific encounter with Europe in all its history. The new approaches and reforms, initially advanced by García Alix in 1900 and accomplished by the Junta para Ampliación de Estudios from 1907, became the model for many Latin-American countries. In particular, the celebration in 1910 of the centenary of the declaration of independence in Argentina became the origin for a very special initiative that rejoined Spanish immigrants and their descendants with the country of their ancestors, which by that time had learned how to overcome several decades of decline looking for Europe: the Institución Cultural Española at Buenos Aires.

The ICE, through the JAE, established and supported two successive university chairs. In Buenos Aires, since 1914, the most important Spanish University Professors sat at the «Cátedra de Cultura Española» alternating Humanities and the Sciences. In Madrid, from 1928, some European authorities joined Spanish scientists at the «Cátedra Cajal de Investigaciones Científicas».

These initiatives, which showed the splendour of what is being known as Spanish Silver Age, suffered a dramatic rupture with the outbreak of the Civil War. After 1939, a new Institución Cultural Española had to adapt itself to the new Spain, a very different country from the one they had met during the first third of the twentieth century, while the Junta para Ampliación de Estudios was reincarnated as Consejo Superior de Investigaciones Científicas.

Key words: History of Education, History of Science, Argentina, Junta para Ampliación de Estudios, Institución Cultural Española.

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Alfredo ALCINA MADUEÑO
Inspector de Educación. Madrid

Deaf-mute teaching during the Spanish 2nd Republic period. A historical view

Deaf-mute teaching during the Spanish 2nd Republic period is an issue which has never been studied in depth consideration and some of its aspects have been not even touched by any research. We could say that deaf-mute education is granted with the characteristics found in general education, at least regarding this specific stage, mainly: economic and budget thoughtful following effort by the governments, methodological renovation, modernization of the educative system, spreading of the school-net, teachers' formation, etcetera. However it is true that we can find a very strict-stated idiosyncrasy, which sometimes turns out to be even controversial, not only due to the opposition of different political parties in power during different 2-years periods (31/37 and 34/35), but also because of the republican-socialist governments decisions regarding educative policy. The Republican legacy consists actually much more in documentary facts than in actual realisations, and will have much more application within that political regime that follows and annihilates the Republic than within the period of the Republic itself. The consideration of primary sources (both legal and documental) is the base that supports the final conclusions that are provided by means of this exposition.

Key words: Teachers specialized in deaf-mute teachings, oralist methodology, National deaf-mute and deaf-blind people school, Normal deaf-mute school, Royal Decree, September, the 19th, 1933 implementing the organisation of deaf-mute teachings, National deaf-mute school regulations, 1934.

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Francisco MARTÍN ZÚÑIGA, Isabel GRANA GIL and Carmen SANCHIDRIÁN BLANCO
Universidad de Málaga

The Francoist purge of the teaching staff: ideological control of secondary school teachers

The main purpose of this article is to analyse purges of secondary teachers from a qualitative point of view: ideological basis, legislative control and the stages of the teaching staff purge, and that is the reason why we have divided our work into different sections. We tried the teachers to be who put us in touch with the truth from the analysis of the 2.445 files related to secondary teacher's purge which are kept in the AGA.

We studied in depth the repressive agents, the informers, the ideology and the goals which lie behind repressive politics and the way they decided to sanction or to exonerate people. In order to contribute to a better understanding of the purging process, we make a global approach to the lists of accusations, the evidences, reports, etc. Finally, we show some quantitative data related to the sanctioned teachers and their classification according to several factors.

Key words: Spain, secondary teachers, purge, Franco's regime, history of education.

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Lausane CORRÊA PYKOSZ
Universidade Federal do Paraná

Marcus Aurelio TABORDA DE OLIVEIRA
Universidade Federal do Paraná
Coordenação de Aperfeiçoamento de Pessoal de Ensino Superior-CAPES

Hygiene as time and place for body education: hygiene precepts on the curriculum at school groups in Parana state

This work intends to discuss, by analysis of a varied data, the way rhetoric of moral, hygiene, and civilization achieved the bodies of students and their education as the most meaningful element to the school group model affirmation. A model took as the medium of integral formation project for Brazilian youth along the first two decades of the XXth century. Such precepts referred to hygiene as an element that was ought to prevail in the new age and space of schools, in a deeply relation to the phenomenon of school groups, the height of teaching modernization that also reached Brazil at late 19th and early 20th century. The debates were recorded in pedagogic and diary press, documents like reports and mails or materialized in didactic material and teaching codes of public school system; such debates followed reasons that aimed to warrant public investment on knowledge and resources for formulation and implantation of a complex of gadgets that ought to educate the bodies of students by implant of hygienic precepts.

Key words: History of education, curriculum history, hygiene, body education.

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Roberto BOTTARINI
Universidad Nacional de Luján (Argentina)

The School and the Prize. The enlightened programme of Manuel Belgrano: Means of promoting agriculture, encourage industry and protecting commerce in an agricultural country (1796)

The Argentine educational historiography considers the document that we present as a fundamental piece to exemplify the educational ideas and proposals of the Enlightened Movement in «Río de la Plata». The relationship between education and the State; education, work, and economy; women education; utilitarianism; are some of the topics identified in the *Report* which is commented. This pedagogical thought boosted by Belgrano had continuity in his journalistic writings and in the proposals and achievements during his public intervention as a royal official and as a revolutionary leader. The political leading role of Belgrano facilitates the enquiry on the elements of continuity and pedagogical rupture —and not only pedagogical— between the Enlightenment and the Independence movements. The complexity and eclecticism of his thought are not usually considered by the educational historiography.

Key words: Enlightenment, education, work, utilitarianism, happiness, historiography.

Fecha de aceptación de originales: 30 de diciembre de 2009

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Víctor Hugo ACUÑA ORTEGA

Universidad Centroamericana (Managua) y Universidad de Costa Rica (San José)

Independence and education in Central America: José Cecilio del Valle's *Report on education* (1829)

The Honduran José Cecilio del Valle (1777-1834) is the most prominent thinker from the historical time of the Independence of Central America and one of its key political actors. Valle was one of the great promulgators of the Enlightenment in the Kingdom of Guatemala. His interests included rationalist philosophy, experimental science, the doctrines of liberalism, and the theories of political economy. But what mostly stands out from his thought is his concern for education, which according to him was the foundation of human progress and good governance. His thoughts on this field are brought to light in the pamphlet entitled *Report on education*, published in Guatemala in 1829. An excerpt of the report, in which he proposes a plan for the organization of primary education, is herewith transcribed.

Key words: Primary education, Enlightenment, Independence, Central America, José Cecilio del Valle.

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Laureano ROBLES

Universidad de Valencia

Dorado Montero, JAE's fellowship in Paris (1910)

This document recovers the Dorado's epistolary during his stay in Paris (1910), when he was a fellow by JAE. He was a respected lower penalist professor in the University of Salamanca, introduced the Italian positivism in Spain, and is the maker of the correctional pedagogy. Through their personal texts, it shows his intellectual preoccupations and interests.

Key words: Intellectual, law, positivism.

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