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Academic disciplines in the Quixote or «siendo de toda imposibilidad imposible»

In Don Quixote you can find the university life and all the disciplines of the *trivium* and *quadrivium*, as well as law studies, medicine and theology. In addition, knowledge of these disciplines are not vulgar, but typical of someone who has studied them in depth. Moreover, we are sure that Cervantes did not attend any university and could not devote himself to studying if the characteristics of his life are taken into account. This discrepancy has been noticed by many researchers. This paper concludes that Cervantes could not write a book full of all Greco-Roman and biblical wisdom.

Key words: Education, disciplines, curriculum, Cervantes Studies

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The political-economic education of the rulers in the discourses to the king Philip III by Pedro de Valencia (1555-1620)

Present-day economical crisis resembles partly that one suffered in Spain at the beginning of the 17th century. In those days, the Spanish Crown, which like all modern States had needed to carry out new functions such as deciding the fiscal and monetary politics to achieve its consolidation, fell into a deep economic crisis. Many treatises and discourses, several of them addressed to the king Philip III were written to change the economic policy of the State, which was considered responsible for the evils affecting

Spain. Some of these texts have been studied by the historians of economics, but not by the historians of education, however they can be, in our opinion, included in that literary genre whose objective was the education of the princes. In this work we will analyse the writings dedicated to that king by the Spanish humanist Pedro de Valencia with the aim of educating the rulers of the Monarchy so that they could acquire the necessary intellectual and moral virtues to accomplish their duties. There are in his texts many teachings that are still valid nowadays.

Key words: Education, politics, economy, Pedro de Valencia, Philip III, humanism.

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The Burgos edition (1588) of Christiani pueri institutio adolescentiaeque per fugium, key work of the Jesuitical Humanism

The present article analyzes a very important work of the Spanish Humanism of the XVI century: the *Christiani pueri institutio adolescentiaeque per fugium*. Its author is Juan Bonifacio S.I. It was published in Salamanca in 1576. The book has not still been translated to Spanish language. It is the first European book published in China in 1588. Its ideas are a faithful reflection of the humanist ideals of the Golden Spanish Century and of the humanism of Jesus' Company. Its analysis comprises four parts: origins of the work, thematic, sources and projection.

Key words: Humanism, virtue, education, parents, teachers, religion.

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The treatise De la manière d'enseigner et d'étudier les Belles-Lettres by Charles Rollin is a swan's song of classic studies

Charles Rollin (1661-1741), professor and Chancellor of the University of Paris, wrote at the beginning of 18th century *De la manière d'enseigner et d'étudier les Belles-Lettres* a book that was then translated into several languages and reprinted many times. The success of this work was due to the moderate thought and language used in reference to the classical studies program at the School of Arts in Paris. Rollin had a profound educational sense, so he kept up the essential principle of humanistic formation, i.e. to ameliorate intellectual, ethical, and religious dimensions of each student. Furthermore, he introduced some substantial changes in the curriculum, aiming

at mitigating its excessively difficult aspects and to give it a practical orientation. In parallel to the prestige of its author, the book was reprinted for near 150 years (excepting the revolutionary period). Nevertheless, at the end of 19th century Rollin, his work, and the model of secondary education supported by him passed into oblivion. The present paper, based on the study of the work, aims to contribute to the knowledge of modern evolution of humanistic studies.

Key words: Charles Rollin, Humanism, Humanities, School of Arts, Belles-Lettres, classic studies.

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The marriage purity under the pedagogy of J. L. Vives

This article examines how J. L. Vives reworks the traditional tenets about virginity. Vives begins with the claim of defining marriage as a Christian institution which represents the union of love and the pursuit of harmony. Virginity will be a characteristic of all states because it essentially involves the ability to assess things in a reasonable manner and, from that assessment, to choose the best and truly useful one.

Key words: J. L. Vives, Humanism, Gender Studies, Pedagogy, Ethics.

Fecha de aceptación de originales: 20 de febrero de 2012

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Eiximenis' Humanism: Knowledge, city and courtesy

This paper provides an approach to the thought of the Franciscan Francisc Eiximenis (c. 1330-1409), one of the Crown of Aragon's most distinguished authors. Living during the transition from the Middle Ages to the Renaissance, his intellectual universe contains elements of both worlds. While from a doctrinal viewpoint, he follows the canons of the Medieval period, from the social viewpoint —by advocating a greater role for the bourgeoisie—, he proposes a precapitalist economy. In a broad sense, from a pedagogic viewpoint, one can define Eiximenis as a humanist concerned with fostering city life, the prominence of active life through cultivation of the mechanical arts, the expansion of knowledge as an effective means for combating ignorance, the development of reading as a tool for improving the governance of cities and the dissemination of courtesy to temper the ills caused by sin, particularly gluttony. Without being a humanist in the strict sense, Eiximenis —author of

the encyclopaedic work (*Lo Crestià*), written at the end of the 14th century in the vernacular tongue so that it could be read by everyone— contributes to laying the foundations of a pedagogic culture that seeks the betterment of society through a series of elements — appreciation of knowledge, praise of work, expansion of courtesy, encouraging reading among women, etc.— which, in general, herald and anticipate the advent of the Renaissance. This would confirm the thesis that argues that the Renaissance is not a break from the Middle Ages but rather it is the outcome of a gradual evolution that is more suggestive of continuity than rupture.

Key words: Middle Ages, humanism, Eiximenis, city, knowledge, courtesy, women.

Fecha de aceptación de originales: 29 de abril de 2012

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The Madrid Royal Schools of St. Elisabeth and Loreto according Constitutions of 1715 and 1718

The Madrid Royal Schools of Saint Elizabeth and Loreto were founded by Philip II at the end of 16th Century. Both institutions provided education for orphan girls. They still exist as Catholic coeducational schools granted by the Education Department. These two Schools were Royal Sponsorship belonging to Palace ecclesiastical jurisdiction. The Schools Constitutions sanctioned by Philip V have been preserved until now. Although these Schools have a parallel history, the mentioned Constitutions are completely different for each School. According to these Norms, the Madrid Royal Schools of Saint Elizabeth and Loreto have many differences between them.

Key words: Madrid Royal Schools, Crown's sponsorship, orphan's educative schools, Constitutions.

Fecha de aceptación de originales: 8 de febrero de 2012

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Factors affecting dropout rates for teacher training courses in the first third of the twentieth in the Cordoba teacher training schools'

The aim of this paper is to determine which variables affected the dropout rate for the academic curricula applied in 1903, 1914 and 1931. The application of the quantitative methodology to the History of the Education is limited, but it opens new options of

investigation. The tool used to compile information was a questionnaire applied to a stratified sample of 618 subjects. Statistical inference was used to prove or disprove the hypotheses. The results revolved around the conditioning factors that affected the students, for example gender (52% and 48% for male and female students, respectively), 51.6% of the students followed an official curriculum, and the dropout rate was 45%. The findings indicate that the dropout rate was influenced by the gender, the curriculum studied and the mode of teaching chosen.

Key words: Quantitative methodology, history of education, academic achievement, dropout, Teacher Training Schools, teacher training.

Fecha de aceptación de originales: 24 de febrero de 2011

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On the side of Barrabas or on the side of Christ. The harassment again the secular private schools in Spain, 1880-1910

The introduction of secular education in Spain from the eighties in the nineteenth century will come from the hand of associations linked to freethinking and masonry, of Republican groups, and of anarchist groups. Since its inception, its development was extremely difficult. Funding was not readily available for premises, nor was for teachers or appropriate textbooks. But, above all, proponents of the secular school will soon have to face systematic harassment by the Spanish Church, social groups and the Conservatives who, at all levels, will oppose a fierce resistance to the timid and limited attempts of secularization in the Spanish social life. In that effort, the secular school should have played an important role, which will, in fact, be severely limited by the small number of secular schools put in place in Spain.

Key words: Secular private schools in Spain, clericalism vs. anticlericalism, religion and education in Spain, progressive, conservative and secular school in Spain.

Fecha de aceptación de originales: 4 de diciembre de 2011

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The Institución Libre de Enseñanza and the hystorical Education: Rafael Ballester and the hystoriographic and didactical innovation in the beginning of XX century in Spain

Without doubt, the most outstanding professional and intellectual side in the different activities carried out by Bachiller professor Rafael Ballester in the first three

decades in the 20th century is that of being author of school handbooks, being some worldwide successful. He is an obvious indicator of the worries, determination and effort of the Institución Libre de Enseñanza to improve history and geography teaching in Spain. His other facets, as a historian of education, as a researcher of scientific methodology and didactics of teaching and as a pioneer in studies of historic historiography, pale beside the strength of his contributions as successful author of school handbooks of history and geography.

Key words: History teaching, geography teaching, school textbooks, Institución Libre de Enseñanza.

Fecha de aceptación de originales: 11 de enero de 2012

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Alice Pestana, Portuguese, Republican, educating in Institución Libre de Enseñanza

Alice Pestana is one of the best representations of the educated woman, defending a secular, republican to be found in the ILE, the Portuguese and Spanish educational tradition of the late nineteenth and first third of the twentieth century. The article demonstrates its committed performance as an educator, a teacher of foreign languages, translator of educational issues, and a writer of children's books, and committed to correctional education of children with social maladjustment. She is an outstanding cultural and educational bridge between Spain and Portugal, from Republican categories.

Key words: Institución Libre de Enseñanza, Portugal, education, republican.

Fecha de aceptación de originales: 7 de marzo de 2012

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Gender, active education, lenguaje and nation in the Basque Country. Julene Azpeitia (1888-1980) exponent of a budding Basque education

The biographical approach by J. J. de la Granja and G. Arrien (1988) is our main basis for further analysis about the articles of Julene Azpeitia, the Basque teacher and writer. So can we also interpret her thoughts about education, taking into account some variables such as gender, nation, language and new pedagogy. This work is intended to

support the idea that the gender, educational and political ideology of the Basque nationalist women in the pre-war thirties, among whom Julene Azpeitia was a significant exponent, must be understood within the bourgeois ideology of European nation-states –and the contradictions that happened in a stateless nation. In order to demonstrate so we have analysed her journalistic and pedagogical writings, and approached them as a case study. This study has been completed with some videotaped in-depth interviews to significant nationalist women from the Republican period.

Key words: Active education, gender, Basque language, nation, Basque Country.

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Bibliographic databases for a history of sociability, community involvement through associations and education in contemporary Spain

The concept of sociability has become a useful tool in historical work and enjoyed a boom since French historian Maurice Agulhon coined the term in the late 1960s. The study of sociability, which takes various spaces and forms, encompasses cultural anthropology, the ethnology of everyday life and the sociology of leisure activities, etc., in addition to social, political and cultural history. Sociability is now one of the most prolific areas of research within history in general. Since Agulhon's early work, the history of sociability has enjoyed considerable success in French, Italian and Spanish historiography. However, there is often some confusion between the notions of sociability and community interventions through associations, especially since the use of the former has burgeoned in social history in recent decades, which has often led to its indiscriminate use as a synonym. This article provides an overview of the literature published on sociability and community interventions through associations in Spain and focuses primarily on contemporary times to provide education scholars with tools for a history of sociability and community interventions through associations and their educational implications within the above mentioned geographic and time-related framework.

Key words: Sociability, community involvement through associations, education, contemporary history of Spain, bibliography.

Fecha de aceptación de originales: 22 de febrero de 2011

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