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*G. Martín Sarmiento*

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**Presentación****ESTUDOS****\*O Proceso de alfabetización en Galicia (1860-1991 )***de Gabriel, N.; Costa Rico A; González Raposo, M<sup>a</sup>; Rivas Barrós, S.***\*Escolarización e alfabetización no medio rural galego. Rianxo 1900-1931.***Somoza Rodríguez, X.M.; Santos Rodríguez, R.***\*El cine como medio de alfabetización y educación popular. Primeras experiencias***.del Pozo Andrés, M<sup>a</sup> del Mar***\*El libro en los inicios del sistema escolar contemporáneo***Benso Calvo, C. armen***\*Guías e libros do mestre en España.***de Gabriel Fernández, Narciso; Iglesias Salvado, J.Luis***\*Os libros de Ciencias Naturais (Historia Natural e Fisioloxía) utilizados en educación secundaria na segunda metade do século XIX***Fraga Vázquez, Xosé A.***\*Apuntes para unha historia da educación de xordomudos en España***Cotelo Guerra, M<sup>a</sup> Dolores***\*A educación e a galeguización da sociedade (1900-1936)***Rivas Barrós, Sabela***\*Sobre as orixes da educación pública contemporánea. De J.J. Rousseau a Napoleón Bonaparte: ideoloxía, nación e estado***Barreiro Rodríguez, Herminio***DOCUMENTOS****\* Discurso de Victoriano Encinas no Congreso de Pontevedra (1887)***Otero Urtaza, Eugenio***\* O ensino primario en Ourense. Memoria anual do inspector de ensino primario Salvador de Juan y Posada***Costa Rico, A.; de Gabriel, N.***NOVAS**

## ABSTRACTS

*de Gabriel, N.; Costa Rico A; González Raposo, M<sup>a</sup>; Rivas Barrós, S.,* **O Proceso de alfabetización en Galicia (1860-1991)** : The purpose of this paper is to determinate the basic cultural level of the Galicien population during the modern census period. The gross data on literacy rates between 1860 and 1960 are presented first with an análisis of the extent of semi-literacy and illiteracy. The net literacy rates are then calculated from 1887-1991, based on members of the population 10 years of age or over. From the resulting values, the different periods that the literacy process in Galicia goes through are discussed.

*Somoza Rodríguez, X.M.; Santos Rodríguez, R.,* **Escolarización e alfabetización no medio rural galego. Rianxo 1900-1931.**: This study focuses on the quantitative aspects of the process of school enrollment and literacy during the early decades of this century in the rural and seafaring municipality of Rianxo (A Coruña). The study of these processes on a local level reveals certain characteristics that sometimes remain hidden behind the homogeneity of the large regional or national figures: a very low literacy among the different parishes of the community, as well as in different areas of the same parish, a considerable increase in the percentage of literate females and differences in the degree of literacy depending on the professional group.

*del Pozo Andrés, M<sup>a</sup> del Mar,* **El cine como medio de alfabetización y educación popular. Primeras experiencias:** This article is focussed on some of the initial experiences in the use of the cinema as an educational media during the first three decades of the XXth century. We briefly describe the European context and the first Spanish official regulations in order to control the use of movies in the primary schools, specifically in the city of Madrid. We also present the considerations and comments made by the schoolteachers about the dangers for the child to look at all kind of movies without any surveillance. Finally, we study a project formulated by Benjamín Monroy Ocampo and directed towards the fight against illiteracy by using the cinema. This project, although never put into practice, shows the big attraction that this invention had in all the social sectors, and almost magical powers that was considered to have for resolving the endemic educational problems of the Spanish population.

*Benso Calvo, Carmen,* **El libro en los inicios del sistema escolar contemporáneo:** This article deals with the issues surrounding school books in the period during which the Spanish school system was being formed, with special attention being paid to the political control exerted upon this important educational tool, which is still in short supply. This policy led to the consolidation of the principle known as restricted selection of school texts and the resulting measures taken by the most influential educators of the time whose purpose it was to offer guidelines to elementary school teachers in the important task of choosing the book -or books- from the government approved list, to be used in their respective schools

*de Gabriel, N.; Iglesias Salvado, J.L.,* **Guías e libros do mestre en España:** The books designed for teachers for the purpose of orienting them in their teaching activity may be divided into two general categories: autonomous and subordinate. The latter refers to a specific student textbook, while the former does not rely on this type of text. This article offers a characterization of the two types of books and provides several samples of the editorial output from the mid-XIX century to 1936.

*Fraga Vázquez, Xosé A.,* **Os libros de Ciencias Naturais (Historia Natural e Fisioloxía) utilizados en educación secundaria na segunda metade do século XIX:** Secondary education achieves its modern consolidation in the Spanish educative system in the second half of 19th century. In this paper we study natural science textbooks that were used at this educational level in Galicia (Spain) during this important period. In order to do so, we indicate the extent to which they are used by the pupils, comparing these data to the other regions of Spain. We also analyze the contents, namely those related to biological

aspects. We pay special attention to textbooks published in Galicia, because they are less well known and are particularly interesting in the latter part of the period studied. In general, we observe that natural science textbooks were a common way to spread modern theories of biology.

*Cotelo Guerra, M<sup>a</sup> Dolores, Apuntes para unha historia da educación de xordomudos en España:* This article uses early references from historical records on the education of the hearing and speech impaired. Spain was the first country to provide education for deaf-mutes, thanks to figures such as Pedro Ponce de León and his first teacher in the XVI century. Over a period of four centuries there have been a number of people and institutions that have dedicated their efforts to this type of education, one of the most outstanding of which is the National School for the Deaf in the XIX-XX centuries.

*Rivas Barrós, Sabela, A educación e a galeguización da sociedade (1900-1936):* The purpose of this paper is to provide a general understanding of the early pedagogical formulations peculiar to Galicia. These proposals made it possible to carry out an important educational task in the school environment and on a social and political level, which lasted throughout the first third of this century and which was stilled by the outbreak of the Spanish Civil War in 1936.

*Barreiro Rodríguez, Herminio, Sobre as orixes da educación pública contemporánea. De J.J. Rousseau a Napoleón Bonaparte: ideoloxía, nación e estado:* After brief discussion of the concepts of *education* and *teaching*, the origins, both *theoretical* and *textual* are examined. The first references are the pedagogical doctrines of Comenius and Locke, which to some extent, opened the way to the modern era. Later, it was the theory of Rousseau and practical application of Napoleón Bonaparte, who established the framework of contemporary public education through the world of ideas and the concepts of *Nation* and *Stile*.

Número 2, 1998

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## ESTUDOS

\* **Sobre Krausismo e institucionismo. A Universidade de Santiago, Galicia e os comezos de Institución Libre de Enseñanza.**

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\* **Actualidade do pensamento educativo de Manuel Bartolomé Cossío.**

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\* **Manuel Bartolomé Cossío y la cátedra de Pedagogía Superior del doctorado**

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\* **A metodoloxía para o estudo, o ensino e a investigación científica en Frei Martín Sarmiento.**

*Lires, Mari A.; Tojo, José.; Bermejo, Manuel*

\* **As Academias literarias de Universidade de Santiago e a Academia Médica de Emulación no período 1847-1850.**

*Sisto Edreira, Rafael*

\* **Ruptura Hegemónica. Ruptura Pedagógica: “La razón de mi vida” como texto escolar durante el primer peronismo.**

*Cucuzza, Hector Rubén*

\* **Política y Didáctica de la Educación de Adultos (1821-1939).**

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\* **A situación da lingua galega no ensino no primeiro tercio do século XX.**

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## DOCUMENTOS

\* **Ideas para una reforma constitucional de la educación pública. Lorenzo Luzuriaga (1931)**

*Barreiro Rodríguez, Herminio*

\* **Expediente de apertura de la escuela laica neutral de Orense (E.N.L.O)**

*Benso Calvo, Carmen*

## NOVAS

### ABSTRACTS

*Porto Ucha, Angel Serafín*, **Sobre Krausismo e institucionismo. A Universidade de Santiago, Galicia e os comezos de Institución Libre de Enseñanza**: The purpose of the present work is to go deeper within the framework of the relationship between Galicia, Krausism and the *Institución Libre de Enseñanza*. We have developed our best effort to go further on the research task of enquiring about those people and institutions who had, in a direct or indirect way, some sort of relations with the krausist-institutionist movement. The period of our research is limited to the foundation of the ILE in 1876.

We focus our research topic on the University of Santiago de Compostela. We start, firstly, with a few notes on Krause and a short description of the krausism in Spain following the approach which has been imported by Sanz del Rio from Germany. In the second place, we analyze the development of the krausist movement in Galicia, the university protest in Santiago which was the origin of the ILE, and the Galician implication in the creation of the *Institución Libre de Enseñanza*.

*Otero Urtaza, Eugenio, Actualidade do pensamento educativo de Manuel Bartolomé Cossío:* This article discusses the contributions of Manuel Bartolomé Cossío (1857-1935) to Spanish Education. Based on the discontent than has been unleashed by the present reform of educational system, it is evident that his pedagogical teachings are commonly used arbitrarily and egotistically today by people to their own interest. We discuss five of his ideas that are totally relevant to today's situation, which Cossío defended his whole life and which may be able to enhance the educational debate arising from the reform: The figure of the teacher, the concept of the school, the defende of the dynamic education for all, the characteristics of secondary education, and the problem of religious education. The purpose of this article is to provide data and enlightenment that will prevent the discusión of this thought from turning into an intellectual fraud.

*Juan Borroy, Víctor, M., Manuel Bartolomé Cossío y la cátedra de Pedagogía Superior del doctorado:* The purpose of this paper is to analyze the diary written by Miguel Sánchez de Castro when he was a student the course of Advanced Pedagogy taught for the first time by Manuel Bartolomé Cossío at the Universidad Central in October 1904. This extensive and literal document give us insight into how Cossío oriented this course; the subjet matter given during the course; his view on pedagogy; and his criticism of the educational training given to teachers, preventing the professional development of the teaching.

*Lires, Mari A.; Tojo, José.; Bermejo, Manuel, A metodoloxía para o estudio, o ensino e a investigación científica en Frei Martín Sarmiento:* In this paper Father Martin Sarmiento is described as an savant of the Galician, Spanish and European Enlightenment, analizing his scientific methodology according to modern science and to a previous reseach of his work.

*Sisto Edreira, Rafael, As Academias literarias de Universidade de Santiago e a Academia Médica de Emulación no período 1847-1850:* In this paper, we inquire into activities of Literary Academies (students' academies) linked to University of Santiago de Compostela faculties during the mid XIX<sup>th</sup> Century. We pay special attention to academies with greater scientific content and their origin and development are compared with *Academia Médica de Emulación*. This was a key institution to introduction scientific research in Galicia. The factors what made possible innovations into educational fields are valued, just like other factors that facilitated scientific activity would get high level of organisation, interdisciplinary nature, outstanding, diffusion and recognition.

*Cucuzza, Hector Rubén, Ruptura Hegemónica. Ruptura Pedagógica: "La razón de mi vida" como texto escolar durante el primer peronismo:* The introduction of "La razón de mi vida"(My purpose in live),-a pseudo autobiography of Eva Perón- as a school text in Argentina catered, at first to a moment in time when the image of the autor herself was being built and solidified. It was also an attempt to "reproduce" a specific social order. This article analices this text which served to enhance the mythical image of Eva Perón.

*Rumbo Arca, Begoña, Política y Didáctica de la Educación de Adultos (1821-1939):* The objective of this article is to make explicit the conceptions that we were had about the education of adult people in the historical period that we elect, to analyze how the educational practice was developped with the adults and

to check to what extent the current tendencies of the education of adults persons appear profiled in the first stages of its history.

For such an end, we have used as primary sources the statistics and the legislation of the time. Although, these informations have been contrasted with other studies and specialist investigators' bibliography in the thematic one.

*Rivas Barrós, Sabela, **A situación da lingua galega no ensino no primeiro tercio do século XX***: The objective of this article is to provide an explicit description of the conceptions that were held concerning the education of adults in the historical period that we have chosen and to analyze how educational practices were developed with the adults. We also examine the extent to which the current tendencies in adult education were outlined in the early stages of its history. To this end, we have used as primary sources the statistics and legislation of the time. These data have also been compared with other studies and the bibliography of researchers who specialize in this field.

Número 3, 1999

SUMARIO

**ESTUDOS****\*Educación popular, sistema social, sistema político.***Barreiro Rodríguez, Herminio***\* Contribucións a unha historia da Universidad Popular da Coruña.***Capelan Rey, Antón***\* La Educación Popular en la obra de Eduardo Moreno López.***Benso Calvo, Carmen.***\* Escolantes e escolas de ferrado***de Gabriel Fernández, Narciso***\* A pedagogía Freienet en España nos tempos da II república.***Sampedro Garrido, Ana***\* Cien años de defensa colectiva: la dinámica societaria y sindical del magisterio español.***Terrón Bañuelos, Aida***\* Aproximación bibliográfica y profesional a la figura de Gerardo Rodríguez García, impulsor del asociacionismo del magisterio.***Montes Moreno, Soledad***\* O ensino da Historia Natural no Instituto de Santiago (1850-1903). Profesorado e recursos, dependencias e influencias.***Bugallo Rodríguez, Anxela***\* La autobiografías, memorias y diarios como fuente histórico-educativa: tipología y usos.***Viñao Frago, Antonio***DOCUMENTOS****\* Notas acerca de las universidades populares en la obra de Eduardo Moreno López***Benso Calvo, Carmen***\* Aportación da Ilustración galega ó concepto de igualdade sexual. Vicente do Seixo (1747-1802)***Sánchez Bello, Ana***NOVAS****ABSTRACTS**

*Barreiro Rodríguez, Herminio*, **Educación popular, sistema social, sistema político**: Using recently published documents from the VII National Colloquium on the History of Education, held in Tenerife in 1994, this paper reviews all aspects related to what is known as Popular Education. The concept itself, its

origins, and the environments where it developed, are discussed here through an analysis, backed up by a historical journey, revealing the clear relationship between this model of education and the revolutionary movements, related particularly to the XXth century.

*Capelan Rey, Antón, **Contribucións a unha historia da Universidade Popular da Coruña***: The purpose of this study is to provide historical information on the Popular University of A Coruña (1906-1916, 1927-1930), created by qualified members of the new generation of intellectuals, professionals and politicians. We have attempted to describe both the Republican political context in which this institution of higher education arose, as well as some of the activities: courses, lectures, visits, excursions and publications.

*Benso Calvo, Carmen, **La Educación Popular en la obra de Eduardo Moreno López***: This paper analyzes the contributions in the field of popular education made by Eduardo Moreno López, a Geography and History professor at the High School of Ourense at the beginning of this century. His link to the I.L.E., his regenerationist thinking following the lines of Costa and Picavea and his strong republican convictions, led him to elaborate, in 1906, a Plan for the dissemination and intensification of culture in Ourense - a plan through which he proposed to wipe out "the dishonorable plague of illiteracy", promote reading and disseminate culture, demanding the collaboration of the middle class from Ourense. Moreno López was a pioneer in forging the way for the future Popular University of Ourense.

*de Gabriel Fernández, Narciso, **Escolantes e escolas de ferrado*** : One of the most authentic characterizations of popular education in Galicia can be seen in the Schools of the "ferrado". These schools were supported by the farmers themselves, who would generally pay in kind - a "ferrado" (a measure) of rye, wheat or corn per student per year. These schools were in session during the winter months and the makeshift classrooms were set up in a variety of places- The curriculum was limited, including mostly reading, writing and simple arithmetic, as well as the catechism. The lessons were given by teachers without a degree, known as "escolantes" with few qualifications who combined teaching with other jobs. Despite the lack of means, these schoolteachers made an important contribution to the social dissemination of reading and writing.

*Sampedro Garrido, Ana, **A pedagogía Freinet en España nos tempos da II república***: The purpose of this paper is to examine the origins of Freinet pedagogy in Spain. We retrace the steps of a group of schoolteachers from Lérida, who, over time, created the Spanish Cooperative Group of the Freinet Technique, and highlight their most important achievements, notably the publication of the journals "Colaboración," "La imprenta en la escuela" and the creation of a Freinet school in Barcelona.

*Terrón Bañuelos, Aida, **Cien años de defensa colectiva: la dinámica societaria y sindical del magisterio español***: This article traces the origins and evolution of activities deployed by Spanish schoolteachers in the organization of associations and labor unions. These activities are represented by the process that this group underwent to become professional- which occurred at the same time as in other groups- in line with the different stages of development in the public services. The broad-ranging perspective of the analysis, in terms of time, makes it necessary to characterize the most significant periods, highlighting their most differential and outstanding traits: the origins of the creation of associations, the evolution towards the creation of labor unions in the 1920's and 30's, the "one-union" system during Franco's regime and the victory leading to the legalization of labor unions under democracy.

*Montes Moreno, Soledad, **Aproximación bibliográfica y profesional a la figura de Gerardo Rodríguez García, impulsor del asociacionismo del magisterio***: Gerardo Rodríguez García was a teacher, an author of works on pedagogy and a journalist from Galicia, but above all, he was the driving force in

the organization of Spanish teachers. In 1894, with the publication of a series of articles, he founded the weekly journal "Revista de Ciencias Pedagógicas". From then on, he published a number of works, combining education manuals with school texts. From 1920 until the publication of the last issue in 1934, he was the editor of "La Escuela Moderna", a classic journal, founded by Pedro de Alcántara García and published in Madrid, for which he wrote many interesting articles on pedagogy.

*Bugallo Rodríguez, Anxela, O ensino da Historia Natural no Instituto de Santiago (1850-1903). Profesorado e recursos, dependencias e influencias:* The High School of Santiago has always maintained close links with the local university, having the reputation of being an academic institution, especially in the sciences. Although the chair of Natural History was created in 1850, the Secondary School continued to use the University's classrooms and teaching materials until it set up its own facilities in 1863.

In this article we study the relationship between the two institutions over the years, the different kinds of activities carried out, the work of the teaching staff, the use made of the educational resources available -especially the museum collection- and the incorporation of new techniques and disciplines into the teaching of Natural History.

*Viñao Frago, Antonio, La autobiografías, memorias y diarios como fuente histórico-educativa: tipología y usos:* The recent historical and literary interest in autobiographies, memoirs, diaries and other self-referential texts is evident, among other aspects, by the growing number of publications on the classification, cataloguing and analysis of these types of texts. This paper attempts establish a provisional typology of the texts that are of historical-educational interest (memoirs and diaries of childhood, adolescence, and youth, journeys, works by educators, teachers and pupils, and administrative and institutional texts) as well as some suggestions on their uses in this historiographic field.

Número 4, 2000

SUMARIO

### Á Memoria de Arximiro Rico Trabada

This issue of the Journal Sarmiento pays homage to the educational and social work of an educator - Arximiro Rico Trabada- who made history, but who, until now, has not received the public recognition he deserves, although he is fondly remembered by all those who knew him. Although we have personified this homage in his figure, we wish to extend the acknowledgment to include many other teachers who have been ignored by history, despite the important contributions they made in promoting the cultural development of our people, and above all those who gave their lives to uphold their professional and social beliefs.

The texts that appear here were written by Narciso de Gabriel and Xosé Manuel Sarille. Both authors came across the figure of Arximiro in different ways. The former discovered this educator while doing research on schools of the "ferrado" (a measure of grain) in the municipality of Baleira. He found that many of the schoolteachers in the area were trained by Arximiro. The latter author was conducting a study on repression in Montecubeiro (Castroverde) during the Spanish Civil War when he learned of the dramatic death of Arximiro.

#### ESTUDOS

**\*Arximiro Rico : vida e morte dun mestre republicano.**

*de Gabriel, Narciso*

**\*Arximiro Rico, luz dos humildes.**

*Sarille, Xose Manuel*

**\*María Luisa Navarro de Luzuriaga. Una vida anónima en el exilio europeo (1936-1939)**

*Cotelo Guerra, María Dolores*

**\*L'evolució de l'escola rural i perspectives de futur. Una panorámica sobre la política educativa.**

*Feu i Gelis, Jordi*

**\*Educación especial: xénese e cuestionamento dunha dobre rede educativa**

*Núñez Mayán, Teresa*

**\*O ensino do francés a partir dos anos setenta.**

*Paricio Tato, María Silvina*

**\*Educación e cultura literaria en Galiza (414-1483)**

*Costa Rico, Antón*

**\*La educación jesuítica en la génesis de la modernidad. En torno a las tesis de Max Weber.**

*Alvarez Uría, Fernando*

## DOCUMENTOS

**\*Sobre la educación de los hijos, de Rodrigo Sánchez Arévalo***García Masegosa, Antonio***\*Memoria de Santiago Pastoriza Taboada y Martínez sobre a necesidade de crear escolas de primeiras letras en Galicia (1816)***de Gabriel, Narciso*

## NOVAS

## ABSTRACTS

*Cotelo Guerra, María Dolores, **María Luisa Navarro de Luzuriaga. Una vida anónima en el exilio europeo (1936-1939)***: A pedagogue who specialized in the education of the hearing and speech impaired, María Luisa Navarro de Luzuriaga, was one of the women who stood out during the IInd Republic- a period during which her intellectual and political beliefs drove her to join a group of men and women who tried to put into practice the ideas of renovation acquired during their formative years in different European countries, to build a new and modern Spain. It was precisely because of this Republican range of vision, that she, like many others, was forced to play a role in the drama of exile. In exile, she, at first, had difficulty in demonstrating her professional worth in the field of education.

*Feu i Gelis, Jordi, **L'evolució de l'escola rural i perspectives de futur. Una panoràmica sobre la política educativa***: Rural education in this country has fortunately undergone a favorable evolution over the course of time. While rural schools were, in many aspects, impoverished until the late 1970s, starting in the 1980s they have undergone considerable improvement, at least in Catalunya. Yet, despite this change for the better, the rural school is not completely up to standards. Proof of this is that year after year rural schools close for different reasons. Since we are of the opinion that the rural school has great potential for human relationships and particularly, for the purpose of education, we put have forth a number of different strategies to promote its consolidation.

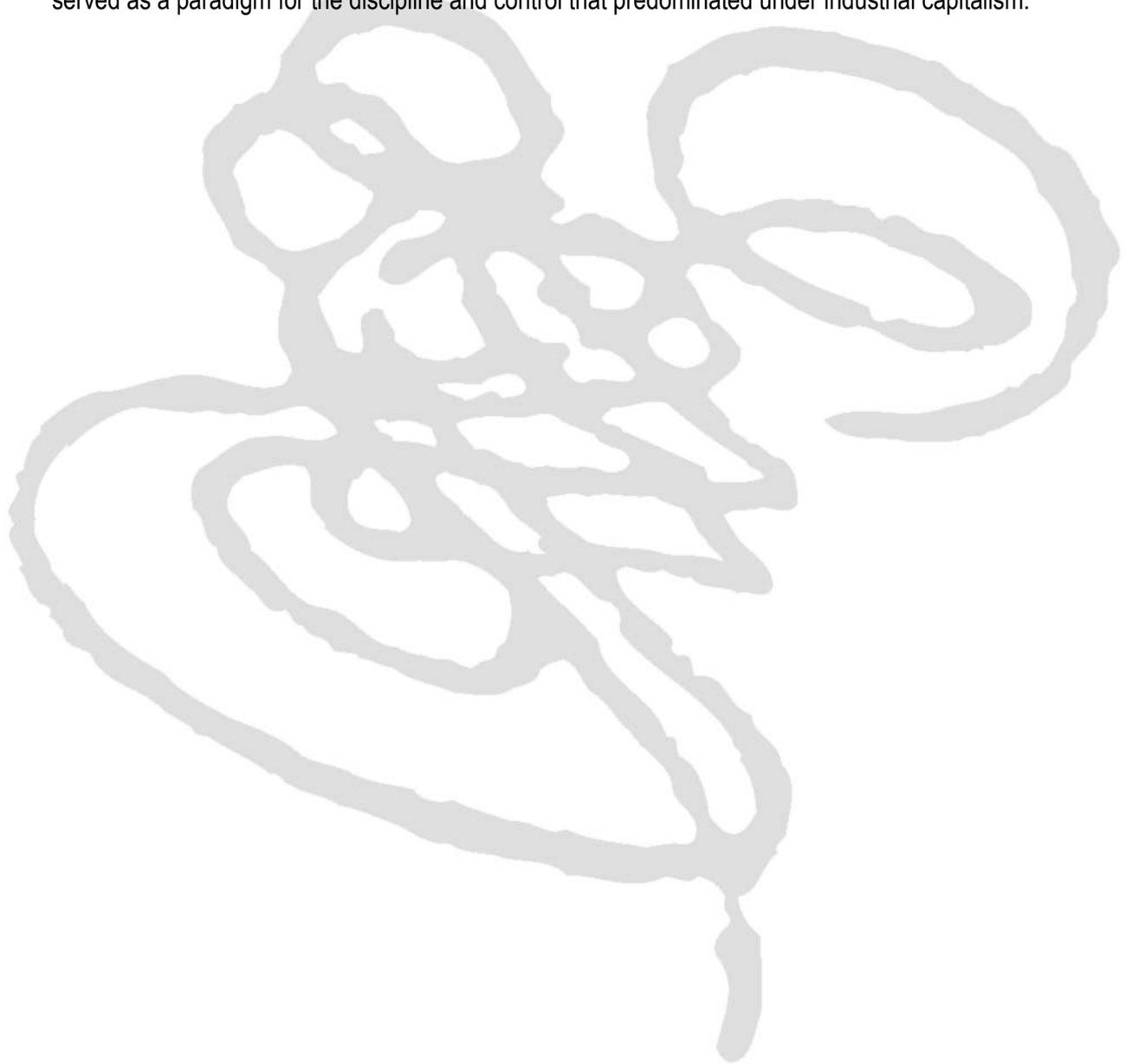
*Núñez Mayán, Teresa, **Educación especial: xénese e cuestionamento dunha dobre rede educativa***: This study sets out to review the different stages that Special Education has gone through, based on an analysis of the different perspectives -medical, psychological and educational- that marked each stage. The study aims to underscore some of the keys of historical evolution that will help us to interpret the major conceptual and organizational changes taking place in this field.

*Paricio Tato, María Silvina, **O ensino do francés a partir dos anos setenta***: This article presents an analysis of the progressive decline of the French language in our educational system at the pre-university level, mainly in the elementary, secondary and vocational schools during the years that the General Education Act of 1970 was in effect. There is an analysis of how this language was gradually replaced by English as the language most commonly elected by the student body. Also presented is a panoramic view of the redistribution of French and English within the framework of the current Education Act LOGSE

*Costa Rico, Antón, **Educación e cultura literaria en Galiza (414-1483)***: The history of education in Galicia during the Middle Ages has received very little attention. This article presents a panoramic view of this period starting from its beginnings (414-1485), paying special attention to cultural issues. Data are interpreted taking into account the political and social context of a Galicia linked to Europe by the roads

that lead to Santiago.

*Alvarez Uría, Fernando, **La educación jesuítica en la génesis de la modernidad. En torno a las tesis de Max Weber.*** For industrial capitalism to arise, it is necessary to have capitalists, but workers are also indispensable. Max Weber attempted to explain how the deviant personalities of industrial and financial leaders were woven over a backdrop of religious fundamentalism. But, to what extent did the educational logic taught in the XVIth and XVIIth centuries –which paradoxically has been perpetuated through the process of secularization and democratization- contribute to factory discipline? This article argues that all institutional logic, prevailing in both the Jesuit schools and in Jesuit settlements in mission territories, served as a paradigm for the discipline and control that predominated under industrial capitalism.



Número 5, 2001

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**\*A Institución libre de enseñanza, unha política da pedagogía.**

Herminio Barreiro Rodríguez

**\*La recepción pedagógica de Hölderlin.**

Conrad Vilanou

**\*Memorias de los Andes. Notas sobre la educación en la cultura Inca.**

Germán Vargas Callejas

**\*Ensino escolar brasileiro: desafios e perspectivas.**

Carlos R. Jamil Cury

**\*Karl Mannheim: La educación cívica**

Antonio Vara Coomonte

**\*Texto y currículum en la enseñanza secundaria. La producción de manuales para el bachillerato decimonónico en Galicia.**

Carmen Benso

**\*Procesos educativos, socialización e teatro nas culturas sen tradición escrita. Algunhas consideracións para o seu estudio.**

Manuel F. Vieites García

**\*Historiografía educativa en Galicia (1750-2000).**

Narciso de Gabriel, Sabela Rivas, Antón Costa

## DOCUMENTOS

**\*As cátedras de Química e Mecánica aplicadas ás artes (Santiago, 1834 -1846)**

Rafael Sisto Edreira

**\*Aqueles mestres/Aqueles zoqueiros**Xosé M<sup>a</sup> Gómez Vilabella

## NOVAS

## ABSTRACTS

Herminio Barreiro Rodríguez, **A Institución libre de enseñanza, unha política da pedagogía**: The purpose of this article is to underscore, in the form of "remakes", the most important facts in the political, ideological and cultural history of Spain between 1876 and 1936. These historical facts are held to be the background for the renewed and innovative pedagogical actino of the "institución Libre de Enseñanza" (Free Institution of Learning)

Conrad Vilanou, **La recepción pedagógica de Hölderlin**: This work analyses the pedagogical reception of Hölderlin's poetry after the First World War (1914-1918), both in the Germany of the Weimar Republic (1919-1933) and Catalonia (1920-1939). It was precisely during the Great War, when the philosopher Franz Rosenzweig located a fragmentary text entitled *Das älteste Systemprogramm des deutschen Idealismus* (1796), which gathers together the youthful ideas of Schelling, Hegel and Hölderlin. The finding

of this document was published in 1917 and the rediscovery of Hölderlin's poetry forgotten throughout the 19th century, caused criticism of the mechanical reasoning which had established itself in western culture since the age of the Scientific Revolution. This whole group of events encouraged the irruption of a poetic *logos* (poetry as master of humanity) which, in the midst of the crisis experienced by the culture of the first half of the 20th century, stressed the creative dimension of the child within the man.

*Germán Vargas Callejas, Memorias de los Andes. Notas sobre la educación en la cultura Inca:* In precolonial times in the vast territory of the Andes, one of the greatest cultures of human history was developed, the Inca Empire. It was characterised by its advanced wisdom on the diverse parcels of rational and natural knowledge. It was also organised in a complex educational system aimed at meeting the vital needs of the people and to extend, from a theocratic point of view, the culture to the so called "four parts of the world" -Tawantinsuyu.

*Carlos R. Jamil Cury, Ensino escolar brasileiro: desafios e perspectivas:* The ways leading to education in the schools of Brazil are the expression of 500 years of exclusion. Even today, these ways are mixed with demands, proposals and attempts that will open the doors to inclusion. The Federal Constitution of 1988 broadened the definition of citizenship both in terms of the incorporation of new rights as well as covering a wider range of inhabitants. Nonetheless, the challenges persist. Although they may have changed in degree or in content, they are still there, because the class society in Brazil makes it almost impossible to include the underprivileged. The bottom line is that this is a country that ranks ninth in world economy, but with one of the most unjust income distributions on the planet.

*Antonio Vara Coomonte, Karl Mannheim: La educación cívica:* The unavoidable socialisation of individuals takes place in the collective conscience. It is here where the objective actions that need to be confirmed and explained appear, that which constitutes the epistemological demand of the theory of knowledge. But, when the collective conscience is "perverse" in terms of the social learning of individuals, should we limit ourselves to a description of their objective actions?. An original answer by Mannheim: on the one hand, this confirmation is essential but, on the other, the cognitive change in its superstructure of knowledge prevails; therefore, it is necessary to reeducate learners which requires a complete planning of social techniques of supervision (we may call this Social Pedagogy). In other words, it is necessary to modify the social behaviour of individuals, and civic education is required.

*Carmen Benso, Texto y currículum en la enseñanza secundaria. La producción de manuales para el bachillerato decimonónico en Galicia:* The text book is one of the most important sources in the history of secondary education-and the different disciplines-, while it has also made a noteworthy contribution to the composition, consolidation and development of the curriculum at this educational level. Based on obvious facts: the control exerted by the Administration on this important educational element and the gradual intervention of the secondary school teachers in writing manuals, this article analyses the involvement of the teachers in Galician secondary schools in the writing of the textbooks for their respective subjects during the second half of the 19th century.

*Manuel F. Vieites García, Procesos educativos, socialización e teatro nas culturas sen tradición escrita. Algunhas consideracións para o seu estudio:* Since the dawn of civilization, theatre -considering the different ways of enacting a dramatic situation- has been a means of providing group cohesion, an exceptional tool to establish values, rules of conduct and social norms. For the early illiterate cultures, the stage -no matter how bare or informal we may imagine it to have been- became an educational tool. The aim of this paper is to highlight the relevance of theatre in ritual and education processes.

*Narciso de Gabriel, Sabela Rivas, Antón Costa, Historiografía educativa en Galicia (1750-2000):* From the time it was found in Germany at the turn of the 18th to the 19th century, educational historiography has passed through three different stages: a traditional stage, a social stage and a stage that has started taking shape in recent years which may be characterised as cultural. In Galicia this field of knowledge started to become structured in the early 1980's. This article analyses the bibliographic production of educational historiography in Galicia, recording the major archives and libraries and offering a repertoire of both specific and non-specific bibliographies as well as some printed sources

Número 6, 2002

SUMARIO

## ESTUDOS

**\* As ideas pedagógicas de Martín Sarmiento como expresión do discurso educativo da Ilustración europea***Costa Rico Antón***\* O papel das matemáticas na obra de Frei Martín Sarmiento***Álvarez Lires, María; García Suárez, Xenaro.***\* Una Bio-bibliografía actualizada de Martín Sarmiento***.Santos Puerto, José***\* Maestro de niños. El empleo más difícil de la República.***Ruiz Berrio, Julio***\* Alfabetización, formación técnica e crecemento económico. Reflexiones sobre a variable capital humano na obra de Joaquín Díaz de Rábago (1837-1898)***Martínez Rodríguez, Susana***\* La alfabetización de los emigrantes gallegos a América (1850-1960)***Vázquez González, Alejandro*

## DOCUMENTOS

**\* A escola do Sistallo***Álvarez García, Isabel*

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## ABSTRACTS

*Costa Rico Antón, As ideas pedagógicas de Martín Sarmiento como expresión do discurso educativo da Ilustración europea:* Frei Martín Sarmiento is indisputably one of the most important figures of the Spanish Enlightenment, owing both to the diversity of subjects he undertook and the epistemological principles he adopted. A large part of this prodigious work deals with issues related to education both directly and indirectly, including a wealth of reflections on the education of children and young people, from any one of its many facets: methodology, organisation, teaching. The purpose of this article is to gain a more in-depth knowledge of this specific aspect and to highlight the coherence, validity and modern projection of his thinking on pedagogy.

*Álvarez Lires, María; García Suárez, Xenaro, O papel das matemáticas na obra de Frei Martín Sarmiento:* This article aims to present a preliminary examination of the role of mathematics in Sarmiento's work. We have approached the subject fully aware of the need to carry out in more in-depth study in the future. In order to develop this analysis, we have used, as a pretext, a broad unpublished dissertation entitled "Prosigue la enseñanza de la juventud" (The teaching of young people goes on), part of the 5th and last volume of the *Obra de 660 Pliegos*, a compilation of which is included at the end of this article. The catalogue of authors of Sarmiento library, consisting of roughly 7500 volumes and 2650

authors-staggering figures for the time-will be of invaluable assistance in this research. We will make a selection of a few authors cited the Benedictine monk, and discuss the mathematical “inventions” which he considered to be worthy of dissemination, in order to place them in the framework of 18th century science and relate them to the teaching of Father Sarmiento.

*Santos Puerto, José, **Una Bio-bibliografía actualizada de Martín Sarmiento***: This article aims to present an up-to-date biography-bibliography of Frai Martín Sarmiento. In addition to the Catálogo de los Pliegos..., which is included here, there are notes on the different editions of the writing of Sarmiento, as well as information on the whereabouts of the other works that have not yet been published. To complete the study, we have also listed the publications on the life and works of the Benedictine monk.

*Ruiz Berrio, Julio, **Maestro de niños. El empleo más difícil de la República***: The purpose of this work is to highlight the importance of school teachers in education according to Martín Sarmiento, as well as to analyse the characteristics and functions of a school teacher. First, the author outlines the job of the school teacher in the Ancien Regime, in order to compare this point of view with that of Sarmiento, who promoted practising the profession rather than presenting arguments on the philosophy of education. Also presented are the principal observations of the Benedictine monk regarding these professionals. The author continues by discussing Sarmiento's notion of the ideal school teacher, in keeping with his nominalistic empiricism on education and his aspiration to achieve educational reform in Spain. Finally, the author discusses the thinking leading up to these ideas in the History of Education in Spain, focussing on two great educators, Pablo Montesino and Manuel Bartolomé Cossío.

*Martínez Rodríguez, Susana, **Alfabetización, formación técnica e crecemento económico. Reflexiones sobre a variable capital humano na obra de Joaquín Díaz de Rábago (1837-1898)***: The object of this article is to present ideas on the literacy and technical education of one of the most important Galician economists of the nineteenth century, Joaquín Díaz de Rábago (1837-1898). The article emphasises the social and economic benefits of the diffusion of knowledge in general, and the dissemination of technical instruction in particular. In the new model of professional education advocated by the author, he proposed combining a practical, vocational type of education with the study of theoretical and scientific disciplines to give future workers with a solid formation, able to adapt to future changes in industry.

*Vázquez González, Alejandro, **La alfabetización de los emigrantes gallegos a América (1850-1960)***: This study aims to clear up certain doubts and paradoxes concerning the level of literacy of Galician emigrants bound for America. First of all, we will attempt to determine whether the literacy level of these emigrants was higher or lower than the literacy rate of the societies receiving this influx of people and than of other emigrant groups. We will also try to verify whether or not the literacy level of the emigrants was a linear reflection of the poor educational level in Galician society, or if it had to do with a more complex relationship. Secondly, we will examine the situation to see if the emigrant population comprised individuals who had received a quality education or if there was an abundance of people who “barely knew how to read and write”. Thirdly, we present a discussion to analyse whether the literacy process in Galicia was an endogenous occurrence, unconnected to the emigratory phenomenon in itself, or if, on the other hand, it was closely linked to the pre-migratory demands of the segmented labour markets in the countries of destination.

Número 7, 2003

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**\*A historia da educación das mulleres no contexto dos “Estudios das Mulleres”**

*Flecha García, Consuelo*

**\*La educación en la obra de Josefa Amar y Borbón.**

*Viñao Frago, Antonio*

**\*“Consejos a las madres”: autoridad, ciencia e ideología en la construcción de la función materna. Una mirada al pasado.**

*Palacio Lis, Irene*

**\*Algúns aspectos históricos sobre a incorporación feminina á educación regulada e a normalización do formato escolar mixto en Galicia.**

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**\*A temática do ensino na Ilustración galega: O Plan y Método de Educación, de D. Manuel Lameyro y García.**

*Porto Ucha, Anxo. S.*

**NOVAS**

ABSTRACTS

*Flecha García, Consuelo*, **A historia da educación das mulleres no contexto dos “Estudios das Mulleres”**: The History of the Education of Women as an academic subject developed within the context of the ‘Women’s Studies’ in the Spanish Universities. This article highlights this through an analysis of the support provided by this field of study, leading to the acceptance of this subject in the context of sectoral history and through the common ground it shares with the “new history”. The second part discusses how these topics were introduced into the syllabus, their meaning, social roles, goals aspired to and the design

of the teaching materials as a subject in the curricula. Lastly the article offers some specific guidelines and contents to prepare a program for this subject

*Viñao Frago, Antonio, **La educación en la obra de Josefa Amar y Borbón***: Up-bringing and educational issues are key subjects in both the life and writings of Josefa Amar y Borbón (Saragossa, 1753), one of the most distinguished figures of the Spanish Enlightenment. This article presents an analysis of her writings on education, particularly her Discourse on the physical and moral education of women, published in 1790 (general outline, the people it was intended for, aims, aspects related to the Enlightenment and neo-Jansenism, uses and meanings of the word nature, gender equality and inequality). Also discussed is how her work was received in Spanish educational historiography and the relationship of this text with her other Discourse in which she defends the talent of women (1786). Moreover, the article offers a comparative analysis between Amar y Borbon's proposals on women's education and other proposals on this subject put forward in France and Spain in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries.

*Palacio Lis, Irene, **"Consejos a las madres": autoridad, ciencia e ideología en la construcción de la función materna. Una mirada al pasado***: From the end of the 19<sup>th</sup> C up until the middle of the 20<sup>th</sup> C, based on the conviction that the fundamental mission of women was maternity and that the maternal instinct in itself did not suffice to fulfill that "sacred mission", educators and doctors, in particular, took it upon themselves to develop strategies aimed at instructing women on how to nurse and raise their children, seeking a kind of "scientific and professional form of maternity". These ideas were taught in schools through a specific curriculum aimed at preparing girls for motherhood. Heterogeneous methods were also used, in an informal fashion, for the very same purpose. An example of this would be the publication, "Advice to Mothers", a series of informative pamphlets on health and hygiene.

*Fernández Vázquez, José Ramón, **Algúns aspectos históricos sobre a incorporación feminina á educación regulada e a normalización do formato escolar mixto en Galicia***: This study deals with some aspects which gave rise to the historical process resulting in the full incorporation of the Galician woman in formal education by means of gradual access to schools. We also analyze the process of adoption -begun well into the 19<sup>th</sup> century- of a co-educational school format in Galicia presented as an educational model which answered-although, as was later seen, only superficially- the intense social demand for equality of the sexes within the educational framework.

*Ramos Zamora, Sara, **La educación de la mujer durante la guerra civil en diferentes contextos geográficos rurales y urbanos***: The Spanish Civil War had a direct effect on the life of women, although later historiography has not given this subject due attention. Women's organizations gave rise to different educational models for women according to the ideology of Spain during the Republic in the case presented here -in Madrid and Castilla La-Mancha. The social, political and educational initiatives of these organizations increased the participation of women in public life, leaving a legacy for future generations. This would lead us to reflect upon whether the educational models put forth by some women's groups were actually put into practice or, in contrast, if the traditional educational model for women, which was socially accepted and in effect up until that time, continued to be followed.

*Diego Pérez, Carmen, **La escuela primaria en Asturias (1937-1939)***: This paper offers some insight into the thinking and practices of Primary Education Authorities in Asturias from 1937 to 1939. There is a discussion of the first elements of control and monitoring, all of which were part of the project that changed schools for almost four decades.

*Martínez Domínguez, Blanca, **A transición da alfabetización en Galicia:*** The transition of literacy involves a large scale process of diffusion of the modern interpretation of literacy, i.e. writing, and from an economic perspective refers to the need to reach a threshold or relative stock level of literacy for the population as a whole at around a 40%, considered necessary, although insufficient, by economic historians to confront a sustained process of economic development. Recent economic historiography and history emphasize the importance of literacy in the processes of economic and social modernization, as it is considered to be the most basic indicator of human capital. This investigation aims to describe the diffusion and transition of literacy in Galicia, from a regional point of view using a comparative perspective, and to explain the delay in the transition of literacy in the region of Galicia within the national and Cantabrian framework.

*Ruivo, João, **O Ensino Superior Politécnico em Portugal nos textos: historia de uma revolução tranquila:*** This article explains the creation of the Polytechnical Schools in Portugal within the framework of the socio-political evolution in the period between the fall of the dictatorship and the April Revolution, and the evolution between the Veiga Simão Reform (1973) and the law governing the Basic Precepts of the School System (1986). The article attempts to demonstrate that the creation of Secondary Polytechnical Schools and Secondary Schools (ESES), at the beginning of the 1980s, broke with the old traditions -passed down from the dictatorship- to promote teacher training at elitist institutions, which consisted almost exclusively of universities, located on the coast, in close proximity to the seat of political power.

Número 8, 2004

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*Malheiro Gutiérrez, Xosé*

**\*A oferta escolar privada da provincia de Ourense no primeiro tercio do século XX.**  
*Benso Calvo, Carmen ; Cid Galante, Rosa M<sup>a</sup>*

**\*Unha crítica da escola desde a Universidade. Testemuños de protagonistas.**  
*Barreiro Fernández, Herminio*

**\*Vives, y Comenio y Sarmiento**  
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**\*La educación durante la II<sup>a</sup> República a la luz de los estudios de historia local (balance historiográfico).**  
*García Salmerón, M<sup>a</sup> del Pilar*

**\*La práctica docente en los primeros institutos oficiales de segunda enseñanza.**  
*Yanes Cabrera, Cristina*

**\*A educación das mulleres na Galicia rural a través do testemuño de tres xeracións.**  
*Gradaílle Pernas, Rita*

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**\*Os Mestres de España (I)**  
*Narciso de Gabriel*

**\*Regulamentos das escolas privadas na provincia de Ourense a principios do século XX.**  
*Carmen Benso Calvo*

## NOVAS

### ABSTRACTS

*Serantes Pazos, Araceli, **Na búsqueda dunha xenealoxía dos Equipamentos para a Educación Ambiental de Galiza**: Environmental Education Facilities are a very recent educational movement, but with clear connections to numerous innovative educational experiences which have been evolving since the Age of Enlightenment. This article presents an approach covering the genealogy of this movement in Galicia as well as on an international scale*

*Malheiro Gutiérrez, Xosé, **As escolas de emigrantes en Galicia durante o primeiro tercio do século XX***: This article examines the trajectory of the *Unión Hispano Americana Valle Miñor*, one of the most important educational societies founded by Galician emigrants in Argentina at the beginning of the 20th century. This subject is dealt with from two perspectives. On the one hand there is a discussion of the life of the society since its establishment in 1905, and on the other, its educational activities in Galicia, through the school founded in A Ramallosa.

*Benso Calvo, Carmen ; Cid Galante, Rosa M<sup>a</sup>, **A oferta escolar privada da provincia de Ourense no primeiro tercio do século XX***: This article presents the process of expansion and reform undergone by private schools in the province of Ourense in the 20th century in terms of the new impositions as required by the educational legislation passed to regulate non-official educational centers and in the context of the dynamics of the society of Ourense at that time. Drawing on unpublished primary sources, the study details aspects such as the geographic distribution of the schools, the types of schools, the student body targeted and the people who applied for a permit to open a private school. The study also reconstructs the conditions under which the children who attended these schools were educated, focusing on the following questions. Who were the teachers? What did they teach? Where did they teach? Who did they teach? How did they teach? This analysis points to a private school model that differs from the one prevalent in other areas of Galicia.

*Barreiro Fernández, Herminio, **Unha crítica da escola desde a Universidade. Testemuños de protagonistas***: This article is the result of an experiment carried out at the School of Education with the participation of students from all the different schools of the University of Santiago during the 2003-2004 school year. The purpose of this study was to analyse how the students perceived the educational system as a whole. The results provide a wealth of information including a first-hand account which, at the very least, should induce reflection on the subject.

*Delgado, Buenaventura , **Vives, y Comenio y Sarmiento***: Exactly one century elapsed between the birth of Juan Luis Vives and Comenio. While these two great thinkers obviously belong to very different historical periods, they have a great number of things in common. They were both uprooted, living away from their birthplaces. They both longed for an orderly world but were forced to live in social and political chaos. They both loved peace, yet they were pursued by war. Their deep faith in the gospel drove them to try and change the society in which they lived

*García Salmerón, M<sup>a</sup> del Pilar, **La educación durante la II<sup>a</sup> República a la luz de los estudios de historia local (balance historiográfico)***: This article offers an analysis of the local historiography of the educational policy of the Second Spanish Republic (1931-1939), including an extensive bibliography on this matter. At the same time, the purpose of the essay is to contrast the results of research at the local level with the most important works that examine the same topic on a national scale.

*Yanes Cabrera, Cristina, **La práctica docente en los primeros institutos oficiales de segunda enseñanza***: Throughout the 19th century secondary education was characterized by instability and ambiguity, which had a dramatic effect on all aspects related to this educational level, a case in point being the teaching profession. It was only through legislation that some coherence was achieved for this group, with the regulation of vital aspects such as teaching methods, professional categories and their role in the organization of the centre. In this article, we examine the main initiatives taken by the different Governments in an attempt to regulate aspects related to secondary school teachers in the early decades of the 19th century. Moreover, the article offers a brief overview of how this process was perceived by the teaching staff at different centres in Spain.

*Rita Gradaílle Pernas, A educación das mulleres na Galicia rural a través do testemuño de tres xeracións:* The progress and changes that took place in the rural areas have allowed us to shed light on the participation of women in the different social spheres over the course of several decades. From this standpoint, the article examines the situations experienced by three generations of women in the 20th century, where the rural environment takes on special importance in identifying the realities and problems of their lives. We also consider gender identity as a focal point to help understand and interpret these situations in specific times and places. In this sense, we believe that the educational routes travelled by these women are closely linked to the evolution of their rural settings.



Número 9, 2005

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## ESTUDOS

**\*Educación pública republicana***Barreiro Rodríguez, Herminio***\*De rexeitados a olvidados. O exilio interior dos mestres e mestras galegos depurados polo franquismo***Porto Ucha, Anxo S.***\*Xustiza xuvenil e perigosidade social. Unha historia do presente.***Iglesias Galdo, Ana***\*A crise da civilización labrega. Sistema escolar e despoboación no mundo rural galego.***Varela, Julia***\*A construcción dunha orientación renovadora para a educación en España***Sampedro Garrido, Ana***\*La renovación pedagógica en el País Vasco. Segunda mitad del siglo XX.***Dávila Balsera, Paulí***\*A historia da educación en tempos posmodernos***de Gabriel, Narciso*

## DOCUMENTOS

**\*Mestres de España (II)***A.S. Porto Ucha, Narciso de Gabriel*

## NOVAS

## ABSTRACTS

*Barreiro Rodríguez, Herminio*, **Educación pública republicana**: This article is fundamentally a defence of public education during the Republic and includes a brief history starting out from the French Revolution of 1789 and its origins both historical (the Enlightenment) and theoretical (Plato and Aristotle). Other subjects that are discussed here include the birth of free, compulsory, lay education in 19th Century Europe and the historic and sociological process of the construction of the unique Republican school in Spain between 1931 and 1936.

*Porto Ucha, Anxo S.*, **De rexeitados a olvidados. O exilio interior dos mestres e mestras galegos depurados polo franquismo**: This article deals with the problems faced by exiled primary school teachers purged by Franco's regime after 1936. Of the two variations that may be focussed on to approach this issue -domestic exile and exile abroad- this analysis centres on the latter, oftentimes as it relates to the former. Starting from its terminological conceptualisation, domestic exile is analysed along with its characteristics, forms and manifestations. The references to the characteristics and kinds of domestic

exile experienced by Galician school teachers are based on the research carried out by the author. This led to the publication of the book entitled *Historias de vida* (2003).

*Iglesias Galdo, Ana, Xustiza xuvenil e perigosidade social. Unha historia do presente:* On the basis of a current situation, which we have decided to turn into a problem : the fact that it is necessary to demand penal responsibility of underage offenders, who are, predictably, a good example of the processes of social vulnerability- we trace the historical time period and ideological atmosphere when the legal system becomes interested in the delinquent, and in doing so, converts the crime into a symptom of the dangerousness of the perpetrator. We will see the influence of this change in conceptualisation in the recent history of juvenile justice. Also, by showing that reports are a key element in the definition of the profile of the delinquent, we will offer an analysis for the purpose of understanding the codes that support these judicial-discursive practices and find out whether or not the conditions that gave rise to these codes continue to be active at the present time.

*Varela, Julia, A crise da civilización labrega. Sistema escolar e despoboación no mundo rural galego:* For many years the rural areas of Galicia counted large numbers of people in the active labour force. At the present time, the aging population and the drop in the birth rate have shed light on the serious crisis affecting rural civilisation. One of the many factors that has contributed to this crisis was the closing of the rural schools, which were replaced by educational centres in the towns and cities and, in general, the poor school attendance of the children of farm workers during Franco's regime. This situation requires that urgent attention be paid to town planning in addition to increasing social awareness as regards democratic education. Also needed is to improve the qualifications of professionals who choose to live in rural areas as well as to promote research teams and University centres and business initiatives that will help implement creative alternatives for the children of a quality agricultural world.

*Sampedro Garrido, Ana, A construción dunha orientación renovadora para a educación en España:* 1975 and 1976 were key years in the construction of an alternative to the political plans of the Dictatorship in terms of education. At that time the interests and demands of different communities related to education -such as the movements of educators- coincided with the mobilisation of citizens and residents as well as certain political sectors committed to bringing down Franco's dictatorship.

*Dávila Balsera, Paulí, La renovación pedagógica en el País Vasco. Segunda mitad del siglo XX:* Just like in the rest of the country, during the period under analysis here, there were experiments in Educational Reform which were started from two different perspectives: the gradual introduction of the Basque language and the motivation of teachers who were committed to pedagogic change. This article analyses this situation by discussing the experiments carried out by teachers in the *ikastolas* (Basque language schools), in the public and private schools, as well as their involvement with the Educational Reform Movements, particularly the group, *ADARRA*, around which many of the innovative experiments revolved. Finally, we will look at the innovative presence of pedagogic texts and the concern of the educational administration regarding pedagogic innovation during the democratic period.

*de Gabriel, Narciso, A historia da educación en tempos posmodernos:* The social history model has been questioned in recent decades and this coincides with the crisis being experienced by some of its ideological references as well as with the emergence of what has been termed post-modern thought. As an alternative to this model, which some consider to have run its course, this article proposes another model, which may be characterised as cultural. This very change -or rather proposal for change- has also been seen in the field of education: the "old" social history of education must get out of the way and make room for a "new" cultural history of education.

Número 10, 2006

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**ESTUDOS****\*O fío da memoria: unha escola daquel tempo***Barreiro Rodríguez, Herminio***\*Usos y dimensión moral de la memoria y el olvido en la historia de la educación***Fernández Soria, Juan Manuel***\*La depuración franquista del profesorado en los Institutos de Segunda Enseñanza de España (1937-1943). Estudio cuantitativo para Galicia.***Negrín Fajardo, Olegario***\*A Escola de Doloriñas: presenza, latexo e memoria dun tempo escolar***Borrajo, Gena***\*Dous modelos educativos, duas escolas enfrontadas: a escola republicana e a escola nacional-católica.***Porto Ucha, Anxo S.; Iglesias Salvado, J.Luis***\*A participación das mulleres ourensás no ensino secundario (1900-1930)***Benso Calvo, Carmen; Cid Galante, Rosa M<sup>a</sup>***\*Pedro Álvarez, mestre en Compostela: pequena historia da Academia Comercial.***Álvarez García, Isabel***\*Asociacionismo de base e concellos: unha lectura diacrónica (1964-2005)***Pérez Rúa, Manuel.; Pose Porto, Hector M***\*Quen habita aos educadores sociais? Escenografías dos profesionais da axuda.***Montero Souto, Pablo***DOCUMENTOS****\*Mestres de España (III)***Juan Borroy, Victor M.; Iglesias Salvado, J.Luis***\*Jose Ramón Fernández-Ojea, mestre. Memorias do seu paso por dúas escolas galegas***Benso Calvo, Carmen; Fernández Fernández, Xosé***\*A "legalidade" dos franquistas: os procesos de depuración. O caso do mestre Victor Fráiz Villanueva***Costa Rico, Antón***NOVAS**

## ABSTRACTS

*Barreiro Rodríguez, Herminio, O fío da memoria: unha escola daquel tempo:* This article conjures up the memory of a one-room schoolhouse tucked away in the hills of Galicia, during the immediate post civil war period. By taking up the thread of memory, the author invites us to relive those dramatic times, the child psychology of the Galician rural world, the teaching methods of the old schoolhouses, the language issue, -in short, the author's personal remembrance

*Fernández Soria, Juan Manuel, Usos y dimensión moral de la memoria y el olvido en la historia de la educación:* This article first discusses the nature of memory and oblivion as they relate to history and goes on to highlight the importance and hazards of memory in historic investigation. It then focuses on the manipulation and confiscation to which educational memory was subjected under Franco's regime. Special attention is paid to both the political justification and the repressive actions taken against the places and people -the depositories of memory- where these confiscations were conducted as well as the consequences of these repressive policies, i.e., the rectification of educational memory and the creation of a new one. The moral dimension of the uses of memory and oblivion as regards politics and people conclude this article.

*Negrín Fajardo, Olegario, La depuración franquista del profesorado en los Institutos de Segunda Enseñanza de España (1937-1943). Estudio cuantitativo para Galicia:* This article examines the purge (repression) of Spanish Secondary School teachers from 1936-1943. The first part discusses the characteristics of the ensuing process of repression, its stages and the repressive criteria used, as well as the final results of this process, highlighting the most common types of sanctions. The second part of the article presents an important unpublished document, which is, in essence, a summary of the repression experienced by Spanish secondary school teachers, including a list of names and the sanction imposed in each individual case, in addition to the specific figures related to these repressive actions. The third part focuses on data related to the purge of secondary school teachers in Galicia under Franco's regime. The article also compares the salaries of tenured professors and the purged teachers, which leads to results of important quantitative value.

*Borrajo, Gena, A Escola de Doloriñas: presenza, latexo e memoria dun tempo escolar:* Former alumni of the "escola de ferrado" (rural school system in which the schoolteacher was paid in kind instead of receiving salary; a "ferrado" is a measure of corn, for example) immortalized by Julia Minguillón in the famous painting entitled "A Escola de Doloriñas" conjure up memories from their childhood. The typical pranks, the lessons learned with Doloriñas and some of the deprivations experienced are still very much alive in the minds of these boys and girls, who today are nearing seventy. One of these former students finished his education in the public school system and explains in detail, the main differences between the latter and the poor, but cozy little schoolhouse where he learned his ABC's. The memory of the teachers and the data provided by researchers Narciso de Gabriel and Vicente Peña complete this panoramic overview of some of the schools in Galicia

*Porto Ucha, Anxo S.; Iglesias Salvado, J.Luis, Dous modelos educativos, duas escolas enfrontadas: a escola republicana e a escola nacional-católica:* This article approaches the two educational models -represented in their respective schools- that have had the greatest impact on recent educational policies as well as on the collective memory of a good part of the Spanish society. Isolated and diametrically opposed, these two schools represent -in a way that is more than evident-, a double standard in terms of the social and educational reality. Hence, while at the time, the Second Republic was betting on a single, active, and above all, innovative school as a possible solution to the country's problems, Franco's regime, which rejected, refused and persecuted the former, imposed an ideological model of national

Catholicism – at odds with the Republican model – driving out of the school the slightest hint of progress, while subjecting it to an unfortunate process of purging and plunging it into abandonment –both in terms of material and human resources.

*Benso Calvo, Carmen; Cid Galante, Rosa M., **A participación das mulleres ourensás no ensino secundario (1900-1930)***: Although the incorporation of women into the regulated primary education system at the turn of the century was a slow process, encountering a great many difficulties owing to both the mentality of the people at that time – since families were lax about demanding an education for their daughters- as well as to serious deficiencies in the primary education system, we were driven by curiosity to find out about these female students who decided to attend secondary school and have made it the subject of this paper. This text analyzes the evolution of the incorporation of women from Ourense into secondary schools in Galicia and on a national level, focusing on the sociological profile of these early pioneers and on their academic performance. This has enabled us to speculate on what drove them to carry out these studies, even though they were well-aware that the mentality at that time was against them

*Álvarez García, Isabel, Pedro Álvarez, mestre en Compostela: pequena historia da Academia Comercial*: This article briefly illustrates the life of Pedro Alvarez, a Compostela schoolteacher and the history of the Commercial Academy, from its beginnings in 1949 until it closed in 1980. A description of his life and studies is presented, in addition to a discussion of the methodological and educational evolution that took place in this center of learning over the course of these years, which had a great impact on educational life in Compostela.

*Pérez Rúa, Manuel; Pose Porto, Hector M., **Asociacionismo de base e concellos: unha lectura diacrónica (1964-2005)***: The far-reaching changes in social dynamics in Galicia most certainly brought about other changes in the way people participated socially. Representative groups, typologies, activities and channels through which associative organizations interact with other community agents, along with their problems and uncertainties, require an analysis which the authors present here -for the purpose of triggering debate-, on the basis of a study of specific time periods ranging from pre-democratic to more current times.

*Montero Souto, Pablo, **Quen habita aos educadores sociais? Escenografías dos profesionais da axuda***: This article reflects on the historiography of modern socio-pedagogical action on the basis of post-Foucaultian approaches to the issue of technical and professional knowledge appropriated by the experts (expertise) and restricted to a specific corpus of disciplines related to the social sciences in general and educational sciences in particular. This overview takes us on a genealogical tour of certain scenarios, which in the past, may have been at the foundation of some professional configurations which are currently faced with their most distorted manifestation in social services and public assistance and which have not yet been banished from the identity that serves to qualify many of the pseudo-professionals acting in the name of Social Education.