

Abstracts

«Revista Brasileira de História da Educação»: trajetória e os desafios da internacionalização (2001-2014)

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ABSTRACT: In this article, we analyse the Journal of the History of Education between 2001 and 2014. At first, we characterize the journal and its structure to then reflect on the national and international dimension of the magazine, considering the institutional affiliations of the authors who published in the same over the 14 years of existence. As regards the national level, we observed a journal insertion in almost all of Brazil, with a hyper-concentration of production derived from the states of São Paulo, Rio de Janeiro and Minas Gerais, all the Southeast. Asymmetry that takes place both at the national level, as at the regional level and also within different states of Brazil. On the international scale, we see signs of the existence of networks of a few countries, such as Portugal, France and Argentina, evidence of which is more organized and what still needs to be increased in terms of English-speaking countries and Latin America, but especially in relation to unexplored universes as the Middle East, European east, Africa, Asia and Oceania. Finally, we weave some considerations about the problem of internationalization, drawing attention to the issue of language and other challenges to a community of historians of education who wish to be transnational.

EET-TEE Keywords: Periodical; History of Education; Scientific Research; International Studies; Cultural Associations; Brazil; XXI Century.

Challenging national boundaries in the history of education. An outline of the journal «Bildungsgeschichte: International Journal for the Historiography of Education» (IJHE)

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ABSTRACT: The journal «Bildungsgeschichte / International Journal for the Historiography of Education» is a bilingual forum (German and English) that aims to provide for, strengthen, and further develop both meta-theoretical and specific-topic discussions. At the meta-theoretical level, the journal promotes the de-nationalization of research and its central research questions, calls into question both «great theories» of history and epochalizations, and pursues the combination of historical and comparative research approaches in the field of education. At the specific content level, it focuses on the rise and development of the school system; nationalization and internationalization of education policy; history of science, history of education, and history of theory since the Renaissance; and issues in historiography.

EET-TEE Keywords: Periodical; History of Education; Research Method; Scientific Research; International Studies; XXI Century.

The role and current challenges of the Brazilian periodical «Cadernos de História da Educação» in scientific publishing in the history of education in the twenty-first century

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Abstract: This text presents the scientific periodical «Cadernos de História da Educação» to scholars in the area of History of Education. The periodical was created in 2002 from the efforts of members of the Research and Study Group of History and Historiography of Education within the Graduate Studies Program in Education of the Universidade Federal de Uberlândia (Federal University of Uberlandia), in Minas Gerais, Brazil. This text presents the basic historical data, the main characteristics, the national and international dimensions, and the current challenges for continuity and increasing the quality of the periodical.

EET-TEE Keywords: Periodical; History of Education; Research Method; Scientific Research; Brazil; Cultural Associations; XXI Century.

En la Historia de la Educación. La gestión editorial, las revistas de Historia de la Educación y «Espacio, Tiempo y Educación»

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ABSTRACT: The debate concerning the standards of quality related to scientific journals deals with directors and researchers in every fields, because success for both depends on it. In this article three issues will be addressed: first, a critical analysis of the publishing management currently used; secondly, a view on journals of History of Education published in America, Europa and Oceania is provided; finally the journal «Espacio, Tiempo y Educación» is analyzed, both for the ideas on which it was created, giving meaning to its editorial project, and for the achievements, purposes and challenges that it will face in the medium term.

EET-TEE Keywords: Periodical; Publishing Industry; History of Education; Research Method; Scientific Research; XX-XXI Centuries.

Revista «História da Educação» da ASPHE/RS (Brasil): compartilhando estudos e pesquisas desde 1997

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ABSTRACT: This paper presents data on the history of the Sul-Rio-Grandense Association of Researchers on History of Education (Asphe) its foundation and activities between 1995. It also analyzes the Annals of the events that took place during that period and the journal History of Education, which has been published since 1997. Such publications are considered important spaces for the socialization of research, historiographic production and important debates on the field of historical investigation.

EET-TEE Keywords: Periodical; History of Education; Research Method; Groups and Organizations; Brazil; XX-XXI Centuries.

Las revistas científicas en educación ante la exigencia de la sociedad en red

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ABSTRACT: In a short period of time the editors of journals in the field of social sciences face new forms of management, publication and distribution of their publications. Through a descriptive study this paper reviews the quality indicators that are being imposed worldwide, as well as their contributing improvements and the problems derived from these. Scientific journals of education are a clear example of this evolution, since they face the challenges of digitalization, impact, open access, presence in social networks, internationalization, editing continuity in your own language, etc. in an increasingly competitive environment. Every editor must consider what kind of journal is willing to offer, while responding to the demands of scientific production and demanding reforms of the new editorial context.

EET-TEE Keywords: Periodical; History of Education; Research Method; Information Technology; XX-XXI Centuries.

Revistas científicas e historia de la educación: una reflexión personal

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ABSTRACT: This text constitutes a personal reflection on some issues related to the role of scientific journals in the history of education. After a brief presentation of *Historia y Memoria de la Educación*, the scientific publication of the Spanish Society of History of Education, the increasing number of journals and the scientific production in general, and in this field, are analyzed, as well as the limited diffusion, obsolescence and repetitiveness of the already known or said. Then, the mainly negative or intricate effects of the implementation, in the field of the human and social sciences, of the operating modes and evaluation criteria of the journals and the scientific production of the so-called experimental or 'hard' sciences are dealt with, as well as the consequences of the increasing commercialization in the world of scientific journals.

EET-TEE Keywords: Periodical; History of Education; Historical Research; State of the Art Review; Spain; XX-XXI Centuries.

«History of Education & Children's Literature» and the internationalization of historical-educational research in Italy (2006-2014)

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ABSTRACT: After a brief but organic illustration of the history and characteristics of the international scientific journal «History of Education & Children's Literature», the Author will focus his attention on the role played by this journal, over the last decade, in the development and the internationalization of Italian historical-educational research, and will pause to focus on the project which has characterized the journal, and the most significant outcomes obtained from the diffusion of the results of the most authoritative European and extra-European educational historiography and of the international promotion of research and studies within the sector conducted in Italy.

EET-TEE Keywords: Periodical; History of Education; International Research; State of the Art Review; Young Researchers; Italy; XX-XXI Centuries.

Citizenship education in Switzerland before, during and after the First World War

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ABSTRACT: Citizenship education was intensively discussed during the 1910s. Patriotic ideals and the love of the fatherland were described with diligence in teachers' journals. After the outbreak of the World War I, Swiss teachers reacted

immediately to the new circumstances and published lessons in their weekly teacher journals for every day of school for different grade levels. These lessons comprised current events and civic education as well as didactical instructions for the teacher. In pupils' essays, citizens are often depicted as religious members of society who are industrious and hardworking, whereas in the journals, religious aspects are related to peace but not to citizenship education. As a multilingual and neutral country, Switzerland struggled with major domestic problems due to the cultural conflict between the French- and the German-speaking regions, especially during wartime. However, teachers promoted unity from the beginning. Therefore, changes and continuities during this decade concerning citizenship education are of crucial research interest. The practical sections of teachers' journals, including lessons and didactical instructions, and pupils' essays provide insight into what happened in the classrooms. Which forms of national identity and citizenship were taught in classrooms before, during and shortly after WWI in public schools in Switzerland? How did pupils describe the current issues of war and citizenship?
EET-TEE Keywords: Civics; Cultural Identity; Nationalization; Teachers' Journal; Switzerland; XX Century.

The construction of *Heimat* on German wallcharts in the early 20th century, and the part it played in creating a national identity

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ABSTRACT: This article explores the pedagogical and political application of the term *Heimat* in the early part of the twentieth century, looking at both the connection between *Heimat*, fatherland and nation as well as local history studies in schools. Various aspects of the *Heimat* construction and the manner in which connections to *Heimat* were formed will be brought out through the analysis of selected school wallcharts.
EET/TEE Keywords: Wall Map; Primary Education; History; Teaching; National Identity; Germany; XX Century.

Celebrating *Italianità*: the teaching of the Italian language and culture in ethnic schools in Paraná, Brazil

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ABSTRACT: The goal of this article is to understand how ethnic Italian schools, supported by partnerships of mutual-help, acted in promoting *Italianità* (Italian identity) among the children of Italian immigrants from 1885 to 1930 in Paraná/Brazil. The sources used for researching this matter were the official letters and petitions issued by the Italian Ministry of Foreign Affairs. The analysis of the empirical field was performed through the theoretical contribution from Cultural History. Five Italian secular ethnic schools were created in the 19th and 20th centuries. These schools were very relevant in educating Italian immigrants' children and their descendants. Besides teaching the Italian language and culture, these schools sought to celebrate the Italian civic holidays, with the objective of building up and preserving the Italian character, that is, the *Italianità*, through the perspective of Italian state policies post-Unification.
EET-TEE Key words: Foreign Schools; Ethnic Group; Cultural Identity; Immigration; Brazil; XIX-XX Centuries.

A school subject serving the nation. Geography textbooks in Romania (1864-1945)

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ABSTRACT: My research aims to analyse geography textbooks of Romania in order to see the relationship between ideology, national identity and the content of textbooks. I will try to see how textbooks' design, language and images convey a political or cultural message. The period chose for analysis (1864-1945) is relevant due to its connections with the political project of building Romanian national state and constructing national identity. The geographic and ethnic structures of the state undergo radical changes in the period, changes reflected in the way textbooks are designed and in the political message they conveyed.

Allied with history and politics, geography brought its contribution to the national identity building, constructing an exceptional place, “unique and authentic” to be inhabited by the nation, a historic and ancestral land – Romania.
EET-TEE Keywords: Textbooks; Geography; Nationalization; Cultural Identity; Conceptual Imagery; Romania; XIX-XX Centuries.

School architecture as a way of promotion of Soviet identity in the 1930s' Stalinist Russia

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ABSTRACT: During the Soviet era, schools functioned as a special public locus for the promotion of social and political identity, particularly among youth. Throughout the late 1920s and early 1930s, proponents of both ‘urbanist’ and ‘deurbanist’ architectural trends proposed imaginative school designs in an effort to advance the social utopia under construction in the Soviet Union. These plans never came to fruition, though, and were replaced in the mid-1930s with a standardized school building. This new Soviet school had strict regulations about interior and exterior décor, consistent with its assigned tasks of disseminating political ideology and organizing the social life of the surrounding community. Drawing on previously untapped sources, including Soviet architecture and youth journals from the 1930s, this article investigates the evolving role of the Soviet school, as well as its architectural design, in promoting and establishing state authority among both children and adults.

EET-TEE Keywords: School Architecture; Space Arrangement; Cultural Identity; Political Propaganda; USSR (Union of Soviet Socialist Republics); XX Century.

The 19th and 20th-century school as a laboratory for national identity and citizenship education: the case of Uganda

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ABSTRACT: This paper aims at discussing the role of education in advancing national identity and citizenship in Uganda during the 19th and 20th Centuries. The present inhabitants of the region now known as Uganda acquired education through different means, with different actors at different times, and each time period has yielded a different form of educational system, which had a significant role in shaping the changing perceptions among Ugandans as far as national identity was concerned. The central thesis of this article is that national identity as defined by the state came into existence fairly recently in sub-Saharan Africa. During the ‘Partition and Scramble for Africa’, European countries carved up Africa in a fierce competition for global influence. While striving to ensure their access to the continent’s wealth of resources, they severed ethnic groups and grouped different ethnicities together into colonies, in order to prevent the unification of indigenous groups from rising against their rule. Although, it has been suggested that internal political and economic changes in African countries in the 1870s and 1880s prompted the conquest by outsiders, it is nevertheless, clear that Europeans took advantage of the situation by furthering confusion among different ethnic groups. By reinforcing ethnic identification; the British forestalled the rise of a collective consciousness and a common identity among the different groups. When Uganda gained independence in 1962 it strove to restructure its education in order to raise a social consciousness among citizens and thus bring about a national identity and integration. This article however, observes that developing an inclusive national narrative poses real challenges to people as ethnic groups struggle to control the interpretations of the past taught to younger generations.

EET-TEE Keywords: History of Education; Civics; Nationalization; Cultural Identity; Educational System; Uganda; XIX-XX Centuries.

The construction of the Basque Fatherland: religion, nationalism and education (1895-1931)

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ABSTRACT: A key problem in and for the history of Spain is the construction of its national identity. In this constructive process, the political and ideological goal of Basque nationalism was the creation of an independent State, following a pattern of identities where religion, Fatherland and language – in that order – were fundamental elements. The school and the teaching profession were fundamental agents in this process. The period under study here is that coinciding with the rise of Basque nationalism until the Second Spanish Republic, one in which we can understand the ideological structure of Basque nationalism: made up of patriots, members of religious orders and speakers of the Basque language.

EET-TEE KEYWORDS: School; Nationalism; Nationalization; Educational Policy; Religious Education; Language Teaching; Spain; Basque Country; XX Century.

Czechoslovak identity and history course books in the Czechoslovak Republic (1918-1939)

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ABSTRACT: The formation of states after the First World War in 1918 was justified by the idea of the distinct national identities of the created states. In the case of Czechoslovakia, being a multi-ethnic state, it was crucial to sustain the unity of the newly formed Czechoslovak statehood. Before – and naturally after – the foundation of the Czechoslovak Republic, the official ideology of Czechoslovakism took root in an attempt to proclaim national unity and point out that there was a Czechoslovak nation and Czechoslovak language, although no such language existed. The paper focuses on the Slovak part of the republic and explores the process of the building and strengthening of national identity in the context of the creation and use of history course books during the Czechoslovak Republic. The article surveys the legislation and offers detailed characterization of course book publication. As a case study, ‘Slovak’ history course books for secondary schools written by Czech historian Josef Pekař are analysed.

EET-TEE Keywords: Nationalization; Civics; Cultural Identity; History Teaching; Textbook; Czechoslovak Republic; Century XX.

National, state and civic education in the Czech lands of the Austro-Hungarian Empire, and, after 1918, in Czechoslovakia

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ABSTRACT: The study analyses the themes and issues of national, *völkisch* and civic education in the last third of the nineteenth century in the Czech lands of the Austro-Hungarian Empire through close study of Czech and German pedagogical discussion. In addition, the study focuses on structural changes and key concepts of national and civic education after the advent of the Czechoslovakian state. In the second section, the paper analyses and questions the basis and scope of historical

subjects in History text books, texts used in civic education and reading primers in elementary and lower-secondary schools teaching in the Czech and German languages in the Czech lands.

EET-TEE Key Words: Citizenship Education; Nationalization; Civics; Cultural Identity; Austria- Hungary, Czechoslovakia; Century XIX.

The teaching of Rights and Duties in the schools of united Italy: between ideological control, social discipline and citizenship education (1861-1900). Part One

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ABSTRACT: Using a variety of documentary sources, the article analyses for the first time the features (syllabus, contents, times etc.) and, above all, the purposes of the teaching of Rights and Duties of Citizens in the aftermath of national unification (1861). This discipline was introduced in the Italian schools of different types and levels with the aim of promoting the values of citizenship and the feeling of belonging to the new state to the new generations. Actually, as the authors will prove at the end of their well-structured and original reconstruction, the teaching of Rights and Duties of citizens in the Italian schools during the first forty years after the unification (1861-1900) was inevitably influenced by the ideology and the political system typical of the oligarchic structure of the new State, thus reviving the deep gap between the ideal citizenship, the one outlined on the basis of the 'rights' and 'duties' abstractly recognized in the articles 24-32 of the Albertine Statute, and the real citizenship, expression of the overall idea of society - and of the State - that the ruling classes intended to achieve. So, it presented itself as a teaching aimed at the ethical and legal legitimization of the system of values supported by the bourgeois élites and at the acquisition of it, rather than as a tool for the education of citizens aware of their rights and duties and able to assume their civic responsibilities.

EET-TEE Keywords: History of Education; School; Political Education; Civics; Cultural Identity; Italy; XIX Century.

Technology and the shaping of a Swedish national identity in the educational work of selma lagerlöf, 1900-1907

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ABSTRACT: In the early 1900s Sweden saw an unprecedented societal transformation through ongoing industrialisation, urbanisation, democratisation and new technologies. In 1906-1907 the celebrated Swedish writer Selma Lagerlöf published a book subsequently read by thousands of elementary school children, *The Wonderful Adventures of Nils*. Although Lagerlöf's book was mainly seen as a novel, she was commissioned to write it as a textbook in geography for the Swedish elementary school. One of the aims on the part of the commissioner – the Swedish Association of Elementary School Teachers – was for the book to induce Swedish nationalist sentiment and boost the feeling of a national identity in schoolchildren. The aim of this study is to describe and analyse how various representations of technology were utilised to create the sense of a Swedish national identity in *The Wonderful Adventures of Nils*. A hermeneutic method is employed to analyse the book in relation to the historical context of early 20th century Sweden. It is concluded that technology and human settlements are natural elements of the various landscapes of Sweden, thereby making them as much a part of building a national identity around the physical environment as woods, plains, lakes, animals and plants. The message of the book seems to be that technology is interwoven with society and nature in the formation of modern Sweden. It is impossible to describe the nation and impart nationalism in children without also incorporating technology; it is a human creation and as much a force in shaping the nation as other human endeavours and nature.

EET-TEE Keywords: Children's Books; History of Education; Nationalization; Science and Technology; Selma Lagerlöf, Sweden; XX Century.

National Character of the Educational Reform Movement in Slovakia in

the Interwar Period

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ABSTRACT: In the years 1918-1939 in Czechoslovakia the educational reform movement was developed mainly in the Czech Republic. After the collapse of Austria-Hungarian Monarchy and due to strong Magyarization, education and training in Slovakia were in bad situation. Under the influence of the protagonists of the reform movement in the Czech Republic, for example Václav Příhoda, Ludmila Žofková, František Musil, inspirations of educational reform movement began to develop in Slovakia, too. Its most important centre was the city Trnava. The arrival of Musil in 1931 marked the beginning of organized education of teachers, which acquired the official status of Trnava Education Seminar in the year 1934 and together with the journal *Our School* considerably influenced teachers in the Trnava region and in other parts of Slovakia, too. The journal gradually became the platform of Slovak reform teachers. The aim of this article is to find out, how the educational reform movement influenced national identity.

EET-TEE Keywords: Nationalism; Civics; Educational Reform; Education System; Slovakia; XX Century.

School military education and the construction of a national identity in Portugal in the passage from the 19th to the 20th century

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ABSTRACT: The liberal and republican discourses produced in Portugal in the transition from the nineteenth century to the twentieth century emphasized the figure of the citizen-soldier as part of the civic cult of the Nation. The ideal citizen of the new Republic, proclaimed at last in 1910, should be orderly, disciplined, morally exemplary and physically fit to address the harshness and needs of the war, besides being an unconditional lover of his Homeland. With this article we intend to promote a reflection on the purposes and character of the youth militarization project developed, in two different moments of the above-mentioned period, under the predominant influence of republicanism. Forwarding both moments of the study, our concern goes to the relations between military instruction and other curricular areas, particularly physical education, and moral and civic education. We will pay attention to the ritual practices that are developed which are an alternative to the catholic ritualism. In addition, the controversies with expression in the pedagogical field that have permanently accompanied the implementation of military preparation are analysed. Finally, we will seek to integrate the aforementioned project within the framework of international experiences, which had the same goals.

EET-TEE Keywords: Republicanism; Civics; National Identity; Primary School; Military Education; Citizen-soldier; School battalions; Portugal; XIX-XX Centuries.

National identity, civic values and school textbooks in Spain: La Enciclopedia cíclico-pedagógica and El libro de España (1931-1957)

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ABSTRACT: There has recently been bitter controversy in Spain over the school subject of «Education for Citizenship». However, there is nothing new in the opposition of moral or civic models that sought to forge a national identity in schools. Because of the proximity in time and the coexistence in the same state and the same historical period of the Second Republic (1931-1939) and the early years of the Francoist regime (1939-1957) it is interesting to compare the textbooks of this period. Both regimes coexisted during the three years of civil war (1936-1939) in the clash on the battlefield and in the classroom. They preached «citizens' values» drawing from different sources; textbooks aimed at children of the same age who shared citizenship but lived in different states, one liberal and democratic and the other authoritarian and nationalistic. Our proposal with our article is to review, analyse and compare two of the textbooks used for this purpose: *La Enciclopedia cíclico-pedagógica* and *El libro de España*.

EET-TEE KEYWORDS: Textbook; Civics; Citizenship Education; Nationalism; Francoist Regime; Spain; XX Century.

The Regents' System of Marco Agosti between Fascism and democracy

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ABSTRACT: This paper tries to reconstruct the experience of the Regents' System, conducted by Marco Agosti in the primary school «Camillo Ugoni» in Brescia (Italy), during the Fascist regime. It was an example of Italian active school, based on the self-government of pupils and on a conception of class as a small corporation. Thanks to its original and innovative characteristics, it was reevaluated in the Second Post-war, as a possible model for a new primary school, aimed at the democratic education of Italian children.

EET-TEE Keywords: History of Education; Primary School; Fascism; Principles of Education; Activity Method; Educational Innovation; Italy; XX Century.

Obstacles to teaching the Portuguese Language in Elementary Schools in the city of São Paulo (Brazil) in the early 20th century

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ABSTRACT: This article focuses on some of the obstacles to teaching the Portuguese language in public and private Italian Elementary Schools in the city of São Paulo (Brazil) in the early 20th century. The curriculums of such schools always included the Portuguese language, prioritizing reading and writing. The large number of foreign students and children of foreign background compromised the teaching of the national language. The school population of Italian origin was large, and the curriculum should be adapted to the reality of such situation. There was emphasis on the linguistic cohesion of the population, with the purpose of forming a national identity. The mandatory teaching of Portuguese was introduced in schools subsidized by the Italian government, which had 6,000 students enrolled in 1907. Documents from the Arquivo Público do Estado de São Paulo [Public Archive of the State of Sao Paulo] were used as research sources. We concluded that such Italianization jeopardized the teaching and learning of the Portuguese language in Elementary Schools in the city of São Paulo.

EET/TEE Keywords: Primary Schools; Language Learning; Portuguese Language; Nationalization; Cultural Identity; Brazil; XX Century.

French pupils between the two wars of 1870-71 and 1914-18. Reading books and their patriotic consciousness

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ABSTRACT: Between the war of 1870, opposing France and Prussia, and the First World War in 1914, textbooks framed the minds of young pupils after the defeat of France in 1870. Some of these books are storybooks, and, by the adventures of their young heroes, boys or girls, the authors tell of the disasters of war, teach patriotism, and the idea of Mother Country. The idea of revenge was not so dominant, as one sometimes thinks; the manuals insist on the importance of native land and the virtues that all children have to develop. The pupils, when they become young adults, are mobilised in 1914, and although they may have learnt to hate war, will fight heartily to defend their homeland, educated by schoolbooks in courage and patriotism.

EET-TEE Keywords: Books for Youth; Reading; Home Country; Nationalism; France; Centuries XIX-XX.

Fundamentals of John Dewey's concept of civic education

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ABSTRACT: This theoretical study focuses on the philosophical, sociological and political fundamentals of John Dewey's concept of citizenship education. The starting point of this paper is the fact that Dewey's concept of citizenship education was one of the most important in this period, as well as the fact that its influence on the development of educational theory and

practice and beyond is still present. The study is aimed at examining the substance of Dewey's basic ideas of civic education and within it the attitudes towards national identity, society and state. To achieve this goal, we started from the analysis of Dewey's vision of reconstruction, progress and the relationship between philosophy, education and society, and moved onto the issues of democratic methods, political and educational (neo)liberalism, freedom, the individual and individuality in society and education. We conclude that the role of civic education was indispensable and fundamental when it comes to the development of Dewey's view of the individual, society, state, democracy and education, and that impact of the two was reciprocal.

EET/TEE KEYWORDS: John Dewey; Pragmatism; Democracy; Society, Civics; Identity; XIX-XX Centuries.

Nation building in the school prize giving ceremonies of the first decades after Italian Unification. A case study of post-unification Bologna

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ABSTRACT: This contribution aims to investigate the role of school prize giving ceremonies in order to understand the contents and public methods adopted by the ruling classes in the construction of national sentiment after Unification. The approach of the case study focusing on post-unification Bologna allows us to link the elements of the top-down plans of the ruling classes with the general teaching choices of the time (text books, curricula, teaching aids, etc.) and specific bottom-up elements, through the study of the exams set for the awarding of the prizes.

EET-TEE Keywords: Nation building; Primary School; Prize giving; History of Education; Italy; XIX Century.

Study and interpretation of citizens' multiple identities in Spanish schoolbooks on «Education for Citizenship and Human Rights»

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ABSTRACT: This work is the result of a wider investigation linked to an R & D project led by Professor Gabriela Sauter Ossenbach UNED (Spain) in collaboration with another Project of Excellence (P07-SEJ 03305), completed in 2013, funded by the Ministry of Innovation, Science and Enterprise of the Autonomous Community of Andalucía (Spain) and FEDER funds led by Professor Miguel Beas Miranda. The article analyses from an interpretive perspective and based on the methodology used by the MANES project, the manner in which the multiple and complex, municipal, state or regional, national, European and global citizenship identities are treated in the textbooks most widely used in Spain on the subject of «Education for Citizenship and Human Rights» at the stage of secondary Education. We hypothesize that the textbooks, which tend not to contain controversial elements for reasons mainly due to the market, primarily reflect a global or cosmopolitan identity, which weakens the development of other citizen identities in which the subjects could play a more active part. The first part of the work analyses the concept of multiple identities from different theoretical frameworks and sets out our position. The second part examines whether this model of identities or others predominate in the school textbooks on the subject of «Education for Citizenship and Human Rights» at the stage of Compulsory Secondary Education in Spain.

EET-TEE Keywords: Citizenship; Identity; Social Environment; Intercultural Education; Inclusion; Education System; Spain; XX-XXI Centuries.

The slow nationalization of Greek education through history teaching in the 19th century

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ABSTRACT. This paper focuses on the obstacles that occurred in the process of nationalization of Greek education during the 19th century, particularly examining the case of history teaching. In these obstacles were included the limited school attendance, the rareness of history teaching in schools and the ineptitude of teachers, the operation of a large informal net of grammar schools (grammatodidaskaleia), the disordered and ineffective educational policy of the Greek state, the uncertainty about the very context of history which should be taught, and, lastly, the continuous and persistent derision of any Greek institution, idea or personality by Greeks themselves. Although these obstacles were undoubtedly responsible for a piecemeal

historical awareness, nevertheless such a school impotence wasn't able to reduce the influence of national narratives on Greeks, which was passionately cultivated by mainly journalist discourses.

EET-TEE Keywords: Nationalization; Educational System; History Teaching; Greece; XIX Century.

The historical development of the formation of the elite in the south of the Habsburg Empire. Slovenes and the schooling of the intellectual class in the late 1800s and early 1900s

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ABSTRACT: This paper presents the influence of the power of education and the formation of the intellectual class in the Slovenian provinces in the south of the multi-ethnic Habsburg Empire, which played an important role in the formation of the Slovenian nation. The social stratum of middle-class intellectuals, which was at that time rapidly becoming the carrier and the designer of the Slovenian national movement in the 2nd half of the 19th century, was shaped to a great extent through the education system. Slovenian pupils had to gain proficiency in the German language already in primary school in order to be able to continue their schooling at gymnasiums. The absence of a Slovene University before 1919 may also have channelled a lot of practical intellectual energy into primary school education, facilitating the cultural and economic development of the countryside and a general increase in the nation's literacy, so that in 1910, 85.5% of all Slovenes were already literate. The intellectual class was comprised of secondary school students (including those from secondary modern schools and teacher training colleges and other secondary schools) as well as the Slovene students attending university in Vienna and Graz, and later also Prague, and the students of the theological schools in Slovenia. The supporters of the national movement were well aware of the contribution of the Slovene-oriented intelligentsia to the development of the nation. As regards their national orientation, these students mainly viewed the Slovene national movement favourably and many of them were also enthusiastic supporters of Slavic cooperation, while the more radically nationally inclined among them even considered working towards the establishment of a Slovene nation state their main task. The different political orientations also formed different student societies. The initially small body of educated Slovenes was in time joined by more and more high school and college graduates after the end of the 19th century, which had a big impact on the faster cultural and economic development of the nation as a whole.

EET-TEE KEYWORDS: History of Education; Primary School; Secondary School; University; Nation; Slovenia; XIX-XX Centuries.

Russian schools abroad. National identity, Soviet reforms and cosmopolitan education by Sergey I. Hessen (1887-1950)

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ABSTRACT: This article deals with the history of Russian emigrant schools in the 1920s and 1930s. The October revolution and the civil war that divided the country for two years prompted many Russians to emigrate abroad to European countries. It was a veritable diaspora. Animated by the hope of returning home once the revolutionary impetus had calmed down, the Russian emigrant intelligentsia created a network of schools. In some European countries, these were included in the national educational system, in others their existence depended only on the donations of fellow exiles. The first part presents a brief comparison between Russian schools in France and Czechoslovakia, bearing in mind that the Central Pedagogical Bureau for the Affairs of the Higher and Lower Russian School Abroad, founded in Prague, was responsible for the educational policy of all Russian schools on foreign soil. The second part describes the measures undertaken by the Pedagogical Bureau against the so-called "denationalization" of Russian emigrant children. In the third part, debates advanced by Pedagogical Bureau members Aleksandr Bem and Andrey Pavlov regarding contemporary Soviet reforms are discussed. Finally, the fourth part outlines aspects of Sergey I. Hessen's thought: this well-known jurist and philosopher participated in the pedagogical debates in Prague before emigrating to Poland where he further developed his ideal of the modern school. His influence on post-war Italian school reforms is an example how important the contribution made by Russian emigrants was to European culture in the first half of the twentieth century.

EET-TEE Keywords: History of Education; Child of Foreign National; Cultural Identity; Educational System; Sergey I. Hessen (1887-1950); Soviet Union; USSR (Union of Soviet Socialist Republics); XIX-XX Centuries.

The functionalization of History and Social Studies Education in Germany from the 19th century until today

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ABSTRACT: Ever since the 19th century, History classes and later Sociology classes have been accorded an important function in regard to the socialisation of pupils – no matter what kind of social order dominated society. The paper analyses the functionalization of History and Social Studies Education from the foundation of the German Empire in 1871 until the time of National Socialism with an outlook to the time after 1945 until today. Not only decrees and curricula are analysed, but also school wall charts, because these have not been put into the focus of research as much as they deserve. As so far there has not been a total list of all school wall charts in Germany, looking at the available teaching aid catalogues helps to find out which wall charts existed. At the end four wall charts about the Battle of the Teutoburg Forest from different times are shown.
EET-TEE KEYWORDS: History and Social Studies Education, functionalization of education, decrees, curricula, school wall charts.

Towards a new Chile through the heart: aspects on the construction of a nationalist emotionology in school textbooks during Pinochet years (c.1974-c.1984)

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ABSTRACT: Through the analysis of textbooks of history and social sciences and complementary literature used in Chilean educational system during the period 1974-1984, this article discusses a dimension not yet studied about the nationalist proposals promoted by the military dictatorship led by Augusto Pinochet in Chile: the construction of a nationalist emotional project or, in terms of Peter Stearns, an induced emotionology, among other means, by rearticulating interpretations of the history of Chile and the imposition of a nationalist matrix, an anti-Marxist and conservative Catholicism discourse regarding to society and culture. Beyond iconographic analyses (Jara), conceptual approaches (Olivares) or a focus on the censorship inflicted to textbooks (Ochoa), our article moves on a new perspective on the problem of nationalism and patriotic loyalty, an object that has become one of the first issues in the history of emotions, trying to provide a discussion focused not merely on the official's own discursive construction but rather analyzing how to access to «structures of feeling» (Sobe).
EET-TEE KEYWORDS: History of Emotions; Textbooks; Nationalist Education; History; Chile; XX Century.

The process of the Slovenian pedagogy gaining independence under the Austro-Hungarian Monarchy

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ABSTRACT. The beginning of the article describes the position of Slovenians in the multi-cultural Austro-Hungarian Monarchy and the Germanisation pressures small nations were subject to. It presents the language policy in schools on the territory populated by Slovenians – here special attention is given to the position of Slovenian as a school language in colleges of teacher education where German was predominant. It was only in 1912 that the male college of teacher education in Gorica (Gorizia/Görz in Italy) became a completely Slovenian institution. Parallel to the efforts for Slovenian as a language in schools the production of pedagogic literature in Slovenian language started to build up. In this context the article exposes the memorandum of the association of Slovenian teacher societies from 1895, which was addressed to the Austrian school authorities, in which Slovenian teachers strived for the reform of primary school readers: all texts with realistic learning material should be replaced with belles letters.

EET/TEE KEYWORDS: Educational Policy, Language Policy, Discrimination, Teaching Language, Teacher Education, History of Education, Slovenia, XVIII-XX Centuries.

The identity of the schoolbook as textual genre and as mediation of cultural construction of the educated citizenship

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ABSTRACT: This paper looks into the question of the identity of the schoolbook as a specific text genre in the context of classical and modern manualistics, contextualising the analysis within the framework of the culture of the traditional school and in the era of the digital revolution and from a historiographic and theoretical perspective. It also sets out the birth and early development of manualistics as an intellectual and academic field and its contributions to the definition of the textual identity of the schoolbook, and in the cultural construction of citizenship.

EET-TEE Keywords: Textbooks; Education; Information Technology; School culture; Spain; XX-XXI Centuries.

English Public Schools and the Moulding of the ‘Englishman’

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ABSTRACT. The paper looks at the English public school system before and during the days of the British Empire. It provides an overview of their history and how they became a feature of the collective imagination. For a long time exclusive and – despite their name – strictly private, public schools were the traditional training ground of the British élite. They were acknowledged as producing generations of English ‘gentlemen’ bound by a precise behavioural code – a code that, at the pinnacle of their fame during the second half of the 19th century was, however, learned, not inherited, and by that token, accessible to the emerging middle class. The young men issuing from England’s public schools were seen as embodying quintessential English traits: team spirit, acknowledgement of the responsibilities and duties that come with privilege, playing by the rules, good manners, ability to command but also readiness to serve and sacrifice their lives in distant lands – all fundamental qualities for a nation with an expanding empire. The reasons behind the enormous social and educational success enjoyed by public schools will be analysed, especially following the reforms introduced by illuminated headmasters like Thomas Arnold whose revamped curriculum was underpinned by a new educational philosophy. As well as tracing the history of these institutions as they changed down the years, the paper also examines the unique literary genre – the school story – that arose during the heyday of public schools. An exclusively British phenomenon, the school story was read in all strata of society, disseminating a romanticised version of public school traditions, ethos and outlandish behaviour that became a major feature of the collective imagination. Also, in the years straddling the 19th and 20th centuries – when public school pupils, the new heroes of a very widespread children’s literature, were groomed to become worthy officers of the Empire – the public school educational model was adopted by all other schools in England.

EET-TEE Keywords: public schools, gentlemen, imperialism, athleticism, children’s literature