

INOUT
Inside out – outside in.
Building bridges in teacher education through encounters with diversity

Erasmus+

Moving through educational spaces and places
History of Education. The nation state throughout material culture

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 Tartu, April 29th 2017

Connecting information

- **The Danger of a single story (TED Talks)**
- **Insiderness/outsiderness**
- **Place, Nation, Homeland**

Cultural History of Education Material Culture of Education

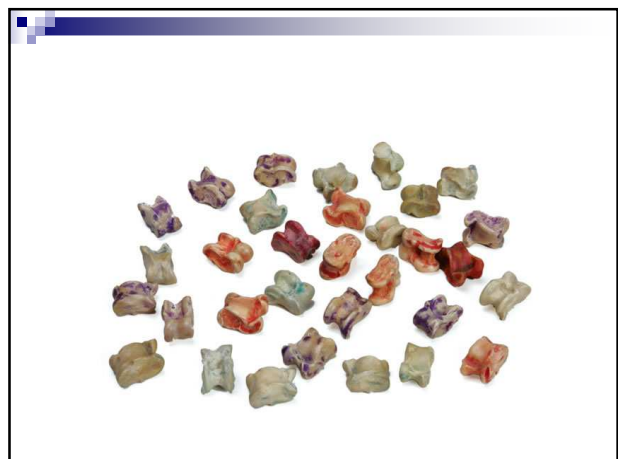
- Artefacts —the objects we make and use— are part of our history.
- If we know how to analyse them, they can be sources for better understanding our history.
- Artefacts can show us another kind of history, another way of approaching the past.

What's in your Pockets? What's in your Bedroom?

- **Always an interesting question...**
- Ask any one **what and why.**
- **Everyone has different ideas, and there is typically an interesting explanation.**



- We know these objects because they are part of our familiar environment.
- A person born a century ago, in this part of the world, would have a difficult time understanding our material culture.



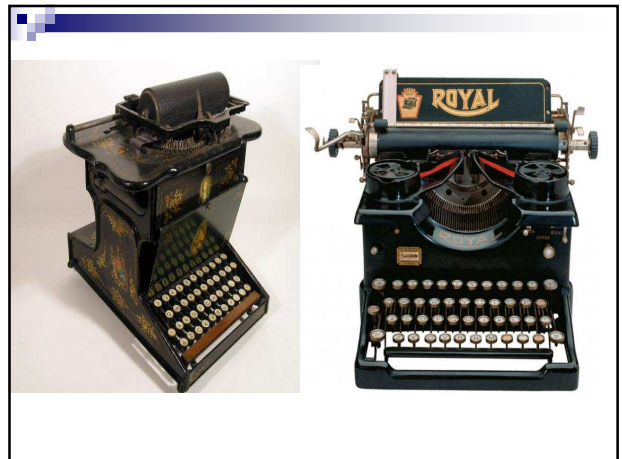
Las tabas, game

- To play knucklebones
- Some objects have been replaced
- Some are out of use
- Some have changed their use



Victorian Dress-Lift Birthing chair

- Skirts were huge and streets were disgusting in the Victorian Age. Plus there were all sorts of stairs a lady would have to climb. So she'd have to **lift her skirt a bit**, and these devices helped make it charmingly complicated to do so. **The tongs were connected to the hem, the loop at top connected to a belt** (or chatelaine). There was a pulley system involved where the lady would pull one end of the chain to lift the skirt. **How this was superior to simply lifting your skirt with your hands, only a Victorian would know.**



Telephone box

Spain (c. 1980) UK, today, cash dispenser



Artefacts are more than just material things

- They communicate ideas, symbolize values, and convey emotions. When we consider **meaning** and **values**, we are in the domain of **cultural history**.
- **Different artefacts mean different things to different people, and those meanings change over time.**

- Classroom is a part of everyday life
- Classroom have become a synonym for education

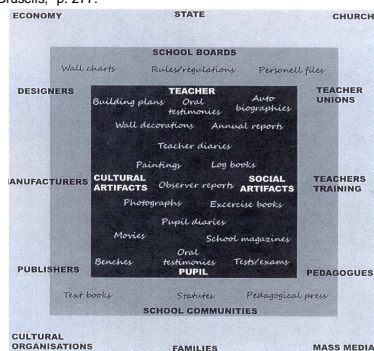
- But we do not know many things about it

Our personal memories are coloured or blurred



The Black Box of the Schooling

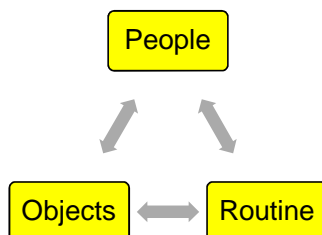
Source: Braster, S., Grosvenor, I. & Pozo, M. (eds.) (2011). *The Black Box of Schooling*. Peter Lang, Brussels, p. 277.



What is inside the classroom?

- **Two kind of actors:**
TEACHER
PUPILS
- **Two types of artifacts:**
 - **CULTURAL:** created by humans (outside the classroom)
 - **SOCIAL:** products of individuals or groups within the classroom

What objects were used? How were objects used in the classroom?



- Today we could examine textbooks from the perspective of this Course (InOut/OutIn, Diversity, Culture, Europe...)
- These examples belong to Spanish schools during the post Civil War

Home, Nation, Homeland Insiderness/Outsiderness

- Notions of **nation and homeland** need to be taught and cultivated. It is very **difficult to interpret these concepts** that change over the time, the place and the person.
- **Be that as it may, there is evidence of their relevance to the teachers and to every social researcher.**

- Taking post-war Spain as a case study, we will offer examples of the ways in which the Franco's regime
 - **naturalized its political control,**
 - **created a nationalist history and**
 - **imposed a national identity.**
- **We could find similar examples from different countries and periods.**

Formal Education:

- Textbooks ←
- School exercise books
- School desks and benches
- Wall charts
- Out of school activities
- School photographs
- School uniforms
- School buildings
- Etc.

In-formal Education:

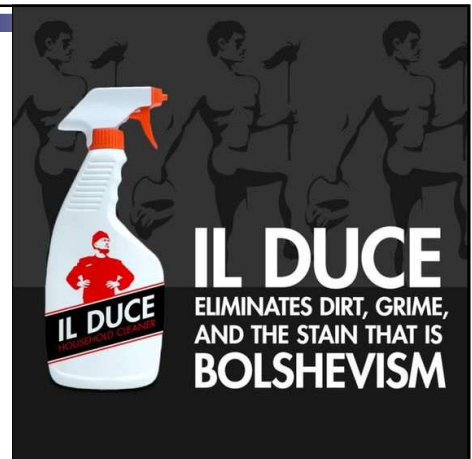
- Youth organizations,
- Out of school activities,
- Symbols,
- Songs,
- Uniforms,
- Games,
- Etc.

- Totalitarian regimes have always exerted a strict control over **FORMAL AND INFORMAL EDUCATION** and over **teachers** to maintain their own survival.
- In every dictatorship, **teachers from all levels, must help** to consolidate the new structures and **to keep the imposed order;**
- To do so, teachers are **required** to reproduce the new ideology, and they are **prevented** from spreading any idea that could delegitimize the regime

“National army” against bolshevism, social unfair, trade unions...



Comrade Lenin cleanses the filth

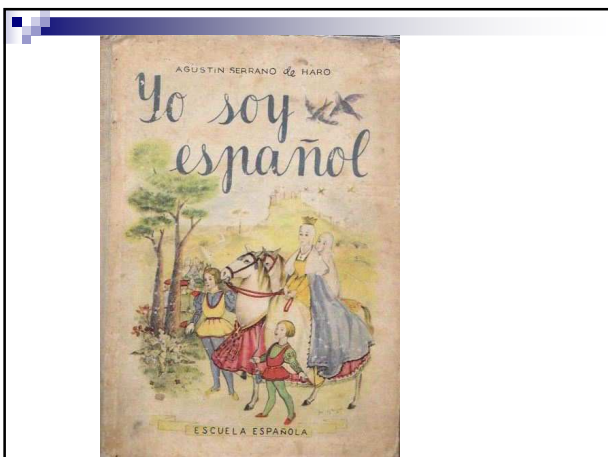


- When the “Nationalists” came into power in 1936/39, **one of the first items** on their agenda was to take control of the educational system.
- They believed that the “red revolution” had been developed with the help of the educational system and that **“the new Spain would not triumph if it does not conquer the School”**.

Serrano de Haro, A: (1943). *Yo soy español*. Madrid: Escuela Española.

1943-1966
Elementary primer

- 1st edition: 1943
- 20th edition: 1959
- 24th edition: 1962
- 26th edition: 1966



- History began with the expulsion of Adam and Eve from the Garden and ended with the “benevolent” regime of Franco.
- Each chapter concluded with a **maxime** to pupils to memorize, ranging from the moral to the triumphalism:

- **The Romans were strong but cruel.**
- **It is better to be good than to be rich and powerful.**
- **Spain civilized America.**
- **The American nations call Spain mother.**

Spain was situated by the Divine Providence in the middle of the World.

Menéndez-Reigada, *Catecismo Patriótico Español*. Salamanca, FIDE, 1939, p.5.

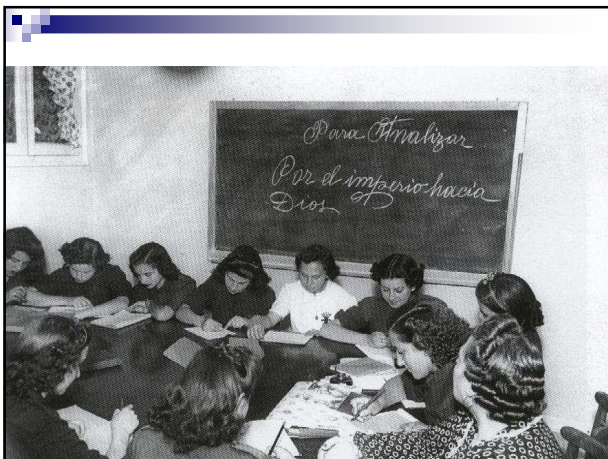
The necessity to obey a leader called “Caudillo” legitimated by the divine providence but not his proceeding from a royal dynasty

- This idea could no be found earlier in history textbooks. It can be considered a new contribution to history schoolbooks published during Franco’s era.
- **Schoolbooks contain adulations of the dictator and statements claiming that Spain had recovered its well-deserved place among nations and close to God.**

Education throughout

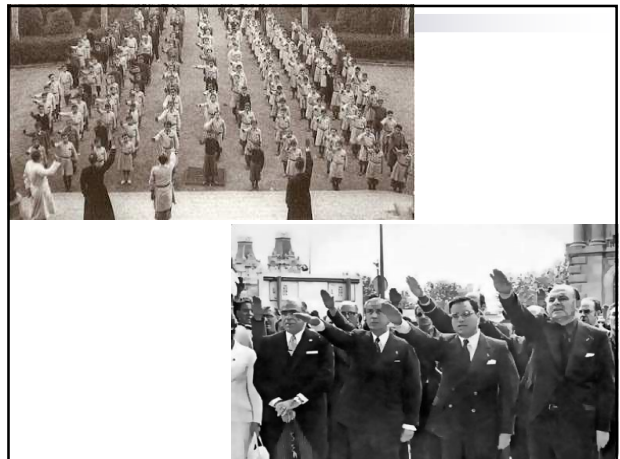
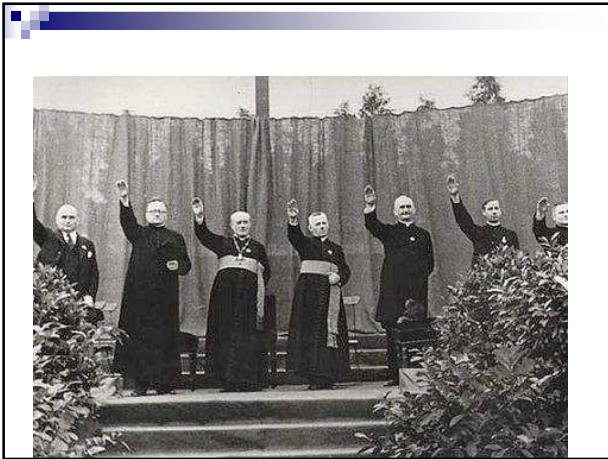
- Schoolbooks
- **Leader Symbols**
- **Personality Cult**
-

Towards God through Empire



Coins proclaimed Franco “Leader of Spain by the Grace of God”





Franco. Commander of God and of the Nation.
The first world triumphant leader over bolshevism
in battlefields.

Not only History books, and not
only in Spain

80% of the content in **North Korean** textbooks can be said to be focused on idolizing the leader



Some conclusions

Roith, C. (2015). *Memory and critique: Essays on the History of education and school in Spain and Germany*. Almería: Universidad de Almería, pp. 163-166.

- Schoolbooks constructed the new national identity in the sense of the dictatorial regime as **opposed to the 'other', the ideological enemy. ONE STORY**
- The National-Catholic ideology of Francoism was not original and repeated the arguments of former historical periods.
- **Text and images** were not truly designed to convey **cognitive content** to students, but to form their **emotional and sentimental** structure.

Teaching History

- Has been strongly linked to the **NATION**, with outcomes that have been **good and bad**.
- **Constructing history for an inclusive nation** that seeks understanding not only across its own components groups –but also of its neighbours- **can clearly be a force for good**.
- **Constructing history for the exclusive nation**, especially one which sets itself **against its neighbours, is a dangerous force in the world**.

Situación de bogvaria en el mundo

1939

2016
Jyväskylä
InOut/OutIn
Erasmus+

Connecting information

- **The Danger of a single story** (TED Talks)
- “How they [stories] are told, who tells them, when they're told, how many stories are told, are really dependent on **power**”.
- “Power is the ability not just to tell the story of another person, but **to make it the definitive story** of that person [country]”.
- “The single story creates stereotypes. And the problem with stereotypes is not that they are untrue, but that they are incomplete. They make **one story become the only story**”.

Reflective questions

1. What were you taught about Nation and Homeland at school?
2. Did you learn it in a particular subject?
3. Do you think these concepts must be taught at school?
4. These concepts can/should/must be taught to immigrants and/or refugees ?
5. Why? Does it help to develop Insideness?

Activity

- Choose a **personal and relevant object** that represents INSIDENESS for YOU.
- Describe it to the rest of the group.
- Explain why you have chosen that particular object.
- The group (≈ 6 students) must try to find out the thread or threads that connect all the objects.

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**THANK YOU
VERY MUCH
FOR YOUR ATTENTION**