

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



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

Professor Carmen Sanchidrián
 Vienna, April 7th 2018

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



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**.

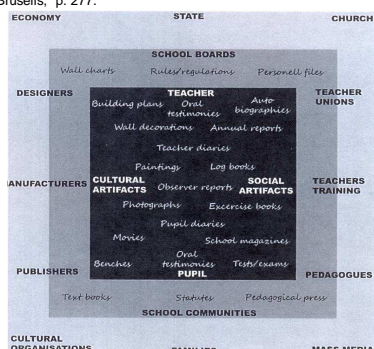
- Classroom is a part of everyday life
- Classroom have become a synonym for education
- But we do not know many things about it

Our personal memories are coloured or blurred



The Black Box of the Schooling

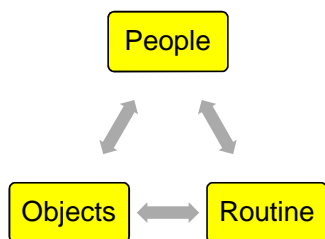
Source: Braster, S., Grosvenor, I. & Pozo, M. (eds.) (2011). *The Black Box of Schooling*. Peter Lang, Brussels, p. 277.



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 Insideness/Outsideness

- 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.**

4

¡España! ¡España!

España es muy hermosa.
En España hay unas sierras muy altas y unos ríos muy anchos y muchas fuentes y muchas flores.
Y los campos dan trigo y aceite, vino y miel.
Y el sol es muy brillante, y el cielo muy azul.
Por eso todos los hombres querían vivir en España.

Y unos venían con sus barcos cargados de telas, para cambiarlas por el oro de España. Y otros se venían aquí a vivir con sus mujeres y sus hijos. Y vivían tan a gusto y nadie los molestaba.

Pero algunos de los que vinieron eran muy ambiciosos y querían echar a los españoles y quedarse con los pueblos, con los campos y con

las riquezas de España, pero los españoles no se lo consintieron y los arrojaron al otro lado del mar.

SUGERENCIAS—Que se recoren los chiquitines en la contemplación a su la representación de los labradores y los viajeros de su Patria: desde la los ojos y el corazón, Hareros de España. Abandonados a estos campos, a estos ríos, a esta luz. Y que ellos se digan los cosas buenas que han visto y las palabras con que nos regala el regalo español de la Madre Patria. Así se explicará que España fuera un digno reino según el idealismo del autor.

—Industria del trigo y del clima sobre el hombre ejemplo al alcance de los niños—Oligos sobre la diferencia de conductas de los españoles con los que venían de fuera de España y los que venían con otros extranjeros.

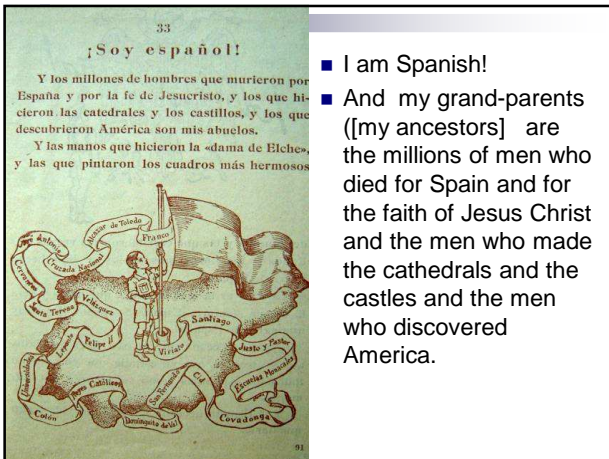
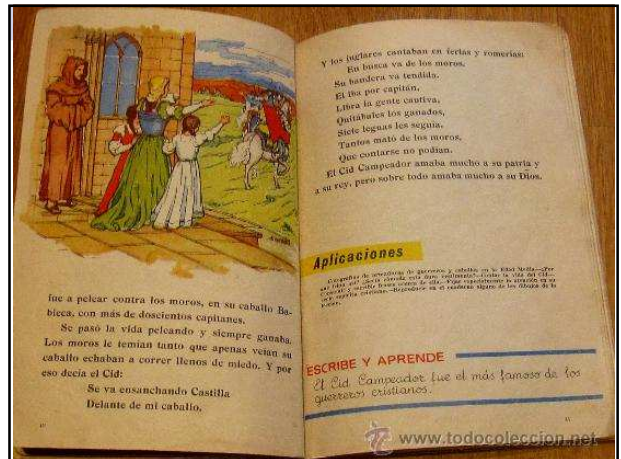
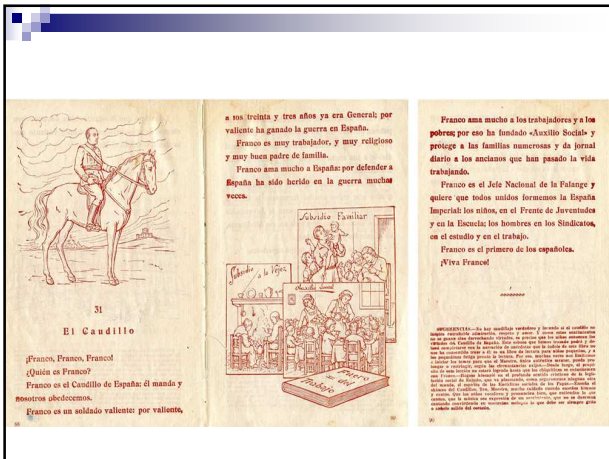
—Diferencia bien y mal arrojando a estos extranjeros—Comercios marítimos y terrestres—Fronteras y viajes colectivos de fotografías de pueblos, paises, monumentos de la Patria que presenten los niños. (En parte con el desarrollo de los niños.)

—Como para dibujar y escribir sobre ella los niños—HERMOSA. NUNCA CONSINTIERON LOS ESPAÑOLES QUE LOS EXTRANJEROS SE APODERARAN DE ELLA.

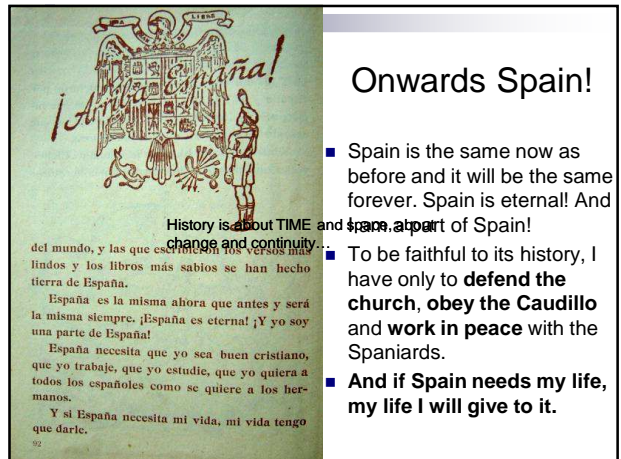
16 17

Maxime of this lesson:

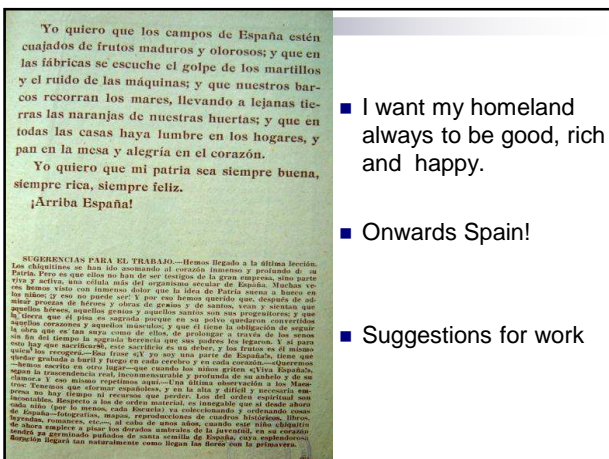
- España es muy hermosa.
- España is very beautiful.
- Nunca consintieron los españoles que los extranjeros se apoderaran de ella.
- The Spaniards never allowed foreigners take over it.



- I am Spanish!
- And my grand-parents ([my ancestors] are the millions of men who died for Spain and for the faith of Jesus Christ and the men who made the cathedrals and the castles and the men who discovered America.



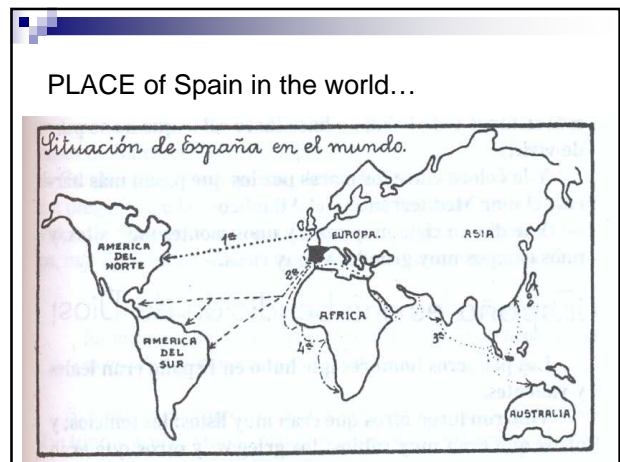
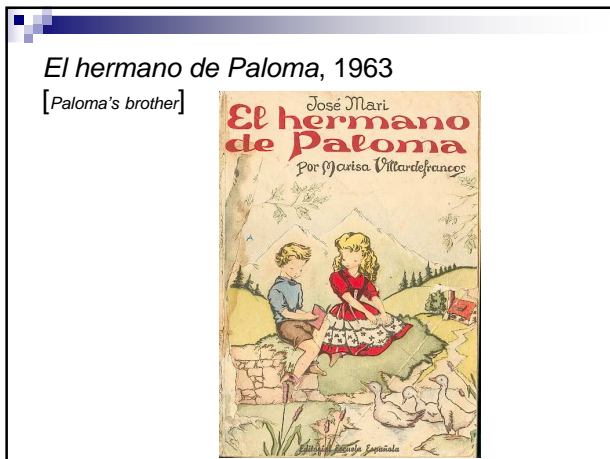
- Onwards Spain!
- Spain is the same now as before and it will be the same forever. Spain is eternal! And
- To be faithful to its history, I have only to **defend the church, obey the Caudillo and work in peace with the Spaniards.**
- And if Spain needs my life, my life I will give to it.



- I want my homeland always to be good, rich and happy.
- Onwards Spain!
- Suggestions for work



- Yo soy español presented children a Manichean world:
- Sinners ↔ saints
- Savages ↔ missionaries
- Traitors ↔ patriots



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

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

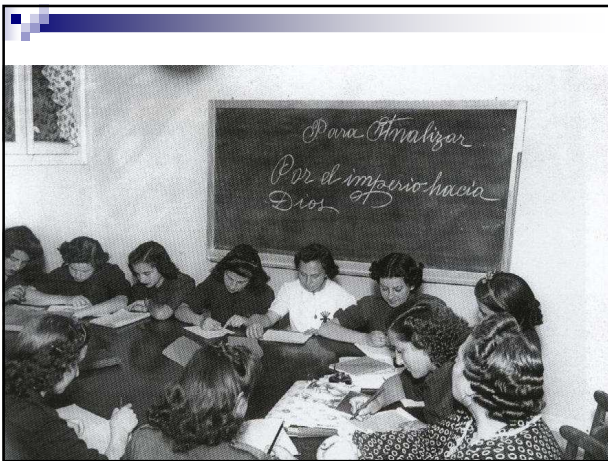
The necessity to obey a leader called “Caudillo” legitimated by the divine providence but not his proceeding from a royal dynasty

- 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.**

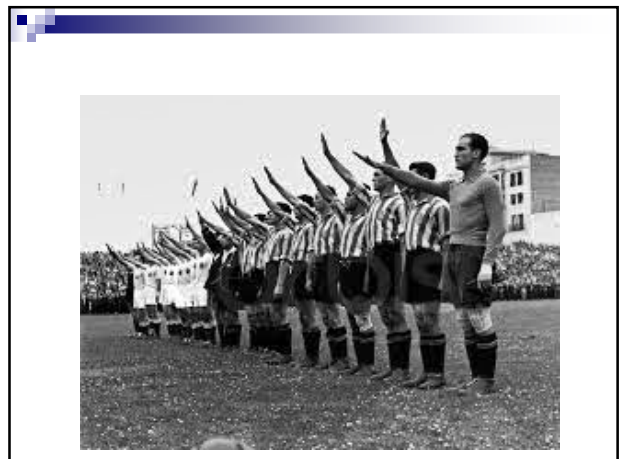
Education throughout

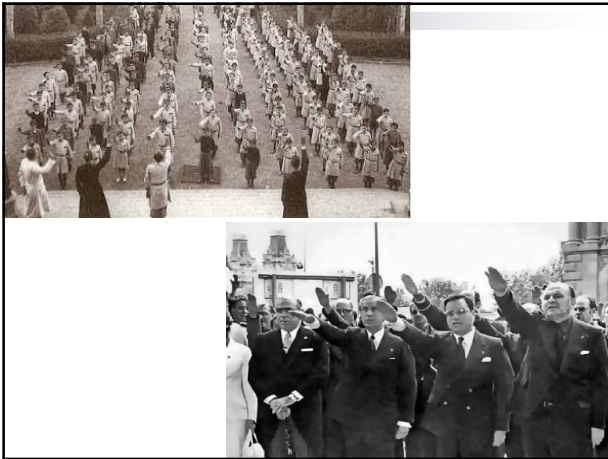
- Schoolbooks
- Leader Symbols
- Personality Cult
-

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

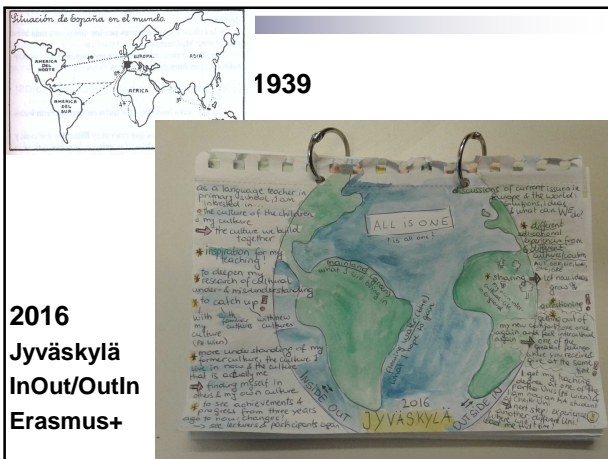
Some conclusions

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/are 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**.



Connecting information

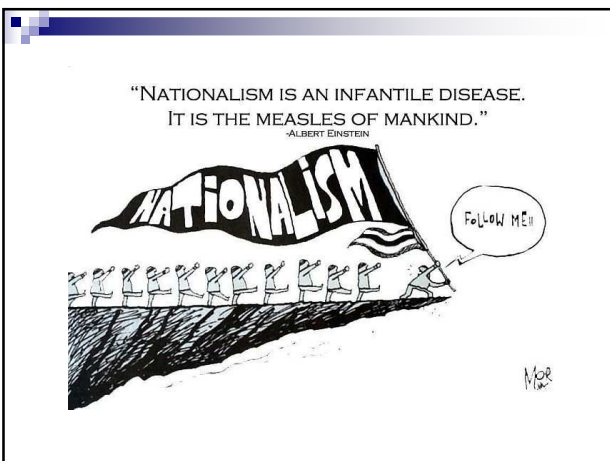
- **The Danger of a single story (TED Talks)**
- “How the [stories] are told, who tells them, when they’re told, how many stories are told, are really dependent on **power**”.
- “Power is the ability not just to tell the story of another person, but **to make it the definitive story** of that person [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

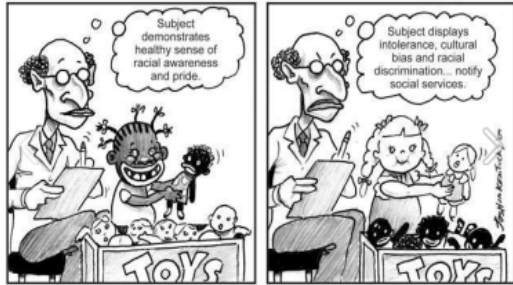
1. What were you taught about Nation and Homeland at school?
2. Did you learn it in a particular subject?
3. Do you think these concepts must be taught at school?
4. These concepts can/should/must be taught to immigrants and/or refugees?
5. Why? Does it help to develop Insiderness?

Bibliography

- Boyd, C.P. (1997). *Historia Patria. Politics, History, and National Identity for Spain, 1875-1975*. New Jersey: Princeton University Press.
- Bruner, J. S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Chang, Bi-yu (2015). *Place, Identity, and National Imagination in Post-war Taiwan*. London: Routledge.
- Craig Campbell, Geoffrey Sherington & Margaret White (2007): Borders and Boundaries in the History of Education, *Paedagogica Historica: International Journal of the History of Education*, 43:1, 1-6. To link to this article: <http://dx.doi.org/10.1080/00309230601080543>
- Guyver, R. (Ed.) (2016). *Teaching History and the Changing Nation State: Transnational and Intranational Perspectives*. London, Bloomsbury Publishing.
- Hubbard, Ph., Kitchin, R. & Gill V. (2008). *Key Texts in Human Geography*. London: SAGE.
- López Facal, R. and Sáiz Serrano, J. (2016). Spain: History Education and Nationalism Conflicts. In R. Guyver, R. (Ed.), *Teaching History and the Changing Nation State: Transnational and Intranational Perspectives*. London, Bloomsbury Publishing, pp. 201-216.
- Marsico, G., Dazzani, V., Ristum, M. and Souza, A.C. de (Eds.) (2015). *Educational Contexts and Borders through a Cultural Lens. Looking Inside, Viewing Outside*. Berlin: Springer.
- Roith, C. (2015). *Memory and critique: Essays on the History of Education and School in Spain and Germany*. Almería: Universidad de Almería.
- Tinkler, P. (2013). *Using Photographs in Social and Historical Research*. Manchester: SAGE.



Think about it...



9GAG.COM/GAG/3901849

INOT

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



**THANK YOU
VERY MUCH
FOR YOUR ATTENTION**