

History of Education in the Basque Country

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Analytic Summary

Intxausti Rekondo, Joseba (Euskaltzaindia. Hernani, 15. 48004 Donostia): **Luis Astigarraga Ugarte, politikari eta pedagogo euskaltzalea (Segura, 1767 – Gasteiz, 1840)** (Luis Astigarraga Ugarte, Basque language loyalist politician and educationalist (Segura, 1767 – Gasteiz, 1840)) (Orig. eu)

In: *Ikastaria*. 16, 11-45

Abstract: The report presents the personal biography and the political and ideological journey of Luis Astigarraga Ugarte (1767-1840), showing his path creating projects (Otsaurte) and explaining his teaching programmes (Pestalozzi, Lancaster), as well as demonstrating the efforts he made to take Euskera to schools. Also, it pays attention to the unusual history of the *Diccionario Manual Bascongado* (1825-1933). Astigarraga started with the “enlightened” tradition of the Caballeritos de Azkoitia (...1797) in order to find his political and ideological function on the trails of Liberalism (1808-1833).

Key Words: School. Pedagogy. Euskera. Literacy. Guipúzcoa. Segura. Paths. Liberalism.

Marquès Sureda, Salomo (Univ. de Girona. Dept. de Pedagogía. Emili Grahit, 77. 17071 Girona): **Los testimonios de los maestros en Historia de la Educación** (The testimonies of teachers in the History of Education) (Orig. es)

In: *Ikastaria*. 16, 47-61

Abstract: This deals with the experience that has taken place at the University of Girona. Oral testimonies gained through interviews with exiled and purged Republican teachers as well as with those of the early decades of the Franco period make it possible to complete the knowledge about the school reality provided by the written documents, and to conduct an in-depth study of specific subjects like Catalan history, language and culture.

Key Words: History Education Catalonia. Oral history. Teachers biography. Franco regime schooling. Exile and purification of teachers.

Iztueta Armendariz, Paulo (Eusko Ikaskuntza. Miramar Jauregia, Miraconcha, 48. 20007 Donostia): **Euskalduntzeko era berriak. Kuadrillategiren esperientzia** (New Basquisition Methods. The “Kuadrillategi” experience) (Orig. eu)

In: *Ikastaria*. 16, 65-69

Abstract: This paper deals with the development over twelve years of the experience of the research group attached to the “Kuadrillategi” association. This is the result of a professional team that makes use of natural groups in order to guarantee a knowledge of Basque and its use, and is spread throughout the Southern Basque Country [administered by Spain]. A group of 285 young people in all were involved during the 2006 academic year. It could be said that what we are seeing is a new method of Basquisition. In the last part some critical comments are made with respect to Fishman’s approaches.

Key Words: Group “Euskaldunization” (process of making people Basque speaking). “Euskaldunization” of individuals. Knowledge of the Basque language. Use of the Basque language. Linguistic community. “Euskaldunization”. “Re-euskaldunization”.

Bilbao Bilbao, Begoña; Pérez Urraza, Karmele (UPV/EHU. Bilboko Irakasleen Eskola. Didaktika eta Eskola Antolakuntza Saila. Ramón y Cajal, 72. 48014 Bilbo): **Euskal curriculum lehen eta orain** (Basque curriculum, past and present) (Orig. eu)

In: *Ikastaria*. 16, 83-108

Abstract: This work compares Eusko Ikaskuntza Congresses I and XII. Books that were published as a result of the influence of the first congress have been examined and compared with current ones in order to highlight differences between them. Books used today in schools, in spite of being in Euskera, were not originally written in that language. Nevertheless, all early text books were created here.

Key Words: Curriculum. Text book. Basque studies. Contents. History.

Ezkurdia Arteaga, Gurutze (UPV/EHU. Bilboko Irakasle Eskola. Hezkuntzaren Teoria eta Historia Saila. Ramón y Cajal, 72. 48014 Bilbo): **Euskal Herria gaiaren garapena XX. eta XXI. mendeetako testuliburuetan** (Development of the Basque Country issue in text books) (Orig. eu)

In: *Ikastaria*. 16, 109-142

Abstract: In this work we analyse how the subject of the Basque Country has been approached in XX and XXI century text books. The Basque Country is a territory, a community, a people. We analyse the content of the curriculum from a perspective of the socio-cultural reality. For this purpose, we have analysed the iconography and the textual contents of the text books, focussing on the setting of the message.

Key Words: Identity. Text book. Curriculum. Territory. History. Socio-cultural.

Granja Pascual, José J. (Eusko Jaurlaritza / Gobierno Vasco. Inspección Central de Educación. Dpto. de Educación, Universidades e Investigación. Donostia – San Sebastián, 1. 01010 Vitoria – Gasteiz): **El currículum vasco a debate** (The Basque Curriculum under discussion) (Orig. es)

In: *Ikastaria*. 16, 143-168

Abstract: After reviewing the feedback received from various spokespersons from the educational field, the Department of Education, Universities and Research has published a draft of the Basic Education curriculum. The educational community should now intervene by putting forth their proposals to determine what Basque students learn between the ages of 6 and 16.

Key Words: Basque curriculum. Basic Education. Educational Scope.

Urrutia Libarona, Iñigo (UPV/EHU. Ekonomia Zientzien Fak. Lehendakari Agirre Etorb., 83. 48015 Bilbo): **Hizkuntza eskubideak eta euskara hezkuntza sisteman** (Language rights and Basque Language in the Education System) (Orig. eu)

In: *Ikastaria*. 16, 171-190

Abstract: This work intends to explain how linguistic rights are shaped within the educational system from a legal point of view. In order to achieve this, the research was started from two points: on the one hand, it explains the linguistic weight of the (basic) laws of education and on the other it explains the legal influences which focus on the status of Euskera on the teaching system. With this as a starting point, it analyses the linguistic law in the Basque Autonomous Community, Navarre and the French Basque Country, and it ends with various conclusions and proposals.

Key Words: Linguistic policy. Linguistic rights. Laws of the language. Right to education. Jurisprudence. Legislation. Navarre. French Basque Country.

Garmendia Larrañaga, Joxe (Eusko Ikaskuntza. Miramar Jauregia. Miraconcha, 48. 20007 Donostia): **Gipuzkoako landa auzoetan Udalek eta Aldundiak garatu duten hezkuntza-jarduera** (Education work developed by Town and Provincial Councils in rural neighbourhoods of Gipuzkoa) (Orig. eu)

In: *Ikastaria*. 16, 193-225

Abstract: This article describes the work carried out by the Councils of Guipuzcoa, the Provincial Council and the inhabitants of the rural neighbourhoods (baserritarrak) to develop childhood education and the schools in those neighbourhoods during the XVIII, XIX and XX centuries. The special situation of the neighbourhoods and quarters of Guipuzcoa (scattered baserris, difficult financial situation, lack of motivation towards school both in children and parents, religious influences, jagged terrain...) conditioned children's education in these areas. The action of the church in this respect also needs to be highlighted.

Key Words: Literacy. Education. Neighbourhood schools. Primary education. Historic research.

Zabaleta Imaz, Iñaki (UPV/EHU. Filosofía eta Hezkuntza-Zientzien Fak. Tolosa Hiribidea, 70. 20018 Donostia): **Nazionalismoa eta Hezkuntza Euskal Herrian** (Nationalism and Education in the Basque Country) (Orig. eu)

In: *Ikastaria*. 16, 227-240

Abstract: After taking as the starting point the statalization of teaching, which has been the cornerstone, this paper will go on to highlight the mission of school in bringing State and Nation together, in which the effort to embody community identity based on culture as well as language is of crucial importance. Finally, the perspective(s) expressed by Basque Nationalism when faced by the State's political action is/are specified, while the importance of the control over the education system, the Basque culture and the Basque language with respect to the building of the nation is highlighted.

Key Words: Nationalism. Education. Teaching. State. Identity. Culture. Language. Basque Country.

Murua Cartón, Hilario (UPV/EHU. Fac. de Filosofía y CC. de la Educación. Avda. de Tolosa, 70. 20018 Donostia): **La formación de Magisterio en Gipuzkoa, 1936-1975** (Teacher Training in Gipuzkoa 1936-1975) (Orig. es)

In: *Ikastaria*. 16, 241-267

Abstract: The aim of this work has been to confer an image of the teaching profession in the province of Gipuzkoa when General Franco was in power from 1936 to 1975. An overview is also given of the origins of Normal Schools and the problems that were encountered by students and teachers, as well as how this phenomenon affected the teaching profession.

Key Words: Normal Schools. Typology. Level.

Dávila Balseira, Paulí; Naya Garmendía, Luis M. (Grupo consolidado de Estudios Históricos y Comparados en Educación- Garaian. UPV/EHU. Fac. de Filosofía y CC. EE. Avda. de Tolosa, 70. 20018 Donostia – San Sebastián): **Las escuelas de los Hermanos de La Salle en Gipuzkoa. Evolución y tendencias en el alumnado y profesorado (1904-2006)** (Schools of the La Salle Brothers in Gipuzkoa. Evolution and Trends in Pupils and Teachers (1904-2006)) (Orig. es)

In: *Ikastaria*. 16, 271-315

Abstract: In this collaboration we present an analysis of the presence of the Brothers of the Christian Schools in Gipuzkoa between 1904 and 2006. This is a quantitative type of study divided into four periods: 1904-1937; 1938-1968; 1969-1981 and 1982-2006, with different kinds of evolution with respect to pupils and teachers in the different schools.

Key Words: Religious congregations. La Salle. Basque Country. Education. Students. Teachers.

Camino Ortiz de Barrón, Igor (UPV/EHU. Irakasleen U.E. Hezkuntzaren Teoria eta Historia Saila. Juan Ibáñez de Sto. Domingo, 1. 01006 Vitoria-Gasteiz): **Bigarren Irakaskuntzaren garapena Gipuzkoan XIX. mendean** (Development of Secondary Education in Gipuzkoa in the 19th Century) (Orig. eu)

In: *Ikastaria*. 16, 317-347

Abstract: Dealing with the development that took place in Secondary Education in Gipuzkoa during the 19th century involves mentioning a number of major towns and cities; among them Bergara deserves a special mention, because it was where the Centre of Learning that reflected the official nature of that Secondary Education was set up and developed. Donostia [San Sebastian], too, as far as education was concerned, was a city that showed increasing interest, so that it was able to assume and offer a category of teaching that was in line with the socio-cultural development the city itself was offering.

Key Words: Secondary Education. Legislation. Study plans. Guipúzcoa. Bergara. San Sebastián.

López-Goñi, Irene (UPNA. Dpto. de Psicología y Pedagogía. Área de Teoría e Historia de la Educación Campus de Arrosadia. 31006 Pamplona): **La cuestión de la formación del profesorado de las ikastolas navarras de postguerra (1967-1983)** (The issue of the training of *Ikastola* [Basque-medium school] teachers in Navarre following the post [Spanish Civil] war period) (Orig. es)

In: *Ikastaria*. 16, 351-367

Abstract: This deals with the training of *Ikastola* [Basque-medium school] teachers in Navarre following the Spanish Civil War (1936). A large proportion of the teachers started working in the *Ikastolas* without being in possession of the necessary qualifications, although it was possible to solve their pedagogical training through a parallel training system. The problem was confined to the administrative sphere.

Key Words: Teacher training. 20th century. Navarre.

Fernández, Idoia; Uribe-Etxebarria, Arantza; Zabaleta, Iñaki; Dávila, Paulí; Larrazabal, Lutxi (UPV/EHU. Filosofía eta Hezkuntza Zientzien Fak. Hezkuntzaren Teoria eta Historia Saila. Tolosa Hiribidea, 70. 20018 Donostia): **Euskal erbesteratzea, generoa eta hezkuntza: Euzkadi-Venezuela ikastola** (Basque exile, gender and education: Euzkadi-Venezuela ikastola) (Orig. eu)

In: *Ikastaria*. 16, 369-392

Abstract: For this research, we asked ourselves what happened after the war to the discourses and practices developed before the war by the Emakume Abertzale Batza association and, in general, by nationalist women. Here we will explain the work carried out by these women in the field of children's education and, more specifically, for the diffusion of the language and the culture, especially in exile; we will be focussing on a concrete experience: the *ikastola* Euzkadi-Venezuela in Caracas.

Key Words: Basque exile. Gender. Education. Basque schools.

Fernández, Idoia (UPV/EHU. Filosofía eta Hezkuntza Zientzien Fak. Hezkuntzaren Teoria eta Historia Saila. Tolosa Hiribidea, 70. 20018 Donostia); **Zuazola, Miriam; Bilbao, Jesús M^a** (Bihotz Gaztea Ikastola. Grupo San Juan de Dios, s/n. 48980 Santurtzi): **Izan zirelako gara! Bihotz Gaztea Ikastolako ahozko historiako proiektua** (We owe our existence to them! Oral history project of the Bihotz Gaztea Ikastola [Basque-medium school]) (Orig. eu)

In: *Ikastaria*. 16, 393-413

Abstract: Oral testimonies are tools commonly used in historic research but, what happens when we transform the gathering of those testimonies and the editing of history itself into a learning? The Ikastola Bihotz Gaztea of Santurce has taken up this idea and has prepared and developed a project of oral history, turning its pupils into researchers, from infant school to compulsory secondary education. In this work we will explain the key to understanding how this process has been carried out, demonstrating that learning history in another way can be an extraordinary adventure, both in formal and informal education.

Key Words: Personal testimonies. School projects in oral history. History teaching methods.

Guibert Navaz, Amelia (Eusko Ikaskuntza. Plaza del Castillo, 43 bis - 3ºD. 31001 Pamplona – Iruña): **A la innovación a través de la educación. María Ana Sanz, pionera en la Educación** (To the Innovation through Education. María Ana Sanz, a precursor in Education) (Orig. es)

In: *Ikastaria*. 16, 415-431

Abstract: María Ana Sanz combines educational and social action. As a Teacher and Director of the Women Teachers School of Navarre, she was to carry out an educational reform that was mainly focussed on women and children. She contributed to setting up Canteens, Colonies, School Wardrobes, and Home Schools for Women Workers. She was to participate as a speaker in various fora, especially in Educational Congresses.

Key Words: Women's liberation. Normal women teachers' school. New pedagogy. Canteens. Summer Colonies. *Institución Libre de Enseñanza*. Home schools. Juvenile Court.