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Legorburu Arzamendi, Mikel (Eusko Ikaskuntza. Miramar Jauregia – Miraconcha, 48. 20007 Donostia): Folklorea euskal curriculumaren globalizatzailea (Folklore, the globalising factor of Basque folklore) (Orig. eu)

In: *Jentilbaratz*. 7, 7-12

Abstract: The working group set up in the Folklore Section of Eusko Ikaskuntza - Basque Studies Society to contribute to the conservation and perpetuation of folklore among us and, in general, to the valuable treasure that constitutes the world of mores, has now approached the preparation of a syllabus which is to be centred in the Education section. This communication information is given on the first steps of the Project, concretely the didactic units devoted to three types of dances: 1) social dances (fandango, arin-arin and pasacalle); 2) jumps; 3) paloteados. The particularity of these didactic units is that the customary subjects (Basque language, mathematics, social sciences, music, physical education...) can all collect the essence of this folklore.

Key Words: Folklore. Dance. Didactic units. Syllabus. Fandango. Arin-arin. Pasacalle. Jumps. Paloteados.

Larrinaga Zugadi, Josu (Eusko Ikaskuntza. M^a Díaz de Haro, 11, 1^o. 48013 Bilbao): Folklore infantil: de la tradición oral a la educación (Children's folklore: from verbal tradition to education) (Orig. es)

In: *Jentilbaratz*. 7, 13-31

Abstract: With respect to age categories and the annual festive cycle, we will analyse children's folklore as a gradual process of socialisation, assimilated through a series of game-like aspects or by adapting to the role assigned by the traditional community. This is followed by a short revision of some initiatives or experiences in the field of folklore in general and children's folklore in particular. This work ends with a proposal to use the current context and gradually adjusts to it, by means of its application to the educational field.

Key Words: Folklore and children's role. Socialisation. Game-like aspects. Experiences and educational system.

Jimeno Aranguren, Roldán (Eusko Ikaskuntza. Pza. Castillo, 43 bis, 3º D. 31001 Iruñea): Estrategias educativas en la enseñanza de la danza tradicional en el exilio: el Centro Vasco de Caracas (Educational strategies in the teaching of traditional dances in the exiled community: the Basque Center in Caracas) (Orig. es)

In: *Jentilbaratz*. 7, 33-43

Abstract: The teaching of traditional dances in the Basque exile community is converted into the transmission of an element of identity that is easily learnt and that has visible results. The purpose of this paper, based on field work, is to show the educational strategies followed in dance teaching within the Basque nationalist exile community and, more concretely, in the Basque Centre in Caracas, where dance classes have been imparted as from its foundation. The practical majority of its members have, at one time or another, belonged to one its dance groups.

Key Words: Education. Traditional Basque dances. Exile community. Diaspora. Nationalism. Venezuela. Basque Centre in Caracas.

Quijera Pérez, Jose Antonio (Eusko Ikaskuntza. Miramar Jauregia – Miraconcha, 48. 20007 Donostia): Sailkapen sistematika euskal folklore koreografikoan (Systems in Basque folklore choreography) (Orig. eu)

In: *Jentilbaratz*. 7, 45-75

Abstract: After an introduction about the used terminology, the classification sistem of C. Sachs is analysed. Then, the author presents a classification table for the basque traditional dances, and he exposes the different criterions wich are used in it. Basicly, the dances are classificated from their apparent morphology, and not from their symbolic aspects. Dances are classificated individually.

Key Words: Choreographic folklore. Classification of dances. Classification criteria. Classification table.

Quijera Pérez, Jose Antonio (Eusko Ikaskuntza. Miramar Jauregia – Miraconcha, 48. 20007 Donostia): Giza dorreak folklore koreografikoan (Human towers in Basque choreographic folklore) (Orig. eu)

In: *Jentilbaratz*. 7, 77-103

Abstract: The special choreography analized in this article is located in the south side of the Basque Country, included at some big dace cycles and staged by men in a concrete days in front of local deitys. Usually, men make a three flors tower by them self. From the last of the flors, the manager of the dance time recites some strophes about the divinity and its power, in order to obtain some benefits for all the comunity. This resume includes the results of a etnographyc work and some aspects of the anthropological analysis in the way of the religious symbology.

Key Words: Men's dances. Human towers. Folklore from the Ebro area.

Egaña Goya, Miren (X. Zubiri-Manteo BHI. J.M. Barandiaran 10-12. 20013 Donostia): Kantu herrikoiak ikastolan baliabide. Donostiako Karkizano kaleko Ikastola, 1964-75 (Popular songs as resource in the ikastolas (Basque Schools). The Ikastola in Carquizano street at Donostia, 1964-75)

In: *Jentilbaratz*. 7, 105-118

Abstract: In this paper we have tried to classify children songs and similars from the Ikastola in Karkizano street in Donostia (1951-75) studying the years 1964 to 1975. We have sorted the songs according to the different periods of the year. We have transcribed the most suitable ones or the difficult to be found. According to the school year we have sorted the songs into starting songs, carols, spring songs and Holy Communion; and according to the kind of song: children gesticulation songs, tongue twisters and others.

Key Words: Ikastola. Children songs. Christmas carols. Tongue twisters.

Beltran Argiñena, Juan Mari (Herri Musikaren Txokoa. Tornola 6. 20180 Oiartzun): Lan erritmoetatik musikara (From work paces to music) (Orig. eu)

In: *Jentilbaratz*. 7, 119-155

Abstract: We often wonder since when society makes music and how this form of expression and art was born. Among other reasons, certain principles of music are apparent in certain rhythms that are produced at work. This is what we want to analyse here by basing ourselves on the “txalaparta” and on similar mores in the Basque Country. Work, play and music appear united in the “ote jotzea” and in the “sagarra jotzea”. Instruments of work are converted into instruments of sound to make music in “kirikoketa”, “toberak” and “ttnbilin ttanbalan” sessions. When playing the “txalaparta”, the sole objective is to make music, but this is produced in a working environment. With this we do not mean that things happened exactly in this way, but if, as the title itself pretends, a gradual change from of work to leisure and from work rhythm to that of music is quite evident for us.

Key Words: Popular music. Work rhythm. Musical rhythm. Festivity. Txalaparta. Toberak. Kirikoketa.

Arribas Galarraga, Silvia; Ibañez Etxeberria, Alex; Arruza Gabilondo, Josean (Univ. del País Vasco. Esc. Univ. de Magisterio. Plaza Oñati 3. 20018 Donostia): Tratamiento del folklore como material curricular en la formación inicial del profesorado (Treatment of folklore as curricular material in the initial training of teachers) (Orig. es)

In: *Jentilbaratz*. 7, 157-166

Abstract: If a revision is made of the Curricular Design Basis of kindergarten and primary education stages within the Basque Autonomous Community, one would be able to see that there are direct references to the use, as curricular material, of the cultural heritage and even folklore. This work is on the activity carried out within the Teacher's school area of Physical Education in the University of the Basque Country, as refers to the insertion of folklore into the curriculum.

Key Words: Teaching. Folklore. Primary Education. Children's Education.

Amenabar Perurena, Beñat (Euskal Herriko Unib. Musika, Plastika eta Gorputz Adierazpenaren Didaktika Saila. Gasteizko Magisteritza Eskola. Pº de la Universidad z/g. 01006 Gasteiz): Euskal pilotako joku zaharren azterketa eta aplikazio didaktikoa (Analysis of the ancient Basque ball games and their didactic application) (Orig. eu)

In: *Jentilbaratz*. 7, 167-175

Abstract: In the present communication is accomplished an analysis of that important part of Basque Folklore that is constituted by the ancient Basque ball games. Not too long ago, these ancient Basque ball games were of considerable importance in Basque Society, although today their situation has become very precarious, in that it refers to its practice as well as to its knowledge. Thus, in this work, in addition to spreading his knowledge, the author exposes the methodological position that should be taken reference to its teaching. In this methodological position, we work on the resources and options that we would have to set in motion in the field of teaching, to be able to work on them from an educational perspective.

Key Words: Basque ball games. Ancient Games. Ball game courts. Didactic applications.

Vidal, Bernat (ARBASO. Euskal Herriko Artisautza Tradizionalaren Bizkortzerako Elkartea. 306 Postakutxa. 48200 Durango): La artesanía tradicional, elemento a recuperar dentro del factor educativo de nuestro folklore (Traditional arts and crafts, an element to recover within the educational factor in our folklore) (Orig. es)

In: *Jentilbaratz*. 7, 177-184

Abstract: It is evident that Traditional Arts and Crafts belong to the chain of elements that our folklore is composed of, and this is why when I speak of folklore I will certainly also say words like anthropology or ethnography. I shall use the word anthropology because such crafts are accomplished by men and women, and I shall say ethnography because if we speak of Basque traditional crafts, we are speaking of the crafts accomplished by a concrete people with an their own signs of identity. With the end of Franquism, traditional crafts have witnessed the birth of the nationalist model, and is shown as a differentiating cultural element. The first Arts and Crafts Fairs are set up in their current configuration. These fairs are a form of showing our popular culture and our folklore, especially to the urban world. By the mid nineteen-eighties the concept of ARTS AND CRAFTS begins to be regulated and the Regulations to govern this activity are drafted. Arts and Crafts become an exclusive responsibility of the Historical Territories between 1985 and 1988.

Key Words: Traditional crafts. Craftsman/Craftswoman. Old trades. Technology. Education. Popular folklore. Technological folklore.

Sebatían García, Lorenzo (Eusko Ikaskuntza. San Antonio, 41. 01005 Vitoria-Gasteiz): La Asesoría Técnica en Folklore Vasco del Departamento de Cultura de Euzkadi (The Technical Expertise in Basque Folklore within the Department of Culture of the Basque Country (1936-1937)) (Orig. es)

In: *Jentilbaratz*. 7, 185-210

Abstract: During the short existence of the Government of Euzkadi (1936-1937), within its Department of Culture a Section on Physical Education in Schools, was set up connected to the Technical Office on Basque Folklore. Its objectives were to improve children's physical condition, the teaching of Basque, the conservation of folklore, to encourage artistic sensibility, and to inculcate the notion of pace. Because of its nationalist inspiration and because of the war, it became more of an anti-Franquist propaganda element and a tool for national construction.

Key Words: Basque Government. Civil war. Education. Gymnastics. Folklore.

Oregi, Sabin (CEM-GRESIC. MSHA. Esplanade des Autilles. F-33405 Talence soregi@info.msha.u-bordeaux.fr): Euskal Herriko Ikasbidearen oinarriak eta aldaketak (Bases and changes in teaching methods in the Basque Country) (Orig. eu)

In: *Jentilbaratz*. 7, 211-224

Abstract: The author tries to provide a historical vision of the modification of the educational system with the enforcement of the laws on compulsory education. The acculturation of numerous citizens thanks to such laws is reflected in some tables; as well as a sample that is part of the slow process of recovery by the current inhabitants of the Basque Country.

Key Words: School. History. Social linguistics. Linguistic loss. Linguistic transmission. Cultural and educational system.

Larrinaga Zugadi, Josu (Eusko Ikaskuntza. M^a Díaz de Haro, 11-1^o. 48013 Bilbao): Asociaciones de mocerías en la merindad de Busturia. Estudio de Antropología Social. I (Associations of young men in the Busturia district. A study in Social Anthropology. I) (Orig. es)

In: *Jentilbaratz*. 7, 225-291

Abstract: Study of the youth associations in the "merindad" (District) of Busturia, better known in the area as "saragi mutil". These associations, following age and gender criteria, were customary in rural societies until some years ago. These groups of young people are approached in their quality as equals, trying to determine their functions, how they were organised, the norms they followed and which their social role was within the traditional world.

Key Words: Age categories. Youth Associations (Saragi mutilek). Patron Saint Festivities. Socialisation. Spatial and social control.

Fernandez de Larrinoa, Kepa (Univ. del País Vasco. Fac. de Filosofía y Ciencias de la Educación. Dpto. de Filosofía de los Valores y Antropología Social. Avda. Tolosa, 70. 20018 - Donostia): Carnival Performance, Gender and Ritual Heterodoxy (Orig. en)

In: *Jentilbaratz*. 7, 293-314

Abstract: This paper focuses on the changing aesthetic criteria and local interpretation of folk theatre in Zuberoa, a Basque Valley in the French side of the Pyrenees. It analyses traditional dancing in carnival performance and discloses the way locals interpret the public enactment of their dances as these connect with current male/female social distinctions.

Key Words: Pyrenees. Gender. Carnival. Dance.