

TEMA MONOGRÀFIC

The materiality of education: heritage
conservation and new approaches to the
history of education in Spain (1990-2020)¹
*La materialitat de l'educació: conservació del
patrimoni i nous enfocaments de la història de
l'educació a Espanya (1990-2020)*

Bernat Sureda Garcia

bernat.sureda@uib.es

Universitat de les Illes Balear – IRIE-GEDHE (Spain)

Gabriel Barceló Bauzá

gabriel.barcelo@uib.cat

Universitat de les Illes Balear – IRIE-GEDHE (Spain)

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RESUM

Els estudis històrics sobre els aspectes materials de l'educació han tingut a Espanya un notable desenvolupament durant les darreres dècades. En aquest article es presenten els indicis que demostren el desenvolupament dels estudis sobre aquesta

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temàtica representats per projectes d'investigació, publicacions, jornades, trobades, seminaris, museus i exposicions. S'analitza també l'impuls que ha donat a aquest camp d'investigació la importància concedida per les institucions públiques a la conservació del patrimoni històric. En el text també es presta atenció a les principals àrees d'estudi en relació als aspectes materials de la història de l'educació. Per últim, s'aporten algunes conclusions i reflexions sobre el tema.

PARAULES CLAU: patrimoni educatiu, materialitat de l'escola, museus d'història de l'educació, cultura escolar, Espanya.

ABSTRACT

Historical studies on material aspects in education have undergone major development in Spain in recent decades. This article presents the milestones for the development of studies into this topic, represented by research projects, publications, conferences, meetings, seminars, museums and exhibitions. It also analyses the boost given to this field of research by the endorsement from public institutions for conserving historical heritage, as well as looking at the main areas of study linked to materiality in the history of education. Lastly, some conclusions and reflections about the topic are put forward.

KEY WORDS: education heritage, materiality in schooling, history of education museums, school culture, Spain.

RESUMEN

Los estudios históricos sobre los aspectos materiales de la educación han tenido en España un notable desarrollo en estas últimas décadas. En este artículo se presentan los indicios que demuestran el desarrollo de los estudios sobre esta temática representados por proyectos de investigación, publicaciones, jornadas, encuentros, seminarios, museos y exposiciones. Se analiza también el impulso que ha dado a este campo de investigación la importancia concedida por las instituciones públicas a la conservación del patrimonio histórico. En el texto también se presta atención a las principales áreas de estudio en relación a los aspectos materiales de la historia de la educación. Por último, se aportan algunas conclusiones y reflexiones sobre el tema.

PALABRAS CLAVE: patrimonio educativo, materialidad de la escuela, museos de historia de la educación, cultura escolar, España.

I. INTRODUCTION

This article presents the status of historical research linked to materiality in education in Spain. It will not look into the historiographic evolution and conceptual foundations of what has been termed the *material turn* in social sciences, and especially in history,² or what others have named «new materialism».³ With regard to history of education, there are highly stimulating contributions on the issue.⁴ Possibly, the new consideration of objects and changes in approaches, framing and interpretations –a next step on from the equally important so-called *linguistic turn*– is one of the manifestations arising from the paradigm shift in science from the 20th century in terms of valuing objects and where they fit in the network of human relations and alongside other objects. This evolution also saw contributions, to a greater or lesser extent, from post-Marxism, structuralism, the theories of Foucault and others. The turn has had an impact on many areas of research, museum organisation and the drive behind training activities based on heritage. In terms of history, the driving forces in the 20th century were overcoming naive positivism and the major impact of new history that was completely open to methods from other social sciences, new sources and microhistory, or the history of everyday life.

The material turn in the history of education has been particularly driven by the effect that the concept of «school culture», coined by Dominique Julia in 1995, has had on research.⁵ The interest in examining inside schools, the *black box* of the space where schooling activities run, has had a major

2 BRÄUNLEIN, Peter J. «Material turn», GEORG-AUGUST-UNIVERSITÄT GÖTTINGEN. *Dinge des Wissens. Die Sammlungen, Museen und Gärten der Universität Göttingen*. Göttingen: Wallstein, 2012, p. 30-44.

3 SCHOUWENBURG, Hans. «Back to the future? History, material culture and new materialism», *International Journal for History. Culture and Modernity*, 3/1 (2015), p. 59-72.

4 LAWN, Martin; GROSVENOR, Ian. «Introduction: The Materiality of Schooling», LAWN, Martin; GROSVENOR, Ian (Eds.). *Materialities of schooling. Design, Technology, Objects, Routines*. Oxford: Symposium Books, 2005, p. 1-15; DUSSEL, Inés. «Visuality, Materiality, and History», FITZGERALD, Tanya (Ed.). *Handbook of Historical Studies in Education. Debates, Tensions, and Directions*. Springer: Switzerland, 2019, p. 1-17; DUSSEL, Inés. «La cultura material de la escolarización: reflexiones en torno a un giro historiográfico», *Educar em Revista*, 35/76 (2019), p. 13-29.

5 JULIA, Dominique. «La culture scolaire comme objet historique», *Paedagogica Historica. International Journal of the History of Education*, 31/Issue sup. 1 (The Colonial Experience in Education) (1995), p. 353-382.

impact on recent educational historiography.⁶ The history of schooling is an emerging topic in history of education research thanks to the pioneering work of Ian Grosvenor, Martin Lawn and Kate Rousmaniere.⁷ In terms of Spain, the work of Agustín Escolano should be highlighted for bolstering this area of research.⁸ The 12th Spanish Society of the History of Education Conference in 2003 was dedicated to the ethnohistory of education and represented a major landmark in focusing on school culture.⁹ From the late 20th century, the impact of the concept of school culture on history of education research in Spain has been noteworthy, with the repercussions this has had on valuing historical heritage.¹⁰

The materiality of education –the objects that play a role in its choreography and which determine the spaces where educational events are developed– has been the subject of research, topics for articles, conferences and congresses from different perspectives, as well as the driving force behind the creation of scientific societies. This focus on material elements has been strengthened by the increasing interest in cultural heritage, as well as by public support

6 DEPAEPE, Marc; SIMON, Frank. «Is there any Place for the History of “Education” in the “history of Education”? A Plea for the History of Everyday Educational Reality in-and outside Schools», *Paedagogica Historica. International Journal of the History of Education*, 31/1 (1995), p. 9-16.

7 GROSVENOR, Ian; LAWN, Martin; ROUSMANIERE, Kate. (Coords.) *Silences and Images. The Social History of the Classroom*. New York: Peter Lang, 1999.

8 ESCOLANO BENITO, Agustín. «Postmodernity or High Modernity? Emerging Approaches in the New History of Education», *Paedagogica Historica. International Journal of the History of Education*, 32/2 (1996), p. 325-341; ESCOLANO BENITO, A. (Coord.), *La cultura material en la escuela en el centenario de la Junta de Ampliación de Estudios, 1907-2007. II Jornadas científicas de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo*. Berlanga de Duero: Centro Internacional de la Cultura Escolar, 2007.

9 JIMÉNEZ EGUIZÁBAL, Juan Alfredo, et. al. (Coords.). *Etnohistoria de la escuela. XII Coloquio Nacional de Historia de la Educación*. Burgos: Universidad de Burgos, 2003.

10 VIÑAO FRAGO, Antonio. «Por una historia de la cultura escolar: enfoques, cuestiones, fuentes», ALMUIÑA FERNÁNDEZ, Celso Jesús. *Culturas y civilizaciones: III Congreso de la Asociación de Historia Contemporánea*. Valladolid: Universidad de Valladolid, Secretariado de Publicaciones e Intercambio Científico, 1998, p. 167-183; ESCOLANO BENITO, Agustín. «Las culturas escolares del siglo xx. Encuentros y desencuentros», *Revista de Educación*, Núm. Extraordinario (2000), p. 201-218; LÓPEZ MARTÍN, Ramón. *La escuela por dentro. Perspectivas de la cultura escolar en la España del siglo xx*. Valencia: Universitat de València, 2001; LÓPEZ MARTÍN, Ramón. «Historia de la escuela y cultura escolar: dos décadas de fructíferas relaciones. La emergente importancia del estudio sobre el patrimonio escolar», *Cuestiones pedagógicas*, 22 (2013), p. 17-42; MEDA, Juri. «La “historia material de la escuela” como factor de desarrollo de la investigación histórico-educativa en Italia», MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. (Eds.). *Patrimonio y etnografía de la escuela en España y Portugal durante el siglo xx*. Murcia: SEPHE-CEME, 2012, p. 17-32; MAYORDOMO PÉREZ, Alejandro. «Patrimonio cultural y educación: retos, posibilidades y compromisos», *Educación y entorno territorial de la Universitat de València: Conferencias impartidas en el Programa «Universitat i Territori»*, 4 (2014), p. 25-33.

for this goal. The conservation and promotion of this heritage has led to the creation of physical and virtual museums, collections and catalogues. In turn, the material aspects of education have been used to construct new narratives in interpreting education from the past through exhibitions of audiovisual content, where materiality plays a major role thanks to its visual value.

The increase in productions designed to promote aspects related to the history of education outside academic circles has also been driven by a memorialist current that aims to recuperate figures and revolutionary traditions in the field of education, strengthen positive discourses around valuing specific policies or boost the identity of centres and institutions.

In this arena, research interest in the materiality of education from the past is supplemented by the appealing and evocative nature these objects may have, as well as the history and stories that can be constructed around them for other professionals in the media. This confluence should lead education historians to reflect on their role as scientists in the ever-increasing development of what has been termed public history, in addition to the role they should play in collaboration with the media and outreach specialists. Moreover, the focus on materiality in education introduces new motivational elements into how the history of education collaborates in training teachers –a field that was fundamental in its development as a scientific discipline and where a large part of academic support and, to a certain extent, the reason for its presence on university curricula, can be found.

Given its extent, it is impossible to summarise the large number of activities linked to research into material aspects and historical heritage in education, as well as the outreach tasks that have been performed. We will limit ourselves to merely providing indications for interested readers so that they can delve further into the topic, placing greater focus on more recent contributions. In turn, we will supplement this article with observations on some which, in our opinion, are the driving forces in developing this area of research.

2. PUBLIC SUPPORT FOR THE «MATERIAL TURN» IN HISTORY OF EDUCATION IN SPAIN

By putting aside, the strictly historiographic reasons that have led to a paradigm shift that emphasises the material aspect of schooling and which is highly visible in other countries, as well as Spain, we are able to provide

a supplementary perspective to the strictly scientific reflection and the epistemological and conceptual analysis of the spread of this material turn.

The personal biographies of the authors of this article offer up two situations that may help us to understand the material conditions that have led to the successful focus on objects, materiality and, in short, what can be termed historical heritage of education. To illustrate the concept at play in this article, we present two situations linked to the topic, with over thirty years having passed between one and the other. In 1987, a few years after finishing his thesis, a young researcher in the history of education refused to accept the scant amount of funded research projects in his speciality. He asked his colleagues in physical and natural sciences, who were more accustomed to applying for projects, for some advice. They told him to submit his project on a topic that could be included in the priority areas of the National Scientific Research and Technological Development Plan that had recently been approved by Act 13/1986 of 4th April on General Promotion and Coordination for Scientific and Technical Research.¹¹ Article two in this act stated that: «The National Plan shall mainly focus on the following general interest objectives»;¹² amongst these, the only one where history of education research work could clearly fit was listed in point h.: «The protection and conservation of Artistic and Historical Heritage».¹³

Since the late 1970s, Alain Choppin had been working at the *Service d'Histoire de l'Éducation*, registered at the French INRP research institute, on the EMMANUELLE database that aimed to make an inventory of textbooks published in the country from the French Revolution to the present day.¹⁴ The textbook publication topic fitted perfectly in the aforementioned National Scientific Research and Technological Development Plan from 1986. The project was submitted under the title *La Producción de Obras Escolares en Baleares (1775-1975)* [The Production of Textbooks in the Balearic Islands] and was awarded funding from the Dirección General de Investigación Científica y Técnica [General Scientific and Technical Research Directorate]

11 *Boletín Oficial del Estado* (BOE), 18/04/1986, p. 13767-13771.

12 *Ibid.*

13 *Ibid.*

14 CHOPPIN, Alain. «L'histoire des manuels scolaires: une approche globale», *Histoire de l'Éducation*, 9 (1980), p. 1-25.

for the two-year period of 1988-89. The results were published in 1992.¹⁵ The project analysed textbooks in terms of their being a written, edited, distributed and marketed product, without delving into their contents which were –and have been ever since– a topic covered much more extensively by educational historiography.¹⁶

The second situation is much more recent. One of the activities that has been positively assessed to attain the new six-year transfer research periods for university lecturers (for the few who can claim to work in the history of education) has been curating exhibitions. For those not involved in assessment activities at Spanish universities, it should be stated that these six-year periods (at least those for research to date) represent financial raises, the possibility of being part of thesis panels, contracting lecturers, promotions, department funding, etc.

These anecdotes are not meant to undermine the importance of the epistemological, conceptual and methodological reasons that have driven the material turn in history of education research, but merely examples that show how in recent decades in Spain –as in other European countries– everything with a link to heritage has received special attention and financial support in public calls for research, institutional grants and even in private funding. Although material elements from education in the past hold a modest place in the wider range of cultural heritage, they are identified as elements worth protecting. Research in this field, the efforts by academics or simply those interested in past schooling (with varying support from public and private institutions) to create museums, inventory heritage and promote it, has led to this status. Since the 1978 Spanish Constitution largely passed responsibility for protecting heritage to Autonomous Regions, in accordance with their statutes, this has also led to the latter making commitments to protect heritage.¹⁷

15 SUREDA GARCIA, Bernat; VALLESPIR SOLER, Jordi; ALLÉS PONS, Elies. *La producción de obras escolares en Baleares (1775-1975)*. Palma: Universitat de les Illes Balears, 1992.

16 The analysis of textbooks as a product is an approach that can also be found in: SUREDA GARCIA, Bernat. «La producción y difusión de los manuales escolares», ESCOLANO BENITO, Agustín (Dir.). *Historia ilustrada del libro escolar en España: del Antiguo Régimen a la Segunda República*. Madrid: Fundación Germán Sánchez Ruipérez, 1997, p. 69-100.

17 LÓPEZ RAMÓN, Fernando. «Fuentes y concepto del patrimonio cultural en el ordenamiento español», LÓPEZ RAMÓN, Fernando (Ed.). *El patrimonio cultural en Europa y Latinoamérica*. Madrid: Editorial Instituto Nacional de Administración Pública, 2017, p. 17-30.

Studying historical educational heritage has received public and private support and funding that has enabled structures to be created and research groups to be bolstered. One example would be the MANES Research Centre, created in 1992 and based in the Faculty of Education (Department of History of Education and Comparative Education) at the Universidad Nacional de Educación a Distancia (UNED) [Spanish Open University] in Madrid. This centre has developed a broad research programme on school textbooks.¹⁸ The Centro Internacional de la Cultura Escolar (CEINCE) [International Centre for School Culture] is another example.¹⁹ Created in Berlanga de Duero (Soria) and led by professor Agustín Escolano Benito, it began its work in 2006 after an agreement was signed between the Regional Department of Education in Castilla and León, the Germán Sánchez RUIPÉREZ Foundation and the *Schola Nostra* Association. It is undoubtedly one of the benchmark global centres for school culture. In turn, we should highlight the Centro de Estudios sobre la Memoria Educativa de la Universidad de Murcia (CEME) [Centre for Educational Memory Studies at the University of Murcia], created in 2009;²⁰ the Grupo de Estudios Históricos y Comparados en Educación [Historical and Comparative Studies in Education Group] at the University of the Basque Country (which has done a lot of work on the history of schooling);²¹ the *Helmantica Paideia* Group at the University of Salamanca, which has adopted pedagogy and school magazines as a focus for one of its research areas;²² the Grupo Claves Históricas y Comparadas de la Educación. Género e Identidades [Historic and Comparative Key Points in Education

18 The MANES centre website can be found at: <http://www.centromanes.org> (last consulted on 20-10-2020).

19 The CEINCE website can be found at: <https://www.ceince.eu> (last consulted on 20-10-2020).

20 MORENO MARTÍNEZ, Pedro Luis. «El Centro de Estudios sobre la Memoria Educativa (CEME) de la Universidad de Murcia: una aventura académica en curso», *Cabás*, 14 (2015), p. 173-187. This article can be viewed at: <http://revista.muesca.es/centrosphel14/351-ceme> (last consulted on 20-10-2020); CARRILLO GALLEGU, Dolores; MORENO MARTÍNEZ, Pedro Luis; SÁNCHEZ JIMÉNEZ, Encarna. «El Centro de Estudios sobre la Memoria Educativa (CEME) de la Universidad de Murcia y la investigación en historia de la educación matemática», *Historia y Memoria de la Educación*, 11 (2020), p. 615-646. The CEME website is also particularly useful: <https://www.um.es/web/ceme> (last consulted on 20-10-2020).

21 The Historical and Comparative Studies in Education Group at the University of the Basque Country website can be found at: <https://www.ehu.eus/es/web/garaian/home> (last consulted on 20-10-2020).

22 *Helmantica Paideia* group website can be found at: <http://www.helmanticapaideia.com/wp> (last consulted on 20-10-2020).

Group: Gender and Identities] at the Complutense University in Madrid;²³ the Grupo de Investigación Educativa (GREUV) [Education Research Group] at the University of Vic,²⁴ and the Grup d'Estudis d'Història de l'Educació (GEDHE) [History of Education Study Group] at the University of the Balearic Islands.²⁵ The latter have focused their attention on photography and images in general.

Closely tied to the university research groups, a set of university museums has flourished, such as the Museo de la Educación [Museum of Education] at the University of the Basque Country; the Museo Pedagógico Andaluz [Andalusian Museum of Pedagogy] at the University of Seville; the Museo Universitario Virtual de Pedagogía [Virtual University Museum of Pedagogy] at the University of Vic; the Museum of Pedagogy at the University of Huelva; the Seminario de Historia de la Escuela [History of Schooling Seminar] in the Faculty of Teacher Training at the University of Valencia; the Museo Pedagógico [Museum of Pedagogy] at the University of Huelva; the Museo/Laboratorio de Historia de la Educación Manuel Bartolomé Cossío [Manuel Bartolomé Cossío Museum/Laboratory of History of Education] (created in 1995 at the Complutense University in Madrid); the Museo de la Educación (MEDULL) [Museum of Education] at La Laguna University; the Museo Virtual de Historia de la Educación de Murcia (MUVHE) [Virtual Museum of History of Education in Murcia], and the Museo Pedagógico [Museum of Pedagogy] at the University of Salamanca.²⁶

In turn, the Autonomous Regions have established museums as a consequence of heritage protection legislation, such as the Museo Pedagógico de Galicia (MUPEGA) [Museum of Pedagogy of Galicia], created by regional government decree in the year 2000; the el Archivo y Museo de la Educación de las Islas Baleares (AMEIB) [Archive and Museum of Education of the

23 The CLAVES website can be found at: <https://www.ucm.es/grupos/grupo/168> (last consulted on 20-10-2020).

24 The Education Research Group (GREUV) at the University of Vic website can be found at: <https://urcerca.uvic.cat/CawDOS/jsf/seleccionPersonalEstamento/seleccionPersonal.jsf?id=cd48840d65bb3b-c0&idioma=es&tipo=grupo&elmeucv=N> (last consulted on 20-10-2020).

25 The History of Education Study Group (GEDHE) at the University of the Balearic Islands website can be found at: <https://gedhe.uib.es> (last consulted on 20-10-2020).

26 ÁLVAREZ DOMÍNGUEZ, Pablo (Coord.). *Los Museos Pedagógicos en España. Entre la memoria y la creatividad*. Gijón/Sevilla: Trea-Universidad de Sevilla, 2016; RABAZAS ROMERO, Teresa; RAMOS ZAMORA, Sara. (2017). «Los museos pedagógicos universitarios como espacios de memoria y educación», *História da Educação*, 21/53 (2017), p. 100-119.

Balearic Islands], also created by regional government decree in 2001, which houses collections that began to be gathered in 1995; the Centro de Recursos, Interpretación y Estudios de la Escuela (CRIEME) [Centre for School Resources, Interpretation and Studies], created by the regional government of Cantabria in 2005, and the Museo Pedagógico de Aragón [Museum of Pedagogy of Aragón], created by the regional government there in 2006. Additionally, the Museo del Niño [Museum of Childhood], created at the end of the 20th century thanks to private initiative, has received support from the regional government of Castilla-La Mancha since 2003.²⁷ Collaboration between the University of Malaga and Alhaurín de la Torre Town Council also enabled the foundation of the aforementioned Andalusian Museum of Education in the town in 2019.²⁸ Furthermore, the efforts made by private initiatives should be highlighted, such as the Museo Pedagógico [Museum of Pedagogy] in Otones de Benjumea (Segovia, Spain), which aims to recover and promote rural educational heritage that was designed and developed by El Corralón Cultural Association located in said town.²⁹

Moreover, after several meetings between university groups and museum representatives in Santiago de Compostela (2001) and Palma (2002), the creation of the Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE) [Spanish Society for the Study of Historical and Educational Heritage] in 2004 has also contributed to consolidating the area of study and information exchanges between different groups.

A further example of public support for research into aspects linked to history of education heritage is the *Cabás* journal, published twice a year online by the Regional Department of Education, Culture and Sport at the government of Cantabria, and edited by the Centre for School Resources, Interpretation and Studies (CRIEME).

27 For more about these museums, please see the article in ÁLVAREZ DOMÍNGUEZ, Pablo (Coord.). *Los museos pedagógicos en España*, *Op. cit.*, p. 201-218 and 219-232.

28 SANCHIDRIÁN BLANCO, Carmen; MAÑAS VALLE, José Antonio; LÓPEZ MESTANZA, Manuel. «El Museo Andaluz de la Educación, un proyecto hecho realidad», *Cabás*, 23 (2020), p. 243-258. This article may be viewed at: <http://revista.muesca.es/centrosphe22-2/514-el-museo-andaluz-de-la-educacion-un-proyecto-hecho-realidad> (last consulted on 20-10-2020).

29 CEREZO MANRIQUE, Juan Francisco; CEREZO MANRIQUE, Miguel Ángel. «El Museo Pedagógico “La última escuela” de Otones de Benjumea (Segovia)», *Cabás*, 19 (2018), p. 130-144. This article may be viewed at: <http://revista.muesca.es/centrosphe19/433-2018-06-25-11-51-31> (last consulted on 20-10-2020).

The official support for conserving historical heritage from historical schools should also be mentioned; these centres provided secondary education from the 19th century up to the general introduction of this level of education in the latter decades of the 20th century. The Consejo Escolar del Estado [National Governing Council for Education] –the ultimate authority in general education planning– has also run different activities to safeguard the heritage from these centres: architecture, laboratories, natural science departments, libraries, documents, etc. The initiative was highly focused on a certain type of school but has also contributed to underscoring the value of history of education heritage.³⁰

Although it is true that all these public activities have created a protective space for studies focused on historical education heritage within the framework of a lack of funding for research in social and human sciences in Spain, public intervention in protecting this heritage is far from ideal.

30 In March 2008, the journal *Participación educativa*, edited by the National Governing Council for Education, released a single-themed issue entitled «Historia de un olvido: patrimonio en los centros escolares» [Overlooked History: Heritage from Schools] (issue 7, March 2008). This initiative drove the implementation of projects such as CEIMES *Ciencia y Educación en los institutos madrileños de enseñanza secundaria a través de su patrimonio cultural (1837-1936)* [Science and Education in Madrid Secondary Schools through Cultural Heritage], a programme of R&D activities amongst research groups in the Madrid region funded by the General Directorate for Universities and Research at the Regional Department of Education (2008-2011). The results from this research were published in a book: LÓPEZ-OCÓN CABRERA, LEONCIO; ARAGÓN ALBILLOS, SANTIAGO; PEDRAZUELA FUENTES, MARIO (Eds.). *Aulas con memoria. Ciencia, educación y patrimonio en los institutos históricos de Madrid (1837-1936)*. Madrid: CEIMES. Doce Calles. Comunidad de Madrid, 2012. On 24th March 2009, the lower house of the Spanish Parliament passed a non-legislative motion that urged the government to promote a specific action plan to recover, protect, value and promote historical education heritage in conjunction with the autonomous regions of Spain. The National Governing Council for Education held a working session at its headquarters on 23rd November 2011, under the title *Los institutos históricos, memoria y patrimonio* (Historical Schools, Memory and Heritage), organised by the Council and the CEIMES project (Consejo Escolar del Estado. *Jornadas de trabajo. Los institutos históricos: memoria y patrimonio*, 23rd November 2011, Madrid). The effectiveness of these initiatives has been less-than-stellar. A 2013 report from the Council itself states: «Hasta este momento no se ha articulado un auténtico plan específico de actuación en torno a este asunto, tal y como proponía la proposición no de Ley. Es cierto que se han realizado actuaciones concretas por parte de los poderes públicos, fundamentalmente por el Gobierno Central y las Comunidades Autónomas, pero no han dejado de ser acciones aisladas –aun cuando eficaces y encomiables– y por tanto sin una visión, definición y vertebración integral de los objetivos y fines a conseguir», [until this time, a real specific action plan for this topic has not been produced, as proposed by the non-legislative motion. It is true that specific activities have been run by public authorities, mainly the central government and autonomous regions, although they have been isolated activities (albeit effective and commendable), and therefore, with no comprehensive vision, definition and structure for the objectives and purposes to be attained], Informe del Consejo Escolar del Estado sobre la consideración y tratamiento del patrimonio histórico educativo a través de los Institutos Históricos. For further information, please see: <http://www.educacionyfp.gob.es/va/mc/cee/noticias/noticias-2013/jornadas-institutos-historicos.html> (last consulted on 08-08-2020).

3. THE MEMORIALIST MOVEMENT AS A DRIVING FORCE BEHIND HISTORICAL HERITAGE OUTREACH

As Antonio Viñao pointed out several years ago, one of the reasons underlying the increasing focus on historical education heritage is the possible nostalgic side of objects and school days in general. One facet of this approach to school heritage and materiality linked to memory is what is termed memorialist and commemorative use.³¹ As Rubio Pobes has highlighted: «Desde los años noventa del siglo xx se ha venido produciendo una inédita proliferación de memoriales en todo el mundo; monumentos, santuarios, museos, espacios de todo tipo para el recuerdo –incluyendo lugares virtuales y archivos–, así como fechas conmemorativas. Se trata de un fenómeno global que puede considerarse ya característico del mundo actual» [Since the 1990s, there has been an unusual proliferation of memorials around the world: monuments, shrines, museums, all kinds of spaces for memory –including virtual spaces and archives– as well as commemorative dates. It is a global phenomenon that could be deemed characteristic of the world today].³² This phenomenon has also affected the reclamation of historical education heritage in Spain. In this field, sensitive topics from the past have emerged with a greater or lesser extent of concealment and critical approach. Recovering memories from people, institutions or revolutionary and significant movements from before the Franco period has been a focal point in recent decades within the framework of a general movement to recover educational traditions that disappeared during the Franco Regime (1939-1975).

The eldest of the authors of this article recalls that some students on the Degree in Pedagogy at the University of Barcelona in the 1970s found the best collection of books to study for their subjects were housed at the Municipal Institute of Education Library that Barcelona City Council had established, naming the pedagogue Artur Martorell Bisbal as director. The library not only held a large bibliographical collection of works published before the Spanish Civil War, but also a collection of objects conserved from schools in Barcelona from before the start of the conflict in 1936. In 1981, the Centre

31 VIÑAO FRAGO, ANTONIO. «El patrimonio histórico-educativo: memoria, nostalgia y estudio», *Conciencia social: anuario de didáctica de la geografía, la historia y las ciencias sociales*, 15 (2011), p. 141-148.

32 RUBIO POBES, COFO. «Los rostros de la memoria. El fenómeno memorialista en el mundo actual y sus usos políticos», *Historia y Política. Ideas, procesos y movimientos sociales*, 35 (2016), p. 343-368.

de Documentació Històrico-Pedagògic [Centre for Historical and Pedagogical Documentation] was created, which organised the exhibition of the 50th anniversary of the creation of eleven school groups in the Barcelona School Board from available materials.³³ The Municipal Institute of Education was a space to recall the shining educational movement in Barcelona from before the dictatorship; located in Plaza de España in Barcelona, it shared an entrance during that terrible period with the national police force headquarters. This memory shows the ever-complex relationship between history and memoirs.

Exhibitions have been one of the most common expressions of memoirs. Many have been organised in recent decades aimed at recovering the educational past, spotlighting authors and educators, and highlighting the value of past experiences and institutions. According to Pedro Luis Moreno, the annual issues of the *Boletín Informativo de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo* (BISEPHE) [Spanish Society for the Study of Historical and Educational Heritage Newsletter] reviewed 72 exhibitions from January 2006 to January 2014.³⁴ The newsletters from 2015 to 2018 covered a further twenty. The most significant are those with a memorialist or commemorative slant, such as the *Valencià a l'Escola Memòria i Testimoni* [Valencia at School: Memory and Testimony, Gandia, 2004]; the exhibition organised by Aldeanueva de la Serrezuela Town Council to commemorate the 140th anniversary of the death of Victoriano Hernando, who founded the Hernando publishing house in 1828; *Mi Querida Escuela* [My Dear School] organised by the CEINCE in Berlanga de Duero in March 2007; the exhibition held in Santiago de Compostela in 2008 that looked at university life around May 1968; the exhibition entitled *Infancia, Literatura y Exilio del 39. Libros de la Colección de Ana Pelegrín* [Childhood, Literature and Exile in 1939: Books from the Ana Pelegrín Collection], held at UNED Central Library between 28th April and 30th June 2009 as part of the year-long UNED celebrations in 2009 dedicated to 70 years of Republican exile; *Escoles d'Abir. Testimonis i Emprerentes* [Schools of Yesteryear: Testimonies and Impressions], organised by CEIC Alfons Research Centre and the Department

33 RIBALTA, Mariona. «El servei de documentació pedagògica de l'Institut Municipal d'Educació», *Perspectiva escolar*, 76 (1983), p. 47-48.

34 MORENO MARTÍNEZ, Pedro Luis. «La historiografía del patrimonio educativo en España: un balance crítico», *Educación en Revista*, 58 (2015), p. 90. For further information, please see the 13 issues published by the *Boletín Informativo de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo* (BISEPHE. Período 2006-2018). See: <https://sephe.org/bisephe/> (last consulted on 20-10-2020).

of Comparative Education at the University of Valencia in Gandía in October 2009; the exhibition dedicated to the teacher Félix Martí Alpera (1875-1946) organised by the Centre for Educational Memory Studies (CEME) at the University of Murcia in November 2010, which was also shown in Cartagena and Barcelona; the exhibition dedicated to the lecturers from Teacher Training Schools, Pepita and Elisa Úriz Pi, who innovated the field of education, held academic, political and union posts during the Second Republic and the Spanish Civil War, and who later worked with the French Resistance against the Nazis; *Infancia en Guerra, Tragedia y Utopía desde la Memoria Gráfica, 1936-1940*, [Children in War, Tragedy and Utopia in Graphic Memory] at the University of Seville, June-October 2016; the exhibition entitled *José María Eyaralar Almazán (1890-1944): la Renovación en la Enseñanza de las Matemáticas* [Renovation in Mathematics Teaching], which was held in the Faculty of Human Sciences and Education at the University of Zaragoza (Huesca Campus) in 2016; *Escoles i Mestres. Dos Segles d'Història i Memòria a València* [Schools and Teachers: Two Centuries of History and Memory in Valencia] which opened at the history building at the University of Valencia on 28th November 2017; the exhibition on Ferrer i Guardia, organised by the eponymous foundation in Barcelona in 2018, etc.

To round off this section, we refer to two recent exhibitions that showcase this memoir approach –one physical and one virtual– and intend to reclaim education spaces from the past. The first is *Madrid, Ciudad Educadora (1898-1938). Memoria de la Escuela Pública* [Madrid, Educational City. Memories of Public Schooling], held at the Madrid Museum of History from March to September 2019. The exhibition was organised by Madrid City Council (Office of Human Rights and Memory) and the Ángel Llorca Foundation, with Professor María del Mar del Pozo as curator –a renowned specialist in Free Schools in Spain. Thirty historical Madrid schools collaborated with the show. The aim was to recover the recollections of Madrid school groups from the early decades of the 20th century through objects, photographs, and audiovisual and didactic material, as well as reconstruct schooling practices and the everyday life of its protagonists. On the one hand, the show aimed to highlight the quality and innovative capacity of public schooling in the decades preceding the Spanish Civil War and, on the other, the rupture caused by the conflict in the modernisation process of education. Alongside objects, texts and images, the exhibition included standout educators and teachers who made innovation and change possible. There was a particular

spotlight on the stories of Sidonio Pintado, Justa Freire, Estrella Cortichs, Asunción Rincón and Eduardo Canto –individuals who made great efforts to offer training and improve teaching. The exhibition was widely covered by the media. A catalogue was also produced with contributions from María del Mar del Pozo herself, Antonio Viñao and Ian Grosvenor.³⁵

The second –virtual– exhibition is *Quan Anàvem a Estudi* [When We Went to School] organised by the Cultural Heritage Department of Barcelona Provincial Council and opened in June 2020. It comprises a selection of 118 documents (plans, photographs, books, magazines, drawings, etc.) from the mid-19th century to the end of the Franco dictatorship from 47 municipal archives in Catalonia.³⁶

The objects and sources in both exhibitions are there to tell a story, explained in texts for the first exhibition (both at the venue and in the catalogue) and by an introduction and video in the second.³⁷ Both highlight recognition for the work done in Spain by public authorities and educators to modernise education from the end of the 19th century, intensifying during the 2nd Republic, to its sudden suspension due to the Franco dictatorship. The recognition of the role played by public authorities (national, provincial and local) is clear at both exhibitions and could provide highly thought-provoking current interpretations.

4. AN EXAMPLE OF THE RELATIONSHIP BETWEEN HISTORICAL EDUCATION HERITAGE AND PUBLIC HISTORY

In 2003, the recently deceased Josep Fontana stated in his article *¿Qué Historia Enseñar?* [Which History do we Teach?] that «los historiadores nos hemos alejado de los problemas que importan al ciudadano corriente, que debería ser el destinatario final de nuestro trabajo, para recluirmos en un mundo cerrado que menosprecia el del exterior, el de la calle –justificándolo con el

35 DEL POZO ANDRÉS, María del Mar (Coord.). *Madrid, ciudad educadora, 1898-1938. Memoria de la escuela pública. Ensayos en torno a una exposición*. Madrid: Ayuntamiento de Madrid. Oficina de Derechos Humanos y Memoria, 2019.

36 The exhibition can be visited at: <https://www.diba.cat/es/web/quan-anavem-a-estudi/el-tema> (last consulted on 02-08-2020).

37 The text is by Salomó Marquès and Saida Palou, and can be viewed on the website mentioned in the previous note. The video, with personal testimonials, can be viewed at the following link: <https://www.diba.cat/es/web/quan-anavem-a-estudi/video> (last consulted on 05-08-2020).

pretexto de que los habitantes de este mundo exterior no nos entienden–, y nos dedicamos a escribir casi exclusivamente para la tribu de los iniciados y, sobre todo, para otros profesionales» [as historians, we have moved away from the problems that concern everyday citizens, who should be the final audience of our work, to seclude ourselves in a closed world that undervalues the outside world, the streets (and justifying this under the pretext that those who live in this outside world do not understand us); we dedicate ourselves to writing almost exclusively for the tribe of the initiated and, especially, for other professionals].³⁸ Fontana warned us about the demand for history in the world outside academe, since in the same vein as individual memory, history fulfils a group purpose in constructing identity. If historians do not provide the history that is demanded, this need will be covered by others.

Fontana's opinion obliges us to consider the role of historians in what has been termed public history –history that merely goes beyond academic circles, appearing in the media and possibly affecting public memory.

There has been an increasing number of audiovisual material on the history of education in Spain in recent decades, with a particular intent to claim and recover moments, periods and innovative experiences, as well as highlight the rupture caused by the Spanish Civil War and later dictatorship. The materials and documents provide valuable visual content for all these productions. For example, in 2005 Agustín Coromines directed the documentary *Els Mestres Catalans de la Guerra a l'Exili* [Catalan Teachers in Exile from the War] with Rosa Murtra, as documentarian, as well as advice from historians and pedagogues such as Iñaki Echebarria, Salomó Marquès, Miguel Martínez and Mariona Ribalta. It was a coproduction from Metròpoli Vídeo Filmes and Televisió de Catalunya (TV3). The documentary received widespread attention in public media and many events were held around Catalan-speaking areas. In early 2007, TV3 dedicated an edition of its *Millennium* series to the work of education professionals during the Second Republic in Spain with the broadcast of Agustí Coromines' documentary. The programme was directed and presented by Ramón Colom, and invited as guests the journalist María Antonia Iglesias, the historian Salomó Marquès, the lecturer in the philosophy of education at the Autonomous University of Barcelona

38 FONTANA LÁZARO, Josep. «¿Qué historia enseñar?», *Clío & Asociados. La Historia Enseñada*, 1/7 (2005), p. 16.

Octavi Fullat, and a pupil from the Normal School run by the Republican Regional Government, Pedro Carbonell. María del Carmen Agulló, lecturer in history of education at the University of Valencia, also took part in the discussion. Alongside other history of education specialists, Agulló was also an advisor on the documentary *Las Maestras de la República* [Female Teachers in the Republic] directed by Pilar Pérez Solano and supported by the FETE-UGT union. The programme aired in 2013 and won the Goya award for best long-format documentary that year. The film also used personal testimonies and graphic resources combined with opinions from specialists. In early 2020, Televisión Española (TVE) broadcast the film *Ángel Llorca: El Último Ensayo* [The Last Essay] by Víctor M. Guerra, which was produced in 2011. The film presents the teachers Ángel Llorca and Justa Freire from the Cervantes School Group in Madrid, as well as the opening of El Perelló summer camps during the Civil War. Alongside other collaborators, the film included the history of education researchers Alejandro Tiana, María del Mar del Pozo and Eugenio Otero.

A recent popular phenomenon linked to the history of education and its materiality can be found around the figure of Antoni Benaiges i Nogués, the Mont-roig del Camp teacher (Montroig, Tarragona, 1903 – Villafranca Montes de Oca, Burgos, 25th July 1936). In 2010, the Agrupación de Familiares de las Personas Asesinadas en los Montes de La Pedraja [Association of Family Members of Those Killed in the Hillsides of La Pedraja] located human remains alongside bullet casings in a spot near the Burgos town of Villafranca Montes de Oca. Months later, the Aranzadi Science Society exhumed the grave. The remains of 104 people who had been the victims of fascist repression between July and October 1936 were found. The number of people killed whose remains can be found in this area could be around 400, including the Catalan teacher Antonio Benaiges. Benaiges was a modernising teacher who was posted to the small village of Bañuelos de Burgos in the province of Burgos in the 1934-35 school year. The school was in a stone building with scant resources, although Benaiges was able to enthuse his pupils through the techniques of French pedagogue Célestin Freinet. He promised his pupils, who were born and raised inland, that he would take them to the seaside – a promise that his killers' bullets made impossible. The story of Antonio Benaiges has been recovered and widely disseminated with major media impact by people outside the field of history of education research. Sergi Bernal, a self-defined geographer and photographer, discovered

the existence of the Catalan teacher when the magazine *Sapiens* commissioned him to shoot the opening of Republican mass graves in the Burgos town. Bernal undertook an investigation into the Catalan teacher that led him to come across testimonials from former pupils, letters and school magazines he made with his students, as well as the recollection of other teachers who exchanged the magazines published by the school. In 2012, Bernal opened a photography exhibition under the title *Desenterrando el Silencio* [Unearthing the Silence], which led to the essay *El Mestre que Va Prometre el Mar* [The Teacher who Promised the Ocean] (Blumen, 2013) and the documentary *El Retratista* [The Portraitist] (2013), in collaboration with the filmmaker Alberto Bougleux, retelling the story of the teacher brutally murdered by fascists. In recent years, Sergi Bernal has promoted a series of outreach activities including books, reproduction of documents, such as the school magazines produced by the Bañuelos de Bureba school, exhibitions, conferences, and a broad presence on social media.³⁹ These initiatives included the exhibition: *Antoni Benaiges, el mestre que va prometre el mar* [Antoni Benaiges: the Teacher who Promised the Ocean] at the Maritime Museum of Barcelona in 2019, curated by Bernal, which had huge coverage and was awarded the City of Barcelona prize in the education category that year. It can still be viewed online.⁴⁰ The memory of Benaiges has inspired the creation of an association in the town of Bañuelos de Bureba that has been the driving force behind the reconstruction of the old school and its conversion into a museum to promote the work of Antoni Benaiges and, in general, the methods of Célestin Freinet.⁴¹

The materiality of past education in Benaiges' story (human remains, building, school magazines, letters and personal testimonies) serves to construct a tale with popular impact that stirs more minds than endless academic articles. Is this a tale that slips from the grasp of professional historians? Do we remain on the side-lines suspiciously looking in or, on the contrary, do we get involved and contribute to the objectivity and critical analysis of stories?

39 See the Twitter account @antonibenaiges or the blog: <http://desenterrant.blogspot.com>. The following can also be viewed: <https://escuelabenaiges.blogspot.com/p/quienes-somos.html>, or the Facebook page: <https://www.facebook.com/AsociacionEscuelaBenaiges/> (last consulted on 07-08-2020).

40 It can be viewed at: <https://www.mmb.cat/blog/el-museu/recorregut-virtual-per-lexposicio-antoni-benaiges-el-mestre-que-va-prometre-el-mar/> (last consulted on 09-08-2020).

41 PÉREZ SIMÓN, Enrique; GONZÁLEZ MOLERO, Javier. «Asociación Escuela Benaiges de Bañuelos de Bureba (Burgos)», *Cabás*, 21 (2019), p. 132-151. The article can be viewed at: <http://revista.muesca.es/experiencias21/478-escuela-benaiges> (last consulted on 20-10-2020).

As Marta Brunelli stated in allusion to P. Noiret, we should cease considering *Public History* as a manifestation of manipulation and instrumentalisation of history, to contribute to the construction of: «una historia diseñada para ser comunicada a través de los modernos medios de comunicación a un público no especializado y, al mismo tiempo, involucrarlo en la misma práctica de hacer historia» [a history designed to be communicated through modern media to a non-specialised public whilst, at the same time, include it in the same practice of making history].⁴²

5. RESEARCH TOPICS

The scientific outlook for history studies on Spanish heritage has been the subject of different works that would render a detailed analysis here redundant. We instead refer the reader to a selection of publications that look into historiographic production, programme development and the museum movement in the field. One recent example is the aforementioned work by Pablo Álvarez Domínguez. Álvarez offers a thorough review of the wide range of scientific, institutional and outreach activities at pedagogy museums and the focus on materiality in education.⁴³ Another example that offers a global review of historiographic production in the field of school culture, heritage and history of education museums in Spain is by Pedro Luis Moreno Martínez, who particularly focuses on the papers presented at the six conferences organised between 2005 and 2014 by the *Spanish Society for the Study of Historical and Educational Heritage* (SEPHE).⁴⁴ Both authors take an optimistic view on development in this area of research. P. Álvarez states: «podemos señalar que la Museología de la Educación en España goza en el presente de un buen estado de salud, presentando un futuro satisfactorio por delante» [we can say that Education Museology in Spain currently enjoys excellent health, with a satisfactory outlook for the future].⁴⁵ In turn, Pedro Luis Moreno indicates

42 BRUNELLI, Marta. «La comunicación y la interpretación del patrimonio educativo en los museos: espejo y reflejo de una disciplina en la transformación», DÁVILA BALSERA, Paulí; NAYA GARMENDIA, Luis María (Coords.). *Espacios y patrimonio histórico-educativo*. Donostia: Erein, 2016, p. 86.

43 ÁLVAREZ DOMÍNGUEZ, Pablo. «Mapping the museology of education in Spain: an examination of where the issue currently stands», *História da Educação*, 22/55 (2018), p. 293-313. From the same author, see the cited work ÁLVAREZ DOMÍNGUEZ, Pablo. (Coord.). *Los Museos Pedagógicos en España.*, *Op. cit.*

44 MORENO MARTÍNEZ, Pedro Luis. *La historiografía del patrimonio educativo en España.* *Op. cit.*

45 ÁLVAREZ DOMÍNGUEZ, Pablo. «Mapping the museology of education in Spain...» *Op. cit.* p. 310.

that: «revisadas las aportaciones a las Jornadas de la SEPHE, la cultura material de las instituciones educativas y el museísmo pedagógico constituyen las líneas de investigación sobre el patrimonio educativo dominantes en nuestro contexto» [after reviewing the papers from the SEPHE conferences, material culture in education institutions and pedagogy museology represent the dominant research areas into educational heritage in our context].⁴⁶ Other publications analysing the outlook of history of education research in Spain focusing on heritage that should be cited include the contribution edited by Julio Ruiz Berrio in 2010,⁴⁷ and the articles by Antonio Viñao, some of which are cited above.⁴⁸ We should also mention the conference papers that cover a range of the studied topics.⁴⁹

46 MORENO MARTÍNEZ, Pedro Luis. *La historiografía del patrimonio educativo en España. Op.cit.* p. 100.

47 RUIZ BERRIO, Julio. (Ed.). *El patrimonio histórico-educativo. Su conservación y estudio*. Madrid: Biblioteca Nueva, 2010.

48 VIÑAO FRAGO, Antonio. «El patrimonio histórico-educativo: memoria, nostalgia y estudio», *Op. cit.*; VIÑAO FRAGO, Antonio. «La memoria escolar: restos y huellas, recuerdos y olvidos», *Annali di Storia dell'Educazione e delle Istituzioni Scholastiche*, 12 (2005), p. 19-33; VIÑAO FRAGO, Antonio. «Memoria, patrimonio y educación», *Educatio Siglo XXI*, 28/2 (2010), p. 17-42. This work can be viewed at: <http://revistas.um.es/educatio> (last consulted on 11-08-2020).

49 JIMÉNEZ EGUIZÁBAL, Juan Alfredo, et. al. (Coords.). *Etnohistoria de la escuela. XII Coloquio Nacional de Historia de la Educación. Op. cit.*; PEÑA SAAVEDRA, Vicente. (Coord.). *I Foro Ibérico de Museísmo Pedagógico. O museísmo pedagógico en España e Portugal: itinerarios, experiencias e perspectivas*. Santiago de Compostela: Xunta de Galicia, 2003; PEÑA SAAVEDRA, Vicente. (Dir.). *I Jornadas Científicas de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo. El museísmo pedagógico en España: actualidad y perspectivas, luces y sombras. Actas, documentos y testimonios*. Santiago de Compostela: Xunta de Galicia, 2005; ESCOLANO BENITO, Agustín. (Ed.). *La cultura material en la escuela en el centenario de la Junta de Ampliación de Estudios, 1907-2007. II Jornadas científicas de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE)*. Berlanga de Duero: Centro Internacional de la Cultura Escolar, 2007; MEDA, Juri; BADANELLI, Ana María. (Eds.). *La historia de la cultura escolar en Italia y en España: balance y perspectivas*. Macerata: Edizioni Università di Macerata (EUM), 2013; DÁVILA BALSERA, Paulí; NAYA, Luis María. (Coords.). *Espacios y patrimonio histórico-educativo*. Donostia: Erein, 2016; COLLELDEMONT PUJADAS, Eulàlia; PADRÓS TUNEU, Núria; CARRILLO FLORES, Isabel (Coords.). *Memoria, ciudadanía y museos de educación*. Vic: Universitat de Vic, 2010; MAYORDOMO PÉREZ, Alejandro; AGULÓ DÍAZ, María del Carmen; GARCIA FRASQUET, Gabriel. (Eds.). *El Patrimoni històric educatiu valencià. V Jornades d'Història de l'Educació Valenciana*. Gandia: CEIC Alfons el Vell, 2011; MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. (Eds.). *Patrimonio y etnografía de la escuela en España y Portugal durante el siglo XX. Op. cit.*; BADANELLI RUBIO, Ana María; POVEDA SANZ, María; RODRÍGUEZ GUERRERO, Carmen (Coords.). *Pedagogía museística: prácticas, usos didácticos e investigación del patrimonio educativo*. Madrid: Universidad Complutense de Madrid. Facultad de Educación, 2014; COMAS RUBÍ, Francisca; GONZÁLEZ GÓMEZ, Sara; MOTILLA SALAS, Xavier; SUREDA GARCIA, Bernat. *Imatges de l'escola, imatge de l'educació*. Palma: Universitat de les Illes Balears, 2014; GONZÁLEZ GÓMEZ, Sara; MEDA, Juri; MOTILLA SALAS, Xavier; POMANTE, Luigiarelio. (Eds.). *La Práctica Educativa. Historia, Memoria y Patrimonio. VIII Jornadas Científicas de la SEPHE – I Congresso Nazionale della SIPSE*. Salamanca: FahrenHouse, 2018.

If we take a look through the most common topics linked to historical education heritage in Spain over recent decades, there are several themes that emerge:

5.1. Textbooks

School textbook analysis has been one of the top topics in works on historical education heritage in Spain, in line with other countries. The MANES project, led by the Universidad Nacional a Distancia, was and continues to be the essential driving force in studying school textbooks.⁵⁰ The two volumes of the *Historia Ilustrada del Libro Escolar en España* [Illustrated History of School Textbooks in Spain], edited by Agustín Escolano, were a major source on the topic and different possible perspectives for study.⁵¹ Although more focus has been placed on analysing the contents of school textbooks, there have been some works on the production and industry of school textbooks.⁵²

5.2. Museums

Logically, museums have also been an important topic within the framework of research into historical education heritage. This topic has already been mentioned when we referred to support from public institutions

50 The centre's website can be found at: <http://www.centromanes.org/> (last consulted on 23-08-2020). The following are some publications linked to the MANES centre: TIANA FERRER, Alejandro. «La investigación histórica sobre los manuales escolares en España: el Proyecto MANES», *Clio & Asociados. La Historia Enseñada*, 4 (1999), p. 101-119; OSSENBACH SAUTER, Gabriela. «La investigación sobre los manuales escolares en América Latina: la contribución del Proyecto Manes», *Historia de la Educación: Revista interuniversitaria*, 19 (2000), p. 195-203; OSSENBACH SAUTER, Gabriela. «Manuales escolares y patrimonio histórico-educativo», *Educatio Siglo XXI*, 28/2 (2010), p. 115-132.

51 ESCOLANO BENITO, Agustín. *Historia ilustrada del libro escolar en España: del Antiguo Régimen a la Segunda República*. Op. cit.; ESCOLANO BENITO, Agustín. *Historia ilustrada del libro escolar en España. De la posguerra a la reforma educativa*. Madrid: Fundación Germán Sánchez Ruipérez, 1998.

52 GUEREÑA, Jean-Louis. «La edición escolar en España durante la Restauración (1875-1900)», LUDEC, Nathalie; DUBOSQUET LAIRYS, Françoise (Ed.). *Centros y periferias: prensa, impresos y territorios en el mundo hispánico contemporáneo: homenaje a Jacqueline Covo-Maurice*. Bordeaux: PILAR, 2004, p. 105-116; PAYERAS COLL, Pedro. *Miguel Porcel y Riera (1869-1933). Manuales escolares cíclicos y activismo escolar*. Madrid: Universidad Nacional de Educación a Distancia, 2008 [PhD thesis supervised by Alejandro Tiana Ferrer and Bernat Sureda García].

for studying and disseminating historical education heritage. In addition to the cited work by Pablo Álvarez on different pedagogy museums in Spain and the references to different museums, the work of Julio Ruiz Berrío should also be highlighted, which was useful as a guide to the theoretical aspects of pedagogy museums in Spain.⁵³ With regard to different types of history of education museums in Spain, readers may wish to consult the article by Pablo Álvarez, Paulí Dávila and Luis M. Naya.⁵⁴ Lastly, we should also point out that some recent work sets out the need for history of education museums at universities to incorporate a gender perspective in their organisation and activities.⁵⁵

5.3. Didactic materials and objects

The general schooling process has led to the creation of what Pierre Moeglin termed education industries, which have created the many products used in schools.⁵⁶ As Juri Meda has shown, school is not just an ideal and symbolic universe, but is designed as a space where many material elements accumulate, order and come into play: furniture, blackboards, notebooks, books, didactic material and others.⁵⁷ Meda terms them mass education media. The corporeality of these objects, their materiality, involves design, construction, marketing, distribution, sales and use. These common classroom objects bring together history of education and industrial and business history,

53 RUIZ BERRIO, Julio. «La metamorfosi dels museus d'educació. Nous enfocaments i noves perspectives», *Educació i Història: Revista d'Història de l'Educació*, 6 (2004), p. 172-185; RUIZ BERRIO, Julio. «Historia y museología de la educación. Despegue y reconversión de los museos pedagógicos», *Historia de la Educación: Revista interuniversitaria*, 25 (2006), p. 271-290.

54 ÁLVAREZ DOMÍNGUEZ, Pablo; DÁVILA BALSERA, Paulí; NAYA GARMENDIA, Luis María. «Education museums: historical educational discourse, typology and characteristics. The case of Spain», *Paedagogica Historica. International Journal of the History of Education*, 53/6 (2017), p. 827-845.

55 REBOLLO, María José; ÁLVAREZ DOMÍNGUEZ, Pablo. «Women and educational heritage in Spanish university education museums: good practices and pending challenges for the incorporation of the gender perspective», *Paedagogica Historica. International Journal of the History of Education*, Published online (2020), p. 1-21. This article can be viewed at: <https://www.tandfonline.com/doi/abs/10.1080/00309230.2020.1769149?journalCode=cpdh20> (last consulted on 14-08-2020).

56 MOEGLIN, Pierre. *Les industries éducatives*. Paris: Presses Universitaires de France-PUF, 2010.

57 MEDA, Juri. «Mezzi di educazione di massa. Nuove fonti e nuove prospettive di ricerca per una storia materiale della scuola, tra XIX e XX secolo», *History of Education & Children's Literature*, VI/1 (2011), p. 253-279; MEDA, Juri. *Mezzi di educazione di massa. Saggi di storia della cultura materiale della scuola tra XIX e XX secolo*. Milano: FrancoAngeli, 2016.

as well as advertising. Studies on this topic have often focused on cataloguing objects in museums and didactic material collections in laboratories and school offices, with scant attention being paid to their pedagogical or commercial contextualisation.⁵⁸ Other work has more systematically looked at the production and marketing of these objects, and their links to certain pedagogical systems or the teaching of specific subjects.⁵⁹

58 This was the central theme in papers presented at the 13th Conference in 2007 of the Asociación Nacional para la defensa del Patrimonio de los Institutos Históricos [National Association for the Protection of Heritage from Historic Schools] (for more information, see the following link: <http://www.asociacioninstitutoshistoricos.org/> [last consulted on 28-08-2020]). A recent example of this type of work would be: MEDINA PÉREZ, Francisco José. «Las colecciones científicas de los institutos históricos de Andalucía. Investigación y análisis de su museografía y los procesos de conservación y restauración», *Cabás*, 23 (2020), p. 207-231. The article can be viewed at: <http://revista.muesca.es/experiencias23> (last consulted on 20-10-2020).

59 ESTEBAN MATEO, León. «Los catálogos de librería y material de enseñanza como fuente iconográfica y literario escolar», *Historia de la Educación: Revista interuniversitaria*, 16 (1997), p. 17-46; HERNÁNDEZ DÍAZ, José María. «Etnografía e historia del material de la escuela», ESCOLANO BENITO, Agustín; HERNÁNDEZ DÍAZ, José María. (Eds.). *La memoria y el deseo. Cultura de la escuela y educación deseada*. Valencia: Tirant lo Blanch, 2002, p. 225-246; MORENO MARTÍNEZ, Pedro Luis. «El mobiliario escolar en los catálogos de material de enseñanza: consideraciones metodológicas», DÁVILA BALSERA, Paulí; NAYA GARMENDIA, Luis María (Eds.). *La infancia en la historia: espacios y representaciones*. Donostia: Erein, 2005, p. 342-355; MORENO MARTÍNEZ, Pedro Luis «La modernización de la cultura material de la escuela pública en España 1882-1936», ESCOLANO BENITO, Agustín (Ed.). *La cultura material en la escuela en el centenario de la Junta de Ampliación de Estudios, 1907-2007. II Jornadas científicas de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE)*. Berlanga de Duero: Centro Internacional de la Cultura Escolar, 2007, p. 45-74; MARTÍNEZ RUIZ-FUNES, María José; MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. «Los catálogos de material de enseñanza como recurso didáctico», ESPIGADO TOCINO, María Gloria et al. (Eds.). *Genealogía y desarrollo del sistema educativo liberal*. Cádiz: Universidad de Cádiz, 2013, p. 867-878; MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. «Los catálogos de material de enseñanza y la cultura material de la escuela. La colección del Centro de Estudios sobre la Memoria Educativa (CEME) de la Universidad de Murcia», MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. (Eds.) *Patrimonio y etnografía de la escuela en España y Portugal durante el siglo XX. Op.cit.*, p. 293-309; LÓPEZ MARTÍNEZ, José Damián; MARTÍNEZ RUIZ-FUNES, María José; MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. «Patrimonio, cultura material e innovación docente: propuestas y experiencias», *Educació i Història: Revista d'Història de l'Educació*, 26 (2015), p. 89-120; LÓPEZ MARTÍNEZ, José Damián. (Ed.). *Las ciencias en la escuela. El material científico y pedagógico de la Escuela Normal de Murcia*. Murcia: Servicio de Publicaciones de la Universidad de Murcia, 2012; MARTÍNEZ RUIZ-FUNES, María José. *La cultura material y la educación infantil en España. El método Froebel (1850-1939)*. Murcia: Universidad de Murcia, 2013 [PhD thesis supervised by Pedro Luis Moreno Martínez]; CARRILLO GALLEGO, Dolores. «Los catálogos de material escolar como fuente de la Historia de la Educación Matemática: el caso de los ábacos», *Historia y Memoria de la Educación*, 7 (2018), p. 573-613; CARRILLO GALLEGO, Dolores; MORENO MARTÍNEZ, Pedro Luis; SÁNCHEZ JIMÉNEZ, Encarna. «El Centro de Estudios sobre la Memoria Educativa (CEME) de la Universidad de Murcia y la investigación en historia de la educación matemática», *Historia y Memoria de la Educación*, 11 (2020), p. 615-646; CARRILLO GALLEGO, Dolores; OLIVARES CARRILLO, Pilar. «La difusión de los juegos de la Maison des Petits en España», *História da Educação*, 24 (2020), Published online. This article can be viewed at: https://www.scielo.br/scielo.php?pid=S2236-34592020000100505&script=sci_arttext (last consulted on 09-08-2020).

5.4. School spaces, architecture and furniture

The topic of school spaces and architecture has been looked into by history of education research in Spain, with Antonio Viñao being a standout contributor.⁶⁰ The work of Antón Costa and Pedro Luis Moreno on school furniture should also be mentioned.⁶¹ In terms of school architecture, there has been a growing interest in recent decades from architecture specialists, which has led to several PhD theses and articles in specialised journals.⁶²

5.5. School notebooks

This has been another fruitful area in the framework of school materials. Notebooks are also a product with a commercial side, as well as being a part of everyday school life. Information on highly diverse aspects on the syllabus and school practice can be gleaned from this resource: writing and drawing models

60 VIÑAO FRAGO, ANTONIO. «Del espacio escolar y la escuela como lugar: propuestas y cuestiones», *Historia de la Educación: Revista interuniversitaria*, 12-13 (1993-1994), p. 17-74; VIÑAO FRAGO, ANTONIO. «La renovación de la organización escolar. La escuela graduada», OSSENBACH SAUTER, Gabriela. (Ed.). *Psicología y pedagogía en la primera mitad del siglo XX*. Madrid: UNED, 2003, p.73-104; VIÑAO FRAGO, ANTONIO. «Templos de la patria, templos del saber. Los espacios de la escuela y la arquitectura escolar», ESCOLANO BENITO, Agustín. (Dir.). *Historia ilustrada de la escuela en España: dos siglos de perspectiva histórica*. Madrid: Fundación German Sánchez Ruipérez, 2006, p. 47-71; VIÑAO FRAGO, ANTONIO. «El espacio escolar: viejas cuestiones, nuevos escenarios», ESCOLANO BENITO, Agustín (Dir.). *Historia ilustrada de la escuela en España: dos siglos de perspectiva histórica*. Op. cit. p. 289-308; VIÑAO FRAGO, ANTONIO. «Escolarización, edificios y espacios escolares», *CEE Participación Educativa*, 7 (2008), p. 16-27.

61 COSTA RICO, ANTÓN. «Mobiliario, dotación y equipamiento escolar en el siglo XX», *Historia de la Educación: Revista interuniversitaria*, 16 (1997), p. 91-112; MORENO MARTÍNEZ, PEDRO LUIS. «El mobiliario escolar en los catálogos de material de enseñanza: consideraciones metodológicas», NAYA GARMENDIA, LUIS MARÍA; DÁVILA BALSERA, PAULÍ. *La infancia en la historia: espacios y representaciones*. Donostia: Erein, 2005, p. 342-355.

62 For example: RODRÍGUEZ MÉNDEZ, FRANCISCO JAVIER. *Arquitectura escolar en España (1857-1936)*. Madrid como paradigma. Madrid: Universidad Politécnica de Madrid, 2004 [PhD thesis supervised by Miguel Ángel Baldellou Santolaria]; MAYOL AMENGUAL, JAUME. *L'arquitectura escolar de Guillem Forteza (1917-1943)*. Barcelona: Universitat Politècnica de Catalunya, 2010 [PhD thesis supervised by Josep Quetglas Riusech]; MARTÍNEZ MARCOS, ANAYA. *Modernidad y vigencia en la arquitectura escolar de Barcelona y Valencia 1956-1968*. Barcelona: Universitat Politècnica de Catalunya, 2015 [PhD thesis supervised by Teresa Rivira Llobera]; GUTIÉRREZ TEJEIRO, CAROLINA. *Arquitectura escolar en Extremadura desde 1931 a 1936*. Badajoz/Cáceres: Universidad de Extremadura, 2017 [PhD thesis supervised by Miguel Ángel Martín Sánchez]; DURÁ GÚRPIDE, ISABEL MARÍA. «La arquitectura escolar de Martorell, Bohigas y Mackay: el modelo concentrado como oportunidad educativa», *Revista de Arquitectura*, 12 (2016), p. 71-80.

and templates, values and content, and didactic practice and resources. In recent decades, notebooks have been held in collections and exhibited.⁶³

5.6. *The representation of school materiality and educational practice*

Where materiality, symbolism and school culture come together, we find a set of sources that are characterised by dominant iconic aspects. Images can be didactic resources; they are elements present in the normal comings and goings at schools; can show a more or less idealised or realistic representation of school practice, and be propaganda or support tools for school identities. The focus on iconic sources by education historians has seen exponential growth in the last two decades. This is evidenced by the appearance of several single-issue journals, different conferences, congresses and seminars, and a large number of publications/articles.⁶⁴ Postcards linked to education and,

63 One of these exhibitions was held at the Centre for Educational Memory Studies at the University of Murcia (CEME) in 2017, and led to the following publication: CARRILLO GALLEGO, Dolores; LÓPEZ MARTÍNEZ, José Damián; MARTÍNEZ RUIZ-FUNES, María José, SÁNCHEZ IBÁÑEZ, Raquel; SÁNCHEZ JIMÉNEZ, Encarnación; VIÑAO FRAGO, Antonio. *Los cuadernos escolares: entre el texto y la imagen*. Murcia: Centro de Estudios sobre la Memoria Educativa. Universidad de Murcia, 2017. The work contains a wide bibliography. Below are some more recent publications: FERNÁNDEZ GÓMEZ, Elena. «Entre lo impreso y lo manuscrito: viaje por España de la mano de un manual y un cuaderno escolar», *Cabás*, 17 (2017), p. 68-95. The article may be viewed at: <http://revista.muesca.es/articulos17/395-entre-lo-impreso-y-lo-manuscrito-viaje-por-espana-de-la-mano-de-un-manual-y-un-cuaderno-escolar> (last consulted on 20-10-2020); MARTÍN FRAILE, Bienvenido; RAMOS RUIZ, Isabel. «La intrahistoria escolar reflejada en los cuadernos: cuadernos de la escuela de Moreruela de Tábara (Zamora)», *Studia Zamorensia*, 16 (2017), p. 61-77; CID FERNÁNDEZ, Xosé Manuel. «Evidencias de renovación pedagógica en los cuadernos escolares de una escuela rural gallega (1925-1927)», *Imágenes, discursos y textos en Historia de la Educación. Retos metodológicos actuales. XIX Coloquio de Historia de la Educación*. Alcalá de Henares: Fundación General de la Universidad de Alcalá, 2017, p. 334-337; MARTÍN FRAILE, Bienvenido; RAMOS RUIZ, Isabel. «Le cahier de roulement. Un recurso para la renovación pedagógica en tres momentos históricos de la escuela primaria española», *Revista Brasileira de História da Educação*, 18 (2018), Published online. The article can be viewed at: https://www.scielo.br/scielo.php?script=sci_arttext&pid=S2238-00942018000100208 (last consulted on 17-08-2020); MARTÍN FRAILE, Bienvenido; RAMOS RUIZ, Isabel. «La formación patriótica en los cuadernos escolares durante el franquismo: el Día de la Hispanidad», *Educació i Història: Revista d'Història de l'Educació*, 35 (2020), p. 17-46; MARTÍN FRAILE, Bienvenido; RAMOS RUIZ, Isabel. «Exposiciones de cuadernos escolares: una aproximación a la historia de la escuela», *III Foro Ibérico de Museísmo Pedagógico y V Jornadas Científicas de la Sociedad Española para el Estudio del Patrimonio Histórico Educativo*, 2020, p. 625-637.

64 In issue 15, published in the year 2010, the journal *Educació i Història: Revista d'Història de l'Educació* released a monograph entitled «Fotografia i història de l'educació», edited by Francisca Comas Rubí. In November 2014, the Societat d'Història de l'Educació dels Països de Llengua Catalana [History of Education Society of Catalan-Speaking Regions] held its 21st conference in Palma (Majorca) around the topic *Imatges de l'escola, imatge de l'educació* [School Images, A Portrait of Education]. The conference papers were published in the book: COMAS RUBÍ, Francisca; GONZÁLEZ GÓMEZ, Sara; MOTILLA SALAS,

particularly, the marketing of different schools, are another aspect linked to images that has been worthy of attention. The activities undertaken by the Virtual History of Education Museum (MUVHE) at the University of Murcia stand out in this regard.⁶⁵

5.7. *The teaching use of material aspects of education*

Materiality in education has clear potential as an educational tool for society in general, and especially for training future education professionals. The exhibitions are themselves evidence of the use of past education material in training.⁶⁶ Some papers have analysed the training possibilities of education heritage which, in certain instances, are supported by the potential offered by the *World Wide Web*.⁶⁷ In other cases, didactic material may offer a space of

Xavier; SUREDA GARCIA, Bernat. *Imatges de l'escola, imatge de l'educació*. Palma: Universitat de les Illes Balears, 2014. In issue 8, published in 2018, the journal *Historia y Memoria de la Educación* also included a monograph entitled «Fotografía, propaganda y educación» [Photography, Propaganda and Education], edited by Francisca Comas Rubí and María del Mar Pozo Andrés. The introduction included a comprehensive list of publications, research projects and scientific meetings on the topic up to that year. The 19th History of Education Colloquium should also be highlighted. It ran between 19th and 22nd September 2017 in San Lorenzo de El Escorial (Madrid), and was organised by the Spanish Open University (UNED), the University of Alcalá de Henares (UAH) and the Complutense University of Madrid under the title *Imágenes, Discursos y Textos en Historia de la Educación. Retos Metodológicos Actuales* [Images, Discourse and Texts in History of Education: Current Methodological Challenges]. As a result of this conference, the journal *Historia y Memoria de la Educación* published a new monograph in issue 10 (2019) under the same title, edited by Ana M. Badanelli and Sara Ramos. The work from the University of Vic group stands out with regard to documentaries and films. In 2018, the same topic was covered by a monograph in issue 31 of the journal *Educació i Història: Revista d'Història de l'Educació* which looked at history of education through films. The lecturers Josep Casanovas and Núria Padrós were the editors.

65 In turn, the exhibition *Tarjeta Postal Ilustrada y Educación (España, Siglos XIX-XX)* [Illustrated Postcards and Education (19th-20th-Century Spain)] organised at the MUVHE by the Centre for Educational Memory Studies (CEME) can be viewed at the following link: <https://www.um.es/muvhe/exposicion/tarjeta-postal-ilustrada-y-educacion/> (last consulted on 12-08-2020). The exhibition catalogue can also be viewed: VIÑAO FRAGO, Antonio; MARTÍNEZ RUIZ-FUNES, María José; MORENO MARTÍNEZ, Pedro Luis. *Tarjeta postal ilustrada y educación: (España, siglos XX y XXI). Exposición*. Murcia: Editum, 2016. The following is also useful to consult: DÁVILA BALSERA, Paulí; NAYA GARMENDIA, Luis María; ZABALETA IMAZ, Iñaki. «Internados religiosos: marketing del espacio a través de las memorias escolares en España durante el primer tercio del siglo XX», DÁVILA BALSERA, Paulí; NAYA GARMENDIA, Luis María (Coords.). *Espacios y patrimonio histórico-educativo*. Donostia: Erein, 2016, p. 183-208.

66 LÓPEZ MARTÍNEZ, José Damián; MARTÍNEZ RUIZ-FUNES, María José; MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN VICENTE, Ana. «Patrimonio, cultura material e innovación docente: propuestas y experiencias», *Op.cit.*

67 ÁLVAREZ DOMÍNGUEZ, Pablo; PAYÁ RICO, Andrés. «Patrimonio educativo.es: un espacio virtual de aprendizaje para el estudio del patrimonio educativo español», MORENO MARTÍNEZ, Pedro Luis; SEBASTIÁN

dialogue between past education theories and current school practice. This latter objective underlies certain recent research projects.⁶⁸

6. CONCLUSIONS AND REFLECTIONS

As has been shown, the interest in material sources has been one of the major driving forces for research in history of education in recent decades, both in Spain and other countries. This interest has been driven by the inclusion of educational objects and spaces in the framework of historical heritage. The increasing awareness in heritage conservation in general has led to support for research in history of education linked to materiality in schools.

This review of the state of the art leads us to believe that it is now the time to advance from studying objects and ways to conserve, catalogue and promote them, to using them as sources to look at old and new topics from different perspectives with the information they can provide. Material sources,

VICENTE, Ana. (Eds.). *Patrimonio y etnografía de la escuela en España y Portugal durante el siglo XX*. Murcia: SEPHE-CEME, 2012, p. 583-596; ÁLVAREZ DOMÍNGUEZ, Pablo; PAYÁ RICO, Andrés. «Patrimonio educativo 2.0: hacia una didáctica histórico-educativa más participativa y la investigación en red», *Cuestiones Pedagógicas*, 22 (2013), p. 117-140; ÁLVAREZ DOMÍNGUEZ, Pablo. «Los museos pedagógicos como espacios didácticos para difundir e interpretar el patrimonio histórico-educativo en tiempos difíciles: aproximación y apuntes para el futuro», *Revista América Patrimonio*, 6 (2014), p. 89-99; PAYÁ RICO, Andrés; ÁLVAREZ DOMÍNGUEZ, Pablo. «Pertinencia y posibilidades didácticas de un espacio de colaboración científica o red social para el estudio del patrimonio histórico-educativo», BADANELLI RUBIO, Ana María; POVEDA SANZ, María; RODRÍGUEZ GUERRERO, Carmen (Eds.). *Pedagogía museística. Prácticas, usos didácticos e investigación del patrimonio educativo*. Madrid: Universidad Complutense de Madrid, 2014, p. 333-340; PAYÁ RICO, Andrés; ÁLVAREZ DOMÍNGUEZ, Pablo. «Ús professional i possibilitats docents de les xarxes socials en la història de l'educació "HistoEdu": un espai de col·laboració científica», COMAS RUBÍ, Francisca; GONZÁLEZ GÓMEZ, Sara; MOTILLA SALAS, Xavier; SUREDA GARCIA, Bernat (Eds.). *Imatges de l'escola, imatge de l'educació*. Palma: Universitat de les Illes Balears, 2014, p. 459-468; PAYÁ RICO, Andrés; ÁLVAREZ DOMÍNGUEZ, Pablo. «Història de l'educació 2.0 i Història de l'e-Educació. Les TIC i les xarxes socials al servei de la docència històricoeducativa», *Educació i Història: Revista d'Història de l'Educació*, 26 (2015), p. 41-64; PAYÁ RICO, Andrés; MOTILLA SALAS, Xavier. «Web 2.0, social networks and the history of education in Spain: creating a scientific collaborative space (HistoEdu.net)», *History of Education & Children's Literature*, xli/1 (2016), p. 249-263.

⁶⁸ The History of Education Studies Group (GEDHE), coordinated by Sara González Gómez, at the University of the Balearic Islands (UIB) is developing the project «Elaboración de juegos y materiales didácticos en base al pensamiento pedagógico contemporáneo: una propuesta para acercar teoría y práctica en la formación inicial de los maestros de infantil y maestros en activo» [Producing Didactic Games and Materials based on Contemporary Pedagogy Approaches: A Proposal to Bring Theory and Practice Closer in Initial Teacher Trainer for Early Childhood Education and for Practising Teachers] (performance period: 2018-2021). This project is funded by the Regional Department for Education and University in the Autonomous Region of the Balearic Islands.

especially when appropriately contextualised, could improve our knowledge of highly diverse aspects from education in the past.

With a view to providing new value to material aspects in the history of schooling, we need to insist on what F. Herman, A. Van Gorp, F. Simon and M. Depaepe recommended in 2011 when they posited the need to further analyse the design, production, marketing, distribution, use and other circumstances behind school objects.⁶⁹ A series of factors that A. Viñao would term the following year, «the biography of the object».⁷⁰ This would help another area that requires exploration in order to move forward in a history that includes and values historical education objects: constructing new interpretation models and new narratives that include objects in wider instructive frameworks. Since we do not separate the strictly educational from the political, social, economic or other aspects when working with ideas and approaches, we should also not isolate the educational aspects of the use of objects in education since they have other lives and are linked to other areas of human activity (economics, politics, etc.). Once again, here and in other facets of modern history, an alignment with other sciences such as economics, ethnography and other branches of history such as archaeology or the history of industry and marketing is required.

We should also make objects dialogue with other sources, in order to ask more effective questions and improve the information we glean from them, opening up new perspectives for historical research. The complementary nature of sources, objects, texts, images and personal testimonials could truly enrich our interpretations of the past. All this should provide a way to reconsider topics that may have been overlooked due to our intense concentration on materiality in schooling, such as educational phenomena outside schools, the processes that shape teaching identities or the processes of change and modernisation in education. Material sources, in contrast to others, could open up new research perspectives into these topics.

Objects and materiality in education processes, and audiovisual alongside personal testimonials, provide wide visibility for the history of education, with its inherent advantages and disadvantages. These sources could likely be used

69 HERMAN, Frederik; VAN GORP, Angelo; SIMON, Frank; DEPAEPE, Marc. «The School Desk: from Concept to Object», *History of Education*, 40/1 (2011), p. 97-117.

70 VIÑAO FRAGO, Antonio «La historia material e inmaterial de la escuela: memoria, patrimonio y educación», *Educação*, 35/1 (2012), p. 7-17.

in manipulative ways to shape opinions and identities that serve the interests of those in power. Nonetheless, they may also be elements that facilitate communication between scientists and specialists, and the public at large. This open door to public history should be entered without misgivings, in an awareness that we may be heading into choppy waters. We should not allow the space that could be covered with contrasted information to be occupied by others with more flippant or malicious intentions. Collaboration between historians and communication specialists could be used for public assessment on our work and provide a way to disseminate the results of highly academic work.

As a final reflection, we should not overlook that historical research aims to discover, explain and interpret humanity's past in its entirety, and that old and new sources are merely clues, indications and testaments that we can question, with a view to improving our knowledge about what was happening in the past.