
WP 4: Testing the portal.
Writing History on line.

**GENDER IDENTITIES AND
POLITICAL POWER IN FRANCOIST
SCHOOL TEXTBOOKS (1940-1965)**

*Ana María Badanelli Rubio
Kira Mahamud Angulo
Miguel Somoza Rodríguez*

National University for Distance Education (UNED)
Madrid, Spain

Abstract

This paper aims to examine how school textbooks contributed to the construction of a particular national feminine and masculine identity during the Franco Dictatorship. The regime's National Catholic ideology impregnated and guided the life of the Spanish people and it deeply penetrated the school practices as well as the contents of school textbooks.

Abstract: Structure

The paper has been divided into three sections:

- 1° The first section approaches the construction of the feminine national identity through an analysis of the representation of motherhood in school manuals.*
- 2° The second section deals with the construction of the masculine national identity as an ideal, an ambition, and at the same time a frustration for Spanish men.*
- 3° The third section focuses on the construction of both mentioned gender identities through the analysis of images and illustrations.*

The common denominator is the emphasis laid on the emotions transmitted and found in both text and images as the key strategy through which children are taught, guided and persuaded to think, believe, feel, and behave in a certain manner according to their sex.

Construction of the e-essay: methodology

Each section contains:

1. Text, images, or both: there is an author for the main text of each section. Introduction and conclusion have been written together
 2. Links to external websites and pdf documents
 3. Links to the tools in WP 2: websites, bibliography, and the virtual library of the classics
 4. Links to the sources (school textbooks) in the virtual library of the MANES portal and from our own private collection of reproduced manuals.
 5. References and further reading (as annexes). Some of them have their own links to the digitised source
-

Example:

Excerpt from the introduction to the essay

“School textbooks emerge as key documents for historical-educational research and as valuable material components of the School Culture. The creation of a variety of national and international research centres devoted to this kind of research supports our claim. Both websites and similar ones can be found in the webliography (a + b) of the portal of the History on line project”.

Example:

Excerpt from the introduction to the essay

“Francoism, at the same time, recovered, adopted, supported, and maintained the traditional mentality of past centuries regarding the place, the role, and the education of women. Examples of this outlook can be found in two of the educational classics of the virtual library of classics of education. The first one is entitled “*The Science of Women at the Reach of Girls*” (1859). It displays the educational ideas of the pedagogue Mariano Cardenera. The second one projects the thought of Josepha Amar y Borbón, a relevant woman in the Enlightenment period in Spain, in her “*Speech on the Physical and Moral Education of Women*” (1790).

Example:

Excerpt from chapter 2

“The law of Primary Education in 1945 [1] constitutes a clear manifestation of the firm alliance between the Francoist regime and the most radical Catholicism”.

[1] Ley de 17 de julio de 1945 sobre Educación Primaria. Boletín Oficial del Estado, número 199, de 18 de julio de 1945.

Example:

Excerpt from chapter 2

“Education during this period has been the object of numerous investigations and, in fact, the study of textbooks and the ideology they transmitted has produced an increasing number and variety of publications [2]”.

[2] El centro de investigación MANES dispone de una colección de estudios (Proyecto MANES) publicados por la editorial de la UNED. Muchos de estos libros versan sobre la educación a través de los manuales escolares durante el franquismo.

Example:

Excerpt from chapter 3

“The crucial role of emotions is highlighted by Agustín Serrano de Haro, in the prologue of the famous book *Yo soy español* (*I am Spanish*), when he points out to educators that his objective is that children:

“empiecen a oír los nombres ejemplares y las gestas heroicas; que las cosas de Dios y de España entren, como sal de bendición, en la levadura germinal de sus conciencias. Mas no precisamente para que “sepan”. Todo no ha de consistir en saber; ¡también tiene su importancia el sentir! [...] Lo que importa es que la lección cale hasta lo hondo y deje las entrañas temblando de emoción” [1].

[1] SERRANO DE HARO, Agustín (1957). *Yo soy español. El libro del primer grado de Historia*. Madrid, Escuela Española, Hijos de Ezequiel Solana, pp. 5-6. Tenga en cuenta el lector que estamos ante la 17ª edición. La aprobación de la censura eclesiástica data de 1943.

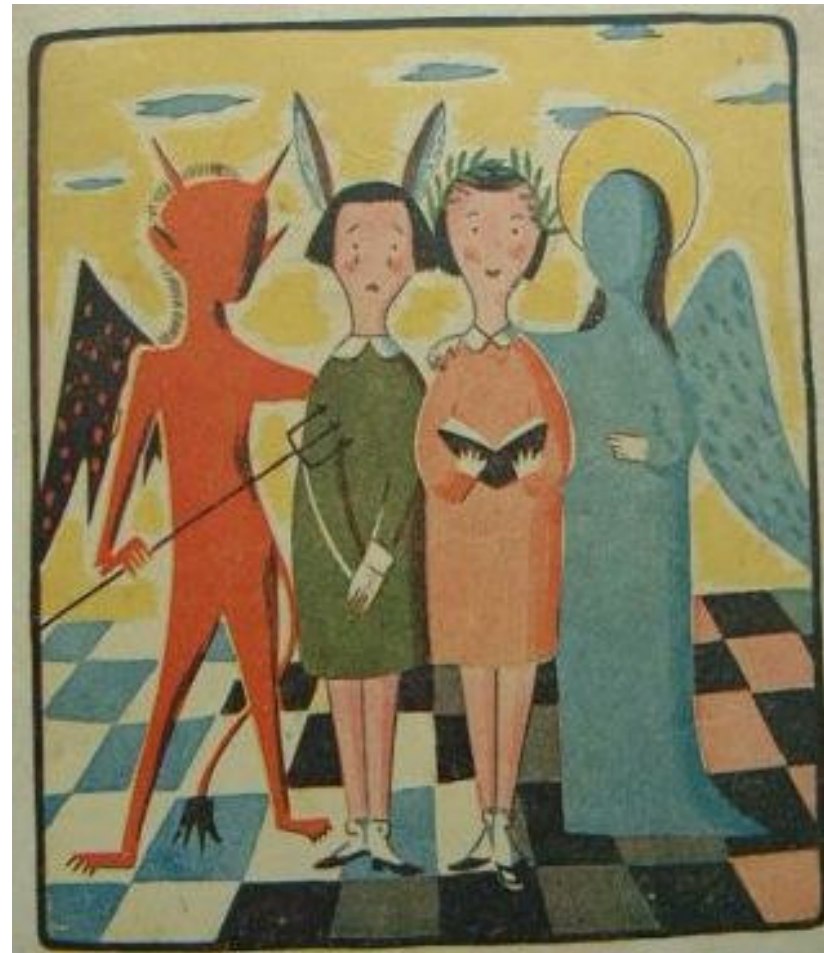
Example of link to illustration from a school textbook

Werner, Carmen:

Formación familiar y Social.

1º curso. 5ª edición.

Madrid: Sección Femenina de F.E.T.
y de las J.O.N.S. Departamento de Cultura,
1954.



Example of draft of the paper under construction

Go to the [text](#)

WP 4: Testing the portal

GENDER IDENTITIES AND POLITICAL POWER IN FRANCOIST SCHOOL TEXTBOOKS (1940-1965)

**Ana María Badanelli Rubio
Kira Mahamud Angulo
Miguel Somoza Rodríguez**

National University for Distance Education (UNED)
Madrid, Spain
