

# German Influences on the Spanish Academic Discourse in Educational Sciences between 1945 and 1990

Christian Roith

*The idiosyncrasy of national academic discourses in educational sciences and the flow of ideas between them is a topic, which has inspired some recent researches, even though it has not been treated very exhaustively. This study presents some results of an investigation into German influences on the Spanish academic discourse in educational sciences between 1945 and 1990. Considering the system theory as a tool, which makes it possible to widen the knowledge of educational science about itself, the research is based upon the idea that all communications between scientists, who represent a certain discipline, constitute the core of a scientific discourse. In this perspective, scientific disciplines appear as social-communicative networks of knowledge production, which regulate themselves. The basic element of the communication, which produces and reproduces the self-regulated context of the scientific discipline, is the publication. Insofar, this study assumes that scientific reviews reflect truly the condition of a discipline and uses their analysis as a method to survey the possible influence of a national academic discourse on another, i.e. how certain ideas cross the boundaries of their own reference system. These assumptions constitute the background for the quantitative and qualitative analysis of two important Spanish reviews, the Revista Española de Pedagogía and the Revista de Educación. The register of all authors and titles of any article, which contains the quotation of a German author, all quoted German authors and the titles of their works, all authors and titles related to German educational sciences and all reviews of books redacted by German authors allow quantitative statements about the presence of German influences on the Spanish academic discourse. Furthermore, the interpretation of some selected articles published by Spanish authors illustrates the quality of this reception. The analysis of these data shows as the most important result that the quantity and frequency of quotations of German authors in both Spanish reviews are positively related to the presence of a relatively small group of Spanish educationists among the authors of their articles. A prosopographic approach to these authors discovers that they share certain characteristics, as for example a high interest in the German academic discourse, often due to longer stays at German universities. The interpretation of some selected articles identifies different types of reception of the German discourse. Next to a small number of articles, which reflect the quoted ideas correctly in their context, there are a large number of studies, which use the quotations of German literature only in order to strengthen their own point of view without regarding the original context of their sources. These cases shed a light upon the structural differences between the German and the Spanish academic discourse in educational sciences and illustrate the difficulties for the exchange of educational ideas between different national debates.*

## Introduction

The main topic of this article is the crossing of ideas in the field of educational sciences from one virtual space, i.e. a national academic discourse, into another. The reported research on a very specific subject in the scope of this larger object, i.e. the scrutiny of the German influences on the Spanish academic discourse in educational sciences, assumes several conditions, which constitute the basic pillars of this investigation. The first idea, which has to be mentioned in this context, is that there are different national academic discourses with a particular idiosyncrasy. Célestin Bouglé stated that “it cannot be denied that the social sciences, more than other academic disciplines, maintain the seal of their social origin. It is possible to distinguish between a German, French or US-American sociological study at first sight”.<sup>1</sup> This seems to be possible regardless of the language of publication, because the intellectual orientation of these studies would be different; the American scientist would be worried about the practical use of his study for the society, the

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<sup>1</sup> Bouglé, Célestin: «Les sciences sociales en France», in: *Zeitschrift für Sozialforschung* 6, núm. 2, 1937, p. 401-402.

German sociologist would base his reflections on the Hegelian theory and the French scholar would derive his conclusions from a positivist background according to Bouglé.

This difference is due to intellectual traditions and institutional environments, which derive from diverse national and socio-cultural contexts. The systematic comparative research of this phenomenon is relatively recent and starts approximately in 1970. The most promising studies in this context borrow their conceptual tools from the system theory<sup>2</sup>, which offers a model of interpretation of social phenomena that can be easily adapted to the purpose of the presented study. The concept of discourse, although its use has been slightly inflationary lately, deserves a special attention in this context. According to the terms of the mentioned system theory, a scientific discourse can be defined as the sum of all communications between scientists, who represent a certain discipline. In this perspective, scientific disciplines appear as social-communicative networks of knowledge production, which regulate themselves<sup>3</sup>. These basic ideas allow their translation into the design for a research by considering the *publication* as the basic element of the communication, which produces and reproduces the self-regulated context of the scientific discipline<sup>4</sup>. Insofar, this study assumes, along with other research projects<sup>5</sup>, that scientific reviews reflect truly the condition of a discipline. The analysis of these reviews is not only an ideal method to produce reasonable statements about the idiosyncrasy of different national academic discourses, but can also be used to examine a smaller problem: the possible influence of a national academic discourse on another, i.e. how certain ideas cross the boundaries of their own reference system.

Nevertheless, the construction of the theoretical foundations of this research with the help of the system theory requires a critical commentary, because the application of this theory implies the acceptance of some inherent weak points. If one of the convincing strong points of the system theory, which derives its concepts from cybernetics, lies in the production of new and sometimes surprising knowledge about social phenomena<sup>6</sup>, the tendency of their representatives to limit their studies to a mere description of the social reality could be considered as an important weak point, which led in the past to the accusation that the system theory favours a “neoconservative affirmation of the social modernity”.<sup>7</sup> The present study tries to compensate this weakness by also taking into account some of Foucault’s reflections into the concept of discourse. After a quite neutral definition of this concept in his early works<sup>8</sup>, he starts to understand discourses as secondary with regard to power systems in his outstanding study on *madness* as a discursive object in psychopathology in the XIX<sup>th</sup> century<sup>9</sup>. One of his most interesting hypotheses is

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<sup>2</sup> See Luhmann, Niklas: *Soziale Systeme*, Frankfurt/Main, Suhrkamp, 1984.

<sup>3</sup> Hofstetter and Schneuwly refer to this concept in their introduction to a special number of *Paedagogica Historica* on the history of educational sciences, see Hofstetter, Rita; Schneuwly, Bernard: «Introduction. Educational Sciences in Dynamic and Hybrid Institutionalization.» in *Paedagogica Historica*, Volume 40, Nos. 5 & 6, October 2004, p. 575/576.

<sup>4</sup> “Die Disziplin bildet somit ein Kommunikationsnetzwerk, das eine Diskurskonstellation hervorbringt, die durch Publikationsmöglichkeiten, wissenschaftliche Veranstaltungen und verbandsmässige Zusammenschlüsse gewährleistet wird.“ Hofstetter, Rita; Schneuwly, Bernard: «Einleitung. Entstehung und Entwicklung der Erziehungswissenschaft. Herausforderungen und aktuelle Fragen.» in Hofstetter, Rita; Schneuwly, Bernard (Ed.): *Science(s) et l’éducation 19<sup>e</sup> – 20<sup>e</sup> siècles. Entre champs professionnels et champs disciplinaires. Erziehungswissenschaft(en). 19. – 20. Jahrhundert. Zwischen Profession und Disziplin*. Bern: Peter Lang, 2002, p. 39.

<sup>5</sup> The methodological design of this study is inspired by researches of Jürgen Schriewer and Edwin Keiner, especially by the following: Schriewer, Jürgen, Keiner, Edwin (1992): «Communication Patterns and Intellectual Traditions in Educational Sciences: France and Germany», en *Comparative Education Review*, n° 36, 1992, p. 25 – 51.

<sup>6</sup> A fact, which is even recognized by strong opponents of this theory, see Habermas, Jürgen: *Der philosophische Diskurs der Moderne*, Frankfurt/Main, Suhrkamp, 1991.

<sup>7</sup> Habermas, Jürgen: *op. cit.*, p. 411.

<sup>8</sup> See Foucault, Michel: *L’archéologie du savoir*, Paris, Editions Gallimard, 1969.

<sup>9</sup> See Foucault, Michel: *Surveiller et punir. La naissance de la prison*, Paris, Editions Gallimard, 1975.

that human sciences – among them educational sciences – constitute a context with practices of an isolation kept under surveillance, i.e. modern technologies of domination would derive from the scientific discourse in these disciplines. Foucault's complex studies can contribute to understand the national academic discourses, which make up the main object of interest of the reported research, not only neutrally, but also as phenomena, which justify the exercise of power; as such, they lose their quality as mere objects of description, becoming subject to a political criticism of their function<sup>10</sup>.

This perspective, which is inspired by the French theorist's works, is suitable to widen the approach, which can be found in several studies that try to determine the structure of national academic discourses in educational sciences, using the analysis of scientific reviews as the prevailing method<sup>11</sup>. The decision to use a modified version of this method in order to produce reasonable statements on the influence of the German educational discourse on the Spanish debate implies the problem, which Spanish educational reviews should be chosen for their analysis. These reviews have to fulfil the criterion to be as representative as possible for the Spanish academic discourse in educational sciences. Unfortunately, studies, which establish a ranking of Spanish educational reviews – as they exist for the German case, where all authors emphasize the importance of the *Zeitschrift für Pädagogik*<sup>12</sup> – are not available, but some informal inquiries made among professors for educational sciences in Spain, a bibliometric study<sup>13</sup> and a doctoral thesis<sup>14</sup> justify the election of the *Revista Española de Pedagogía* and the *Revista de Educación* for this purpose. The following sections present in the first place a summary of the most important characteristics of each review, then a description of the methods, which were applied to realize the proposed quantitative analysis – slightly different for each review because of structural discrepancies between them – and their results, a summary of the interpretation of several articles, taking into account the main theme of the research, and, at the end, try to draw some conclusions from both, quantitative and qualitative, analysis.

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<sup>10</sup> Being aware, for example, that the historical discourse in favour of a humanitarian reform of social institutions goes along with a simultaneous increase of the social control, as Foucault shows in the mentioned study.

<sup>11</sup> For example: Tenorth, Heinz-Elmar: «Transformationen der Pädagogik - 25 Jahre Erziehungswissenschaft in der Zeitschrift für Pädagogik» in *Zeitschrift für Pädagogik-Gesamtregister*, Beltz Verlag, Weinheim/Basel, 1986. Keiner, Edwin: *Erziehungswissenschaft 1947 – 1990. Eine empirische und vergleichende Untersuchung zur Kommunikationspraxis einer Disziplin*, Weinheim, Deutscher Studien Verlag, 1999. Hofstetter, Rita; Schneuwly, Bernard: «Institutionalisation of Educational Sciences and the Dynamics of Their Development», in *European Educational Research Journal*, Volume 1, Number 1, 2002, offer some excellent reflections on this approach, specially on p.12 ff. Most recently, several studies published in Charle, Christophe; Schriewer, Jürgen; Wagner, Peter: *Transnational Intellectual Networks*, Frankfurt, New York, Campus Verlag, 2004.

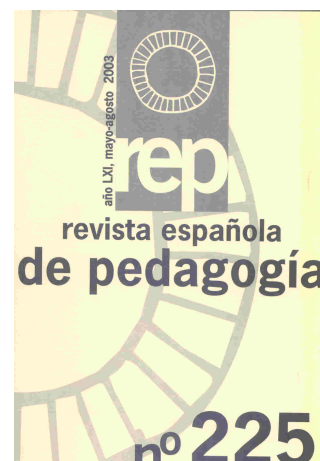
<sup>12</sup> See Tenorth, Heinz-Elmar; Oelkers, Jürgen: «50 Jahre 'Zeitschrift für Pädagogik'» in *Zeitschrift für Pädagogik*, Jahrgang 50, Heft 6, November/Dezember 2004, p. 8 - 15

<sup>13</sup> See Calatayud Soler, R.; Sala Such, E.: «Cincuenta años de vida de la revista española de pedagogía: una aproximación bibliométrica», en *Revista Española de Pedagogía*, año L, nº 192, mayo – agosto, 1992, p.271 - 288

<sup>14</sup> González González, Manuel, A.: *Sentido y alcance de la Revista Española de Pedagogía en la educación española durante el régimen de Franco (1943 – 1975)*, Universidad de Oviedo, 1996, unpublished.

## The characteristics of the *Revista Española de Pedagogía*

The *Revista Española de Pedagogía* was founded in 1943 and edited by the institute *San José de Calasanz*, which depended from the Spanish Superior Council for Scientific Investigations. The creation of this review can be regarded as a response of the winning forces in the Spanish Civil War, even in its title, to the *Revista de Pedagogía*, the representative organ of the International League of New Education in Spain, which was founded by Lorenzo Luzuriaga in 1922 and closed in 1936 due to the ongoing conflict. Three editions of the review are published annually, four editions before 1988. A declaration of intentions, included in the first number of the review, defines the following aims: ... “to open her pages for those, whose scientific vocation has led them to cultivate pedagogy ... (and to treat) fundamental educational problems.” The basic intention of the review’s editors seems to be the establishment of a platform for the academic educational discussion under the political circumstances of the historical period in Spain, which was characterized by the isolation of the country and the repression of all dissidents after the victory of the nationalist forces in the civil war. The editing committee shows an outstanding stability: the first director, Víctor García Hoz<sup>15</sup>, was in charge of the review from 1943 until 1982, when José Antonio Ibáñez-Martín<sup>16</sup> took over this responsibility.



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The formal structure of the *Revista Española de Pedagogía* is similar to other scientific reviews in the field of social sciences: under different categories throughout the years, extended articles or studies are published, just as articles about more limited themes, documents, information about educational activities and book reviews. The research of Catalayud and Sala on the productivity of the authors identifies a usual profile for a scientific review: Only a few authors (five) publish 17.06% of the articles, whereas the majority of the authors (68.65%) is responsible for only 30.35% of the review’s content<sup>17</sup>. This profile allows the conclusion, according to the mentioned study, that the *Revista Española de Pedagogía* was during a long period the most important academic review for educational sciences in Spain and, subsequently, a first class platform for the debate in this area.

The contents of the articles, which were published in the *Revista Española de Pedagogía* until 1990, can be assigned to the following categories: In the first place, there are general

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<sup>15</sup> Víctor García Hoz (1991 – 1998), a conservative catholic educationist and active member of Opus Dei (see his enthusiastic article «A contracorriente», *El Sol*, 26/06/1996 on the beatification of Josemaría Escrivá, the founder of this sect) defended his doctoral thesis on the concept of the “Ascetic Fight in Young People’s Education” in 1940, becoming thus the first doctor in educational sciences in Spain after the end of the civil war. He was secretary of the educational institute *San José de Calasanz* from 1941 to 1945, when he was appointed its director and remained in this position until 1981. The director of the Spanish Superior Council for Scientific Investigations at that time was another outstanding member of the Opus Dei, José María Albareda. García Hoz’s educational writings focused on the principles of a systematical educational science and his quite authoritarian concept of personalized education. Furthermore, he was the first director of the Institute for Educational Sciences at the Complutense University of Madrid and member of the Spanish Royal Academy for Moral and Political Sciences, among other numerous academic activities.

<sup>16</sup> Son of José Ibáñez Martín, minister of National Education under Franco’s dictatorship from 1939 to 1951, who was a militant representative of the so called national-catholic ideology and responsible for the purges among republican teachers and professors after the civil war. José Ibáñez-Martín son is, just like his predecessor as director of the review, Víctor García Hoz, a member of Opus Dei and professor of theory and history of education at the Faculty of Education at the Complutense University of Madrid since 1980. For further details see <http://www.ucm.es/info/quiron/edmoral/DIRECTOR.htm>

<sup>17</sup> See Calatayud Soler, R.; Sala Such, E.: *op.cit.*, p.278/279

studies about questions, which belong to the area educational sciences (20.48%), then articles about history of education or comparative education (18.63%) and didactics (18.44%). Themes from the areas biology, psychology and sociology occupy the fourth place (9.55%), and then follow articles about school organization (8.90%), experimental pedagogy (8.43%), theology and philosophy of education (8.06%), individual education (3.80%), personal orientation and assessment (2.83%) and, finally, familiar and environmental education (0.83%).

The data, which the mentioned bibliographic study offers, allow to conclude that the *Revista Española de Pedagogía* is a very important periodical academic publication, which represents the Spanish discourse in educational sciences to a high degree, so that its analysis promises not only answers to the question of the German influence on this debate, but also the elaboration of hypotheses on the condition of the academic educational sciences in Spain.

## Methods of analysis and results

The intention of the quantitative research was in the first place to create a database, which informed about the German influence on the Spanish educational discourse during the period between 1945, the end of the Second World War, and 1990, the end of the Cold War; the register of the data went in the case of the *Revista Española de Pedagogía* beyond the established time limit in order to capture also the influence shortly before and after these years. The following data were registered from the first number of the *Revista Española de Pedagogía* (Año I, Enero – Marzo 1943, n° 1) until the number 198 (Año LII, Mayo – Agosto 1994, n° 198):

- The author or the authors and titles of all articles, which included at least one quotation of a work, which was written by a German author<sup>18</sup>.
- All quoted German authors and the titles of the quoted works.
- All authors and titles of articles about themes, which were related to German educational sciences.
- All articles of German authors.
- All reviews of books, which were written by German authors.

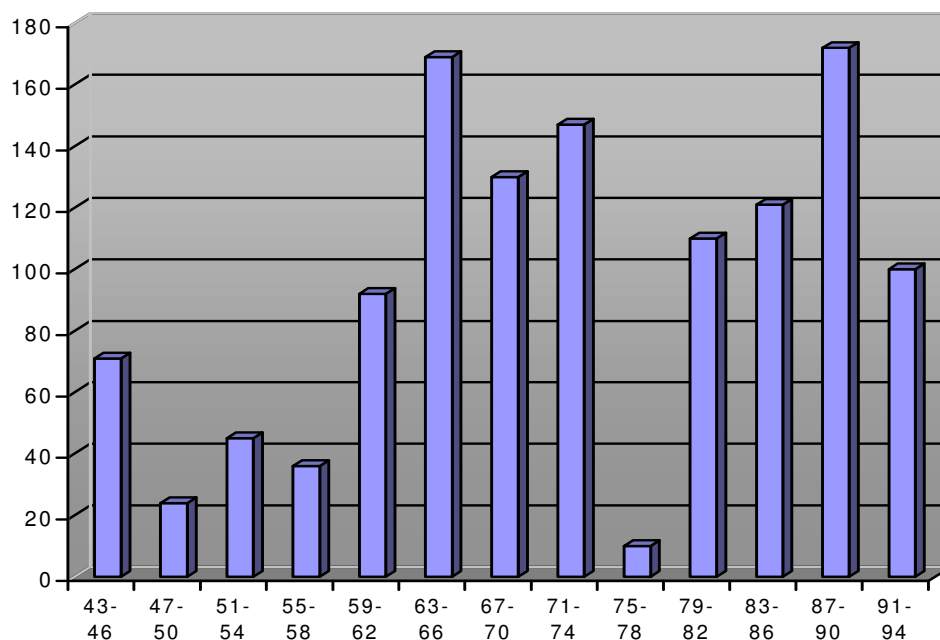
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<sup>18</sup> In the context of the presented research, the adjective “German” has to be understood as a cultural and not so much as a political term. Even though the identification of an author as “German” is quite evident in most cases, this condition could be doubted for some authors, who were registered under this category. In order to illustrate the wideness of the concept, the following examples may serve: Theodor W. Adorno and Max Horkheimer are considered German authors, even though the national-socialist regime forced them into exile in the USA, where they spent a long time teaching and publishing in English and even accepted the US-American citizenship. Classical authors, who published their works in German before the existence of a unified German state, as Hegel or Kant, are considered German authors. Citizens of the former German Democratic Republic have been regarded as German authors. Unfortunately, both Spanish educational reviews only contained a negligible number of quotations of East German authors (as a comparison of the list of authors, who were registered for this study, with Horn’s detailed research on East German professors of educational sciences shows, see Horn, K.-P.: *Erziehungswissenschaft in Deutschland im 20. Jahrhundert. Zur Entwicklung der sozialen und fachlichen Struktur der Disziplin von der Erstinstitutionalisierung bis zur Expansion*, Bad Heilbrunn/Obb., Verlag Julius Klinkhardt, 2003, 93 - 112) – only Theodor Litt, professor at the University of Leipzig from 1945 to 1947, and Peter Petersen, professor at the University of Jena from 1945 to 1951, worked during a short time in East Germany and were quoted in the Spanish reviews, even though they published their most important works before the division of the two German states. Therefore, the conclusion may seem justified that the Spanish academic discourse was separated from the socialist East German discourse and, in general, from the East European academic discourses in educational sciences.

All data were processed in two lists: The first list contained the names of all authors of the *Revista Española de Pedagogía*, who quoted works of German authors in their articles, together with the number of quotations in periods of four years. A second list registered all German authors, who were quoted in the *Revista Española de Pedagogía* with the number of quotations in the established period.

A total number of 1,123 articles, signed by 496 authors, were published in 198 editions of the *Revista Española de Pedagogía* from 1943 until 1994. In 191 articles, i.e. 17.00%, at least one quotation of a work written by a German author is included. 106 authors, i.e. 21.37%, sign these articles. 1,227 quotations of works written by German authors can be identified in the established period. The development of the total number of quotations during different periods shows the following characteristics: There is a relatively high number in the first period (1943 – 1946, 71 quotations), followed by the lowest number in the next period (1947 – 1950, 24 quotations). This low level is maintained until the beginning of the sixties, when the number of quotations increased considerably (1959 – 1962, 92 quotations). The second highest number of quotations is reached between 1963 and 1966 (169 quotations). A high level of quotations, i.e. between 100 and 150 quotations in every four years period, is maintained until the last researched period with only two exceptions: The lowest number of quotations is located in the period between 1975 and 1978 (10) and the highest number between 1987 and 1990 (172).

**Total number of quotations of German authors in the *Revista Española de Pedagogía***



Nevertheless, it would not be correct to equate a high number of quotations of German authors with a high influence of the German discourse in educational sciences on its Spanish counterpart. The total number of quotations in a four years period is a value, which has been influenced by many factors. Therefore, it seems reasonable to introduce an additional criterion for the interpretation. The influence of a German author should be

considered more important, if his works are quoted in different periods, and the interest of an author, who published his studies in the *Revista Española de Pedagogía*, to reflect the German theoretical production has to be considered deeper, if the author includes these references during several periods in his works.

Only five of the 106 authors, who include quotations of German authors in their articles, quote these references in more than two periods. It is interesting that both directors of the review belong to this group. This result indicates that the appearance of references to German literature in the *Revista Española de Pedagogía* depends decisively on the fact, if certain Spanish authors publish their studies in a determined period or not. A complete prosopographic research on these authors would be desirable, because it could illuminate the process of the reception of a certain scientific discourse in a different context. As this study has not been realized until now, it is only possible to offer some speculations on the profile of a typical Spanish author, who includes references to German literature in his articles. Some available information on the biographies of several authors of articles in the *Revista Española de Pedagogía* allows identifying the following characteristics: Among the regular Spanish authors, who reflect the German scientific production in their works, are quite a few, who have realized a part of their studies at German universities. Also a good knowledge of the German language, which is not very usual among Spanish educationists, favours the reception of literature, which has been published in this language. On the other hand, it is also imaginable that Spanish scholars, who do not fulfil the mentioned criteria, include references to German literature in their works. The translations of German educational literature, not only into Spanish, but also into other European languages, have increased in the last two decades, being therefore also accessible for Spanish educationists, who do not belong to the small group of authors, whose biographies show a close contact with the German academic culture.

The analysis of the list of German authors, whose works are quoted in the pages of the *Revista Española de Pedagogía*, allows some statements on the characteristics of the reception of the German discourse in educational sciences in Spain. 318 German authors are quoted in the review between 1943 and 1994; 216 of these authors, i.e. 67.92%, appear with only one quotation. The remaining authors can be classified in two categories: There is a punctual interest for certain German authors, who appear in one period with a high number of quotations. Authors such as the sociologist Karl Mannheim, but also philosophers as for example Karl Marx, Karl Popper, Paul Feyerabend or G.W.F. Hegel, belong to this group. The second category is constituted by authors, who are occasionally quoted in numerous periods. Authors of this type are, for instance, Wilhelm Dilthey, Eduard Spranger, Otto Willmann, Karl Jaspers, Max Scheler, Immanuel Kant, Ernst Meumann, Otto Bollnow, Johann Friedrich Herbart, Herman Nohl, Martin Heidegger, Paul Barth, Martin Buber and Georg Kerschensteiner. If we compare the mentioned list of authors with a study of the most frequently quoted authors in the German *Zeitschrift für Pädagogik*, it is possible to find some coincidences – for instance, a certain preference for classical authors, such as Dilthey, Pestalozzi, Kant and Hegel –, but also important differences. German authors, who represent the tendency of the critical theory of education, which becomes quite important in the seventies and eighties, are occasionally quoted in the *Revista Española de Pedagogía*, but these references never acquire the same weight in Spain as in the German discourse.

In my opinion, the presented data allow the preliminary conclusion that the Spanish authors of the *Revista Española de Pedagogía* do not reflect systematically the structure of the German academic discourse in educational sciences. It seems that the Spanish educationists recur to quotations of German literature, if the contents of these works support their own argumentation, which is located in the Spanish educational discourse, whose structure differs from the German. The remaining registered data reinforce this impression: There

are only twelve articles on themes related to German educational sciences, which were published by Spanish authors during the whole period. Most of these studies appear in the sixties and seventies, being the last one an article published in 1974. Seven articles written by German authors can be found in the *Revista Española de Pedagogía*, seven in a translation into Spanish, one in an English version. These studies focus on two themes only: educational aspects in the works of determined authors (Dilthey, Mannheim, Hegel, Foerster, Marx) or studies on institutional aspects of the education systems in German speaking countries. Reviews of books written by German authors are quite regular in the *Revista Española de Pedagogía*: A total number of 67 are commented in the pages of the review's corresponding section. Even though the authors and the themes of these books are diverse, it seems that translations of German books into Spanish prevail and, among them, those promoted by the publishing company Herder<sup>19</sup> in Barcelona. Therefore, the book reviews in the *Revista Española de Pedagogía* show a tendency to reproduce a slightly unilateral view of the German discourse in educational sciences; the last six book reviews refer to the works of the same author, Wolfgang Brezinka, who is well known for his defence of an extremely conservative position in the academic debate of his home country, which meets the approval of his Spanish colleagues.

If we relate all the registered data to each other, it is possible to offer the following general description of the development of German references in the articles of the *Revista Española de Pedagogía*: In the first years of its existence, the authors quote German scholars quite frequently, reproducing the model of a national socialist pedagogy, which was predominant in Germany at the time. The articles, which were published in the *Revista Española de Pedagogía*, reflect the ideology of the winning fascist forces and show above all two intellectual tendencies: A national catholic tendency, which borrows a part of its ideas from National Socialism, and an empirical tendency, which illustrates the requirements of the dominating political ideology with a pseudoscientific vocabulary. The defeat of Hitler's Germany and the discovery of the horrible crimes, which her followers had committed, seem to cause a certain intellectual disorientation among the *Revista Española de Pedagogía*'s authors. In the first years after the war, the Spanish authors avoid references to German literature. It is not before the beginning of the sixties that the quotations of German works start to surpass the numbers of the first period. From then on, the number of quotations of German literature maintains a quite high and stable level with just one exception (1975 – 1978), which could possibly be explained as a statistical artefact.

### **The quality of the reception of the German academic discourse in educational sciences in selected articles of the *Revista Española de Pedagogía***

As mentioned in the preceding section, neither the mere number of quotations of German literature in the *Revista Española de Pedagogía*, nor the quantitative analysis of the quoted German authors is suitable to describe exactly the influence of the German discourse in educational sciences on its Spanish counterpart. A necessary complement is the interpretation of some selected articles, which were published in this review, in order to understand the quality of the reception of the German discourse in Spain. Taking into account the prevailing aims of our study, in the first place, this interpretation should be realized in order to determine, in which way the respective authors reflect the quoted German literature. The following hypotheses on the types of reception, which could be expected in the articles of the Spanish review, were established before the interpretation of

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<sup>19</sup> Herder in Spain is, just as its controlling company in Germany, a catholic-oriented publishing house. This might explain its excellent relationship with the *Revista Española de Pedagogía* and its preference for the translation of the works of conservative catholic educationists as Wolfgang Brezinka.



some selected articles; these hypotheses were open, i.e. subject to modifications depending on the acquisition of new knowledge in the course of the qualitative analysis.

- It is possible that a Spanish author informs about the existence of certain ideas, which belong to the German discourse in educational sciences, from a position of scientific distance, reproducing them correctly in their context and explaining their relation to his own argumentation, avoiding as far as possible to evaluate them.
- The respective author of a study may expose the theoretical conceptions of a German educational theory, accept and modify these ideas in accordance to the theme that he is treating.
- A Spanish author can refer to ideas that proceed from the German academic discourse and reject them.

The article «*La "pedagogía del éxito" y la educación como proceso de autonomía*»<sup>20</sup> by Federico Gómez Rodríguez de Castro<sup>21</sup> contains several references to the German critical theory of education. The author borrows conceptual tools from this theory in order to revise some requirements of the so-called “pedagogy of success”. He criticizes the “intention to select, which is present in educational plans” and warns against the “myth of the Gauss curve”. Against these conceptions, the author understands education as a process of personal autonomy and illustrates this idea with quotations of Horkheimer and Habermas. In general, the mentioned article assumes the referred ideas, which proceed from the German critical discourse in educational sciences, and adapts them to the theme of his study.

Maria Victoria Gordillo Alvarez-Valdés<sup>22</sup> discusses in her article «*El problema de la relación entre teoría y práctica en educación según el pensamiento alemán contemporáneo: consecuencias para la orientación educativa*»<sup>23</sup> a theme, which was very popular among German educationists, who understood their discipline as a “spiritual science” (Geisteswissenschaft), following the classical definition introduced by Wilhelm Dilthey. The author presents numerous references to classical authors (Derbolav, Bollnow, Weniger, Spranger) in this context and also some comments, which proceed from the critical and Marxist theory of education. The main point of her argumentation is a warning against the danger that an exclusively historical sociological theory of education would lose its influence on the educational practice. According to the author, the solution of this possible dilemma lies in the personality of the teacher, who has to unify practical abilities and theoretical reflections by learning an “educational thinking” and an “educational delicacy”. Insofar, Gordillo Alvarez-Valdés develops her arguments in terms of the classical concept of pedagogy as a spiritual science with some complements borrowed from personalism. She also quotes some critical theorists, but without informing the reader about the differences between the mentioned conceptions; the critical theory of education appears in her article as a mere continuation of the classical concept. In this case, the author refers legitimately to different sources located in the German discourse in order to promote and illustrate her own argumentation without the intention to clarify the differences that exist between the mentioned theoretical tendencies.

A quite interesting reception of a certain tendency in the German academic discourse, the critical theory of education, can be found in Fernando Bárcena Orbe's<sup>24</sup> article «*El*

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<sup>20</sup> Revista Española de Pedagogía, Año XLII, nº166, Oct - Dic 1984, p.487 – 499.

<sup>21</sup> Former professor of theory and history of education at the Open University in Madrid. He studied some years at the University of Munich and attended several German universities during his academic career.

<sup>22</sup> Professor at the Faculty of Psychology at the Complutense University of Madrid, specialized on child development and educational psychology.

<sup>23</sup> Revista Española de Pedagogía, Año XLII, nº167, Ene - Mar 1985, p.17 - 35

<sup>24</sup> Professor of theory and history of education in the Faculty of Education at the Complutense University of Madrid.

*sentido de la capacidad de escucha en la educación: acerca de la docilidad y la tarea educativa*<sup>25</sup>. The author apparently recognizes the educational objectives of the critical theory and uses the corresponding vocabulary – authentic autonomy, emancipation and majority – in order to fill these concepts with a sense, which is totally opposed to the intentions of the representatives of this tendency. Whereas the German followers of the critical theory of education<sup>26</sup> emphasize the importance of developing the ability to criticize at any moment during the educational process, the author defends the idea that docility is a necessary condition in order to acquire maturity. According to the author, docility implies the recognition of “the moral authority of the educator” and the practice of virtues. Bárcena Orbe applies the strategy of the so-called neoconservative pedagogy<sup>27</sup>: he presents a secondary virtue as docility, defined as the ability to listen, as a primary educational objective. By using concepts, which proceed from the German discourse in educational sciences, in particular the critical theory of education, the author tries to reanimate an old-fashioned authoritarian understanding of education through refurbishing his central concepts such as “docility, authority and virtue” with an apparently modern vocabulary.

The interpretation of this small sample of articles, which were published in the *Revista Española de Pedagogía*, shows in the first place that all possible types of reception of the German academic discourse can be found in this review: a correct description of different tendencies in the German educational debate and the acceptance of certain demands, which a tendency in this discourse claims, a neutral information about different tendencies and the use of a vocabulary, which proceeds from the German educational debate, in order to modernize a rhetoric that defends old-fashioned authoritarian ideas in the education theory, implying the rejection of the quoted conceptions. In my opinion, the qualitative analysis of some selected articles is suited to reinforce a conclusion, which was presented in the context of the quantitative analysis of the German references in the *Revista Española de Pedagogía*: The majority of the Spanish authors in this review is not interested in reflecting or informing on the relation between different tendencies in the German academic discourse in educational sciences, but uses these sources in order to quote texts that promote their own argumentation, which is located in the Spanish educational debate.

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<sup>25</sup> Revista Española de Pedagogía, Año XLV, nº176, Abr - Jun 1987, p.183 - 206

<sup>26</sup> See, for example, Klafki, Wolfgang: *Neue Studien zur Bildungstheorie und Didaktik*, Weinheim und Basel, Beltz Verlag, 1985 (in order to mention only one of numerous publications of one of the most important representatives – among many others – of the critical theory of education).

<sup>27</sup> See Fend, Helmut: *Die Pädagogik des Neokonservatismus*, Frankfurt/Main, Suhrkamp, 1984.

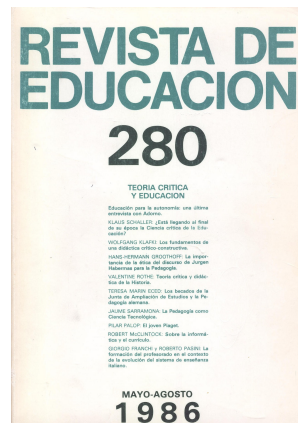
## The characteristics of the *Revista de Educación*

The *Revista de Educación* was founded in 1952, edited by the service of publications of the Spanish Ministry for National Education. At the beginning, the intention was not so much to create a platform for academic discussion, but a review with a practical and administrative orientation. The following themes are mentioned in the first number as central to the editors' attention: "Sociology of education, didactics for secondary schools and university, school organization, vocational training".<sup>28</sup> In the early years of its existence, the review appears as a publication, which depends from an official organism of the Spanish state with a quite limited range of themes.

Another outstanding characteristic of the review is its high degree of instability: The complete staff, including director, secretary and editing council, is subject to continuous changes. These frequent personal changes influence on the numerous variations of the review's format, its internal structure and the published numbers each year. For instance, there are modifications of the editorial staff in 1956, 1969, 1973, 1977, 1979, 1986 and 1993. The format changes from a relatively small booklet at the beginning to a big sized review with colour photos and illustrations in 1972 in order to finish with the present format, an ordinary sized book, after 1973. The aims of the review change frequently; usually, every new editorial staff publishes a new declaration of intentions. Nevertheless, it is possible to find a common characteristic of the review from the beginning to the present form: it is a publication, which depends from an official organism and which reflects the continuous political changes in each period, but always fulfilling its function as a speaker of the respective Ministry of Education. Therefore, the *Revista de Educación* lacks an important criterion for an authentic academic review: its intellectual independence. On the other hand, it may be supposed that the themes, which are debated in the review, represent the educational opinions of the civil servants, who are in charge of managing the education system in Spain.

During the period that was the object of our research (1952 – 1994), 2,907 articles by 1,952 authors were published in the *Revista de Educación*. A large majority of the authors, 83.7%, signs or collaborates in only one article, which constitutes 49.1% of all studies published in this review, whereas a minority of 15.4% of the authors is responsible for 50.9% of the articles, which are presented to the readers. There is a quite low degree of collaboration between authors: only 3.8% of the articles have more than one author.

The formal structure of the *Revista de Educación* is similar to other academic reviews in the field of educational sciences, despite of frequent changes in the titles for each section. A quite interesting part of the review offers information about foreign countries. The contents of the *Revista de Educación* can be classified as follows: In the first place, there are articles about educational legislation and school organization (37.7%), followed by studies on didactics (17.3%). 14.7% of the contributions to the review belong to the category history of education and comparative education, whereas 14.3% treat general educational problems. 7.7% of the articles are related to biology, psychology and sociology, 3.3% treat themes proceeding from theology and philosophy of education and also 3.3% of the articles are about personal orientation and assessment. 0.7% of the studies belong to the area of experimental educational sciences and only 0.3% of the contributions are about family and environmental education. This ranking of themes coincides basically with the intentions of the editors, which were frequently modified, but essentially maintained. The outstanding importance of articles about school legislation and organization is due to the



<sup>28</sup> Revista de Educación, Año I, Vol.I, Marzo – Abril 1952, nº1, p.1

institutional origin of the review. Nevertheless, comparing the contents of the *Revista Española de Pedagogía* with those of the *Revista de Educación*, the impression is unavoidable that there are some academic deficits in the case of the latter.

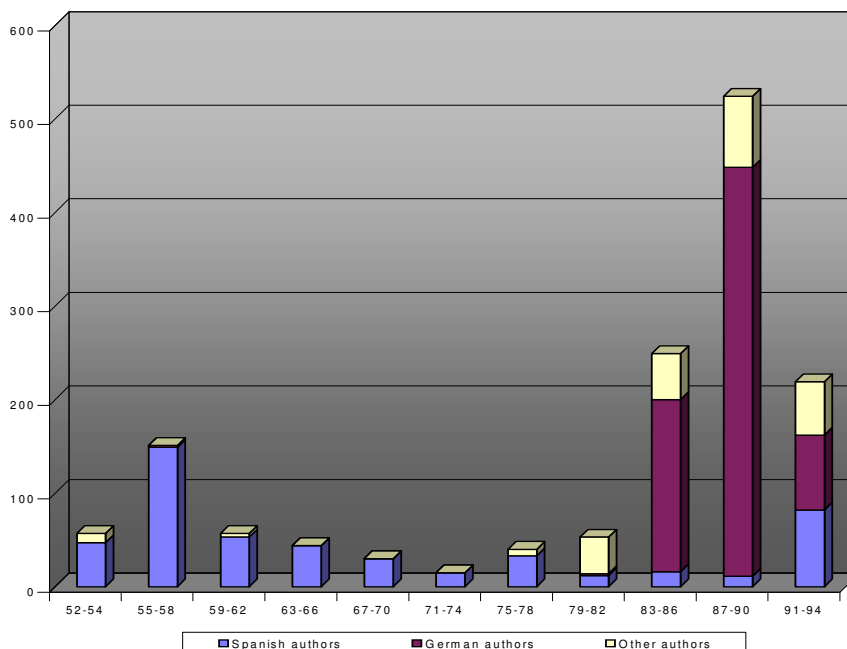
## Methods of analysis and results

The methods of analysis are basically the same as those used to analyse the *Revista Española de Pedagogía*. Due to some particular characteristics of the *Revista de Educación*, some small modifications were introduced in order to enhance the analysis. There is a relatively high number of authors, who publish their articles or translations of their articles in this review, but who do not belong to the Spanish academic culture. Therefore, the quotations of German authors in this review were qualified according to their proceeding from:

- Spanish authors
- German authors
- Other authors

In the 305 editions of the *Revista de Educación* published between 1952 and 1994, 191 articles, which contain quotations of German authors, i.e. 6.57%, can be identified. 147 authors (81 Spaniards, 23 Germans and 43 from other countries) sign these articles, i.e. 7.53% of the review's authors use references of German literature in their argumentation. We could find 1,439 quotations of works written by German authors, 492 of them proceeding from Spanish authors, 705 from German authors and 242 from authors, who belong to a different academic culture. The total number of references to German literature in the *Revista de Educación* develops as follows: From 1952 to 1982, there is a relatively small number of quotations between 15 (1971-74) and 57 (1952-54) for all periods with one exception, the years between 1955 – 58, where a high number appears (151 quotations). From 1983 on, there are relatively high numbers – 249 for the period between 1983 and 1986, 219 for 1991 – 1994 – and the highest number of quotations shows up between 1987 and 1990 with 524. Nevertheless, this spectacular growth is due to the increased

**Total number of quotations of German authors in the *Revista de Educación***



publications of translated articles by German authors, who quote above all their compatriots.

If we analyse the number of references to German literature in the articles published by Spanish authors in the *Revista de Educación*, it is striking that its development is not analogical to the evolution of the total number of quotations. This phenomenon is partially logical, because the increase of the publication of articles proceeding from foreign authors has to reduce the quantity of studies, which were written by Spanish authors. On the other hand, it is necessary to focus our attention on the latter, taking into account the aims of our research. In the first three periods, a medium level of quotations of German literature by the Spanish authors of the *Revista de Educación* can be found (47, 53 and 44); the highest number (149 quotations) appears in the second period of the early years of the review (1955 – 58). Between 1967 and 1990, the Spanish authors mention their German colleagues only occasionally: There are between 11 and 30 quotations in each period.

This quite irregular distribution of references to German literature in the *Revista de Educación* is partially a result of the mentioned unstable editorship's policy and the continuously changing format and publication frequency of the review. Between 1955 and 1958, 62 numbers of the review appear, whereas only 11 numbers are published between 1987 and 1990. Nevertheless, the same criterion as in the case of the *Revista Española de Pedagogía* is maintained in order to evaluate the influence of a German author: only, if quotations of his works appear in more than one period, this influence can be considered as important. Equally, a Spanish author, who quotes German literature in more than one period, is identified as influenced by the German academic discourse in educational sciences. 81 Spanish authors include 492 quotations of German literature in their articles in the *Revista de Educación*. 24 of these authors quote only one German work, whereas 62 educationists include 2 or more quotations in their studies. Only a quite reduced number of authors (14) refer to the German discourse in more than one year and the number of Spanish authors, who regularly mention ideas proceeding from German literature, is even more reduced: just four. This phenomenon seems to be quite similar as in the *Revista Española de Pedagogía*, in the sense that the number of quotations of German literature, which appear in the review, depends decisively on the fact, if certain Spanish authors, who belong to a very small group, publish an article in the respective period or not.

The Spanish authors of the *Revista de Educación* quote the works of 223 German scientists in their articles. 160 studies, i.e. 72%, appear with only one reference. The most quoted German authors according to the mere number of citations are the following: Immanuel Kant (38 quotations in 5 years), Jürgen Habermas (31 quotations in 5 years), Franz Hilker (28 references in 4 years) and Martin Heidegger (27 citations in 4 years). Anyhow, these numbers seem to be the result of a more occasional interest in the works of the mentioned authors, whereas the most quoted German author during the highest number of different periods is Max Weber with 16 quotations in 10 different years. The philosopher Karl Jaspers appears in 6 years with 24 quotations and Karl Marx with 10 citations in 5 years. It is striking that there are only two educationists among the 10 most quoted German scientists: Franz Hilker and Friedrich Schneider. The rest of the quoted German scientists is composed of six philosophers and two sociologists. These preferences of the Spanish authors of the *Revista de Educación* for German sociological and philosophical studies are probably related to the fact that the review publishes above all articles about school legislation and organization.

The rest of the registered data, i.e. articles, which are related to German educational matters, translations of articles written by German authors into Spanish and the recension of books written by German authors, show that the different editors inform their readers regularly about academic events and intellectual debates in Germany. 65 articles are related to German educational sciences, treating nearly exclusively the theme school legislation and

organization. 33 translated articles of German authors were published, whose main theme is also school organization, but some of them study also theoretical and historical matters. In 1986, the editors publish a complete edition of the *Revista de Educación* with the title *Critical Theory and Education*, presenting the translations of four articles, which were written by renowned German representatives of the critical theory of education. In all periods, but especially in the years from the review's foundation until 1983, recensions of books written by German authors are published regularly. A total number of 81 books is presented to the review's readers, whose themes and authors cannot be classified according to a coherent scheme. Classical educational authors such as E. Spranger, W. Flitner, F. Schneider and H. Roth can be found, equally as the philosophers K. Marx, I. Kant and G.W.F. Hegel and numerous books about the organization of the German school system.

All the presented data allow the conclusion that there are two sections in the *Revista de Educación*, which regularly observe the evolution of the German school system and the debate about educational problems: The section *Information* offers numerous reports on academic events, especially those related to school legislation and organization and the responsible editors for the *Book Reviews* frequently present German educational publications. On the other hand, a reception of the German academic discourse in educational sciences cannot be observed in the review's articles written by Spanish authors, if we define this reception as the regular inclusion and discussion of ideas proceeding from the German debate in these works. There are some regular writers of articles at the beginning of the review's existence, who refer to German literature because of biographical reasons, but these references disappear in the later periods, with the exception of the last one. In 1986, the *Revista de Educación* experiences an important change: until this year, the review had been in the first place an organ for the intellectual debate between Spanish educationists, and after this year it becomes more and more a platform for the international academic discussion, reproducing partially also the German educational discourse<sup>29</sup>. Unfortunately, it seems that Spanish educationists did not make use of the review's offer of numerous translations of articles written by German authors: Neither in the *Revista de Educación* itself, nor in the *Revista Española de Pedagogía* or any other Spanish educational reviews, references to these translated articles could be found in the works of Spanish academic authors.

### **The quality of the reception of the German academic discourse in educational sciences in selected articles of the *Revista de Educación***

As mentioned in the last paragraph, it is impossible to find a representative number of articles written by Spanish authors, who include references to the German discourse in educational sciences in their works. Therefore, the proceeding in this part of our study has to be modified. In the first place, I will analyse the translated articles in the number 280 of the *Revista de Educación*. Despite of the quite limited impact of these studies on the educational discourse in Spain, it should be clarified, which type of German educational thinking is presented to the Spanish readers. Subsequently, I will interpret the reflections of a Spanish author on the meaning of Habermas' works for the theory of education.<sup>30</sup>

The first published article in the mentioned number of the review, whose declared intention is the introduction of the German critical theory of education in Spain, is a

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<sup>29</sup> The new secretary, Miguel A. Pereyra, appointed in 1986, probably has introduced this change in the orientation of the review. As professor of comparative education, then at the Complutense University of Madrid, at present at the University of Granada, he collaborated with numerous German and US-American professors.

<sup>30</sup> García Carrasco, Joaquín: «Acción pedagógica y acción comunicativa. Reflexiones a partir de textos de J. Habermas», *Revista de Educación*, nº302, p.129-164, 1993.

translation of a study by Klaus Schaller<sup>31</sup> with the title «*Is the critical science of education coming to an end?*». In the first part of his study, Schaller rejects a strict definition of the concept critical theory of education and applies it to “every conception of an educational science, which implies the intent of a social critique”.<sup>32</sup> According to the communicative approach of the author, education always has two tasks in modern societies: on the one hand, an affirmative or conservative task, i.e. to conserve those things in society, which are worthwhile to be conserved, and on the other hand, a critical task, i.e. to identify those things, which can be enhanced. A broad understanding of education in this context should be based upon a phenomenological analysis of the lifeworld (Lebenswelt), where the individuals act. Schaller’s own definition describes education as a “search and offer of human orientation in the actions through tendentiously symmetric interaction processes and social communication from the horizon of rationality”.<sup>33</sup> This definition unites conceptions, which proceed from different intellectual traditions, being the most important Martin Buber’s concept of the realization of inter-subjectivity in education and Jürgen Habermas’ theory of the communicative action. At any rate, it is quite surprising that the *Revista de Educación*’s editorial staff chooses a study written by an author, who is not a classical representative of the critical theory of education, as an introduction to the debate, which it desires to present in Spain.

On the other hand, the author of the second translated article belongs without any doubt to the small group of outstanding representatives of the critical science of education: Wolfgang Klafki<sup>34</sup>. The review publishes a translation of the first chapter of his *New studies on the theory of education and didactics, contributions to critical-constructive didactics*<sup>35</sup>. All the characteristics of Klafki’s mature works, which made him one of the most quoted educationists in Germany, can be observed in this article, especially his ability to derive practical instructions for the design of a didactic unit from meta-theoretical reflections. The author constructs his conception of education on the basic principles of self-determination, co-determination and solidarity, which should be valid for all human beings. Starting with this definition, he designs a quite complex structure for the preparation of didactic units, which should be linked to emancipating contents and fulfil the criteria of a didactic analysis, whose main task would be the determination of the present, future and exemplary meaning of the unit for the students.

The third article of the series is «*The importance of Jürgen Habermas’ discourse ethics for pedagogy*»<sup>36</sup>, by Hans-Hermann Groothoff<sup>37</sup>. The intention of the author consists in the adaptation of Habermas’ communicative theory to the requirements of the educational theory. According to Groothoff, the theory of practical discourses offers “a fascinating possibility ... to prepare ... students and the society for the future”.<sup>38</sup> The force of the best argument would win in an ideal linguistic situation as designed by Habermas, what is made difficult by the crisis of the modern society. The main reason of this crisis is – in terms of Habermas – the colonization of the lifeworld through administrative and economic systems. This study by Groothoff represents a quite important tendency in the German educational discourse of the last decades: The intent to construct an educational theory

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<sup>31</sup> Former professor of educational sciences at the University of Bochum, specialized on studies about the critical theory of education and Comenius. He retired in 1990.

<sup>32</sup> Schaller, Klaus: «¿Está llegando al final de su época la ciencia crítica de la educación?», *Revista de Educación*, nº280, p.17-36, 1986.

<sup>33</sup> Schaller, Klaus, op. cit., p.28

<sup>34</sup> Former professor of educational sciences at the University of Marburg. He retired in 1992.

<sup>35</sup> Klafki, Wolfgang: «Los fundamentos de una didáctica crítico-constructiva», *Revista de Educación*, nº280, p.37-81, 1986.

<sup>36</sup> Groothoff, Hans-Hermann: «La importancia de la ética del discurso de Jürgen Habermas para la pedagogía», *Revista de Educación*, nº280, p. 81-104, 1986.

<sup>37</sup> Former professor of educational sciences at the University of Cologne.

<sup>38</sup> Groothoff, Hans-Hermann, op. cit., p.81

based upon the categories of Habermas' communicative theory by using these as a tool for the analysis and the critique of the educational situation in order to elaborate proposals, which could enhance it. Therefore, the inclusion of this article in the special number of the *Revista de Educación* seems completely justified.

The last translated article in the special number of the review is *Critical theory and didactics of history*<sup>39</sup> by Valentine Rothe<sup>40</sup>. The author uses in this study exclusively sources, which represent the classical critical theory, and leaves the modern critical theory aside. She requires from didactics of history to focus its attention on "oppression, injustice and suffering and on human efforts to overcome them".<sup>41</sup> The pretensions of the ruling classes have to be revealed and identified as special needs. Furthermore, she demands the introduction of exercises in dialectic thinking about historical matters. Insofar, Rothe represents another tendency in the German educational discourse of the eighties: She interprets certain contents of the classical critical theory as dogmas, from which she derives instructions for the educative action. The concepts of self-determination, co-determination, majority and emancipation are considered the most important educational objectives without any need to discuss them. This strict dogmatism makes it difficult to consider Rothe's article as equally suited to introduce the critical theory of education in Spain as, for example, Klafki's study. Nevertheless, it cannot be denied that the *Revista de Educación's* editorial staff's intention to introduce an important aspect of the German debate in educational sciences in Spain through the publication of the mentioned four articles can be considered successful, because these articles are at least partially representative for the academic debate during this period. On the other hand, it seems quite unfortunate that references to these articles could not be found in studies published by Spanish educationists.

The only article by a Spanish author on the theme critical theory and education is Joaquín García Carrasco's<sup>42</sup> *Acción pedagógica y acción comunicativa. Reflexiones a partir de textos de J. Habermas*<sup>43</sup>. In a strict sense, this article is outside the established time limit of our study, but its interpretation is meaningful, because it can show, how philosophical ideas that proceed from a certain national and ideological background are modified, when they cross the border of their own reference system. The author defines a "good life", a strong and autonomous ego and the liberated human being as the most important objectives of education, being the task of a critical theory of education to reveal "in how far ... educational proposals contradict such objectives".<sup>44</sup> His main hypothesis is that it is wrong to consider the critical theory and technique/technology as opposed. In the following, he tries to reconcile his own empirical conception of educational sciences with the basic categories of Habermas' communicative theory. It is impossible to mention all the aspects treated by the author in his voluminous article, so that some small contradictions have to illustrate his general difficulties to succeed with his purpose. He states, for instance, that educative actions, which are realized according to his definition of an educational theory, i.e. as orientated towards the study of those mechanisms, which may produce a modification in the behaviour of a child, cannot be defined as communicative actions. In a following paragraph, he defends the idea that a large part of educational processes should constitute processes of communicative action. This kind of argumentation (yes, but no) makes it difficult to identify the position of the author. Despite the complexity and

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<sup>39</sup> Rothe, Valentine: «Teoría crítica y didáctica de la historia», *Revista de Educación*, nº280, p.105-114, 1986.

<sup>40</sup> Professor at the University of Bonn. She has specialized on women's history.

<sup>41</sup> Rothe, Valentine, op. cit., p.110.

<sup>42</sup> Professor at the Faculty of Education, Department of Theory and History of Education, University of Salamanca.

<sup>43</sup> *Revista de Educación*, nº302, p.129-164, 1993.

<sup>44</sup> García Carrasco, Joaquín, op. cit.. p.130, 1993.



elegance of the author's allegations, it has to be suspected that his article constitutes an attempt to embellish a classical, technological theory of education with the use of a vocabulary, which proceeds from an academic discourse considered as modern – the theory of communicative action – but without reflecting the true intentions of this theory's author. In this sense, García Carrasco's article shows a reception of the German discourse, which is similar to the kind of reception that has been discovered in the interpretation of some articles published in the *Revista Española de Pedagogía*.

## Conclusions

Summarizing the results of the quantitative and qualitative analysis of the two Spanish reviews with regard to our research theme in a strict sense, i.e. the observable influence of the German academic discourse in educational sciences on its Spanish counterpart, the following statements seem to be justified: In general, the influence of the German discourse on the Spanish debate, as observed in both reviews, has to be considered as low and nearly non-existent, if a correct reflection of ideas, which proceed from German educationists, would be expected. A majority of the few Spanish scholars, who include references to German literature in their articles, tends to use these sources in order to reinforce their own argumentation without reflecting the context of the mentioned contents or sometimes even without reproducing them correctly. On the other hand, both Spanish publications inform very regularly on academic events in the German speaking area and include numerous reviews of books written by German authors in their pages.

In the light of the theoretical reflections on the idiosyncrasy of national academic discourses, which were offered in the introduction to this study, these results are not surprising. At present, academic discourses in human or social sciences keep on constituting reference systems, whose limits are considerably formed by national borders. It seems that not so much language barriers, but different intellectual traditions and institutional environments, which derive from diverse national and socio-cultural contexts, have a powerful effect on the construction of scientific discourses, whose borders are quite difficult to overcome. The results of the presented study do not contradict a hypothesis, which would suppose the existence of profound structural differences between the German academic discourse in educational sciences and the Spanish debate. These differences may be similar to those that a study finds out between the French and the German discourse<sup>45</sup>. This research qualifies the educational sciences in Germany as a reflexive discipline in the tradition of the spiritual sciences with a relatively high degree of disciplinary cohesion, whereas educational sciences in France appear as a research discipline, which are orientated in social sciences, with a relatively low degree of disciplinary cohesion. The presented study includes, as a side effect so to speak, some data, which give reasons for the suspicion that the structure of the Spanish academic debate in educational sciences is quite similar to its French counterpart, especially with regard to the high degree of self-reference, which manifests itself in the lack of quotations of non-Spanish – for example, German – literature.

In fact, a recent study that researched on the degree of international influences that could be observed in three different national discourses in educational sciences – in Spain, (partially Soviet) Russia and China – comes to the conclusion that “it is possible to describe ... a sequence of discourse phases that runs counter to the assumption of an increasing

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<sup>45</sup> Schriewer, Jürgen, Keiner, Edwin: «Kommunikationsverhältnisse und Theoriegestalt: Zur Binnenkonstitution der Erziehungswissenschaft in Frankreich und Deutschland», in Schriewer, J., Keiner, E., Charle, C.: *Sozialer Raum und akademische Kulturen - A la recherche de l'espace universitaire européen*, Frankfurt/Main, Berlin, Bern, New York, Paris, Wien, Peter Lang, 1993.

institutionalisation of a world-level educational ideology.”<sup>46</sup> Another author referred, in a similar sense, to the methodological difficulties, which are inherent to the design of a Comparative History of Educational Sciences, pointing out that “the dissemination of educational research and knowledge ... is a much more complex matter, full of opposing tendencies and contradictory phenomena, in which the internationalisation process is, at least, paralleled by cultural differentiation in function of national and subnational factors.”<sup>47</sup>

Finally, I would like to emphasize one result, which could be used as an argument in order to favour any measure that makes the exchange of university students and professors easier. The analysis of both reviews showed clearly that only a relatively small number of Spanish authors referred frequently to German literature in their articles. Although the desirable prosopographic research on these academics in order to find out the deeper motives of their interest in the German thinking was not possible, some available data give reasons to assume that there is a positive relation between personal experiences of these authors in German speaking countries and their habit to quote German works. Speaking in general terms, this particular result of the presented research allows the prediction that the existing limits of national academic discourses will be overcome in the same degree as students and professors participate increasingly in academic exchange programs. Different national traditions and institutions will continue with their strong influence on the construction of national academic debates, but only the proposed reinforcement of international contacts between scholars seems to be a promising way to construct a true international discourse in educational sciences, which complements the present debates.

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<sup>46</sup> Schriewer, Jürgen: «Multiple Internationalities: The Emergence of a World-Level Ideology and the Persistence of Idiocratic World-Views» in Charle, Christophe; Schriewer, Jürgen; Wagner, Peter: *Transnational Intellectual Networks*, Frankfurt, New York, Campus Verlag, 2004, p. 510.

<sup>47</sup> Depaepe, Marc: «A Comparative History of Educational Sciences: the comparability of the incomparable?», in *European Educational Research Journal*, Volume 1, Number 1, 2002, p.121.