

**Bascio, Tomas** and **Hoffmann-Ocon, Andreas**  
Zurich University of Teacher Education, PH Zurich  
Switzerland

### **National education as a battlefield in the German-speaking part of Switzerland during and after the First World War**

Triggered by the First World War, the mental reference system of the German-speaking Swiss teachers had become unsettled. Before that, teacher trainers and teachers orientated themselves towards education in the form of traditional history of ideas and used German textbooks among others in German and history lessons. Due to the war, the German textbooks were examined for their nationalist tendency and considered to be problematic.

Against this background, we deal with the question of which viewpoints have been set up in the Swiss teacher journals to support a realignment of intellectual reference system. In this context, the concept of national and civic education emerged as a political conflict field. In the political sphere the concept of national education meant a questioning of the cantonal sovereignty in the education system. Here also the Swiss Conference of Cantonal Ministers of Education (EDK) was active as a lobbyist of the cantons and responded to the parliamentary motion with its own proposal to promote patriotism. Where do these political tensions become manifest in the magazines?

There was a need for revision of pedagogical theory, which lined up on the German philosophy of education and was used until the beginning of the war as unquestioned and a widely accepted model in teacher education. Explicit and implicit values and attitudes that have been transported into the theories were questioned and should be renegotiated. At issue was whether the school should provide for peace education or for military preparedness. In a state dominated by the liberal party, Catholic-conservative parties and socialists feared that a concept of national education only served the interests of the state-carrying party. The mobilization and the defensive struggle of the different political milieu towards a liberal interpretation of national education is also reflected in the teacher journals.

For a historical documentary analysis, we use the official publications of different Swiss teacher associations (Schweizerische Lehrerzeitung; Schweizerische Lehrerinnen-Zeitung; Schweizer Schule). These differ in terms of their addressees in the categories denomination, gender, language and cultural region. In addition, school legal documents and protocols of political debates are observed. The reconstructed debates and discourses from the teacher journals should be interpreted in a moderate manner based on theories of the social field.

**Baska, Gabriella** and **Hegedűs, Judit**  
Eötvös Loránd University of Budapest  
Hungary

### **Discourse on Peace and War Between 1948 – 1950 in Hungarian Educational Journals**

After World War II Hungary belonged to the zone under the supremacy of the Soviet Union. After a democratic election in 1945, the next election in 1947 was openly manipulated. The oppositionist parties were eliminated and a one party system under a communist dictatorship was built up.

The Hungarian school system and the ideology of education was re-formed under the control of Soviet power, and schooling adopted the Soviet model.

Among other objectives educational periodicals and the press itself had the function of propaganda. Discourses about *peace* and *war* also had to fit into ideological education, education confirming the identity of 'socialist youth'. War did not only concern the recent past of Europe but also represented a permanent fight against the ideals of democracy and capitalism. Education for peace was also a very characteristic theme of socialist education, as socialist countries defined themselves – lead by the Soviet Union – as the key agent/factor of 'world peace'.

In our qualitative research we try to discover the main discourses on these two deeply important themes in two leading Hungarian educational journals (Pedagógiai Szemle, Magyar Pedagógia). In employing 'discourse' as a notion we follow the interpretation of Michel Foucault, so we use the broadest meaning of it. We consider all the allusions to war and peace as parts of a broader discourse on this question. We use the methods of content analysis and metaphor analysis. In our presentation we would like to draw on the historical background to expose the main authors and to analyse the most important arguments and structural elements of the discourse on peace and war.

### **Batir, Betül**

Istanbul University Hasan Ali Yücel Educational Faculty  
Turkey

### **An example of the impacts of war on Civil Education: Scouting in Turkey**

Wars have transmitted innovations in the field of military education to civil schools. For instance, as a result of wars, scouting was developed in Britain by General Robert Baden Powell. Wandering in the woods, learning in nature, and struggling with nature are among the main purposes of scouting. From a military consideration, the struggle with nature prepares the individual for the struggle with his enemy. In the period of the empire and beyond, militarist effects were observed in the Turkish education system. For example, with the reformist acts in education resulting from the Second Constitutionalist Period, new courses such as military training, physical education, and gun practice were added to the curriculum. The long period of wars that took place at the end of the nineteenth century and in the beginning of the twentieth century, especially World War I ushered in military formation and discipline as a new phenomenon in education. Scouting activities, which in a way have similarities with military education, were modified to fit the agenda of Turkey in those years. In this period, Ethem Nejat proposed the idea of "Oba Mektebi" (Oba School). This was a remarkable approach since it was – pioneered in the Ottoman Empire. "Oba Mektebi" was a significant project which emerged at times of war and which formed the basis of scouting in the Ottoman State. In our study, coupled with the "Oba Mektebi" example, the developmental phases of scouting in the Ottoman State will be examined alongside its worldwide development. The topic will be scrutinized under the light of archival sources and printed media documents. Numeric data of girl and boy scouts and scouting studies will be utilised. Furthermore, scouting practice in Europe and the USA will be compared with scouting in Turkey.