

# **The Journal of Educational Media, Memory and Society**

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Abstracts

## **Reading East Asia in Schools of the Wilhelmine Empire**

Andreas Weiß

This article investigates representations of East Asia in the geography textbooks of the Wilhelmine Empire. This region was of central importance for the imagination of the Empire and for its position in the international balance of power. China and Japan were oft-mentioned regions, most frequently included in textbooks as a result of political crises and armed conflicts. As a result, the subject of geography repeatedly aired debates and trends from both colonial and scientific fields, and textbooks reflected broader social positions of the day.

## **Are ‘the Natives’ Educable? Selling Ethical Colonial Policy Concerning the East Indies to Dutch Schoolchildren (1890-1910)**

Elisabeth Wesseling and Jacques Dane

This article explores how geography textbooks and missionary stories were used to persuade Dutch primary schoolchildren of the moral righteousness of the Ethical Policy for the Dutch East Indies between 1890 and 1910. Educative discourses targeting Dutch children were instrumentalised to recruit the next generation of missionaries, colonial administrators and overseas entrepreneurs. To achieve this aim, they dwelt at length on the opportunities for and constraints on uplifting indigenous children in the Indies. These narratives all convey the message that Indies children, though certainly capable of improvement, would never attain the same level of civilisation and moral integrity as their Dutch counterparts.

## **Education and Change in the Late Ottoman Empire and Turkey. Space, Time and Text**

Benjamin C. Fortna

This contribution addresses the interrelated changes taking place in education during the transition from the Ottoman Empire to the Republic of Turkey in the late nineteenth and early twentieth centuries. In particular it focuses on the ways in which schools altered their approach to space, time and economic priorities in order to align with the shifting conditions of the period. It proceeds by examining a series of tensions between the desiderata of state and society, the collective and the individual, the secular and the religious, the national and the supranational, before assessing the diverse range of responses they elicited.

## **Imperialism and Nationhood in Children’s Books in Colonial Bengal**

Gargi Gangopadhyay

This article examines perceptions of colonial modernity as experienced by middle class Bengali children in Calcutta at the turn of the twentieth century. This was the time in which the foundations of modern Calcutta and modern Bengali childhood were laid, and in which urban cultures of education and entertainment gradually replaced precolonial patterns of childhood. This article examines these transformations and assesses their role in the formation of new social norms that were to define middle-class Bengali childhood until the end of the twentieth century.

## **Changing Horizons of World Knowledge. On the Presentation of Space in Primary School Geography Textbooks of the Japanese Empire**

Toshiko Ito

The presentation of space in primary geography textbooks of the Japanese Empire (1868-1945) changed according to the political climate. In the liberal phase of the 1870s, Japanese geography schoolbooks dealt with the entire earth. In the revisionist phase of the 1880s, in order to encourage a sense of national identity, no knowledge of lands outside of Japan was imparted to lower primary school students. In the phase of colonial expansion from the 1890s, the world reemerged in geography schoolbooks, with an increasing emphasis on the reorganisation of East Asia. Drawing on premodern mythology, primary geography textbooks served to consolidate the Japanese concept of empire in accordance with the respective political situation.

## **National Identity and Alterity in Nineteenth Century American Primary School Geography Textbooks**

Bahar Gürsel

The swift and profound transformations in technology and industry that the United States began to experience in the late 1800s manifested themselves in school textbooks, which presented different patterns of race, ethnicity and otherness. They also displayed concepts like national identity, exceptionalism and the superiority of Euro-American civilisation. This article aims to demonstrate, via an analysis of two textbooks, how world geography was taught to primary school children in nineteenth century America. It shows that the development of American identity coincided with the emergence of the realm of the 'other', that is, with the intensification of racial attitudes and prejudices, some of which were to persist well into the nineteenth century.