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Manuscripts will have a maximum extension of 12,000 words in the case of articles, 5,000 words for bibliographic essays or other collaborations and 3,000 words in the case of reviews (3,500 for reviews of two or more books). These limits include notes, charts, graphs and appendixes.

Historia y Memoria de la Educación accepts manuscripts in Spanish, Portuguese, Italian, French and English. British English spelling and punctuation are preferred. Translations of the manuscript to any other languages will be accepted and published in parallel with the original manuscript.

Abstracts of between 200 and 250 words are required for all manuscripts submitted. Each manuscript should have between 3 and 5 keywords.

Any comments and information authors wish to include, such as acknowledgements, references to previous versions or funding, should be included in a non numbered (*) footnote at the end of the title. This footnote will be included in the blinded manuscript for evaluation.

References should be included in numbered footnotes.

Times New Roman 12 should be used for the main text, 11 for indented quotations and 10 for footnotes. Paragraph spacing should be 1.5 for the main text and single for footnotes.

Long quotations of 50 words or more should be indented without quotation marks.

Quotations will begin with «angular or guillemet quotation marks» followed by “double curved quotation marks” and finally, ‘single curved quotation marks’. (Example: the author maintains that «the declaration that “I shall not be the one ‘making cuts’ at this time” was unfortunate.»)

Headings. First-level headings should be in CAPITAL LETTERS; second-level headings should be in **bold** and third-level headings should be in *italics*, with an initial capital letter for any proper nouns. Fourth-level headings should be avoided.

Centuries should be written out in full (nineteenth century).

Numbers 1 through 10 shall be written out in letters except when they are followed by symbols. Quantities expressing time shall also be written out in letters (one year ago) as shall numbers at the beginning of a paragraph or after a full stop.

Abbreviations must be coherent and easily identifiable. Abbreviations which may not be known shall be accompanied by the full name the first time they appear, both in the principal text and in the footnotes. If necessary a final list may be called for with the meaning of each abbreviation.

Texts may include charts, graphs, maps or images, but only when these objects are indispensable for supporting an argument or hypothesis. There shall be a maximum of ten such objects. Charts, graphs, maps or images shall appear at the end of the article and shall include the corresponding title, legend and numbering. If the use of a different format is required (jpg, tif or other types of images, for example), these shall be sent in a separate file. In either case the text shall indicate the corresponding location and number for each chart, graph, map or image.

References:

References should be included in footnotes and should follow generally the indications outlined in the Chicago Manual of Style for humanities (http://www.chicagomanualofstyle.org/tools_citationguide.html) as follows:

BOOK: Gregorio Cámara Villar, *Nacional-catolicismo y escuela: la socialización política del franquismo, 1936-1951*. (Jaén: Hesperia, 1984), 27-32.

ARTICLE IN A PRINT JOURNAL: Ivor F. Goodson, «La construcción social del currículum. Posibilidades y ámbitos de investigación de la historia del currículum», *Revista de Educación*, 295 (1991): 34.

ARTICLE IN AN ONLINE JOURNAL: Juan Manuel Fernández-Soria «The presence of the British education model in Spain: reception through the Institución Libre de Enseñanza», *History of Education: Journal of the History of Education Society*, 43 (1), (2014), 35, consulted on 20 January 2014, doi: 10.1080/0046760X.2013.844277.

BOOK CHAPTER: Roy Lowe, «Higher education», in ed. Richard Aldrich *A Century of Education* (Oxon: RoutledgeFalmer, 2002), 123-134.

ARTICLE IN A NEWSPAPER: Wenceslao Fernández Flórez, «Cómo se forma la nueva España. La Segunda Enseñanza», *ABC* (Sevilla), November 16, 1938.

THESIS OR DISSERTATIONS: Concepción Jimeno Martínez, «El Instituto provincial de segunda enseñanza de Soria, 1841-1874. (I.E.S. Antonio Machado) » (Doctoral thesis, Universidad Complutense de Madrid, 2007), 234.

ARCHIVE DOCUMENT: José Pemartín Sanjuán, «Informe del director general de enseñanzas superior y media sobre la coordinación de enseñanzas medias», December, 1941, education, box 6081, Archivo General de la Administración (AGA).

WEBSITE: Ministerio de Educación, Cultura y Deporte, «Fallados los XXIX Premios ‘Francisco Giner de los Ríos’ a la mejora de la calidad educativa», Ministerio de Educación, Cultura y Deporte. <http://www.mecd.gob.es/prensa-mecd/actualidad/2013/12/20131230-giner.html> (accessed January 10, 2014)

An abbreviated version should be used in successive references to the same work:

Cámara, *Nacional-catolicismo y escuela*, 32.

Goodson, «La construcción social,” 54.

Lowe, «Higher education,” 79.