Abstract
The article presents advances of an investigation that reconstructs the historical process of the inclusion/exclusion of history as a secondary school subject. Consistent with the category History’s discipline code chosen to vertebrate the study, the problematic, from a long term time perspective, implies to approach a period of almost three hundred years since the establishment of the bases of the code within the studies fulfilled in the first university in our territory, until the educative reforms in the nineties of XX century. In this paper nationalism, one of the characteristics of the educative systems structured by the end of XIX century, is used to reveal continuities and ruptures in the code construction and consolidation.

Keywords
Teaching, History, Discipline Code, Nationalism, Long Term Time, National Schools, Visible Texts.