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1960-1961



SPAIN

The Educational Movement

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SPAIN

THE EDUCATIONAL MOVEMENT DURING
THE SCHOOL YEAR 1960-1961

R. 104.715

BIBLIOMEC



026323



Depósito Legal, M. 7.392.—1961.

BENZAL - VIRTUDES, 7 - MADRID

I

SCHOOL ADMINISTRATION

1. ADMINISTRATIVE SERVICES AND INSPECTION

The Higher Education Department has put into operation the National Inspectorate of University Colleges («Colegios Mayores»), as laid down in the Act of 11 May, 1959.

No change worthy of mention has taken place in the operation of the Central Administration of the Ministry.

2. FINANCING OF EDUCATION

A review of the estimates for the last few years makes it patent that there has been a considerable increase in credits assigned to education by the Ministry of National Education. Thus, for instance, a comparative survey of the years 1959-1961, both included, shows the following figures:

1959	4,808,182,000	pesetas
1960	5,618,708,000	do.
1961	6,704,848,000	do.

3. SCHOOL BUILDINGS

(a) *Primary Education.*—The National School Building Plan, put in hand in 1957, is being carried out in keeping with the norms

laid down during the academic year 1960-1961. The position in this respect at the beginning of April this year was as follows:

	<i>Classrooms</i>	<i>Teachers' Houses</i>
Buildings finished	12,418	6,648
Buildings in course of construction	6,703	5,574
TOTAL	19,121	12,222

The buildings raised during the school year 1960-1961 have involved an investment of 1,056m. pesetas contributed by the Ministry of National Education plus a similar amount provided by Municipalities and other local bodies. Thanks to the considerable efforts made during the last few years, the country will soon have available a network of modern schools which will make it possible to enforce the compulsory education laws effectively even in the remotest places.

At the same time as the School Building Plan is carried out the programme of renovation of Teachers' Training Colleges is being continued. The first stones of the new buildings for Teachers' Training Colleges in Alicante, Barcelona, Ceuta, Gerona, Palma de Mallorca, Pontevedra, Santander, and Valencia have already been laid. The new buildings for the same purpose in the Provinces of Alava, Palencia, and Vizcaya are nearing completion. The building work covers a total of 18 Teachers' Training Colleges plus 18 Schools attached to them, all of which involves an investment of 122m. pesetas.

(b) *Secondary Education*.—In consequence of a recent resolution to build new Secondary Schools («Institutos de Enseñanza Media»), the erection of such buildings is being prepared at Mieres, Las Palmas, and Andújar.

(c) *Technical Education*.—The following Higher Technical Schools have been completed and are operating this year: School of Agricultural Engineering, Valencia; School of Mine Engineering, Oviedo; School of Architecture, Seville; Intermediate Technical School (Industrial Experts), Vitoria; Intermediate Technical School of Building (Architects' surveyors), Seville; and Intermediate Technical School of Agronomics (Agronomic Experts), Valencia.

Already existing buildings are being enlarged and modernized (workshops, laboratories, etc.) following the guidance given in matters of technical education by the Act of 20 July, 1957.

(d) *University Education*.—The Plan for the modernization of buildings and installations is, at the present time, 85-per-cent carried out, and it is expected to have it fully carried out in four or five years' time.

(e) *Archives and Libraries*.—Important modernization work (building armoured rooms, non-inflammable stores) has been done in the buildings of the National Archives, the Simancas Archive, and the Archive of the Crown of Aragon. Important enlargement, modernization, and renovation work is in course in the building of the National Library in Madrid.

II

STATISTICAL DATA ON THE EVOLUTION OF TEACHING

The latest complete statistics for the school year 1959-1960 will be found in the appended table, with a comparison with the year 1958-1959.

The partial figures to hand for the school year 1960-1961 show the following tendencies:

In classical or humanistic secondary education («Bachillerato General») the number of masters and mistresses has gone up from 4,592 to 5,951, and the number of pupils has increased from 453,889 to 495,444. (The increase is particularly remarkable in Government Schools, the figure for these having gone up from 75,031 to 87,942.)

In technical education a considerable development is still observed. The percentage of the increase in this type of school as compared with the previous year is:

	<i>Higher Technical Schools</i>	<i>Intermediate Technical Schools</i>
Teachers	39.2 %	6.2 %
Number of pupils entered for the first-year classes	37.3 %	21.1 %

These percentages do not include Commercial Schools, for which it has not yet been possible to obtain figures for the year 1960-1961.

III

SCHOOL ORGANIZATION AND STRUCTURE OF EDUCATION

1. CHANGES IN THE DURATION OF COMPULSORY SCHOOL ATTENDANCE FREE OF CHARGE

The Primary Education Department has drafted some important amendments to the Primary Education Act of 17 June, 1945, now in force. The new text provides mainly for the enforcement of compulsory education from 6 to 14 years of age, instead of from 6 to 12 years as at present, and for the ultimate raising of the school-leaving age to 16. This step involves building an additional 14,000 school units for 60,000 new pupils, not including the children between 10 and 14 years of age who will take the secondary education course on the Technical and Classical sides.

The new text also lays down the terms for going up from primary to secondary school. At the age of 12, pupils may, if they wish, go up to Secondary School (Classical or Technical Secondary Education or Initiation into Vocational or Industrial Training). Entry in Secondary Education institutions is automatic for primary school pupils who qualify for it in their sixth-year examinations. Others, if they wish to go up to Secondary School, will have to pass a special entrance examination, as hitherto.

2 and 3. CHANGES IN THE NUMBER OF YEARS OF SCHOOLING, DISTRIBUTION OF CYCLES OR SECTIONS IN THE DIFFERENT BRANCHES OF EDUCATION

There is nothing of particular interest to mention under these headings.

4. CREATION OF NEW KINDS OF TEACHING CENTRES

It is important to stress the growing success of secondary night classes for young workers, to enable them to prepare for the Classical Secondary School Certificate.

The Secondary Education Department is considering opening boarding schools in «third class» rural districts. This project is the outcome of the desire now generally felt to facilitate the rural population's entry into secondary schools. This wish has already been met by the granting of 300 scholarships to proficient pupils coming from rural primary schools. The rural boarding school experiment carried out in the Province of Salamanca has given excellent results and the scheme will shortly be extended to other provinces.

IV

PLAN OF STUDIES, CURRICULA, AND METHODS

1. CHANGE IN THE PLAN OF STUDIES

The Ministerial Order of 6 October, 1960, set forth the Plan of Studies for the Night Teachers' Training College which has been operating in Madrid since June, 1958.

The Rules issued by the Secondary Education Department lay down the equivalences with secondary schooling to be assigned, on the one hand, to the Equatorial Administration Clerk's Diploma issued by the Provincial Higher School of Santa Isabel, Fernando Poo, and, on the other hand, to the Title of Drawing Master issued by the Higher Art Schools.

In the technical education grade («Educación Laboral»), a Ministerial Order of 16 January, 1961, introduced the new subjects called «Horticulture and Flower Growing» and «Tropical and Equatorial Culture», in the Agricultural Section of the Higher Technical Secondary Course. The new secondary course on «Horticulture and Flower Growing» may now be taken at the School-Farm run by the Women's Branch of the Movement at Aranjuez; and the «Tropical and Equatorial Culture» course will be given as from the beginning of the coming school year in the institutions in the Canary Islands and African Provinces.

In the field of technical education, a Ministerial Order of 14 October, 1960, lays down the system for the change over from the old to the new Plan of Studies for Higher and Intermediate Technical Schools. Pupils who have been studying under the old Plan are

thereby given certain facilities for passing on to the first year course under the new Plan.

2. CHANGES IN CURRICULA

The Ministerial Order of 29 April, 1961, introduced the Traffic Regulations as a compulsory subject in the curriculum of primary schools. The preparation of lessons on this new subject has been entrusted to the Centre for Primary Education Documentation and Guidance.

3. CHANGES IN TEACHING METHODS

Stress must be laid on the constant spread of audiovisual methods in the teaching of Spanish. The Cultural Extension Commission, which is in charge of the elaboration and development of audiovisual means, has furnished in the school year 1960-1961 10,163 sets of lantern slides and 4,364 gramophone records. About one thousand teaching centres or establishments, of all grades, regularly use the services of the Cultural Extension Commission through the conduct of its National Organization. The Commission regularly organizes, every year, courses for training audio-visual method experts. We must also mention the constant success of broadcasts (radio examination) intended to help secondary school children in preparing for their examinations, both in the Elementary and in the Higher «Bachillerato» courses. This year these broadcasts have been followed by more than 50,000 pupils and the lessons given in them were published in thirty of the most important Spanish papers. The Cultural Extension Commission has also organized, during this school year, a weekly broadcast called «School Antenna», for primary school children.

4. SCHOOL BOOKS

The Technical Education Department has under study the co-ordination of technical school books at the intermediate level.

V

TEACHING STAFF

I. CHANGES IN THE TRAINING, RECRUITING, AND POST-ENTRY TRAINING OF TEACHING STAFF

The new Primary Education Act of which we have spoken (III, 1) lays down a new system for entry into Primary Teachers' Training Colleges. At the present time, to enter a Teachers' Training College the applicant must have satisfactorily completed four years of secondary education and passed a special entrance examination. Under the new system, Teacher' Training Colleges will be open to:

(a) All who hold the Higher, Elementary, Classical, or Technical Secondary School Leaving Certificate, without any need for an entrance examination;

(b) All those who have attained the age of 14 and have been eight years at primary school and who have successfully taken a special one-year preparatory course.

The duration and nature of studies at Teachers' Training Colleges vary according to the pupils' backgrounds:

- Those who hold Higher Secondary School Certificates will follow, during one year, the exclusively pedagogical, technical, and practical courses;
- Those who hold the Elementary Secondary School Certificate and those coming from primary schools (plus the year's preparatory course) will take a three year's course, covering simultaneously general knowledge and practical training.

The new Act will also change the system for entering the teaching profession. At present those who have gone through the Teachers' Training Colleges have to pass competitive examinations to get appointed to vacant posts. Under the new system the best applicants can take a year's course of complementary studies at the Training College and thus be dispensed from sitting for the entrance examination. They will be entered forthwith on the roll of National Teachers.

The latest statistics show that Spain has had the good fortune of not being affected by the crisis in primary school teacher recruiting;

furthermore, no fewer than 18,254 candidates sat for the competitive examinations in October, 1960, when 7,000 posts in Government schools had to be filled.

The Ministerial Order of 6 May, 1961, regulates the granting of scholarships or leave for further study to teachers who wish to compete for posts in the Primary School Inspectorate or as teachers at Training Colleges.

According to their merits, candidates may be awarded:

(a) Annual scholarships of 12,000 pesetas plus their full salaries, according to their rank;

(b) Leave on full pay;

(c) Leave on reduced pay;

(d) Leave without pay;

A vast programme of post-entry training for training College teachers is now in course of being implemented. A first series of courses for philosophy and pedagogy teachers took place in Madrid early in June this year.

As regards technical education, the Decree of 8 November, 1960, announced a competition to fill 59 vacancies as laboratory teachers. Their task is to prepare and give the practical lessons in laboratories. The setting up of this grade of teachers is a proof of the new and really practical trends in Spanish technical education.

2. CHANGE IN THE RULES FOR, AND STATUS OF TEACHERS

The Ministerial Order of 8 August, 1960, settled a new schedule (minimum maximum) for Secondary School masters and mistresses. The Ministerial Order of 7 September, 1960, regulates working conditions for masters in charge of courses (supernumerary and assistant masters) in private (non-Government) secondary schools.

In Technical Education, teachers appointed as from 20 February, 1960, must devote to their teaching and academic work a minimum of four hours a day, straight off, in the morning, at the school itself, on five days a week, and will receive in compensation an additional bonus over and above their regulation emoluments. The working hours of teachers in charge of laboratories are as follows: five consecutive hours every day for those on part time and four additional hours for those on full time. The latter must, furthermore, engage in applied research.



In Higher Education the full-time employment rule has already come into force. Members of the professorial staff who so wish and sign a full-time engagement will devote their activities exclusively to teaching and will receive a special remuneration. A total of 270 in all the Faculties of the different Spanish Universities have already accepted this working system.

VI

ADDITIONAL SERVICES AND POPULAR EDUCATION

1. PHYSICAL TRAINING

During the year 1960-1961 the Physical Training Plan for Higher Education students has been amended. The reform involves considerable advantages in the matter of physical training exercises properly so called, since the aim is to attain the highest possible level of physical training in the majority of students.

2. AIDS TO SCHOOLING, SCHOLARSHIPS, AND SOCIAL INSURANCES

The General Commission for Aids to Schooling has been able in the year 1960-1961 to increase considerably the number of scholarships and free entries granted to proficient pupils, as follows:

(a) Scholarships:

<i>Grade</i>	NUMBER OF SCHOLARSHIPS GRANTED		
	<i>In '60-'61</i>	<i>In '59-'60</i>	<i>Increase</i>
Higher education	2,819	2,273	546
Secondary education	4,239	3,772	467
Technical education	1,732	928	804
Technical Secondary Schools ...	1,290	1,120	170
Vocational training	4,200	4,300	100
Fine Arts	275	272	3
Teachers' Training Colleges ...	870	557	313
Rural scholarships	300	—	300
TOTAL	15,725	13,222	2,053

These 15,725 scholarships involve a credit amounting to 98,459,500 pesetas; that is, 25,651,000 pesetas more than last year.

We must also mention that 300 rural scholarships have been founded, which make access to secondary education possible to pupils from primary schools in agricultural or rural districts in which there are no secondary schools.

(b) *Post-graduate scholarships*.—In all, 876 scholarships, both for Spain and for other countries, amounting to 8,930,805 pesetas, have been granted to assistant professors in universities and assistant masters in secondary schools, as also to last-year undergraduates.

(c) *Free education*.—About 20 to 30 per cent of pupils at Government Secondary Schools enjoy free education, which means education free of charge.

We may recall here that, under the Laws in force, private schools have also to keep a certain number of place for children who pay nothing; the percentage varies between 5 and 15 per cent, according to the institution. The number of pupils receiving education at private schools free of charge in 1960-61 is 46,959 (24,000 in the primary grade and 22,959 in the secondary).

(d) *University social insurances*.—All Spanish students are contributors to social insurance funds; the student pays one half of the premium and the Government pays the other half. In the course of the year 1960-1961, the University social insurance organization has given benefits in 1,622 cases (school accidents, illnesses, deaths of heads of households, travel bursaries, etc.).

Furthermore, under the Act of 21 July, 1960, national funds were constituted to facilitate the access of all social classes to education. These national funds will make it possible to found new scholarships and bursaries and to extend social services in schools, such as the giving of school books free of charge, gifts of clothing, canteens, etc. This year the contribution of the National Funds to all forms of Aids to Schooling has been fixed at 600,000,000 (six hundred million) pesetas.

3. POPULAR EDUCATION

The Cultural Extension Commission has carried on its campaign for the education of the people in rural districts. Six new mobile units provided with wholly modern audiovisual equipment have been set up making a total of 16 mobile units in operation. The Commission has this year begun a course of social teaching grounded in the idea of the development of the community in country pla-

ces; and it is now carrying out a campaign in the Province of Ciudad Real. Similar campaigns are being planned for next year in the Provinces of Salamanca, Segovia, and the Canary Islands.

The Cultural Extension Commission has a cultural library of 300,000 books, which are sent more particularly to Primary Schools. The number of readers last school year was estimated at close on one million.

The Archives and Libraries Department recently did considerable work in Municipal Libraries and «Homes of Culture».

In the year 1960-1961, 32 Municipal Libraries were opened. The number of readers using these Municipal Libraries increased from 3,698,342 in the year 1959 to 3,828,428 in 1960.

As regards higher culture, we have to stress the activity of students' libraries in recent years. The Bibliographical Information Service, the Documentation Service, the National Microfilm Service (which, in this school year has increased by 103,102 photograms, the total now being 911,541), the Legal Entry and International Exchange Service are all in full development. The National Library in Madrid has been enriched by the acquisition of the original manuscript of the *Poem of Mio Cid*, one of the most highly prized works in the collection.



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