

1967-1968



SPAIN

The Educational Movement

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PROGRESS OF EDUCATIONAL ACTIVITIES
DURING THE 1967-1968 SCHOOL YEAR



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I

SCHOOL ADMINISTRATION

ADMINISTRATIVE MEASURES

In order to reduce public expenditure and make the organization more efficient a decree was passed on November 27, 1967, making radical changes in State Administration in general, and in the Ministry of Education and Science in particular. Reform of the Civil Administration is being carried out so that the suppression and integration of the public bodies produces an immediate and important reduction in expenditure and checks their future growth, as well as encouraging improved productivity in the various administrative organs. A number of Under-Secretariats and Government Departments are being suppressed but their functions can easily be taken over by those that remain, so that each of the latter now assumes the duties of a wide sector of administrative activity. This reform affects not only the organs of the Central Administration but also the provincial and regional services that each Ministry Department has in the various areas. These are now integrated into single Delegations in each province, whose unity of control permits administrative activity to achieve higher levels of efficiency. Within each Ministry, Services or Administrative Units now combine the functions concerned with personnel, equipment, budget, statistics, press, information, resources, libraries, archives, documentation and publications, thus saving a

considerable amount in expenditure, as well as attaining a higher degree of coordination and control in these services.

With specific reference to the Ministry of Education and Science, the administrative reorganization has involved the suppression of the Under-Secretariat for Higher Education and Research, the Department for University Education, the Department for Higher Technical Education and the Department for Scientific Promotion and Cooperation, their duties and functions being absorbed by the new Department for Higher Education and Research. In the same way, the Departments for Secondary Education and Professional Education are united in the Department for Secondary and Professional Education. The duties which formerly corresponded to the Department for the Propagation of Culture are now carried out by the General Technical Secretariat.

As a result of the new system of unification in the first stage of secondary education, established in a law approved by the Courts last year, various measures of a general nature have been decreed defining and regulating the activity of the National Centres for Secondary Education (State Grammar Schools) and the Technical Centres for Secondary Education, uniting the systems of each kind of school in all those academic and administrative aspects which do not offer any special difficulty deriving from the education they provide or from the fact that the teachers belong to one professional body or another. Consequently, in this highly important sector of secondary education a unifying system is being implanted to eliminate the diverse forms of the «Bachillerato Elemental» (Ordinary Level Examination) which used to produce some disorientation in the basic training of the students at this stage in their education. The policy being followed is one which was initiated by the Ministry of Education and Science and sets out to broaden the range of education, making it more flexible and extending it to the greatest possible percentage of the school population at the intermediate level.

As a consequence of the reorganization of the Departments for Secondary and Professional Education, an important and far-reaching reorganization of the administrative services corresponding to these two branches of education administration has taken place. The new structures are designed to be of greater utility, in line with the new norms established by modern State Administration, and seek to ensure a greater yield in the economic as well as the functional aspects of the services undertaken, without loss of efficiency.

By a decree of November 1967, the new Regulation governing the Association of Professional Inspectors in Primary State Education was passed, substituting the prevailing law which dated from 1932. This new Regulation was made necessary by the orientation and provisions of the new Law of Primary Education as well as the Law pertaining to Civil Servants, which together introduce new legal and administrative measures.

The Regulation is divided into nine Clauses which lay down in a total of forty six Articles the norms established for the new system in this service of Inspection. Briefly, the various aspects covered by the new provisions refer to the organization of Inspection, admission to the Association of Inspectors, rights, duties and limitations of its members, provision of employment, changes in employment, holidays, leave of absence and similar concessions, administrative appointments, remuneration, disciplinary methods and economic dispositions.

This new organization will make it possible, on the one hand, to select duly qualified candidates who are well-suited to the important and delicate task of School Inspection, and on the other, to improve and go beyond the methodology and systems of primary education, which will follow the criteria established by this specialized personnel.

FINANCIAL ASPECTS OF EDUCATION

MINISTRY OF EDUCATION AND SCIENCE BUDGET FOR 1968 (Initial Budgets)

	MILLION PESETAS	PERCENTAGE OF TOTAL
Ministry, Under-Secretariat and General Services ...	815.1	3.0
General Technical Secretariat	459.4	1.7
University and Technical Education	3,840.1	14.2
Secondary and Workers' Education	4,873.0	18.0
Primary Education	13,361.6	49.4
Fine Arts	703.6	2.6
Archives and Libraries	478.4	1.8
Development and Scientific Co-operation	152.4	0.6
Miscellaneous	22.1	0.1
Equal Opportunities Fund	3,325.3	8.6
TOTAL	27,030.9	100.0
BUDGET OF 1967	23,586.1 million pesetas	Index 114.6

**BUDGET OF THE MINISTRY OF EDUCATION AND SCIENCE
AND A COMPARISON WITH THE TOTAL BUDGET OF THE STATE**
(In millions of pesetas)

YEARS	GENERAL BUDGETS OF THE STATE	BUDGET OF THE MINISTRY OF EDUCATION & SCIENCE	PERCENTAGE
1925	2,941.7	177.6	6.04
1930	3,637.6	195.1	5.36
1935	5,103.6	336.9	6.60
1940	7,159.2	394.9	5.51
1945	13,233.6	634.9	4.79
1950	18,052.0	1,414.0	7.83
1955	31,955.9	2,627.1	8.22
1960	65,566.9	5,618.7	8.57
1961	68,959.9	6,704.8	9.72
1962	86,787.9	8,376.7	9.65
1963	104,712.4	9,339.2	8.92
1964	120,843.5	13,792.5	11.41
1965	136,781.5	14,500.0	10.60
1966	168,801.1	21,520.0	12.75
1967	204,290.5	23,586.6	11.54
1968	237,800.0	27,030.9	11.37

As a complementary guide to the information already supplied, a brief summary is given of the quantities devoted to the various educational services which may have been affected as a result of the concession of extraordinary grants during the school year 1967-68. With specific reference to the Department for Primary Education, the budget for 1968 amounts to approximately 14,320.8 million pesetas, which represents an increase of 9 per cent on the total estimated figure for 1967. The greatest increase is to be found in grants to the school building program which amount to more than 1,581.94 million pesetas in 1967 and 3,081.5 million pesetas in 1968.

The grants to the various services of the newly-created Department for Higher Education and Research for the year 1968 total some 3,840 million pesetas. The quantity that these same services were allocated in the budget of 1967 was 2,280.5 million pesetas; this is a difference of 1,559.5 million pesetas.

In the realms of Higher Technical Education the increase is also considerable, mainly with reference to expenditure on buildings and installations which amounted to 440 million pesetas in 1967, while

for this year they are estimated at 580 million pesetas—an increase of 140 million pesetas. Mention must also be made of the increase effected in grants made to cover installation costs and other services in the Intermediate Grade Technical Schools, since the sum estimated for 1967, which was 100 million pesetas has been increased quite considerably to 136 million pesetas in the 1968 budget.

The budget for Secondary Education for 1968 amounts to 4,873 million pesetas, which represents a marked increase compared with the corresponding figure in the budget for 1967.

BUILDING PROGRAM FOR EDUCATION

The primary school building program has proceeded in accordance with the First Economic and Social Development Plan. From January 1st, 1967 to January 1st, 1968, 2,938 school units and 1,460 dwellings for primary teachers have been completed and put into operation. For the four years corresponding to this first Development Plan (1964-67), the total number of classrooms built is 12,105, with 484,200 new school places as well as 7,665 dwellings for teachers.

In the provision of new buildings there has been a continuation of the trend towards the creation of «Escuelas Comarcales» (District Schools), endowed with canteens and transport facilities, and «Escuelas Hogar» (Boarding Schools) whenever the low density of population does not make the former solution possible. There are 592 schools of the first kind now in operation, and 120 of the second, that is to say 28 more than in 1967.

With reference to the construction of other teaching establishments, it is worth noting that the new «Escuelas Normales» (Teacher Training Colleges) at Burgos, Córdoba, Melilla, Segovia have begun functioning, and at Salamanca and Santiago building is now under way.

The Second Economic and Social Development Plan (1968-71), awaiting final approval at the time this document is being prepared, makes provision for building grants for Teacher Training Colleges to complete the total of 55. All these centres will then be installed in buildings which are perfectly suited to their purpose.

This Second Development Plan also includes the four-year building program of 25,000 classrooms (a million school places), 2,000 of them for children who suffer physical or psychological deficiencies and need to be educated in a special centre. The program also envisages the construction of 16,000 dwellings for primary teachers. The

total sum to be spent, including the supply of furnishings and teaching materials will be in the region of 19,000 million pesetas.

As for the measures of a technical nature relating to school buildings, it is important to mention that regulations have been passed which determine the essential specifications of school buildings in Primary Education, total surface area per square meter of each component element, surface area per pupil, financial specifications and estimated cost.

The introduction of these norms arises from the need to know beforehand details of the program to which each plan corresponds, in other words, the component parts and dependent elements which make up the building according to the age of the pupils and the number of school units the building comprises. On this basis of surface area and number of component and dependent elements is determined the maximum cost of each school building. These specifications, moreover, not only serve to orientate the architect whose job it is to draw up a plan, but also permit the Ministry to determine the contribution it is going to make towards the construction of school buildings included in the scheme, the amount being fixed at a certain percentage of the budget, which fluctuates according to the census of the population. The financial specifications have been fixed at 400,000 pesetas if the building is to have central heating, and 350,000 pesetas if it is without central heating. In both cases the sum includes the proportion of the Budget corresponding to complementary installations on the school premises, such as the headmaster's office, a multi-purpose room, area to be fenced off, etc.

If the work is carried out under the subsidy scheme, the Ministry of Education and Science allows 250,000 pesetas per school unit and 200,000 pesetas for each dwelling for the teacher, and also provides that the State may grant perpetual loans for 50 per cent of the estimated cost if the institution is to function outside the realm of free State education, or 35 per cent in the case of an «Escuela Nacional de Patronato» (Official Trust Centres); but in neither case may the said subsidy exceed 250,000 pesetas.

Between May 1967 and the present time work was completed on the Higher Technical Colleges of Engineering in Córdoba (Agricultural), Barcelona (Civil), Barcelona and Madrid (Industrial), and the Pavilions and Laboratories of the College of Civil Engineering in Santander. There are also plans for the present year, 1968, to build Pavilions, Laboratories and new lecture theatres in Higher Technical Colleges in various parts of the country.

The following table is a summary of the buildings erected with total or partial State participation in the field of officially approved Secondary Education:

State Secondary Schools	218
State Technical Secondary Schools	129
Delegated Department	264
Dependent Departments	223
Official Trust Centres	5
Free Schools taken over	258
Night Schools for Workers	156
TOTAL	1,253

PLANNED FOR 1968

State Secondary Schools	20
State Technical Secondary Schools	5
Delegated Departments	45
Dependent Departments	30

During 1967 and 1968 work has continued on the new buildings or new Colleges of Engineering in León and Lugo (Agricultural), Burgos (Public Works), Huelva (Mining) and El Ferrol (Naval), which are now in a very advanced stage of construction. It is hoped that with the exception of the College of Engineering in Huelva they will begin functioning in the course of 1968-69.

Work has been completed on the new College of Architecture in Burgos, and College of Mining Engineering in Baracaldo, the first of which has already begun operations this academic year and is offering courses in Public Works on a temporary basis while work is being completed on the installation of the new College of Public Works nearby.

Furthermore, work has also been carried out to alter, refit and extend the Colleges of Industrial Engineering in Santander, Málaga and Valencia as well as the College of Mining Engineering in Cartagena whose antiquated building needed urgent repairs.

Also during the year 1967 work was begun and is now practically completed on the project of extending, altering or refitting lecture

theatres, workshops or laboratories at the Colleges of Industrial Engineering in Zaragoza and Seville, as well as the work, which had become an urgent necessity, of providing general amenities and services on the campus at Lugo, which includes the city's Colleges of Architecture and Engineering.

The number of vacancies created at this level of education during the four-year period 1964-67 reached the figure of 6,150, thus attaining the objective that had been set in the educational program at this particular level. The majority of these places are already filled or will gradually be brought into operation as the Centres which they are to occupy are completed and properly equipped.

The grants assigned to this branch of education in 1967 totalled 100 million pesetas. Money spent on building and other similar operations which have been mentioned accounted for a total of 70.24 million pesetas, while the rest, that is to say 29.76 million pesetas, was spent on the acquisition and installation of equipment, machinery, materials and furnishing in the lecture theatres, workshops and laboratories of the rest of the existing Colleges of Engineering, preference being given to those whose requests seemed most urgent.

In addition to the grants and projects already mentioned, subsidies were given for the creation and installation of school places in Secondary Technical Education in those private centres whose courses had been officially approved; these subsidies amounted to some 8 million pesetas.

The buildings of the Official Language Schools at Valencia and Barcelona have been completed, with a capacity of 925 students and 1,260 students respectively. The construction of these two Centres brings the total to three, for the Central Language School was already in existence in the capital.

II

QUANTITATIVE DETAILS OF EDUCATIONAL DEVELOPMENT



STATISTICS OF EDUCATION IN 1966-67
compared with 1965-66

	Number of Centres	Index 1965-66 = 100	Teaching Staff	Index 1965-66 = 100	STUDENTS ENROLLED					
					Male	Index 1965-66 = 100	Female	Index 1965-66 = 100	Total	Index 1965-66 = 100
I. PRIMARY	112,769	102	114,810	101	1,954,336	101	2,017,467	101	3,971,803	101
II. SECONDARY:										
1. General School Certificate .....	...	...	6,874	...	520,049	106	392,988	115	913,637	109
2. Workers' School Certificate .....	...	...	2,167	...	32,520	118	25,091	121	57,711	119
3. Occupational Training	451	110	9,940	...	127,448	102	—	—	127,448	102
4. Schools of Commerce	43	100	838	110	12,058	75	3,760	94	15,824	76
5. Teachers' Training Schools	53	100	1,027	...	29,029	126	36,711	92	66,340	105
GENERAL TOTAL II	547	100	20,946	(1)	722,404	106	458,556	112	1,180,960	120
III. SECONDARY TECHNICAL TRAINING:										
1. Technical Architects	5	100	323	115	11,056	123	265	114	11,921	123
2. Technical Aeronautical Engineers	1	100	111	109	952	96	8	114	960	96
3. Technical Agricultural Engineers	0	100	276	85	3,085	87	316	87	3,401	87
4. Technical Industrial Engineers	24	100	1,388	94	36,983	97	857	113	37,840	97
5. Technical Mining Engineers	10	100	233	86	3,016	96	31	80	3,047	96
6. Technical Forestry Engineers	1	100	50	85	342	83	13	108	355	84
7. Technical Naval Engineers	2	200	81	117	1,159	181	12	—	1,271	198
8. Technical Public Works Engineers	1	100	162	137	2,702	111	17	131	2,719	111
9. Technical Telecommunication En- gineers	1	100	93	124	1,903	133	63	103	1,966	131
10. Technical Textile Engineers	1	100	20	100	124	—	—	—	124	87
11. Technical Topographical Engineers	1	100	45	132	257	80	3	100	260	80
12. Technical Sanitary Assistants	11	100	816	115	760	72	5,830	109	6,590	103
GENERAL TOTAL III	64	101	3,606	102	64,767	104	7,440	109	72,207	105
IV. ARTISTIC TRAINING:										
1. Arts and Crafts	43	100	917	99	9,067	110	7,297	107	16,364	109
2. Conservatories	41	100	641	82	7,330	99	15,969	91	23,299	94
3. Fine Arts Schools	5	100	...	—	526	91	427	76	953	83
GENERAL TOTAL IV	89	100	1,558	91	16,923	104	23,693	95	40,616	99
V. HIGHER EDUCATION:										
1. Sciences	12	100	1,546	125	16,065	112	5,954	122	22,019	114
2. Political, Economic & Commercial Science	4	100	431	181	13,360	129	3,490	193	16,850	139
3. Law	12	100	807	109	14,202	117	2,341	120	16,543	117
4. Pharmacy	4	100	383	170	2,650	109	3,057	116	5,707	112
5. Philosophy and Letters	12	100	1,540	145	8,309	137	11,820	119	20,129	126
6. Medicine	10	100	1,327	128	19,893	107	3,830	122	23,723	109
7. Veterinary Science	4	100	188	101	587	115	54	135	641	116
8. Architecture	4	133	619	129	6,411	117	444	134	6,855	118
9. Aeronautical Engineers	1	100	157	132	1,327	119	2	66	1,329	119
10. Agricultural Engineers	2	100	365	158	3,091	120	87	126	3,178	120
11. Civil Engineers	2	200	364	265	3,654	126	4	200	3,658	126
12. Industrial Engineers	5	100	1,009	124	13,758	101	64	72	13,822	101
13. Mining Engineers	2	100	195	96	1,382	85	3	150	1,385	85
14. Forestry Engineers	1	100	121	133	617	83	8	100	625	93
15. Telecommunication Engineers	1	100	209	271	2,516	147	64	237	2,580	149
16. Naval Engineers	1	100	112	120	1,055	117	1	100	1,056	117
17. Textile Engineers	1	100	136	145	1,045	117	4	133	1,049	117
GENERAL TOTAL V	78	103	9,509	135	109,922	115	31,227	125	141,149	117

(1) The indices are not given here, since the unofficial centres have been included this year.

relatively high number of Spaniards who are now in a position to obtain this qualification.

In the field of University Education important reforms or changes have been introduced into the structure of education. These are intended to widen the range of the various specialities or branches of study within the various degree courses now offered in our Universities. Consequently, in the academic year 1967-68 the following Departments were created in the Universities and Faculties listed below:

MADRID	<i>Faculty of Philosophy and Arts:</i> Department of Modern Philology. Department of History of Art. Sub-department of Psychology. <i>Faculty of Science:</i> Sub-department of Metallurgy.
GRANADA	<i>Faculty of Philosophy and Arts:</i> Department of Modern Philology. <i>Faculty of Science:</i> Department of Biological Sciences.
LA LAGUNA	<i>Faculty of Science:</i> Department of Biological Sciences.
MURCIA	<i>Faculty of Philosophy and Arts:</i> Department of Modern Philology.
OVIEDO	<i>Faculty of Philosophy and Arts:</i> Department of Modern Philology.
SANTIAGO	<i>Faculty of Science:</i> Department of Biological Sciences. <i>Faculty of Philosophy and Arts:</i> Department of Modern Philology. Sub-departments of English and French
SEVILLA	<i>Faculty of Philosophy and Arts:</i> Department of Classical Philology. <i>Faculty of Science:</i> Department of Mathematics.

VALENCIA	<i>Faculty of Science:</i> Department of Mathematics. Department of Biological Sciences.
VALLADOLID	<i>Faculty of Philosophy and Arts:</i> Department of Romance Philology. Sub-department of French. <i>Faculty of Science:</i> Department of Mathematics.
ZARAGOZA	<i>Faculty of Philosophy and Arts:</i> Department of Romance Philology.
BARCELONA	<i>Faculty of Philosophy and Arts:</i> Sub-departments of English and German Philology.
SALAMANCA	<i>Faculty of Science:</i> Department of Geological Sciences.

In the field of Technical Education, the College of Agricultural Engineering in Valencia has created the special Chair of Citriculture, resulting from the need to encourage and develop the cultivation of citrus products in general, an agricultural and economic sector of the utmost importance in this region of Spain.

As a result of new developments in the field of Secondary Education, a new study has been drawn up concerning the first stage of the «Bachillerato» known as the «Bachillerato Elemental» (Ordinary Level Examination), establishing a four-year period for all the branches or specialities of this examination. This reform does not involve any changes in the system for the second stage, the «Bachillerato Superior» (Advanced Level Examination), since the Humanistic «Bachillerato» continues to be divided into two parts, Science and Arts, and the Technical «Bachilleratos» have their various systems.

This reform is putting an end to the duality of systems in the «Bachillerato Elemental» which previously existed in the study program, creating in its place a common stage which serves as a basis for further study and is also useful for low-level professional activities.

The regulations laid down in the present Primary Education Law have had repercussions on the system of Secondary Education in the aspects which concern the admission of students coming from primary level who satisfy the requirements of attendance and progress, and who can therefore continue their studies for the «Bachillerato» with-

out having to sit any entrance examination, as was previously the case. In other words, the Secondary School courses referred to are considered practically as a continuation of those begun and followed through in the Primary Schools. Apart from this system, there is another which allows admission to the third course of the «Bachillerato Elemental» to those pupils coming from Primary School who have studied and passed eight courses at that level. In this case there is an entrance exam of a selective nature which is meant to assess the level reached in the last years of the Primary course, since these years are considered to have the same formative value as the first three courses of the «Bachillerato Elemental». These regulations are contained in a Ministerial Order of September 21, 1967.

Following the recommendations of the Courts in the Law of June 28 last year concerning the civil right to exercise freedom of religion in Spain, the Ministry of Education and Science has introduced a reform in the study programs being followed in the various teaching establishments, to the effect that those pupils who do not profess the Catholic faith will be exempted from receiving instruction or sitting examinations or tests in this religion.

Also worth mentioning is the appearance of a new course in the Secondary School of Engineering of Canet de Mar, namely, the special subject Weaving, thus resolving the problem of the training and instruction of an important sector of the population engaged in the weaving industry, which is of particular importance in the surrounding region in both its social and economic aspects.

IV

CURRICULA, SYLLABI AND METHODS

In June 1967 the new Curriculum for the Primary Teacher Training Colleges was approved. According to this Law, admission into these centres is dependent on the certificate of the «Bachillerato Superior» (Advanced Level Examination), after which there is a two-year course and a third year spent in teaching practice in a Primary School, being paid 90 per cent of the starting salary of a qualified primary teacher. The Law lays down specifications for the subjects contained in the Curriculum, number of hours for each subject, corresponding criteria for methods of teaching, as well as the competence test that the students must take at the end of their second year in college. The Primary Education Law establishes that the students of these Training Colleges must take part in training schemes for «leisure activities for the young» before they receive their Teacher's Certificate.

The syllabi for the various subjects contained in the Curriculum for Training Colleges were decided in the Resolution of July 1967.

In order that the official questionnaires for Primary Education may work more efficiently, the Centre for Orientation and Documentation in Teaching has organized a scheme to elaborate school syllabi for «Colegios Nacionales.» These are now ready, and for the beginning of the academic year 1968-69 primary teachers will have this aid at their disposition. Teams of teachers continue to work on the production of syllabi for other kinds of primary Centres.

In January 1968, in collaboration with the Department of Radio and Television, experiments were carried out in Schools Television with a daily program of sixty minutes duration. In the month of April the Primary School Inspectors who were collaborating with the Spanish Television, met to analyze the programs that had been broadcast, and to decide, after the experience of these months, the basis for activities in 1968-69.

By virtue of the Primary Education Law it is a legal obligation to distribute the pupils' texts free of charge in Primary Schools. In September 1968 the pupils in the first and second grades will also receive these texts, and it has been established that within four years the regulation will apply to all the pupils studying within the range of compulsory education. A system has been worked out whereby textbooks will be acquired by tender, but giving primary teachers ample participation in the process of selection on the national level as well as at school level.

The introduction of a new Curriculum in the Teacher Training Colleges will involve a revision of the textbooks. Consequently, as from January 1968, specifications were established for the textbooks to be used in the Training Colleges.

Within the Curricula of the Higher Technical Colleges, the parts of the program which deal with the courses in Architecture, Mining Engineering and Industrial Engineering have been modified. A Curriculum has also been approved for the College of Industrial Engineering in Seville, introducing now developments in teaching and methodology.

As a result of the unification that has occurred in the «Bachillerato Elemental» to which we referred earlier in this report, the new questionnaires have been drawn up and approved in accordance with the new course to be taken, and the methods employed, during this first stage of education, which will serve to endow the pupil with a basic formation as a starting point for further studies at Intermediate, Advanced and subsequent levels. Consequently the textbooks corresponding to the new questionnaires and syllabi are being studied at present, and will soon be approved so that they can enter into use at the beginning of the coming school year.

TEACHING STAFF

SHORTAGE OR SURPLUS OF TEACHERS AT THE VARIOUS LEVELS

As a result of the considerable improvement in the salaries of civil servants which took place after the passing of Law 31 of May 4, 1965, the number of applicants for teachers' posts in the various State Centres of Education has increased at a satisfactory rate, so that there is no shortage of candidates from whom to choose the teaching staff at the various levels. Another factor which has also contributed to this increase in applicants is the noticeable growth in the number of posts in the different Centres of Education. In this direction, the economic effort which the State is making through the Ministry of Education and Science is really outstanding. The considerable increase in the school population which is occurring year after year in our teaching Centres demands a proportional increase in teaching staff to cope efficiently with these services; this problem is being resolved gradually and in a satisfactory manner. So, in the question relating to the availability of teachers in Primary Education there has been no change in the favourable situation which has existed up to now. Proof of this is the fact that in the selective examinations corresponding to the school year 1967-68, there were 21,661 candidates for 6,000 posts.

In Secondary Education the number of teachers is also on the

increase, although there has been no change in the existing situation whereby there is a larger number of candidates applying for Arts posts than Science posts, the proportion being of about 7 to 5.

REFRESHER COURSES FOR TEACHERS

In September 1967 all the teachers in the State Training Colleges took part in refresher courses and meetings for perfecting professional techniques.

In Primary Education, specialized courses in Arts or Sciences have been held continuously since October 1967 for primary teachers of the 7th and 8th grades. These courses, of varying duration and content according to the candidate's level of training, are being attended by 3,553 teachers: 1,741 in Science and 1,812 in Arts.

The training courses for teachers specializing in Remedial Teaching have continued; they were held in the National Institute for Remedial Teaching, in the National School for the Deaf and in 9 Training Colleges, with an attendance of 440 teachers.

For the selection of teachers for Pre-School Education, a competitive examination was held in March for 675 posts.

It is worth mentioning that in February 1968 it was laid down that Primary School teachers who became qualified under systems previous to the one established in the Primary Education Law of December 1965 are exempted from the examination and attendance requirements of the pre-university course if they want to enter a University Faculty other than that of Philosophy and Arts, where admission is already open to them.

SITUATION OF THE TEACHERS

As a result of the new Primary Education Law, a special Association of «Directores Escolares» has been created, within the National Association of Primary Teachers, whose specific professional task it is to take charge of the «Colegios Nacionales,» the teaching practice schools of the Training Colleges and School Groups of 8 or more units, including nursery schools. The «Director Escolar» is the legal representative of the Centre under his care and the immediate superior of the teachers and all the staff employed by the Centre, whatever their function may be. He is automatically the president of the

School Council and all the institutions which depend on the Centre for their existence, whether they be concerned with teaching, financial or administrative matters.

To regulate the activities of the members of this special Association, a Regulation has been passed governing the various situations in which they may find themselves, concerning their admission into the Association, duties and rights, provision of vacancies and changes of employment, holidays, leave, replacements, remuneration and disciplinary measures.

VI

COMPLEMENTARY AND OUT-OF-SCHOOL SERVICES

Although there have been no important innovations in the organization of complementary and out-of-school services, mention must be made of the continued expansion of the school transport service resulting from the creation of «Escuelas Comarcales» (District Schools). This service received in 1967-68 a grant of 130 million pesetas, in other words 50 million more than the previous year.

The setting up of libraries for the Centres of Primary Education has continued. In the school year 1967-68 1,080 libraries were provided to schools in urban areas and 1,340 to schools in rural areas. These are composed of 141 and 148 books respectively. The library stocks of the Primary School Inspectors, Training Colleges and other specialized centres have been brought up to date and completed with the help of sizeable grants. 50 million pesetas has been spent on libraries during the year.

A) NATIONAL LITERACY CAMPAIGN

The Campaign for Literacy and the Promotion of Culture for Adults, begun in 1964, has continued during the period 1967-68.

The Campaign has been endowed with a grant of 170.15 million pesetas, not to mention the salary of the Inspectors who organize and

direct it and the State Primary teachers—5,000 of them—who carry it out, which involves an additional sum to the tune of 500 million pesetas.

In the first half of 1967 the Literacy Campaign was put into the hands of 5,000 State Primary teachers who were exempted from any other duties or responsibilities, but the progress which took place in elementary literacy led to the reduction in the number of teachers employed, so that it was 3,953 as from August 1967.

In addition to the elementary literacy scheme, and parallel to it, there has been an intensified program to promote culture and raise the standard of knowledge to the Certificate of Primary Studies.

This work of cultural promotion is entrusted to qualified Primary teachers who, with the collaboration of people in the locality whose professional and intellectual capacity is of a high level, give classes called «Pequeña Universidad» (Little University). In 1967 there were 3,474 classes of this kind and a total of 122,540 adults obtained the Certificate of Primary Studies.

As for the results obtained in the course of 1967, 109,307 adults were taught to read and write, and since the beginning of the Campaign (January 1964), 869,938 in all. There remain some 640,000 adults of 15 years or over who must be taught to read and write, in other words 3.3 per cent of the population in this age group.

B) THE «BACHILLERATO» BY RADIO

In order to give the best service possible in educating the population at Secondary level, where the extraordinary growth during the last years has reached a rate that is beyond the possibilities of State Education in the schools, a Decree was passed in May, 1963, creating as an Experimental Centre for Secondary Education the National Centre for Secondary Education by Radio and Television, under the auspices of the Department for Secondary Education of the Ministry of Education and Science. Regulations passed later established the legal basis for the functioning of the new system, broadening its scope to include the four stages of the «Bachillerato Elemental» and a preparatory course for admission into Secondary Schools.

In the short space of time that four courses represent for an institution of this nature, which employs such advanced methods compared with the traditional channels education has followed in our

country, the increase of students, in the case of independent students as well as those forming groups, has become a geometrical progression. Enrolment figures which in the early courses reached 2,000 in the case of independent students and about the same number for those attending officially approved «radio rooms,» have now reached 16,144 for pupils of both kinds in this year's course, 370 radio rooms having been authorized throughout the country.

The success of the «Bachillerato» by radio reflected in these figures had immediate repercussions outside our country's frontiers. First in Germany, then in Switzerland and recently in France, Belgium and Holland. The high percentage of Spaniards living in those countries moved the National Centre to take the necessary measures so that in the countries concerned suitable groups of students might be formed to follow the Spanish «Bachillerato» courses. So in the academic year 1963-64 the first course of the «Bachillerato» by radio began in Germany. Later it was extended to Switzerland and the range of the course was widened to include the four stages of the «Bachillerato Elemental,» including the preparation for the final examination.

The number of rooms authorized in these countries for following the programs of this year's course stands at 45 in Germany, 21 in Switzerland, 14 in France, 3 in Belgium, 1 in Holland, 1 in Canada and 1 in Italy.

The «Bachillerato» by radio has the same academic value as the ordinary «Bachillerato,» and the candidates are examined by Tribunals of the various National Institutes for Secondary Education. But the teaching is carried out from afar; the pupil is furnished with learning aids to act as a kind of textbook, referring to the various subjects in each course. At the appointed time, the teacher's explanations are recorded on tape and sent to all the country's radio stations to be broadcast on their program. The student listens to these explanations and follows them in the learning aids with which he has been provided.

To complete the system there is a series of exercises and examinations that the students have to do month by month and send to the teachers of the Centre to be corrected and given a mark.

The statistical information corresponding to the progress of this branch of education in Spain during the academic year 1967-68 is as follows:

1. Students		
Number of independent students	1,234	
Number of students attending radio room sessions	14,910	
TOTAL	16,144	
2. Radio rooms		
Total number of authorised radio rooms	369	

FOREIGN SERVICES

Number of pupils enrolled abroad during the period 1967-68

	STUDENTS (Male)	STUDENTS (Female)	TOTAL
Germany	1,664	1,014	2,678
Belgium	142	117	259
Canada	27	12	39
France	245	360	605
Holland	55	20	75
Italy	—	23	23
Switzerland	676	386	1,062
TOTAL	2,809	1,932	4,741

C) PROTECTIVE MEASURES

The Seventh Expenditure Plan of the National Fund for the Promotion of the Principle of Equality of Opportunities corresponding to the year 1967 shows a considerable increase on that of 1966. There is an increase of approximately 382 million pesetas, since the total sum spent during the latter period amounted to some 2,017,775,980 pesetas. The Plan is divided into Articles, each corresponding to the various needs which have to be satisfied; last year a total of 2.400 million pesetas was spent on this project.

D) CO-OPERATION OF THE CHURCH IN TEACHING

Special mention should deservedly be made of the co-operation which the Church has constantly given in the field of teaching through

its organizations and institutions, whose primary aim is the education of citizens, thus rendering a service of great human and social interest in the country. This co-operation is found both in the sphere of primary education and in that of secondary and higher studies.

There are a great number of Primary Schools maintained and run by religious bodies, associations and institutions. These teaching centres absorb a large mass of the school-attending population, who are not only given instruction analogous to that provided by the State in official schools, but also receive religious instruction in keeping with the nature of the relations established between the Holy See and the Spanish State.

In the field of secondary education, this co-operation can be seen in the existence of a large number of centres for secondary studies, whose teaching activities are run on special juridical-administrative lines; this system enables secondary schools to take full charge of teaching throughout the cycle corresponding to the General School Certificate, at the end of which the pupils take final examinations before Boards of Examiners formed by official professors of the Ministry of Education and Science. The pupils who pursue their studies at these recognized centres amount to approximately 30 % of the total secondary-school population of Spain.

Likewise in the field of higher education, the collaboration of the Church is outstanding, and recognition has been granted in recent times to several Universities which are run in Pamplona, Deusto (Bilbao) and Salamanca, together with Centres for Higher Technical Studies in Madrid and Barcelona (Sarriá).



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