

VUELVE JUVENAL DE VEGA.

2ª PARTE

THE RETURN OF JUVENAL DE VEGA

PART 2

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Resumen

Con 43 años, ya en pleno desarrollo de su vida y con un prometedor futuro, se produce una brusca interrupción de la actividad profesional y de la labor pedagógica de Juvenal. La cesura producida en la sociedad española por la Guerra Civil y el triunfo del Régimen de Franco ha interrumpido la exitosa trayectoria del inspector entregado en tierras extremeñas a la causa de la enseñanza en los escolares y a la promoción cultural de los adultos como remedio de las desigualdades sociales y económicas.

Ahora es el momento de sobrevivir hasta que las circunstancias favorables le permitan comenzar de nuevo. Y éstas pueden producirse en Huelva, tierra impregnada de los aires soñadores del Nuevo Mundo.

Con Juvenal transitaremos desde la etapa autoritaria y controladora del primer franquismo, imponiendo sus directrices ideológicas en las prácticas de enseñanza, hasta llegar a las puertas, ya en los 60, de una esperanzada reforma de la educación.

Palabras clave: Inspector, biografía, Juvenal de Vega, educación, régimen de Franco, Huelva, Historia de la inspección.

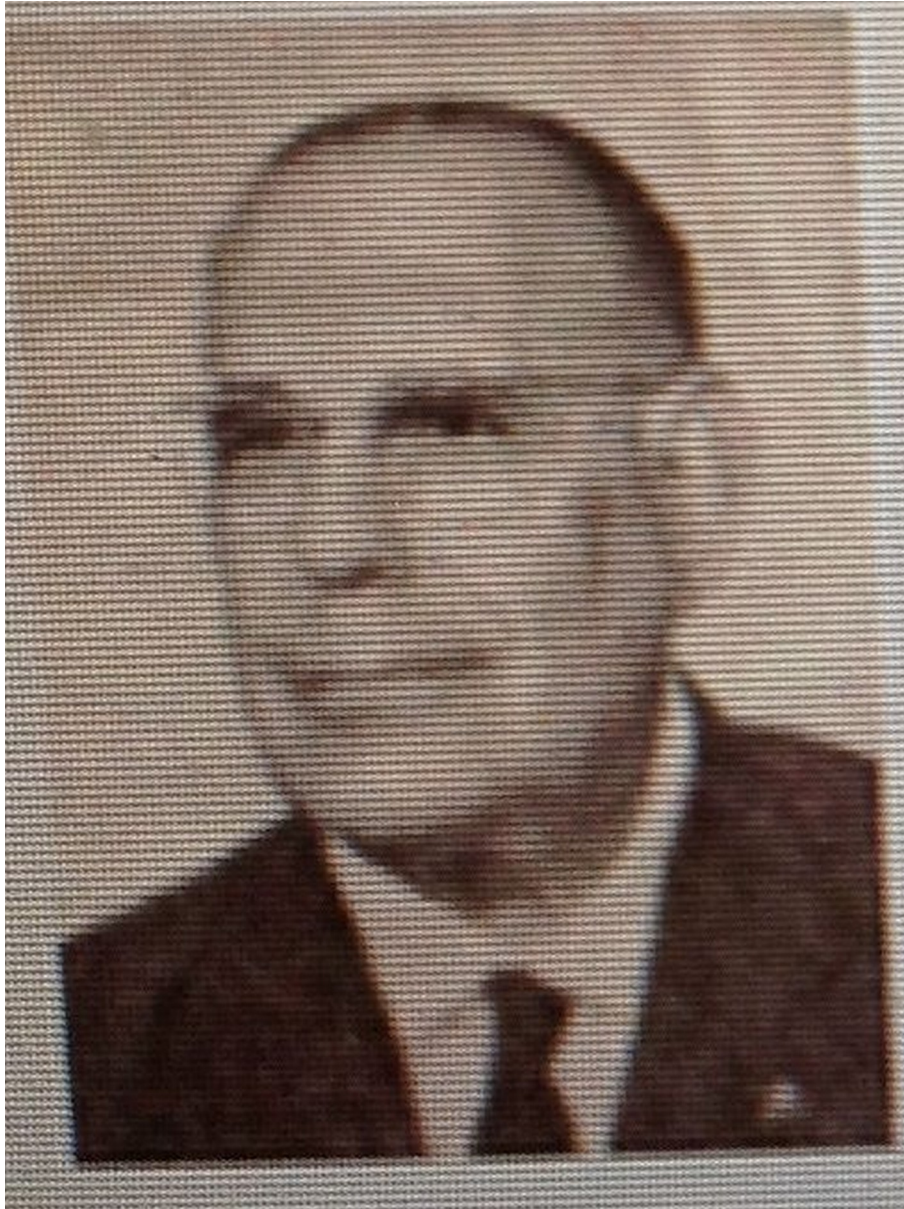
Abstract

At 43 years old, in the full swing of his life and with a promising future, a sudden interruption halts Juvenal's professional and pedagogical endeavours. The rupture caused by the Spanish Civil War and the triumph of Franco's regime interrupted the successful career of the dedicated inspector in Extremadura, who was committed to education for schoolchildren and cultural promotion for adults as a remedy for social and economic inequalities.

From now on it is a question of surviving until favourable circumstances allow him to start anew. These circumstances might arise in Huelva, a land imbued with the dreamy air of the New World.

With Juvenal, we journey from the authoritarian and controlling phase of early Francoism, which imposed its ideological directives on educational practices, to the hopeful doorstep of educational reform in the 1960s.

Keywords: Inspector, biography, Juvenal de Vega, education, Franco's regime, Huelva, history of the inspectorate.



Juvenal de Vega y Relea

Photo loaned by Ms. Pilar de Vega to the magazine "Brotos" n.º 5, May 2008, inserted in the article by Mr. Roberto Alonso García: "Misiones Pedagógicas en el Condado de Treviño".

THE RETURN OF JUVENAL DE VEGA

1. EXILE IN HUELVA, TIME OF SILENCE (1938-1951)

1.1 PROCEDURAL STAGE.

After the difficult times of 1936 and 1937 in Cáceres, with his dismissal as Chief Inspector, suspension from his job and salary, economic sanctions, double imprisonment, seizure of his assets, etc., Juvenal moved to Huelva in mid-1938 with his wife and children, where, in the following years, he received successive news of his definitive dismissal from the Inspectorate (May 1939), of his indictments for political responsibilities by the Regional Court of Cáceres (1939)¹, and by the National Court for the Repression of Freemasonry and Communism (1940).

These were certainly not peaceful years. To this family and personal situation must be added the feelings of professional frustration caused by the pedagogical failure of a school model in which Juvenal had invested all his effort. This model was based on Luzuriaga's pedagogical guidelines, expressed in his 1927 book "La educación nueva", as well as on Llopis' legislative initiatives from the Ministry. On the other hand, he was also affected by the political failure of a Constitution to which he had been deeply committed, perhaps beyond what could be demanded of him as head of primary education in the province of Cáceres. Juvenal was fully convinced that the school, under the direction of committed teachers like himself, could make its contribution.

In addition to political and pedagogical failure, there was the harsh reality of the failure of a society, the Spanish society, which had not been able to live together in respect and tolerance and in peace, and which had

1 Tribunal established by the Law on Political Responsibilities on 9/2/1939.

reached a rupture and a tragic confrontation between citizens, promoted by the military rebellion against the republican government, which led to a division between Spaniards, whose future would be determined in many cases by chance, by being on one side or the other.

Juvenal spent the 1940s in forced retirement. According to Maíllo: "the civil war opened a long and painful hiatus in Juvenal's activities".²

The ideological and educational debates raised during the Republican period on secularism or the confessionality of schools, national or foreign pedagogy, single school or confessional schools, etc., which had advocates of one or the other solutions for teaching, were buried in the din of the barbarity of war, causing wounds to some pedagogues and teachers, who were forced to take one side or the other.³

On the other hand, he could not forget the situation of repression and purges against his fellow inspectors, Carmen Muñoz (exiled to France and then to Argentina), Lucas García Rol (dismissed from service), Antonio de la Cámara and Eduardo Málaga (with some difficulty, but favourably purged) and his own wife, Concepción.

Moreover, he cannot forget what happened to Antonio Canales, mayor of Cáceres, with whom he shared many months in prison in 1937, nor the situation of so many teachers with whom he had been working during these years: Tomás Lucas, dismissed as director of the Aneja, Guillermo Gómez de la Rúa, trade unionist and teacher in Plasencia, Eulalio Cruz, from Navas del Madroño, collaborator in the Pedagogical Missions, Marciano Curriel, and some with death sentences such as Ángel Barrado and Severiano Núñez.

And as if this were not enough, to his own personal situation, like that of so many teachers, must be added the humiliation of being forced to show

2 Una gran pérdida. Article by A. Maíllo, in E.E. (6/6/1979)

3 Saber, poder y servicio. Un pedagogo orgánico del Estado: Adolfo Maíllo. Mainer, J. and Materos, J. 2011

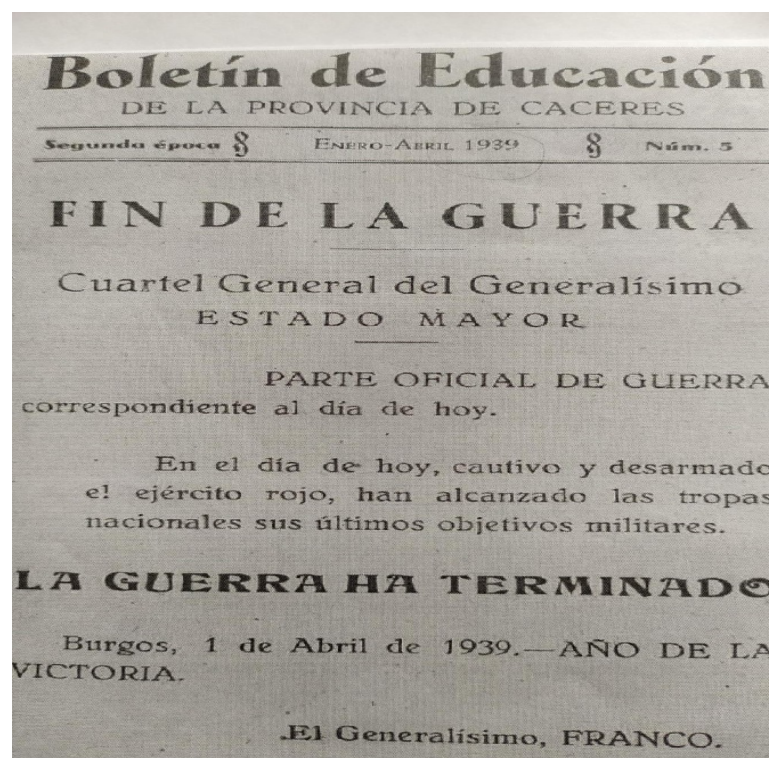
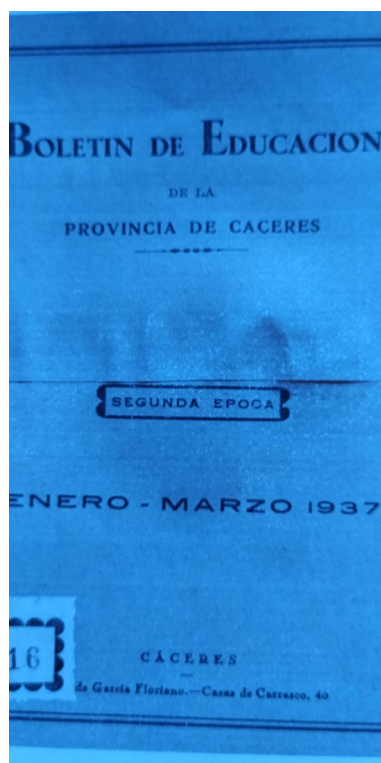
his support for the National Uprising in order to maintain his life and safeguard that of his family.

These sad moments were not helped by the fact that his professional activity was called into question when he read the editorial and the text drawn up by his successor in the post, appointed by the Civil Governor as Chief Inspector, Floriano Cumbreño, and published in the first issue of the *Boletín de Educación* in 1937, where in his article "Hacia una educación nacional" he questions the educational ideas and practices of the republican period, pointing out that it is "obligatory to reflect on the necessary change of direction".⁴ The *Boletín de Educación*, founded by Juvenal in 1934, became a useful instrument for collecting and transferring the new educational orientations that would bring about the replacement of a school system, which had tried to consolidate the principles in accordance with the republican constitution, defended by Juvenal, and which at this time would be placed at the service of the new authorities, inaugurating a second period, without the quality and continuity of those of the first period.⁵ Floriano was in charge of the purges of all the staff of Public Instruction in the province of Cáceres as Secretary of the Commission, and had also been the author of the report to the Civil Government on the conduct of the teachers at the *Escuela Normal* [Translator's note: Escuela Normal is teacher training college during Francoist Spain]. In his report on Juvenal's wife,

4 Teacher at the *Escuela Normal* and Archivist at Cáceres Town Hall. Appointed Chief Inspector by the Civil Governor on 31 August 1936.

5El *Boletín de educación de la inspección provincial de Cáceres...*, Clemente Fuentes, L.

he was somewhat benevolent and sympathetic to her situation and favoured her being able to continue working, although outside the province, and to be able to support her husband and children, in a situation of social isolation and economic difficulties due to the sanctions of the regime. This was stated in the *Oficio* of 9/9/1936 to the Civil Government in this paragraph: "A good mother of a family (she has five children), identified with her husband, with whom she shared her ambitions but never channelled, let alone provoked (...) She does not consider herself dangerous, and even less so after the lesson she has received, and can affirm that she, who knows how to learn from her own experience, will strive to loyally fulfil the promise of adherence she has made".



He had been less complacent in his report on Juvenal to the Cáceres Provincial Depuration Commission, sent in July 1937 to the National Commis-

sion for Culture and Education, in which he stated the following:

(...) "this Commission also fulfils another duty by stating that, as the current Chief Inspector, Mr. Antonio Floriano, believes, Mr. Vega is a useful, valuable element, who should not be pushed into a corner, but should be removed from the post which brings with it direction and his services should be used the day the State considers them useful. The Excellency of Culture and Education, with its superior wisdom, will know how to give the scope and reception it deems most pertinent to this respectful suggestion or indication".⁶

Let's not forget the labels and accusations that were made in the charges against Juvenal. He was accused, among other things, of being a Freemason and a communist, of being "unreliable and untrustworthy of the new state", of manifesting a "disastrous unpatriotic attitude" and of engaging in "immoral and irreligious conduct".

REFLECTIVE PERIOD

Franco's repression in Huelva: Huelva society.

After the end of the Civil War, the 1940s were characterised by the international isolation of Franco's regime, the fall in economic production, the harsh living conditions and the relentless political and ideological repression.

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From the outset, a large part of western Andalusia, including the province of Huelva (except for the mountainous areas of Sierra Morena) joined the military uprising with Queipo de Llano in command of the Captaincy General in Seville, which meant that the war front was far from the city of Huelva. In the first days of November 1936, the population received the news, by aerial broadcast, that "Andalusia is almost totally pacified; Seville, Cadiz, Huelva, Granada, Cordoba and a large part of Malaga, occupied by

6 General Archive of the Administration. Box 32/48 n° 16699

7 Historia de España. Álvarez Osés, J.A. Ed. Santillana, 2005.

our troops, enjoy normal life".

This does not mean that there were no consequences of the war: on the one hand, hunger due to the scarcity and rationing of basic necessities (although this was partly mitigated by the port, mining and fishing activities and the proximity of the Portuguese border), and on the other, ideological control, repression through seizures of goods, purges, prison, death sentences, etc. A situation that produced a society that was fearful, distrustful, submissive and obedient to the directives of the new authorities through ideological and religious discourse.

For some, Huelva, although far from the war front from the outset, was nevertheless one of the provinces where Franco's repression led by General Queipo de Llano was very high. Some figures indicate more than 8,000 deaths and an undetermined number of victims who endured persecution, imprisonment or exile. Teachers were also purged in large numbers, as in many other provinces.

1.2.2 Primary education in early Francoism. Juvenal's activity.

The triumph of the military uprising had repercussions on education, which clearly reinforced the type of citizen imposed by Francoism and which was first governed by a circular of March 1938, in which priority was given to religious and national values through Catholic Education, Patriotic Education, Civic (and Home) Education and Physical Education, to which different content would be added depending on the type of school. All this would make up what can be considered the characteristic of the national-Catholicism of Francoism, which would have in Adolfo Maillo one of the most committed pedagogues who wrote, in 1943, "Educación y revolución", in opposition to and antithesis of the educational postulates of the Republic, as described in the theses of Rodolfo Llopis, in his book "La revolución en la escuela".

The aforementioned circular reads: "A school where one does not learn

to love Spain has no reason to exist. It must be suppressed", and is signed by the then Director General of Primary Education, Romualdo de Toledo y Robles, who also advises a methodology: "It is necessary that the commented readings, in the teaching of Science, History and Geography, take advantage of any subject to deduce moral and religious consequences".

An order of January 1939 stipulated that the inspectors of Primary Education should make visits to the schools in order to carry out the "orientations of the New State", complementing their fiscal character and being an advisory body and collaborating with society in the work of education. Through the visits, the inspectors "will take care to exalt the religious and patriotic spirit, trying to make the school a Spanish institution, educational and formative of good patriots."⁸

Years later, the Primary Education Act, published in the Bulletin on 18 July 1945, would shape all compulsory education with different school graduation periods, and would be the basis for the 1953 National Questionnaires in the following decade.

Juvenal did not carry out any public activity and lived a period of forced and silent exile (the family says that they did not talk about his personal experience, pending the legal proceedings which his brother Jacinto was taking care of in Cáceres), with no written pedagogical work or journalistic contributions, as far as we know; although he does seem to have found work in teaching centres and public schools between 1942 and 1950 and, according to family information, in an academy for various subjects.

At this time, the city had a private school institution, the Sagrado Corazón schools, which followed the pedagogical initiatives of Manuel Siurot, largely taken from the "Ave María" schools of Father Manjón in Granada, and which were very much in line with the guidelines of National Catholicism imposed by the new regime.

⁸Order of 20 January 1939 and Circular of 23 February 1939.

It should be remembered that Juvenal had organised a study visit by teachers from Cáceres, back in 1928, to Manuel Siurot's schools, in order to learn about their educational experiences. This fact could also have favoured his incorporation into private schools. From a personal point of view, the support of Siurot, a lawyer, conservative politician and judge as well as a teacher, who had some influence over the military command, under the authority of Queipo de Llano, was not a bad thing for him.



Juvenal with a paper in his hands, sitting in the front row with Siurot and Marciano Curiel, with other teachers from Cáceres on their visit to D. Manuel's schools in Huelva in 1928. Photo loaned by the family of José Ríos, teacher with glasses in the centre of the second row.

In 1937, Siurot had written "La nueva emoción de España", a book entitled "Enseñanza popular patriótica", in which he extols the nation through a historical and artistic journey through each of the regions (the first chapter is dedicated to Huelva, where he stresses the importance of La Rábida in the American deed); this was the beginning of a series of readings of a patriotic and also religious nature, which were to become widespread in all the schools in the national zone during the war, and later throughout the country. Siurot was accompanied in this mission by authors such as Pemán ("La de historia de España contada con sencillez") and Ezequiel Solana ("Lecturas de oro" and "Lecturas infantiles").



Inspectors such as Serrano de Haro ("Yo soy español", "España es así",

"Hemos visto al Señor", etc.), Antonio J. Onieva ("Viajando por España" and "Escudo imperial"), Adolfo Maíllo ("Patria: Lecturas patrióticas", "Lecturas españolas", etc.), and others would participate in this task, and in the following decades, in the many publications of the time, which will complete the lessons offered by the encyclopaedias, especially the "Álvarez", which offered the syllabus of the teachings established by the 1945 Law in the different grades and in the Questionnaires with Ruíz Jiménez as Minister.

Juvenal had never been unaware of the concern for a national education in schools, inspired by the knowledge of geography and history, which would provide a patriotic education, asking "how Spain was made". In his early days in Cáceres, he had already published the article "La enseñanza de la Geografía y de la Historia en las escuelas" (Revista de Pedagogía, 1922).⁹ Nor should we forget his interest in commemorations in his Plan de Trabajo (Cáceres, 1934), with the commemorations of the day, where he included the Fiesta de la Raza, the Independence Day and many other historical dates, for which he involved all schools.

In the preamble, as a motivation for this Plan, he had written: "...above all, Spain: it is necessary to bring to children the historical and geographical knowledge of Spain, and through this knowledge to the burning love of our homeland...". And recommendations such as this one: "Patriotic concern must accompany the teacher daily, who exalts the historical values of our land and on the other hand, looks to the construction of the future Homeland" (...).

Juvenal had defended these approaches from a social perspective and in accordance with the liberal principles of the ILE (Free Institution of Education), Ortega's philosophy and the ethical influence of Zaragüeta.

In any case, for Juvenal these were not the most propitious times to worry about teaching. In April 1939, the war was over and peace had been solemnly proclaimed, but not for him, who a month later received confirma-

⁹ Inventores de sueños. Mainer, J.

tion of the loss of his job and his definitive separation from the inspection service.¹⁰

These are moments for reflection, to look back on his past life in Cáceres and see how his stable world had disappeared and how his present one has been filled with uncertainty and doubts about the future. The people with whom he had been involved and committed in his professional activity have disappeared. All those who could have gone abroad: political leaders such as Azaña, Rodolfo Llopis, Marcelino Domingo and others. Also the intellectuals who had given him his pedagogical ideals, such as Ortega, Zambrano, and his reference points, his fellow inspectors Antonio Ballesteros and Lorenzo Luzuriaga.

Nor can he receive any solidarity from his colleagues in Cáceres. He has no one to confide in. He lives the loneliness of the loser in a world different from the one he had known and enjoyed, and where he had been respected and valued. It should not be surprising that feelings of loneliness, emptiness and disappointment should dominate his mood.

His situation and that of his family, with his children growing up and his wife's work as his main support, demanded the utmost prudence and a simple, anonymous life, waiting for better times, where his personal qualities and the Hispanic traits of his personality could come to light, in a city and province with a relevant and transcendent historical past in the history of Spain.

During these years, he received acquittals from the Regional Court of Political Responsibilities (1942) and the Court for the Repression of Freemasonry and Communism (1944)¹¹, which enabled him to face the new situation with greater peace of mind. Everything seems to indicate that he led a very discreet life and social life was completely absent from his ordinary activity,

10 The Ministerial Order of 4 May 1939

11 Resolution of provisional dismissal.

as could not be otherwise.

Family is Juvenal's essential refuge at the moment. His wife Concepción has undoubtedly tempered his spirits, and the five children require an undisturbed dedication. But Juvenal, an active person, is surely wondering what to do and what to do next, once he has lost the security of the civil servant and has been excluded from the successful and influential professional promotion of other colleagues and collaborators during his time in Cáceres, who have found a place in the central or peripheral ministerial structures, carrying out relevant functions, because they have made the right choice in the face of the dilemma presented by the tragedy of the Civil War.

This had been the case of the inspectors Adolfo Maíllo, Gil Alberdi and Antonio de la Cámara, and of the teachers at the *Escuela Normal*, Floriano Cumbreño and Ortí Belmonte, who had comfortably adapted with greater or lesser enthusiasm to the victorious cause, and who would be rewarded, the first two, by occupying future posts in the Administration or easily passing the customary purge, in the case of the last three.

Juvenal had to survive, like so many other Spaniards, teachers and inspectors, in an unknown city, a situation of hunger and food shortages, legal proceedings, social isolation for being considered, among other things, "Freemason", "disaffected and unpatriotic", and he had to adapt to the new circumstances.¹²

In this situation, his own activity as a journalist and columnist seems to be totally forgotten. He does not produce any publications on educational or other issues. Nor will his name appear in the following decades; there will be no references to him in the pedagogical works of fellow inspectors or scholars of education. Nothing remains of his influence in the 1930s; Juvenal has been forgotten by all those who once praised his personality, his dedication

12 Batanaz Palomares, L. La Inspección de Primera Enseñanza durante la Guerra Civil y el primer franquismo (1936-1943). Represión y desgarramiento. *Revista de Ciencias de la Educación*, nº229, 2012.

and his commitment to education. His mission seems to be over.

How far have gone the eulogistic articles of Luis Bello and the newspaper "El Debate", how far, carried by the wind, have gone the words of his beautiful and applauded oratory on so many stages of a grateful and joyful public.

Where are the friends and comrades in these dark and dramatic hours of difficult days and months? How easy friendship is in times of triumph, and how few are with the forgotten losers and stinkers in those times.

It would be hard to believe, however, that he had dissociated himself from the educational cause or that he did not care about the publication of the new Primary Education Law of 1945, which was to completely replace all the initiatives of the Republic and impose an education that extolled patriotism and religious practices. The Republican model of schooling, based on the pedagogical theories of Luzuriaga and the enthusiasm and legislative activism of Llopi, was forgotten. The Falange and the Catholic Church and its leaders were to be the ideologues and controllers of the new teachings.

Juvenal's social life seems to be scarce, but at the end of the decade his pedagogical and personal career began to be recognised, as is revealed by the fact that in 1949 he was invited by the Spanish-American Association of Art and Archaeology to give a lecture at the opening ceremony of the II *Salón de Otoño de artistas de Huelva* (2nd Autumn Salon of Artists of Huelva). He is introduced as "Professor Juvenal de Vega". The speech "Los valores estéticos y su expresión por medio de las pinturas" (Aesthetic values and their expression through paintings) was published the following year.



Also from this period is the publication "El descubrimiento y la toponimia española en América", which was echoed in the Revista General del Mar: Naitilus, in 1950.

Both facts are proof of his humanistic concerns for the Spanish language, history, geography and art, which are the focus of his current cultural interests, in contrast to his strictly educational interests. These are subjects that are not very compromising for his condition as a purified and sanctioned civil servant, which do not clash with the prevailing ideology of the time, and are more in keeping with the new times.

It was in this context that he published in 1952: "El castellano como lengua imperial del mundo hispánico" (Castilian as the imperial language of the Hispanic world). It seems as if Juvenal had been impregnated with the air of discovery that permeated the atmosphere of the places of the American exploits, symbolised by the Monastery of "La Rábida". In turn, it will represent an incursion into what Spain was in the past and the recognition of the contribution and expansion of Spanish culture in other places, which Juvenal will manifest in the publication of other books later on in the following decade. It

is, in a way, a way projecting his concerns towards other horizons, like the explorers and navigators from Extremadura and Huelva centuries before.

In 1953, the *Caja Provincial de Ahorros de Huelva* published his essay: "Ahorro y previsión infantil", on a subject well known to Juvenal, which he had already practised in Cáceres with the invaluable help of León Leal, through the creation of school mutual funds and the practice of the "cotos" [Translator's note: "Coto" refers to school-based initiatives aimed at teaching students values such as savings, responsibility, and mutual aid through practical activities] in many schools.

2. REHABILITATION AND RENEWED PROFESSIONAL LIFE (1951-1963).

Historians agree that between 1950 and 1959, Spain drew closer to the Western bloc and managed to greatly reduce the international isolation of the previous decade when in 1946 the UN issued a resolution for the withdrawal of ambassadors, while at the same time improving the living conditions of the population by putting an end to the harsh situation of food shortages, abolishing ration cards and achieving the same per capita income as before the Civil War.

In 1953, the Treaty of Collaboration with the USA and the Concordat with the Holy See were signed (historians refer to this date as the "Annus mirabilis" of Francoism); and two years later, in 1955, Spain joined the UN and the OECD. In domestic politics, the political power of the Falangists declined and other influential groups became very active in politics, such as the members of Opus Dei, who led the new government, leading to a slight opening up of the regime, in what has been called the technocratic stage, which could be considered the period between 1951 and 1964.

As interesting aspects of culture, we highlight the awarding of the Nobel Prize for Literature to Juan Ramón Jiménez in 1956, the start of Spanish Television broadcasts in 1958, the publication of "La colmena" by Camilo J. Cela

and, as an event representative of the new times, the screening of the film "Bienvenido, Mr. Marshall" by Luis G^a. Berlanga.

Spaniards' leisure time is rounded off with football, bullfighting¹³ and cinema. The films are preceded by a documentary, the NODO [Translator's note: NO-DO (short for *Noticiarios y Documentales*)], in which scenes are shown of the activities of Franco and the ministers, with inaugurations and solemn acts. There are also images of the shows of the time. All the information is aimed at glorifying the regime's activities.

An example of this can be found in an article from April 2009 in the newspaper "Huelva Información" about a school event held in 1948, on the occasion of the inauguration of schools in the "José Antonio" neighbourhood in the city of Huelva. In April 1949, the neighbourhood had a school canteen and the school was nearing completion:

"In the name and on behalf of the civil governor and provincial head of the Movement, president of the Board of Trustees of the 'José Antonio' School Group, the provincial delegate of the Women's Section distributed a batch of clothes to the pupils of the 'José Antonio' school.

Yesterday, at 11 o'clock in the morning, the Provincial Delegate of the S.F. [Translator's note: The *Sección Femenina* was the women's branch of the Spanish Falange, responsible for promoting traditional gender roles and social welfare under Franco's regime], the Inspector of 1st education, the local councillor for Dissemination and the District delegate, handed over a batch of clothes that have been made in the S.F. workshop from the funds created by the Ministry of National Education for the needy children of the School of the said neighbourhood.

The event, within the simplicity that the execution of this work admits, took place with the frank and spontaneous joy of the children and mainly of the

13 In 1958 Juvenal himself published "El litrismo: una teoría estética del toreo" (Litrism: an aesthetic theory of bullfighting).

mothers.

The inspector said a few words, praising the generosity of the head of state, who does not forget any corner of Spain or any child in any Spanish home. The event ended with the singing of the 'Cara al Sol'."

As far as education was concerned, in 1953 the *Ley de Ordenación de las Enseñanzas Medias* was published, and in 1957 an ambitious "Five-Year School Building Plan" was planned, among other successful pedagogical measures.

According to Escolano Benito, "between the fifties and the early sixties, educational reviews began to show a different language and paid more attention to technical aspects that were not incompatible with the dogmatics of the political system. It was the beginning of educational dissemination and pedagogical modernisation in a historical context that was not free of contradictions".¹⁴

We return to our protagonist; in 1951, Juvenal received a review of his file, to which two colleagues from the Inspectorate contributed (according to Juan Mainer), Eladio García, Inspector in Madrid and later, at headquarters, and his colleague in the EESM and central Inspector, Maravillas Segura.

It should also be added that we find ourselves, as we have said, at a time of a certain international openness of the Regime, and the circumstance of the appointment of new heads of the Ministry of National Education such as Ibáñez Martín and Ruíz Jiménez, which facilitate this review, as well as the presence of the Inspector General, Serrano de Haro and central inspectors such as Onieva, Maíllo, Gil Alberdi (the latter two, Juvenal's companions in Cáceres in 1932 and 1935, respectively) and others.

Other inspectors, Juvenal's colleagues in the Cáceres Inspectorate, would also benefit from these revisions years later, as was the case with Lucas Gar-

14 Escolano Benito, A. "Los comienzos de la modernización pedagógica en el franquismo (1951-1964)" *Rev. Esp. de Pedagogía* nº 192. 1992.

cía Rol, who returned to the Badajoz Inspectorate in 1954, and Carmen Muñoz Manzano, who returned to La Coruña in 1965.

The formal process of vetting reviews suffered by teachers in general and inspectors in particular was not easy. It became a long and tedious procedure in which various justifications and written submissions had to be provided.

We are familiar with the usual procedure for requesting a review of the vetting process and rehabilitation and reinstatement in the professional activity in which one had been dismissed, suspended or dismissed. The procedures consisted of submitting various documents and reports from bodies and organisations, in many cases not very inclined to attend to the applicants - unless there was an interest from higher levels of government -, and these were sent to the High Court of Review.

Thus, the following were usually required: the report on excellent political and social conduct and in relation to the National Movement, carried out by the Mayor's Office, the local Headquarters and the tribunal for the Repression of Freemasonry; the report of the FET and the JONS [Translator's note: JONS (Juntas de Ofensiva Nacional-Sindicalista) was a fascist political group in Spain that merged with the Falange and later became part of Franco's single-party regime.] on political-social conduct; the report of the Command of the Civil Guard on social, moral, public, private and religious conduct; the report of the General Directorate of Prisons in relation to the non-existence at present of political responsibilities; the corresponding reports of the Central Inspectorate and the Ministry, etc.¹⁵

Naturally, the whole ordeal takes the civil servant back through the whole process of the years of the purge, which brings back bitter memories for Juvenal of times of imprisonment, embargoes, economic sanctions, loss of

15 Carmen Muñoz Manzano y su tiempo (1906-2002). Oliva Fdez. E. Regional Editor for Extremadura, 2021.

employment and personal and family humiliation in front of the people around him.

Gradually, the order of 3 July 1951 revoked the sanctions imposed (suspension from employment and salary, dismissal from the service and removal from the career ladder), but established certain restrictive conditions by imposing the sanctions of "transfer outside Cáceres", "ineligibility to apply for vacancies for three years" and "disqualification from management and positions of trust", which reveal the distrust towards the rehabilitated civil servant.

It seems that what was announced and recommended by Floriano Cumbreño about Juvenal, back in 1937 to the Court of Cáceres, was fulfilled:

"Mr. Vega is a useful, valuable element, who should not be pushed into a corner, but should be removed from the position that brings with it leadership and his services should be used the day the State deems them useful."

By the orders of 19 November 1951 and 19 January 1952, he was provisionally reinstated in the Primary Education Inspectorate of Huelva, with economic effects and the possibility of moving up the career ladder. In July 1954, he obtained the post in that province by means of a definitive competition, taking over the post of Head of the Inspectorate a short time later.

REVISION OF THE JUVENAL DE VEGA FILE

(Order of 3 July 1951 annulling the purge proceedings, in the process of revision, against Mr Juvenal de la Vega y Relea, Inspector of Primary Education (B.O.E. 3 August 1951).

Honourable Sir: In view of the purge file in the process of revision, instructed to Mr. Juvenal de Vega y Relea, former Inspector of Primary Education in the province of Cáceres, in accordance with the provisions of the Law of 10 February 1939, the Order of 18 March of the same year and Decree number 66 of 8 November 1936.

Having examined this file, the proposal made by the High Court of Revisions and the report issued by the Directorate General for Primary Education, This Ministry has resolved:

The Ministerial Order of 4 May 1939, which dismissed him from the service, be rescinded and he be reinstated with the sanction of "transfer outside the province of Cáceres, not being able to apply for vacancies for three years and disqualified from management and positions of trust".

I am writing to you for your information and appropriate action.

May God preserve you for many years to come.

Madrid, 3 July 1951.

IBAÑEZ MARTÍN

3. INSPECTION ACTIVITY IN HUELVA



The province of Huelva, where Juvenal arrived in 1938, with a surface area slightly larger than half that of Cáceres and with a fairly similar population, had some features in common with the province of Extremadura. Bordering Portugal, and separated by the Guadiana river, it offered geographically three quite distinct parts: the mountainous north, with the sierras of Aroche and Aracena, an extension of the Sierra Morena, where the agricultural and livestock sector predominated, with an important mining presence, small and scattered villages, and with Aracena as the most prominent town; a central area, with the region of "El Andévalo" and the important town of Valverde del Camino as the regional centre (where Juvenal would carry out a great deal of inspection work in the early years) and the southern area, more industrial, with important fishing activity, and with larger

towns with its capital, Huelva, on the Atlantic coast at the mouth of the rivers Tinto and Odiel, Ayamonte, Lepe, Almonte, etc. not forgetting the localities of the Columbian world such as Moguer and Palos de la Frontera.

In terms of education, Luis Bello, in his travel book¹⁶, had already highlighted the shortages and poor state of school facilities and the high illiteracy rates, features common to the province of Cáceres, a situation that had improved somewhat during the Republican period.

The number of inspectors in Huelva was small. During the Civil War, it consisted of three inspectors, who did not undergo any purge.¹⁷ At the beginning of the 1960s, the staff consisted of the chief inspector, Juvenal de Vega, the secretary Andrés Bravo Izquierdo, the inspector Pilar Flores de Quiñones and three auxiliary inspectors.

It should be remembered that this term, assistant inspector, was used as a temporary designation for candidates in competitive examinations for inspection posts during the first year of their activity until they were definitively confirmed. This was the case of Ildefonso de las Heras, Asunción Merino and Edelmira Hernández.

Despite Juvenal's almost 15-year absence from education administration and inspection practice, nothing that is being done by inspectors is alien to him.

Even the needs of education in Huelva will be familiar to them: on the one hand, the deficient schooling that requires new school buildings, many of which will be addressed in the Five-Year Plan, to replace a large number of inadequate facilities; the pressing need for complementary social services for canteens, to replace the

16 Viaje por las escuelas de Andalucía. Ed. Renacimiento

17 Mikelarena Peña, F. Tormenta sobre la Inspección. Sociedad española de Historia de la educación. 2016

canteens of the Republic; the promotion of school mutualism linked to the school reserves, etc.

The urgent and essential task of reducing illiteracy rates, which are worrying in the rural areas, etc., will be urgent and essential. Luis Bello had already referred to these deficiencies, citing an illiterate population of over 65%, much higher than the national average of 50%.

Luis Bello, around 1932, had already written about Aracena about the schools, which had four male and four female teachers for around seven thousand inhabitants, with a predominance of poor people. It is "a beautiful town, a delightful outpost of a prosperous Andalusia, with good teachers, but few schools, inappropriately installed"¹⁸.

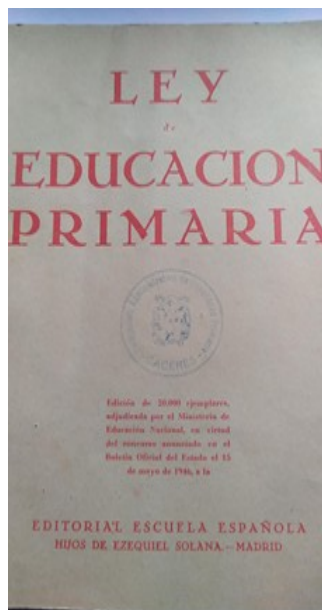
It is likely that Juvenal remembered, now in Huelva, the words of this journalist in his " Viaje por las escuelas de España ", when he wrote about the people of Cáceres: "If the tradition of Cáceres dates back to the 16th century, they were born to live in the 20th century. To habituate them to the past is to condemn them to remain forever on the fringes of present-day life".

3. THE PRIMARY EDUCATION LAW OF 1945

One task initiated by the Inspectorate is the application of the Primary Education Law of 1945, inspired by the principles of the National Movement, whose first and most fundamental aims are religious: "the Spanish School, in harmony with the tradition of its best times, must be, first and foremost, Catholic". (...) and patriotic: "it must also be essentially Spanish". The Law establishes 6 years of compulsory schooling and four periods of school graduation: Initiation, Ele-

18 Tristancho, A.F., Huelva Información. 21/4/2024

mentary, Improvement and Professional Initiation. The teaching is organised in a cyclical plan with different groups of knowledge: Instrumental, Formative and Complementary.



Juvenal does not find strange or novel what is said about the functions of the inspector in art. 79: "The Inspectorate is the body responsible for guiding and directing teachers in the exercise of their teaching duties", nor what is included in art. 82 on the duties and rights, in its 3rd paragraph: "To comply and enforce, as Delegate of the Superior Authority, the legal provisions relating to Education", functions similar to the Republican Decree of 1932, and which had already been fully assumed by Juvenal.

Some of the principles proposed in the Law, such as: "To instil in the spirit of the pupil the love and the idea of service to the Fatherland, in accordance with the inspiring principles of the Movement", were not so much its objective as its foundations. Although the objective coincided with what Juvenal advocated for national educa-

tion, as we have commented, the principles underlying the Movement, these were evidently far removed from those which he had defended in the new school of the Republic, proclaimed on several occasions both in theory - let us recall the Boletín de Educación de Cáceres - and in practice, through the application of his 1934 "Plan de Trabajo para las escuelas" (Work Plan for Schools).

But what had also changed was the interior appearance of the school: the paintings of Franco and José Antonio, which presided over the classroom on both sides of the crucifix, complemented on one side by the painting of the Virgin with canopy; also the new activities derived from political training, the military air of the schoolchildren with the Falangist chants at the entrance such as "Cara al sol" or "Prietas las filas", the acts of raising and lowering the flag, the weekly slogan, etc. The religious activities with the recitation of prayers at the beginning of the morning, the reading of the Gospels and the celebration with attendance at religious or patriotic events on the many dates of commemorations and anniversaries of both types: some on school days and others on public holidays.

Common ones for the whole of Spain, remembered each year in the school Almanac, drawn up by the Inspectorate - which had to appear in a visible place - and published in the provincial Bulletin of Education, were: the Day of the *Caudillo*, Columbus Day, St. Teresa, Day of the Death of José Antonio (*Día del Dolor*), St. José de Calasanz, Victory Day, Day of the Fallen, St. Ferdinand, Martyrs of Tradition, Exaltation of the Holy Cross or of the Christian School, etc. Some of these were already celebrated in the Republican era: Independence Day, Columbus Day, Arbor Day and Book Day, etc., which Juvenal had already included in his 1934 Work Plan in Cáceres.

It was a school of desks with their inkwell, maps, globe and

money box. On the wall, the blackboard with each day's activities, which the pupils would do, sometimes on their blackboard with its indispensable element: the blackboard, or daily in their notebook and sometimes in the class rotation notebook, which was prepared each day by one of the more advanced pupils and which the inspector would see on his visits. A fundamental element is the encyclopaedia. For those schools which request it, there is no shortage of reading books in their boxes, sent by the BIC (*Biblioteca de Iniciación Cultural*) programme of the Ministry.



Unitarian children's school run by Jacinto de Vega y Relea, Juvenal's brother, in the mid-1950s. From the book "Quisicosas rimadas". Imprenta Jiménez. Huelva

Complementary activities included those related to the school cooperative (*Coto escolar*) and mutual aid schemes (*mutualismo*),

sometimes linked to it, and correspondence with other schools. And as extra services: the glass of milk in the morning and American cheese in the afternoon, and the clothing bank (*Ropero*) as part of the American aid.

Among the teaching tasks, the lesson preparation notebook, the inspector's notebook of visits and the pedagogical magazines: *Escuela Española*, *el Magisterio español* and *Vida escolar* (this one, already at the end of the 1950s).

Juvenal and his colleagues worked in particular on solving the demand for schooling for the greatest possible number of schoolchildren, for which new schools were needed, on monitoring the continuous attendance of children in collaboration with the Municipal Councils, as well as on the progressive constitution of school groups of the many autonomous unitary schools for boys and girls in each locality, which would be organised with new constructions in the middle of the 1950s.

One of Juvenal's first actions in 1953 was to solve the problem of the excessive number of children of school age in the 7 schools of Valverde. It seems that the solution was not very well received by the parents according to the book of Minutes of the cloister. Juvenal decided "to remove the children under six years of age and to group the children into grades so that they would all have the same enrolment, setting the maximum number of children enrolled in each grade at 45¹⁹

We know from the newspaper "Huelva-Información"²⁰ the activities carried out by Juvenal during his visits, in the mid 50's, to

19 Sánchez Corralejo, J.C. and others. Del grupo escolar al CEIP "Menéndez Pelayo" (1937-2012). Valverde del Camino, 2013.

20 Trisancho Lieva, A.F., Las dificultades de la escuela rural: la aldea de las Chinas en Galaroz. Huelva Información, 21/4/2024.

the mountainous area of the municipality of Galaroza and its villages of Las Chinas and Navahermosa, scattered villages with serious shortages and schooling problems, as well as with very high rates of illiteracy.

Among other measures, the Municipal Board of Primary Education was created in 1958, chaired by the mayor, who was asked by the Governor to "ensure that an authentic, sincere and truthful census is carried out in this locality".

Referring to Las Chinas, the school population in 1960 consisted of 9 boys and 11 girls in a mixed classroom, out of a total of 243 and 271 in the municipality, respectively. As for illiteracy, there were 29 illiterates in the village and 503 in the whole municipality. In 1962, the number of illiterates had fallen to 24 and 321, respectively.

As in so many provinces, there was still a shortage of schools which did not allow all the children to go to school. In 1956, the Ministry, through the Central School Construction Board, proposed a plan for the construction of 25,000 school units. It would be a five-year plan between 1957 and 1961, which would be extended until 1963, and from which the province of Huelva would benefit with several hundred to alleviate the existing deficit and replace many inadequate facilities.

3.2 THE 1953 NATIONAL QUESTIONNAIRES

Another task to which the inspectors will devote much time will be the application of the National Questionnaires of 1953, derived from the Law. These would be the first questionnaires of Spanish legislation. It is an order of the Minister Ruíz Jiménez of 6 February 1953, published in the bulletin of 1 December, which will regulate compulsory teaching activities in primary schools.

A ministerial commission drew up the contents for the different and numerous subjects: Language, Mathematics, Social Knowledge, Geography and History, Science, Drawing and some others. The questionnaires referring to oral and written language and language in general were drawn up by Adolfo Maíllo, who had already carried out an experiment with the *Cuestionarios y orientaciones didácticas* for schools in the province of Salamanca in 1944, following in the footsteps of Juvenal's 1934 "Work Plan in Cáceres", where he was an inspector.

The contents of political education and physical education were formulated by the *Frente de Juventudes* [Translator's note: The Frente de Juventudes (Francoist Youth Front) was the youth organisation of the Spanish Falange under Franco's regime] for boys and by the *Sección Femenina* for girls, which also organised work, family education, hygiene, home economics and music. The religious content was left in the hands of the diocesan bishopric. In Huelva, it was D. Pedro Cantero Cuadrado, who was bishop between 1954 and 1964, and who years later formed part of the Commission in the Cortes for the study and approval of the *LGE* (Spanish General Education Law of 1970).

According to T. López del Castillo²¹, these questionnaires will have a maximalist character as one of their defects, which will lead to the Inspectorate being ordered, in collaboration with the schools, to take as a general basis the questionnaires for each subject and grade and to try to determine the level of notions that should be developed by the unitary or graded schools, offering the programmes divided into lessons with exercises.

This would imply the holding of meetings in the county capitals through Pedagogical Days of the inspectors with the teachers to discuss the teach-

21 López del Castillo, M^a. T.: Planes y Programas escolares en la legislación española. *Bor-dón*, nº 242-243, March-June 1982.

ing of the programmed lessons. In addition, it is compulsory to prepare a

CURSO 19... - 19...

SECCION...

PERIODO...

CONCEPTOS		SITUACION			
		Primer trim.	Segun. trim.	Tercer trim.	Media anual
Materias instrumentales	Lectura.....				
	Escritura.....				
	Dibujo.....				
	Cálculo.....				
Materias formativas	Religión.....				
	Geografía e Historia.....				
	Lengua.....				
	Matemáticas.....				
	Formación del espíritu nacional.....				
Materias complementarias	Educación Física.....				
	Ciencias Naturales.....				
	Trabajos Manuales.....				
	Prácticas Taller.....				
Hábitos	Formación para el hogar...				
	Deberes.....				
	Conducta.....				
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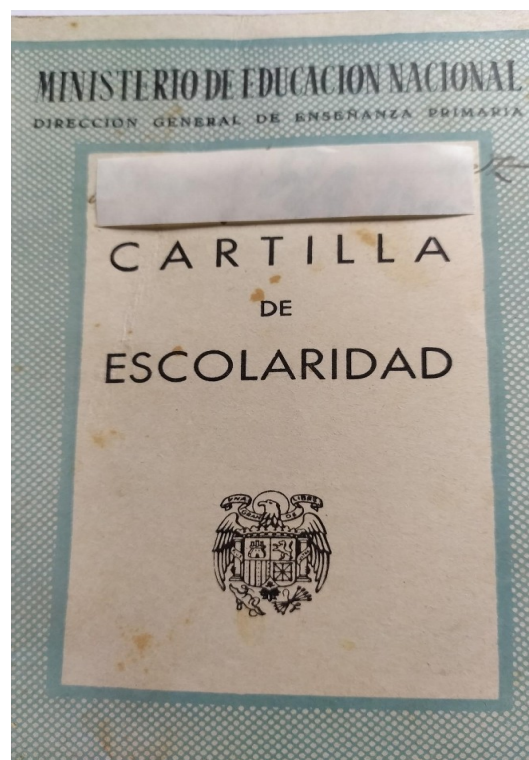
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lesson preparation notebook which includes observation and knowledge exercises, and it is compulsory to send a quarterly report from the teacher on the application of the teaching activities carried out.

The introduction of questionnaires entailed the tasks of evaluation and documentary control of teaching activity. The *Cartilla de Escolaridad* (1954) was created, which collected the personal data and academic history of pupils. In these aspects, the presence and action of inspectors visiting the schools will be very important.

3.3 THE PARTNERSHIP CENTRES

One of the functions of the new Centres for Pedagogical Collaboration, recovered after the successful experience in the period of the Republic (D. of 1932), and now created by the O. of 22 October 1957, will be the task of the "Drafting and development of the School programme, in accordance with the National Primary Education Questionnaires".

It will be the task of the inspectors to encourage the creation of new Collaboration Centres with functions similar to those they had: to hold meetings of teachers to "study the problems posed by educational requirements (...), school organisation, teaching methods, complementary institutions...".

In this sense, we are aware of the meetings held by Juvenal and the inspectors in different comarcas, in the towns of Valverde del Camino and Almonte.

At the Almonte Conference in 1957, reported in the Odiel newspaper of 12 May, Juvenal gave a speech in which he justified the functions of the three important institutions of society: the Town Council, the Church and the School, which represent the values of the new society: the homeland, religion and culture.²²

Another task entrusted to the Inspectorate was the promotion of school cooperative (*Coto escolar*) and mutual aid schemes (*mutualismo*), subjects very familiar to Juvenal, since during his time in Cáceres this was a very successful activity which allowed for the holding of numerous courses and organised visits for teachers, supported by the central administration. Already in 1944, a regulation had been published by the INP (National Social Security Institute) and the General Directorate for Primary Education.

In 1958, the *Centro de documentación y orientación didáctica de enseñanza Primaria* (C.E.D.O.D.E.P.) was created to support the training of teachers, under the direction of Adolfo Maíllo, who also directed his magazine "Vida

22 Sánchez Corralejo, J.C. and others. "Del grupo escolar al CEIP "Menéndez Pelayo", 75 años enseñando y aprendiendo (1937-2012) Valverde del Camino, 2013.

Escolar", which was a magnificent didactic support for the practical application of the Questionnaires in and for the operation of the *Centros de Colaboración Pedagógica*, offering methodologies and bibliographies of the different subjects.

In 1961, Juvenal was invited by Adolfo Maíllo to the "Jornadas Nacionales de Bibliografía Escolar", held in Madrid, together with Serrano de Haro, Onieva and other inspectors. He gave the conference: "Gratuidad de la Educación Primaria y dotación de libros a las escuelas" (Free Primary Education and the provision of books for schools).

3.4 ADULT EDUCATION

One of the activities to be carried out by the inspectorate was the organisation of adult education in the province, regulated by a decree of 16 June 1954 (BOE 12/7) of the Ministry of National Education, directed by Ruíz Jiménez, which entrusted the Provincial Education Council with the Governor, as President, and the Chief Inspector of Primary Education with responsibility for the development of the regulation.

Juvenal found illiteracy rates in Andalusia to be very high and worrying, possibly the highest in Spain. Luis Bello, in his "Viajes por las escuelas de España" (Travels through the schools of Spain), put the figure in this region at 66%, with schools in very poor condition and conditions unfit for teaching, and which, although they had improved somewhat during the Republic, were still unfit for European country.

Among other priority actions, the functions of the Chief Inspector will be to draw up a census of illiterates, to promote literacy campaigns, to set up the spaces and classrooms dedicated to teaching, to seek support from organisations that will sustain the programme, etc. Among other actions to put an end to illiteracy, it will be important to set up the Municipal Board of Primary Education in the villages.

The programme shall distinguish between regular classes and classes for further training, and shall include instrumental teaching and formative knowledge.

In 1956, the First Meeting of Studies on Illiteracy was held in Ciudad Real, convened by the National Board against Illiteracy (created by Decree of 10 March 1950), of which Adolfo Maíllo was Secretary. Juvenal will present the paper entitled "Medios de alfabetización de adultos adecuados a cada tipo de localización y coste medio de la alfabetización por alumno" (Means of adult literacy appropriate to each type of location and average cost of literacy per pupil). At this meeting, Juvenal will present the activities on popular adult education being carried out in the province of Huelva:

"It can be said that a total systematic activity of popular adult education was planned and carried out at the provincial level: in Huelva, unprecedented forms of propaganda were tried out through the bombing of villages by military aircraft, dropping from the air warning and encouragement sheets in favour of campaigns for the cultural promotion of adults; techniques were tried out for the formation of censuses of illiterates through home visits by previously indoctrinated teams of young people from Catholic Action; various techniques of adult literacy were tried out, including, to a large extent, that of generating words; various adult literacy techniques were tried out, including the 'generating words' technique"; the "small university" was created and tried out to raise and update the cultural level of adults; special action was planned for seafarers; colonies of illiterate people from the ultra-disseminated population were organised (farmhouses, farm labourers, forestry workers, etc.); work was carried out in the field of education for the illiterate (forestry workers, etc.). Intense action was taken in culturally underdeveloped areas by combining mixed teams of specialists and radio action; admirable coordination was achieved between organisations and people from different backgrounds (Labour Delegation, Catholic Action Youth, Sec-

ción femenina, Youth Delegation, Labour Companies, State Forestry Heritage, Press, Agricultural Trade Union Chamber, national teachers and other educated local people, mayors, etc.); short courses were organised to prepare volunteer personnel for adult education...

In Huelva we will always have to remember those devoted teachers (so many that it is impossible to name them) who, with a professional mystique, threw themselves fervently into the popular education of adults with the help of priests, doctors, pharmacists, veterinary surgeons, town hall secretaries, various technicians, etc. And those mayors, such as those of Encinasola, Gibracón, Bollullos del Condado, who managed to bring pupils to the night schools. And, above all, the memorable "Instrucción Pastoral" published by the then bishop of the diocese of Huelva, Dr Cantero Cuadrado, which crystallised in the organisation and achievements of the so-called "diocesan crusade of collaboration with the National Literacy Plan".²³



Tribute to Adolfo Maíllo, in the 1960s, in Cáceres. At his right hand, Serrano de Haro. Behind him and to the left of the photo, in the second row, are Juvenal de Vega and Sánchez Yusta,

²³ El hombre y su educación permanente. Vega, J. from. Escuela Española, 1971.

chief inspector of Cáceres. Photo in "Saber, poder y servicio" by Mainer, J. and Mateos J.

In 1959, Juvenal, as Chief Inspector of Huelva, would be a speaker, with his conference: "Planes y programas provinciales de alfabetización", at the "II Reunión de estudios sobre cuestiones de analfabetismo y educación fundamental", held in Madrid, from 19 to 24 October, organised by the *Junta Nacional contra el Analfabetismo*, also with Adolfo Maíllo as the person in charge. There he would coincide with Urbano Sánchez Yusta (who had attended as a teacher at the *Cursillo* "El sentido de la escuela primaria española según la Constitución de la República" in Cáceres in 1936²⁴, organised by Juvenal) and Antonio Zoido, chief inspectors of Cáceres and Badajoz, respectively.

According to the "Revista de Educación" Vol. XXXVII, nº 106, the "Chief Inspector of Huelva developed in great detail what concerns the provincial plans and programmes, demonstrating the need to foresee in a broad manner the plan that in each case is required by the reality on which action is to be taken".

In 1961, Juvenal published an article in the magazine "Bordón" entitled "Educación de adultos analfabetos" (Education of illiterate adults). This educational field can be considered as a permanent issue initiated in the early days when Juvenal was in charge of the Ateneo Cacerense during the time of Primo de Rivera, and which would always be present throughout his professional life, setting a brilliant precedent that the Inspectorate would follow long afterwards.

In 1962, a year before his retirement, Juvenal sadly lost his wife Concepción, companion of his many cares and support during the bad times they shared.

24 Boletín de Educación de Cáceres, nº 24 May-June, 1936.

After almost 12 years of service in the Huelva Inspectorate, where he dusts off the "Plan de Trabajo para las escuelas" applied in Cáceres during the years of the Republic,²⁵ - which he considers "a test of questionnaires" - in August 1963,

Juvenal retires at the age of 70, leaving a great memory among authorities, citizens, colleagues and teachers. As an example of that, as early as 1976, the naming of a public school in the capital with the renamed to "Juvenal de Vega", replacing the previous "José Antonio", in the neighbourhood of the same name.

This is how the newspaper portrays it: "In December 1976, the improvement had already been carried out. At that time, the monument in honour of José Antonio Primo de Rivera was dismantled and, shortly afterwards, the school changed its name from José Antonio to Juvenal de Vega y Relea, a pedagogue who had worked as an education inspector in our province".²⁶

In 1963, he took part in the 20th course of the International Hispano-American University "Santa María de la Rábida" in Huelva, with Víctor García Hoz, among others, of which he was named Member of Honour. In this course he gives the lecture "Special methodologies for female education". It will be the last event in this city that welcomed him at a difficult stage of his life and in particularly dramatic circumstances, from which he was fortunately able to survive. A large part of his family, now without his wife, will remain in the city, where his brother Jacinto de Vega and his wife Aurelia, both teachers from Cáceres, will arrive the following year with a slight delay and will not see him.

That same year, a few months before his retirement (1963), he dared to write an article in the magazine "Bordón", where he had already published two years earlier, in which he set out his vision of the school and its renova-

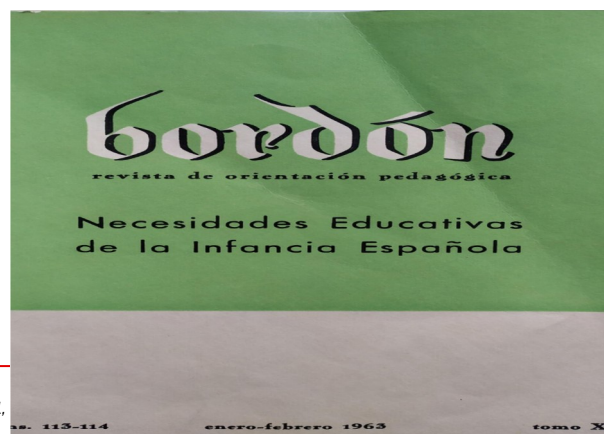
25 Plan de Trabajo escolar. Publicaciones del Boletín de Educación, 1960.

26 Trisancho lieva, A.F. Historia de la barriada "José Antonio" de Huelva. <https://www.huelvainformación.com>, April 2009.

tion. It is "Necesidades de la escuela primaria española" (Needs of the Spanish primary school); a foretaste of other publications he would write in this decade on the reform of what would become the new law. In any case, this period in Huelva was characterised by little journalistic activity and minimal publication of articles and pedagogical works.

It seems that Juvenal de Vega would have preferred to be cautious and still felt insecure and perhaps under surveillance, thus avoiding any setbacks in his situation as a civil servant re-entering the service after his period of disqualification. What seems clear is that he has definitively adapted to the conditions of the regime and has integrated himself into the administrative, cultural and social structures imposed on all Spaniards, leaving behind the political concerns of his time in Cáceres.

It should be recalled that a year after his reinstatement in the inspectorate, a ministerial order was published on 24 December on the cancellation of marks relating to sanctions in the files of civil servants in the Education Department. The justification is interesting: "The years that have passed since the victory achieved by the National Uprising and the Christian purpose of integrating Spaniards more and more each day in a high spiritual undertaking of service to Spain make it advisable to put an end, to the appropriate extent, to the accessory sanctions of all those civil servants in this Department who were gradually reinstated in active service and who have shown by their conduct to be worthy of this benefit".



"Bordón" magazine in its 113-114th issue of January-February 1963, a few months before his retirement in April.

Article 2 stipulates that civil servants with two years of service outside their province of origin may take part in transfer competitions to be held in the future. This benefited Juvenal, who was able to obtain the post of inspector in Huelva on a permanent basis, and was later appointed Chief Inspector.

This new civil service situation earned him the trust of the teachers, mayors and the population, who made him a valuable and committed personality for his province, efficient and successful, and he was highly appreciated, as is evidenced by the fact that he was appointed vice-president of the Spanish-American Association of Art and Archaeology during this period of his life in Huelva.

3.5 THE NEEDS OF THE SPANISH PRIMARY SCHOOL

At the end of October 1962, the First National Congress on the Needs of Spanish Children was held in Madrid, with the participation of members of the Spanish Pedagogical Society and its president, Víctor García Hoz, one of those responsible for the organisation.

Juvenal, who is about to turn 70, presents his paper "Necesidades de la

escuela primaria española" (Needs of the Spanish primary school), which will be published in

The text is a perfect response to a professional report that analyses the problems that are shaking the Spanish school system and which it is essential to address in the opinion of its author, an expert inspector in the evaluation of the functioning of the school system on the verge of retirement, who wishes to transmit his final considerations to the authorities responsible for education and to professionals in the field. It is, in a way, a last contribution which sums up a whole professional life committed to primary education, in its most needy form: the rural school.

The issues he identifies in his report that need to be addressed are as follows:

1. The situation of out-of-school children.
2. School attendance.
3. The school day and free time.
4. School programmes.
5. The needs of teachers.

On the first question, concerning children without a school, Juvenal starts from an observed fact: "There are still children within the statutory age of 6 to 12 years who do not have a school in which they can enrol and attend regularly. Not to mention the fact that children from 4 to 6 and from 12 to 14 must also be cared for".

In this serious situation there is an urgent need to create school units, to improve existing facilities, and for other individual situations to provide means of school transport, canteens and the organisation of home schools. Juvenal goes so far as to propose the care of children from 2 to 4 years of age with the creation of nursery schools and kindergartens.

Regarding school attendance, Juvenal considers that it is essential to

regularise attendance, through the use of persuasive means and even coercive measures, in order to overcome the various causes of non-attendance at school. To this end, improvements in the facilities and their material elements and complementary institutions should be sought, as well as attention to organisation, operation and performance in order to make school attractive. In addition, the help and collaboration of parents' associations and others such as Catholic Action or the *Sección Femenina* should be sought, as well as financial help in other cases.

With regard to the school day and free time, Juvenal considers that the child's whole day should be divided in a balanced way between the family, the school and the street, which should contribute to the best physical and spiritual formation of the child.

The normal 5-hour school day should be extended by an extra voluntary timetable, which is possible with the canteen service.

The help of Parents' Associations for the better use of free time is important, as well as the need for parks and various facilities for their use in urban areas, offering entertainment and public services such as libraries. Children's free time outside the family and school is, for Juvenal, also a formative time which should be encouraged and, in some way, controlled so that it does not only become a "spiritual but also a physical-health hazard".

The formulation of school curricula must be established by the concurrence of state, social and technical representations. Furthermore, they must meet the requirements of the individual nature of the child as well as the requirements of the social culture, i.e. the community.

With regard to the former, the programmes must begin by following the psychological process of "knowledge in the making" in order to arrive at the logical content of "established knowledge"; moreover, they must cover the whole subject, differentiated by progressive depth and breadth. In short, they must be presented as concentric and cyclical.

From the point of view of social culture, the programme has to prepare for life, so that the school in all aspects is real and a social embryo, where the new generations are trained.

It is important to note that the formulation of school curricula must be accompanied by the necessary teaching guidelines, and this will affect teacher training and the production of books and teaching materials.

Finally, with regard to the needs of teachers, Juvenal starts from the premise that "the basis of the progress of peoples lies in the education and instruction of children and, therefore, in the organisation, functioning and performance of the primary school, which is its best instrument". It is the school that offers the best spiritual and material stimuli to achieve the fullness of development, which is, in essence, educational action.

The key element of this school is the teacher who needs: a very careful and high quality human and professional training, and a remuneration from the State that allows them to fully dedicate themselves to their pedagogical role.

The training must be human and general and requires a qualification that allows access other positions in the education administration.

Teachers will be constantly assisted, through the inspectorate, with libraries, magazines, pedagogical collaboration centres, etc. to keep them up to date with the enthusiasm and techniques of their activities.

In summary: primary education needs an indispensable improvement of existing school facilities and the construction of new ones, equipped with the corresponding complementary services of transport, canteens, home schools, if necessary, and various material elements, which will allow children from 2 to 14 years of age to be accommodated.

It is important to take into account in teaching both the psychological process of the children and the social process for their incorporation into the community.

The whole community (family, school, institutions, street, etc.) is an educator; free time is also part of educational time, to which all its members must contribute. A methodological revision is needed to build on the knowledge already established. There is a need for teachers to be well trained and to be given access to other teaching posts and to the inspectorate, and to be adequately rewarded.

Shortly afterwards, in the *Boletín del Estado* of 16 May 1963, the Resolution of 20 April 1963 of the Directorate General of Primary Education was published, by which Juvenal de Vega y Relea, Inspector of Primary Education, assigned to the province of Huelva, number 21 on the Inspectorate Scale, was granted compulsory retirement due to age, as he reached the statutory age on 31 August. The resolution is signed by the Director General of P.E., Tena Artigas.

The administrative resolution put an end to Juvenal's inspection activity, carried out in the provinces of Cáceres and Huelva in two very different stages, separated by a long and painful period, as Maíllo would say. But Juvenal would still have the opportunity for one last mission.

4. JUVENAL DE VEGA'S PUBLICATIONS (1939-1963)

1. POST-WAR PERIOD IN HUELVA: 1939-1951

1. Los valores estéticos y su expresión por medio de las pinturas. Huelva.

Asociación Hispanoamericana de Arte y Arqueología, 1950.

2. El descubrimiento y la toponimia española en América.

(Revista General del Mar: Naitilus. Madrid, 1950.

Huelva Public Library.

2. HUELVA INSPECTORATE PERIOD (1951-1963)

(Re-entry-Retirement)

1. El castellano como lengua imperial del mundo hispánico. Huelva 1952
2. Mutualismo (Ahorro) y previsión infantil. Caja Provincial de Ahorros de Huelva. 1953
3. Medios de alfabetización de adultos adecuados a cada tipo de localización y coste medio de la alfabetización por alumno. Madrid, MEN 1956
4. El litrismo: una teoría estética del toreo. Huelva, 1958
5. Planes y programas provinciales de alfabetización. Madrid, MEN, 1960
6. La educación de adultos analfabetos. Bordon Magazine, 102-103. 1961.
7. Necesidades de la escuela primaria española. Bordon Magazine, n° 113 and 114. 1963.

ANNEX: Juvenal de Vega's professional activity in Huelva (1951-1963)

DATE	EVENT	REGULATION	RESOLUTION
July 1951	Review of the Order of 4 May 1939 concerning the Purge File.	Order of 3 July 1951 (BOE of 3 August 1951), Ministry of National Education.	Conditional reinstatement: transfer outside the province of Cáceres. Disqualification from managerial positions. No access to vacancies through

			competitive examination for 3 years.
November 1951	Implementation of the Order of 3 July 1951.	Order of 19 November 1951, Ministry of National Education. (1963)	Reinstatement into the Inspectorate. Provisional destination: Huelva.
March 1952	Vacancy due to seniority progression following retirements.	Order of 19 January 1952 (BOE of 11 March 1952).	Economic effects and seniority.
1952 – 1963	Inspector of Huelva Chief Inspector	Transfer competition.	Final assignment in Huelva 1954
August 1963	Compulsory retirement due to age.	Resolution of 16 May 1963, Ministry of National Education.	Termination due to retirement.

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