

TRAS LAS HUELLAS DE JUVENAL DE VEGA EN CÁCERES

MISIÓN Y PASIÓN POR LA ENSEÑANZA

(1920- 1939)

FOLLOWING IN THE FOOTSTEPS OF JUVENAL DE VEGA IN CÁCERES

MISSION AND PASSION FOR TEACHING (1920- 1939)

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Resumen

Escribía el inspector extremeño Adolfo Maíllo, a finales de los 70, que algún día se habría de reconocer la valiosa aportación, a la historia educativa de nuestro país, de los muchos y valiosos inspectores del siglo XX que formaban parte de la que él consideraba “la edad de plata” de la Inspección de Educación.

Uno de ellos, sería Juvenal de Vega y Relea, del que no parece haberse escrito demasiado ni parecen haber proliferado los estudios sobre su contribución a la educación española, y del que sería justo hacer visibles sus borrosas huellas.

Juvenal, polifacético inspector, que cultivó la actividad de articulista, orador brillante, comprometido con actividades sociales, etc., compartidas todas con su principal tarea de educador e inspector, pasó algo menos de 20 años de su vida en Cáceres, con la responsabilidad

de ejercer la jefatura del servicio, en los momentos de la Dictadura de Primo de Rivera y de la 2ª República, viendo truncada su actividad profesional con la llegada del Régimen de Franco, en 1936, que convirtió su vida y la de su familia en una pesadilla.

Palabras clave: inspector, bibliografía, Juvenal de Vega, régimen franquista, 2ª República, Cáceres, historia de la inspección.

Abstract

In the late 1970s, the Extremaduran education inspector Adolfo Maíllo noted that the invaluable contributions of the many distinguished inspectors of the 20th century, whom he regarded as part of "the silver age" of Educational Inspection, would one day be properly acknowledged in the history of Spanish education.

Among them was Juvenal de Vega y Relea, a figure about whom little has been written, with few studies exploring his impact in Spanish education. It is time his obscured legacy is brought to light.

Juvenal, a versatile inspector, was also a prolific writer, an eloquent speaker, and deeply committed to social causes, all while fulfilling his primary duties as an educator and inspector. He spent nearly two decades of his life in Cáceres, where he served as Head of the Service during the dictatorship of Primo de Rivera and the Second Republic. However, his career was tragically cut short with the onset of Franco's regime in 1936, which plunged his life, and that of his family, into turmoil.

Keywords: inspector, bibliography, Juvenal de Vega, Franco's regime, 2nd Republic, Cáceres, history of the inspectorate

JUVENAL DE VEGA IN CÁ CERES

I. THE 20TH CENTURY: A CENTURY OF LIGHT AND SHADOWS

Although he was born in the last decade of the 19th century, a turbulent century that ended with the sad culmination of the loss to Spain of the last American colonies of Cuba and Puerto Rico, and the Philippines in 1898, the life of our protagonist, Juvenal de Vega y Relea, took place for the most part during the 20th century, another century full of light and shadows, no less free of serious conflicts throughout the world, especially in Spain.

The loss of the overseas empire and the national crisis was considered both a military and diplomatic disaster, but it did not bring about any political change; although it did bring about some consequences, such as a current of opinion in many sectors in favour of Spain's regeneration, which needed to be carried out in different areas: political, social, economic and intellectual. In this situation, Joaquín Costa, around 1900, promoted political regenerationism in order to influence the economy and society.

At least, during its first half, this 20th century was not going to be better than the previous one, as it was going to endure our country's war with Morocco, the Dictatorship of Primo de Rivera with Alfonso XIII, the Civil War of 1936 and the Dictatorship of General Franco. At least there will be a Constitution in 31 with the proclamation of the Republic, and although it opens a very hopeful stage, it will end badly.

In the second half of the century, there will be some reasons for optimism with Spain's opening up to the outside world, its relationship with the United States, the Concordat with the Vatican and, above all, the 1978 Constitution, which arguably put an end to the tragic Spanish history of recent times, especially those of the first half of the century when there were more times of violence than of peace.

But the situation has not been much better in our European environment, which suffered the First World War in 1914 and a Second between 1939 and 1945. A 20th century with other events: the Russian Revolution, the Economic Crisis of 1929, which, with its effects in Spain, may have contributed to the arrival of the Republic after the dictatorship of Primo de Rivera; the Berlin Wall, etc. Other events also took place on the Asian continent, such as the Vietnam War, Indian Independence, the resurgence of China, etc.

On the positive side, we must mention the creation of the UN, the Second Vatican Council, scientific and technological advances, economic growth, the development of third world countries and the increased life expectancy of many citizens, etc.

But let us return to our own history and remember with Professor Enrique Moradiellos (*) that "it is impossible to understand the Spanish history of the 20th century (and perhaps also that of the 19th century) without the fundamental break brought about by the civil war".

In chronological succession, it all begins, firstly, with "the prolonged crisis of the Restoration System and the democratic five-year period of the 2nd Republic", followed by a second period that would include the three years of war hostilities between July 36 and April 39. And finally, a third period that would have to do with "the almost 40 years of General Franco's dictatorship, which was nothing more than the institutionalisation of the victory over the Republic in the war itself".¹

The Civil War is undoubtedly the most important event of the 20th century in Spain and, of course, a traumatic episode for Spanish society, particularly because of the particularly painful consequences for Juvenal de Vega - as we will discuss in due course - who was faced in those turbulent years with the three political projects described by the UEX professor Moradiellos: a project of democratic reform, a project of authoritarian or totalitarian reaction and a project of social revolution. All three models were based in Europe. The first in France and England, the second in Italy and Germany and the third in the USSR.

The Institución Libre de Enseñanza (ILE) of Giner de los Ríos, following in the footsteps of J. Costa, had opted for the first model. The Democratic Reform Project sought (according to Moradiellos) to make a capitalist economy compatible with popular political participation in the provision of social services as a mechanism for interclass integration and national stabilisation.

It was in this model that the education and training of young people in the famous Student Residence was embedded, where the influence of Ortega y Gasset and other intellectuals of the Generation of 14, the so-called Silver Age of Spanish culture, was felt. Thinkers and essayists such as the aforementioned philosopher Ortega, scientists such as Marañón, educators and humanists such as Luzuriaga and Américo Castro, etc., all belonged to the Residencia. Juvenal de Vega had spent time at the Residencia between 1917 and 1920, when he studied at the Teacher Training College (EESM).

In contrast to the pessimism of the authors of '98, the Generation of '14 set out to become a guide for Spanish society. The ideological orientation of these intellectuals was diverse in their specific political actions, but they shared some common ideas: the awareness of being a special minority that participated in a project to improve the lives of citizens by finding solutions to the country's problems, including education, which they considered essential for their material progress and coexistence. In the words of Bartolomé Cossío, President of the Patronato de las Misiones Pedagógicas, "The solution for Spain must come through education...".²

¹ Moradiellos, E.: Historiar y comprender la Guerra civil: Un reto permanente." Congreso GEHCEx 2018

² The Pedagogical Missions were created by the Decree of 29 May 1931.

In practice, it was absolutely necessary to build many schools and improve the existing ones in order to educate a large number of children who did not go to school because they had to work to help support their families, and to have many good teachers to fight hard against illiteracy, with truly scandalous figures in relation to other nearby countries. But culture was not enough, something else was also fundamental: improving the economic conditions of the workers and their families. If Joaquín Costa, promoter of regenerationism and precursor of the Generation of '98, expressed it with a great dose of realism by saying that Spaniards needed "school and pantry"; in other words, education, culture and redemption from poverty, Ortega saw the solution to Spain's problems in Europe. "Truly,—says Ortega,— it was clear from the outset that Spain was the problem and Europe the solution".³

But incorporation with the other democratic countries in a European project was slow in coming; those countries were caught up in the two great crises of the wars of 1914 and 1939, and Spain was in no better situation, as it first had to go through the dictatorship of Primo de Rivera, an illusionary and frustrated Republic in the early years, which ended with a serious breakdown in coexistence due to the sad episodes of the Civil War and the subsequent long Franco dictatorship. Well into the 1970s, a hopeful democracy appeared on the horizon, confirmed by the 1978 Constitution, which opened the doors to a common path with the European countries in 1985, a historic project of harmony, peace and coexistence not seen in the past.

But let us leave behind the great themes that history books usually deal with: the important events, the leading figures, the predominant stories, and let us descend to the everyday life of the common citizen, of little relevance in the eyes of history in capital letters, to embark on what Unamuno so aptly called "intrahistory" to designate traditional life, that which serves as a permanent background to the changing and visible history.

Ordinary people, who are not kings, nobles, special characters from the world of science, literature, art, etc., are rarely protagonists and tend to go unnoticed, unless, as a result of unforeseen events, they find themselves immersed in circumstances that cause them to completely change the course of their own lives.

This was the situation experienced by many Spaniards in the circumstances that our country went through in the tragic times of 1936 and the following years, when physical survival depended on arbitrariness and chance, being on one side or the other.⁴

³ Ortega y Gasset, J.: "La pedagogía social como programa político". Conferencia en Bilbao, 1910.

⁴ Chaves Palacios, J.: "La represión en la provincia de Cáceres durante la Guerra civil (1936-1939)". Tesis Doctoral, UEX.

II. ORIGINS AND FORMATION OF JUVENAL DE VEGA (1893-1920).

Juvenal de Vega y Relea was born in Castrogonzalo (Zamora) in 1893, spending his childhood and part of his youth in Fuentes de Ropel, another town in Zamora, where his father was the town clerk, allowing him a certain economic level and cultural interest, which contributed to his sons, first Juvenal and then another younger son, Jacinto, studying at the Escuela Normal de Zamora.

For his part, Juvenal graduated from the innovative Teacher Training College (EESM) in Madrid between 1917 and 1920, to whose ninth class he belonged.

During his stay in Madrid, he stayed at the Residencia de Estudiantes, founded in 1910, a product of the renovating ideas of the Institución Libre de Enseñanza, the work of Giner de los Ríos, which would have a great influence on the transmission of republican ideas and the pedagogical ideals of freedom, tolerance and solidarity.

The main objective of the Residence was to complete the training of the students by creating an intellectual environment and coexistence in accordance with the ILE, which had created a foundation such as the Junta de Ampliación de Estudios, in 1906, with the aim of awarding scholarships for studies abroad. Juvenal would later be granted a scholarship in 1935.

In addition to the academic training he received, he had the opportunity to become immersed in the ideas of the Institución Libre de Enseñanza, and to meet many illustrious figures of the cultural and intellectual moment of the time, such as Ortega y Gasset, Bartolomé Cossío, Luzuriaga, etc.

All of them would leave their mark on Juvenal. From Ortega, besides sharing the idea of 'social pedagogy' and the pressing need to open the country to Europe. From Luzuriaga, he learned much of his pedagogy from his books: *La enseñanza primaria en España* and *La educación nueva* with its active and social characteristics. With Cossío, she shared many of his initiatives such as the Pedagogical Missions, which led to the presence of María Zambrano in the first of them in Extremadura in 1932.

At the EESM he was also able to meet Rodolfo Llopis, author of *La revolución en la escuela* who was one year ahead of Juvenal, with whom he would later have a great relationship, due to his position as Director General, in the 1930s. We cannot forget the great influence of Professor Juan Zaragüeta, as professor of Moral Philosophy.

III. PROFESSIONAL ACTIVITY IN CÁCERES (1920-1936)

IV. 1 PERIOD OF ALFONSO XIII AND THE DICTATORSHIP OF PRIMO DE RIVERA (1920-1930)

In 1920, he took up the post of Inspector, and then in 1924 as Chief Inspector of Primary Education in Cáceres, where, according to Adolfo Maillo, pedagogue, teacher and inspector between 1932 and 1934 in the same city, Juvenal 'found an extensive field for his tireless action because the cultural backwardness of upper Extremadura was combined with the favourable circumstance of an enthusiastic and well prepared teaching staff, ready to support the directives of their new chief'.

Interested in communication, at that time he had the opportunity to carry out one of the most frequent tasks in his professional life, that of writing contributions for different local and national publications, and in 1923 he founded an inspection magazine called *Hojas Pedagógicas*. He wrote for the newspapers *Nuevo Día*, *El Noticiero* and other magazines. He wrote one of his first works: *La prensa como agente de educación*.

He also had the opportunity to become involved in the cultural life of the city, occupying the secretariat and then the presidency of the Ateneo Cacerense, after the local historian Publio Hurtado. His lectures, characterised by his brilliant and cultured oratory, were frequently attended by religious authorities, such as Bishop Segura Sáez, later Primate of Spain, founder in 1924 of the newspaper 'Extremadura', and very critical of the Republic in the years to come, as well as other civil and military authorities of the highest rank.

Its social aspect was expressed through publications such as *El seguro de la vejez en los campos* and the organisation of free courses for the working class and adults.

His concern for children led him to take an interest in children's health, in coordination with the Provincial Institute of Hygiene, organising the Medical-School Service; as well as with the publication of "The problem of discernment in delinquent children".

He frequented the social circle of the city, where he was received on one occasion by the journalist of "El Sol", Luis Bello, who visited schools in the province to write his book *Viaje por las escuelas de España* and who passed through Cáceres in 1927. He said that the Piedras Albas school was one of the worst in Spain.

During these years he met Mr. León Leal, lawyer and president of the Caja Extremeña de Ahorros and head of the Social Welfare Institute de Cáceres, from whom he received support to develop social and educational projects for schools, such as the school mutualism activity. In 1927, the Assembly of Mayors of the province will have national repercussions in order to solve the deficit of school construction that existed, and that will allow him to elaborate an ambitious Plan of School Constructions to raise the existing number of 12 schools for every 10,000 inhabitants, far below other provinces.

Another serious problem will be the high level of illiteracy in the population. While in Spain, the rate is 52%, in Cáceres it is 61%.

In addition to León Leal, he had relations with the socialist councillor of the city, Antonio Canales, later mayor in two different periods, at the beginning and at the end of the republican period. With both of them, he would carry out a major project to build schools and organise the complementary institutions of school mutual benefit societies, preserves, canteens, cloakrooms and school colonies, which would be extended in the following decade.

Antonio Canales, Juvenal de Vega and León Leal. (en 1935)

For the time being, Juvenal held regular meetings with mayors and teachers, visiting schools as, although he was Chief Inspector, he was in charge of schools (the staff had 4 inspectors in these years, in 1935 the staff would reach 8 inspectors). He had a special interest in the region of Las Hurdes, and was in contact with the teacher Fausto Maldonado, who was responsible for the educational activities derived from the Patronato created after the visit in 1922 of King Alfonso XIII with Dr. Marañón, among others, for the improvement of the living conditions of its inhabitants and of the schools and their teachers, some of whom applied Freinet's techniques, such as José Vargas and Maximino Cano.

His family life was peaceful. He is married to Concepción Ruíz García, a teacher at the teachers' college, first female and later unified, with whom he has five children —all born in the city, a fact he will sometimes boast about— one of them, José Augusto (a Supreme Court judge in the 1980s), and one of them, José Vargas, a teacher of the same name.

At the end of the decade, his brother Jacinto de Vega worked as editor of the newspaper *Extremadura* in the city, later working as a teacher in the nearby town of Malpartida de Cáceres.

During this period, in the final years of the Dictatorship of General Primo de Rivera, the organisation of the Pedagogical Meeting of 1929 in Cáceres, attended by the main national education authorities, was outstanding. At the closing ceremony, the Civil Governor announced that, at the request of the mayors of the province, he had requested that Juvenal de Vega be awarded the Cross of the Order of Alfonso XII, which was received with much applause from the audience).⁵

Juvenal frequently organised other activities for the training and improvement of teachers, such as a trip to Andalusia to visit the experiences of the Manjonian schools of Ave María in Granada and the schools of Manuel Siurot in Huelva. On this trip he was accompanied by the teacher and author of *Cuentos extremeños* Marciano Curiel, who left a deep impression on him and became a determined follower of many of Juvenal's initiatives.⁶

III. 2 PERIOD OF THE SECOND REPUBLIC (1931-1936)

With the proclamation of the Republic, Juvenal maintained his position as Chief Inspector. The approval of the 1931 Constitution prompted him to develop a wide range of activities to facilitate its knowledge among teachers and its influence in schools. For this reason, among others, he organised in Cáceres, in May 1936, the course: "El sentido de la escuela primaria española según la Constitución de la República" (The meaning of the Spanish primary school according to the Constitution of the Republic), which we will discuss later on.

He will carry out an extraordinary activity for the construction of schools, which is still so necessary in the province; he will also set up, at this time, school preserves, canteens and cloakrooms in the schools, improving the material conditions of the children's lives. These were years of inaugurations of many of these facilities. He organised a programme of school camps, and even attended the one organised in Figueira da Foz, Portugal.

To a large extent, the success of so much activity is due to the magnificent relationship initiated in the previous period between Juvenal, León Leal and Antonio Canales, which intensified in these years. There is a close collaboration between them and a regular presence of the three of them at many events such as the usual inaugurations of schools, hunting grounds, canteens, etc. and at celebrations and training sessions. The perfect understanding between the three personalities is surprising, which resulted in the efficient execution of projects that significantly

⁵ The Cáceres Pedagogical Congress. Newspaper *Nuevo día* of 31 May 1929.

⁶ See also article by Montero Curiel, M^a Luisa and Pilar, cited in bibliography.

improved education and is an example of how, with different ideological tendencies, they could collaborate so closely.

León Leal, a conservative and social Catholic, close to Gil Robles' CEDA; Juvenal, a reformist with Republican sympathies, a follower of Ortega and later of Azaña; and Canales, a moderate socialist, far removed from the radicalised Largo Caballero's ideas. In all three, the interest in coexistence and the common good of the citizens always prevailed, and they were very committed to their profession and their people, at a time of great conflict in Spain.

This relationship became more intense and personal when the events of 1936 took place, in which the Inspector and the Mayor were dramatically affected. León Leal had to act as a self-sacrificing lawyer for both of them in a situation of real gravity for Juvenal and Canales. Unfortunately, his management would have little success.

This was a period of proliferation of the Centros de Colaboración Pedagógica (Pedagogical Collaboration Centres), which were even created in the different districts, grouping together schools in nearby towns, for the training of teachers who would meet periodically to receive lectures and share experiences from other colleagues and from the inspectors and teachers of the Normal. The "Cossío" Collaboration Centre in the capital, with its head, the teacher and director of the "El Madruelo" school group, Ángel Rodríguez Álvarez, author of the "Rayas" reading method, which was widely used nationally and in Spanish-speaking countries, stood out.

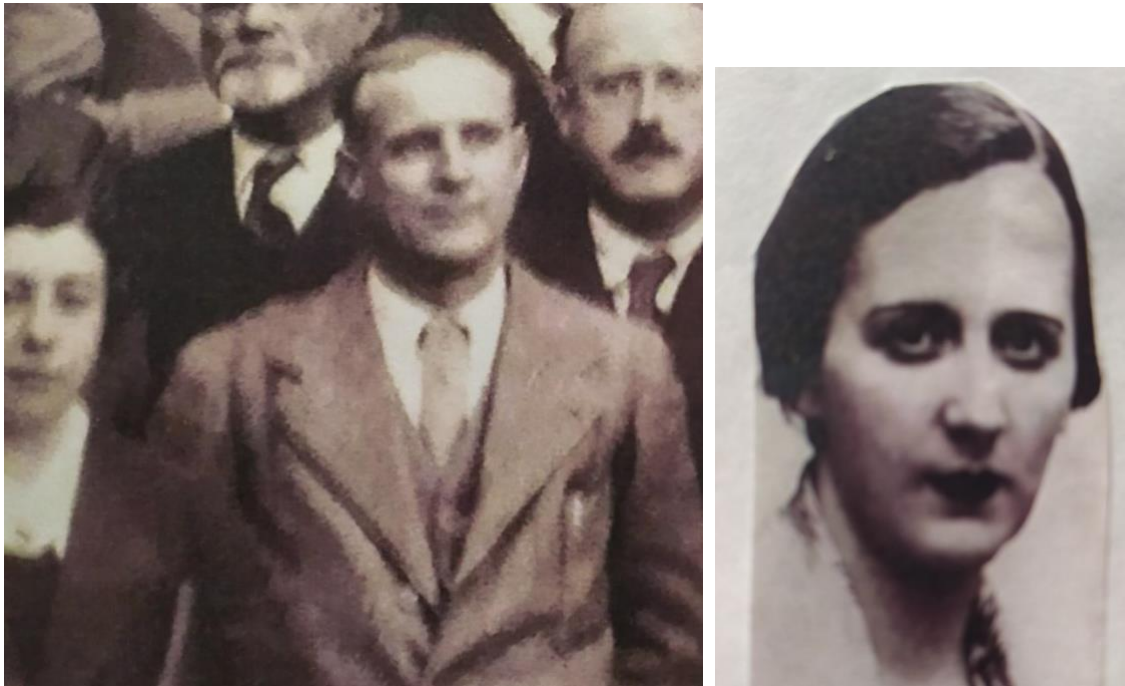
The organisation of different training and refresher courses for teachers, such as those on agriculture and livestock, held in various towns in the province and the capital, on school preserves, school mutuality and others, was a regular occurrence. The inspectors were frequently present at various celebrations such as the anniversaries of the proclamation of the Republic, the Fiesta de la Raza, Health Day, the Fiesta del árbol, etc.

In 1932, after having worked as a teacher in some schools in the province, Adolfo Maíllo, who had already participated in the Pedagogical Congress held in 1929, joined the Inspectorate as an inspector in its third section: 'The problems of the study and selection of children', which was concerned with analysing the role of the school in attending to children who were "abnormal and supernormal" children. Adolfo Maíllo moved to the Inspectorate in Salamanca in 1934.

Juvenal collaborated, with the help of other inspectors such as Carmen Muñoz, Lucas García Rol and Antonio de la Cámara, in the organisation of the Pedagogical Missions carried out in the province between 1932 and 1934. He coincided in the first ones with the philosopher María Zambrano, who was responsible for their development in the town of Navas del Madroño⁷. They would continue in a second campaign, in 1934, in Valencia de Alcántara, where Ortí Belmonte would be present, and in many other regions of Cáceres. Juvenal also had the opportunity to take

⁷ Centro de interpretación de Escuelas viajeras. Navas del Madroño (Cáceres).

part in the Treviño Pedagogical Missions⁸, in 1932, in the province of Burgos, at the invitation of Inspector Juan Llarena, where he explained "The aim and purpose of the missions".



In the photos: Inspectors Carmen Muñoz and Antonio de la Cámara and the director of the Normal, Ortí Belmonte. On the right, the philosopher María Zambrano.

In 1934, he proposed to the Board of Inspectors an ambitious "Work Plan for Schools" in which he described the programme content of the different subjects to be taught in the three grades of primary school. In it, he gives great importance to social contents from the first grade of initiation under the generic name of 'What surrounds us', undoubtedly influenced by Decroly's "Centres of interest". He also emphasises historical, civic and moral content, learnt in theory through the teaching of Geography and History, subjects which he considers very important for a National Education, and which will have their practical application in schools and society through the pedagogical Events and Festivals, and the learning of social and work activity with the school hunting grounds, for the formation of a community spirit.

⁸ *Misiones Pedagógicas en el condado de Treviño*. Alonso García. Revista *Brotos*, n° 5. Burgos.

He founds and directs *El Boletín de la Inspección* where educational orientations and information of interest to teachers are published monthly. The Bulletin was to be a medium for pedagogical training in which the experiences of many schools were presented. Inspectors write articles in it, as well as some teachers from the Normal School and many teachers.

The first issue of the Bulletin appeared in March 1934, in which a manifesto entitled "Our school" was published, in which Juvenal set out the educational intentions, taking as a reference art. 48 of the Constitution which proclaimed that "education would be secular, would make work the axis of its methodological activity and would be inspired by ideals of human solidarity". Therefore, says Juvenal, "the school must intensely cultivate in our pupils the idea and the feeling of Spanishness, bringing to the children the historical and geographical knowledge of Spain and through this knowledge the burning love for our homeland".

The *Bulletin* (official newsletter) would be published monthly during the following years, uninterruptedly, ending abruptly with the double issue of May and June 1936, which included the summaries and speeches of the aforementioned course on the Constitution of the Republic, and which would have some serious consequences for some of its lecturers.

Throughout 1935, new inspectors were added. They were María Bedate y Bedate, Aurora Asegurado and Antonio Gil Alberdi, who in the 1950s would become central inspector and later Inspector General. Later, Eduardo Málaga, a teacher at the Escuela Normal, also joined the school. That year the 'Juvenal de Vega' Foundation was created by this institution, which annually awarded the Juvenal de Vega Award to the best student record at the Normal School.

These were the years of the 1930s when Juvenal developed his educational ideas, taken from the new pedagogical trends of Dewey, Decroly, Claparède, Montessori, etc., as well as

in the Bulletin, in several of his publications: "Towards a new rural school" (1935) and 'Pedagogy of the rural school" (1936).

From this period, there is also the article published in the *Pedagogía magazine: El sentido social en la escuela primaria*, where the influence of his admired Ortega y Gasset, from the times of the Student Residence, will be noted, and who would be one of the main leaders, together with Mara.

In relation to the Spanish National Inspectorate, between 1933 and 1936, he was President of the National Association of Primary Education Inspectors, whose board of directors included Eladio García and Antonio Ballesteros, among others, which led to a heated debate in 1935 in the pages of the newspaper 'ABC', defending the work of the inspectors, many of whom were accused of being socialists and communists and of representing a threat to teaching in schools. The inspector Carmen Muñoz herself, denounced for discriminatory treatment of a teacher, was the subject of a controversy which even led to a discussion in the national parliament.

It should not be forgotten that the religious question became one of the axes of the Republic's policy, giving rise to undesirable episodes in schools, especially with the teaching of religion. These were very delicate times for the inspectors who had to supervise all the actions derived from the application of the Law on Religious Denominations and Congregations, which prohibited religious orders from teaching, derived from the Constitution of 1931 and paralysed in 1933, and later reiterated its implementation, which obliged the inspectors to make urgent and precise reports in order to put it into effect, in accordance with a circular order from the Minister, Marcelino Domingo, in February 1936⁹.

In May 1936, with the government of the Popular Front, the winner of the February elections, Juvenal organised, at a very conflictive and violent time, the aforementioned course for teachers in the province, which was very successful, with the title "The meaning of the Spanish primary school according to the Constitution of the Republic". In April, sponsored by the Inspection bulletin, the celebration of the fifth anniversary of the proclamation of the Republic was commemorated, an event which had become a regular occurrence.

⁹ Pérez Galán, M.: *La Enseñanza en la Segunda República*. Ed Biblioteca Nueva.

Speakers at the course included León Leal, inspectors such as Gil Alberdi, Lucas García Rol, Antonio de la Cámara and Eduardo Málaga - the last three were later purged in 1937 - and teachers from the Normal School, such as Floriano Cumbreño and the headmaster, Orti Belmonte. It was closed by the Director General of Primary Education, Mr. Ballester, the Inspector General, Antonio Ballesteros, who gave a speech on "Secularism in schools", and the Socialist Mayor of Cáceres, Antonio Canales. Subsequently, several school groups were inaugurated in the capital: "El Madruelo" and "Delicias", named after Marcelino Domingo, Minister of Public Instruction, and the Mayor himself, Antonio Canales, respectively. These names lasted barely two months due to the events of July.

The Head of Primary Education, Mr. José Ballester, the Inspector General, Mr. Ballesteros, accompanied by the Mayor, Mr. Antonio Canales and the Inspector, Juvenal de Vega, at the end of the closing ceremony of the Congress. (*Boletín de Educación*, n°: 23 and 24, May/June 1936).

Juvenal, convinced of the ideals and aims of the Constitution and interested in bringing its spirit to schools, gave three lectures: "General characteristics of our school", "Work as the axis of methodological activity and the school in relation to the ideals of human solidarity" and the most committed, "Political doctrine and interpretation of article 1 of the Constitution of the Republic".

In this last lecture, Juvenal affirms that the school has to cultivate and exalt the idea and feeling of Spain as a nation and that the Spanish Republic is a political unit, compatible with regional and municipal varieties. On the other hand, he adds: 'the national school has the obligation to serve democracy and therefore its mission is to make children for democracy; but it is not enough for this to be done with sermons, lessons and words; action is necessary, that is, to prepare children for life'.

With regard to the first paper on the 'General characteristics of the school', Juvenal states that the school should be considered under three aspects, in response to the achievement of three main aims: natural, social and ideal. In the natural aspect, which is inconsequential, the school must be infantalist and active. School must be active. Today we need a school of action. The school must be neutral, at the same time as secular, which is not the same as neutral, since secularism supposes a great respect for the conscience of the child. The school must be social, because the child takes from society the elements he needs and must be a member of the same society to which he will contribute his services; and finally, in the ideal aspect, the school is a state school and must serve to contribute to the achievement of the ideals of the Republic, constitutionally fixed¹⁰.

In July and August 1936, Juvenal planned to go to France and Switzerland to gain experience and broaden his knowledge—in his own words— of "the aims, means and possibilities of the primary school in relation to the social and economic education of children on the basis of institutions of mutualism, cooperation and child welfare", subjects of great interest to Juvenal and to which he devoted much of his time and which he felt very close to his commitment to social Catholicism.

This trip was sponsored by the Junta de Ampliación de Estudios de la ILE and its Residencia de Estudiantes to be made in 1935, a year in which Juvenal was unable to carry it out as it had been postponed to the dates when tragedy struck Spain with the Civil War. For Juvenal de Vega, nothing would ever be the same again.

¹⁰ *Boletín de educación de Cáceres, mayo/junio de 1936.*

IV. THE PROCEDURAL JOURNEY (1936-1944).

As a consequence of Franco's uprising against the Republic on 19 July 1936, Cáceres, dependent on the Military Captaincy of Valladolid, commanded by General Saliquet, joined the uprising and in the following days and months, in addition to the regrettable executions and the sadly named "paseos", institutional changes, dismissals and purges of civil servants, including many teachers, took place. Juvenal, who was on holiday with his family in Puerto de Béjar, in the neighbouring province of Salamanca, received verbal notification of his dismissal from the Chief Inspectorate in August from the Inspector-Secretary, Eduardo Málaga.

General Franco, accompanied by Generals Queipo de Llano and Yagüe, was acclaimed in Cáceres as Generalísimo on his way to Salamanca (29 September 1936). Photo by Juan Ramón Marchena, in his book: *Cáceres en el pasado*.

With the Order of 2 September 1936, issued by the Civil Governor of Cáceres and the National Defence Board, Juvenal was dismissed from his post as Head of the Inspectorate and suspended from employment and salary.

Juvenal was accused by the judges, through the reports of the Mayor's Office, the Civil Guard, the police and the Provincial Depuration Commission for teachers, of various and repeated charges throughout these years:

Political accusations of belonging to different parties: Socialist, Republican Left, Agrupación al Servicio de la República, etc. and relations with their representatives (with Antonio Canales, the Socialist mayor of Cáceres, among others). Accusations of trade union responsibilities in the teaching profession and the Inspectorate. Accusations of belonging to Freemasonry, due to his relationship with Rodolfo Llopis, Director General of 1st Education and for having attended with Mayor Canales a meeting in Madrid of the League of Human Rights, as well as having relations with anarchism.

Accusations of professional anti-educational activities, of favouring secularism in education, of introducing anti-national pedagogical norms, etc.

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Subjected to a process of purging of the teaching staff, in whose National Commission for Culture and Education, chaired by José M^a Pemán, was Enrique Suñer, a personality who was not at all complacent with the ILE and its followers, it ended with the definitive separation from the service and removal from the teaching staff in May 1939¹¹.

¹¹ According to the O. of 4 May 1939 (B.O.E. of 8 May 1939)

According to police reports, Juvenal left Cáceres at the end of 38 with his children and wife Concepción Ruíz García, a teacher at the Normal de Magisterio who had also suffered a purge of teachers by the Civil Government and was forced by circumstances to move to Huelva.

In 1939, Juvenal was brought to trial for political responsibility, and a new law was applied to him, based on all the previous reports from the police, the Mayor's Office, the Guardia Civil, the Falange and others, repeating the same charges against him in 1941, against which he presented an extensive list of allegations, accompanied by a large amount of documentary evidence in his defence¹².

At the same time, Juvenal was being prosecuted for Freemasonry, in accordance with the new Law for the Repression of Freemasonry and Communism of 1940, which could lead to very serious penalties, given the sentences handed down to those arrested for membership of these associations considered dangerous to the new government.

Rarely will there be a case like that of Juvenal de Vega, who suffered up to 10 forms of repression, exercised continuously and obsessively by a state that seemed to want to punish one of its employees in an exemplary manner.

In short, we are dealing with a civil servant, with a normal family with children, respectable in his social environment, with work responsibilities in a province, who carries out his work with the utmost professionalism in which his organisational and management skills stand out, respectful of the laws of the moment, who finds himself in unforeseen circumstances with economic and work problems, and insecurity due to fear of losing everything, including his own life.

After years of uncertainty and difficulties, when the seizure of his assets was reinstated and the judicial processes of Political Responsibilities in 1942 and the Repression of Freemasonry in 1944 were provisionally dismissed, Juvenal began a new stage, although he was no longer working as an inspector, as the 1939 order of definitive separation from the service and removal from the ranks was maintained.

In mid-1938, Juvenal had left the city of Cáceres with his family to move to Huelva. He began his exile.

ANNEXES:

¹² Law of 2/9/1939

PUBLICATIONS BY JUVENAL DE VEGA IN THE CACEREÑA PERIOD

1. PERIOD OF THE DICTATORSHIP OF PRIMO DE RIVERA

1. *La prensa como agente de educación*. Editions La Minerva, 1924
2. *El problema del discernimiento en los niños delincuentes*. Ed. La Minerva, 1924.
3. *Memoria del secretario D. Juvenal de Vega y Discurso del presidente D. Publio Hurtado, el 12 de octubre de 1925 en el Ateneo de Cáceres*. Ed. La Minerva, 1925.
4. *Construcción y creación de escuelas en la provincia de Cáceres*. Memoria en la Asamblea de alcaldes de Cáceres en enero de 1927. Ed. La Minerva, 1927.
5. *El Mutualismo escolar*. Burgos, 1928
6. *El seguro de vejez en los campos*. Federación de Cajas de Ahorros del Oeste de España. Salamanca, 1929.

2. REPUBLICAN PERIOD (1931-1936)

1. *El problema de la selección y la protección de los niños superdotados*. Burgos, 1932.
2. *Manual del Inspector de Primera Enseñanza*. Juvenal de Vega, Rafael Álvarez y Juan Comas. *Pedagogía Journal*. Madrid, 1934.
3. *Consideraciones sobre la Inspección de Primera Enseñanza*. Juvenal de Vega, Rafael Álvarez y Juan Comas. *Pedagogía Journal*, 1934.
4. *Plan de trabajo para la escuela*. Cáceres, 1934.
5. *Mutualismo escolar y solidaridad social*, Asamblea de Mutualidades escolares, 1934.
6. *Hacia una nueva escuela rural*, 1935.
7. *Pedagogía de la escuela rural*, 1936.
8. *Boletín de Educación (Órgano Oficial de la Primera Enseñanza en la provincia de Cáceres)*. No 1 - 24. 1934 to 1936.

JUVENAL DE VEGA'S PROFESSIONAL CAREER IN CÁCERES

STAGES	HISTORICAL PERIOD	PROFESSIONAL ACTIVITY	OUTSTANDING ACTIONS
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Training 1917-1920	Alfonso XIII 1917-1920	Academic	Higher Teacher Training Studies. Madrid
Early maturity 1920-1936	Alfonso XIII 1920-1930 Dictatorship of Primo de Rivera/General Berengue (1923-1930) Second Republic 1931-1936	Inspector of Primary Education. Chief Inspector of Cáceres (1924-1930) Chief Inspector of P. E. Cáceres (1931-1936)	School buildings: Mayors' Assembly School mutualism. Journalistic and social activi Pedagogical Congress First publications Constructions Cotos and Canteens esc. Pedagogical Missions. Work plan. Education bulletin. Collaboration Centres Cursillo agrosocial Cursillo: Constitution. Publications
Maturity	Franquista Regimen		
	Civil War 1936-1939 Franco's government Cáceres	Suspension of employer salary Permanent separation fror Service No public professional activity	Judicial Process

Transfer to Huelva
(1938)

JUVENAL DE VEGA AND RELEA PROCESS TRAVERSE (1936-1944)

DATE	FACT	CAUSE	REGULATION	ORGANISM	RESOLU- TIONS
September. 1936 Cáceres	Dismissal Head of Inspectorate Suspension of employment and pay	Franco's Franco Regime 18 July	Order 2/9/1936 (B.O.P. de Cáceres del 10) B.O. J D. N. (7/09)	Civilian Governm Cáceres National Defence Board	Cessation of the position of Chief. Suspens from employment and pay

Beginning of 1937	1st Arrest and imprisonment.	Civil liability	Decree No 108,13/9/1936	Military court	Fine of 20,000 pesetas.
-----	-----	-----	Decree and Ord.10/1/1937	-----	Release from prison April 1937
April 1937	Instruction	-----	-----	-----	-----
-----	Seizure File of Assets	Reports from Mayor's Office, Police, Civil Guard	Decree No 108,13/9/1936 B.O.P. Cáceres (18-9-36)	Commission Prov. Seizure of Assets (G.C.)	Seizure 12/1/1938
-----	2nd Arrest and detention	-----	-----	-----	Restitution of property (1942)
26 July 1937	-----	Police report	-----	Military Government	-----
-----	-----	-----	Civil Judge of Political Responsibility	-----	Prison release Novr. 1937
-----	Teacher Depuration Dossier	Reports of the Lustration Commission	-----	Lustration Commission 31-7-1937	-----
31 July 1937	-----	-----	Lustration Commission- Decree No 66 of 8/11/1936 (BOE of 11)	-----	Proposal to the Commission High
May 1939	Permanent separation from employment. Removal from the ladder	Proposal of the Supra-Decision Committee Report Head of Service National Education	Law 10/2/1939 O. 18/3/1939 O. 4 /5/39 (BOE of 8)	Ministry of National Education	Permanent separation from the Service. Removal from the Service.
1939-1944	Proceedings for political responsibilities political Dec. 1939 Allegations of Juvenal 8/8/1941	Reports police reports and others: Reports 1938, 1939 y 1940 Charges: 23/7/1941	Law Resp. Pol. 9/2/1939	Regional Political Accountability Commission	Application of the Law of Reform of the RP art. 8 of the Law of 19/2/1942. Dismissal July 1942

1940-1944	Preliminary proceedings for the crime of Freemasonry	Complaint Police report for Freemasonry Re 1938	Suppression of Freemasonry and Communism Act 1/3/1940	Court of Repress Freemasonry and Communism	Provisional Dismi 1944
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3. *El paso de las Misiones Pedagógicas por Extremadura. Martín Ruano, S., Revista de estudios extremeños, vol.71., 2015.*
4. *El origen de los centros de colaboración pedagógica. López del Castillo, M^a. T. Supervisión 21, 51.*
5. *Historia mínima de la Guerra Civil española. Moradiellos, E., Turner Publicaciones, S.L., 2016.*
6. *Inventores de sueños. Diccionario bioprofesional de pedagogos y didactas de Geografía e Historia hacia 1936. Mainer, J., Institución Fernando el católico. Colección Estudios.*
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