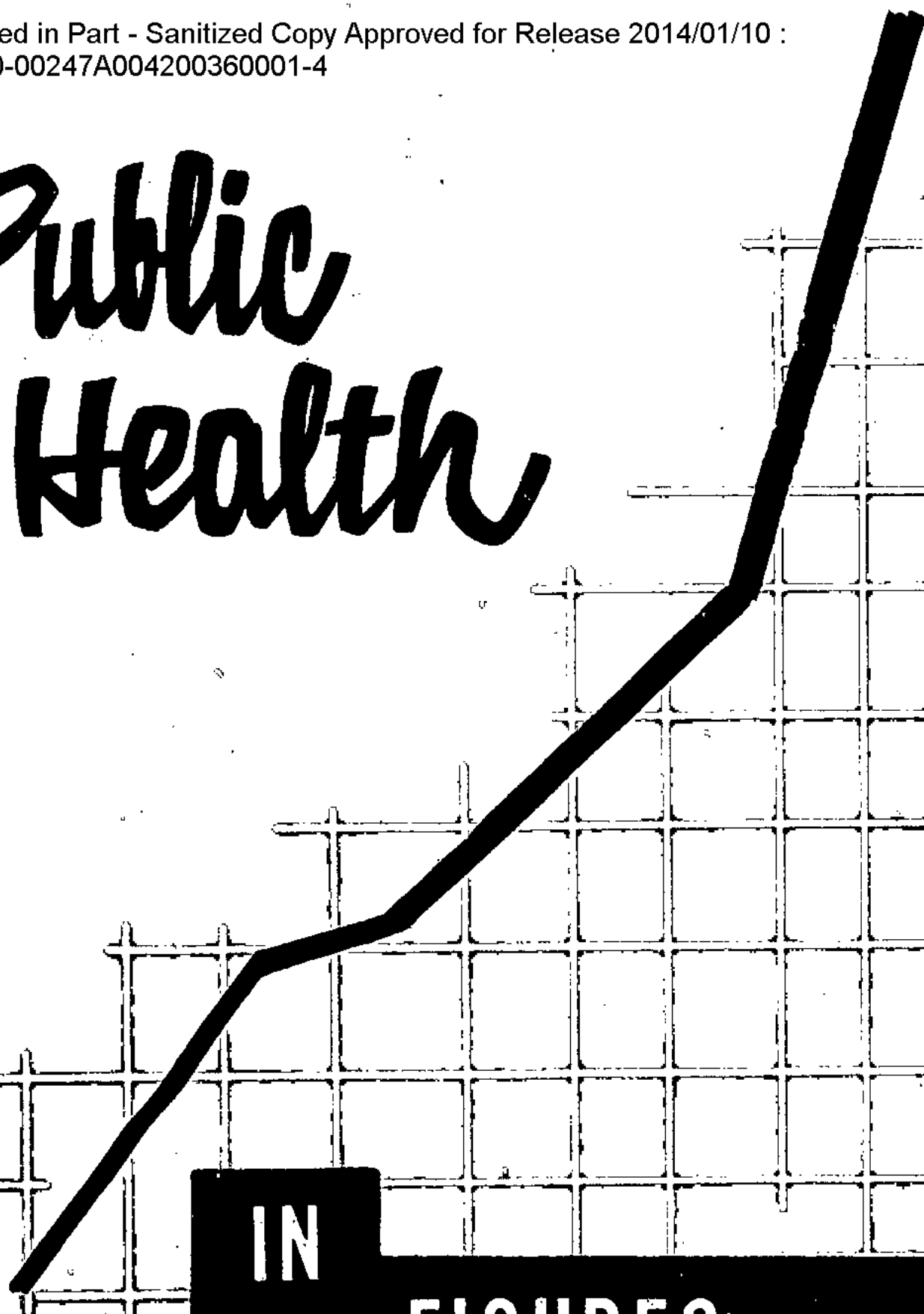


STAT

Page Denied

Public Health



GENERAL FIGURES

UP TO DATE INFORMATION FROM DATA FOR "PUBLIC HEALTH IN FIGURES", 1960, REPUBLIC OF CUBA. GEOGRAPHICAL, DEMOGRAPHIC AND STATISTICAL DATA

Location: Intertropical zone. Close to Tropic of Cancer, at entrance of Gulf of Mexico.

Average temperature: 24.9°C.

Average humidity: 79%.

Area: 114,524 Km².

Population: (Estimated as of June 30, 1963) 7,134,544.

Under 1 year of age: 224,160

Age 1 to 14 years: 2,150,033

Age 15 years and over: 4,759,281

Population density of 62.3 per square kilometer.

Annual increase per 1,000: 15.9

Birth rate per 1,000: 35.7

Local governments: Six provinces, Pinar del Rio, La Habana, Matanzas, Las Villas, Ciego de Avila, Sancti Spiritus and Guantánamo.

126 Municipalities.

ADMINISTRATIVE SET-UP OF THE MINISTRY OF PUBLIC HEALTH

One Central Office.

Seven Local Offices: Pinar del Rio, La Habana, Matanzas, Las Villas, Ciego de Avila, Sancti Spiritus and Guantánamo.

126 Zonal Offices.

FIRST FIVE CAUSES OF DEATH (1)

	No. of Deaths	Per 100,000
1) Heart disease	1410-1483	195.1
2) Malignant Tumors	1140-1205	157.2
3) Diabetes and Endocrine	643-731	89.3
4) Central Nervous System	1330-1341	185.1
5) Influenza and Pneumonia	1480-1491	205.1

(1) Revised and grouped in 1959, on record of the W.H.O.

GENERAL FIGURES

MORTALITY CAUSED BY GASTRITIS, ENTERITIS, ETC. IN SOME AMERICAN COUNTRIES, IN RECENT YEARS (1)

Country	Rate per 1,000
Venezuela	42.2
Guatemala	225.2
Dominican Republic	259.6
Costa Rica	118.3
Cuba	120.1
Nicaragua	100.3
Colombia	43.3

(1) Summary of outstanding reports on health conditions in the Americas, 1957-1960. Scientific Publications No. 64 OPS-OAS, July 1962.

INFANT MORTALITY, CUBA 1960 (1)

Item	Rate per 1,000
Birth rate	35.7
Infant mortality	20.052
Per 1,000 born alive	55.8

(1) Under existing health conditions in less than 24 hours from birth not included.

MORTALITY, GENERAL CUBA 1962

Population	Deaths	Per 1,000
7,023,350	465,387	66.3

PER CENT OF POSITIVITY AND PER CENT OF INFECTION BY PACIPANON

Year	% of Positivity	% of Infection
1959	25.9	9.0
1962	25.9	9.0
1963	25.9	9.0

Declassified in Part - Sanitized Copy Approved for Release 2014/01/10 : CIA-RDP80-00247A004200360001-4

REPUBLIC OF CUBA

QUARTER AND YEAR OF OCCURENCE 1959-1963

MORBIDITY PER MAIN COMMUNICABLE DISEASES.

Disease	1959	1960	1961	1962	1963
Diphtheria	0	0	0	0	0
Tetanus	0	0	0	0	0

REPUBLIC OF CUBA POPULATION, 1962-1963

Year	Population	Per cent of Population
1-3 months	185,261	2.61
3-5 years	1,162,541	16.30
5-14 years	1,385,861	19.42
15-64 years	2,299,256	32.22
65+	408	0.006
TOTAL	7,134,544	100.00

(1) Total 1962, March 19, 1963. (2) Special stage, May 1-13, 1963.

Declassified in Part - Sanitized Copy Approved for Release 2014/01/10 : CIA-RDP80-00247A004200360001-4

REPUBLIC OF CUBA

NUMBER OF PERSONS IMMUNIZED AGAINST WHOOPING COUGH, DIPHTHERIA AND TETANUS DURING THE SECOND NATIONAL VACCINATION CAMPAIGN, OCTOBER 1962 - FEBRUARY 1963

Vaccine	1st Dose	2nd Dose	3rd Dose	Total
Whooping cough	685,423	501,338	360,432	1,547,193
Diphtheria	405,129	317,868	—	722,997
Tetanus	972,371	629,857	259,946*	1,862,174
Total	2,064,923	1,449,123	620,378	4,134,424

(*) Fluid Tetanic Toxoid

SECOND NATIONAL ANTI-POLIO ORAL VACCINATION CAMPAIGN, MARCH-MAY 1963 (1)

Age Group	Vaccination	Per cent of Population
1-3 months	185,261	2.61
3-5 years	1,162,541	16.30
5-14 years	1,385,861	19.42
15-64 years	2,299,256	32.22
65+	408	0.006
TOTAL	7,134,544	100.00

(1) Total 1962, March 19, 1963. (2) Special stage, May 1-13, 1963.

REPUBLIC OF CUBA

PUBLIC HEALTH SERVICES IN DECEMBER, 1963

Category	Count
City hospitals	85
Rural hospitals	42
Industrial hospitals	23
Polyclinics	162
Special	24
Rural posts	121
Services of hygiene and epidemiology	126
Homes for the aged	28
Nursing	3
Blind banks	1
Tobacco and origin banks	1

Note: Not included medical services rendered individually in working sites and other institutions, and Mutualism.

PUBLIC HEALTH EMPLOYMENT

Category	Count
General Practitioners	2,248
Specialists	2,316
Quintessence and Gynecology	191
Pediatrics	246
Podiatry	238
Other Specialists	4,800
Dentists	900
Pharmacists	300
Engineers	14
Architects	6
Veterinarians	20
Other University Graduates	638
Total Nursing Personnel	3,275
Nurses	3,351
Nurses Aides	3,841
Technicians (Lab. X-Ray, etc.)	2,521
Services	21,077
TOTAL	42,088

Note: The above figures cover positions, not personnel.

PUBLIC HEALTH BEDS

BEDS, PUBLIC HEALTH			
Comparative table, years 1958 and 1963			
	1958	1963	Increase
Beds, General	15,013	30,599	15,586
Beds, Special (tuberculosis, leprosy, Psych.)	6,767	9,102	2,335
Total Hospital Beds (general and special under Ministry of Public Health and Mutualistic Societies)	21,780	39,701	17,921
Homes for the aged (absorbed by the Ministry of Public Health in 1961)	3,965	5,070	1,105
Nurseries	600	600	0
Defective infants (physical, mental)	200	200	0
Home for Infants' Rehabilitation	100	100	0
BEDS PER 1,000 INHABITANTS			
Beds, hospital, total	3.3	5.5	
Beds, general	2.3	4.2	
Beds, special	1.0	1.3	
TOTAL OF BEDS			
Hospital, total	21,780	39,701	17,921
Homes for the Aged	3,965	5,070	1,105
Nurseries	600	600	0
TOTAL	25,745	45,371	19,626

Existing beds in university, regional, special, district, zonal, industrial, and rural hospitals; in homes for the aged, nurseries, mutualistic societies, homes for infants' rehabilitation, and defective children, physical and mental

University	8,303
Regional	2,745
Specialized	10,909
District	2,842
Zonal	1,511
Industrial	920
Rural	1,119
Homes for the aged	5,070
Nurseries	600
Mutualistic Societies	11,312
Infants' Rehabilitation home	100
Defective children, physical and mental	200
TOTAL	45,661

Declassified in Part - Sanitized Copy Approved for Release 2014/01/10 : CIA-RDP80-00247A004200360001-4

Student enrollment and number of Professors of the Faculty of Medical Sciences in the Universities of Havana and Santiago de Cuba					
Medicine					
1963	Havana	Santiago de Cuba	Havana	Dentistry	Havana
1st year	895 students	200 students	22 students	22 students	22 students
2nd year	562 students	50 students	100 students	32 students	32 students
3rd year	471 students	—	—	30 students	30 students
4th year	432 students	—	—	22 students	22 students
5th year	383 students	—	—	—	—
6th year	381 students	—	—	—	—
	3,124 students	250 students	206 students		
Grand total of medical students: 3,374.					
Professors	209	8	29		
Lecturers	109	1	23		
	318	9	52		
Student-teacher ratio	10	28	4		
Pre-Med. Stud. (leveling-up)	1,145	—	—		
Internes	68	—	4		

"CARLOS J. FINLAY" PUBLIC HEALTH SCHOOL EDUCATIONAL ACTIVITIES 1959 TO 1963			
Introd. to Administration	165	Clinical Record File	
Lab. Technician		Cienfuegos	
Bacterio. Technician		Aux. Health Work	821
X-Ray Technician		Nursing Aux.	
Physiotherapy Technician		Nurses Aides, instrumentists	3,968
Bromatology Technician		Nurses Aides, Premature	
Ophthalmology Technician	469	Nurses Instructor	
Hospital Direction		Nurses, General	
Doctors for Premature babies		Nurses, Public Health	
Bacteriologists	110	Nurses, Psychiatry	
Aux. Lab. Technician		Nurses, Anesthesia Aux., Nurses	1,270
Aux. X-Ray Technician		Health Workers	
Aux. Anat. and Pathol. Tech.		Dental Assistants	
Aux. Ophthalmol. Tech.		Dental Prosthesis	
Aux. Psychiatry		Health Guides (children)	635
Aux. Radiotherapy and Nuclear Med.			
		TOTAL GRADUATES	7,438

NUMBER OF EXISTING HOSPITALS IN YEARS 1958 AND 1963, RESPECTIVELY

Hospital Classification	1958		1963	
	No. of Hospitals	No. of Beds	No. of Hospitals	No. of Beds
City Hospitals, General	41	57	41	57
Rural Hospitals	22	23	22	23
Industrial Hospitals	22	31	22	31
Special Hospitals	24	31	24	31
TOTALS	87	153	87	153
TRAINING HOSPITALS				
Hospital Classification	No. of Hospitals	No. of Beds	No. of Hospitals	No. of Beds
General	2	1,315	5	3,065
Calixto Garcia				1,214
Nacional				447
Comandante Fajardo				460
Clinico Quirurgico				291
Regional Oriente-Sur				653
Pediatric			4	1,513
Pedro Borrás				345
William Soler				498
A. A. Aballí				350
Infantili, Slgo. de Cuba				264
Obstetrics			3	119
América Arias				450
Maternidad Obrera				264
Maternidad, S. de Cuba				200
Orthopedic			1	285
Fructoso Rodriguez	1	60	2	119
América Arias				170
Frank País				1,283
Tuberculosis			1	1,283
Julio Trigo				398
Oncology			1	398
Cure				350
Infectious Diseases	1	170	1	350
Los Animas				350
Surgery			1	70
Hosp. de Neurocirugia				281
Inst. de Cirugía Básica y Anestesiología				281
Military				350
Finlay				350
Ophthalmology				140
Ramón Pando Ferrer				140
TOTALS	4	1,565	21	8,653

BUDGETS

BUDGET OF THE MINISTRY OF PUBLIC HEALTH, 1963 (and Per Cent of the National Budget)					
National Budget, 1963		\$ 2,093,560,093	100%		
Public Health Budget:					
Ordinary Expenses		\$ 107,000,000			
Investments		11,158,000			
Social Security		7,894,867			
		\$ 126,052,867			
Per Cent of National Budget: 6.02.					

COMPARATIVE CHART OF PER CAPITAS BUDGETED (not including funds contributed to Social Security)					
1958	1959	1960	1961	1962	1963
\$3.26	\$3.66	\$6.99	\$11.10	\$13.87	\$15.00

COMPARATIVE CHART, BY ITEMS, OF THE PUBLIC HEALTH BUDGET, 1958 AND 1963

	1958	1963	Increase
Personnel	\$13,397,095	\$ 78,948,670	\$ 5.96 times
Drugs	351,910	7,911,078	22.48 times
Foodstuffs	3,192,838	7,621,623	2.38 times
Other Expenses	5,729,122	12,218,629	2.18 times
Investments	—	11,158,000	—
TOTAL	\$22,670,965	\$118,158,000	\$ 5.20 times

Note: There are no investment figures available for 1958. The social security contribution amounting to 7,894,867 is not included in the 1963 Budget.

For the next year 1964, we shall have the following Budgetary figures:		
Budget of the Nation	\$ 2,399,006,900-	100%
Budget of the Public Health: (1)		
Current expenses	\$ 114,100,000	
Investments	7,790,000	
	\$ 121,890,000-5.08%	

(1) It is not assigned the quantity of \$7,978,723, that is assigned by the Public Health, as an organism, to the Social Security, because this budget is registered in the Ministry of Labor.

Declassified in Part - Sanitized Copy Approved for Release 2014/01/10 : CIA-RDP80-00247A004200360001-4

CUBA / 1963



* REVOLUTIONARY GOVERNMENT

the

REVOLUTION

is here to stay

*Translation of address
by the Prime Minister of Cuba, Dr. Fidel Castro
to the people of Cuba
at a Loyalty rally, October 26, 1959*

Workers, farmers, students, all Cubans:

We have a lot to talk over with you. In this great rally today there are important matters to be dealt with. This is or should be more than just a moment of enthusiasm. It should be above all a time of meditation.

Every nation must search for the source of its problems. It is not enough to know the facts. It is necessary for the people to know the factors behind the facts. The support of the people gratifies us. Their extraordinary enthusiasm gives us satisfaction. But, above all it interests us that the people should meditate. It interests us that the people should think because the people should find an explanation for the problems with which they are confronted.

I am not here to make a speech. I am here to reason with the people. I am here to converse with the people. Never has there been a time when it was more necessary that there should be the most complete understanding between the people and us. After all, those of us who make up the Council of Ministers and occupy the key positions of the government are merely men of the people. We are simply carrying out the will of the people and fulfilling the desires of the people. Never has there been a time when it was more necessary that the Cuban people and we, the revolutionary leaders, should think and act as one. If our enemies engage us in battle we will give them battle. If they attack us they will find all of Cuba to be one great army.

We are not dismayed by desertors and cowards. After all we have just been through a war. In the war we learned that some men desert and some men turn cowards; but they do not matter because they are the minority. We know that we have with us the people of Cuba and the people are not going to become cowardly. There is only one way for our people to obtain victory and make progress—through courage. We know that the people will not become cowardly. We know that the people are willing to die alongside their revolutionary government.

The people know that we can end this struggle only by winning or by dying in the attempt. The people know perfectly well that the men who today have the reins of the government in their hands, these rebels who have appeared today on this platform, are men who are willing to die alongside the people.

When the people of a nation are courageous and willing to face death, when their leaders are willing to die with them, that nation is invincible; that nation cannot be overcome by anything or anybody.

* * *

These are the questions we should ask ourselves: Why are we being attacked? Why have we had to meet here together again? Why are there traitors? Why is there an attempt to make the revolution fail? What accusations are being made against the Revolution? Why are certain charges made against us? What ends are being sought? How should the people contend with these maneuvers and motives? How can the success of the Revolution be assured? What measures have we taken and what measures are we willing to take in order to defend the Revolution?

Before going further I want to read a news report:

"UPI 3:38 p.m. Officials of the customs of Miami are investigating the news that six or seven airplanes are in flight from the Miami area toward Havana to drop counterrevolutionary leaflets over the rally in support of Castro being carried out in Havana. Customs official Joseph Portier said that he had information that these flights were being made but he did not know what success they may have had.

" 'We are trying to place agents in these possible flights' Portier said. He also said that he had sent agents to various airports of the meridional region of Florida and that some of the airplanes that took part in the alleged flight to Havana were rented and others were private property."

I read this bulletin for the simple reason that I know that the people are not afraid.

But at the same time while we have been here on this platform we have received the following communication from the head of the regiment of the Rebel Army in the Province of Pinar del Rio: "Be advised that an avionete has flown over the city and from it were thrown hand made grenades as well as an incendiary bomb at the Niagara Sugar Mill. A house was

set on fire between the post office and the Army garrison. It was at six thirty in the evening. They also dropped pamphlets."

That is to say, the very authorities of Miami recognized that six or seven airplanes left from that area en route to Cuba and that they were still waiting for the results of the flights.

Very well. Now we can give the first report of the results. And we beg them, if they will be so kind, to go ahead and send along the official war communique letting us know the pilots' tally of this daring sortie against the people of Cuba.

* * *

This is the limit. We cannot be sure whether it is shamelessness or whether it is complete impotence on the part of the United States that the authorities should report news of the fifth aerial bombing mission over our territory. How is it possible that the authorities of a nation so powerful, with so many economic and military resources, with radar systems which are said to be able to intercept even guided missiles, should admit before the world that they are unable to prevent aircraft from leaving their territory in order to bomb a defenseless country like Cuba?

I wonder—and this is a question we should all ask ourselves in order to find an explanation for what is happening... I wonder if the authorities of the United States would be so negligent as to permit Russian emigrants from Alaska to carry out bombing raids over cities and villages of Russian territory. I ask myself if they would be so careless as to permit that act of aggression from their territory.

Next I ask myself how it is possible then that the authorities of the United States should be so careless that on the other hand they do permit these aerial attacks against a country of their own Continent—permit this aggression against a small and weak country that has no resources to defend itself from those attacks, and has no military power. I ask myself if the cause for this neglect is that we are a weak nation. Are the authorities of the powerful nations careful not to permit acts of aggression against other powerful nations, and yet do they on the other hand permit these acts against nations like us? I can see no other explanation.

I cannot conceive of any explanation other than the fact that Cuba is a small nation unable to defend itself from those attacks, a country that is not a world power. I am unable to find—and I do not believe that there is—any other explanation, because the

honorable attitude for powerful nations would be to make certain to prevent their territory from serving as a base for aggression against a smaller country . . . as well as to prevent raids against a powerful country.

* * *

Who are those who attack us from the United States and why do they attack us? When I contemplate these problems I cannot avoid remembering the first days after we won the war. I cannot avoid remembering the overwhelming joy of our people, the infinite happiness of the Cuban people. I remember they were happy because the war was over and because no more blood was going to be spilled, because no more homes and no more villages were going to be burned, because the murderous bombings were not going to be repeated again. Our people were happy because they had obtained peace. Our people were happy because none of them could ever suspect that some day from foreign territory, the criminals, the same merciless hordes who cowardly fled the first of January, would return with their inconceivable inhuman methods to spread terror among our people.

It is painful to remember those days because they remind us of a happy people who believed that never again would they have to suffer terror at the hands of that group of criminals that we had finally driven out of power.

* * *

But why do they attack us? And what is the reason for the tolerance of the American authorities? On another occasion like this when all the people were assembled here to defend our country from an organized campaign of libel and slander I said that our enemies were using defamation in the press in order to lay the way for acts of aggression against us.

Ten months have not yet passed by and we have had to call the people together again. This time not just to defend ourselves from slander, but to struggle for the very survival of our citizens, and in defense of the safety of our children.

What we can depend upon we have mobilized. We have mobilized the Cuban people. We have gathered a million Cubans together on three days' notice, to proclaim before all the nations

of the world, our protest against the acts of barbarity which, in one afternoon and in the course of just a few minutes, produced 47 victims among our unwarned and defenseless civilians. But why are we attacked? Why don't airplanes fly out of Florida to attack the dictatorship of Trujillo? Why don't airplanes leave the United States to attack the dictatorship of Somoza? Of course, airplanes should not leave the United States to bomb us here nor bomb anybody, anywhere! They should not go to Santo Domingo nor to Nicaragua. They should not go anywhere. But what we must ask ourselves is: Why precisely is Cuba chosen?

After all, there are emigrants of all nationalities in the United States—even many emigrants from our sister nation Puerto Rico, that has the right to aspire to be one more independent nation in Latin America. And, nevertheless, although there are many emigrants from many nations, Cuba just happen to be the one country to which airplanes depart with emigrants aboard to attack a civil population.

Why precisely Cuba? If there is one country with which the United States should be more careful, if there is one country about which the United States should be concerned that these incidents should not occur, this country is Cuba. Cuba has just been through a two years war during which airplanes of American origin were used to drop on Cuban cities and on the Cuban countryside rocket projectiles and incendiary bombs also of American manufacture. Thousands of our people were murdered with weapons of American manufacture. The least we could expect after having destroyed Batista's mercenary army, after we liberated our people from tyranny, the least that we could expect is that our people should not continue to be bombed from bases located in the territory of the United States.

What can we think of such negligence on the part of the authorities of a country which right here, in the heart of our country, maintains a naval base to protect its citizens from an attack of any kind?

How is it possible that in return for the use of Guantánamo as a naval base the American Government does not prevent bases located in the United States from being used to subject us to attacks carried out by our war criminals who are harbored in the United States? How is it possible that in return for the risks we run with the presence of that military base (*) in our country, the cottages of our farmers, our sugar mills, and our

(*) Guantánamo Naval Base.

civil population are exposed to incendiary bombs and to machine-gunning from airplanes that come here from the United States?

* * *

What would be the reaction of the American public if the American public were aware of all this? In the name of the people of Cuba I appeal to the public opinion of the United States. I do not conceive nor believe that the people of the United States could approve of such irresponsibility on the part of the authorities of their country.

I ask myself what would happen, what would the people of the United States say if planes departing from Canada or any other country should drop incendiary bombs on American factories and houses and then make a raid on the capital of the United States, with the result that city hospitals would be crowded with men, children and old people, wounded by machine guns.

The people of the United States still have fresh in their memory the treacherous surprise attack on Pearl Harbor. I am sure that under no circumstances would the American people, who experienced such profound indignation over Pearl Harbor, approve these aerial attacks on Cuba nor would they by any means accept the explanation that the authorities are unable to prevent these flights. As I said a few days ago, the people of the United States would have to come to the conclusion that either their authorities are accomplices to the raids on Cuba or the American nation has been deceived by its authorities, and is defenseless. How is it possible that the American people can be told that they are safe even from guided missiles if the government is not even capable of preventing small aircraft from taking off and landing as they please from their territory?

* * *

Another question that we must ask ourselves is: What do our enemies expect to accomplish with these bombings? Do they simply want to make us live in a constant state of fear never knowing at what hour of the day or night they can scatter death and destruction among us? This in itself would be sadism and vengeance (characteristic of our war criminals). But what we all suspect is even worse: that by using surprise bombings they think they can finally bring about such a state of fear and cowardice among our people that we might abandon our Revolution and —by turning the government over to mercenaries

and reactionaries— deliver Cuba back into the hands of the Masferrers, the Pilar Garcías, the Venturas, the Carratalás.

On one hand, Cuba is being threatened by economic strangulation, that is to say, the loss of the sugar quota which provides our principal income. On the other hand, we are being subjected to aerial attacks that have the objective of terrorizing us so that we will renounce our magnificent revolutionary reform program and give up our hope of creating social justice here in our island. What has the Revolutionary Government of Cuba done to deserve this aggression against us? Our internal problems and our international problems simply result from opposition to the Revolution itself. It is our process of revolutionary reform that has caused aggressions from outside Cuba as well as treason inside Cuba.

*
* * *

What has the Revolutionary Government done? The only accusation that can be made against the Revolutionary Government is that we have given our people reform laws. Everything we have done can be reviewed with pride by our people. Why are the people of Cuba with us? Not just for purely sentimental reasons. The people support the Revolutionary Government because we have passed revolutionary reform laws.

Why do the farmers support the Revolutionary Government?

Why do the workers support the Revolutionary Government?

Why do the immense majority of the people support the Revolutionary Government?

Why do the people defend the Revolutionary Government?

Simply because we have been defending the people, because we have been carrying out reforms in Cuba.

Here in public we are going to give our answer once and for all to those who slander and belittle the revolution. They will finally have to remove their masks; they will have to admit that the accusations they make—that we are communists— can be attributed exclusively to the fact that they have not dared to admit that they are against our reform program. Since there are no just complaints or accusations that can be made against our government, our enemies resort to that old bugaboo that they have been using for the last 50 years. They label us falsely as best suits their schemes to commit aggression against us, and thus they proceed, aided and abetted by foreign interest that are our enemies.

What we must analyze is what the Revolutionary Government has done and what we must ask is whether the

people of Cuba are in agreement with what the Revolutionary Government has been doing.

Do you approve of our having given you honest administration of public funds for the first time in the history of Cuba?

Do you approve of our having put an end to smuggling?

Do you approve of our having abolished the practice of payroll padding in the offices of the government?

Do you approve of our having eradicated gambling from the daily life of our average citizen?

Do you approve of our having tried and executed guilty war criminals by firing squads?

Do you approve of our having recovered property that was embezzled during the dictatorship?

Do you approve of our having converted the headquarters of the old Political Police into a children's playgrounds and of our having changed the old Army headquarters into a scholastic center that the children of Cuba so needed?

Do you approve of our having converted army regimental headquarters into other schools?

Do you approve of our having cancelled the dishonest concession that the dictatorship gave to the Telephone Company?

Do you approve of our having put the price of medicine within the reach of the people?

Do you approve of our having created ten thousand more jobs for teachers out in the rural areas?

Do you approve of our having founded the National Institute of Savings and Housing which has already built 10,000 homes?

Do you approve of our having provided a Social Security Bank?

Do you approve of our having taken steps to develop the tourist industry on a large scale as an important source of income for our country?

Do you approve of our having returned to the workers their union rights and all the other benefits that were taken away from them during the tyranny?

Do you approve of our having reduced the rents so that every family could have a place of their own?

Do you agree that it was right for us to give boats to the fishermen so they could keep the profits from their own work and stop being exploited?

Do you approve of the consumers' cooperatives that we have organized in the country to prevent the farmers from being charged the double prices they have always been charged?

Are you in favor of the Land Reform?

Do you approve of our having given land to the farmers?

Do you agree that it is right that the farmers who produce charcoal, in Ciénaga de Zapata, Peninsula de Guanacahabibes, Belice, Yateras and many other parts of Cuba should have cooperatives where they can sell their charcoal, rather than being exploited as they always have been?

Do you approve of our having built decent housing for the farmers and of our having constructed highways and schools from one end of the island to the other?

Were you in favor of the old system of rural police at the service of the big landlords and the monopolies?

Or are you in favor of the soldiers of the Revolutionary Army who are today the allies and friends of the farmers? The Rebel Army does not commit injustices. The Rebel Army works exclusively in behalf of the people.

Do you approve of our having helped the farmers go back to the rural areas that had become abandoned as a result of the greed and selfishness of the big landlords?

Do you agree that it was right for us to protect our monetary reserves in order to make funds available to industrialize the country?

Do you agree that we are right in insisting that the country import tractors now instead of Cadillacs? Do you agree with us that it is right for us to plant as much rice as we can instead of importing it and produce as much lard as we can instead of importing it and produce all the cotton we can instead of importing it, all the foodstuffs we can instead of importing them, and in this way provide jobs for more than half a million of our fellow Cubans who are unemployed?

Do you approve of our plans to industrialize the country?

Then, I ask: has the Revolutionary Government done anything that the people do not approve? What has the Revolutionary Government done except sacrifice ourselves for our country?

In four centuries of Cuban history never has there been such an altruistic movement.

* * *

In the 1500s' the Indians of this island were persecuted and slaughtered by the Spanish conquistadores. For over three hundred years during the colonial period there was slavery in Cuba and human beings were bought and sold like animals. Our own seven year struggle against tyranny cost 20,000 lives, while thousands of homes were destroyed by fire thanks to selfishness, greed and verted interests.

At long last the destiny of Cuba is being shaped by a revolutionary movement which is fighting against inequality and injustice — a revolutionary government which is determined to redeem our people and to destroy evils which, in some instances, have been in existence for more than four hundred years. The Revolutionary Government of Cuba has begun to build what has not been built during the 50 years that this country has been a republic—streets, water works, schools, hospital, and industries.

What have the people of Cuba and its Revolutionary Government done except defend Cuban interests in Cuba and abroad? I ask myself and ask you if the worthy and courageous position taken by the people of Cuba in the international organizations is or is not correct?

I could go on asking whether or not you approve of our having given the common people the right to use those beaches which used to belong only to a small privileged group, so that now with all stupid prejudices abolished all Cuban can go to the beaches, whatever color their skin may be.

I ask you whether or not you approve of our having given all Cubans, whatever color their skin may be, an equal opportunity to work.

We could go on indefinitely asking what has the Revolutionary Government done that is not the benefit of the people.

* * *

The problem is: if we plant rice, we interfere with foreign interests; if we produce lard, we interfere with foreign interests; if we produce cotton, we interfere with foreign interests, if cut down the electric tariffs, we interfere with foreign interests;

if we make a Petroleum Law, like the one which is about to be decreed, we interfere with foreign interests; if we make a Mining Law, like the one which is about to be announced, we interfere with foreign interests; if we create a Merchant Marine, we interfere with foreign interests. If we try to find new markets for our country, we interfere with foreign interests. If we attempt to sell at least as much as we buy, we interfere with foreign interests.

Because our Revolutionary Laws have an adverse effect on privileged classes inside Cuba and outside Cuba, they attack us and attack us and call us Communists. They accuse us, trying to find some pretext to justify aggression against our country.

By any chance is the Land Reform Law not good for Cubans?

By any chance is the reduction of excessive electricity rates not good for Cubans?

By any chance is the reduction of excessive telephone rates not good for Cubans?

Is it by any chance not good for Cuba that we make an effort to create a Merchant Marine?

It is by any chance not good for Cuba to plant rice and cotton and to produce lard in our country?

Is it by any chance not good for Cuba build houses for our workers, our farmers, and the Cuban families in general?

Is it by any chance not good for Cuba to reduce the price of medicines, many of which come from foreign laboratories?

Is it or is it not good for Cuba to defend our monetary reserves?

Is it or is it not good for Cuba to buy tractors instead of Cadillacs?

Is it or it not good for Cuba to provide ten thousand schools— which is twice the number that had been provided in the fifty years that Cuba has been a Republic?

Is it or is it not good for Cuba to convert our fortresses into scholastic centers?

To give equipment to our farmers?

To give our workers what is due them?

Is it or is it not good for Cuba to proclaim it the duty of Cubans to consume Cuban products?

Is it or is it not good for Cuba to protect our national industries?

Are the measures adopted by the Revolutionary Government not Cuban, or are they the very essence of Cubanism?

Then, what do those wretched conspirators charge us with?

Of what can those criminals, those false and shameless men [like Díaz Lanz and Huber Matos] accuse us, except of having undertaken measures for the benefit of Cuba?

What do not serve the interests of Cuba are the foreign monopolies.

What does not serve the interests of Cuba is the Electric Company.

What does not serve the interests of Cuba is the Telephone Company.

Nor does the United Fruit Company. Nor does the Atlantic and Gulf Company. Nor do the contracts to foreign shipping companies that carry cargo into and out of our ports.

The greater part of the rice we consume, the greater part of the lard we consume, the greater part of the textile products we use, the greater part of the manufactured items we use give profit to others, not do Cuba.

Those trusts which operate our mines and which have obtained unfair concessions here give profits to other, not to Cuba. Those companies which were handed over the concessions to exploit most of our land with possible oil wealth would give profit to others not to Cuba.

The bombs which killed our farmers during the war were manufacture elsewhere, not in Cuba. The arms and ammunition with which 20,000 of our countrymen were killed were manufactured elsewhere, not in Cuba, and were not good for Cuba.

The men who trained the mercenary army destroyed by our Revolution, were not Cuban and were not good for Cuba.

The campaign of lies and slander being carried out against us does not originate in Cuba and is not good for Cuba. Those magazines which seek to degrade our people, those international news agencies which write about non-existent horrors in our country, are not Cuban and are not good for Cuba. This is the truth, this is the truth which must be told to the people. This is the truth which the false and shameless refuse to admit. They refuse to admit that they are spreading their poison in a campaign against our Revolution simply because we have taken measures for the good of Cuba. All the great vested in-

terests, both national and international all the enemies of our country have banded together under the same pirates' flag and screaming the same battlecry.

*
* *
*

Do the reactionaries by any chance want us to give military training to the farmers and the workers? No, certainly not. You have probably noticed the attitude of the mouthpieces of the reactionaries such as this new mouthpiece which pretends to represent the Auténtico Abstencionista Party, with indeed it does not represent, because the real representative of the Partido Auténtico Abstencionista is Dr. Carlos Prío Socarrás and he is here with us.

Those who publish this new newspaper have allowed themselves to be seduced by the siren song of Diario de la Marina and Avance. And what has this new newspaper done? One of the first things is to join forces with the traitor Hubert Matos. In the second place, it tries to make the same insinuations accusing the Revolutionary Government of being Communist. In the third place it prints: "The Revolution, in order to defend itself from its enemies, does not need to arm the workers and the farmers, especially when the proven courage and skill of the Rebel Army is taken into account and inasmuch as the Revolutionary Government has the moral support of all the people and of all the country." And a few lines further along they print: "If the above is not taken into consideration in a democracy, it would be necessary to continue using the tactic of calling rallies of the masses—a tactic so risky and so tedious for the country when peace and order are more important."

Peace in the face of criminal bombing and machine-gunning of our people!

*
* *
*

It is good to be aware of their attitude in order that the real Auténticos, those who used to constitute the strength of the Auténtico Party, may never allow themselves to fall under the influence of those gullible individuals who have been misled by the schemes of La Marina and Avance, gullible individuals who have allowed themselves to be pushed along by the mouthpieces of the reactionaries and the counterrevolutionaries and who are now parroting the same arguments as Trujillo, the

Rosa Blanca and the international monopolies that are working against Cuba. As I said before, the people should not allow themselves to be confused. It is money of the robber barons that has brought out this new sheet.

I said that we should carefully contemplate the whys and wherefores of the attacks against us. Why is there such opposition to our training the workers and the farmers? It is very simple. The reactionaries would like for us to have an army such as they supported in what they would call the "good old days". They would like a professional army, such as Cuba used to have. That would be their only hope because such an army down through the years might come to be an instrument of the reactionaries. They have hopes of being able to find somebody greedy of power, some traitor like the one we have just discovered. They have the hope that in a career army they might some day be able to corrupt soldiers and officers, and they have the hope that in the moment least suspected the army forces of the Republic might determine the fate of our country, because they remember that the big trusts, the vested interests, the robber barons and other power groups and cliques affected by the revolution, all those selfish minorities, are accustomed to using the army as their tool. The army was the instrument of the foreign interests and of the worst elements in our own country. It was no accident that the army of Cuba had foreign instructors.

*
* *
*

Since they know that a tremendous revolutionary force resides in the people, since they know that civilians with military training could defend all they have won for themselves, the old privileged classes are allergic to everything that is implied by the military training of workers and farmers.

On the other hand, we believe that the best allies of the soldiers are the farmers and the workers. In our opinion the best ally of the army is the average citizen. The best troops of the rebel army are the farmers.

On the other hand, we believe that the best allies of the soldiers are the farmers and the workers. In our opinion the best ally of the army is the average citizen. The best troops of the rebel army are the farmers.

The officers' clique that supported the traitor Huber Matos were not the kind of soldiers and officers of rural origin who are the pride of the Rebel Army. Huber Matos' accomplices did

[*] Huber Matos.

not belong to the most invincible, to the most courageous, nor to the most steadfast of the Rebel Army.

The fine soldiers who have gone with their rifles and machine guns up to rooftops to improvise anti-aircraft defense of their fellow citizens are soldiers from the Sierra Maestra. They are the "guajiros" from the Sierra Maestra who used to make up the front lines. Those soldiers are true rebels.

Why? Because they themselves used to live in the country. They were born in the country and they grew up in the country. They have seen the rural police wield the butts of their rifles and the backs of their machetes in the interest of the mighty landlords.

In the rural parts of Cuba these rebel soldiers have seen the hopeless poverty of our farmers. They have seen the horrible spectacle of barefoot, diseased children. In the countryside of Cuba these guajiro soldiers were acquainted with all the innate goodness and all the heroism of the underprivileged farmers. Nobody will be able to use these rebel soldiers either against the rural population, nor against the civil population in general, because these soldiers do truly understand the spirit of the revolution.

It has been their lot to live through and suffer under the conditions that made this revolution necessary. They gave an example to all the farmers of the country and they led the nation to victory. Workers and others citizens of Havana, the rifles that protect you are the rifles of the guajiro soldiers from the Sierra Maestra.

*
* * *

And workers, students, farmers, and all the rest of you Cubans with patriotism and love for your country, if the time should come to give battle to defend our rights as Cubans and to defend the sovereignty of the Cuban nation, you may be sure that those soldiers who are here in Havana protecting you and all the rest of our Rebel Army would want to have you shoulder to shoulder alongside them.

The reactionaries do not want this. What the reactionaries would like is an unarmed civil population and an army which is corruptible and that some day may be able to put a brake on the revolution and make our country backslide. This is why the betrayal of Huber Matos is such a serious matter. It was the first attempt to utilize members of the Rebel Army against the revolution; it was the first attempt to corrupt officers, to use

them against the people, against the interests of the people, against the Cuban revolution. Of course the reactionaries do not want the workers and farmers to be given weapons. All they want is a professional army of which they might some day be able to win over some officers. They might be able some day to corrupt a professional army and once again have an instrument with which to perpetrate another coup d'etat, like the 10th of March.

But there will never again be a 10th of March in our country. The concept of the professional army as the only defense of a country is diametrically opposed to our revolutionary concept that the nation should be safeguarded by the people, with all the strength of the people and all their love for their country.



What do the traitors do? What is the first thing that they do? Repeat the same battlecry as Trujillo, repeat the same battlecry as the Rosa Blanca. Repeat the same battlecry as the criminals of war. Repeat the same battlecry as the international monopolies that are enemies of Cuba. They all accuse the Revolutionary Government of being Communist.

What the traitors do first of all is to say "Trujillo, you were right!" That is to say to the war criminals, "you were right". That is to say to the big foreign trusts, "you were right". That is to say to the Rosa Blanca, "you were right". That is to say to those who are bombing our territory, "you were right".

The first that they do is to hoist up the same pirate's flag as the war criminals, as the Trujillistas, as the Rosa Blanca. And still they object when we call them traitors!

What ends do they pursue with all this? The purpose of dividing the people, of confusing the people, of weakening the nation. Traitors that they are, they want to confuse the people when it is most important for the people to think clearly, and to be aware of what are Cuba's best interests, and of what are the interests of our enemies, of those who cannot share the feelings of our people. Traitors that they are, they take up the standard of the Trujillos, of the war criminals and of the international vested interests who are enemies of Cuba.

All those that join forces with the traitors are traitors. And all those who at this moment have the gall to preach disunity of the people, are traitors! All they would accomplish if they could weaken the nation would be to make the powerful ene-

mies of our Revolution feel encouraged to attack us. I say that those who are to be blamed for the bombs are not only those who drop them, but those who right here in Cuba inspire the attacks, those who—like Pepín Rivero, of the Diario de la Marina and especially those at Avance—, have been encouraging the counterrevolutionaries. Treason is committed by all those who join forces with the traitors. Why do they do it? Because they oppose our revolutionary reforms.

It is not me whom they oppose. It is not the president of the Republic whom they oppose. It is not Raúl, Ché, Camilo, Almeida, Efigenio Ameijeiras whom they oppose. We are their targets but it is the revolutionary reform program that they oppose.

If we had not passed revolutionary laws, they would dedicate the greatest praise to us. Their attack is against the revolution and the revolutionary laws. It is because of the reform program that they accuse us.

I have shown that the laws that are being carried out are truly Cuban and are of benefit to Cubans. What are not Cuban are the selfish interests which oppose the revolutionary laws. Moreover, who are carrying forward this revolution? Who are the men together with me on this platform? While I listened to the words of our revolutionary leaders on this platform, when I heard Major Camilo Cienfuegos, Major Guevara, Major Raúl Castro, and Major Almeida, and when I heard our other fellow veterans of the rebel army like Universo Sánchez, Efigenio Ameijeiras and others, I remembered the early fighting phase of the revolution in the Sierra Maestra.

*

* * *

I remembered those days of tremendous difficulty, of untold hardships, when such a small group remained steadfast. I was reminded of those days of hunger and cold when we had no coats to shield us from the rain, and no blankets in which to wrap ourselves, to escape from the dampness and the cold of the mountains, those days when we hardly had shoes on our feet and only a few bullets for our rifles, while we were pursued by droves of soldiers. I remember those first days when the Revolution was thwarted and we were overcome because we were so few. I remember those days in which, with the absolute faith of men who have dedicated themselves to a great and good cause, we persevered, we continued our struggle without becoming demoralized although we were so few in number; here on this platform I have been reminded of those days because I saw here those men who were pillars of strength in the truly

difficult, the truly bitter hours. I looked back on all that epic that those faithful revolutionaries wrote. I looked back on it from the first days of Moncada to the invasion, in which two columns under the command of two of the majors who have just spoken to you here, crossed the plains of Camagüey to take help to the fellow rebels who were fighting there, and wrote one of the most glorious pages of military history. That feat would have to be compared with the great feats of the great generals of history. And they are not generals; they are only majors. We have abolished the rank of generals and colonels that used to be a curse to Cuba.

When I listened to our faithful revolutionaries here, I said to myself: "Where are the twelve?"* Of the twelve, several fell in battle, the others are here. The Revolution has had no deserters among the real revolutionaries. Huber Matos, who betrayed us at the approach of the climax of the ASTA Convention, in the midst of the extraordinary effort that we had put forth, is one of the latecomers. Huber Matos is one of those who came into the war, not for the sake of this country, but for his own ulterior motives. He is one of those who went to war not to make his country great but to gain notice for himself. We cannot say that a revolutionary deserted, when he deserted. The day that would be sad would be the day that some of those who were the heart of the Revolution should fail us—the day that one of those who came with us in the "Gamma" should fail us, or the day that there would be a deserter among those who shared all our reverses with us and who have come this far without hesitation.

*

* * *

Furthermore, when I see the other officers of the Rebel Army, the other leaders of the revolutionary organizations, for example, the leaders of the University Student League, I feel assured that the revolution is stronger than ever and more united than ever. On what side do we always find the good soldiers? Where will the good revolutionaries always be? On the side of the people.

When I see a million ardent fellow citizens here, I realize that the revolution is stronger than ever, and that the stab in the back just received, far from weakening the revolution, has strengthened it.

These traitors assume importance only because they have behind them all the resources of the reactionaries, all the reac-

[*] Twelve who survived the "Gamma" landing, Dec., 1956.

tionary press here in Cuba and all the press of the international oligarchy. All the resources of the counterrevolution are behind them. They are no more than peons of the counterrevolution, miserable instruments whose statements are given space only in the newspapers that are mouthpieces of the counterrevolution, mouthpieces of the reactionaries.

This is not a struggle between individuals. It is a struggle of vested interests, of big trusts against the interests of the Cuban people. That is why the reactionaries do not praise Cuba.

Naturally, the reactionaries do not praise Camilo. The reactionaries **do** praise the traitors. The reactionaries do not praise Almeida. The reactionaries do not praise loyal men. The reactionaries praise the traitors. The reactionaries do not praise the men of ideals. With loyal men, with men of ideals, they can accomplish nothing. The reactionaries glorify the great traitors.

* * *

The reactionaries do not praise steadfast men. They praise men who surrender, men who give up, men who become cowardly, men who sell out. Some men sell out for money, others for adulation; still others for both money and adulation.

But in what company do we find those who so perversely, so shamelessly, accuse the government of being Communist? What do they do but repeat the same battlecry as the Trujillos, The Rosa Blanca, and the other enemies of our country.

Do they think that they are going to intimidate us, or do they fail to understand how convinced we are of the justice of the measures that we are taking?

Do they fail to understand that we are so firmly convinced that we are serving our people, that only by depriving us of life itself—and not even then—will they ever be able to suppress our ideals?

* * *

The reactionaries—those who bomb Cuba, those who drop bombs with the same pretext that the traitors repeat today—are lusting after sensation. What they want is a sensational counter-revolutionary show. What they want are traitors to make the worst charges against the Government so that these charges may be printed in the headlines of their newspaper in order to spread confusion, in order to weaken the Revolution.

No, they don't write a word against the bombs, or if they do they use on what they write the lukewarm touch character-

istic of those who file reports to satisfy appearances and to disguise their position. The position of those who bomb us in Havana cannot be disassociated from the position of those who betrayed us in Camagüey. When the former deserted, they first wrote a letter for publication in the newspaper; when the latter deserted they also wrote a letter for publication and used the same arguments that were used by traitor Díaz Lanz.

The counterrevolutionary press printed Díaz Lanz's statements accusing us as Communists and printed all of Huber Mato's statements accusing us as Communists. The end result of that plot was the dropping of bombs and would have been the releasing of rivers of blood on Cuban soil.

This betrayal and the libel by Huber Matos is as ignominious as that of Díaz Lanz, and the worst is the moment that he chose. He did the same in the Sierra Maestra; when the troops were already on the march and he knew that our interest in the offensive would make me restrain myself, he sent his insolent letter to me. And now, in the middle of the ASTA Convention, when he knew the extraordinary interest of all Cuban in making a success of the visit of those tourist agents, he thought that we would restrain ourselves this time too; so he took the first steps with his plot. But those plans were wrecked with the help of the people of Camagüey not by the rabble as the reactionaries call the people.

* * *

When we began to govern Cuba, there were only seventy millions dollars in monetary reserves in the banks. Now that we are making an extraordinary effort, when even the school children contribute their pennies to build up the economy, when the entire nation is making an effort, when all the construction workers labor nine and ten hours, when all the workers are giving us a percentage of their income for the industrialization of our country, at the very time that international cables are arriving with predictions that part of our sugar cuota is going to be taken away, Díaz Lanz plans his aerial attacks and Huber Matos interrupts the ASTA Convention with his treacherous and criminal plan.

These are the ways they try to block the Revolution's progress, the ways they try to destroy the Revolution. By using economical threats and by thwarting our plans for developing our country. That is why when our people make such great sacrifices to gain one inch or one foot, it is unfair that these wretched conspirators destroy in minutes all that we have accomplished with such difficulty. What these miserable traitors want

to do is to strangle the economy of Cuba, and spread terror among us until they succeed in making our nation fail.

But I ask myself: What are they trying to do? Do they suppose that the revolution is not going to be defended? Do the Trujillos, the war criminals, the traitors, the foreign monopolies and the enemies of Cuba, believe that the revolution is not going to defend itself? Don't they understand we have the support of every farmer in Cuba? Don't they understand that we have the support of every worker in Cuba? Don't they understand that nobody is going to make the people of Cuba fall back? The people know very well who are their friends and who are their enemies. Don't the conspirators understand that the people of Cuba cannot even be confused? Every day the people know more and every day they are wider awake.

Why do the conspirators get together and plot? Why do they drop bombs? Why do they plan hand-made bombs? Why do they openly elaborate their counterrevolutionary campaigns? Simply because they know they are running no risk. They know that now, because of the respect and generosity shown by the Revolutionary Government, it is not dangerous to conspire. They know of our efforts to carry out our Revolution with complete kindness; they know of our efforts to carry out our Revolution without using "strong rule" tactics against the enemies of the Revolution.

This has encouraged them. They know they are taking no risks. That is why they conspire. That is why they come from Santo Domingo and land in Trinidad. That is why our troops find certain uprising led by men who are not Cubans. That is why our enemies drop bombs, that is why they cause 47 victims in our defenseless country — because they think that our people are defenseless, because we discontinued the trials by Revolutionary courts. That is, they take unscrupulous advantage of the generosity of our Revolution. Little does it matter to them that 90% of all Cubans support the Revolution. They are ready to machine—gun the people, and bomb the people—to destroy the people if necessary and if possible.

• • •

And every day they have more gall. Every day they are more insolent. On the very front pages of the newspapers, they hide behind a woman's petticoats to write more or less that the Prime Minister is a criminal. What they never dared to publish against the dictator, what they never published against the government during the tyranny, they write against a man whose army was the first in the world ever to conduct a war without

allowing a single prisoner of war to be killed, the first army in the world never to leave a single wounded enemy soldier on the battlefield, the first blockaded army —surrounded and blockaded for two years— to deprive their own soldiers of medicines in order to share their medicines with the enemy wounded.

So every day with more nerve, with more gall, the reactionaries contrive to create confusion, to instigate treason, to whitewash the traitors and to aid and abet the unworthy men who abandon the cause of their people to serve the enemies of their people.

They so dare because they know how great an interest we have in bringing the affairs of the nation back to normal. They know of our interest in developing the economy of our country. They see that we are striving desperately to find work for our people, to industrialize our country, with no assistance other than that of our own people. They see us struggling heroically against giant foreign interests and they do not want us to win the battle.

They do not want us to be able to concentrate all our energy on the revolutionary reform program. They want to destroy the revolution with their terrorism and by means of economic strangulation. But the revolution is not just mine; the revolution belongs to the people and we are doing nothing but carry out the will of the people.

*
* * *

Now that it has become imperative, now that it has become a duty to defend the revolution, it is the people who will have the last word. Now, with all our countrymen gathered together here, I am going to ask the people whether we should resume trials by the revolutionary courts... I want the people to express their opinion and to decide this matter. Those who are in favor of reestablishing the revolutionary courts should raise their hands.

Since it is necessary for us to defend our country against aggression, since it is necessary to defend our country from aerial attacks from foreign bases, since it is necessary to defend our country against treason, the Council of Ministers will meet tomorrow to discuss and approve the law re-establishing war tribunals for as long as they are necessary. And even though the courts will be the ones to decide according to law the sentence of each of the guilty, I want the opinion of the people. Please raise your hands those who think that the invaders of our country deserve to face the firing squad... Raise your hands,

those who believe that the terrorists deserve to face the firing squad... Raise your hands, those who believe that pilots who fly over our territory and drop bombs on our people deserve to be condemned to death... And please raise your hands those who believe that traitors like Huber Matos deserve finally to face the firing squad.

* * *

Everybody knows that we did our best to put an end to the war tribunals.

Everybody knows the grief we were caused by the dema-
fatory campaign made against our country while we were pu-
nishing the guilty.

Everybody knows the efforts we have made to increase the tourist trade to develop that source of income for the coun-
try as part of the peaceful development of Cuba's wealth to
feed the Cubans, to give them jobs.

Everybody knows what a great effort we are making to carry our revolution forward, with the maximum of generosity, with the maximum of tolerance, with the maximum of good will.

Everybody knows how we dislike having to give again to the gang of base individuals who try to belittle us, to the inter-
national wire services, and to certain magazines and newspapers who slander us, another opportunity to present us before the world as callous and cruel.

Everybody knows how much we sacrifice by re-establish-
ing war tribunals and even the harm that will result to our eco-
nomy, especially after that wonderful convention of the Amer-
ican Society of Travel Agents here. After thousands of our
people worked so hard to make the convention a success, all
the benefit we expected from it becomes no more than a van-
ishing illusion thanks to the traitors, the criminals of war, and
the other enemies of Cuba.

Everybody knows how hard and difficult it is for us to make this decision. But since we must defend our country from aggression, since we are being bombed, since our enemies want to defeat us by terror and hunger, we have no other alternative but to defend our country. We are men who do our duty.

Cuba must, first of all, survive as a nation and defend her sovereignty as a nation. To survive is the matter of most ur-
gency and must take precedence even over our most worthy
illusions, even over our fondest dreams.

* * *

We have always envisioned a future in which we can bring about an era of peace and happiness. We have always dream-

ed of alleviating the pain and misery of the forgotten, of educating the uneducated, of feeding the hungry. We have always looked forward to providing the essentials of life to those who have always been the forgotten ones here in Cuba, those whom we remembered, when nobody else remembered them. While others spoke of democracy and of freedom they forgot that where there is ignorance, where there is hunger, and where there is despair, one should speak not of democracy but of oppression.

Many Cubans have been held all their lives under the oppression of the big monopolies and robber barons. The first right of man is the right to life itself, the first right of man is the right to bread for himself and his children, the first right of man is to live by the sweat of his own brow; and all men are entitled to be given an education.

Here the children of rural families died for lack of medical assistance; these children had no rights. Women became old before their time and died prematurely; these women had no rights. Entire families fainting from hunger had no rights. These Cubans were denied the right to life itself.

* * *

The men who deceived our people by making false use of abstract ideas always ignored those who make up the majority of our people, those for whom no one ever did anything, for whom no one ever fought, those whom we set out to redeem without taking the essentials of life from anybody else, those whom we are going to redeem by developing the wealth and resources of our own country.

It is our dearest wish to bring relief to these people. We have dreamed and we will continue to dream of a revolution in which the will of the majority of the people may prevail over the selfish minorities.

Greed on the part of the selfish minorities is what makes them unable to adapt themselves to the revolution which is a reality in Cuba today. We have dreamed that the great majority who support us would be respected by the minority. Instead, we have harvested counterrevolutionary campaigns, mercenary invasions, uprisings led by foreigners, aerial attacks from bases in foreign countries, and unscrupulous opposition by newspapermen who misuse freedom of the press to whitewash traitors in a concerted scheme of sabotage against us.

As a consequence we have harvested the bombing of sugar mills and the destruction of homes in the country and 47 victims in the capital.

But we are not willing to permit terror to take over the country. With Santo Domingo on one side and Florida on the other side, we are not willing to sit idly by while every mother, every son, and every wife, from one end of the island to the other, lives as I saw families live in the Sierra Maestra—with a veritable psychosis about airplanes, in a state of terror from bullets and bombings.

We must defend our country. Since we must defend our people, since we must defend our school children—the same children that I saw parading and singing on their way to this impressive concentration—since we must defend them; since we have been harvesting only evil; and since our enemies have become so audacious, it is good for us to let the world know that the Cuban people have decided to defend themselves.

Before the Cuban people are annihilated, the Cuban people are ready to annihilate as many enemies as are sent against them. Before allowing themselves to be murdered, the Cuban people are ready to die fighting.

The reactionaries, the invaders, and the counterrevolutionaries, both inside Cuba and outside Cuba, whether numerous or few, will find a nation that is proud to declare that we do not wish to do harm to anyone that we do not wish to jeopardize any other people in any part of the world; that we wish only to live by our own labor; we wish only to live from the fruits of our own intelligence and wish only to live by the work of our own hands; but in order to defend our aspirations; in order to fulfill our destiny in this world; in order to defend rights that are the inalienable rights of any people of the world, big or small, today, yesterday or tomorrow, in order to defend our honest aspirations, the Cuban people are ready to fight.

Men, women, children, even the aged, we are all ready to fight. Ours is a just cause, we do not wish harm to anyone, and no one has the right to do us harm. Today we proclaim that we do not fear anything or anyone, that we do not fear the measures taken against us, and that we are not afraid to take all the measures that we may have to take against those who wish to destroy us.

Today Cuba has attracted the attention of the whole world. Cuba has won admiration all over the world and we are not going to lose or abandon the respected position we occupy among the peoples of Latin America and the other people of the world.

Cuba is not going to be unworthy of the glory and prestige we have gained by defending our legitimate rights.

Our revolution has been a success because of the kind of people you are. Otherwise, we could not carry out this kind of revolution. Those who have never studied history, and those who forget the history of other nations, those who have never read the chronicles of mankind, from the times of Greece to the present day, are the only ones who can fail to understand what a revolution is, and are the only ones who can be unaware that anybody who attempts to block a revolution will be crushed under the people's advance.

Only those who are ignorant of history fail to understand that the hesitant and the cowardly are carried along by the people. Cuba is the scene of one of the most interesting and extraordinary revolutionary processes ever known, if we take into account the obstacles that must be overcome, if we take into account the powerful resources that are being used to crush our revolution.

The people of Cuba have a mission to fulfill and we will fulfill it, because the people of Cuba are the kind with whom a revolution like this can be carried out.

Those who lack the courage of their convictions are not important. When have they been important in the history of a nation?

Those who hesitate do not matter. When have they mattered in the history of a people?

The cowards do not matter. When have the cowards mattered in the history of a people?

When we were only twelve men, what did it matter that some hesitated and some lacked the courage of their convictions? Did they prevent the revolution from attaining an extraordinary victory? Twelve men finally succeeded in bringing the rest of the nation into the struggle.

Today Cuba is holding her head high. Today Cuba fears no obstacle. This entire revolutionary nation is now on her feet and must not fear anything or anyone. The whole nation holds her head high like one great united army above those contemptible men who try to create confusion, above those unscrupulous ones who try to divide Cuba and weaken Cuba. Men of no feeling, they are unable to share in this hour of illusion the emotion or the spirit that has been aroused in Cuba after four centuries of struggling for justice.

High above those who try to weaken it, the Nation stands united and disciplined like a single army. The people of Cuba are proud as a people. The nation is proud of its destiny. The people of Cuba are thinking as a nation for the first time, and united in a great cause. Those who are against Cuba are all those who are unable to understand this great cause that has been undertaken by our nation, by our guajiro soldiers, by our farmer — who constitute one half of our social group.

Cuban workers, Cuban students, professional men and women of Cuba, and all other worthy Cubans of all walks of life, are aware that the fate of our nation is at stake. Our very survival as a nation is at stake.

In order to attain peace and happiness, and well aware that our nation is involved in a heroic struggle that can free us from the bonds of economic and political slavery, the people of Cuba are determined to win these final battles in the struggle that began in the past century.

The nation is convinced as it has never before been convinced that it is upholding a just, a good cause. The nation is convinced of our loyalty, the nation is convinced that from this struggle there can be no retreat for us and we shall not retreat.

The nation knows that we will not give up the fight until our bodies are laid to rest. The nation is conscious of its destiny, certain of its rights, proud of its History. When I see the emotion that shows on the face of all our people, I can have not doubt that Cuba will emerge victorious, because I firmly believe that a nation such as ours has become must be respected.

Nothing can dismay us now; we will not let accusations stop us; we are not concerned for our own lives; we care only about the destiny of our nation.

The trust and faith placed in us by the people will not be betrayed, will not have been in vain. We are very conscious of our duty at this hour, and we can assure you that we will do our duty. And just as, in the past, we assured you that the victory would be ours, we assure you now that if, as a nation, we can go ahead as we have begun, we will overcome our obstacles, because when the people of a nation are willing to fight for their rights, are ready to die, they must be respected.

• • •

Those who preach fear are our worst enemies, those who preach fear are preaching our destruction, those who preach fear preach the extermination of our people.

Get thee behind us! we say to the cowards.

Get thee behind us! we say to the fainthearted.

Get thee behind us! we say to all those who are trying to further their own petty ambitions in this, Cuba's finest hour.

Get thee behind us we say to all those who board the victory train when all goes well and abandon it at the first sign of trouble.

Those who have courage, we invite to stay with us. Those who have faith, we invite to stay with us. Those who are ready to give all they have, we invite to stay with us.

Anyone who lacks courage, anyone who has doubts, should lose no time in leaving the ship.

Let the cowardly recant, let those who have no faith recant.

Those who have a sense of duty do not fail in it.

Those who have a fighting spirit do not renounce it.

Those who do not feel able to play a role in this unique moment in our history, should go their way.

Those who do not believe in the Revolution should go their way.

We believe in the people and we know that the people will justify our belief, in them.

Any government true to the people, will find the people true to the leaders of that government. It is not without meaning that this rally is bigger than the one we held 8 months ago. It is not without meaning that after 10 months of Revolutionary Government the people of Cuba give even greater support to the revolution.

The reason is simply that the Revolutionary Government has been true to the people. To all those who said that the Revolutionary Government was going to grow weak and lose favor we say: Look at the people, and you will see that only the men who betray the people lose their strength; the men who remain loyal to the people never lose the people's favor.

What we want to point out is the progress of the revolution.

What we want to point out is that every day we are given more cooperation.

What must not be overlooked is that soldiers are building highways and schools, that teachers are working for half salary, that workers are voluntarily increasing their working-day to

help the government, that citizens are collecting dollars, that children are collecting pennies, that workmen are working on Sundays to contribute their labor as a donation to the resources of the revolution.

The wonderful spirit of self-abnegation on the part of the people, the stirring of the conscience of the people, the willingness to sacrifice whatever is necessary, the conviction that their destiny can be won by sacrifices, the certain knowledge that they themselves—and only they—can guarantee a better future and that they must rely on themselves, and the realization that heroic peoples are the only ones who have the right to be free, to be happy and to be independent: All this is what encourages us.

It is heartening for us to see that our people are ready to make whatever sacrifice necessary, that they have the courage to cope with any risk that arises, and have courage enough to let our enemies know that if they come, that if they drop bombs, and if they fire their guns at us in attacks upon us, the nation will be defended as long as a drop of blood remains in any of our people.

Cuba will never surrender, every house will be a fortress; we will fight on every terrain necessary and with all kinds of weapons, and those who plot to take over Cuba will—as Maceo used to say—find only dust mixed with blood.

*
*
*

So, if we cannot buy planes, we will fight on the ground when the fight comes down to the ground. If they persist in dropping bombs, we will build underground shelters and tunnels. The people are in a fighting mood, and we shall immediately begin training the farmers and the workers and the students. The tribunals of war and the Revolutionary military courts will be re-established and the pilots who land on Cuban territory will inexorably go before the firing squad. We will defend our country by fighting on every terrain necessary and if England does not sell us the planes, we will buy them where they will sell them to us. If there is no money in the treasury to buy combat planes, the people will give the money to buy planes.

And right here, right here, my friend Almeida, I give you the pay checks of the President of Cuba and of the Prime Minister, as a contribution to buy planes.

In closing, I want only to say:

The Land Reform is here to stay.

The Petroleum Law is here to stay.

The Revolutionary measures taken to defend Cuba are here to stay.

The Education Reform is here to stay.

The Reform of the University and all our reforms are here to stay.

If anybody wants to criticize us for this, let them criticize us.

If they accuse us, for this let them accuse us; if they attack us, for this let them attack us.

We shall fight those who dare plan the destruction of the revolution. And we take an oath in the name of the people of Cuba—that is, in the name of you and us—that either Cuba, will triumph or we shall all die striving toward that triumph.

Now, more than ever, we take for our own the words of our national anthem: "Hasten to the fight Cubans, the country is proudly watching: do not fear a glorious death. To die for your country is to live on!"

EDITORIAL EN MARCHA
APARTADO POSTAL 6386.
CUBA.

EL MOVIMIENTO EDUCATIVO



LE MOUVEMENT EDUCATIF



THE EDUCATIONAL MOVEMENT



CUBA

1963-1964



REPÚBLICA DE CUBA
MINISTERIO DE EDUCACION

INFORME
A LA XXVII CONFERENCIA INTERNACIONAL
DE INSTRUCCION PUBLICA
CONVOCADA POR LA OIE Y LA UNESCO

GINEBRA (Suiza)
6-17 de Julio de 1964

EDITORIAL NACIONAL DE CUBA
EDITORIA DEL MINISTERIO DE EDUCACION
LA HABANA, 1964, AÑO DE LA ECONOMÍA

INTRODUCCION

Cuba, en su Informe a la XXVI Conferencia Internacional de Instrucción Pública, expresó que, una vez lograda la extensión de los servicios educativos para garantizar la prestación gratuita de la enseñanza a toda la ciudadanía, centraba su preocupación en dos aspectos fundamentales:

- a) En la reorganización del aparato de administración escolar, con aprovechamiento al máximo de la experiencia adquirida sobre la marcha en la que la participación activa del pueblo en la ejecución de las tareas educativas estuviera presente, y
- b) En el mejoramiento de la calidad de la enseñanza, con aumento del nivel de escolaridad del alumnado y la superación del personal docente encargado de impartirla.

Hoy, en su Informe a la XXVII Conferencia Internacional de Instrucción Pública, Cuba declara que, mantiene vigente en su política educacional los mencionados aspectos y que en el panorama del movimiento educativo correspondiente al Curso Escolar 1963-1964 se destacan como hechos significativos de trascendental importancia dentro del desarrollo planificado de su educación, los siguientes:

El desarrollo cuantitativo de la enseñanza en todos los niveles y tipos de escuelas unido al esfuerzo simultáneo por el mejoramiento de la calidad de la enseñanza. Las consignas de "promociones de cantidad y calidad en la enseñanza" y la "batalla por el sexto grado de primaria" como campaña siguiente a la de alfabetización de adultos realizada en 1961 forman parte de las aspiraciones y expresiones del pueblo.

El movimiento de Cursos de Perfeccionamiento o Superación al personal en servicio, movimiento que traspasa el campo propio del Ministerio de Educación y se extiende por todos los demás Ministerios del Gobierno y llega a organismos sindicales y de masas.

El desarrollo de la educación de adultos en todos los niveles. Cuba impresiona al visitante al presentarse como un país convertido en una gran escuela.

La utilización sistemática de la televisión y la radio para programas de enseñanza y de actividades educativas.

La producción de libros escolares de la Editora del MINED.

La organización y disciplina logradas en las Escuelas del Plan de Becas del Gobierno Revolucionario que abarca a cerca de 100,000 becarios bajo el régimen de internado.

El esfuerzo en reorientar la enseñanza, en todos los niveles y fundamentalmente en lo que a darle una fuerte base científica y de politecnización se refiere, indispensable a la "Revolución Técnica" planteada por el Primer Ministro del Gobierno, Dr. Fidel Castro.

Los planes de impulso a la enseñanza agropecuaria.

La planificación democrática de la educación mediante la aplicación de la llamada "línea de masas" que garantiza la participación de todos los que intervienen en la ejecución de los planes educativos.

Los planes expansivos de formación de maestros primarios y de enseñanza secundaria.

El auge y consolidación de los planes relativos a las actividades extraescolares en los diferentes niveles y tipos de enseñanza.

La emulación socialista en función de motor impulsor y de aceleramiento a los planes escolares.

Pero de todo lo anteriormente señalado lo que más asombra es que Cuba pueda desarrollar sus grandes planes económico-sociales, dentro de los cuales desenvuelve los que se refieren a educación, en medio de la ilegal y criminal lucha a que la somete su poderoso vecino imperial: incursiones aéreas, sabotajes, ataques de mercenarios, violación de su espacio aéreo con vuelos de espionaje, bloqueo económico total que incluye hasta la prohibición de compra de medicinas, etc. Frente a ello Cuba levanta su voz y mantiene su más viril protesta ante la ONU y la opinión pública mundial.

I ADMINISTRACION ESCOLAR

1) Medidas Administrativas.— Modificaciones introducidas en el transcurso del año en la administración escolar: creación, supresión o reorganización de los servicios administrativos o consultivos:

De acuerdo con lo que demuestra la experiencia social de que “la organización surge del trabajo, y no éste de aquélla”, y que “descubrir en la práctica las formas organizativas que nos va mostrando el desarrollo es tarea de gran importancia para la política educacional”, el Ministerio de Educación de Cuba ha introducido importantes modificaciones en su estructura administrativa que responden a esos hechos del proceso social.

Igualmente con base en lo ya establecido desde 1959 de que la administración de los servicios docentes y complementarios funcionan descentralizadamente y la dirección y alta supervisión técnico-administrativa de los mismos opera en forma centralizada, al nivel nacional, se han establecido niveles intermedios o regionales que se identifican con la nueva división político-administrativa del país (unidades regionales socio-económicas) y que permiten una administración educacional más directa y por ende mejor controlada.

Se puede definir la actual organización en los siguientes lineamientos:

Primero: La división del trabajo de dirección, en todas las escalas corresponde a los diferentes niveles y tipos de enseñanza: Primaria, Secundaria (Básica y Pre-Universitaria), Industrial, Agropecuaria, de Administración, de Formación de Maestros, de Idiomas, Universitaria y de Adultos (Educación Obrero-Campesina, etc.)

Segundo: La administración descentralizada a niveles provinciales y regionales y la orientación y determinación de la política educacional con la alta supervisión técnico-administrativa operada centralizadamente a un nivel nacional.

Tercero: El método de trabajo colectivo, la discusión democrática, la responsabilidad individual y la participación masiva del pueblo en las tareas de organización e impulso de los planes educacionales.

La extensión de los servicios docentes, la participación del pueblo en la dirección de la enseñanza, el nuevo carácter de las relaciones entre pueblo y funcionarios técnico-administrativos del Ministerio y entre estos funcionarios, los maestros y profesores y la intervención de padres, maestros y estudiantes en la solución de los problemas conforman hoy la estructura de los organismos de dirección del Ministerio. Más concretamente, una serie de importantes acontecimientos nacionales han condicionado e influido decisivamente en la determinación de esa estructura actual. Los más importantes han sido:

La Campaña Nacional de Alfabetización que le dio un carácter especial y un impulso decisivo a los Consejos Municipales y Provinciales de Educación (Organismos integrados por funcionarios del Ministerio y representaciones de organismos populares); la creación de miles de aulas en las regiones montañosas a cargo de los denominados Maestros Voluntarios (estudiantes de segunda enseñanza convertidos en maestros de enseñanza primaria mediante Cursos de Formación de Emergencia de cuatro a cinco meses de duración) transformados más tarde en "Brigada de Maestros de Vanguardia Frank País" (mártir revolucionario) que conformó la estructura de los actuales "Departamentos Regionales de Montaña"; el establecimiento de miles de aulas primarias rurales y urbanas y decenas de escuelas secundarias básicas (primera etapa de la educación secundaria — tres años) y la nacionalización de las antiguas escuelas privadas; los vastos planes de la educación de adultos (obreros, campesinos y mujeres en trabajos menores) y la organización de una amplia red de Escuelas e Institutos Tecnológicos; las facultades otorgadas al Ministerio en la planificación de la enseñanza universitaria como parte de la planificación integral de la educación; el desarrollo, editorial, a través de la Editora del Ministerio de Educación con la consiguiente elaboración y traducción de numerosos libros y textos de enseñanza y el establecimiento de amplias relaciones culturales con el extranjero, todo lo cual ha contribuido a la creación de organismos técnicos y administrativos adecuados a tales fines.

La transformación de las antiguas escuelas Normales en "Escuelas de Superación Pedagógica" que tienen a su cargo la formación de maestros en servicio, no titulados (Maestros Populares), la expansión de los Cursos de Perfeccionamiento del Instituto de Superación Educativa (ISE) con el establecimiento de cursos regulares y sistemáticos de superación para

funcionarios, inspectores, profesores, maestros y personal técnico o administrativo en general; el nuevo plan de formación de maestros primarios en tres etapas, han influido también en la organización del Ministerio. El Plan de Becas del Gobierno Revolucionario, que en sí mismo plantea una revolución educativa y problemas a resolver en el orden pedagógico y en cuanto a la orientación ideológica y vocacional que representa todavía una compleja cuestión organizativa en lo docente y en lo administrativo.

A estos hechos hay que agregar las exigencias que una economía planificada le impone a la administración de los servicios docentes. Problemas del sistema de control económico, costos, inversiones, estadísticas, presupuestos elaborados desde Unidades Municipales y Regionales y discutidos en todos los niveles, son cuestiones nuevas para funcionarios, profesores y maestros, que han tenido que afrontarlas sin la experiencia necesaria y que han influido, como los anteriores, sobre las formas de organización.

Y, por sobre todo, el cambio radical en la orientación de la enseñanza que se ha venido operando y que deberá desarrollarse con más fuerza a medida que avanza la construcción de la nueva sociedad socialista que edifica el pueblo de Cuba.

Las formas nuevas de organización plantean también la necesidad de responder no solamente a las exigencias del momento actual, sino a las del futuro inmediato en relación con los logros alcanzados, los cuales determinan a su vez los nuevos rumbos del desarrollo.

Estos logros pueden expresarse en lo siguiente:

Primero: Desarrollo masivo de los servicios educacionales.

Segundo: Elevación de la conciencia educacional en maestros, profesores, estudiantes, padres, obreros, campesinos y pueblo en general.

Tercero: Participación militante del pueblo en las tareas educacionales, a través de sus organizaciones.

Cuarto: La unificación del Sistema Escolar, por medio de la Nacionalización de las escuelas privadas.

Quinto: Desarrollo de las condiciones mínimas de organización para garantizar estos éxitos y **determinar, a mediano plazo, un salto de calidad en la enseñanza, que es, en el momento presente, el más importante deber de los que trabajan en la Educación.**

En síntesis funcionan dos estructuras paralelas del Ministerio de Educación de Cuba en lo que a administración de servicios educacionales se refiere:

- 1.—Una estructura de carácter técnico-administrativa, compuesta por organismos y funcionarios especializados o profesionales, destinada a satisfacer los servicios educacionales del pueblo y a desarrollar la planificación y ejecución de los programas del Ministerio.
- 2.—Una estructura de carácter administrativo-popular en la que se integran los funcionarios del Ministerio con los representativos de las principales organizaciones de masa del pueblo y que se encarga de impulsar los planes del Ministerio mediante la coordinación y el apoyo de las instituciones y organismos populares.

La Estructura Técnico-Administrativa:

La preside el Ministro de Educación, y le siguen en niveles jerárquicos:

Un Vice-Ministro Primero y
Cinco Vice-Ministros:

Vice-Ministro de la Enseñanza Elemental (nueva creación);
Vice-Ministro de la Enseñanza Secundaria (nueva creación);
Vice-Ministro de la Enseñanza Técnica y Profesional (nueva creación);
Vice-Ministro de la Enseñanza Superior (nueva creación) y
Vice-Ministro de Servicios Generales (Administración—nueva creación).

Bajo la dirección del Ministro funciona el **Consejo de Dirección** integrado por los Vice-Ministros y cualesquiera otros funcionarios nacionales que el Ministro designe. Este es el órgano colectivo de más alta jerarquía del Ministerio.

Los Vice-Ministros con las diferentes Direcciones Nacionales que están bajo la orientación de éstos constituyen los órganos colectivos correspondientes.

Las Direcciones Nacionales son órganos que rigen, orientan, supervisan y evalúan las actividades concernientes a un nivel o tipo de enseñanza o a un determinado servicio complementario. Son las siguientes:

Dirección Nacional de Enseñanza Primaria
Dirección Nacional de Formación de Maestros
Dirección Nacional de Enseñanza Obrero-Campesina
(Educación de Adultos)

Dirección Nacional de Superación de la Mujer
(Educación de Adultos—nueva creación)

Dirección Nacional de Enseñanzas Diferenciadas
(Educandos con defectos o impedimentos)

Dirección Nacional de Internados de Primaria
(nueva creación)

Dirección Nacional de Enseñanza Secundaria

Dirección Nacional de Enseñanza Industrial

Dirección Nacional de Enseñanza Agropecuaria
(nueva creación)

Dirección Nacional de Enseñanza de Administración
(nueva creación)

Dirección Nacional de Enseñanza de Idiomas
(nueva creación)

Dirección Nacional de Enseñanza Superior (nueva creación)

Dirección Nacional de Extensión Educativa
(Programas educativos por radio, televisión y prensa escrita)

Dirección Nacional del Instituto de Superación Educativa
(I S E)

Dirección Nacional de Administración

Dirección Nacional de Personal

Dirección Nacional de Economía (nueva creación)

Dirección Nacional de Organización y Comprobación
(nueva creación)

Dirección de Relaciones Externas (nueva creación)

Dirección Nacional de Becas

Dirección de Control Técnico de la Enseñanza
(Tiene la responsabilidad de revisar y estudiar los planes y programas elaborados en los distintos niveles de enseñanza, para darle unidad ideológica y pedagógica al sistema educacional. Funciona como un organismo asesor del Ministro y de los Vice-Ministros, sin funciones ejecutivas — nueva creación)

Dirección de la Editora

Dirección de Ciudad Escolar Libertad (nueva creación)

Como Departamentos Nacionales de servicios especiales están:

Departamento de Educación Física

Departamento de Psicología Educativa

Departamentos de Bibliotecas Escolares.

Las Direcciones Nacionales con los grupos de técnicos especialistas y jefes de Departamentos adscriptos a éstas constituyen los órganos colectivos correspondientes.

Comisión Nacional de Emulación:

Como Organismo adscripto al Vice-Ministerio Primero funciona la Comisión Nacional de Emulación que tiene tres objetivos fundamentales:

1. Sirve de motor para impulsar la actividad de los trabajadores de la enseñanza.
2. Es un instrumento de educación de masas.
3. Se emplea para medir la comprensión política y la capacidad de trabajo de los dirigentes administrativos, técnicos y sindicales.

Para dar cumplimiento a estos objetivos y llevar adelante la emulación, el Ministerio instituyó la Comisión Nacional de Emulación, presidida por el Viceministro Primero en lo nacional y por los Directores Provinciales y Regionales en sus respectivas jurisdicciones.

La Comisión cuenta con la participación del Sindicato Nacional de Trabajadores de la Enseñanza y de la Unión de Estudiantes Secundarios, para llevar adelante el cumplimiento de los planes emulativos.

El Ministerio organizó el trabajo emulativo con la confección de planes de emulación de acuerdo con los distintos niveles de la enseñanza y con sus frentes de trabajo, y adoptó asimismo cada plan a la organización general del organismo.

El contenido de la emulación en forma general ha atendido los aspectos más importantes de la enseñanza, incluyéndose con mayor peso:

- a) Asistencia y puntualidad de los trabajadores.
- b) Asistencia del alumnado.
- c) Rendimiento escolar controlado y desarrollado de los programas.
- d) Superación profesional.
- e) Aceleración, repaso y actividades extra-escolares.
- f) Fortalecimiento de los Consejos de Escuela y Centros, según el caso.
- g) Fortalecimiento de los planes de Educación Obrera y Campesina.
- h) Incremento y conservación del material didáctico, mobiliario, edificios, equipos, etc.

El contenido de la emulación representa el centro de la política educacional que se concreta en dos aspectos fundamentales: **escolaridad y economía.**

Los objetivos generales de los planes de emulación de la enseñanza, son los siguientes:

1. Vincular la teoría con la práctica.
2. Que sirva como instrumento de educación de las masas.
3. El logro de promociones cuantitativas y cualitativas.
4. El aumento de la asistencia, tanto de profesores como alumnos.
5. Incrementar la superación profesional en el profesorado.
6. Vincular los trabajadores profesionales a los cursos de Educación Obrera y Campesina.
7. Lograr una mayor preocupación por el cuidado, conservación, mantenimiento e incremento de los bienes escolares.
8. Fortalecimiento de los Consejos y Centros.

Organismos provinciales, regionales, etc.:

Cada provincia, de acuerdo con el principio de descentralización técnico-administrativa, se organiza en Direcciones Provinciales, Direcciones Regionales y Municipales o Seccionales en la que se reproduce las unidades correspondientes a los distintos niveles de la enseñanza y tipos de escuelas.

Los Directores Provinciales con los Sub-Directores Provinciales y personal técnico adscrito constituyen los órganos colectivos correspondientes. Igual sucede con los Directores Regionales.

Son funciones básicas inherentes a las direcciones de cualesquiera de los distintos niveles de la enseñanza, como unidades técnico-administrativas, las siguientes:

La planificación, la orientación, la coordinación, la ejecución, la descentralización, la supervisión y la evaluación de las distintas labores a realizar, bajo el principio de la aplicación de la discusión colectiva y la decisión individual del dirigente.

La planificación educacional recae fundamentalmente en el trabajo de las direcciones nacionales de las diferentes enseñanzas y tipos de escuelas y ésta se realiza en un movimiento que recorre los niveles provinciales, regionales y el nacional, de acuerdo con la llamada línea política de masas (participación de funcionarios especialistas de todos los niveles, de maestros y profesores y organismos populares) hasta la determinación de los planes por parte del Consejo de Dirección o en última instancia del Ministro de Educación. Esta planificación educacional se integra a la planificación general del desarrollo económico-social del país a través de la vinculación permanente entre la Dirección de Economía del Ministerio de Educación con la Dirección correspondiente de la JUCEPLAN (Junta Central de Planificación).

La Estructura Administrativo-Popular:

Esta organización la constituyen los denominados "Consejos de Educación" integrados por representantes del Ministerio, de las organizaciones de masas del pueblo y del Sindicato Nacional de Trabajadores de la Enseñanza.

Los Consejos no tienen funciones ejecutivas, su misión es la de impulsar y coordinar el apoyo de las organizaciones populares a la obra de la educación de acuerdo con las orientaciones políticas, técnicas y administrativas del Ministerio.

Bajo la orientación del Vice-Ministro Primero funciona el Consejo Nacional de Educación que sirve como elemento de enlace entre el Ministerio y el pueblo y propicia la comprensión de los trabajadores y de las instituciones en los problemas y empeños educacionales.

El Consejo Nacional de Educación se compone de:

- a) Un ejecutivo integrado por un Presidente, los Vice-Ministros de Educación, un Secretario de Organización, un Secretario de Relaciones, el Secretario General, el Secretario de Organización del SNTEC (Sindicato Nacional de Trabajadores de la Enseñanza y la Ciencia), y los Delegados de las organizaciones siguientes: FMC (Federación de Mujeres Cubanas), CTC (Central de Trabajadores Cubanos), CDR (Comité de Defensa de la Revolución), ANAP (Asociación Nacional de Agricultores Pequeños), UES (Unión de Estudiantes Secundarios), UJC (Unión de Jóvenes Comunistas), UPC (Unión de Pioneros de Cuba).
- b) Un pleno, integrado por el ejecutivo, los directores y jefes de los departamentos nacionales del MINED (Ministerio de Educación), el Secretario Nacional del SNTEC (Sindicato Nacional de Trabajadores de la Enseñanza y la Ciencia), los ejecutivos de los Consejos Provinciales de Educación, el coordinador de la Comisión Nacional de Apadrinamiento de Escuelas, el secretario de la Comisión Nacional de Emulación Socialista Educacional, y un delegado del Ministerio de Salud Pública procedente del Departamento de Higiene Escolar.

Adscripto a cada dirección provincial, a cada departamento regional, a cada seccional de educación y a cada escuela funcionan los Consejos de Educación, Provinciales, Regionales, Seccionales y de Escuelas, organismos que reproducen una estructura similar a la del Consejo Nacional.

Todo lo anteriormente expresado como respuesta a este inciso 1) del formulario, está determinado en la Resolución Ministerial Orgánica N° 99/64.

2) Control de la Enseñanza.— Cambios de orden cualitativo o cuantitativo introducidos en la inspección de los diferentes grados de la enseñanza:

Se mantiene en la enseñanza primaria la misma organización expuesta en el informe correspondiente a la conferencia del año anterior, es decir a base de los colectivos técnicos y las comisiones de estudio.

Igual régimen está establecido para la enseñanza secundaria general y para la enseñanza técnica y profesional.

Ha habido un aumento cuantitativo de inspectores en todos los tipos de enseñanza y de Directores Regionales de Educación (de nueva creación) con motivo de la nueva organización técnico-administrativa del Ministerio.

3) Financiamiento de la enseñanza.— a) montante del presupuesto del Ministerio de la Instrucción Pública en 1964 o en 1963-1964, y si esa cifra es conocidamente global de los gastos afectados a la educación por las administraciones centrales, regionales, locales; b) aumento o disminución del presupuesto del Ministerio de la Instrucción Pública de acuerdo con lo informado en el año precedente; c) porcentaje de ese aumento o de esa disminución; d) porcentaje de los gastos afectados por la educación en relación con los gastos generales del Estado; e) porcentaje de los gastos afectados por la educación de acuerdo con la renta nacional bruta del país.

(VER ANEXO 1)

4) Construcciones escolares.— Medidas tomadas y resultados obtenidos durante el año transcurrido para responder a las necesidades sentidas en materia de construcciones escolares. Si posible, porcentaje de aumento o disminución del número de aulas construídas: a) en la enseñanza primaria, b) en la enseñanza secundaria, de acuerdo con lo informado en el año precedente.

Se continúa el plan 1961-1962 y se ha procedido fundamentalmente a atender la reconstrucción y reparación de edificios escolares destruídos o dañados a causa del ciclón "Flora", principalmente en las provincias orientales.

Se sigue trabajando en las tres ciudades universitarias: en la de Oriente y en la de Las Villas se han completado las instalaciones para becarios y en la de La Habana se adelantan las obras de la Facultad de Tecnología.

II DESARROLLO CUANTITATIVO DE LA ENSEÑANZA

5) Efectivos en maestros y alumnos.— a) última cifra conocida de efectivos en maestros y alumnos, con indicación del año correspondiente, relativa a los distintos niveles de la enseñanza (prescolar, primaria, secundaria, técnica y profesional, superior, escuelas normales; b) aumento o disminución de acuerdo con lo informado en el año anterior; c) porcentaje de aumento o disminución.

(VER ANEXO 2)

III ESTRUCTURA Y ORGANIZACION DE LA ENSEÑANZA

6) Reformas y disposiciones producidas en el curso del año 1963-1964, en cada uno de los niveles de la enseñanza.

a) Cambios en la duración de la escolaridad obligatoria y en la gratuidad de la enseñanza:

Se mantiene la escolaridad obligatoria para los seis grados de la enseñanza primaria con la aspiración de ir elevándola gradualmente, conforme necesidades del desarrollo económico hasta los nueve grados. En la actualidad se desenvuelve la denominada "Batalla del 6º Grado" para todos los trabajadores que como consecuencia de la política colonial, anterior a la etapa revolucionaria, mantenía el consecuente subdesarrollo cultural. La enseñanza, en todos los niveles y en todos los tipos de escuelas se imparte gratuitamente.

b) Aumento o disminución del número de años de estudios en los distintos tipos de escuelas; c) modificaciones del aumento o de la distribución de los ciclos o secciones exis-

tentes en algunos órdenes de la enseñanza y d) creación de nuevos tipos de establecimientos escolares o de nuevas enseñanzas destinadas a preparar para actividades o diplomas que antes no existían:

De acuerdo con los incisos b), c) y d), la organización actual es la siguiente:

Educación Primaria

Escuela Nacional Primaria:

urbana y rural 6 años de estudios

NOTA: Hay una educación previa a la primaria, la preescolar, organizada a base de dos etapas: Círculos Infantiles para niños de 45 días a 4 años y Aulas de Preescolar para niños de 4 a 6 años.

Educación Secundaria General

Escuela Secundaria Básica:

urbana y rural 3 años de estudios

Institutos Pre-Universitarios 3 años de estudios

Educación Técnica y Profesional

Escuelas Técnicas Industriales:

Operarios 8 semanas a 1 año de estudios

Obreros Calificados 3 años de estudios

Institutos Técnicos Industriales:

Técnicos Industriales de
Nivel Medio 4 años con 33 especialidades

Escuelas Técnicas Agropecuarias:

Trabajador Agrícola
Calificado 3 años con 13 especialidades

Institutos Técnicos Agropecuarios:

Técnico Agropecuario de
Nivel Medio 4 años con 6 especialidades

Escuelas de Administración:

Auxiliar de Contabilidad	}	2 a 3 años de estudios
Auxiliar de Administración		
Secretariado		
Mecanógrafo		
Taquimecanógrafo		

Institutos de Administración:

Contador	}	3 a 4 años de estudios
Contador Planificador		
Técnico de Administración		

Escuela de Idiomas:

Profesor de idioma extranjero	}	3 a 5 cursos-semestres
Traductor e intérprete de idioma extranjero		

Enseñanza Diferenciada

No tiene una duración determinada; depende del tipo de impedimento físico-mental y el tiempo de enseñanza terapéutica requerida para integrar al impedido a la vida social y de la producción de acuerdo con sus posibilidades.

Educación de Adultos

Primer Curso de Superación Obrera y Campesina (hasta 2º grado)	1 año de estudio
Segundo Curso de Superación Obrera y Campesina (hasta 6º grado)	2 años de estudios
Curso Secundario de Superación Obrera y Campesina	1 año de estudio
Facultad Obrero-Campesina de las Universidades	1 a 3 años de estudios

En todos los tipos de escuelas de enseñanza secundaria, técnica y profesional y universitaria existen cursos de Educación de Adultos con horarios especiales y cursos por correspondencia, que duran un año más que los cursos normales.

Formación de Maestros y Profesores

Formación de Maestros Primarios (Centro Vocacional para Maestros Primarios—un año, Escuela para Maestros Primarios—dos años y en el Instituto Pedagógico "Makarenko"—dos años.)	5 años de estudios
--	--------------------

Formación de Profesores de Secundarias Básicas
(Carrera Universitaria)

Formación de Profesores de Pre-Universitarios
(Carrera Universitaria)

Enseñanza Universitaria

Facultad de Humanidades:

- | | |
|--|--------------------|
| 1. Escuela de Filosofía (departamento) | |
| 2. Escuela de Letras | 4 años de estudios |
| 3. Escuela de Historia | 4 años de estudios |
| 4. Escuela de Ciencias Jurídicas | 4 años de estudios |
| 5. Escuela de Ciencias Políticas | 4 años de estudios |
| 6. Escuela de Educación | 4 años de estudios |
| 7. Escuela de Economía | 5 años de estudios |

Facultad de Ciencias:

- | | |
|-----------------------------------|--------------------|
| 1. Escuela de Matemática | 5 años de estudios |
| 2. Escuela de Física | 5 años de estudios |
| 3. Escuela de Química | 5 años de estudios |
| 4. Escuela de Ciencias Biológicas | 5 años de estudios |
| 5. Escuela de Geología | 4 años de estudios |
| 6. Escuela de Geografía | 5 años de estudios |
| 7. Escuela de Psicología | 5 años de estudios |

Facultad de Tecnología:

- | | |
|---|--------------------|
| 1. Escuela de Ingeniería Civil | 5 años de estudios |
| 2. Escuela de Ingeniería Eléctrica | 5 años de estudios |
| 3. Escuela de Ingeniería Mecánica | 5 años de estudios |
| 4. Escuela de Ingeniería Química | 5 años de estudios |
| 5. Escuela de Ingeniería de Minas
y Metalurgia | 5 años de estudios |
| 6. Escuela de Ingeniería Industrial | 5 años de estudios |
| 7. Escuela de Arquitectura | 5 años de estudios |

Facultad de Ciencias Agropecuarias:

- | | |
|---------------------------|--------------------|
| 1. Escuela de Agronomía | 4 años de estudios |
| 2. Escuela de Veterinaria | 4 años de estudios |
| 3. Escuela de Zootecnia | 4 años de estudios |

Facultad de Ciencias Médicas:

- | | |
|-----------------------------|--------------------|
| 1. Escuela de Medicina | 6 años de estudios |
| 2. Escuela de Estomatología | 5 años de estudios |

IV PLANES DE ESTUDIO, PROGRAMAS Y METODOS

- 7) Reforma de los planes de estudios. a) Disciplinas o asignaturas introducidas o suprimidas en los planes de estudio de los distintos órdenes de la enseñanza; b) disciplinas que, en el curso del año transcurrido, dieron lugar a un aumento o disminución del número de horas que figuran en los horarios. 8) Reforma de los programas. Disciplinas cuya modificación del contenido exigió una revisión de los programas en el curso del año transcurrido y 9) Reformas didácticas. Disposiciones tomadas durante el año transcurrido sobre el empleo de nuevos métodos o técnicas de la enseñanza:

De acuerdo con el régimen de planificación implantado por el señor ministro (Resolución Ministerial N° 367/64), las direcciones nacionales de los distintos tipos de enseñanza organizan seminarios nacionales durante el mes de agosto de cada curso escolar, seminarios que cubren dos objetivos fundamentales:

- a) Evaluación del trabajo realizado y de los rendimientos logrados al finalizar el curso en relación con las tareas y metas propuestas. Situación general de la educación.
- b) Planificación de las principales tareas a desarrollar y metas a alcanzar en el próximo curso escolar.

En concordancia con estos objetivos los seminarios estudian y analizan, entre otros aspectos, todo lo referente a planes de estudios, programas y métodos o técnicas de la enseñanza con vista a elevar las recomendaciones pertinentes al Consejo de Dirección y Ministro de Educación a través de las Direcciones Nacionales respectivas.

En estos seminarios se aplica "la línea política de masas" por lo que están presididos por los directores nacionales e integrados por comisiones de directores y sub-directores provinciales y regionales de educación, inspectores y profesores seleccionados por su calificación.

Previo a la celebración de los seminarios nacionales y como preparación de los mismos se celebran durante los meses anteriores a este evento asambleas provinciales y regionales de educación donde se discute la agenda completa del seminario por parte de todos los maestros y profesores correspondientes al tipo o nivel de enseñanza respectivo.

Los actuales planes de estudios, programas y métodos son los mismos del curso pasado, pero todo hace indicar de acuerdo con el resultado de las conferencias provinciales y regionales preparatorias que se han celebrado que para el próximo curso escolar 1964-1965 se producirán cambios en los mencionados planes de estudios, programas y métodos correspondientes a los distintos tipos de enseñanza.

10) Nuevos libros de texto (por disciplinas)

**PLAN DE EDICIONES PARA EL CURSO 1963-64
 T O T A L E S**

ENSEÑANZA	Nº DE TITULOS	Nº DE EJEMPLARES
Primaria	34	7'360,000
Secundaria Básica	25	4'285,000
Pre-Universitaria	23	1'045,000
Técnica-Profesional	53	1,451,000
Obrero-Campesina	9	2'640,000
Superación para Maestros	14	1'861,000
	<hr/>	
	158	18'642,000
Editora del Consejo Nacional de Universidades		82,435
		<hr/>
		18'724,435

**LIBROS DE TEXTO (POR DISCIPLINAS) DE ACUERDO
 CON EL PLAN DE EDICIONES PARA EL CURSO 1963-64.
 ENSEÑANZA PRIMARIA**

Título	Ejems.
1.—Rimas Infantiles (Libro 1ro. de Lectura) (reedición)	500,000
2.—Cuaderno de Trabajo de Rimas Infantiles (Libro primero de lectura).	500,000
3.—Juego de Láminas del Libro 1ro. de Lectura Rimas Infantiles	30,000
4.—Libro 2do. de Lectura	300,000
5.—Libro 3ro. de Lectura	250,000
6.—Libro 4to. de Lectura	200,000
7.—Libro 5to. de Lectura	150,000
8.—Libro 6to. de Lectura	125,000

9.—Lengua Española 2do. (Almendros-Alvero) ..	300,000
10.—Lengua Española 3ro. (Almendros-Alvero) ..	200,000
11.—Lengua Española 4to. (Almendros-Alvero) ..	150,000
12.—Lengua Española 5to. (Almendros-Alvero) ..	150,000
13.—Lengua Española 6to. (Almendros-Alvero) ..	125,000
14.—Aritmética (2do. nivel N ^o 1) (para escuela unitaria)	300,000
15.—Aritmética (2do. nivel N ^o 2) (para escuela unitaria)	300,000
16.—Lengua Española (2do. nivel N ^o 1) (para escuela unitaria)	300,000
17.—Lengua Española (2do. nivel N ^o 2) (para escuela unitaria)	300,000
18.—Aritmética (3er. nivel N ^o 1) (para escuela unitaria)	250,000
19.—Aritmética (3er. nivel N ^o 2) (para escuela unitaria)	250,000
20.—Lengua Española (3er. nivel N ^o 1) (para escuela unitaria)	250,000
21.—Lengua Española (3er. nivel N ^o 2) (para escuela unitaria)	250,000
22.—Historia de Cuba (Dos tomos)	500,000
23.—Geografía Universal (6to. grado) (Dos tomos)	400,000
24.—Aprende Aritmética 5to. (Dulce M ^a Escalona)	150,000
25.—Aprende Aritmética 6to. (Dulce M ^a Escalona)	150,000
26.—Así es mi País (Geografía de Cuba) (Núñez Jiménez)	150,000
27.—Estudios de la Naturaleza (6to.)	40,000
28.—Enanos y Gigantes (Química Elemental) ..	200,000
29.—Botánica 5to.	150,000

F o l l e t o s :

1.—Y... ¿qué puedo estudiar ahora?	25,000
2.—Ajedrez	105,000
3.—El Castillo del Morro	60,000
4.—Sistema Métrico Decimal	200,000
5.—Cómo estudiar más y mejor	50,000

7'360,000

ENSEÑANZA MEDIA

a) Secundaria Básica.

1.—Manual de Idioma Ruso (3 tomos, 10,000 ejems. c/u)	30,000
2.—Álgebra Elemental (dos tomos)	100,000
3.—Física I (Lecciones para todos)	200,000

4.—Física I (Folleto complementario)	100,000
5.—Física II (Lecciones para todos)	150,000
6.—Física IV (Lecciones para todos)	100,000
7.—Física V (Lecciones para todos)	100,000
8.—Química I y II (Lecciones para todos	150,000
9.—Dibujos y Elementos de Geometría (Gran) ..	150,000
10.—Geografía Física	100,000
11.—Inglés (3 tomos, a 100,000 ejems. c/u) .. .	300,000
12.—Matemáticas I y II (150,000 ejems. c/u) .. .	300,000
13.—Geografía Regional: Europa, Asia y Africa ..	100,000
14.—Geografía Regional: las Américas y Oceanía	100,000
15.—Apreciación de las Artes Visuales (I, II y III) (75,000 ejems. de c/u)	225,000
16.—Historia de Cuba y Biología de las	
17.—Plantas (Publicación periódica, 7 folletos) ..	1'050,000
18.—Selección de Lecturas (3 tomos, 100,000 ejems. c/u)	300,000
19.—English Reading Selections	130,000
20.—Gramática (dos tomos, 25,000 ejems. c/u) ..	50,000
21.—Esquema de Historia de la Antigüedad y Edad Media	150,000
22.—Antología del Cuento Hispanoamericano .. .	60,000
23.—Geometría (2do. curso)	40,000
24.—Geografía de Cuba (Núñez Jiménez)	150,000
25.—Biología de los Animales	150,000
	<hr/>
	4'285,000

b) Pre-universitario.

1.—Geografía Regional: Eurasia, tomo I (Massip)	100,000
2.—Geografía Regional: Las Américas Tomo II (Massip)	100,000
3.—Geografía Regional: Africa, Oceanía, Ant. Tomo III (Massip)	100,000
4.—Geografía Económica	10,000
5.—Intr. al Análisis Matemático	30,000
6.—Historia de América (dos tomos)	100,000
7.—Trigonometría (Dr. Paz)	15,000
8.—Geometría (Mat. 3ro.) (Dr. Paz)	15,000
9.—Geografía Física de Cuba (Núñez) Folleto ..	50,000
10.—Física (dos tomos) (15,000 c/u)	30,000
11.—Geometría (Mat. 4to.) (Dr. Paz)	15,000
12.—Matemáticas (Curso Superior) (2 tomos, 15,000 c/u)	30,000
13.—Tabla de Logaritmos	20,000
14.—Botánica	30,000
15.—Selección de Cuentos Cubanos	30,000

16.—Bosquejo Histórico de las Letras Cubanas (José A. Portuondo)	30,000
17.—Historia de la Literatura Cubana	50,000
18.—Historia de la Antigüedad	50,000
19.—Historia de la Edad Media	50,000
20.—Historia Moderna y Contemporánea	50,000
21.—Antología de la Literatura Española	15,000
22.—Biología Humana	75,000
23.—Química (Iodakov)	50,000
	<hr/>
	1'045,000

ENSEÑANZA TECNICA Y PROFESIONAL

Se han realizado, por los colectivos técnicos de esta Dirección de Enseñanza Técnica y Profesional numerosas publicaciones que hacen un total de 30 títulos, con una tirada promedio de 30,000 ejemplares lo que nos da un total de ejemplares editados de 900,000.

También se han editado en Cuba por convenios con editoriales extranjeras los siguientes manuales técnicos que son utilizados en nuestras escuelas e institutos tecnológicos, así como también en Enseñanza Secundaria Básica algunos de ellos.

A continuación relacionamos dichos títulos.

1.—Trabajo de Banco	90,000
2.—Trabajo con Taladro de Columna	20,000
3.—Tratamiento Térmico de los Metales	16,000
4.—Trabajo con Láminas Metálicas	16,000
5.—Trabajo de Torno	60,000
6.—Mediciones	60,000
7.—Trabajo con la Fresadora	25,000
8.—Trabajo con Cepillo	20,000
9.—Aritmética de Taller	16,000
10.—Interpretación de Planos Elementales	30,000
11.—Interpretación y Diseño de Planos Básicos	30,000
12.—Operaciones Manuales	12,000
13.—Operaciones Mecánicas	12,000
14.—Medidas y Preparación	12,000
15.—Trabajo con Metal Laminado	12,000
16.—Matemáticas para Trabajos con Láminas	12,000
17.—Interpretación de Dibujo en Mecánica Auto- motriz	12,000
18.—Operaciones Básicas de Reparación	12,000
19.—Herramientas para Reparaciones Generales	12,000
20.—Control de Motores Eléctricos	12,000

21.—Electricidad Residencial	20,000
22.—Electricidad Comercial	20,000
23.—Electricidad Industrial	20,000
	<hr/>
	551,000

ENSEÑANZA OBRERO-CAMPESINA

1.—Curso Secundario de Enseñanza Obrero-Cam- pesina (4 tomos)	600,000
2.—Folleto Orientaciones para el Curso Secun- dario Enseñanza Obrero Campesina (folleto para maestros)	40,000
3.—Arma Nueva VII y VIII y un número extra- ordinario (1er. Curso Esc. Obrero Campesina)	1'000,000
4.—Orientaciones para Arma Nueva VII y VIII	20,000
5.—Español 2do. Curso (2 tomos)	400,000
6.—Matemáticas 2do. Curso (2 tomos)	400,000
7.—Cuaderno de Trabajo de Química	60,000
8.—Cuaderno de Trabajo de Biología de las Plantas	60,000
9.—Cuaderno de Trabajo Física I	60,000
	<hr/>
	2'640,000

SUPERACION PARA MAESTROS

(Libros, folletos y publicaciones periódicas)

1.—Actividades Preliminares de Adiestramiento para la Enseñanza de la Lectura y la Escritura	40,000
2.—Cómo lograr la vinculación de las Materias de Primaria	50,000
3.—Educación Física (3 tomos)	30,000
4.—Escuela Nacional (7 números) (Publicación periódica)	525,000
5.—Deportes (Ed. Física. 5 folletos)	250,000
6.—Boletín Bibliográfico de Literatura Pedagógica (Publicación Periódica)	30,000
7.—Escuela y Revolución en Cuba — (Revista Organo Oficial MINED-SNTEC) (Publicación Periódica)	120,000
8.—Curso de Superación del Magisterio (7 tomos)	700,000
9.—El Trabajo del Inspector y del Maestro de Estudios Sociales en Secundaria Básica y Pre- universitaria	5,000
10.—Juego de 31 láminas de música	1,000

11.—Vinculación de Materias para la Integración Lógica de Conceptos (Láminas)	20,000
12.—Nuestra Moral Socialista	20,000
13.—Expedición Espeleológica Polaco-Cubana	20,000
14.—Cuaderno para el cumplimiento de los Pro- gramas Escolares	50,000
	<hr/>
	1'861,000

EDICIONES DEL CONSEJO NACIONAL DE UNIVERSIDADES

Para el curso 1963-64, la Editora del Consejo Nacional de Universidades, que agrupa las necesidades editoriales de las tres universidades de Cuba, ha editado 82,435 libros de texto universitario.

V PERSONAL DOCENTE

11) Escasez o plétora de maestros de los distintos grados.

En la Enseñanza Primaria se mantienen cubiertos los servicios de maestros al cien por ciento, gracias a la utilización de los llamados maestros populares (no titulados), quienes mediante Cursos de Formación que se desarrollan sin que se interrumpa el servicio docente que prestan en las escuelas, adquirirán su plena capacidad profesional al cabo de cuatro años.

La expansión de la matrícula de alumnos prevista para el próximo curso escolar para las Escuelas Secundarias Básicas ha determinado que por el ISE se organicen Cursos de Formación de Emergencia para un estimado de 700 a 1,000 profesores que seleccionados de la enseñanza primaria, de entre los más calificados recibirán una capacitación inicial de cinco meses de duración.

En las Escuelas e Institutos Tecnológicos y en la Enseñanza Universitaria se continúa utilizando personal calificado de países extranjeros, principalmente procedentes de Latinoamérica y países socialistas.

12) Formación de maestros. Innovaciones o mejoras introducidas a este respecto:

No hay modificación substancial. Se mantiene a) la formación regular a base de cinco años: un año en el Centro Voca-

cional de Sierra Maestra, Minas de Frío; dos años en la Escuela para Maestros Primarios "Manuel Ascunce Domenech", Topes de Collantes, Sierra del Escambray, provincia de Las Villas y dos años en el Instituto Pedagógico "Makarenko", Tarará, la Habana. En este último Centro se combina el estudio con el servicio docente en las zonas pilotos de prácticas docentes; y b) la formación de emergencia de "Maestros Populares" en ejercicio, más de once mil maestros que reciben esta capacitación de parte de las llamadas "Escuelas de Superación Pedagógica", diez en total. En determinados períodos cortos estos maestros populares se albergan, bajo régimen de internado en los siguientes núcleos: Pinar del Río, Matanzas, Cárdenas, Colón, Cienfuegos, Camagüey, Holguín y Santiago de Cuba.

El Maestro Popular y su Formación:

A partir del curso 1962-1963 el Ministerio se vio obligado a incorporar a miles de personas al ejercicio de la enseñanza primaria en calidad de docentes sin que hubieran realizado estudios sistemáticos del magisterio. Esta incorporación se debió a un doble proceso:

- a) La extensión de los servicios, con la creación de nuevas plazas de maestros primarios continuó acentuándose durante ese curso escolar.
- b) La necesidad de promover maestros primarios a niveles superiores para cubrir las necesidades profesoras en la Enseñanza Secundaria y en otros Centros de Enseñanza Media.

No todos los Maestros incorporados tenían bajos niveles de escolaridad, muchos habían cursado y vencido los niveles académicos correspondientes a la enseñanza media.

Esta situación reclamó del Ministerio la implantación de un plan sistemático de Formación de Maestros Populares que constituye uno de los frentes de trabajo de la Dirección de Formación de Maestros.

Esta promoción de emergencia de Maestros Populares se lleva a cabo en las Escuelas de Superación Pedagógica (antiguas Escuelas Normales), que toleren el régimen de internados. Se trata en realidad de Cursos Introdutorios con una duración de seis u ocho meses, en los cuales se imparten los conocimientos esenciales mínimos que permiten habilitar como Maestros Primarios a los que aprueben dichos cursos. El propósito de estos Cursos es evitar que los Maestros Populares pasen directamente al ejercicio de la docencia y que se pueda cumplir,

al mismo tiempo, con la necesidad urgente que reclama la mayor extensión de los servicios educacionales.

Desde el año 1961 se venían incorporando a la docencia miles de Maestros. En esa fecha, la incorporación se llevó a cabo sin el tratamiento previo de los Cursos Introdutorios.

En la actualidad el Maestro Popular se incorpora a la docencia a través de los Cursos Introdutorios, convocados en su oportunidad por la Dirección de Formación de Maestros y de acuerdo con la información que le suministre la Dirección de Educación Primaria acerca de las necesidades de Maestros en cada Regional de Educación. No obstante, existen casos en que por necesidades del desarrollo y por dificultades imprevisibles, los Departamentos Regionales de Educación puedan utilizar Maestros Populares sin cursar y aprobar el Curso Introdutorio, pero siempre se exigen los requisitos mínimos de idoneidad, o sea, un sexto grado real, integración revolucionaria y conducta moral intachable.

Este Plan se establece para aquellos Maestros Populares que, habiendo demostrado disposición y entusiasmo por la enseñanza y con un nivel nominal de sexto grado, no rebasan del todo el Curso Introdutorio, siempre que sus dificultades sean salvable por esta nivelación y estén en capacidad de vencer el primer curso de Formación que inicia posteriormente.

Todo Maestro Popular queda obligado a aprobar las asignaturas correspondientes al Plan de Estudio del Curso Introdutorio o de Nivelación, según el caso. La negligencia o falta de interés demostrados en el rendimiento de los estudios comporta necesariamente la cancelación del contrato.

Formación de Maestros Populares en Ejercicio:

Una vez que el Maestro Popular vence el Curso Introdutorio o el de Nivelación, según el caso, comienza la Formación del mismo que en definitiva no es más que la continuación de su iniciación en el Curso Introdutorio, pero ya en el pleno ejercicio de la docencia, o sea, compatibilizando el aula donde vierte sus conocimientos con la asistencia a los Núcleos donde los forma.

Un núcleo no es más que una microescuela de Formación Pedagógica que puede funcionar en locales cedidos por un Sindicato, Círculo Social Obrero, Escuela Primaria, Secundaria, etc. donde concurren, en horas y fechas determinadas, los Maestros a superar y los Orientadores Nacionales de Cátedras o áreas de conocimientos.

Estas reuniones se denominan "encuentros".

La necesidad de profesionalizar a miles de Maestros Populares que como hemos dicho se venían incorporando a la ense-

ñanza desde el año 1961, obligó a crear el Sistema de Núcleos. En la pequeña síntesis estadística que se relaciona a continuación, puede apreciarse la extensión que se ha logrado al respecto.

Nº de Núcleos	Nº de Orientadores Nacionales	Nº de Personal Docente que en coordinación con los Orientadores trabajan en los Núcleos	Matrícula Alumnos- maestros	Fecha de la Estadística
65	11	441	10,741	29 Jun. 1963

La formación de profesores para la enseñanza secundaria, técnica y profesional y superior sigue a cargo de las tres Universidades del país. Universidad de La Habana, Universidad de Las Villas y Universidad de Oriente.

13) Perfeccionamiento del personal docente. Innovaciones o mejoras introducidas a este respecto:

La superación o perfeccionamiento de todo el personal en servicio del Ministerio de Educación (docente, técnico y administrativo) sigue confiada al Instituto de Superación Educativa (ISE).

Este organismo ha tenido, durante el actual curso 1963-1964 un singular desarrollo.

Desenvuelve sus funciones en tres formas sistemáticas:

a) Mediante cursos, cursillos y seminarios de corta duración: 15 días, 1 mes, 5 meses y de 1 año, unos centralizados (régimen de internado en La Habana en los Albergues del ISE, Ciudad Libertad) otros descentralizados (en 26 Núcleos o Centros de Superación en las principales ciudades del país).

b) A través de su Centro de Documentación Pedagógica (con 26 sucursales o delegaciones en todo el país) que brinda servicios de:

Biblioteca (estacionaria y circulante)
Ayudas audiovisuales (equipos y material)

Información documental (Revista "Superación", folletos y transcripciones mimeografiadas).

c) Por medio de programas semanales de televisión y radio organizados en ciclos de: Ciencia, Pedagogía, Arte, etc.

El ISE inauguró en septiembre de 1963 40 casas albergues en Ciudad Libertad, La Habana, con capacidad para 320 becarios que con los dos albergues que tiene fuera de Ciudad Libertad eleva su capacidad a 470 que pueden albergarse bajo régimen de internado.

Para los cursos que se desarrollan en su moderno edificio de la Unidad Docente en Ciudad Libertad, Habana, cuenta con noventa profesores especialistas bajo contrato renovable a mediano plazo. Estos profesores están integrados en 11 Departamentos Académicos:

- 1.—Departamento Académico de Filosofía
- 2.— " " " Pedagogía
- 3.— " " " Psicología
- 4.— " " " Ciencias (Matemática, Física y Química)
- 5.— " " " Ciencias Biológicas
- 6.— " " " Estudios Sociales
- 7.— " " " Español y Literatura
- 8.— " " " Economía Política
- 9.— " " " Tecnologías
- 10.— " " " Idiomas Extranjeros
- 11.— " " " Artes Visuales

Para los cursos descentralizados que se desenvuelven en los 26 Núcleos o Centros de Superación del país se ha creado, a partir de octubre de 1963, el nuevo cargo de Profesor-Guía-Viajero del ISE para cada materia de enseñanza (72 profesores-viajeros). Cada Profesor-Guía viaja y trabaja en tres Núcleos o Centros diferentes durante la semana con ocho horas al día en cada Núcleo distribuidas en dos sesiones. En cada sesión imparte dos horas de clase y dos horas dedicadas a entrevistas a profesores-alumnos.

Todos los profesores de secundarias y por cada materia de enseñanza, disponen en sus calendarios de trabajo, de un día completo dedicado exclusivamente a recibir clases de perfeccionamiento a cargo de los Profesores-Guías-Viajeros del ISE. Estos Profesores-Viajeros laboran coordinadamente con los Inspectores de Cátedra.

Esta nueva forma de organización para los cursos descentralizados de perfeccionamiento de maestros ha constituido un logro educacional.

El ISE cuenta, en cada provincia, con una Secretaría Provincial Permanente, y en cada ciudad importante, con una Delegación Regional. Estos organismos provinciales y regionales constituyen, a su vez, Sucursales del Centro de Documentación Pedagógica Central, por lo que ofrecen los mismos servicios de biblioteca, ayudas audiovisuales e información documental, en 26 ciudades del país.

En el año 1963 se cumplió la meta de impartir la superación en forma directa a 14,000 profesores-alumnos. Para 1964 se estima que la meta sobrepasará la cifra anterior. En el trimestre enero-marzo de 1964 el movimiento fue el siguiente:

	profesores- alumnos
ISE Central	2,851
" Provincia de Pinar del Río	360
" " " La Habana	3,489
" " " Matanzas	443
" " " Las Villas	2,781
" " " Camagüey	620
" " " Oriente-Norte	739
" " " Oriente-Sur	782
	<hr/>
Total Nacional:	11,985

Los cursos y seminarios de superación organizados en coordinación con las Direcciones Nacionales respectivas que se han venido desarrollando son los siguientes:

- A Inspectores Escolares de Primaria (periódicos, por grupos).
- A Directores de Escuelas Primarias (en desarrollo, por grupos).
- A Encargados de Escuelas Modelos (en desarrollo, por grupos).
- A Responsables de Círculos Infantiles (en desarrollo, por grupos).
- A Inspectores de Enseñanza Secundaria y Profesores-Guías-Viajeros (Seminario).
- A Maestros de Enseñanza Diferenciada (cada año).
- A Profesores de Escuelas Secundarias Básicas (permanente-descentralizado).
- A Profesores de Escuelas Técnicas-Industriales (permanente-descentralizado).
- A Profesores de Escuelas Técnicas Agropecuarias (cada año).
- A Profesores de Escuelas de Administración (permanente-descentralizado).

- A Profesores de Educación de Adultos (periódicos, por grupo).
- A Funcionarios y Empleados del MINED de Idiomas Extranjeros —Francés, Inglés y Ruso— (permanente).
- A Empleados del MINED en Taquigrafía, Mecanografía y Auxiliar de Contaduría (permanente).
- A Maestros de Enseñanza Primaria, titulados (permanente-descentralizado).
- A Psicólogos Escolares (cada año).

Los Cursos de Formación de Emergencia de 1963-1964 son los siguientes:

Para Profesores de Planificación Económica de Institutos de Administración.

Para Profesores de Escuelas Secundarias Básicas.

Para Profesores de Administración de Empresas de los Institutos de Administración.

Para Encargados de Bibliotecas en Escuelas e Institutos Tecnológicos.

Para Encargados de Bibliotecas en Institutos de Administración.

Los gastos de transporte, comidas y alojamiento en que incurren los maestros que asisten a estos cursos de superación son cubiertos, totalmente, por el Ministerio.

Información documental impresa del "Centro de Documentación Pedagógica":

Revista "Superación"

Entre agosto de 1963 y agosto de 1964 se han publicado y están en publicación:

Nº 7 al 12 (1963)	20,000	ejemplares
1 — 2 (1964)	20,000	"
3 — 4 "	20,000	"
5 "	20,000	"
6 "	20,000	"
7 "	20,000	"
8 "	20,000	"

Total: 140,000 ejemplares

Folletos:	ejemplares
Científicos: 7 folletos a 10,000 ejemplares	70,000
Doctrinarios: 4 folletos a 10,000 ejemplares . .	40,000
Educacionales: 7 folletos a 10,000 ejemplares . .	70,000
Legislación Escolar: 1 folleto a 15,000 ejemplares	15,000

Didáctica: 2 folletos a 10,000 ejemplares	20,000
Sindicales: 1 folleto a 80,000 ejemplares	80,000
Orientación: 4 folletos a 15,000 ejemplares ..	60,000
	<hr/>
Total:	335,000
Transcripciones: 261 trabajos	657,555

Los programas de televisión educativa han sido:

Ciclo de Ciencias:

Introducción: El Progreso y la Influencia de la Ciencia Moderna.

En Física y Química: Rayos Catódicos.
Motores de Reacción.
El Radar.
El Acido Sulfúrico. Sus Aplicaciones Industriales.
Ciencia Nuclear y sus Aplicaciones Pacíficas.

En Biología: La Ecología (3 programas).

Ciclo de Pedagogía: La Evaluación del Alumno en la Escuela Primaria y en la Escuela Secundaria.
La Televisión Escolar.
Los Medios Audiovisuales de la Enseñanza.
La Enseñanza de la Educación Física en la Escuela.
La Enseñanza Tecnológica y su Organización.
La Educación de Adultos y su Organización en Cuba.
(Educación Obrero-Campesina)

Ciclo de Psicología: Bases de la Psicología del Materialismo Dialéctico.
Las Escuelas Psicológicas Actuales.

Ciclo Tecnológico: Recursos Hidráulicos (8 programas).
Recursos Minerales (4 programas).

Ciclos Especiales: Meteorología.
Geofísica.
Astronáutica.

14) Situación de los Maestros. Modificaciones introducidas en el estatuto, retribución y situación del personal docente de los distintos grados:

Se mantiene el estatuto de garantía para el maestro o profesor en los distintos niveles y tipos de enseñanza.

El Gobierno anuncia para este año (1964) la implantación de los "niveles salariales" de acuerdo con las categorías o grados de calificación y en relación con las "normas de trabajo". Este plan constituye la culminación de un complejo estudio y su vigencia representará un aumento de tipo general en la remuneración del magisterio, principalmente para el profesorado calificado (con títulos o diplomas idóneos para el cargo) y un gran estímulo al perfeccionamiento o superación del personal docente no calificado.

VI SERVICIOS AUXILIARES Y EXTRAESCOLARES

15) Innovaciones introducidas en 1963-1964 en las esferas de la protección sanitaria o del desarrollo físico de los escolares, cantinas escolares, servicios de psicología escolar, orientación escolar y profesional, educación de los niños deficientes, educación popular, movimientos juveniles, etc.:

En relación con los servicios auxiliares de protección a la niñez y a las actividades extraescolares cabe significar que éstas han tenido un desarrollo extraordinario en el presente curso.

Ministerios del Gobierno, organismos paraestatales y organizaciones populares de masas, en coordinación con el Ministerio de Educación desenvuelven las referidas actividades. Tales son:

Ministerio de Salud Pública
Ministerio del Trabajo
Ministerio del Interior
Instituto Nacional de Deportes, Educación Física y Recreación (INDER)
Consejo Nacional de Cultura
Federación de Mujeres Cubanas (FMC)
Unión de Pioneros de Cuba (UPC)
Unión de Jóvenes Comunistas (UJC)
Unión de Estudiantes Secundarios (UES)
Central de Trabajadores de Cuba (CTC)
Comités de Defensa de la Revolución (CDR)

Entre los principales planes desarrollados de protección a la infancia están los siguientes:

Campaña de Vacunación contra la Poliomiélitis. Primera etapa Marzo de 1964. Vacunados de 1 mes a 14 años de edad 2.243,726 niños. Segunda etapa Abril 1964, niños de 1 mes a 6 años se le administró la segunda dosis a 1.131,186 niños.

Campaña contra la Gastroenteritis. La tasa de mortalidad por esta enfermedad en los meses de Julio, Agosto, Septiembre y Octubre se reduce a cerca de un 50%.

La incidencia de Paludismo se reduce en un 40% si comparamos el año 62 con el 63, bajando la tasa de 39.2 a 12.2 x 100,000 habitantes, como resultado del desarrollo de la campaña antimalárica que se mantiene en nuestro país.

Como consecuencia de la **Campaña de Vacunación Triple** realizada de Octubre de 1962 a Febrero de 1963, la Difteria disminuye en un 50% ya que en 1962 se reportaron 1,424 casos y en 1963 se reportaron 749 casos. La tasa anual disminuye de 20.0 a 10.5 x 100,000 habitantes.

También en Tétanos se observa el mismo resultado ya que en 1962 se reportaron 605 casos y en 1963, 353 casos. La tasa anual bajó de 8.5 a 4.7 x 100,000 habitantes de un año a otro.

Celebración de la Jornada Internacional de la Infancia. Se programaron numerosas actividades alrededor de la fecha del 1º de Junio, por ser éste el "Día Internacional de la Infancia", que se celebra en gran número de países para renovar propósitos en favor de la infancia. En Cuba todos los organismos que atienden directa o indirectamente a la niñez se suman a dicha Jornada para recaudar fondos para el fomento de nuevos Círculos Infantiles. Cada día de la semana se dedicó a una actividad diferente bajo la orientación "con los niños y para los niños".

Campaña sobre Fomento y Divulgación de Círculos Infantiles. Hasta el momento se cuenta con la cantidad de 154 Círculos Infantiles que tienen a su cargo el cuidado de 11,800 niños entre 45 días de nacidos hasta la edad de seis años. La mayoría de ellos tienen aulas de preescolar y tienen un promedio de 144 maestras que imparten la enseñanza en ese nivel escolar.

Jornada de la Seguridad en el Tránsito. Participaron miles de niños bajo la consigna de "cómo usar la vía pública con seguridad".

La Educación Física y el Deporte en las Areas de Participación. Creación de 777 Areas de Participación en las que hacen deportes y educación física 314,776 estudiantes.

Juegos Escolares Nacionales. Con una participación de 3,751 escolares deportistas, representación cualitativa de las provincias.

Juegos Deportivos Escolares de Primavera. Con la participación de 972 escolares-deportistas que gozaban de buen expediente académico.

Juegos Deportivos Escolares de Verano. Se celebrarán en el mes de agosto con una participación de 1,500 escolares promovidos de curso.

Pruebas de Eficiencia Física L.P.V. Escolar. (L.P.V.—Listos Para Vencer). Constituyen en su carácter evaluativo como en su fase de emulación un proyecto de importancia definitiva ya que a través de las mismas se puede constatar la condición física real de los escolares.

Los Plenos Estudiantiles. Estos Organismos (grupos de alumnos de una determinada clase que se organizan para desarrollar actividades extraescolares que contribuyen a la formación moral, cívica e ideológica de los mismos con la ayuda de un profesor consejero) se han desarrollado extraordinariamente durante el presente curso escolar, han intervenido en forma eficiente en numerosas tareas del Ministerio que han merecido el pleno apoyo del Consejo Nacional de Educación. Las actividades desarrolladas en varios planteles de enseñanza secundaria y de enseñanza técnica-profesional han sido objeto de conocimiento por parte del pueblo mediante programas televisados a control remoto.

Los Círculos de Pioneros. Establecimiento de 52 círculos de pioneros en los que se canalizan las actividades que venían realizando los niños pioneros pero con actividades programadas e instalaciones propias.

Los Círculos de Interés. Funcionan en numerosas secundarias básicas, son de música, de artes visuales y de economía doméstica. Son agrupaciones voluntarias de jóvenes que se interesan por este tipo de actividades. En música tienen actividades de coros, conjuntos instrumentales y apreciación musical; los de artes visuales tienen taller en los que hacen prácticas de dibujo y trabajos de creación; y en economía doméstica cuentan con taller de costura y cocina.

Los Concursos Escolares sobre Distintas Materias de Enseñanza. Participan miles de escolares. Se llevan a efecto en todas las escuelas, los ganadores de las escuelas compiten para escoger al ganador provincial para más tarde escoger al ganador nacional, el cual recibe premios.

CIA-RDP80-00247A004200360001-4 **ades de la Juventud Formuladas por el Consejo Nacional de Cultura.** En la actualidad hay una Dirección Nacional de Orientación Cultural de la Juventud. Esta Dirección tiene a su cargo Departamentos de Teatro, Música, Danza, Artes Plásticas, Literatura y Publicaciones y Cine, Radio y Televisión. La Dirección tiene como principal atribución la de orientar adecuadamente las actividades culturales dirigidas a la niñez y a la juventud. Esta Dirección ha creado grupos Profesionales de Teatro Infantil y Juvenil. Paralelamente a la Dirección de Orientación Juvenil se ha desarrollado en el Consejo Nacional de Cultura, la Dirección de Fomento de Aficionados. En lo referente a los jóvenes, la Unión de Estudiantes Secundarios y la Federación Estudiantil Universitaria, han organizado grupos instrumentales, de danza y teatro, y han fomentado el desarrollo de las Artes Plásticas y la Literatura. El Consejo Nacional de Cultura presenta en los sitios específicos de concentración juvenil, tales como Escuelas o Asociaciones Estudiantiles, espectáculos artísticos-culturales, que conllevan una promoción de los jóvenes a las actividades culturales, actuando en Teatros, Escuelas, Granjas, Círculos Sociales, etc. Todo lo anterior se puede considerar como la labor indirecta de incorporación de la juventud, mediante el fomento de su interés a las actividades culturales; la labor directa está representada por el amplio plan de becas ofrecido por el Gobierno Revolucionario, para cursar estudios de Arte en la Escuela Nacional y las de estudios científicos y técnicos en las Universidades Nacionales, además las becas de estudios en el extranjero, que cubren todas las ramas del Arte, las Ciencias y la Técnica. En la Escuela Nacional de Arte, cursan estudios en estos momentos unos 400 alumnos. La primera promoción de graduados de esta Escuela Nacional de Arte se encuentran en los principales núcleos campesinos y pueblos de Cuba llevando el movimiento juvenil de aficionados a la Danza, a los Coros; al Teatro, etc.

Educación Popular:

a) Educación de Adultos

En Cuba había, de acuerdo con el censo realizado en 1961, 979,207 analfabetos adultos diseminados en todo el país, principalmente en las regiones montañosas de las provincias orientales a donde no llegó antes de la Revolución ningún tipo de enseñanza ni de escuela. Los problemas de analfabetismo en Cuba no se agravan con ningún problema lingüístico ni de minoría racial.

El analfabetismo, producto de la explotación de los campesinos sin tierra y del desarrollo económico en que vivía

sumido nuestro país, se agravó más aún ante el abandono creciente de los gobiernos, y la malversación de los presupuestos nacionales dedicados a la educación.

Al advenir la victoria de la Revolución, el primero de enero de mil novecientos cincuenta y nueve, la mala herencia del analfabetismo fue enfrentada sin vacilaciones, como una necesidad insoslayable para impulsar el desarrollo social y económico que dio comienzo con la primera Ley de Reforma Agraria.

La Revolución ha golpeado fuertemente el problema del analfabetismo y la subescolaridad reinante por las causas arriba apuntadas, en cuatro direcciones fundamentalmente: Primera, con la creación de cerca de 20,000 aulas en todo el territorio nacional, principalmente en zonas rurales; segunda, realizando la Campaña de Alfabetización de 1961, en la que se alfabetizaron 707,000 analfabetos; tercera, estableciendo los cursos de Seguimiento de la Educación Obrera y Campesina que funcionan desde enero de 1962 y que han incorporado a los estudios a más de medio millón de personas adultas en campo y ciudad; cuarta, con el desarrollo de grandes planes de cultura popular que han producido un impetuoso desarrollo en el arte nacional, desarrollando la música, la literatura, el teatro y las danzas y otras manifestaciones del arte nacional, entre las grandes masas de nuestro pueblo.

A todo lo anterior hay que añadirle la profusa edición de centenares de libros de toda índole, que han puesto en manos del pueblo cubano millones de ejemplares. El Departamento Nacional de Educación Obrera y Campesina, solamente en libros de textos y folletos, ha sobrepasado la marca de diez millones de ejemplares.

Actual programa de acción.

a) El Ministerio de Educación creó en enero de 1962 la Dirección Nacional de Educación Obrera y Campesina responsabilizada con las tareas del Seguimiento, para recién alfabetizados de la Campaña de 1961, en los Cursos de Superación Obrera destinados a llevar a una escolaridad equivalente al sexto grado primario a los adultos. La Dirección Nacional de EOC es responsable de la dirección técnica de los Cursos, la preparación de maestros para ellos, la edición de los textos y la celebración de cursillos y seminarios de orientación sobre las nuevas técnicas pedagógicas de esta rama de la enseñanza.

En abril de 1963, se creó el Curso Secundario de Superación Obrera para continuar adelante con los graduados de sexto grado del curso anterior.

En la movilización de los alumnos, obreros, campesinos, amas de casa, etc., intervienen los Organismos Populares de la Educación que existen a todos los niveles integrados por las organizaciones de masas.

La base jurídica de todas las actividades se ha ido ampliando con diversas Resoluciones oficiales del Ministerio de Educación, hasta llegar a la Resolución Ministerial número 222/64 que establece las normas generales que reglamentan el funcionamiento de la educación de adultos. Esta Resolución ratifica la sistematización de los cursos, estableciendo los requisitos de fundación de aula y los horarios. La Resolución precisa los contenidos de los programas diversos y concreta las funciones de la Comisión Técnica Nacional, el régimen de Seminarios, Colectivos, y Equipos, y la normación de las pruebas y promociones estableciendo además la coordinación entre el Ministerio de Educación y otros ministerios y organismos estatales que tienen planes de superación técnica para obreros.

El Ministerio de Educación estima un presupuesto de \$19'237,900 para la educación y enseñanza de los adultos, aparte de partidas presupuestales de otros ministerios que casi triplican las cifras citadas. Las empresas y organizaciones, por su parte destinan también una parte de sus recursos en favor de la enseñanza.

Categoría de maestros y otras personas que actúan o participan:

Las labores de Dirección técnica y de enseñanza en la educación de adultos se realizan por un cuerpo de profesores y entendidos que suman unos trescientos entre la Dirección Nacional, la Comisión Técnica Nacional y las siete Subdirecciones Provinciales establecidas.

Las tareas directas de la enseñanza se realizan con los maestros profesionales de la educación de adultos; los maestros profesionales de primaria (niños) que simultanean con los cursos de EOC los maestros populares de las zonas rurales; los maestros de la Brigada de Vanguardia Frank País en las montañas y los maestros aficionados formados con obreros y campesinos de una escolaridad mínima de sexto grado. El funcionamiento permanente (quincenal) de los seminarios, y la reunión semanal de los equipos de maestros, bajo la Dirección de Asesores Técnicos (maestros profesionales con alta experiencia) que

ofrece el Sindicato Nacional de Trabajadores de la Enseñanza, constituye un sistema de superación profesional permanente que va en sus programas desde la enseñanza del dominio de las técnicas, hasta el manejo directo de los textos que se emiten periódicamente con objeto de controlar y dosificar las materias de los programas de escuela.

Organización de clases para adultos:

Las clases para adultos se imparten en centros de aulas múltiples instalados en la capital y ciudades de provincia. Estos centros pueden ser centros unificados que contienen aulas de los tres Cursos establecidos; centros no unificados que tienen solamente aulas de primero y segundo curso, y centros independientes en donde funcionan solamente aulas del Curso Secundario.

Además de los centros funcionan en todo el territorio nacional las llamadas Aulas Independientes, establecidas en fábricas, centros de trabajo, oficinas de administración, granjas, locales populares en la ciudad y el campo, etc.

En la Estadística de marzo de 1964 se registran 632 centros de educación de adultos con 2,852 aulas. Las aulas independientes son 6,439.

La matrícula general de todos los Cursos es de 430,963 alumnos, de los que son urbanos 242,223 y rurales 188,740.

De los 19,042 maestros registrados en nuestra Dirección Nacional de EOC, son profesionales 6,751 y el resto (12,291) son aficionados.

Materiales pedagógicos proporcionados:

Después de la edición por millones de la cartilla "Vencemos" de la gloriosa Campaña de Alfabetización de 1961, la edición ininterrumpida de libros de textos para los distintos cursos, libros y folletos de organización y guías para el aprendizaje supera con mucho a la cifra de **diez millones**, que han sido motivo de una rigurosa distribución hasta los más remotos parajes de nuestro territorio nacional.

La importancia dada a la lectura se refleja en la profusa cantidad de lecturas interesantes, amenas y fáciles insertadas en todos los textos, que recorren en sus contenidos desde las narraciones y los cuentos hasta los temas científicos, sociales, económicos y de la salud.

Las revistas y la prensa diaria recogen en sus páginas, murales y textos dirigidos a lectores poco experimentados.

En estos momentos se preparan ediciones especiales de lecturas para alumnos de los más bajos niveles de escolaridad,

en coordinación con distintos ministerios, especialmente el Instituto Nacional de Reforma Agraria y el Ministerio de Salud Pública.

En 1962-63 se produjeron 617 programas de clases para adultos por televisión, y 1,548 programas de radio que reprodujeron las lecciones de Español y Matemática de la Superación Obrera y Campesina.

La Biblioteca Nacional tiene un departamento de Extensión Bibliotecaria para desarrollar el hábito de la lectura, que sitúa colecciones circulantes de libros en los centros de trabajo que lo solicitan. Hasta marzo de 1964 se han puesto en circulación 10,534 libros a 118 centros de trabajo que comprendían 17,319 lectores. Hay organizadas además doce bibliotecas de más de 1,000 volúmenes cada una, en las más grandes fábricas del país.

Debemos destacar que no existe un Centro Unificado de Educación Obrera y Campesina sin una Biblioteca establecida y funcionando.

Los libros de textos del Primer Curso todos son gratuitos; el resto se vende a los alumnos en Ferias especiales, o llevándolos directamente a las aulas con todas las facilidades de crédito para su adquisición a precios de costo de producción. El libro en Cuba no constituye un objeto de lucro sino un instrumento de cultura que el Gobierno Revolucionario impulsa en todas sus esferas, producido por las distintas editoras nacionales. Medios auxiliares audiovisuales:

La Dirección Nacional de Educación Obrera y Campesina cuenta con un Departamento creado especialmente para la producción de medios audiovisuales relacionados con nuestra enseñanza de adultos. La producción se dedica al uso de los Seminarios y Colectivos Técnicos, para entrenar a los maestros en la confección de sus propios medios y el uso apropiado de los mismos. El Departamento estimula constantemente la producción de medios audiovisuales. El alumnado de los Cursos Secundarios de más calificación técnica ha producido ya muchos medios audiovisuales relacionados con la enseñanza de la Física, la Química y la Biología, de sus programas de estudio.

Actividades, métodos y medios que han dado buenos resultados:

La enseñanza de adultos es en Cuba como un gran laboratorio de experimentación. Rompiendo con las viejas tradiciones de la débil enseñanza del pasado en esta rama, la enseñanza de adultos de hoy va dirigida a la elevación sistemática de la escolaridad de las masas de obreros y campesinos, con objeto de dotarlas del dominio elemental de materias instrumentales

(Español, Matemática y Elementos de Ciencias) que permita el desarrollo necesario de la calificación técnica mínima al objeto de que los trabajadores participen activa y conscientemente en el impetuoso desarrollo político, económico y social de nuestro país.

Por ese camino se libra hoy en Cuba la llamada "Batalla del Sexto Grado" como prolongación obligada de la Campaña de Alfabetización y como antesala necesaria para la Revolución Técnica.

Al terminar el curso escolar de adultos 1963-64 más de 1,000 alumnos del Curso Secundario y graduados del Sexto Grado han ingresado como becarios del Estado en distintos cursos de las Facultades Agropecuarias de la Universidad y Cursos Especiales del Instituto Nacional de la Reforma Agraria y el Ministerio de Educación.

Esa cantidad de becarios será casi triplicada en el mes de agosto, dirigidos hacia cursos de técnicos en Inseminación Artificial, Ayudantes de Veterinaria, Auxiliares de Enfermeros, Estudios Técnicos de Agricultura y Cursos Formadores de Maestros.

Los alumnos que obtienen las mejores calificaciones son estimulados por el Estado con la oferta de becas de estudio.

La participación de los Organismos Populares de la Educación, los sindicatos obreros de la Central Sindical y las organizaciones de campesinos, mujeres y jóvenes en emulación fraternal de un contenido popular, patriótico y entusiasta al desarrollo de la Batalla del Sexto Grado y de la Revolución Técnica, que tiene sus más hermosas manifestaciones en la Competencia de Conocimientos y las Olimpiadas del Saber, eventos públicos que movilizan millares de personas en centros escolares, círculos sociales y parques públicos, en donde los alumnos demuestran sus conocimientos y reciben premios colectivos e individuales. Estos eventos son una poderosa contribución a la incorporación del pueblo subescolarizado a los estudios, y al avance de la educación de masa en nuestro país.

En el orden pedagógico los mejores resultados se han obtenido por vía del permanente intercambio de experiencias en Congresos y Conferencias Nacionales, Reuniones Provinciales de Técnicos y los diversos Colectivos que constantemente se celebran con objeto de evaluar las técnicas, procedimientos y métodos aplicados. Estas reuniones son ayudadas con las constantes investigaciones que realizan los especialistas acerca de éxitos y dificultades observadas sobre la base del estudio de millares y millares de trabajos y experiencias recogidas entre los alumnos de los diversos cursos y las diversas zonas del país.

La investigación es la fuente más segura de rectificaciones y cambios en nuestros métodos y programas de estudio.

Tanto los trabajos de las investigaciones citadas, como la labor de los Seminarios Formadores y Superadores de Técnicos para la educación de masas, son presididos por el Instituto de Superación Educativa (ISE).

b) Educación de la Mujer

Dentro de la Educación de Adultos existe un gran movimiento inspirado por el Dr. Fidel Castro como Primer Ministro del Gobierno patrocinado por la Federación de Mujeres Cubanas en coordinación con el Ministerio de Educación. A este movimiento se le llama "Superación de la Mujer" encargado fundamentalmente de proporcionar una instrucción primaria o secundaria y una educación profesional, en la que está incluida la formación de maestros, a aquellas jóvenes que proceden unas del campo y otras de la ciudad; éstas últimas procedían del servicio doméstico.

Para este tipo de educación se creó en el Ministerio la Dirección Nacional de Superación de la Mujer que tiene a su cargo:

	alumnas
Escuelas Nocturnas de Superación para Domésticas	10,105
Escuela de Especialización para Empleadas del Servicio Doméstico	377
Granjas Infantiles "José Martí", "Ciro Frías", "Ramón Paz", "Delfín Sen", "Frank País" y "Yolanda Rodríguez"	4,150
Escuela Primaria "Orestes Gutiérrez"	197
Escuela de Campesinas "Ana Betancourt"	10,294
Escuela de Instructoras "Conrado Benítez" (Maestras de las Escuelas Nocturnas - Instructoras que se preparan para ingresar en el "Makarenko" 1).	480
Instituto Pedagógico "Makarenko"—1 (Siboney)	836
Instituto Pedagógico "Makarenko"—2 (Tarará) (Profesoras graduadas del "Makarenko"—1 encargadas de la formación de maestros primarios).	1,110
Total:	27,549

Escuelas Nocturnas de Superación para Domésticas. Actualmente están funcionando 98 escuelas en toda la nación dedicadas a superar la calidad política y cultural de miles de mujeres

de las capas más humildes de la población. Estas Escuelas desenvuelven su plan de estudio a través de los seis grados de la enseñanza primaria, el desarrollo de estos cursos se han organizado por semestres.

Escuela de Especialización para Empleadas del Servicio Doméstico. Esta escuela tiene a su cargo preparar muchachas procedentes del servicio doméstico para ocupar cargos en diferentes centros de trabajo, estudian bajo régimen de internado y fueron seleccionadas entre las alumnas más destacadas de las Escuelas Nocturnas de Superación para Domésticas. El plan de estudio es hasta un nivel de sexto grado. También se dio inicio a un segundo curso en el que se organizaron los siguientes:

- 1.—Preparación de Taquígrafas-Mecanógrafas.
- 2.—Formación de Auxiliares de Oficina.
- 3.—Preparación de personal técnico para el Ministerio de Comunicaciones.
- 4.—Preparación de Auxiliares de Contabilidad.
- 5.—Curso de Perfeccionamiento para las Maestras de Taquigrafía y Mecanografía de las Escuelas Nocturnas de Superación de Domésticas.
- 6.—Curso de nivelación para las alumnas del curso anterior que no alcanzaron el 6º grado.

Granjas Infantiles "José Martí", "Ciro Frías", "Ramón Paz", "Delfín Sen", "Frank País" y "Yolanda Rodríguez". Son internados de primaria. El alumnado está formado por niños de ambos sexos que fluctúan entre los 4 y 17 años. El plan de estudios comprende: Enseñanza Primaria, Educación Física y Deportes, Prácticas Agropecuarias, Artesanía, Carpintería, Idiomas, Música, Prácticas de Ciencias, Actividades complementarias y de Extensión Cultural y Actividades Recreativas.

Escuela Primaria "Orestes Gutiérrez".— Estudiantes de ambos sexos, internos y semi-internos con un nivel de 1º a 6º grado.

Escuela de Campesinas "Ana Betancourt". Reciben todos los años a 10,000 campesinas que proceden principalmente de las regiones montañosas de Oriente. Plan de Estudios del 1º al 6º grado. A las alumnas que han vencido el 4º, 5º y 6º grados se les ofrecen becas para continuar sus estudios en diferentes centros.

Escuelas de Instructoras "Conrado Benítez". Procedentes de los contingentes de "Maestras Voluntarias". Fue la primera escuela de maestros que llevó de frente la capacitación política y la preparación docente y sentó las bases necesarias para la organización del Instituto Pedagógico "Makarenko".

Instituto Pedagógico "Makarenko" N° 1.— Se estudia la carrera magisterial en tres cursos con muchachas procedentes de las brigadas de alfabetización "Conrado Benítez". Es norma del Instituto Pedagógico la vinculación del trabajo de práctica docente con el estudio. Actualmente las alumnas graduadas del Instituto realizan estudios universitarios de la Carrera Profesional.

Instituto Pedagógico "Makarenko" N° 2.— Funciona en Tarará y con alumnos procedentes de la Escuela para Maestros Primarios "Manuel Ascunce Domenech"; es el centro en el que culmina la formación regular de maestros. Los alumnos reciben sus clases teóricas en el Instituto y realizan la práctica docente como Maestros-Responsables de sus aulas. Actualmente un grupo numeroso de alumnas trabaja en las Escuelas de Campesinas "Ana Betancourt".

c) Los Medios de Comunicación Masivas al Servicio de la Educación Popular:

Frente a la necesidad de elevar la cultura general del pueblo y como un medio de reforzar los planes general de Educación de Adultos y de la juventud el Ministerio de Educación de Cuba creó la Dirección de Extensión Educacional con tres Departamentos fundamentales:

Radio y Televisión Educativas.
Cursos por Correspondencia.
Medios o Ayudas Audio-Visuales.

Durante el año 1963-64 la labor sistemática de Extensión Educacional se ha consolidado, principalmente en lo que a la utilización de la radio y la televisión educativas y producción de ayudas audio-visuales se refiere.

Antes de la Revolución, es decir antes de enero de 1959 sólo existía en materia de radio y televisión un único programa radial, una vez a la semana, la llamada "Universidad del Aire". En televisión, propiamente educacional, no existía absolutamente nada; con excepción de algunos pocos programas de información general que bordeaban el tema educativo y en paneles con las llamadas "Mesas Redondas".

Desde enero de 1960, en cambio, se utiliza en forma planificada.

La Dirección de Extensión Educacional desarrolla sus planes a través de:

1. Departamento de Radio y Televisión Educativas.

Durante el año 1963-64 se han desarrollado los siguientes programas de Radio y Televisión entre otros:

Televisión

Secundaria Obrero-Campesina:

— 2 programas a la semana de ½ hora.

Secundaria Básica:

— 5 programas a la semana de ½ hora.

Superación del Magisterio:

— 2 programas a la semana de ½ hora.

Seminario y Revolución:

— 1 programa de una hora.

S N T E C :

— 1 programa a la semana de ½ hora.

Bloque de películas Educativas:

— 5 programas a la semana de ½ hora.

Olimpiadas del Saber:

— 1 programa semanal de ½ hora.

Ciencias y Educación:

— 1 programa a la semana de una hora.

TOTAL: 18 programas a la semana con 10 horas de transmisión.

76 programas mensuales — 50 horas de transmisión.

912 programas al año — 600 horas de transmisión.

R a d i o

Programas de los Becados:

— 1 programa diario de 15 minutos de duración.

Superación Obrera:

— 1 programa semanal de ½ hora.

Superación Obrera:

— 1 programa diario de ½ hora.

Seguimiento:

— 1 programa diario de ½ hora.

Superación del Magisterio:

— 1 programa diario de ½ hora.

Idioma Ruso:

— 1 programa diario.

Idioma Inglés:

— 1 programa diario.

Primaria (La Hora Escolar):

— 1 programa diario.

TOTAL: 39 programas **semanales** — 18 horas mensuales.
166 programas **mensuales** — 77 horas semanales.
1,992 programas **al año** — 924 horas al año.

2. Departamento de Cursos por Correspondencia.

Organiza los cursos a trabajadores en producción que no pueden seguir cursos normales del Sistema Nacional de Educación. Estos cursos generalmente son más prolongados que los regulares a base de grupos de alumnos que reciben material por correspondencia, en forma sistemática, y con un profesor-guía que los dirige mediante encuentros periódicos (quincenales o mensuales). Estos alumnos durante el año se internan por breves períodos como medio de reforzar el estudio directo con el profesor.

El Departamento de Cursos por Correspondencia coordina con las Direcciones Nacionales de las respectivas enseñanzas para el desenvolvimiento de estos Cursos.

3. Departamento de Medios Audiovisuales Auxiliares de la Enseñanza.

Este Departamento lo constituye:

Sección de Cine del Departamento de Radio, Televisión y Cine.

Sección de Bibliotecas de imágenes, archivos de fotografías.

Sección de Fotografía y Laboratorio.

Sección de Medios Audiovisuales.

Cuadros didácticos del Departamento de Cursos por Correspondencia para la producción de material audio-visual.

En coproducción con el ICAIC y la DEFA de la RDA el Ministerio producirá películas de Historia, Geografía y Ciencias Biológicas. Y adquirirá en países extranjeros 605 películas, 850 tiras fílmicas y 180 diapositivas principalmente de la rama de la ciencia y la tecnología.

Servicios de Psicología Escolar:

Dentro del Ministerio de Educación existe el Departamento de Psicología Educativa con su oficina nacional y las siete oficinas provinciales, que tiene a su cargo la orientación psicológica del sistema nacional de educación en los aspectos de información y orientación generales, ya que los servicios clínicos, son responsabilidad del Ministerio de Salud Pública en los Dispensarios de Higiene Mental y los Servicios Psiquiátricos Infantiles y Juveniles de los Hospitales. El Departamento de Psicología Educativa asesora otros departamentos en problemas de la evaluación del aprendizaje e instrumentos de evaluación. Además, es responsable de la orientación vocacional en los niveles de primaria y secundaria y realiza investigaciones sobre problemas educativos y elabora o prueba instrumentos psicométricos.

En el pasado curso se ha incrementado la labor de docencia a maestros, directores y autoridades educativas que concurren a los cursos del Instituto de Superación Educativa en el aspecto de los problemas emocionales y de conducta de los niños en las aulas.

Además, orienta técnicamente el plan de orientación vocacional impulsado por el Consejo Nacional de Educación. El mayor esfuerzo este año ha sido difundir información sobre las ocupaciones y las posibilidades de estudio en las escuelas que preparan para ello, especialmente en los años terminales de cada nivel de enseñanza. Esto se ha hecho tanto a través de folletos y de monografías como por la prensa, la radio y la televisión. Todos los alumnos de sexto grado de la República recibieron un folleto sobre sus oportunidades educativas y los alumnos que terminaban la secundaria básica y el pre-universitario recibieron otro folleto del mismo tipo y una colección de monografías sobre la educación que requieren estudios de nivel secundario superior o universitario. Este material de información complementó el programa de actividades con fines vocacionales que desarrollaron todos los alumnos de estos niveles.

Paralelamente en estos niveles los maestros y profesores se han coordinado con los responsables de centros de trabajo, los sindicatos y las organizaciones de jóvenes para que los alumnos que deben decidir sobre los estudios que van a seleccionar tengan experiencias directas en la vida del trabajo y en los centros de estudios que deseen seleccionar.

El servicio de orientación de las universidades ha colaborado en este plan en lo que se refiere al trabajo con alumnos pre-universitarios.

El Ministerio de Educación está consciente de que todo este trabajo es sólo un comienzo. Ya en este curso se han organi-

zados en escuelas secundarias básicas, círculos de interés sobre materias científicas que han emprendido los proyectos en alguna rama de la ciencia, la técnica o los estudios agropecuarios dirigidos por técnicos especialistas que voluntariamente realizan este trabajo con el fin de promover el interés necesario en estos estudios.

A un plazo más largo la politecnización de la enseñanza y la educación para el trabajo sentarán bases más sólidas y adecuadas a la selección vocacional de los alumnos.

Ya en este curso los maestros de sexto grado y los asesores de plenos estudiantiles de curso han trabajado con los alumnos y con sus padres para ayudarlos a evaluar toda la información recibida y tener en cuenta el rendimiento escolar y las aptitudes demostradas por el alumno en la escuela con vista a su selección vocacional. En el futuro según pueda entrenarse a miembros del personal docente para colaborar en las tareas de orientación vocacional, la orientación individual podrá basarse en técnicas más específicas de este trabajo.

El Plan de Becas del Gobierno Revolucionario garantiza oportunidad para el estudio de cualquier rama a los alumnos de cualquier región del país.

Educación de Deficientes:

Esta Educación está a cargo de la Dirección Nacional de la Enseñanza Diferenciada que ha organizado, por primera vez en Cuba un sistema nacional de educación especial a niños, jóvenes y adultos, cuya educación resulta difícil en el aula común de la escuela nacional por las deficiencias bien físicas o mentales de los educandos.

Antes de la Revolución existían algunas instituciones privadas que patrocinaban la enseñanza, principalmente a ciegos y retrasados, a modo de acción filantrópica o caritativa. Actualmente es un servicio del estado que se proporciona a todo deficiente como un derecho humano y social de éstos a integrarse, plenamente a la vida de la sociedad y específicamente a la vida de la producción o del trabajo, de acuerdo con sus capacidades.

Corresponde a la enseñanza diferenciada la educación de retrasados mentales, afásicos, sordos y semi-sordos, de los que tienen problema del habla y de la voz, de ciegos y ambliopes, de los que padecen trastornos de la conducta, de impedidos motores y de otras deficiencias, por lo que existen:

- Escuelas para Retrasados Mentales.
- Escuelas para Sordos y Semi-Sordos.
- Escuelas para Ciegos y Semi-Ciegos.
- Escuelas para Niños con Trastornos de la Conducta.

Escuelas para Impedidos Físicos-Motores.
Aulas de Servicios Hospitalarios.
Escuelas Diferenciadas de Oficios.

En la mayor parte de estas Escuelas están organizadas para regímenes de vida de internado, de semi-internado o de servicio externo.

Existen los llamados "Centros de Diagnóstico y Orientación" a donde acuden previamente los niños, jóvenes y adultos con distintos tipos de deficiencias en busca de la orientación adecuada para la ubicación correspondiente en la escuela diferenciada respectiva. Estos niños, jóvenes y adultos proceden de los servicios médicos u hospitalarios de las escuelas correspondientes a los distintos tipos de enseñanza o vienen directamente por interés familiar.

En la actualidad el Gobierno Revolucionario hace un gran esfuerzo por satisfacer las necesidades de este tipo de educación que tiene el pueblo de Cuba y por formar el número requerido de maestros y especialistas para la Educación Diferenciada:

El presente cuadro estadístico representa el desarrollo de la enseñanza diferenciada respecto al pasado año:

Tipo de Escuela	Nº de Escuelas	Nº de Aulas	Personal docente	Matrícula	Nº de Alumnos por Maestro
Escuelas para Sordos	8	54	63	331	7
Escuelas para Retrasados Mentales	10	108	188	1041	9
Escuelas para Impedidos Motores	3	10	31	62	4
Escuelas para Ciegos	1	18	26	91	3
Escuelas para Trastornos de la Personalidad y Conducta	2	10	31	94	3
Escuelas Múltiples (Taller)	5	—	3	38	13
Escuelas Hospitalarias	1	3	—	—	—

Movimientos Juveniles:

Los jóvenes de Cuba han desenvuelto una serie de tareas de extraordinaria importancia en relación, principalmente con el desarrollo económico y social del país. A través de sus tres principales organizaciones, la Unión de Jóvenes Comunistas, la Unión de Estudiantes Secundarios y la Federación Estudiantil Universitaria (una en cada Universidad) han impulsado tareas tales como la participación de miles de jóvenes estudiantes en los trabajos voluntarios de la producción agropecuaria, en los distintos eventos deportivos organizados por el INDER, en los concursos, certámenes, "plenos estudiantiles", la emulación escolar y fundamentalmente en la aplicación de los planes de establecer una disciplina consciente o auto-disciplina entre los estudiantes pertenecientes a los distintos centros docentes como tareas planteadas por el Ministerio de Educación; y en actividades artísticas (exposiciones, recitales, festivales, etc.) promovidos por el Consejo Nacional de Cultura.

Estas organizaciones juveniles celebran periódicamente sus reuniones en las que sistemáticamente evalúan el resultado del trabajo que realizan en relación con las tareas que le son propias y las metas que se han trazado y han intervenido, inclusive en la preparación de reuniones juveniles de carácter internacional como el Primer y Segundo CLAJ (Congreso Latinoamericano de Juventudes, celebrado en La Habana y en Santiago de Chile, respectivamente) y en la actualidad están enfrascados en su compromiso ante la "Revolución Técnica" planteada por el Dr. Fidel Castro, como Primer Ministro del Gobierno.

e) Porcentaje de los gastos afectados a la educación con relación
 a los gastos generales del Estado.

		<u>NACIONAL</u>	<u>EDUCACION</u>	
SECCION	I	\$ 715'873,258	\$ 210,000	
	II	128'692,313	60,000	
	III	626'690,309	201'992,300	
	IV	143'818,323	16'745,200	
	V	221'200,000		
	VI	149'690,000		
	VII	413'042,697		
Comparación en el Presupuesto del Ministerio de Educación		<u>2'399'006,900</u>	<u>219'007,500</u>	9.13%
Más: Presupuesto de otros Organismos		.....	66'807,900	...
		<u>\$2,399'006,900</u>	<u>\$285'815,400</u>	<u>11.92%</u>

3) Financiamiento de la Enseñanza

A N E X O 1

	1963	1964	Aumentos o (Disminuciones)		1963	1964	Aumentos o (Disminuciones)
Escuelas Primarias (Incluye las cantidades consignadas para el sostenimiento de los Comedores Escolares)	74821.2	74262.1	(559.1)	Escuelas de Secretariado	1271.8	1326.4	54.6
Escuelas de Impedidos Físicos y Mentales (Externos e Internos)	2481.2	1937.9	(543.3)	Escuelas de Idiomas	1334.8	1609.9	275.1
Granjas Infantiles y Juveniles	7649.0	8878.1	1229.1	Externos	—	439.5	—
Educación de Adultos	12456.6	19237.9	6781.3	Becas	—	1170.4	—
Superación Obrero-Campesina	—	10628.5	—	Cursos de Superación	802.1	815.9	13.8
Superación de la Mujer	—	8609.4	—	Bibliotecas Escolares	351.4	254.8	(96.6)
Cursos por Correspondencia y Otros Medios	973.4	395.3	(578.1)	Educación Física	206.6	2207.9	2001.3
Oficios Marítimos y Otros	238.8	—	(238.8)	Transportes Escolares	4061.2	3962.5	(98.7)
Escuelas de Pesca	—	2743.9	2743.9	Mantenimiento Escolar	—	2354.1	2354.1
Escuelas Secundarias Básicas				Becas en el Extranjero	373.5	912.0	538.5
Urbanas	16017.7	13010.6	(3007.1)	Internados para Estudiantes ⁽¹⁾	30764.9	—	(30764.9)
Rurales	638.8	1485.3	846.5	Internados Universitarios ⁽²⁾	—	4533.6	4533.6
Centros de Producción Agropecuaria	591.7	—	(591.7)	Servicios Administrativos	17078.1	16615.2	(462.9)
Becas	—	6945.7	6945.7	Seguridad Social	—	803.2	803.2
Institutos Pre-Universitarios				Círculos Sociales de Pioneros	—	274.5	274.5
Externos	5293.2	3654.1	(1639.1)	Comedores Populares de Centros de Trabajo	—	352.6	352.6
Institutos de Alumnos Seleccionados	68.4	—	(68.4)	Inversiones	15147.9	17733.0	2585.1
Becas	—	3592.3	3592.3		208647.9	219007.5	10359.6
Otras Escuelas	—	456.0	456.0	Más: Actividad Educativa Presupuestada por otros Organismos ⁽³⁾	74642.9	66807.9	(7835.0)
Escuelas de Superación Obrera Lenin	93.2	—	(93.2)		283290.8	285815.4	2524.6
Escuelas de Tabulación	66.2	—	(66.2)				
Escuelas de Formación de Maestros Primarios	3693.0	5647.7	1954.7				
Escuelas de Superación Pedagógica	—	2686.7	2686.7				
Institutos de Contabilidad y Planificación							
Externos	2184.7	2081.1	(103.6)				
Becas	—	518.2	518.2				
Escuelas e Institutos Tecnológicos							
Externos	9929.8	715.1	(9214.7)				
Becas	—	15403.4	15403.4				
Actividad Agrícola	—	1600.5	1600.5				
Electrónica y Telecomunicaciones	58.7	—	(58.7)				

NOTA:

(1) Internados para Estudiantes se desglosó en 1964 en las distintas actividades de Becados.

(2) Internados Universitarios comprende los gastos de atención a los becados universitarios.

Observación: Se han agrupado las distintas actividades de acuerdo a la nueva nomenclatura de 1964; es decir, las escuelas que en 1963 no aparecen en presupuesto en 1964, como las Escuelas de Tabulación (1963), se halla incluido en el presupuesto de Otras Escuelas 1964.

(3) La disminución en la actividad educacional presupuestada por Otros Organismos se deben a que fueron trasladados bajo el control del Ministerio de Educación algunas actividades.

II. DESARROLLO CUANTITATIVO DE LA ENSEÑANZA

ANEXO 2

Estado comparativo de la matrícula en los cursos 1962-63 y 1963-64

NIVEL DE ENSEÑANZA	Curso	Tipo de alumno	INICIO DEL CURSO 1962-63			INICIO DEL CURSO 1963-64		
			EXTERNOS	INTERNOS	TOTAL	EXTERNOS	INTERNOS	TOTAL
ENSEÑANZA PRIMARIA			1'193,077	14,209	1'207,286	1'266,686	13,978	1'280,664
	Escuelas Primarias		1'193,077	12,625	1'205,702	1'256,748	11,517 (A)	1'268,265
	Escuelas Unificadas (1° a 6°)		(*)	—	(*)	8,607	—	8,607
	Granjas Infantiles		—	1,584	1,584	1,331 (B)	2,461	3,792
ENSEÑANZA MEDIA (General)			101,003	22,115	123,118	120,552	17,378	137,930
	Escuelas Unificadas (7° a 9°)		3,711	—	3,711	4,388	—	4,388
	Escuelas Secundarias Básicas Urbanas		86,978	15,088	102,066	104,074	10,954	115,028
	Escuelas Secundarias Básicas Rurales		—	1,821	1,821	—	1,681	1,681
	Institutos Pre-Universitarios		10,314	5,206	15,520	12,090	4,743	16,833
ENSEÑANZA MEDIA (Téc. y Prof.)			27,025	15,477	42,502	33,839	15,976	49,815
	Escuelas de Idiomas		4,936	1,600	6,536	5,325	976	6,301
	Escs. de Aux. de Administración		9,140	—	9,140	12,381	—	12,381
	Insts. de Administración		12,063	494	12,557	12,672	623	13,295
	Escs. Tecnológicas Industriales		362	10,807	11,169	2,708 (C)	9,837	12,545
	Insts. Tecnológicos Industriales		524	2,576	3,100	753	3,237	3,990
	Insts. Tec. Agropecuarios (1)		—	...	...	—	1,303	1,303
ENSEÑANZA MEDIA (Normal)			10,741	7,784	18,525	9,410	17,316	26,726
	Escs. de Maestros Primarios		—	7,784	7,784	—	12,342	12,342
	Escs. de Superación Pedagógica		10,741	—	10,741	9,410	4,974	14,384 (F)
ENSEÑANZA SUPERIOR			14,533	3,076	17,609 (G)	17,241	4,887	22,128 (H)
	Universidad de La Habana		11,619	1,811	13,430	12,730	3,366	16,096
	Universidad de Las Villas		1,303	895	2,198	1,946	815	2,761
	Universidad de Oriente		1,611	370	1,981	2,565	706	3,271
EDUCACION ESPECIAL O DIFERENCIADA			—	1,391	1,391	1,025 (D)	777	1,802
EDUCACION DE ADULTOS			481,662	10,971	492,633	467,411	11,562	478,973
	Centros y Aulas de E. O. C.		468,456	—	468,456	455,394	—	455,394
	Escs. Noct. de Sup. de la Mujer		12,438	—	12,438	11,476	—	11,476
	Centros Espec. de Sup. de la Mujer		768	10,971	11,739	541 (E)	11,562	12,103
OTRAS ESCUELAS			5,372	...	5,372	6,196	4,510	10,706
	Esc. Nacional de Tabulación		...	—	...	1,687	—	1,687
	Escs. de Pesca y Marinería (1)		—	...	...	—	3,671	3,671
	Escs. de Iniciación Dep. Escolar		—	...	...	—	609	609
	Centro Especial de Becarios		—	...	...	—	110	110
	Esc. Sec. Bás. para Obreros Becarios		—	...	...	—	120	120
	Inst. de Sup. Educacional		5,372	—	5,372 (I)	4,509	—	4,509 (J)
	TOTAL		1'833,413	75,023	1'908,436	1'922,360	86,384	2'008,744

(1) Estos centros de enseñanza, provenientes de otros organismos, fueron incorporados al Ministerio de Educación en el curso 1963-64.

(A) Incluye 470 alumnos internos que no reciben clases

(B) Incluye 101 alumnos semi-internos

(C) Incluye 686 alumnos semi-internos

(D) Incluye 454 alumnos semi-internos

(E) Incluye 480 alumnos que estudian por correspondencia

(F) Los datos corresponden a los cursos y seminarios impartidos durante el año 1963

(G) Los datos corresponden al curso denominado 1962

(H) Los datos corresponden al curso denominado 1963

(I) Los datos corresponden a los cursos y seminarios impartidos durante el año 1962

(J) Los datos corresponden a los cursos y seminarios impartidos durante el año 1963

(*) Incluidos en el 1'193,077 alumnos externos de escuelas primarias

... Significa que existe el dato pero se desconoce o está incompleto

BECARIOS EN EL EXTRANJERO: 2.183 (estado en Marzo/64.)

R E P O R T
TO THE XXVII CONFERENCE INTERNATIONAL
ON PUBLIC INSTRUCTION

INTRODUCTION

In its report to the XXVI International Conference on Public Instruction Cuba stated that once the extension of educational services has been established so that free education is guaranteed to all citizens, two fundamental problems would be the principal preoccupation:

a) The reorganization of the administrative apparatus for schools, with the greatest possible use of the experience acquired along the way, especially where the participation of the people in carrying out educational tasks existed, and

b) The betterment of quality in education, with a raising of the scholastic level of students, and an improvement of the teaching personnel responsible for education.

Today, in its report to the XXVII International Conference on Public Instruction, Cuba declares that, the above-mentioned aspects of Cuba's educational policy are now in force, and that in the panorama of the educational movement corresponding to the 1963-1964 scholastic year the following significant facts of utmost importance within the planned development of Cuba's education stand out:

The development in quantity of education on all levels and in all type of schools, united with the simultaneous effort to improve the quality of teaching. The slogans, "school promotions of quality and quantity", and the "campaign for sixth grade education", as a follow-up program to the campaign against adult illiteracy which terminated in 1961, make up part of the aspirations and manifestations of the people of Cuba.

The program of courses of perfection or improvement for in service personnel; a movement which enters into the Ministry of Education itself and extends to all other Ministries of the Government of Cuba as well as into the unions and the mass organizations in general. Cuba impresses the visitor as a nation converted into one huge school.

The systematic use of television and radio for programs for teaching, and for educational activities.

The production of schools text books by the Publishing House of the Ministry of Education.

The organization and discipline achieved in the schools of the Scholarship Plan of the Revolutionary Government which comprise more than 100,000 scholarship students under a living-in system.

The effort to provide reorientation in education, on all levels but fundamentally on that which gives a strong scientific and politecnic basis, indispensably related to the "Technical Revolution" proposed by the Prime Minister of Cuba, Dr. Fidel Castro.

The democratic planning of education by means of the application of what is called "the line of the masses" which guarantees the participation of all those who take part in carrying out educational plans.

Extensive plans for training of primary and secondary teachers.

Socialist emulation as the means of pushing forward and accelerating educational planning.

But more than all the preceding points, the most surprising is that Cuba can develop its great economic and social plans, including the plans for all that education refers to, in the middle of an illegal and criminal struggle which a powerful imperialist neighbor imposes upon Cuba; aerial incursions, sabotage, attacks by mercenary troops, violation of its air space with the purpose of spying, a total economic blockade which even includes the prohibition of purchases of medicine, etc. In the face of this, Cuba raises a voice and maintains the strongest protest before the United Nations Organization and public opinion of the whole world.

I. THE ADMINISTRATION OF SCHOOLS

1) *Administrative standard.* Modifications introduced *during the year* in school administrations: creation, eliminations or reorganization of the *administrative services or consultations*:

In accordance with what social experience indicates, "organization grows out of work and not the contrary", and that, "a very important task of an educational policy is to find out in actual practice the forms of organization indicated in the development of that practice", the Ministry of Education of Cuba has introduced important modifications in its administrative structure, in accordance with these actual facts of the social process.

Likewise, based on what has been established since 1959; that the administration of educational services and dependencies function in a decentralized manner and that the management and the principal technical and administrative supervision of these services operate in a centralized form on the national level, intermediate or regional levels have been established which are in accordance with the new political and administrative division of the nation (social-economic units) and which permit a more direct and, thus, better controlled educational administration.

The present organization may be defined by the following lineaments:

One: The division of work in the administration of all schools corresponds to the different levels and types of education: elementary, secondary (basic secondary and pre-university), industrial, agriculture, administrative, preparatory schools for elementary teachers, language schools, university, and adult education (workers' and farmers' education, etc.).

Two: Decentralized administration at provincial and regional levels. Orientation and execution of educational policy with technical and administrative supervision operating at a centralized national level.

Three: The method of collective work; democratic discussion, individual responsibility, and mass participation of the people in organizational matters and the pushing forward of educational plans.

The structure of the administrative organization in the Ministry of Education includes, at present, an extension of educational services, the participation of the people in administration of education, relations of a new type between the people and the technical-administrative officials of the Ministry of Education, as well as new relations between the officials, teachers, and professors on one level, and the parents, teachers and students on another, in order to solve problems that arise. More concretely, a series of important national events have conditioned and influenced decisively in determining the present administrative organization.

The most important have been the following

The National Campaign against Illiteracy which gave the municipal and provincial committees of education (organizations made up of officials of the Ministry and representatives of popular organizations) a decisive impulse and a special nature; the creation of thousands of classrooms in the mountain regions under the direction of "voluntary teachers" (secondary students converted into teachers of elementary education by means of emergency courses for teacher training of four or five months' duration) and who were later transformed into the "Frank País Brigade of Vanguard Teachers" (named after the revolutionary martyr); in turn, these gave form to the organization of the present "Departments of Mountain Regions"; the establishment of thousands of rural and urban elementary classrooms and scores of "basic secondary schools" (first level, three year secondary schools) and the nationalization of the former private schools; the vast plans for adult education (workers, farmers, and unskilled women workers) and the organization of a large system of technological schools and institutes; the authority given to the Ministry of Education over the planning of university teaching as a part of the integral planning of all education; the development of publishing through the publishing house of the ministry and consequently the elaboration and translation of numerous books and educational texts, and the establishment of wide cultural relations with foreign countries; all of which have contributed to the creation of technical and administrative organization suitable to such aims.

The transformation of the former Normal Schools into "Schools of Pedagogical Improvement" which are responsible for the in-service training of teachers without certificates (called "popular teachers"), the expansion of improvement courses by the Institute of Educational Improvement (ISE) with the establishment of regular and systematic courses of study for the improvement of officials, supervisors, professors, teachers, and technical as well as administrative personnel in general. The recent plan for training primary teachers in three stages has also contributed to the organization of the Ministry. The scholarship plan of the Revolutionary Government, which in itself presents an educational revolution as well as posing problems to be resolved which are pedagogical in nature;

and, with regard to vocational and ideological orientation which still presents a complex organizational question in both teaching and administrative sectors.

To these facts must be added the demands that a planned national economy impose upon the administration of educational services. Problems of a system of economic control, costs, investments, statistics, budgets made out my municipal or regional groups and discussed on all levels; all these are new questions for officials, professors, and teachers that have had to be confronted without necessary experience and which have influenced, like the other questions mentioned, the forms of organization on an administrative level.

And, above all, the radical change in the orientation in actual teaching which has been coming into practice and should develop with more and more force as the construction of the new society which the Cuban people are building advances.

The new form of organization also brings up the need to respond not only to the demands of the present moment, but also to those of the immediate future in relation to the successes attained, which determine, in turn, the new trends of development.

These attainments can be expressed by the following:

One: Mass development of educational services.

Two: Elevation of the educational conscience in teachers, professors, students, parents, workers, farmers and the people in general.

Three: Militant participation of the people in educational tasks through their organizations.

Four: Unification of the school system by means of the nationalization of private schools.

Five: Development of minimum requirements in organization to guarantee these successes and *to assure, within a reasonable length of time, an advance in the quality of teaching which is at the present time the most important task of those who work in education.*

Two parallel parts of the Ministry of Education function in a synthesis with regard to administration of educational services:

1) A structure of a technical and administrative nature made up of organizations and specialized officials or professionals, designed to meet the needs of the educational services for the people and to develop the planning and execution of the educational programs of the Ministry.

2) A structure of an administrative and popular nature in which the officials of the Ministry are integrated with the representatives of the principal mass organizations of the people and which has the responsibility of pushing forward the plans of the Ministry by means of coordination and support of the popular institutions and organizations.

The technical and administrative structure:

Presided over by the Ministry of Education and by the following officials:

A first Vice-Minister and five Vice-Ministers; Vice-Minister of Elementary Education (new post); Vice-Minister of Secondary Education (new post); Vice-Minister of Technical and Professional Education (new post); Vice-Minister of Higher Education (new post) and Vice-Minister of General Services (administration—new post).

An administrative council functions under the direction of the Minister of Education, made up of all the Vice-Ministers and those national officials designated by the Minister of Education. This is the highest collective organization of officials in the Ministry of Education.

The Vice-Ministers, along with the different national administrative offices which are under their supervision, constitute the corresponding collective groups.

The national administrative offices are organizations which direct, give orientation, supervise, and evaluate the activities pertaining to a level or type of education, or to a determined auxiliary service.

They are the following:

- The National Office of Primary Education
- The National Office for Teachers' Training
- The National Office of Worker-Farmer Education (Adult Education)
- The National Office of Educational Improvement for Women (Adult Education—newly created)
- The National Office of Education for the Handicapped (Students with physical defects or speech impediments)
- The National Office of Living-in Elementary Students (newly created)
- The National Office of Secondary Education
- The National Office of Industrial Education
- The National Office of Agriculture Education (newly created)
- The National Office of Education for Administration (newly created)
- The National Office of Foreign Language Teaching (newly created)
- The National Office of Higher Education (newly created)
- The National Office of Educational Extension Services (Educational programs by radio, television and the press)
- The National Office of the Institute for Educational Improvement (ISE)
- The National Office of Administration

The National Office of Personnel
The National Economic Office (newly created)
The National Office of Organization and Verification (newly created)
The National Office of Relations with Foreign Countries (newly created)
The National Office of Scholarships
The National Office of Technical Control of Education (which has the responsibility of studying and revising the plans and programs developed in the different levels of education in order to assure ideological and pedagogical unity of the educational system). It functions as an advisory organization to the Minister and Vice-Ministers and without executive power (newly created)
The Publications Office
The Administration of the School City "Liberty" (newly created).

There are also following national departments of services:

Department of Physical Education
Department of Educational Psychology
Department of School Libraries.

The national administrative offices with their staffs of technical specialists and their department heads constitute corresponding collective organizations.

In accordance with the principle of technical and administrative decentralization, each province is organized into provincial offices, regional offices, and district sections in which the units corresponding to the different levels of education and types of schools are duplicated.

The provincial directors together with the provincial sub-directors and their technical personnel constitute corresponding collective organizations. The same is true of the regional directors.

The National Committee for Emulation which functions as an organization under the direction of the Office of the First-Vice-Minister has three fundamental objectives:

- 1.—It serves as the means of pushing forward the activity of the workers of education.
- 2.—It is an instrument of mass education.
- 3.—It is used as a means of measuring the political comprehension and the work capacity of administrative, technical, and union directors.

The National Committee for Emulation was appointed by the Ministry of Education to reach these objectives and to push emula-

tion forward. This Committee is presided over by the First-Vice-Minister on the national level and by the regional and provincial directors in their respective areas.

In order to stimulate and achieve the plans for emulation the Committee has the aid of the National Union of Workers of Education and the Union of Secondary Students.

The Ministry of Education organized the emulation project by working out the plans for emulation in accordance with the different types of labor, and at the same time adapted each plan to the general organization of the Committee.

The general content of emulation has taken into consideration the most important aspects of education and has given special emphasis to the following:

- a) Attendance and punctuality of workers.
- b) Students' attendance.
- c) Control of scholastic attainments and development of programs.
- d) Professional improvement.
- e) Acceleration, reviewing, and extra-curricular activities.
- f) Strengthening of Elementary School Councils and the Secondary Center Councils.
- g) Strengthening of the plans for Worker-Farmer Education.
- h) Increase and conservation of didactic material, furniture, buildings, equipment, etc.

The content of emulation represents the center of the educational policy which is based on two fundamental aspects: *scholarship* and *economy*.

The general objectives of the emulation plans in education are the following:

- 1.—To link theory with practice.
- 2.—To serve as an aid to mass education.
- 3.—The increase of school promotions both in quantity and quality.
- 4.—The betterment of attendance both by professors and students.
- 5.—To increase professional improvement among professors and teachers. . .
- 6.—To link professional workers with the Courses in Worker-Farmer Education.
- 7.—To achieve a greater sense of responsibility in the care, conservation, maintenance of and increase in educational materials.
- 8.—Strengthening of the Councils and Centers.

The following are the basic activities pertaining to the administrative offices of any of the different levels of education, as technical and administrative units:

Planning, orientation, coordination, execution, decentralization, supervision and evaluation of all the different tasks to be accomplished according to the principle of applying democratic centralization (collective discussion and individual responsibility).

Educational planning rests fundamentally upon the work of the national offices of the different types of education and schools, and this is accomplished by a network that extends through the provincial, regional and national levels in accordance with what is known as the political line of the masses (with participation on every level of specialized officials, teachers, professors, and of the popular mass organizations) and reaches the Administrative Council for approval of the plans, or in ultimate circumstances, the Minister of Education.

This educational plan is integrated with the general plan for economic and social development of the nation through the permanent linking of the Economic Administration of the Ministry of Education with the corresponding office of JUCEPLAN (Central Board of Economic Planning).

The Structure of the Popular Administrative Organization:

This organization is made up of "Educational Councils" with representatives from the Ministry, from the mass organizations of the people, and from the National Union of Workers of Education and Science.

The councils have no executive functions; their task is that of pushing forward and coordinating the help of popular organizations in the work of education in accordance with the political technical and administrative orientations of the Ministry.

The National Council of Education functions under the orientation of the First Vice-Minister of Education and serves as a linking element between the Ministry and the people, and facilitates the understanding by workers and institutions of the goals and problems of education.

The National Council of Education is composed of:

A) An executive staff consisting of a president, the Vice-Minister of Education, a secretary for organization, a secretary for relations, the general secretary, the organization secretary of SINTEC (National Union of Workers of Education and Science), and delegates of the following organizations:

- F M C (Cuban Women's Federation)
- C T C (Central Union of Cuban Workers)
- C D R (Committees for the Defense of the Revolution)
- A N A P (Association of Small Farmers)
- U E S (Secondary Students' Union)

U J C (Young Communists' Union)
U P C (Union of the Pioneers of Cuba).

B) Joint session consists of the executive staff, the directors and staff of the National Departments of the Ministry of Education, the National Secretary of SINTEC (Union of Workers of Education and Science), the executive staffs of the provincial councils, the coordinator of the National Committee of Patronization of Schools, the Secretary of the National Committee of Socialist Emulation in Education, and a delegate of the Ministry of Public Health from the Department of School Hygiene.

The educational councils of provinces, regions, sections and schools, organizations which duplicate the same structure as that of the National Council function as an addition to each provincial administrative office, to each regional department, to each sector of education and to every school.

All the above stated, as an answer to clause one of the formulary, is set down in the Organic Ministerial Resolution number 99/64.

2) *Control of Teaching:*

Changes of a qualitative and quantitative nature introduced in the supervision on the different levels of education.

The same organization as that stated in the corresponding report to last year's conference has been maintained, that is to say, based on technical collective work and study committees, and that same organization has been established for general secondary education and for technical and professional education.

There has been an increase in the number of supervisors on all levels of education as well as in the number of newly-created regional directors of education in accordance with the new technical and administrative organization of the Ministry of Education.

3) Financing of education. a) Extent of the budget of the Ministry of Public Instruction in 1964 or in 1963-64, and if the figure is known, the total amount of the expenditures for education in central regional and local administration; b) increase or decrease in the budget of the Ministry of Public Instruction in accordance with that reported for the preceding year; c) percentage of this increase or this decrease; d) percentage of the actual expenditures for education in relation to the general expenditures of the State; e) percentage of the actual expenditures for education in relation to the gross national income of the nation.)

(SEE ANNEX 1.)

4) School Construction. The measures taken and the results obtained during the past year in order to meet the necessities felt in relation to the construction of schools. If possible, the percentage

of increase or decrease in the number of classrooms constructed: a) in elementary instruction, b) in secondary instruction, in accordance with the report of the preceding year.

The 1961-1962 plan has been continued and has proceeded primarily in attending to the reconstruction and repair of the school buildings destroyed or damaged by the hurricane, "Flora", principally in the eastern provinces.

Work on the three university cities continues; in those of Oriente and Las Villas the installations for scholarship students have been completed and in Havana the construction work of the Faculty of Technology is going forward.

II. QUANTITATIVE DEVELOPMENT OF INSTRUCTION

5) Actual number of teachers and students. a) latest known figure of the actual number of teachers and students, with relation to the corresponding year, relative to the different levels of instruction (pre-school, elementary, secondary, technical and professional, higher education, normal schools); b) increase or decrease in accordance with the report of the preceding year; c) percentage of that increase or decrease.

(SEE ANNEX 2.)

III. THE STRUCTURE AND ORGANIZATION OF EDUCATION

a) Changes in the duration of time of compulsory education and the gratuity of education:

Compulsory education up to the sixth grade of elementary school has been maintained with the prospect of elevating the level gradually, in relation to the needs of the economic development of the nation, up to ninth grade. At present, what is known as "The Campaign for Sixth Grade" for all workers, is being developed; workers, who, as a result of the colonial policy before the revolutionary stage, were consciously held back and were, consequently, culturally backward. Education on all levels and in all types of schools is provided free of charge.

b) An increase or decrease in the number of years of study in different types of education; c) modifications in the increase or in the distribution of existing courses or divisions of any branch of education; and d) the creation of new types of educational establish-

ments or new subjects designed for the preparation of activities or diplomas that did not exist before:

In accordance with items b), c), and d) the National Educational System of Cuba is organized as follows:

Elementary Education

National Elementary School—urban and rural— 6 years of study

NOTE: There exists a type of schooling before the elementary school, the "pre-school level", organized on the basis of two levels: Centers for Infants from 45 days old to 4 years old and Pre-School Classrooms for children from 4 to 6.

General Secondary Education

Basic Secondary (or Junior High) Schools

—urban and rural—

3 years of study

Pre-University Institute (or Senior High School) 3 years of study

Technical and Professional Education

Schools of Industrial Technology:

Machine operators from 8 weeks to 1 year of study

Qualified workers 3 years of study

Institutes of Industrial Technology:

Industrial technicians of intermediate level 4 years with 33 specialized subjects

Schools of Agricultural Technology (stock-raising and farming)

Qualified agricultural workers 3 years with 13 specialized subjects

Institute of Agricultural Technology:

Agricultural technicians of intermediate level 4 years with 6 specialized subjects

Schools of Administration:

assistant bookkeeper

assistant administrator

secretarial

typist

stenographer

2 to 3 years of study

Institutes of Administration

3 to 4 years of study

Accountant

Planning Accountant

Administrative technician

Schools of Foreign Languages

3 to 5 course semesters

professor of foreign languages

translator and interpreter of foreign languages

Education for the Handicapped

There is no specified duration of time; it depends upon the type of physical handicap and the time for therapeutic teaching required in order to integrate the handicapped student into social life and production according to his possibilities.

Adult Education

First Course —for workers' and farmers' improvement (up to 2nd grade level)	1 year of study
Second Course —for workers' and farmers' improvement (up to 6th grade level)	2 years of study
Secondary School Level —for workers' and farmers' improvement	1 year of study
Worker-Farmer Faculty of the Universities	1 to 3 years of study

In all types of secondary schools, technical and professional, as with special schedules and correspondence courses which have a well as in the universities there exist courses of adult education duration of one year more than the regular courses.

The Training of Teachers and Professors

Training of Elementary Teachers (Vocational Center of Elementary Teachers—1 year, Schools for Elementary Teachers—2 years and the Pedagogical Institute "Makarenko"—2 years)	5 years of study
Training of Professors for the Basic Secondary Schools (University Course of Study)	
Training of Professors for the Pre-University Institutes (University Course of Study)	

University Education

Faculty of the Humanities:

1. School of Philosophy	4 years of study
2. School of Physics	5 years of study
3. School of History	4 years of study
4. School of Law Science	4 years of study
5. School of Political Sciences	4 years of study
6. School of Education	4 years of study
7. School of Economics	5 years of study

Faculty of Sciences

1. School of Mathematics	5 years of study
2. School of Physics	5 years of study
3. School of Chemistry	5 years of study
4. School of Biological Sciences	5 years of study
5. School of Geology	4 years of study

- | | |
|-------------------------|------------------|
| 6. School of Geography | 5 years of study |
| 7. School of Psychology | 5 years of study |

Faculty of Technology :

- | | |
|-------------------------------------|------------------|
| 1. School of Civil Engineering | 5 years of study |
| 2. School of Electrical Engineering | 5 years of study |
| 3. School of Mechanical Engineering | 5 years of study |
| 4. School of Chemical Engineering | 5 years of study |
| 5. School of Mines and Metalurgy | 5 years of study |
| 6. School of Industrial Engineering | 5 years of study |
| 7. School of Architecture | 5 years of study |

Faculty of Agricultural Sciences:

- | | |
|-------------------------|------------------|
| 1. School of Agronomy | 4 years of study |
| 2. Veterinary School | 4 years of study |
| 3. School of Zoologists | 4 years of study |

Faculty of Medical Sciences:

- | | |
|---------------------|------------------|
| 1. Medical School | 6 years of study |
| 2. Dentistry School | 5 years of study |

IV. PLANS OF STUDY, PROGRAMS AND METHODS

7) *Reforms of the plans of study.*

a) Subjects or training courses introduced in, or eliminated from, the plans of study in the different types of education; b) subjects which during the past year caused an increase or decrease in *the number of hours* listed in the schedules;

8) *Program Reforms.* Subjects which required a revision in programs because of modifications in content during the past year; and

9) *Didactical Reforms.* Measures taken during the past year in the use of new *methods or techniques* in teaching:

In accordance with the regulation of planning established by the Minister of Education (Ministerial Resolution number 367/64) during the month of August of each school year national seminars are organized by the national offices of the different types of education. These seminars have two fundamental aims:

a) Evaluation of the work achieved and of the objectives arrived at by the end of the course in relation to the tasks and aims proposed.

b) Planning of the principal tasks to be developed and the aims to be achieved in the next school year.

In accordance with these objectives all matters in referencia to plans of study, programs and methods, or teaching techniques, among

other aspects of education, are studied and analyzed in these seminars with the purpose of presenting the relevant recommendations to the Administrative Council and to the Minister of Education through the respective national offices.

"The political line of the masses" is applied in these seminars; therefore, they are presided over by the national directors and include the provincial and regional directors and sub-directors of education, as well as supervisors, professors and teachers selected for their qualifications.

Before the opening of these seminars and as a preparation of the same, provincial and regional assemblies of education are held during the months preceding this event where the complete agenda of the seminar is discussed by all the teachers and professors corresponding to the respective types or levels of education.

The present plans of study, programs, and methods are the same as those of the previous course. But in accordance with the results of the provincial and regional preparatory meetings that have been held all indications show that for the next school year (1964-65) there will be changes in the above mentioned plans of study, programs and methods in the different types of education.

10) *New text books (by subjects).*

LIST OF PUBLICATION FOR THE SCHOOL YEAR 1963-64

Level of Instruction	No. of Titles	No. of Copies
Elementary	34	7,360,000
Secondary	25	4,285,000
Pre-University	23	1,045,000
Technical and Professional	23	1,451,000
Worker-Farmer	9	2,640,000
Teachers' Improvement	14	1,861,000
Totals	158	18,642,000
University Press		82,435
Grand total		18,724,435

TEXT BOOKS (BY SUBJECTS) IN ACCORDANCE WITH
THE PUBLISHING PLANNING FOR THE 1963-64
SCHOOL YEAR

Elementary instruction

Title	No. of copies
1. Rhymes for Children (First Reader) re-edition	500,000
2. Workbook for Rhymes for Children (First Reader)	500,000

3. Plates for First Reader	30,000
4. 2nd. Reader	300,000
5. 3rd. Reader	250,000
6. 4th. Reader	200,000
7. 5th. Reader	150,000
8. 6th. Reader	125,000
9. Spanish (2nd level) (Almendros-Alvero)	300,000
10. Spanish (3rd. level) (Almendros-Alvero)	200,000
11. Spanish (4th. level) (Almendros-Alvero)	150,000
12. Spanish (5th. level) (Almendros-Alvero)	150,000
13. Spanish (6th. level) (Almendros-Alvero)	125,000
14. Arithmetic (2nd. level No. 1) (for Unified schools)	300,000
15. Arithmetic (2nd. level No. 2) (for Unified schools)	300,000
16. Spanish (2nd. level No. 1) (for Unified schools)	300,000
17. Spanish (2nd. level No. 2) (for Unified schools)	300,000
18. Arithmetic (3rd. level No. 1) (for Unified schools)	250,000
19. Arithmetic (3rd. level No. 2) (for Unified schools)	250,000
20. Spanish (3rd. level No. 1) (for Unified schools)	250,000
21. Spanish (3rd. level No. 2) (for Unified schools)	250,000
22. Cuban History (2 vols.)	500,000
23. Universal Geography — 6th. grade (2 vols.)	400,000
24. Learn Arithmetic — 5th. grade (Dulce Ma. Escalona)	150,000
25. Learn Arithmetic — 6th. grade (Dulce Ma. Escalona)	150,000
26. Cuban Geography "Así es mi País" (Núñez Jiménez)	150,000
27. Nature Studies — 6th. grade	40,000
28. Dwarfs and Giants (elementary chemistry)	200,000
29. Botany — 5th. grade	150,000

Pamphlets

1. "And — what can I study now?"	
2. Chess	105,000
3. Morro Castle	60,000
4. The metric system	200,000
5. "How to study more and better"	50,000

7'360,000

Secondary instruction

a) *Basic Secondary Schools*

1. Russian Manual (3 vols. of 10,000 copies each)	30,000
2. Elementary Algebra (2 vols.)	100,000
3. Physics I (Lecciones para Todos)	200,000
4. Physics I (Additional booklet)	100,000
5. Physics II (Lecciones para todos)	150,000
6. Physics IV (Lecciones para todos)	100,000
7. Physics V (Lecciones para todos)	100,000

8. Chemistry I and II (Lecciones para todos)	150,000
9. Drawings and Elements of Geometry (Gran)	150,000
10. Physical Geography	100,000
11. English (3 vols. of 100,000 each)	300,000
12. Mathematics I and II (150,000 copies each)	300,000
13. Regional Geography: Europe, Asia and Africa	100,000
14. Regional Geograhpy: The Americas and Oceania	100,000
15. The Appreciation of the Visual Arts (I, II and III) (75,000 copies each)	225,000
16, and 17.—History of Cuba and Plant Biology (Periodic publications — 7 booklets)	1'050,000
18. Reading Selections (3 vols. of 100,000 each)	300,000
19. English Reading Selections	130,000
20. Grammar (2 vols. of 25,000 copies each)	50,000
21. Outline History of Ancient Times and the Middle Ages	150,000
22. Anthology of Latin American Stories	60,000
23. Geometry (2nd. course)	40,000
24. Geography of Cuba (Núñez Jiménez)	150,000
25. Animal Biology	150,000
	<hr/>
	4'285,000

b) *Pre-University Instruction*

1. Regional Geography: Eurasia. Vol. I (Massip)	100,000
2. Regional Geograhpy: The Americas. Vol. II (Massip)	100,000
3. Regional Geography: Africa, Oceania and the West Indies. Vol. III	100,000
4. Economic Geography	10,000
5. Introduction to Analytic Mathematics	30,000
6. History of the Americas (2 vols.)	100,000
7. Trigonometry (Dr. Paz)	15,000
8. Geometry (3rd. level) (Paz)	15,000
9. Physical Geograhpy of Cuba (Núñez Jiménez) Booklet	50,000
10. Physics (2 vols.) —15,000 each—	30,000
11. Geometry (4th. level) (Paz)	15,000
12. Mathematics (Superior level) (2 vols. of 15,000 each)	30,000
13. Logarithm Tables	20,000
14. Botany	30,000
15. Collection of Cuban Stories	30,000
16. Historical Outline of Cuban Literature (José A. Portuondo)	30,000
17. History of Cuban Literature	50,000
18. Ancient History	50,000
19. History of the Middle Ages	50,000

20. Modern and Contemporary History	50,000
21. Anthology of Spanish Literature	15,000
22. Human Biology	75,000
23. Chemistry (Iodakov)	50,000

Technical and Professional Instruction

The technical collective units of the National Office of Technical and Professional Instruction have produced numerous publications which, at present, total 30 different titles with an average printing of 30,000 copies each, making a grand total of 900,000.

The following technical manuals have been published in Cuba by arrangement with foreign publishers. These manuals are used in technological schools and institutes as well as in Basic Secondary Instruction (Junior High School level). The following is a list of these titles:

1. Workshop bench techniques	90,000
2. Working with post drills	20,000
3. Thermal treatment of metals	16,000
4. Working with sheet metal	16,000
5. Lathe working	60,000
6. Measurements	60,000
7. Milling Machine Work	25,000
8. Work with a Plane	20,000
9. Shop Arithmetic	16,000
10. Interpretation of Elementary Planes	30,000
11. Interpretation and Design of Basic Planes	30,000
12. Manual Operations	12,000
13. Mechanical Operations	12,000
14. Measuring and Preparations	12,000
15. Working with Rolled Metals	12,000
16. Mathematics for sheet metal work	12,000
17. Interpretation of drawing in Automobile Mechanics	12,000
18. Basic Operations of Repars	12,000
19. Tools for General Repairs	12,000
20. Checking Electric Motors	12,000
21. Residencial Electricity	20,000
22. Commercial Electricity	20,000
23. Industrial Electricity	20,000
	<hr/>
	551,000

Publications of the National Council of Universities (University Press)

For the 1963-64 school year the University Press, which includes the publication needs of the three universities in Cuba, has published 82,935 university text books.

Worker-Farmer Instruction (Adult Education)

1. Secondary Course in Worker Farmer Instruction (4 vols.)	600,000
2. Booklet for the orientation of teachers in the secondary course of Worker-Farmer Instruction	40,000
3. "Arma Nueva" (capacitation course) — 1st. level VII, VIII and a special enlarged edition	1'000,000
4. Teachers' Orientation for "Arma Nueva", VII and VIII	20,000
5. 2nd. course of Spanish (2 vols.)	400,000
6. 2nd. course of Mathematics (2 vols.)	400,000
7. Chemistry Workbook	60,000
8. Plant Biology Workbook	60,000
9. Physics Workbook I	60,000
	<hr/>
	2'640,000

In-Service Teachers' Improvement

(Books, pamphlets, and other periodic publications)

1. Preliminary Training Activities for the teaching of reading and writing	40,000
2. How to succeed in the teaching of elementary subjects	50,000
3. Physical Education (3 vols.)	30,000
4. The National Schools (7 numbers to date)	525,000
5. Sports (5 booklets)	250,000
6. Bibliography of Pedagogical Literature (Published periodically)	30,000
7. The School and Revolution in Cuba (Official organ of the Union of Teachers)	120,000
8. Improvement Course for in-service teaching personnel (7 vols.)	700,000
9. The Work of the Supervisor and of the Teachers of Social Studies in the secondary schools	5,000
10. Set of 31 plates for the teaching of music	1,000
11. Plates for the logical learning of concepts in the primary schools	20,000
12. Our Socialist Morality	20,000
13. Espeolographic Expedition (Polish-Cuban)	20,000
14. Manual of the successful achievement of Scholastic Programs	50,000
	<hr/>
	1'861,000

V. TEACHING PERSONNEL

11) *Shortage or surplus of elementary teachers in the different grades:*

In elementary education the teaching services are covered one hundred per-cent due to the use of what has been called "maestros populares", teachers without diplomas coming from the population in general, who, by means of training courses which are developed without any interruption in educational services in the schools, acquire their entire professional background within four years.

The increase in the enrollment of students predicted for the next school course in the basic secondary schools has determined the organization of emergency training courses for 700 to 1000; selected from the best qualified elementary teachers who will receive initial training during five months.

Qualified foreign personnel mainly from Latin America and the Socialist countries continued to be used in the technological schools and institutes and in University education.

12) *Teacher Training:*

Innovations and improvements introduced in this respect.

There has been no substantial change. The following are maintained:

a) Regular five-year plan of training; one year in the Vocational Center in the Sierra Maestra, in Minas del Frío, Oriente Province; two years in the School for Elementary Teachers "Manuel Ascunce Domenech", in Topes de Collantes, Sierra del Escambray, Las Villas Province and two years in the Pedagogical Institute "Makarenko", Tarará, Havana. In this last center study and teaching services are combined in pilot zones for practice teaching.

b) Emergency training of in-service teachers (called "maestros populares"), newly created teachers who number more than eleven thousand, receiving training given by the Schools of Pedagogical Improvement in ten different centers. During short periods of time, these teachers are housed under a living-in plan in the following units: Pinar del Río, Matanzas, Cárdenas, Colón, Cienfuegos, Camagüey, Holguín and Santiago de Cuba.

The "Popular Teacher" and his training:

Beginning with the 1962-1963 course, the Ministry was compelled to incorporate thousands of persons in the task of primary education as teachers, without their having finished systematic studies in the teaching profession. This was due to a double process:

a) The extension of services, with the creation of new posts for elementary school teachers, continued to increase during that school year.

b) The need to transfer elementary school teachers to higher levels to cover the teaching necessities in secondary education and in other centers of Secondary instructions.

Not all the teachers included have low scholastic levels, many had taken courses in the corresponding academic levels in secondary education.

This situation demanded of the Ministry the adoption of a systematic plan for the training of "popular teachers" which constitutes one of the working tasks of the National Office for Teacher Training.

This emergency promotion of "popular teachers" is carried out in the Schools of Pedagogical Improvement (the former Normal Schools) which have facilities for a "living-in plan".

These are introductory courses with a duration of six to eight months in which the minimum fundamental instruction is given enabling them to qualify as elementary school teachers.

The purpose of these courses is to avoid that the "popular teachers" go directly into teaching and that it is possible to meet, at the same time, the urgent need which calls for the greatest extension of educational services.

Thousands of "popular teachers" have been incorporated into education since 1961. In that year this assimilation was carried out without the previous requirement of the introductory courses.

At present, the "popular teachers" are assimilated into education through the introductory courses.

They are summoned at the opportune moment by the National Office for Training of Teachers and in accordance with the information given by the Office of Primary Education concerning the need for teachers in each Regional office of Education. Nevertheless, cases exist because of needs in development and because of unpredictable difficulties, the Regional Departments of Education can make use of "popular teachers" without having passed the introductory courses, but the minimum requirements of capacity are asked for, that is, a sixth grade level, integration in the Revolution and unmarred moral conduct.

This plan is established for those "popular teachers" who have demonstrated aptitude and enthusiasm for teaching with a certified sixth grade level, and who have not finished the introductory course, as long as his difficulties can be overcome by the process of compensation and he is able to complete successfully the first training course which comes afterwards.

Every "popular teacher" is required to pass the corresponding subjects in the plan of study of the introductory course or the

process of compensation according to the case. Neglect or lack of interest shown in the result of the study necessarily causes the cancellation of the contract.

Training of "Popular Teachers" in-service:

Once the "popular teacher" has successfully passed the introductory course or the process of compensation, according to the case, his training begins which definitively is nothing more than the continuation of the introductory course or the process of compensation, but once in teaching service, he applies what he learns in the course to what he teaches in the classroom.

A nucleus is nothing more than a microcosm in the school of pedagogical training that can function in sites provided by a Unin Workers' Social Center, primary or secondary school, etc. where the "popular teachers" and the national coordinators of subjects or areas of study go at the time and on the day specified.

These classes are called "meetings".

The need to give professional qualification to thousands of "popular teachers" who were being incorporated into teaching since the year 1961, determined the establishments of the nucleus system. In the following short table of statistics the development that has been achieved can be observed.

No. of Nucleuses	65
No. of National Coordinators	11
No. of Teaching Personnel who work with the Coordinations in the nuclei	441
Enrollment Teacher-Students	10,741
Date of this statistic: 29 Jun. 1963.	

The training of professors for secondary, technical, professional, and higher education continues under the direction of the three Universities of the Nation, the University of Havana, the University of Las Villas, and the University of Oriente.

13) *The perfection of personnel now in-service.*

Innovations and improvements introduced in this respect:

The improvement and perfection of all in-service personnel of the Ministry of Education (teaching, technical, and administrative) continues to be delegated to the Institute of Educational Improvement (ISE). During the present school year (1963-64) this organization has had a unique development. Its functions are organized in three systematic divisions:

a) By means of regular courses, short courses, and seminars of short duration: two weeks, one month, five months and one year; some courses. "Centralized" (living-in plan with lodgings of ISE in Liberty City, Havana), others "decentralized" (in 26 units or centers for improvement in the principal cities of the nation).

b) Through its Pedagogical Documentation Center (with 26 subsidiaries or delegations in all parts of the nation) which offers the following services:

- Libraries (reference and circulating)
- Audio-Visual aids (equipment and materials)
- Documentary information (the periodical "Superación" pamphlets, and mimeographed transcriptions, etc.)

c) Through weekly television and radio programs organized in cycles of science, pedagogy, art, etc.

In September 1963 the Institute inaugurated forty lodging-units in Liberty City, Havana, with a capacity of 320 scholarship students, which along with the two lodging centers outside Liberty City proper, raises the accommodations to 470.

For the development of the courses in its new teaching center building, also in Liberty City, there are 90 specialized professors under renewable short-term contract. These professors are organized into eleven academic departments:

1. Department of Philosophy
2. Department of Pedagogy
3. Department of Psychology
4. Department of Sciences (Mathematics, Physics and Chemistry)
5. Department of Biological Sciences
6. Department of Social Studies
7. Department of Spanish and Literature
8. Department of Political Economy
9. Department of Technology
10. Department of Foreign Languages
11. Department of the Visual Arts.

Since October, 1963, a new post of Traveling Professor-Guides for each subject of education (72 in number) has been created by the Institute for the decentralized courses which are being developed in the 26 units of educational improvement of the nation. Each Professor-Guide travels, and works in three different units or centers during each week, spending eight hours a day (divided into two sessions, in each center). In each session of work the Professor-Guide gives two hours of classes and dedicates two hours to interviewing student-teachers.

Every secondary school professor has at his disposal one complete day; which is part of his regular schedule, dedicated exclusively to receiving improvement classes from the Professor-Guides of the Institute. The Professor-Guides work in cooperation with the supervisions assigned to each subject. This new form of organization for decentralized courses for perfection of teachers constitutes a notable educational attainment.

I. S. E. has a permanent provincial office in each province and a regional delegation in every important city. These provincial and regional organizations function, at the same time, branches of the Central Pedagogical Documentation Center which offer the same library services, audio-visual aids, and documentary information in 26 cities of the nation as the central office provides.

The 26 regional delegations with their respective Pedagogical Documentation Centers serve as trustees and as connecting organization with the Division of Documentation of the Education Department of UNESCO for Cuban representatives.

During 1963 the goal of offering direct improvement courses to 14,000 teacher-students was achieved. In 1964 it is estimated that the 1963 goal will be surpassed. In the first trimester (January to March of 1964) the enrollment was as follows:

	<i>Teacher-students</i>
ISE National Center	2,851
ISE Province of Pinar del Rio	360
ISE Province of Havana	3,489
ISE Province of Matanzas	443
ISE Province of Las Villas	2,781
ISE Province of Camagüey	620
ISE Province of Oriente-North	739
ISE Province of Oriente-South	782
NATIONAL TOTAL:	11,985

The following courses and seminars for improvement, organized in cooperation with the respective National Offices, are being given at present to:

- Elementary School Supervisors (periodic courses, by groups)
- Elementary School Directors (continuous, by groups)
- Persons in charge of Model Schools (continuous, by groups)
- Persons responsible for Infant Centers-Day Nurseries (continuous, by groups)
- Supervisors and travelling Professor-Guides (seminar)
- Teachers of Exceptional or Handicapped Students (each year)
- Basic Secondary School Professors (permanent, decentralized courses)
- Professors of the Technical Industrial Schools (permanent, decentralized courses)
- Professors of the Technical Agriculture Schools (each year)
- Professors of Schools of Administration (permanent, decentralized courses)
- Professors of Adult Education (periodically, by groups)
- Officials and employees of the Ministry of Education in Foreign Languages—French, English, and Russian (permanent course)

Employees of the Ministry of Education in stenography, typing, and assistant accounting (permanent course)

Certified Primary Teachers (permanent, decentralized courses)

School Psychologists (each year).

The emergency courses of training for 1963-64 are the following:

For Professors of Economic Planning in the Institutes of Administration

For Professors of Basic Secondary Schools

For Professors of Administration of Enterprises in the Institutes of Administration

For persons in charge of libraries in the technological schools and institutes.

For persons in charge of libraries in the Institutes of Administration.

All expenses of the teachers who attend these courses for improvement are covered by the Ministry of Education including transportation, room and board.

Documentary information printed for the Pedagogical Documentation Center: Periodical "*Superación*".

The following numbers have been published or are published from August, 1963, to August, 1964:

No. 7 to 12 (1963)	20,000 copies
No. 1 to 2 (1964)	20,000 copies
No. 3 to 4 (1964)	20,000 copies
No. 5 (1964)	20,000 copies
No. 6 (1964)	20,000 copies
No. 7 (1964)	20,000 copies
No. 8 (1964)	20,000 copies
	<hr/>
	140,000 copies

Pamphlets

Scientific: 7 pamphlets of 10,000 copies	70,000 copies
Political Theory: 4 pamphlets of 10,000 copies	40,000 copies
Educational: 7 pamphlets of 10,000 copies	70,000 copies
School Regulation: 1 pamphlet of 15,000 copies	15,000 copies
Teaching Methods: 2 pamphlets of 10,000 copies	20,000 copies
Teachers' Union: 1 pamphlets of 80,000 copies	80,000 copies
Orientation: 4 pamphlets of 15,000 copies	60,000 copies

TOTAL: 355,000 copies

Transcriptions: 261 printings — 657,555 copies.

The educational television programs have been the following:

Science Series:

Introduction: The progress and influence of modern science.

In Physics and Chemistry:

Cathodic Rays L
Reaction Motors
Radar
Sulphuric Acid, its industrial application
Nuclear Science and its peaceful applications.

In Biology: Ecology (3 programs).

Pedagogical Series:

Evaluation of the student in elementary and secondary schools
Education by television, Audio-Visual Aids for Education
The Teaching of Physical Education in the School
Technological Education and its Organization
Adult Education and its Organization in Cuba (worker-farmer education).

Psychology Series:

The Psychological Basis of Dialectical Materialism
The Present Psychology Schools.

Technology Series:

Hydraulic Resources (8 programs)
Mineral Resources (4 programs)

Special Series:

Meteorology
Geo-Physics
Astronautics.

14) *Teachers' Status:*

Changes introduced in the regulations, payment, and placement of teaching personnel on the different levels:

The guarantee of status for teachers and professors on the different levels has been maintained.

The government announces for this year (1964) the establishment of "salary levels" in accordance with the categories and qualification levels in relation to the "work norms". This plan constitutes the result of a complex study, and its enforcement will represent an increase in salaries in general for the teachers, mainly for the qualified teaching personnel (with certificates or diplomas corresponding to their posts) and a great encouragement for perfection or improvement among the less qualified teachers.

VI. AUXILIARY AND EXTRA-CURRICULAR SERVICES

15) Innovations introduced during 1963-64 in the health protection and physical training of the students: school lunch rooms, school psychological services, educational and professional guidance, education of exceptional or handicapped children, popular adult education, youth movements, etc.:

In reference to the auxiliary services for the protection of children, and extra-curricular activities it must be said that both have had an outstanding development in the present school year.

The governmental ministries, state enterprises, and mass popular organizations in cooperation with the Ministry of Education have developed the above-mentioned activities whose main characteristic has been the massive participation of students and mass organizations of the people. These organizations are:

- Ministry of Public Health
- Ministry of Labor
- Ministry of Interior
- National Institute of Sports, Physical Education and Recreation (INDER)
- National Cultural Council
- Federation of Cuban Women (FMC)
- Union of Young Communists (UJC)
- Union of Pioneers of Cuba (UPC)
- Union of Secondary Students (UES)
- Central Cuban Workers' Union (CTC)
- Committees for the Defense of the Revolution (CDR).

Among the main plans for the protection of children are the following:

Campaign for Vaccination against Poliomyelitis.

In the first stage March, 1964, 2,243,726 children between the ages of one month and 14 years of age were vaccinated. Second stage April 1964, 1,131,186 children between the ages of one month and 6 years of age were vaccinated (second dose).

Campaign against gastroenteritis.

The mortality rate from this disease during the months of July, August, September and October has been reduced by 50%.

The rate of Paludism has been reduced by 40% if we make a comparison between 1962 and 1963, reducing the rate from 39.2 to 12.2 for every 100,000 inhabitants as a result of the development of the anti-malaria campaign which has been maintained in our country.

As a result of the *Campaign for Triple Vaccination* carried out between October, 1962, and February, 1963, diphtheria decreased by

50%. In 1962, 1,424 cases were reported, and in 1963, 749 cases. The annual rate decreased from 20.00 to 10.5 for every 100,000 inhabitants. The same results were observed in tetanus. In 1962, 605 cases were reported, and in 1963, 356 cases. The annual rate decreased from 8.5 to 4.7 for every 100,000 inhabitants from one year to the next.

Celebration of the International Week of Infancy.

Numerous activities were planned around the date of June first, as this is the "International Day of Infancy" which is celebrated in a great many countries in order to renew interest in the cause of small children. In Cuba all of the organizations which directly or indirectly have to do with the children contributed to this celebration in order to raise funds for the foundation of new centers for infants (day nurseries). Each day of the week was dedicated to a different activity under the orientation, "with the children and for the children".

Campaign for the foundation and extension of Centers for Infants.

At the present time there are 154 Centers for Infants which take care of 11,800 children between 45 days old and six years of age. The majority of the Centers have pre-school classrooms and about 144 teachers who give classes on this level.

Campaign for Safety in Traffic.

Thousands of children participated with the slogan of "how to use the public ways safely".

Areas of Participation for Physical Education and Sports.

Creation of 777 Areas of Participation in which 314,776 students take part in sports and physical education.

National Scholastic Sports Events.

3,751 school athletes, the best qualified representatives from each province, participated.

Spring Scholastic Sports Events.

972 school athletes with the best academic records participated.

Summer Scholastic Sports Events.

1,500 newly-promoted students will participate in these events in August, 1964.

Scholastic Physical Ability Tests L.P.V. (L.P.V. "Listos para Ven- cer" ready to win.)

By their measurement and emulation characteristics these tests constitute a definite and important project, in that, through them it is possible to evaluate the true physical condition of the students.

Student Councils.

These organizations (groups of students from a determined year of study who are organized to develop extra-curricular activities that contribute to the moral, civic and ideological formation of the students under the guidance of a professor —counselor) have had an extraordinary development during the present school year and they have taken part in such an efficient manner in the numerous tasks of the Ministry that they have had the full support of the National Council on Education. The activities developed in several centers for secondary instruction have reached the public by means of remote-control television programs.

The Pioneer Centers.

The establishments of 52 Pioneer Centers in which the activities being developed by the children belonging to the Pioneers are now being channeled into planned activity programs within each of their own Centers.

The Special Interest Centers.

These operate in a great number of secondary schools and are for Music, Visual Arts and Home Economics. They are groups of students who volunteer for this type of activity. In Music they have choral activities, instrumental groups, and music appreciation, those in the Visual Arts have Art classes in which they draw and take part in creative art and art appreciation activities.

In Home Economics they have sewing and cooking workshops.

The School Contests for the different Subjects of Instruction.

Thousands of students participate in these activities. They are held in all schools. The winners in each school compete to select the provincial winner in order to choose later the national winner who receives awards.

Programing of Youth Activities Organized by the National Cultural Council.

At present there is a National office for the Guidance in Culture for Youth. This organization has under its direction Departments of Theatre, Music, Dance, Plastic Arts, Literature and Publications, Cinema, Radio and Television.

This organization has as its main function that of the correct guidance of cultural activities for children and young people. This office has created professional groups for children and young people's theatre. Along with the Office for the Guidance of Youth, the office for the Creation of Amateur Groups has been developed in the National Cultural Council. In relation to young people, the Unión of Secondary Students and the Federation of University Students

have organized instrumental groups, dance and theatre groups, and have developed the plastic arts and literature.

The National Cultural Council presents in specific places for childrens' gatherings, such as schools or scholastic associations, cultural-artistic events which encourage the participation of youth in cultural activities, acting in theatres, schools, peoples' farms, social centers, etc.

All the above can be considered as the indirect work of incorporating young people by means of encouraging their interest in cultural activities. The direct work is represented by the wide scholarship plan offered by the Revolutionary Government, to study Art in the National School of Art and technical and scientific subjects in the national universities, aside from the scholarships to study in foreign countries, which cover all the branches of Art, Sciences and Technology. In the National School of Art 400 students are studying at present. The first group of graduates of the National School of Art are now in the principal farm units and villages of Cuba working with the amateur youth movement in dance, chorus, theater, etc.

Popular Education:

a) Adult Education:

In accordance with the census made in 1961, there were in Cuba 979,207 adult illiterates throughout the nation, especially in the mountain regions of the eastern provinces where no type of teaching extended before the Revolution. The illiterary problems in Cuba are not complicated by a linguistic problem or racial minority.

Illiteracy, a product of the exploitation of the farmers without land and of the economic development to which our country was submitted, was further complicated by the increasing neglect of the governments and the embezzlement of the national budgets dedicated to education.

When the victory of the Revolution arrived, January 1st, 1959, the bad inheritance of illiterary was confronted without hesitation as an unavoidable necessity in order to push forward the social and economic development which started with the first Agrarian Reform.

The Revolution has fought strongly against the problem of illiteracy and the low scholastic level prevailing on account of the above-mentioned causes, in four fundamental directions: First, with the creation of about 20,000 schoolrooms throughout the territory of the nation, mainly in rural zones; second, accomplishing the campaign against illiteracy in 1961 in which 707,000 illiterates were taught to read and write; third, establishing the "follow-up" courses for the worker-farmer education which has been operating since 1962 and into which more than a half million adults in the country and the city have been incorporated; fourth, with the accomplishment of great

plans for popular cultures which have produced a huge development in the arts of the nation; in music, literature, theatre and dance, and other national manifestations in art, among the masses of our people.

To all this should be added the profuse publication of hundreds of books of all kinds which have been placed in the hands of the Cuban people in millions of copies.

Present Program of Action:

The Ministry of Education created in January, 1962, the National Office for Worker-Farmer Education which has the responsibility of the "follow-up" courses for the farmer illiterates who learned how to read and write in the Campaign of 1961; and of the workers' improvement courses designed to provide for adults a level of instruction equivalent to the 6th grade of elementary school.

The National Office for Worker-Farmer Education is responsible for the technical direction of the courses, the training of teachers for these courses, the editing of text books, and the short courses and seminars for the orientation in the new pedagogical techniques in this branch of instruction. In April, 1963, the secondary course for workers' improvement was created in order to extend the instruction for those graduates of sixth grade in the previous course.

The popular organizations of education which exist on all levels composed of all the mass organizations take part in mobilizing the students, workers, farmers, etc.

The official basis for all these activities has been expanded by several resolutions of the Ministry of Education up to Ministerial Resolution number 222/64 which establishes the general relations for adult education. This resolution ratifies the systematic planning of the courses; it establishes the requirements for the foundation of classrooms and time schedules. The resolution defines the content of the various programs and establishes the function of the National Technical Committee, the regulations for seminars, collective groups and teams, and the norms for test and promotions, and at the same time, establishing the coordination between the Ministry of Education and other governmental ministries and organizations which have technical improvement plans for workers.

The Ministry of Education has an estimated budget in pesos of 19,237,900 for adult education aside from amounts from other ministries which almost triple the above-mentioned figure. Enterprises and organizations also dedicate part of their income for adult education.

Category of Teachers and other Persons who Participate:

The tasks of technical supervision and of instruction in adult education are accomplished by a body of professors and specialized personnel which number about 300 in the National Office, the National Technical Committee, and the seven Provincial Office of Sub-Administration now functioning.

The direct tasks of education are accomplished by certified teachers of elementary school for children who work simultaneously in the courses; the "popular teachers" of the rural zones; the teachers of the Vanguard Brigade, "Frank País" in the mountains, and the amateur teachers who are workers and farmers with a minimum school level of sixth grade. The permanent functioning of the seminars "two weeks" and the weekly meeting of the teachers' teams under the direction of technical advisors (certified teachers of long experience) that the National Union of Workers of Education offers, constitute a system of permanent professional improvement, which extends in its programs from the teaching of techniques to the direct use of text books which are periodically published in, order to control and distribute the subjects of study.

Organization of Classes for Adultes:

The classes for adults are offered in centers with multiple classrooms in the capital and provincial cities. These centers may be unified schools which have classrooms for the three courses established; un-unified centers which only have first and second course classrooms, or independent, in which only secondary level classrooms functions.

In addition to these centers the classrooms called "independent classes" throughout the national territory, established in factories, work centers, administrative offices, peoples, farms, localities for classes in the city and the country, etc.

632 centers for adult education with 2,852 classrooms were listed in the statistical report of March, 1964. The independent classrooms number 6,439. The general enrollment for all the courses is 430,963 students of which 242,223 are urban students and 188,740 are rural students. Of the 19,042 teachers listed in the National Office of Worker-Farmer Education, 6,751 are professionally certified and the rest (12,291) are non-professionals.

Pedagogical Material Supplied:

After the publication of millions of copies of the text book "Venceremos", used in the great campaign against illiterary in 1961, the un-interrupted publication of text books for the different courses, books and pamphlets of guidance and organization for teaching, surpasses by far the figure of ten million. These have been object of a thorough distribution in the national territory.

The importance given to reading is reflected in the profuse quantity of interesting and easy reading selections in each text, which cover in their content stories and tales as well as scientific, social, economic and health topics. The periodicals and daily newspapers include "murals" and articles directed to inexperienced readers.

At present, special editions of reading selections for students on the lower academic levels are being prepared in cooperation with

different ministries especially INRA (The Ministerial Institute of National Agrarian Reform) and the Ministry of Public Health.

In 1962-1963, 617 television programs for adult instruction were offered and 1,548 radio programs which broadcast the Spanish and Mathematics lessons for the Worker-Farmer Improvement Courses. The National Library has an extension service to develop reading habits, which sends out circulating book collections to the work centers that apply for them. 10,534 books for 17,319 readers were put in circulation in 118 work-centers up to March, 1964. In addition twelve libraries of more than 1,000 volumes each have been organized in the largest factories in the country. No unified center of Worker-Farmer Education exists without a working library.

The text books for the first course are all given free of charge, the rest are sold to the students in special sales events or bought directly to the classroom with all facilities for credit purchases at cost prices. Books of the different national publishers in Cuba are not sold for profit but are a means of acquiring culture which the Revolutionary Government encourages in all spheres.

Audio-Visual Aids:

The National Office of Worker-Farmer Education has a department especially created for the production of audio-visual materials related to adult education. The production of materials is dedicated to the seminars and technical collective groups in order to train the teachers in the preparation of their own audio-visual aids and the proper use of the same. The department constantly encourages the preparation of audio-visual aids. Secondary students with the highest technical qualifications have already prepared many audio-visual aids related to the teaching of physics, chemistry, and biology in the school programs.

Activities, Methods and Techniques which have given good results:

The teaching of adults in Cuba is like a large experimental laboratory. Breaking with the old traditional instruction in this branch, today's adult education is directed to the systematic scholastic improvement of the masses of workers and farmers, with the purpose of offering them a command of the essential subjects (Spanish, Mathematics and Rudiments of Science) which will permit the necessary development in minimum technical qualification with the aim of acquiring the active and conscious participation of the workers in the political, social and economic development of the nation.

Therefore, what is known as "The Campaign for Sixth Grade Instruction", was put in force in Cuba as a necessary extension of the campaign against illiteracy and as a necessary initial stage in the "Technical Revolution".

At the end of the school year for adults (1963-1964) more than 1,000 students graduated from secondary courses and from sixth

grade instruction have been enrolled as scholarship students of the government in different courses of the Agricultural Schools of the University and special courses of the National Institute of Agrarian Reform and of the Ministry of Education.

The number of scholarship students will be increased three-fold by the month of August, enrolled in technical courses in artificial insemination, veterinary assistants nursing assistants, technical studies in agriculture, and in training courses for teachers.

The students who get the best grades are awarded scholarships by the State.

The participation of the popular organizations in education, the workers' unions, and the organizations of farmers, of women, and youth in fraternal emulation gives a democratic, patriotic and enthusiastic content to the development of "the Campaign for Sixth grade instruction" and for the "Technical Revolution" which has its best manifestations in the "Intellectual Competition" and what is called the "Olympics of Knowledge", public events in which thousands of people participate in school centers, social centers, and public parks where the students demonstrate their knowledge and receive group and individual awards. These events are a powerful contribution to the enrollment in the schools of those people with a low scholastic level, and to the advancement of mass education in the nation.

In the pedagogical field the best results have been obtained by the permanent exchange of experiences in national congresses and conferences, provincial meetings of technicians, and the numerous collective meetings which are constantly being held with the purpose of evaluating techniques, procedures and methods applied. These meetings are enriched by the numerous research projects which the specialists carry out concerning successes and difficulties observed on the basis of the study of thousands of examples of the work and experiences gathered among the students of the different regions of the country. Investigation is the surest way of rectifying the methods and programs of study.

The above-mentioned research projects as well as the work of the training and improvement seminars for mass education are supervised by the Institute of Educational Improvement (ISE).

b) *Education for Women:*

Within adult education there exists a great movement inspired by Dr. Fidel Castro as Primer Minister of the Government, in cooperation with the Federation of Cuban Women and in coordination with the Ministry of Education. This movement, is called "Womens' Improvement", and is principally responsible for offering elementary or secondary instruction and a professional education, including teacher training, to young women from the country or former domestic servants from the city.

For this type of education the Ministry organized the National Office for Womens' Improvement Courses which is responsible for:

Evening Schools of Improvement for Domestic Workers	10,105 students
Specialized Improvement for Domestic Workers	377 students
Country Schools for Children "José Martí", "Ciro Frías", "Ramón Paz", "Delfin Sen", "Frank País", and "Yolanda Rodríguez"	4,150 students
Elementary School "Orestes Gutiérrez"	197 students
School for Country Women "Ana Betancourt"	10,29 students
School for Instructors "Conrado Benítez" (Evening School Teacher-Instructors who are trained for enrollment in "Makarenko" I)	480 students
Pedagogical Institute "Makarenko" I (Siboney)	836 students
Pedagogical Institute "Makarenko" II (Tarará)	1,110 students
(Graduate professors from Makarenko I in charge of the training of primary teachers)	
	<hr/> 27,549 students

Evening schools of improvement courses for domestic workers. At present 98 schools throughout the nation are functioning which are dedicated to the improvement of the political and cultural background of thousands of women from the working class level of the nation. These schools developed their plan of study for six grades of elementary instruction. These courses have been organized into semesters.

Specialized schools for domestic workers. These schools are responsible for preparing young women from domestic service for jobs in different centers of work. They study under a "living-in" plan and were selected from the better qualified students from the Evening Schools for Domestics. The plan of study extends to sixth grade level. A second course was also begun in which the following instruction was organized:

1. Training of stenographers.
2. Training office clerks.
3. Training of technical personnel for the Ministry of Communications.
4. Training of Bookeeping Assistants.
5. Perfection courses for teachers of typing, short-hand, from the Evening Schools for Domestics.
6. Remedial courses for those students of the previous course who didn't reach sixth grade level.

Country schools for children, "José Martí", "Ciro Frías", "Ramón Paz", "Delfín Sen", "Frank País" and "Yolanda Rodríguez". They are elementary "living-in" students. The students are of both sexes from 4 to 17 years of age. The study plan is comprised of: elementary instruction, physical education and sports, agricultural training (farming and stock-raising), artisan training, carpentry, languages, music, science experiments, extra-curricular and cultural activities and recreation.

Elementary School "Orestes Gutiérrez". There are students of both sexes, "living-in" and day students with a level from first to sixth grade.

School for Country Women "Ana Betancourt". 2,000 country women are enrolled every year who come mainly from the mountain regions of Oriente. The plan of study is from first to sixth grade. To those students who have gone through the fourth, fifth, and sixth grades, scholarships are offered in order to continue their studies in different centers.

School of Instructors "Conrado Benítez". The students come from the "Voluntary Teachers' Brigades". It was the first school for teachers which faced the task of political training and the preparation of teachers, and set the necessary foundation for the organization of the Pedagogical Institute "Makarenko".

Pedagogical Institute "Makarenko" I. The teaching profession is studied in this institute in three courses by young women of the "Conrado Benítez" Brigade of the Campaign Against Illiteracy.

The linking of the work of practice teaching with formal study is norm of this institute. At present the graduate students of the institute pursue university studies for the teaching profession.

Pedagogical Institute "Makarenko" II. It operates in Tarará with students from the School for Elementary Teachers "Manuel Ascunce Domenech". It is the center which terminates the training of regular teachers. The students are given classes in theory in the institute and do their practice teaching as regular teachers in their classrooms.

At present a large group of students work in the School for Country Women "Ana Betancourt".

c) The Mass Media of Communications in the Service of Popular Education:

Faced with the necessity of raising the general cultural level of the people, and as a means of reinforcing the general plans of adult and youth education, the Ministry of Education created the Educational Extension Office with three principal departments:

Educational Radio and Television

Correspondence Courses

Audio-Visual Aids and Materials.

During the year 1963-64 the systematic task of educational extension has been consolidated mainly in reference to the use of

radio and television for education and the production of audio-visual materials.

Before the Revolution, that is before January, 1959, there was only weekly program on radio or television, the so-called "University of the Air". In educational television proper nothing existed with the exception of very few general information programs which touched on topics of education, and panels on what was known as "round tables".

Since January, 1960, on the other hand, these means have been used within a planned organization. The Office of Educational Extension Services develops its plans through the following means:

1.—Educational Radio and Television Department.

During the year 1963-64, among others, the following programs on radio and television have been developed:

Television

Secondary level of Worker Farmer Instruction	2 weekly programs of $\frac{1}{2}$ hour duration
Basic Secondary Instruction	5 weekly programs of $\frac{1}{2}$ hour duration
Teachers' Improvement Courses	2 weekly programs of $\frac{1}{2}$ hour duration
Seminar and Revolution	1 weekly program of 1 hour duration
National Union of Workers of Education and Science	1 weekly program of $\frac{1}{2}$ hour duration
Group of Educational Films	5 weekly programs of $\frac{1}{2}$ hour duration
"Olympics of Knowledge"	1 weekly program of $\frac{1}{2}$ hour duration
Science and Education	1 weekly program of 1 hour duration

Total: 18 programs a week with
10 hours of broadcasts
76 programs a month with
50 hours of broadcasts
912 programs a year with
600 hours of broadcasts

Radio

Scholarship Students' Program	1 daily program of 15 minutes duration
Workers' Improvement	1 daily program of $\frac{1}{2}$ hour duration

Workers' Improvement	1 daily program of 1/2 hour duration
Follow-up Courses	1 daily program of 1/2 hour duration
Teachers' Improvement	1 daily program of 1/2 hour duration
Russian Course	1 daily program
English Course	.1 daily program
Elementary Instruction (The School Hour)	1 daily program

Total: 39 programs a week with
18 hours of broadcasts
166 programs a month with
77 hours of broadcasts
1,992 programs a year with
924 hours of broadcasts.

2.—Department of Correspondence Courses.

This department organizes courses for production workers who can not attend the regular courses of the national system of education. These courses are generally longer in duration than the regular courses. The courses are organized on the basis of groups of students who receive material by mail in a systematic plan and with a professor-guide who gives guidance periodically in meeting with the students (every two weeks or every month).

During the school year these students pursue a "lining-in plan" for short periods as a means of strengthening their study in contact with the teachers.

The Department of Correspondence Courses cooperates with the National Office of the respective school subjects for the development of these courses.

3. Department of Audio-Visual Aids for Education.

This department is made up of:

- Film Section of the Department of Radio, Television and Cinema.
- Section of the Visual Material Library, photograph archives.
- Section of photography and laboratory.
- Section of audio/visual aids.

Technical personnel of the Department of Correspondence Courses for the Production of Audio-Visual Materials.

In co-production with ICAIC (Cuban Institute of Art and Cinematographic Industry), and with DEFA (film industry of the German Democratic Republic) the Ministry of Education will produce films on history, geography and biology. It will acquire from foreign countries 605 films, 850 film-strops and 180 slides, mainly in the fields of science and technology.

Educational Psychology Services:

Within the Ministry of Education there exists an Educational Psychology Department with its national office and seven provincial offices which are in charge of the psychological guidance of the national system of education in general aspects of information and guidance, since the clinical services are the responsibility of the Ministry of Public Health in the Mental Hygiene Clinics and the Psychiatric Services for Children and Adolescents in the hospitals. The Educational Psychology Department advises other Departments in the problems in evaluation of learning and means of measurement. In addition it is responsible for vocational guidance in elementary and secondary levels, does research work, on educational problems and prepares or tests psychometric means. In the past school year the work of the department has increased by the courses given to teachers, directors and educational authorities who attend these courses in the Institute of Educational Improvement about aspects of emotional problems and behavior of children in the classroom.

In addition the department gives technical advice for the plan of vocational guidance advanced by the National Council of Education. The greatest effort this year has been to distribute information about occupations and possibilities of studying in the respective schools, especially for students in the last year of study on each level of instruction. This has been accomplished by means of pamphlets, monographs as well as by the press, radio and television.

All sixth grade students of the nation have received a pamphlet about the possibilities in education, and those students graduating from the basic secondary schools and from the pre-university institutes receive other pamphlets of the same type and a set of monographs on educational subjects which require studies in the secondary or university levels. This informative material complemented the program of activities with vocational objectives that all the students on this level took part in.

Along with the activities on these levels teachers and professors have cooperated with those responsible in work-centers, with the unions and youth organizations, so that the students who have to decide on the studies they are going to select will have direct contact with real working conditions and with the centers of study that they may choose.

The guidance services in the universities have cooperated in this plan in reference to the work with pre-university students. The Ministry of Education is aware that all this work is only a beginning. In this course interest circles in scientific material have already been organized. These centers have started projects in

some branches of science, technology or agricultural studies directed by specialized technicians who voluntarily carry out this work with the purpose of promoting the necessary interest in these studies.

In the future the creation of a polytechnic plan of instruction and an educational plan for work will provide a more solid and adequate basis for the vocational selection of students.

Already in this course the teachers of sixth grade and the professor-counselors of the student councils have worked with the students and their parents to help them evaluate all the information received and take into consideration the school achievement and the aptitudes shown by the student in the school with his vocational selection in view.

In the future as teaching personnel is trained to cooperate in the tasks of vocational guidance, the individual guidance will be based on more specific techniques.

The Scholarship Plan of the Revolutionary Government guarantees the opportunity for study in the various branches of education to any students in every part of the nation.

Education por the Handicapped:

This education is under the direction of the National Office of Education for Handicapped Students which has organized, for the first time in Cuba, a national system of special instruction for children, adolescents and adults, whose education is difficult in the regular classroom of the national schools because of physical or mental deficiencies of the students.

Before the Revolution certain private institutions existed which provided education, primarily for the blind and mentally backward in a philanthropic or charitable way. At present it is a service of the State which is provided to all handicapped persons as a social and human right to integrate themselves fully into the society, and specifically to a life of production or work in accordance with their capacity.

The Office of Education for the Handicapped is responsible for the education of mentally retarded, those who suffer from aphasia, the deaf and the semi-deaf, of those who have speech and voice problems, of the blind and the near-blind, the mal-adjusted, those with physical motor impediments and other deficiencies; therefore there are the following schools:

- Schools for the Mentally Retarded
- Schools for the Deaf and Semi-deaf
- Schools for the Blind and Semi-blind
- Schools for Mal-adjusted children

Schools for those with Physical Motor Impediments
Classrooms with hospital services
Workshop Schools for the Handicapped.

The majority of these schools are organized for "living-in plans", for "part-time living-in", or for day students.

There also exist what are known as "Centers of Diagnosis and Guidance" where the children, adolescents, and adults with different types of deficiencies first go in search of the adequate guidance for their correct placement in the respective schools for the handicapped. These children, adolescents and adults come from medical or hospital services in their respective schools in the different levels of education or they came because of family concern.

At present the Revolutionary Government is making a great effort to meet the needs of this type of education in Cuba and to train the required number of teachers and specialists for the education of the handicapped.

The following statistic table shows the development of education for the handicapped in respect to the last school year:

Type of School	No. of Schools	No. of Class-rooms	Teach- ing Per-sonnel	Enroll-ment	Number of of stu- dents per teacher
Schools for the Deaf	8	54	63	331	7
Schools for the Mentally Retarded	10	108	188	1041	9
Schools for Physical Motor Impediments	3	10	31	62	4
Schools for the Blind	1	18	26	91	3
Schools for the Maladjusted	2	10	31	94	3
Multiple Schools (Workshop)	5	..	3	38	13
Hospital Schools	1	3	..	..	..

Youth Movements:

The young people of Cuba have developed a series of tasks of extraordinary importance in relation to the economic and social progress of the nation.

Through their three main organizations, the Union of Secondary Students, the Union of Young Communists and the Federation of University Students in each university they have pushed forward such tasks as the participation of thousands of young students in voluntary productive work in agricultural, in the different sports

events organized by INDER, in the contests, student councils, scholastic emulation, and fundamentally in the enforcement of the plans for establishing a conscious sense of discipline or self-discipline among the students belonging to the different centers of education as objectives set by the Ministry of Education; and in artistic activities (exhibitions, recitals, festivals, etc.) offered by the National Cultural Council.

These youth organizations hold their meetings periodically in which they systematically evaluate the results of the work carried out in relation to their own objectives and the goals that they have set. And they have taken part even in the preparation of youth meetings of an international nature as the first and second CLAJ (Latin American Youth Congress, held in Havana and Santiago de Chile, respectively) and at present they are deeply engaged in their obligation to the "Technical Revolution".

A N N E X 1

e) Percentage of the actual expenditures on education in relation
 to the general expenditures of the State

	<u>NATIONAL</u>	<u>EDUCATION</u>	
SECTION I	\$ 715'873,258	\$ 210,000	
II	128'692,313	60,000	
III	626'690,309	201'992,300	
IV	143'818,323	16'745,200	
V	221'200,000		
VI	149'690,000		
VII	413'042,697		
	<hr/>	<hr/>	
Comparison of the budget of the Ministry of Education	2'399'006,900	219'007,500	9.13%
	<hr/>	<hr/>	
Plus: The educational budget of the other organizations	.....	66'807,900	...
	<hr/>	<hr/>	
	\$2,399'006,900	\$285'815,400	11.92%
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

3) Financing of Education

ANNEX 1

	<u>1963</u>	<u>1964</u>	<u>Increase or (Decrease)</u>		<u>1963</u>	<u>1964</u>	<u>Increase or (Decrease)</u>
Elementary Schools (Including the amounts assigned for the maintenance of School Dining-Rooms)	74821.2	74262.1	(559.1)	Secretarial Schools	1271.8	1326.4	54.6
School for the Mentally and Physically Handicapped (Living-in and day students)	2481.2	1937.9	(543.3)	Language Schools	1334.8	1609.9	275.1
Living-in Country Schools for Children and Young People	7649.0	8878.1	1229.1	Day Students Scholarships	—	439.5	—
Adult Education	12456.6	19237.9	6781.3	Educational Improvement Courses	802.1	815.9	13.8
Educational Improvement for Worker-Farmer	—	10628.5	—	School Libraries	351.4	254.8	(96.6)
Educational Improvement for Unskilled Women	—	8609.4	—	Physical Education	206.6	2207.9	2001.3
Courses Through Correspondence and other means	973.4	395.3	(578.1)	School Transportation	4061.2	3962.5	(98.7)
Maritime Trade and others	238.8	—	(238.8)	School Maintenance	—	2354.1	2354.1
School for Fishermen	—	2743.9	2743.9	Foreign Scholarships	373.5	912.0	538.5
Basic Secondary Schools (Junior High Schools)				Living-in quarters for students (Elementary, Secondary and Pre-University students) ⁽¹⁾	30764.9	—	(30764.9)
Urban	16017.7	13010.6	(3007.1)	Living-in quarters for University students ⁽²⁾	—	4533.6	4533.6
Rural	638.8	1485.3	846.5	Administrative Services	17078.1	16615.2	(462.9)
Agricultural Production Centers (Farming and Stock-Raising)	591.7	—	(591.7)	Social Security	—	803.2	803.2
Scholarships	—	6945.7	6945.7	Social Centers for Pioneers	—	274.5	274.5
Pre-University Institutes (Senior High Schools)				Workers Dining-Room	—	352.6	352.6
Day Students	5293.2	3645.1	(1639.1)	<i>Investments</i>	15147.9	17733.0	2585.1
Institute for Students with High Scholastic Record	68.4	—	(68.4)				
Scholarships	—	3592.3	3592.3		208647.9	219007.5	10359.6
Other Schools	—	456.0	456.0	Plus: Educational Activities Budgeted by other Organizations ⁽³⁾	74642.9	66807.9	(7835.0)
Worker Educational Improvement School "V. I. Lenin"	93.2	—	(93.2)				
Tabulation Schools	66.2	—	(66.2)		283290.8	285815.4	2524.6
Schools for Training of Elementary Teachers	3693.0	5647.7	1954.7				
Pedagogical Improvement Schools	—	2686.7	2686.7				
Institute of Accounting and Economic Planning							
Day Students Scholarships	2184.7	2081.1	(103.6)				
Technological Schools							
Day Students Scholarships	9929.8	715.1	(9214.7)				
Agricultural Activities	—	15403.4	15403.4				
Electronics and Telecommunications	58.7	1600.5	1600.5				
		—	(58.7)				

FOOTNOTE:

(1) Living-in quarters was subdivided in 1964 into different activities of the scholarship students.

(2) It includes the expenditures of the scholarship university students.

Note: The different activities have been grouped according to the new nomenclature of 1964; that is to say that the schools of the 1963 budget which do not appear in the 1964 budget as the School of Tabulation (1963) have been included in the budget of Other Schools in 1964.

(3) The decrease in the educational activities budgeted by other organization is due to the fact that some of them transferred to the control of the Ministry of Education.

II. QUANTITATIVE DEVELOPMENT OF EDUCATION

ANNEX 2

Comparative statement of enrollment in the 1962-63 and 1963 Courses

EDUCATIONAL LEVEL		BEGINNING OF THE 1962-63 COURSE			BEGINNING OF THE 1963-64 COURSE		
Course	Type of Student	LIVING-IN	DAY STUDENTS	TOTAL	LIVING-IN	DAY STUDENTS	TOTAL
ELEMENTARY EDUCATION							
Elementary Schools		1'193,077	14,209	1'207,286	1'266,686	13,978	1'280,664
Unified Schools (1st. to 6th.)		1'193,077	12,625	1'205,702	1'256,748	11,517 (A)	1'268,265
Living-in country schools for children		(*)	—	(*)	8,607	—	8,607
		—	1,584	1,584	1,331 (B)	2,461	3,792
SECONDARY EDUCATION (General)							
Unified Schools (7th. to 9th.)		101,003	22,115	123,118	120,552	17,378	137,930
Basic Secondary Urban Schools		3,711	—	3,711	4,388	—	4,388
Basic Secondary Rural Schools		86,978	15,088	102,066	104,074	10,954	115,028
Pre-University Institutes		—	1,821	1,821	—	1,681	1,681
		10,314	5,206	15,520	12,090	4,743	16,833
SECONDARY EDUCATION (Technical and Professional)							
Language Schools		27,925	15,477	42,502	33,839	15,976	49,815
Schools of Administration		4,936	1,600	6,536	5,325	976	6,301
Institutes of Administration		9,140	—	9,140	12,381	—	12,381
Technological-Industrial Schools		12,063	494	12,557	12,672	623	13,295
Technological-Industrial Institutes		362	10,807	11,169	2,708 (C)	9,837	12,545
Technical and Agricultural Institute (farming and Stock-raising)		524	2,576	3,100	753	3,237	3,990
		—	—	1,303	1,303
SECONDARY SCHOOL (Teachers Training)							
School for Training of Primary Teachers		10,741	7,784	18,525	9,410	17,316	26,726
Pedagogical Improvement School		—	7,784	7,784	—	12,342	12,342
		10,741	—	10,741	9,410	4,974	14,384 (F)
HIGHER EDUCATION							
University of Havana		14,533	3,076	17,609 (G)	17,241	4,887	22,128 (H)
University of Las Villas		11,619	1,811	13,430	12,730	3,366	16,096
University of Oriente		1,303	895	2,198	1,946	815	2,761
		1,611	370	1,981	2,565	706	3,271
EDUCATION FOR THE MENTALLY AND PHYSICALLY HANDICAPPED							
		—	1,391	1,391	1,025 (D)	777	1,802
ADULT EDUCATION							
Schools and Centers of Worker-Farmer Education		481,662	10,971	492,633	467,411	11,562	478,973
Evening Schools for the Educational Improvement of Unskilled Women		468,456	—	468,456	455,394	—	455,394
Special Centers for the Educational Improvement of Unskilled Women		12,438	—	12,438	11,476	—	11,476
		768	10,971	11,739	541 (E)	11,562	12,103
OTHER SCHOOLS							
National Tabulation School		5,372	...	5,372	6,196	4,510	10,706
Schools for Fisherman and Maritime Trades		...	—	...	1,687	—	1,687
Schools of Initial Scholastic Sports		—	—	3,671	3,671
Special Center for Scholarship Students		—	—	609	609
Basic Secondary School for Workers under Scholarship Plan		—	—	110	110
Institute of Educational Improvement		—	—	120	120
		5,372	—	5,372 (I)	4,509	—	4,509 (J)
TOTAL		1'833,413	75,023	1'908,436	1'922,360	86,384	2'008,744

(1) These centres of instruction, formerly belonging to other branches, were incorporated into the Ministry of Education in the 1963-64 school year.

- (A) including 470 living-in students not attending classes
 (B) including 101 students in part-time residence
 (C) including 686 students in part-time residence
 (D) including 454 students in part-time residence
 (E) including 480 students who study by correspondence
 (F) these statistics refer to courses and seminars given during 1963
 (G) these statistics refer to the 1962 school year
 (H) these statistics refer to the 1963 school year
 (I) these statistics refer to courses and seminars given during 1962
 (J) these statistics refer to courses and seminars given during 1963

(*) included in the 1'193,077 day students of the elementary schools

... indicates that the statistics are unknown or incomplete

SCHOLARSHIP STUDENTS IN FOREIGN COUNTRIES: 2,183 (as of March, 1964.)

R A P P O R T
A LA XXVII CONFERENCE INTERNATIONALE
SUR L'INSTRUCTION PUBLIQUE

INTRODUCTION

Cuba, dans son Rapport à la XXVIème Conférence Internationale sur l'Instruction Publique, a exprimé qu'une fois obtenue l'extension des services éducatifs, pour garantir à toute la citoyenneté l'enseignement gratuit, elle concentrerait son attention sur deux aspects fondamentaux:

- a) la réorganisation de l'appareil d'administration scolaire, profitant au maximum de l'expérience acquise dans la pratique avec la participation active du peuple dans l'exécution des tâches éducatives, et
- b) l'amélioration de la qualité de l'enseignement, élevant le niveau de scolarité des élèves et perfectionnant le corps enseignant chargé de celui-ci.

A présent, dans son Rapport à la XXVIIème Conférence internationale sur l'Instruction Publique, Cuba déclare qu'elle maintient en vigueur dans sa politique éducationnelle les aspects mentionnés et que dans le panorama du mouvement éducatif correspondant à l'Année Scolaire 1963-1964 ressortent les suivants faits significatifs d'une importance extraordinaire à l'intérieur du développement planifié de son éducation:

Le développement quantitatif de l'enseignement à tous les niveaux et dans les différentes sortes d'écoles, uni à l'effort simultané pour l'amélioration de la qualité de l'enseignement. Les consignes "promotions quantitatives et qualitatives dans l'enseignement" et "la bataille pour le Certificat d'Etudes Primaires" pour la campagne qui suit celle de l'alphabétisation des adultes réalisée en 1961, font partie des aspirations et des expressions du peuple.

Le mouvement de Cours de Perfectionnement ou de Promotion du personnel en service, mouvement qui dépasse le domaine propre du Ministère de l'Education, qui s'étend à tous les autres Ministères du Gouvernement et atteint les organismes syndicaux et de masses.

Le développement de l'éducation des adultes à tous les niveaux. Cuba impressionne le visiteur car elle se présente comme un pays transformé en une grande école.

L'utilisation systématique de la télévision et de la radio pour des programmes sur l'enseignement et sur les activités éducatives.

La production de livres scolaires des Editions du Ministère de l'Education Nationales (MINED).

L'organisation et la discipline atteintes dans les Ecoles du Plan de Bourses du Gouvernement Révolutionnaire qui comprend plus de 100.000 boursiers sous le régime d'internat.

L'effort pour orienter à nouveau l'enseignement, à tous les niveaux et fondamentalement pour lui donner une forte base scientifique et polytechnique, indispensable à la "Révolution Technique" exposée par le Premier Ministre du Gouvernement, Dr. Fidel Castro.

Les plans pour développer l'enseignement agraire et celui qui a trait à l'élevage.

La planification démocratique de l'éducation moyennant l'application de la dénomée "ligne de masses" qui garantit la participation de tous ceux qui interviennent à l'exécution des plan éducatifs.

Les plans expansifs de formation d'instituteurs et de professeurs d'enseignement secondaire.

L'essor et la consolidation des plans relatifs aux activités en dehors des heures de classe, à différents niveaux et dans les différentes sortes d'enseignement.

L'émulation socialiste, remplissant la fonction de moteur et d'accélérateur des plan scolaires.

Mais le plus étonnant parmi tout ce qui a été signalé antérieurement, est le fait que Cuba puisse développer ses grandes planes économico-sociaux, à l'intérieur desquels se développent ceux qui ont trait à l'éducation, malgré la lutte illégale et criminelle à laquelle la soumet son puissant voisin impérial: des raids aériens, des sabotages, des attaques de mercenaires, la violation de son espace aérien par des vols d'espionnage, le blocus économique total qui va jusqu'à l'interdiction de médicaments, etc. Face à cela, Cuba fait entendre sa voix et proteste énergiquement auprès de l'ONU et devant l'opinion publique mondiale.

L'ADMINISTRATION SCOLAIRE

1) *Mesures administratives:*

Modifications introduites dans l'administration scolaire en ce qui va d'année: création, suppression ou réorganisation des services administratifs ou de consultation:

D'après l'expérience sociale qui démontre que "l'organisation surgit du travail et non vice versa" et "qu'il est de grande importance pour la politique éducationnelle que de découvrir dans la pratique les formes d'organisation que le développement nous montre", le Ministère de l'Éducation de Cuba a introduit d'importantes modifications dans sa structure administrative, modifications qui répondent à ces faits du processus social.

De même, sur la base de ce qui a été déjà établi depuis 1959 sur le fonctionnement décentralisé de l'administration des services de l'enseignement et des services complémentaires et sur la direction, le contrôle et la révision technico-administrative, centralisés, de ces mêmes services, des niveaux intermédiaires ou régionaux ont été établis à l'échelle nationale. Ces niveaux sont en accord avec la nouvelle division politico-administrative du pays (unités régionales socio-économiques) et permettent une administration éducationnelle plus directe, donc, un meilleur contrôle.

On peut définir l'organisation actuelle comme suit:

Premièrement: La division du travail de direction, à toutes les échelles, correspond aux différents niveaux et aux différentes sortes d'enseignement: Primaire, Secondaire (de Base et Pre-Universitaire), Industriel, Agraire et d'élevage, d'Administration, de Formation d'instituteurs, de Langues, Universitaire et pour Adultes (Éducation ouvrière paysanne, etc.).

Deuxièmement: L'administration décentralisée à l'échelle provinciale et régionale et l'orientation et la détermination de la politique éducationnelle par le contrôle et la révision technico-administrative, réalisés de façon centralisée, à l'échelle nationale.

Troisièmement: La méthode de travail collectif, la discussion démocratique, la responsabilité individuelle et la participation massive

du peuple aux tâches d'organisation et au développement des plans éducationnels.

L'extension des services de l'enseignement, la participation du peuple à la direction de l'enseignement, le nouveau caractère des relations entre le peuple et les fonctionnaires tecnico-administratifs du Ministère et entre ces fonctionnaires, les instituteurs et les professeurs, ainsi que l'intervention des parents, des instituteurs et des étudiants à la solution des problèmes, déterminent aujourd'hui la structure des organismes de direction du Ministère. De façon plus concrète disons qu'une série d'importants évènements nationaux ont conditionné ou influencé décisivement la détermination de cette structure actuelle. Les évènements les plus importants ont été:

La Campagne Nationale d'Alphabétisation qui a donnée un caractère spécial et un élan décisif aux Conseils Municipaux et Provinciaux d'Education (organismes intégrés par des fonctionnaires du Ministère et par des représentations d'organismes populaires); la création de milliers de classes dans les régions montagneuses à la charge des dénomé Instituteurs Volontaires (étudiants de l'enseignement secondaire transformés en instituteurs moyennant des Cours Urgents de Formation d'une durée de 4 à 5 mois) transformés plus tard en "Brigade d'Instituteurs d'Avant-garde Frank País" (martyr révolutionnaire) qui détermina la structure des actuels "Départements Régionaux de montagne"; l'établissement de milliers de classes primaires, rurales et urbaines et des dizaines d'écoles secondaires de Base (première étape de l'Education secondaire — trois ans) et la nationalisation des anciennes écoles privées; les vastes plans de l'éducation pour adultes (ouvriers, paysans et femmes consacrées à des travaux de peu d'importance) et l'organisation d'un vaste réseau d'Ecoles et d'Instituts Technologiques; les facultés accordées au Ministère dans la planification de l'enseignement universitaire en tant que partie de la planification intégrale de l'éducation; le développement des publications, par l'intermédiaire des Editions du Ministère de l'Education, comprenant l'élaboration et la traduction de grand nombre de livres et de textes pour l'enseignement et l'établissement d'amples relations culturelles avec l'étranger, tout ce qui a contribué à la création d'organismes techniques et administratifs adéquats pour de telles fins.

La transformation des anciennes Ecoles Normales en "Ecoles de Perfectionnement Pédagogique", qui ont à leur charge la formation d'Instituteurs Populaires (instituteurs ne possédant pas de titre), l'expansion des Cours de Perfectionnement de l'Institut de Promotion Educationnelle (INSTITUTO DE SUPERACION EDUCACIONAL, ISE), par l'établissement de cours réguliers et systématiques de perfectionnement pour fonctionnaires, inspecteurs, professeurs, instituteurs et personnel technique ou administratif en général; le nouveau plan de formation d'instituteurs en trois étapes a influencé aussi l'organisation du Ministère. Le Plan de Bourses du

Gouvernement Révolutionnaire, plan qui comporte une révolution éducative et des problèmes à résoudre dans le domaine pédagogique et en ce qui concerne l'orientation idéologique et vocationnelle, qui représente encore une question d'organisation complexe en ce qui concerne l'enseignement et l'administration.

Il faut ajouter à ces faits les exigences qu'une économie planifiée impose à l'administration des services de l'enseignement. Les problèmes du système de contrôle économique, les prix de revient, les investissements, les statistiques, les budgets élaborés par les unités municipales et régionales et discutés à toutes les échelles, sont des questions nouvelles pour les fonctionnaires, les professeurs et les instituteurs, qui ont du les affronter sans l'expérience nécessaire et lesquelles ont influencé, ainsi que les antérieures, les formes d'organisation.

Et par dessus tout, le changement radical qui a été opéré dans l'orientation de l'enseignement et qui devra se développer avec plus de force à mesure qu'avance la construction de la nouvelle société socialiste créée par le peuple de Cuba.

Les formes nouvelles d'organisation exposent aussi le nécessité de répondre non seulement aux exigences du moment actuel mais à celles du proche avenir en relation avec les réussites atteintes, lesquelles déterminent à leur tour les nouvelles directions du développement.

Ces réussites peuvent s'exprimer comme suit:

Premièrement: Développement massif des services éducationnels.

Deuxièmement: Elévation de la conscience éducationnelle chez les instituteurs, les professeurs, les étudiants, les parents, les ouvriers, les paysans et le peuple en général.

Troisièmement: Participation militante du peuple aux tâches éducationnelles, au travers de ses organisations.

Quatrièmement: L'unification du système scolaire, au moyen de la Nationalisation des écoles privées.

Cinquièmement: Développement des conditions minimum d'organisation pour garantir ces succès et déterminer, dans un bref délai, un saut de qualité dans l'Enseignement qui est, au moment présent, le devoir le plus important pour ceux qui travaillent dans le domaine de l'Éducation.

En synthèse, en ce qui concerne l'administration des services éducationnels, il y a en fonctionnement deux structures parallèles du Ministère de l'Éducation de Cuba.

- 1.—Une structure au caractère technico-administratif, composée par organismes et fonctionnaires spécialisés ou professionnels, destinée à satisfaire les services éducationnels du peuple

et à développer la planification et l'exécution des programmes du Ministère.

- 2.—Une structure au caractère administrativo-populaire, intégrée par les fonctionnaires du Ministère et les représentants des principales organisations de masses du peuple, qui se charge de donner de l'essor aux plans du Ministère moyennant la coordination et l'appui des institutions et des organismes populaires.

La Structure technico-administrative:

Elle est présidée par le Ministre de l'Education, suivi par ordre hiérarchique: d'un Premier Vice-Ministre et de cinq vice-ministres: le Vice-Ministre de l'Enseignement Élémentaire (poste nouvellement créé); le Vice-Ministre de l'Enseignement Secondaire (poste nouvellement créé); le Vice-Ministre de l'Enseignement Technique et Professionnel (poste nouvellement créé); le Vice-Ministre de l'Enseignement Supérieur (poste nouvellement créé) et le Vice-Ministre des Services Généraux (Administration — poste nouvellement créé).

Sous la direction du Ministre fonctionne le *Conseil de Direction*, intégré par les Vice-Ministres et tout autre fonctionnaire national que le Ministre désigne.

Le Conseil de Direction est l'organe collectif suprême du Ministère.

Les Vice-Ministres constituent avec les différentes Directions Nationales qui sont sous leur orientation, les organes collectifs correspondants.

Les Directions Nationales sont des organes qui régissent, orientent, supervisent et évaluent les activités relatives à un niveau ou à un type d'enseignement ou à un type d'enseignement ou à un service complémentaire déterminé.

Ces Directions Nationales sont les suivantes:

Direction Nationale de l'Enseignement Primaire

Direction Nationale de Formation d'Instituteurs

Direction Nationale d'Enseignement ouvrier-paysan (Education pour adultes)

Direction Nationale de Promotion de la Femme (Education pour adultes — direction nouvellement créée).

Direction Nationale d'Enseignement pour enfants anormaux

Direction Nationale d'internats de l'Enseignement Primaire

Direction Nationale de l'Enseignement Secondaire

Direction Nationale de l'Enseignement Industriel

Direction Nationale de l'Enseignement Agricole et de l'élevage (nouvellement créée).

Direction Nationale de l'Enseignement administratif (nouvellement créée).

Direction Nationale de l'Enseignement des Langues (nouvellement créée).

Direction Nationale de l'Enseignement Supérieur (nouvellement créée).

Direction Nationale d'Extension Educationnelle (Programmes éducatifs par radio, télévision, et dans la presse écrite).

Direction Nationale de l'Institut de Promotion Educationnelle (ISE).

Direction Nationale de l'Administration.

Direction Nationale du Personnel

Direction Nationale de l'Economie (nouvellement créée)

Direction Nationale d'Organisation et de Vérification (nouvellement créée).

Direction de Relations Extérieures (nouvellement créée).

Direction Nationale de Bourses.

Direction de Contrôle Technique de l'Enseignement (a la possibilité de reviser et d'étudier les plans et les programmes élaborés aux différents niveaux de l'enseignement, pour donner au système éducationnel, une unité idéologique et pédagogique. Elle fonctionne comme un organisme assesseur du Ministre et des Vice-Ministres, sans fonctions exécutives. Nouvellement créée).

Direction des Editions.

Direction de la Cité Scolaire Libertad (nouvellement créée).

Les Départements Nationaux de services spéciaux sont les suivants:

Département d'Education Physique.

Département de Psychologie Nationale.

Département de Bibliothèques Scolaires.

Les Directions Nationales constituent avec les groupes de techniciens spécialistes et les chefs de Départements adscript à ces directions, les organes collectifs correspondants.

La Commission Nationale d'Emulation fonctionne comme organisme adscript au Premier Vice-Ministère. Elle a les trois objectifs fondamentaux suivants:

- 1.—Elle sert de moteur pour donner de l'élan à l'activité des travailleurs de l'enseignement.
- 2.—C'est un instrument pour l'éducation des masses.
- 3.—Elle est employée pour mesurer la compréhension politique et la capacité de travail des dirigeants administratifs, techniques et syndicaux.

Pour accomplir ces objectifs et mener à l'avant l'émulation, le Ministère a institué la Commission Nationale d'Emulation, prési-

dée par le Premier Vice-Ministre à l'échelle nationale et par les Directeurs Provinciaux et Régionaux dans leurs respectives juridictions.

La Commission compte sur la participation du Syndicat National de Travailleurs de l'Enseignement et de l'Union des Etudiants Secondaires, pour mener à bien l'accomplissement des plans de l'Emulation.

Le Ministère a organisé le travail d'Emulation au moyen de plans d'Emulation, d'accord avec les différents niveaux de l'enseignement et ses fronts de travail et il a adapté, de même, chaque plan à l'organisation générale de l'organisme.

Le contenu de l'Emulation, de façon générale, a tenu compte des aspects les plus importants de l'Enseignement. L'accent a été mis sur les aspects suivants:

- a) Assistance et ponctualité des travailleurs.
- b) Assistance des élèves.
- c) Rendement scolaire contrôlé et développé d'après les programmes.
- d) Perfectionnement professionnel.
- e) Accélération, révision et activités en dehors des heures de classe.
- f) Renforcement des Conseils d'Ecole et de Centres pédagogiques, selon le cas.
- g) Renforcement des plans d'Education ouvrière et paysanne.
- h) Augmentation et conservation du matériel didactique, du mobilier, des bâtiments, des équipements, etc.

Le contenu de l'émulation représente le centre de la politique éducationnelle qui se concrète en deux aspects fondamentaux: *scolarité et économie*.

Les objectifs généraux des plans d'émulation dans l'enseignement sont les suivants:

- 1.—Lier la théorie et la pratique.
- 2.—Que l'émulation serve d'instrument pour l'éducation des masses.
- 3.—Obtenir des promotionos quantitatives et qualitatives.
- 4.—Augmenter l'assistance, aussi bien des professeurs que des élèves.
- 5.—Développer chez les professeurs le perfectionnement professionnel.
- 6.—Amener les travailleurs professionnels aux cours d'Education ouvrière et paysanne.
- 7.—Obtenir une plus grande attention afin de soigner, conserver, maintenir en bon état et augmenter les biens scolaires.
- 8.—Renforcement des Conseils et des Centres.

Chaque province, d'accord avec le principe de **décentralisation technico-administrative**, s'organise en Directions Provinciales, Directions Régionales et Municipales ou par Sections, dans lesquelles se reproduisent les unités correspondantes aux différents niveaux de l'enseignement et dans les différentes sortes d'écoles.

Les Directeurs provinciaux avec les sous-directeurs provinciaux et le personnel technique, constituent les organes collectifs correspondants. Il en est de même avec les Directeurs Régionaux.

Les directions de n'importe lequel des différents niveaux de l'enseignement comportent des fonctions de base, en tant qu'unités technico-administratives. Ces fonctions sont les suivantes:

La planification, l'orientation, la coordination, l'exécution, la **décentralisation**, le contrôle, la révision et l'évaluation des différents travaux à réaliser, sous le principe de l'application de la **discussion collective** et la décision individuelle du dirigeant.

La planification éducationnelle retombe fondamentalement sur le travail des directions nationales des différents enseignements et des différents sortes d'Ecoles et elle se réalise d'accord avec la ligne politique dénommée "de masses" (participation de fonctionnaires spécialistes de tous les niveaux, d'instituteurs, de professeurs et d'organismes populaires) parcourant toutes les échelles: provinciale, régionale et nationale, jusqu'à la détermination des plans de la part du Conseil de Direction ou en dernier lieu du Ministre d'Education. Cette planification éducationnelle s'intègre à la planification générale du développement economico-social du pays par la connexion permanente entre la Direction d'Economie du Ministère de l'Education et la Direction correspondante de la Junta Central de Planification (JUCEPLAN).

La Structure Administrativo-Populaire:

Cette organisation est constituée par les dénomés "Conseils d'Education" intégrés par des représentants du Ministère, des organisations de masses, du peuple et du Syndicat National des Travailleurs de l'Enseignement et de la Science.

Les Conseils n'ont pas de fonctions exécutives, leur mission est de développer et de coordonner l'appui des organisations populaires à l'œuvre de l'éducation selon les orientations politiques, techniques et administratives du Ministère.

Sous l'orientation du Premier Vice-Ministre fonctionne le Conseil National d'Education. Ce Conseil sert de lien entre la Ministère et le peuple et aide à la compréhension des problèmes et des objectifs éducationnels de la part des travailleurs et des institutions.

Le Conseil National d'Education se compose:

a) d'un exécutif formé d'un Président, les Vice-Ministres d'Education, un Secrétaire d'Organisation, un Secrétaire de Relations, le Secrétaire Général, le Secrétaire d'Organisation du Syndicat National des Travailleurs de l'Enseignement et de la Science et les délégués des organisations suivantes: Fédération des Femmes Cubaines, Centrale des Travailleurs Cubains, Comités de Défense de la Révolution, Association Nationale des Petits Agriculteurs, Union des Etudiants Secondaires, Union des Jeunes Communistes, Union des Pionniers de Cuba.

b) une séance plénière, intégrée par l'exécutif, les directeurs et les chefs des Départements Nationaux du Ministère de l'Education, le Secrétaire National du Syndicat des Travailleurs de l'Enseignement et de la Science, les exécutifs des Conseils Provinciaux d'Education, le coordonnateur de la Commission Nationale de Parrainage d'Ecoles, le secrétaire de la Commission Nationale de l'Emulation Socialiste Educationnelle, et un délégué du Ministère de la Santé Publique provenant du Département d'Hygiène Scolaire.

Les Conseils d'Education, Provinciaux, Régionaux, Sectionaux et les Conseils d'Ecoles, organismes qui reproduisent une structure similaire à celle du Conseil National, fonctionnent adscript à chaque direction provinciale, à chaque département régional, à chaque Section d'éducation et à chaque école.

Tout ce qui est exprimé antérieurement comme réponse à l'alinéa 1) du formulaire, est déterminé dans la Résolution Ministérielle Organique No. 99/64.

2) *Contrôle de l'Enseignement.*

Changements d'ordre qualitatif ou quantitatif introduits dans l'inspection des différents degrés de l'enseignement:

La même organisation de l'Enseignement Primaire, sur la base des "collectifs techniques" et des "commissions d'études", exposée dans le rapport correspondant à la Conférence de l'année antérieure, est maintenue.

Un régime semblable est établi pour l'enseignement secondaire général et pour l'enseignement technique et professionnel.

Une augmentation quantitative d'inspecteurs dans toutes les sortes d'Enseignement a eu lieu ainsi que de Directeurs et sous-directeurs régionaux d'Education (de création nouvelle) grâce à la nouvelle organisation technico-administrative du Ministère.

3) *Financement de l'Enseignement.*

a) Montant du budget du Ministère de l'Instruction Publique pour 1964 ou 1963-964, et si ce chiffre est connu, montant global

des dépenses affectées à l'éducation par les administrations centrales, régionales, locales; b) augmentation ou diminution du budget du Ministère de l'Instruction Publique d'accord avec les informations de l'année précédente; c) pourcentage de cette augmentation ou de cette diminution; d) pourcentage des dépenses affectées à l'éducation en relation avec les dépenses générales de l'Etat; e) pourcentage des dépenses affectés à l'éducation selon le revenu national brut du pays.

(VOIR ANNEXE 1.)

4) *Constructions Scolaires.*

Mesures prises et résultats obtenus pendant l'année écoulée pour répondre aux nécessités senties en matière de constructions scolaires. Si possible, pourcentage d'augmentation ou de diminution du nombre de salles de classe construites: a) dans l'enseignement primaire; b) dans l'enseignement secondaire; d'accord les informations données l'année précédente.

Le plan 1961-1962 est poursuivi, accentuant fondamentalement la reconstruction et la réparation des bâtiments scolaires détruits ou endommagés à la suite de l'ouragan "Flora" principalement dans les provinces orientales.

On poursuit les travaux aux trois Cités Universaires: à celles d'Oriente et de Las Villas, les installations pour boursiers ont été complétés et à celle de La Havane les travaux de la Faculté de Technologie avancent.

IIème développement quantitatif de l'Enseignement.

4) *Effectifs en instituteurs et en élèves.*

a) Dernier chiffre connu des effectifs en instituteurs et en élèves, relatif aux différents niveaux de l'enseignement (pré-scolaire, primaire, secondaire, technique et professionnel, supérieur, écoles normales). Signaler l'année correspondante; b) augmentation ou diminution selon les informations de l'année antérieure; c) pourcentage d'augmentation ou de diminution.

(VOIR ANNEXE 2.)

III. STRUCTURE ET ORGANISATION DE L'ENSEIGNEMENT

a) Changements dans la durée de la scolarité obligatoire et dans le caractère gratuit de l'enseignement.

L'enseignement primaire, qui comporte six classes, est obligatoire. On aspira à élever graduellement le niveau de scolarité obligatoire,

jusqu'en 4ème à Cuba, 9ème degré, conformément aux nécessités du développement économique.

Actuellement on se consacre à préparer tous les travailleurs qui comme conséquence de la politique coloniale, antérieur à l'étape révolutionnaire, se trouvaient dans le sous-développement culturel conséquent, pour qu'ils obtiennent le Certificat d'Etudes Primaires. L'enseignement à tous les niveaux et dans toutes les différentes sortes d'Ecoles et gratuit.

b) Augmentation ou diminution du nombre d'années d'études dans les différentes sortes d'Ecoles.

c) Modifications de l'augmentation ou de la distribution des cycles ou sections existants dans quelques domaines de l'enseignement; et

d) Création de nouvelles sortes d'établissements scolaires ou de nouveaux enseignements destinés à préparer pour des activités ou des diplômes qui n'existaient pas avant.

D'accord avec les alinéas b), c) et d), l'organisation actuelle est la suivante:

Education Primaire

Ecole Nationales Primaire: urbaine et rurale 6 ans d'études

NOTE: Il y a une éducation préalable à la primaire, l'éducation pré-scolaire, organisée sur la base de deux étapes: Garderie pour enfants de 45 jours à 4 ans et classes pré-scolaires pour enfants âgés de 1 à 6 ans.

Education secondaire générale

Ecole secondaire de base: urbaine et rurale 3 ans d'études
Instituts pré-universitaires 3 ans d'études

Education technique et professionnelle

Ecoles techniques industrielles:
ouvriers 8 semaines à 1 an d'études
ouvriers qualifiés 3 ans d'études
Instituts technico-industriels:
techniciens industriel d'un niveau moyen 4 ans, 33 spécialités
Ecoles techniques agraires et d'élevage:
Travailleur agricole qualifié 3 ans, 13 spécialités
Instituts techniques agraires et d'élevage:
Technicien agraire et d'élevage d'un niveau moyen 4 ans, 6 spécialités

Ecoles d'administration	2 à 3 ans d'études
Auxiliaire de comptabilité	
Auxiliaire d'administration	
Secrétariat	
Mécanographie	
Sténographie	
Instituts d'Administration:	3 à 4 ans d'études
Comptable	
Comptable planificateur	
Technicien d'administration	
Ecole de Langues:	3 à 5 cours semestriels

Enseignement pour enfants anormaux

La durée n'est pas déterminée, elle dépend du défaut physique ou mental et du temps que demandera l'enseignement thérapeutique pour intégrer le malade à la vie sociale et à la production, selon ses possibilités.

Enseignement pour adultes

Premier cours de Promotion ouvrière et paysanne	1 an d'études
Deuxième cours de Promotion ouvrière et paysanne (jusqu'au Certificat d'Etudes Primaires)	3 ans d'études
Cours secondaire de Promotion ouvrière et paysanne	1 an d'études
Faculté ouvrière-paysanne des Universités	1 à 3 ans d'études

Dans tous les types d'écoles d'enseignement secondaire, technique et professionnelle ainsi qu'universitaire, il existe des cours d'Education pour Adultes, ayant des horaires spéciaux, et des cours par correspondance qui durent un an de plus que les cours normaux.

Formation d'instituteurs et de professeurs

Formation d'instituteurs	5 ans d'études
(Centre d'orientation pour instituteur — un an; Ecole pour Instituteurs — deux ans, et Institut Pédagogique Makarenko — deux ans.)	
Formation de professeurs pour l'enseignement secondaire de base (Carrière universitaire)	
Formation de professeurs pour l'enseignement pré-universitaire (Carrière universitaire)	

Enseignement universitaire

Faculté de Lettres:	
1. Ecole de Philosophie	
2. Ecole de Lettres	4 ans d'études

3. Ecole d'Histoire	4 ans d'études
4. Ecole de Sciences Juridiques	4 ans d'études
5. Ecole d'Education	
7. Ecole d'Economie	5 ans d'études
Faculté de Sciences:	
1. Ecole de Mathématiques	5 ans d'études
2. Ecole de Physique	5 ans d'études
3. Ecole de Chimie	5 ans d'études
4. Ecole de Sciences Biologiques	5 ans d'études
5. Ecole de Géologie	4 ans d'études
6. Ecole de Géographie	5 ans d'études
7. Ecole de Psychologie	5 ans d'études
Faculté de Technologie:	
1. Ecole du génie civil	5 ans d'études
2. Ecole du génie électrique	5 ans d'études
3. Ecole du génie mécanique	5 ans d'études
4. Ecole du génie chimique	5 ans d'études
5. Ecole du génie minier et métallurgique	5 ans d'études
5. Ecole du génie industriel	5 ans d'études
7. Ecole d'Architecture	5 ans d'études
Faculté de Sciences Agraires et d'élevage:	
1. Ecole d'Agronomie	4 ans d'études
2. Ecole de Vétérinaire	4 ans d'études
3. Ecole de Zootechnie	4 ans d'études
Faculté de Sciences Médicales:	
1. Ecole de Médecine	6 ans d'études
2. Ecole de Stomatologie	5 ans d'études

IV. PLANS D'ETUDE, PROGRAMMES ET METHODES

7) Réforme des plans d'étude.

a) Disciplines ou matières introduites ou supprimées dans les plans d'étude des différents domaines de l'enseignement; b) disciplines qui, au cours de l'année écoulée, ont donné lieu à une augmentation ou à une diminution du nombre d'heures qui figurent dans les horaires.

8) Réforme des programmes.

Disciplines dont la modification du contenu a exigé une révision des programmes au cours de l'année écoulée; et

9) Réformes didactiques.

Dispositions prises pendant l'année écoulée sur l'emploi de nouvelles méthodes ou techniques de l'enseignement.

Selon le régime de planification disposé par Monsieur le Ministre (Résolution ministérielle No. 367/64) les directions nationales des différentes sortes d'enseignement organisent des séminaires nationaux pendant le mois d'août de chaque année scolaire. Ces séminaires embrassent deux objectifs fondamentaux:

- a) L'évaluation du travail réalisé et des rendements obtenus à la fin du cours en relation avec les tâches et les objectifs proposés. Situation générale de l'éducation.
- b) Planification des principales tâches à développer et des objectifs à atteindre l'année scolaire suivante.

En accord avec ces objectifs, les séminaires étudient et analysent parmi d'autres aspects, tout ce qui concerne les plans d'étude, les programmes et les méthodes ou les techniques de l'enseignement en vue de porter les recommandations pertinentes au Conseil de Direction et au Ministre de l'Éducation par l'intermédiaire des respectives Directions Nationales.

Dans ces séminaires est appliquée la ligne politique de masses. Ils sont donc présidés par les directeurs nationaux et formés par des commissions de directeurs et de sous-directeurs provinciaux et régionaux d'Éducation, des inspecteurs et des professeurs choisis d'après leur qualification.

Au cours des mois qui précèdent la célébration des séminaires nationaux se célèbrent des assemblées provinciales et régionales d'éducation où l'on discute, pour préparer lesdits séminaires, l'agenda complète des mêmes. Y participent tous les instituteurs et professeurs correspondants au genre ou niveau d'enseignement respectifs.

Les plans d'étude actuels, les programmes et les méthodes, sont les mêmes que l'année dernière, mais tout indique, d'accord avec le résultat des conférences provinciales et régionales préparatoires qui ont été célébrées en vue de la prochaine année scolaire 1964-1965, que des changements auront lieu dans lesdits plans d'étude, dans les programmes et les méthodes correspondants aux différentes sortes d'enseignement.

10) *Nouveaux livres de texte* (par matières) :

PLAN D'EDITIONS POUR L'ANNE SCOLAIRE 1963-64

Enseignement	Quantité d'ouvrages	Quantité d'exemplaires
Primaire	34	7'360,000
Secondaire de base	25	4'285,000
Pré-universitaire	23	1'045,000
Technique-professionnel	53	1'451,000

Ouvrier-paysan	9	2'640,000
Perfectionnement pour Instituteurs	14	1'861,000
	158	18'642,000
Editions du Conseils National des Universités		82,435
	Totaux	18'724,435

LIVRES DE TEXTE (PAR MATIERES) SELON LE PLAN
 D'EDITIONS POUR L'ANNE-SCOLAIRE

Titre	Exemplaires
Titre	Exemplaires
Titre	Exemplaires
Titre	Exemplaires

Enseignement Primaire

1. Poésies pour Enfants (1er. livre de lecture) (réédition)	500,000
2. Cahier d'Exercices de poésies pour enfants (1er. livre de lecture)	500,000
3. Jeu d'Images du 1er. livre de Lecture. Poésies pour Enfants	30,000
4. 2e. Livre de Lecture	300,000
5. 3e. Livre de Lecture	250,000
6. 4e. Livre de Lecture	200,000
7. 5e. Livre de Lecture	150,000
8. 6e. Livre de Lecture	125,000
9. Langue Espagnole 2e. (Almendros-Alvero)	300,000
10. Langue Espagnole 3e. (Almendros-Alvero)	200,000
11. Langue Espagnole 4e. (Almendros-Alvero)	150,000
12. Langue Espagnole 5e. (Almendros-Alvero)	150,000
13. Langue Espagnole 6e. (Almendros-Alvero)	125,000
14. Arithmétique (2e. niveau No. 1) (pour école unitaire)	300,000
15. Arithmétique (2e. niveau No. 2) (pour école unitaire)	300,000

16. Langue Espagnole (2e. niveau No. 1) (pour école unitaire)	300,000
17. Langue Espagnole (2e. niveau No. 2) (pour école unitaire)	300,000
18. Arithmétique (3e. niveau No. 1) (pour école unitaire)	250,000
19. Arithmétique (3e. niveau No. 2) (pour école unitaire)	250,000
20. Langue Espagnole (3e. niveau No. 1) (pour école unitaire)	250,000
21. Langue Espagnole (3e. niveau No. 2) (pour école unitaire)	250,000
22. Histoire de Cuba (Deux tomes)	500,000
23. Géographie Universelle (6e. degré) (Deux tomes)	400,000
24. Apprenez l'Arithmétique 5e. (Dulce Ma. Escalona)	150,000
25. Apprenez l'Arithmétique 6e. (Dulce Ma. Escalona)	150,000
26. Tel est mon Pays (Géographie de Cuba), (Núñez Jiménez)	150,000
27. Etudes sur la Nature (6e. degré)	40,000
28. Naines e Geants (chimie elementaire)	200,000
29. Botanique 5e.	150,000

Brochures

1. Et... que puisse-je étudier maintenant?	25,000
2. Echechs	105,000
3. Le Château du Morro	60,000
4. Système métrique décimal	200,000
5. Comment étudier plus et mieux	50,000

Enseignement Moyen

a) *Secondaire de Base*

1. Manuel de Langue Russe (3 tomes, 10,000 exemplaires e/u)	30,000
2. Algèbre Elémentaire (deux tomes)	100,000
3. Physique I (leçons pour tous)	200,000
4. Physique I (brochure complémentaire)	100,000
5. Physique II (leçons pour tous)	150,000
6. Physique IV (leçons pour tous)	100,000
7. Physique V (leçons pour tous)	100,000
8. Chimie I et II (leçons pour tous)	150,000
9. Dessins et Eléments de Géométrie (Gran)	150,000
10. Géographie Physique	100,000
11. Anglais (3 tomes, 100,000 exempls. e/u)	300,000
12. Mathématiques I et II (150,000 exempls. e/u)	300,000
13. Géographie Régionale: Europe, Asie et Afrique	100,000

14. Géographie Régionale: Les Amériques et l'Océanie	100,000
15. Appréciation des Arts Visuels (I, II et III) (75,000 exempls. e/u)	225,000
16 et 17.—Histoire de Cuba et Biologie des Plantes (publication périodique, 7 brochures)	1'050,000
18. Sélection de Lectures (3 tomes, 100,000 exemplaires e/u)	300,000
19. English Reading's Selections	130,000
20. Grammaire (deux volumes, 25,000 exempls. e/u)	50,000
21. Schéma de l'Histoire de l'Antiquité et du Moyen Age	150,000
22. Anthologie du Conte Hispanoaméricain	60,000
23. Géométrie (2ème anée)	40,000
24. Géographie de Cuba (Núñez Jiménez)	150,000
25. Biologie des Animaux	150,000

b) *Pré-universitaire*

1. Géographie Régionale: Eurasie, tome I (Massip)	100,000
2. Géographie Régionale: Les Amériques, tome II (Massip)	100,000
3. Géographie Régionale: L'Afrique, l'Océanie et les Antilles, tome III (Massip)	100,000
4. Géographie Economique	10,000
5. Introduction à l'Analyse Mathématique	30,000
6. Histoire d'Amérique (deux tomes)	100,000
7. Trigonométrie (Dr. Paz)	15,000
8. Géométrie (Mat. 3e.) (Dr. Paz)	15,000
9. Géographie Physique de Cuba (Núñez) Brochure	50,000
10. Physique (deux tomes) (5,000 e/u)	30,000
11. Géométrie (Mat. 4e.) (Dr. Paz)	15,000
12. Mathématiques (Cours Supérieur) (2 tomes, 15,000 e/u)	30,000
13. Table de Logarithmes	20,000
14. Botanique	30,000
15. Sélection de Contes Cubains	30,000
16. Ebauche historique des Lettres Cubaines (José A. Portuondo)	30,000
17. Histoire de la Littérature Cubaine	50,000
18. Histoire de l'Antiquité	50,000
19. Histoire du Moyen Age	50,000
20. Histoire Moderne et Contemporaine	50,000
21. Anthologie de la Littérature Espagnole	15,000
22. Biologie Humaine	75,000
23. Chimie (Iodakov)	50,000

Enseignement Technique et Professionnel

De nombreuses publications ont été réalisées par les collectifs techniques de cette Direction d'Enseignement Technique et Professionnel. Ces publications comprennent 30 ouvrages, dont le tirage moyen a été de 30.000 exemplaires ce qui nous donne un total de 900,000 exemplaires édités.

Suivant des accords passés avec des Editions étrangères, des manuels techniques qui sont utilisés à nos écoles et instituts technologiques ont été édités. Quelques unes sont aussi utilisés pour l'Enseignement Secondaire de Base. Nous vous donnons à la suite la relation de ces ouvrages:

1. Travail d'une Banque	90,000
2. Travail avec machine perforatrice	20,000
3. Traitement thermique des métaux	16,000
4. Travail sur tôles laminées	16 000
5. Travail du tour	60 000
6. Mesurage	60 000
7. Travail avec la fraiseuse	25,000
8. Travail avec le rabot	20,000
9. Arithmétique d'atelier	16,000
10. Interprétation de plans élémentaires	30,000
11. Interprétation et dessins de plans de base	30,000
12. Opérations manuelles	12 000
13. Opérations mécaniques	12,000
14. Mesures et préparation	12,000
15. Travail sur métal laminé	12,000
16. Mathématiques pour les travaux de laminage	12,000
17. Interprétation du dessin en Mécanique automotrice	12,000
18. Opérations de base pour les réparations	12,000
19. Outils pour réparations générales	12,000
20. Contrôle de moteurs électriques	12,000
21. Electricité résidentielle	20 000
22. Electricité commerciale	20 000
23. Electricité industrielle	20,000

Enseignement Ouvrier-Paysan

1. Cours secondaire d'Enseignement Ouvrier-Paysan (4 tomes)	600,000
2. Brochure d'orientations pour le Cours Secondaire d'Enseignement Ouvrier-Paysan (brochure pour Instituteurs)	40,000
3. Nouvelle Arme, VII et VIII et un numéro extraordinaire (1er. Cours Ens. Ouvrier-Paysan)	1'000 000
4. Orientations pour Nouvelle Arme VII et VIII	20,000
5. Espagnol 2e. Cours (2 tomes)	400,000

6. Mathématique 2e. Cours (2 tomes)	400,000
7. Cahier d'Exercices de Chimie	60,000
8. Cahier d'Exercices de Biologie des Plantes	60,000
9. Cahier d'Exercices de Physique I	60,000

2'640,000

(Livres, brochures et publications périodiques)

Perfectionnement pour Instituteurs

1. Activités préliminaires à l'entraînement de l'Enseignement de la Lecture et de l'Écriture	40,000
2. Comment obtenir une relation entre les Matières de l'Enseignement Primaire	50,000
3. Education Physique (3 tomes)	30,000
4. Ecole Nationale (7 numéros) (Publication périodique)	525,000
5. Sports (Ed. Physique, 5 brochures)	250,000
6. Bulletin bibliographique de Littérature Pédagogique (Publication périodique)	30,000
7. Ecole et Révolution à Cuba (Revue organe officiel MINED-SNTEC) (Publication périodique)	120,000
8. Cours de Perfectionnement du Corps Enseignant (7 tomes)	700,000
9. Le travail de l'Inspecteur et du Professeur d'Etudes Sociales à l'Enseignement Secondaire de Base et Pré-universitaire	5,000
10. Jeu de 31 tableaux de musique	1,000
11. Relation de Matières pour l'Intégration logique de concepts (Tableaux)	20,000
12. Notre Morale Socialiste	20,000
13. Expédition spéléologique polonaise-cubaine	20,000
14. Cahier pour l'accomplissement des Programmes Scolaires	50,000

EDITIONS DU CONSEIL NATIONAL DES UNIVERSITES

Pour l'année scolaire 1963-64, les Editions du Conseil National des Universités, qui groupe les besoins éditoriaux des trois universités de Cuba, a édité 82.435 livres de texte universitaire.

5—Fonctionnaires de l'Enseignement

11. (Disette ou abondance d'instituteurs de divers degrés.)

Dans l'enseignement primaire nous pouvons assurer les services d'instituteurs en une proportion de cent pour cent, grâce à l'intégration des dénommés *instituteurs populaires* (non diplômés). Ceux-

gration des denommés *instituteurs populaires* (non diplômés). Ceux-ci, suivant des *cours de formation* qui n'entravent nullement leurs services d'enseignement regulier dans les écoles, auront atteint une pleine capacité professionnelle de un terme de quatre ans.

L'expansion des inscriptions d'élèves prévue pour la prochaine année scolaire pour les Ecoles secondaires de Base a déterminé de la part de l'ISE l'organisation des Cours Urgents de Formation pour un nombre approximatif de 700 à 1.000 professeurs. Ces professeurs qui seront sélectionnés parmi les meilleurs de l'enseignement primaire, recevront une formation initiale pendant 5 mois.

Dans les Ecoles et les Instituts Technologiques et dans l'Enseignement universitaire on utilise toujours du personnel qualifié de pays étrangers, principalement en provenance de l'Amérique Latine et de pays socialistes.

12) *Formation d'Instituteurs.* Innovation et améliorations introduites à ce sujet:

Il n'y a pas de modification essentielle. On maintient: a) la formation régulière qui dure 5 ans: un an dans le Centre d'Orientation Minas de Frío, à la Sierra Maestra; deux ans à l'Ecole pour Instituteurs "Manuel Ascunce Domenech", Topes de Collantes, Sierra del Escambray, province de Las Villas, et deux ans à l'Institut Pédagogique "Makarenko", Tarará, La Havane. A ce dernier Centre, l'étude est combiné avec la pratique de l'enseignement dans les zones pilotes; et b) la formation urgente d'Instituteurs Populaires en exercice; plus de onze mille instituteurs suivent les cours des dénomées "Ecoles de promotion pédagogique" dont le nombre s'élève à dix. Pendant certaines périodes courtes, ces instituteurs assistent en tant qu'internes aux Centres qui se trouvent dans les villes suivantes: Pinar del Río, Matanzas, Cárdenas, Colón, Cienfuegos, Camagüey, Holguín et Santiago de Cuba.

L'Instituteur Populaire et sa formation

A partir de l'année 1962-1963, le Ministère s'est vu obligé à incorporer des milliers de personnes n'ayant pas assisté aux Ecoles Normales, à l'exercice de l'enseignement primaire, en qualité d'Instituteurs.

Cette incorporation a été dûe à un processus double:

- a) L'extension des services avec la création de nouveaux postes pour instituteurs s'est accentuée aussi pendant cette année scolaire.
- b) Le besoin de former des instituteurs à des niveaux supérieurs pour couvrir les nécessités de professeurs dans l'Enseignement Secondaire et dans d'autres Centres d'Enseignement Moyen.

Il faut signaler que tous les instituteurs incorporés n'avaient pas un bas niveau de scolarité. Grand nombre d'entre eux avait franchi l'enseignement moyen.

Cette situation a demandé, de la part du Ministère, l'implantation d'un plan systématique de Formation d'Instituteurs Populaires. Ce plan est un des fronts de travail de la Direction de Formation d'Instituteurs.

Cette formation urgente d'Instituteurs populaires a lieu dans les Ecoles de promotion pédagogique (anciennes Ecoles Normales) où existe l'internat. Il s'agit en réalité de Cours d'Introduction ayant une durée de 6-8 mois, où sont offertes les connaissances essentielles minimum qui transforment en Instituteurs les élèves qui passent les examens avec succès. Le but de ces Cours est d'éviter que les Instituteurs Populaires passent directement à exercer l'enseignement et qu'en même temps soit remplie la nécessité urgente qu'une extension plus grande de services éducationnels réclame.

Depuis 1961 des milliers d'instituteurs ont été incorporés à l'enseignement. A ce moment là, l'incorporation a été faite sans la préparation préalable des Cours d'Introduction.

Actuellement, l'Instituteur Populaire s'incorpore à l'enseignement par l'intermédiaire des Cours d'introduction, convoqués par la Direction de Formation d'Instituteurs, d'après l'information fournie par la Direction de l'Education Primaire sur les nécessités d'instituteurs de chaque Régionale d'Education. Cependant, il existe des cas, soit par nécessité du développement soit par difficultés imprévisibles, dans lesquels les Départements Régionaux d'Education peuvent utiliser les Instituteurs populaires qui n'ont pas suivi le Cours d'Introduction. Ces Instituteurs doivent remplir certaines conditions (niveau de scolarité assez élevé, intégration révolutionnaire et conduite morale sans tache).

Ce Plant est établi pour ces Instituteurs Populaires qui, ayant fait preuve de facilité et d'enthousiasme pour l'enseignement et possédant un niveau de scolarité assez élevé, ne terminent pas le Cours d'Introduction, si toutefois ils peuvent suivre le premier cours de Formation qu'ils commencent postérieurement.

Tout Instituteur Populaire est dans l'obligation de passer avec succès les examens de toutes les matières correspondantes au Plan d'Etude du Cours d'Introduction ou du Cours de Nivellement, selon le cas. La négligence ou le manque d'intérêt démontrés dans les études entraîne, nécessairement, l'annulation du contrat.

Formation d'Instituteurs Populaires en exercice.

Une fois terminé le Cours d'Introduction ou celui de Nivellement, selon le cas, commence la formation de l'Instituteur Populaire ce qui, en définitive, n'est que la suite du Cours d'Introduction ou de

Nivellement. Mais à ce moment là, l'Instituteur continue à apprendre et commence à enseigner.

L'Instituteur assiste alors à une Ecole de Formation Pédagogique (dénommée "Noyau") qui fonctionne souvent dans des locaux cédés par un Syndicat, un Club Ouvrier, une Ecole primaire ou secondaire, etc., où se rendent à heures et dates fixes, les Instituteurs en formation et les Responsables nationaux de l'Orientation des Chaires.

Ces réunions sont dénommées "rencontres".

La nécessité de perfectionner des milliers d'Instituteurs Populaires qui, ainsi que nous l'avons dit, se sont incorporés à l'enseignement à partir de 1961, a obligé à la création du "Système de Noyaux". Dans les quelques chiffres statistiques donnés ci-dessus on peut se rendre compte de l'extension obtenue à ce sujet.

Noyaux	Responsables d'orientation nationaux
Personnel enseignant qui travaille avec les responsables d'orientation dans les Noyaux	

Nombre d'élèves-instituteurs

Date des statistiques.

La formation de professeurs pour l'enseignement secondaire, technique, professionnel et supérieur est toujours à la charge des trois Universités du pays, qui sont: l'Université de La Havane, l'Université de Las Villas et l'Université d'Oriente.

13) *Perfectionnement du personnel enseignant.*

Innovations et améliorations introduites dans ce domaine:

Le perfectionnement de tout le personnel au service du Ministère de l'Éducation (personnel enseignant, technique ou administratif) est toujours confié à l'Institut de Promotion Educationnelle (ISE).

Cet organisme a eu, pendant l'année scolaire actuelle 1963-1964, un singulier développement.

L'Institut de Promotion Educationnelle (ISE) remplit ses fonctions de 3 façons systématiques:

a) moyennant des cours, des conférences et des séminaires de courte durée: 15 jours, 1 mois, 5 mois et un an; les uns centralisés (régime d'internat à La Havane dans les Foyers de l'ISE, Ciudad Libertad), les autres décentralisés (26 Noyaux ou Centres de Perfectionnement dans les principales villes du pays).

b) par l'intermédiaire de son Centre de Documentation Pédagogique (26 succursales ou délégations dans tout le pays) qui offre les suivants services:

Bibliothèque (fixe ou ambulante)

Aides audio-visuelles (équipement et matériel)

Information documentaire (revue "Superación", brochures, transcriptions roneotypées).

c) au moyen de programmes hebdomadaires de télévision et de radio organisés par cycles de science, de pédagogie, d'art, etc.

L'Institut de Promotion Educationnelle (ISE) a inauguré en septembre 1963, 40 foyers à Ciudad Libertad, La Havane, pouvant loger 320 boursiers. Ces 40 foyers plus deux autres que l'ISE possède en dehors de Ciudad Libertad, peuvent loger en tout 470 boursiers, sous régime d'internat.

Pour les cours qui ont lieu dans l'édifice moderne de l'Université, à Ciudad Libertad, La Havane, ont compte sur 90 professeurs spécialistes engagés moyennant des contrats renouvelables à moyen terme. Ces professeurs sont compris dans 11 Département académiques:

1. Département académique de Philosophie
2. Département académique de Pédagogie
3. Département académique de Psychologie
4. Département académique de Sciences (Mathématiques, Physique et Chimie)
5. Département académique de Sciences biologiques
6. Département académique d'Etudes Sociales
7. Département académique d'Espagnol et Littérature
8. Département académique d'Economie Politique
9. Département académique de Technologies
10. Département académique de Langues Étrangères
11. Département académique d'Arts Visuels.

Pour les cours décentralisés qui ont lieu dans les 26 Noyaux ou Centres de Perfectionnement du pays on a créé, à partir d'octobre 1963, la nouvelle charge de Professeur-Guide-Voyageur de l'Institut de Promotion Educationnelle (ISE) pour chaque matière d'enseignement (72 professeurs-voyageurs). Chaque professeur-guide voyage et travaille pendant une semaine dans 3 noyaux ou centres différents. Il travaille 8 heures par jour, 4 le matin et 4 l'après-midi. Ces séances de travail de 4 heures sont distribuées ainsi: 2 heures de classe et 2 heures consacrées aux conversations avec les professeurs-élèves.

Tous les professeurs de la secondaire, pour chaque matière, disposent dans leurs horaires d'un jour pour recevoir des classes de perfectionnement de la part des professeurs-guides-voyageurs de l'Institut de Promotion Educationnelle. Ces professeurs-voyageurs travaillent en collaboration avec les Inspecteurs.

Cette nouvelle forme d'organisation pour les cours décentralisés de perfectionnement d'instituteurs a constitué un triomphe éducatif.

L'ISE compte, dans chaque province, sur un Secrétariat provincial Permanent et dans chaque ville importante, sur un Délégation régionale.

Ces organismes provinciaux et régionaux constituent, à leur tour, les Succursales du Centre de Documentation pédagogique centrale, qui offrent les mêmes services de bibliothèque, aides audio-visuelles et information documentaire, dans 26 villes du pays.

Les 26 délégations régionales avec leurs respectifs Centres de Documentation Pédagogique remplissent la fonction d'organismes dépositaires et de liaison avec la División de Documentation du Département de l'Education de l'UNESCO, pour les correspondants de Cuba.

En 1963 l'objectif de 14.000 professeurs-élèves ayant participé de façon directe aux cours de Perfectionnement, a été atteint. On estime que cette année ce chiffre sera dépassé. Le mouvement du premier trimestre de l'année en cours a été le suivant:

	Professeurs-élèves
ISE CENTRAL	2.851
ISE Province de Pinar del Río	360
ISE Province de La Havane	3.489
ISE Province de Matanzas	443
ISE Province de Las Villas	2.781
ISE Province de Camagüey	620
ISE Province de Oriente (Nord)	739
ISE Province de Oriente (Sud)	782
TOTAL NATIONAL:	<u>12,065</u>

Les cours et séminaires de perfectionnement organisés en coordination avec les Directions Nationales respectives qui ont en lieu, sont les suivants:

- Pour Inspecteurs scolaires de l'Enseignement primaire (périodique, par groupes)
- Pour Directeurs des Ecoles primaires (en développement, par groupes)
- Pour Chargés des Ecoles Modèles (en développement, par groupes)
- Pour Responsable des Garderies d'enfants (en développement, par groupes)
- Pour Inspecteurs de l'Enseignement secondaire et Professeurs-guides-voyageurs (séminaire)
- Pour instituteurs pour enfants anormaux (tous les ans)
- Pour professeurs des Ecoles secondaires de base (permanent — décentralisé)
- Pour professeurs des Ecoles technico-industrielles (permanent — décentralisé)
- Pour professeurs des Ecoles Techniques agraires et d'élevage (tous les ans)

- Pour professeurs des Ecoles d'Administration (permanent — décentralisé)
- Pour professeurs d'Education d'adultes (périodiques, par groupes).
- Pour fonctionnaires et employés du Ministère de l'Education Nationale, de langues, étrangères: français, anglais et russe (permanent)
- Pour employés du Ministère de l'Education Nationale: sténographie, mécanographie et aide-comptable (permanent)
- Pour Instituteurs de l'Enseignement Primaire avant le titre (permanent — décentralisé)
- Pour psychologues scolaires (tous les ans).

Les Cours de Formation urgente de l'année scolaire 1963-1964 sont les suivants:

- Pour professeurs de planification économique des Instituts d'Administration
 - Pour professeurs des Ecoles Secondaires de Base
 - Pour professeurs d'Administration d'Entreprises des Instituts d'Administration
 - Pour Chargés des Bibliothèques dans les Ecoles ou les Instituts technologiques
 - Pour Chargés des Bibliothèques dans les Instituts d'Administration.
- Les dépenses (transports, repas et logement) des instituteurs qui assistent à ces Cours de Perfectionnement sont entièrement couvertes par le Ministère.

Information documentaire imprimée du "Centre de Documentation Pédagogique":

Du No. 7 au 12 (1963)	20.000 exemplaires
1-2 (1964)	20.000 exemplaires
3-4	20.000 exemplaires
5 (1964)	20.000 exemplaires
6 (1964)	20.000 exemplaires
7 (1964)	20.000 exemplaires
8 (1964)	20.000 exemplaires
	<hr/>
	140.000 exemplaires

Brochures

Scientifiques: 7 brochures, 10.00 exemplaires chacune	70.000 exemplaires
Doctrinaires: 4 brochures, 10.00 exemplaires chacune	40.000 exemplaires
Educationnelles: 7 brochures, 10.000 exemplaires chacune	70.000 exemplaires
Législation scolaire: 1 brochure, 15.000 exemplaires	15.000 exemplaires

Didactique: 2 brochures: 10.000 exemplaires chacune	20.000 exemplaires
Syndicales: 1 brochure, 80.000 exemplaires	80.000 exemplaires
Orientation: 4 brochures, 14 exemplaires chacune	60.000 exemplaires
	<hr/>
	355.000 exemplaires

Transcriptions:

261 travaux.

Les programmes éducatifs de télévision ont été:

Cycle des Sciences:

Introduction: le Progrès et l'Influence de la Science moderne.

En Physique et Chimie:

Rayons cathodiques

Moteurs à réaction

Le radar

L'acide sulphurique. Ses applications industrielles

Science nucléaire et ses applications pacifiques

En Biologie:

L'écologie (3 programmes)

Cycle de Pédagogie:

L'évaluation de l'élève à l'Ecole Primaire et à l'Ecole Secondaire

La télévision scolaire

Les moyens audio-visuels de l'Enseignement

L'Education Physique à l'Ecole

L'Enseignement Technologique et son organisation.

L'Education pour adultes et son organisation à Cuba

(Education ouvrière-paysanne)

Cycle de Psychologie:

Bases de la Psychologie du Matérialisme dialectique.

Les Ecclles psychologiques actuelles

Cycle technologique:

Ressources hydrauliques (8 programmes)

Ressources minérales (4 programmes)

Cycles spéciaux:

Météorologie

Géophysique

Astronautique.

- 14) *Situation des Instituteurs.* Modifications introduites aux Status, rétribution et situation du personnel enseignant des différents degrés:

Le statut de garantie pour l'instituteur ou professeur aux différents niveaux et types d'enseignement est maintenu.

Le Gouvernement annonce pour cette année (1964) l'implantation des "niveaux salariaux" d'accord avec les catégories ou degrés de qualification et en relation avec les "normes de Travail".

Ce plan constitue l'aboutissement d'une étude complexe et sa mise en vigueur représentera une augmentation générale de la rémunération du corps enseignant, principalement pour les professeurs qualifiés (possédant des titres ou des diplômes) et un grand stimulant pour le perfectionnement ou la promotion du personnel enseignant non qualifié.

VI. SERVICES AUXILIAIRES ET EXTRA-SCOLAIRES

- 15) *Innovations* introduites en 1963-1964 dans les domaines de la protection sanitaire ou du développement physique des écoliers, les cantines scolaires, les services de psychologie scolaire, d'orientation scolaire et professionnel, d'éducation pour les enfants anormaux, l'éducation populaire, les mouvements juveniles, etc.:

En relation avec les services auxiliaires de protection de l'enfance et d'activités extra-scolaires, on peut signaler qu'ils ont eu un développement extraordinaire au cours de cette année scolaire.

Les ministères du Gouvernement, les organismes officiels et les organisations populaires de masses, en coordination avec la Commission Nationale des Activités Extra-scolaires du Ministère de l'Éducation, ont mené à bout ces activités dont la caractéristique principale a été la participation massive des écoliers et des organisations populaires. Ces organismes sont les suivants:

Ministère de la Santé Publique
Ministère du Travail
Ministère de l'Intérieur
Institut National des Sports (INDER)
Conseil National de Culture
Fédération des Femmes Cubaines (FMC)
Union des Pionniers de Cuba (UPC)
Union des Jeunes Communistes (UJC)
Union des Étudiants Secondaires (UES)
Centrale des Travailleurs Cubains (CTC)
Comités de Défense de la Révolution (CDR).

Parmi les principaux plans développés concernant la protection des enfants et les activités extra-scolaires, nous avons les suivants:

Campagne de Vaccination contre la Polyomyélite. Première étape mars 1964, 2.243.726 enfants âgés d'un mois à 14 ans ont été vacci-

nés. Deuxième étape avril 1964, 1.131.186 enfants âgés d'un mois à 6 ans ont reçu la deuxième dose de vaccin.

Campagne contre la Gastro-entérite. Le taux de mortalité dû à cette maladie au cours des mois de juillet, août, septembre et octobre est réduit à 50 %.

En comparant les années 62 et 63, nous voyons que les cas de Paludisme sont réduits de 40 % ce qui diminue le taux de 39, à 12,2 par 100.000 habitants, comme résultat du développement de la campagne contre la malaria qui a lieu dans notre pays.

Comme conséquence de la *Campagne de triple Vaccination* réalisée d'octobre 1962 à février 1963, la diphtérie diminue de 50 % puisqu'en 1962 ont été signalés 1.424 cas et en 1963, 749 cas. Le taux annuel diminue de 20 à 10,5 par 100.000 habitants. En ce qui concerne le tétanos on observe le même résultat puisqu'en 1962 ont été signalés 605 cas et en 1963, 353 cas. Le taux annuel est descendu de 8,5 à 4,7 par 100.000 habitants.

Célébration de la Journée Internationale de l'Enfance. De nombreuses activités ont été organisées vers le 1er. juin en vue de la Journée Internationale de l'Enfance qui est célébré dans grand nombre de pays en faveur de l'Enfance. A Cuba, tous les organismes qui s'occupent directement ou indirectement des enfants participent à cette Journée pour réunir des fonds en vue de la création de nouvelles Garderies d'enfants. Tous les jours de la première semaine du mois de juin sont consacrés à une activité différente sous la consigne "avec les enfants et pour les enfants".

Campagne sur la préparation et la divulgation des Garderies d'enfants. Jusqu'à présent on dispose de 154 Garderies d'enfants qui ont à leur charge 11.800 enfants âgés de 45 jours à 6 ans. La majorité des Garderies d'enfants, qui ont une moyenne de 144 institutrices, offrent des classes pré-scolaire.

Journée de la sécurité routière. Y ont participé des milliers d'enfants sous la consigne "comment utiliser la voie publique sans risques".

L'Education physique et le sport au stade. Création de 777 stades où 314.776 étudiants font du sport et pratiquent l'éducation physique.

Jeux scolaires nationaux. 3.751 écoliers et sportifs représentant qualitativement chaque province y ont participé.

Jeux sportifs scolaires de Printemps. Avec la participation de 972 écoliers-sportifs choisis parmi les meilleurs élèves.

Jeux sportifs scolaires d'Eté. Ont lieu au mois d'août avec la participation de 1.500 écoliers choisis parmi ceux qui passent à la classe supérieure sans examen.

Epreuves sportives scolaires L.P.V. (L.P.V. "Listos para Ven-
cer"—Prêts à Vaincre.) Ces épreuves constituent par leur carac-
tères d'évaluation et d'émulation un projet d'une importance défi-
nitive étant donné que par elles on peut constater la condition
physique réelle des écoliers.

Les Séances Plenières estudiantines. Ces organismes (groupes
d'élèves d'une classe déterminée, dirigés par un professeur conseiller,
qui s'organisent pour mener à bout des activités extra-scolaires qui
contribuent à leur formation morale, civique et idéologique) se sont
développés d'une façon extraordinaire pendant la présente année
scolaire. Ils ont pris part avec grande efficacité à de nombreuses
tâches du Ministère qui ont eu le plein appui du Conseil National
d'Éducation. Les activités développées dans plusieurs centres d'en-
seignement secondaire et d'enseignement technico-professionnel ont
été montrées au peuple au travers de reportages télévisés.

Les cercles de pionniers. 52 cercles de pionniers ont été établis.
Dans ces cercles sont canalisées les activités que les enfants pion-
niers mènent à bout au moyen de programmes et d'installations
propres.

Les cercles d'amateurs. Ces cercles fonctionnent dans grand
nombre d'écoles secondaires de base. Ce sont des groupements
volontaires de jeunes qui s'intéressent à la musique, aux arts visuels
ou à l'économie domestique. Ceux qui s'intéressent à la musique
forment des chorales, des ensembles instrumentaux; ceux qui sont
intéressés par les arts visuels ont des ateliers où ils donnent libre
cours à leurs créations; les jeunes filles peuvent apprendre la cui-
sine et la couture.

Les Concours scolaires sur différentes matières d'enseignement.
Des milliers d'écoliers y participent. Ils ont lieu dans toutes les écoles,
puis à l'échelle provinciale de façon à arriver par élimination un
gagnant national qui reçoit des prix.

*La programmation des activités de la Jeunesse formulée par le
Conseil National de Culture.* Actuellement il y a une Direction Na-
tionale d'Orientation Culturelle de la Jeunesse. Cette Direction a à
sa charge les Départements suivants: Théâtre, Musique, Arts Plas-
tiques, Littérature et Publications, Cinéma, Radio et Télévision. La
principale attribution de la Direction est celle d'orienter de façon
adéquate les activités culturelles dirigées aux enfants et aux jeunes.
Cette direction a créé des groupes professionnels de Théâtre pour
les enfants et pour les jeunes. Parallèlement à la Direction d'Orien-
tation Juvenile, au Conseil National de Culture s'est développée la
Direction des mouvements d'amateurs. En ce qui concerne les jeunes,
l'Union des Etudiants secondaires et la Fédération Estudiantine Uni-
versitaire ont organisé des groupes d'instrumentistes, de danse et de

théâtre et ils ont favorisé le développement des Arts Plastiques et de la Littérature. Le Conseil National de Culture présent aux endroits spécifiques où se concentre la jeunesse, tels que les Ecoles ou Associations estudiantines, des spectacles artistico-culturels dans le but d'intéresser la jeunesse aux activités culturelles. Ces spectacles artistico-culturels sont présentés aux Théâtres, dans les Ecoles, les fermes et les Club d'ouvriers, etc. Voilà quel a été le travail indirect pour incorporer la jeunesse aux activités culturelles moyennant le développement de son intérêt. Le travail direct est représenté par le vaste plan de bourse offert par le Gouvernement révolutionnaire, pour suivre des études artistiques à l'Ecole Nationale d'Art et des études scientifiques et techniques aux Universités nationales. Il y a aussi les bourses pour étudier à l'étranger, qui couvrent toutes les branches de l'Art, la Science et la Technique. A l'Ecole Nationale d'Art 400 élèves suivent actuellement des cours. La première promotion sortie de cette Ecole se trouve déjà dans les principaux villages de Cuba en train d'incorporer à la danse, aux chorales, au théâtre, etc., le mouvement juvénil d'amateurs.

Education Populaire:

a) Education pour adultes.

A Cuba il y avait, selon le recensement réalisé en 1961, 979.207 analphabètes adultes disséminés dans tout le pays, principalement dans les régions montagneuses des provinces orientales où aucune sorte d'enseignement ni d'école arrivait avant la Révolution. Les problèmes de l'analphabétisme à Cuba ne s'aggravent pas par les problèmes de langue ou de minorité raciale.

L'analphabétisme, produit de l'exploitation des paysans sans terre et du sous-développement économique dans lequel était plongé notre pays, s'est aggravé encore plus à cause du grand abandon des gouvernements et de la malversation des budgets nationaux consacrés à l'éducation.

Lors de l'avènement de la victoire de la Révolution, le premier janvier 1959, on a fait face sans hésitations à l'héritage de l'analphabétisme, en tant que nécessité impérieuse pour le développement social et économique qui a commencé avec la première Loi de Réforme Agraire. La Révolution s'est occupé du problème de l'analphabétisme et du manque d'éducation scolaire, dûs aux causes déjà mentionnées, fondamentalement dans 4 directions: Premièrement: par la création de près de 20.000 écoles sur tout le territoire national, principalement dans les zones rurales; deuxièmement: par la Campagne d'Alphabétisation réalisée en 1961, au cours de laquelle 707.000 analphabètes ont appris à lire et à écrire; troisièmement: en établissant les cours de perfectionnement pour ceux qui avaient acquis les premiers rudiments au cours de la Campagne d'Alphabétisation. Ces cours fonctionnent depuis janvier 1962 et plus d'un

demi million de personnes adultes, de la ville et de la campagne, y participent; quatrièmement: par le développement de grands plans de culture populaire qui ont engendré le développement impétueux de l'art national, favorisant la musique, la littérature, le théâtre et la danse ainsi que d'autres manifestations de l'art national, et les portant aux grandes masses de notre peuple.

A tout cela il faut ajouter l'abondante édition de centaines de livres de différentes matières, ce qui a mis entre les mains du peuple cubain des millions d'exemplaires. Le Département National d'Education Ouvrière et Paysanne, rien qu'en livres de textes et en brochures, a dépassé les 10 millions d'exemplaires.

Programme actuel d'action.

a) Le Ministère de l'Education a créé en janvier 1962 la Direction Nationale de l'Education Ouvrière et Paysanne, qui est responsable des cours de perfectionnement pour ceux qui ont acquis les premiers rudiments aux cours de la campagne d'Alphabétisation de 1961, qui ont lieu dans le cadre des Cours de Promotion Ouvrière destinés à faire acquérir aux adultes le Certificat d'Etudes Primaires.

La Direction Nationale d'Education Ouvrière et Paysanne est responsable de la direction technique des Cours, de la préparation des instituteurs pour ces cours, de l'édition des textes et de la célébration de conférences et séminaires d'orientation sur les nouvelles techniques pédagogiques de cette branche de l'enseignement.

En avril 1963, a été créé le Cours Secondaire de Promotion Ouvrière, pour ceux qui ont obtenu le Certificat d'Etudes Primaires.

Pour la mobilisation des élèves, des ouvriers, des paysans, des maîtresses de maison, etc., interviennent les Organismes Populaires de l'Education qui existent à tous les niveaux, intégrés par les organisations de masses.

La base juridique de toutes les activités a été amplifiée par différentes résolutions officielles du Ministère de l'Education, jusqu'à la Résolution Ministerielle numéro 222/64 qui établit les normes générales qui réglementent le fonctionnement de l'éducation pour adultes. Cette Résolution ratifie la systématisation des cours, établissant les formalités de leur création et des horaires. La Résolution précise les contenus des différents programmes et concrète les fonctions de la Commission Technique Nationale, le régime des Séminaires, Collectifs et Equipes et la normalisation des examens et des promotions, établissant en plus la coordination entre le Ministère de l'Education et autres Ministères et Organismes d'Etat qui ont des plans de perfectionnement technique pour ouvriers.

Le Ministère de l'Education évalue le budget consacré à l'éducation et à l'enseignement pour adultes à \$ 19.237.900, sans compter les chapitres des budgets d'autres Ministères qui triplent presque les chiffres donnés. De leur côté, les entreprises et les organisations

destinent aussi une partie de leurs ressources en faveur de l'enseignement.

Catégorie d'Instituteurs et autres personnes intéressées:

Les travaux de Direction technique et d'enseignement dans l'éducation pour adultes sont réalisés par un Corps de professeurs et de personnes capables de la Direction Nationale, de la Commission Technique Nationale et des sept sous-directions provinciales établies. Ce Corps comprend en tout quelques 300 personnes.

Les tâches directes de l'enseignement se réalisent avec: les instituteurs professionnels de l'éducation pour adultes; les instituteurs professionnels de l'enseignement primaire (pour enfants) qui fréquentent en même temps les cours de l'Éducation ouvrière-paysanne; les maîtres populaires des zones rurales; les instituteurs amateurs, formés par des ouvriers et des paysans ayant leur Certificat d'Études Primaires. Le fonctionnement permanent (bimensuel) des séminaires et la réunion hebdomadaire des équipes d'instituteurs, sous la Direction de Conseillers Techniques (instituteurs professionnels ayant une grande expérience) qu'offre le Syndicat National des Travailleurs de l'Enseignement, constitue un système de perfectionnement professionnel permanent, appliqué à tous les programmes, de l'enseignement des techniques jusqu'à l'utilisation directe des textes qui sont émis périodiquement dans le but de contrôler et de doser les matières des programmes des Ecoles.

ORGANISATION DES CLASSES POUR ADULTES

Les classes pour adultes sont offertes dans des centres comprenant plusieurs salles de classe. Ces centres sont installés aussi bien à la capitale que dans les villes de province, et ils peuvent être des centres unifiés comprenant des classes des trois Cours établis; des centres non unifiés qui ont seulement des classes du premier et du deuxième cours, et des centres indépendants où fonctionnent seulement des classes du Cours secondaire.

En plus des centres fonctionnent dans tout le territoire national, les dénomées Classes indépendantes, établies dans les usines, les centres de travail, les bureaux de l'administration, les fermes, les locaux populaires à la ville et à la campagne, etc.

Dans les statistiques du mois de mars 1964 enregistre 632 centres d'éducation pour adultes, comprenant 2.852 salles de classe. Les Classes indépendantes sont au nombre de 6.439.

L'inscription générale de tous les Cours est de 43.963 élèves dont 242.223 sont urbains et 188.740 ruraux.

Des 19.042 instituteurs enregistrés à notre Direction Nationale d'Education Ouvrière et Paysanne, 6.751 sont des professionnels et le reste (12.291) sont des amateurs.

MATERIEL PEDAGOGIQUE FOURNI:

Après l'édition de millions d'exemplaires de "l'abécédaire Nous Vaincrons" utilisé au cours de la glorieuse Campagne d'Alphabétisation de 1961, l'édition ininterrompue de livres de texte pour les différents cours, des livres et des brochures d'organisation et de guides pour l'apprentissage, dépasse et de loin le chiffre de 10 millions. Ces publications ont été rigoureusement distribuées jusqu'aux endroits les plus reculés de notre territoire national.

L'importance donnée à la lecture est reflétée par le grand nombre de lectures intéressantes, agréables et faciles, introduites dans tous les textes, qui embrassent aussi bien des récits et des contes que des thèmes scientifiques, sociaux, économiques et sanitaires.

Les revues et la presse de tous les jours comportent des textes adressés aux lecteurs peu expérimentés.

En ce moment, des éditions spéciales de lectures pour élèves aux niveaux de scolarité inférieurs, sont préparées en coordination avec différents ministères, spécialement avec l'Institut National de la Réforme Agraire et le Ministère de la Santé Publique.

En 1962-63, 617 programmes de télévision concernant les cours pour adultes ont été présentés ainsi que 1.548 programmes de radio concernant les classes d'Espagnol et de Mathématiques pour les Cours de perfectionnement ouvrier-paysan.

La Bibliothèque Nationale a un département d'Extension bibliothécaire qui situe des collections ambulantes de livres dans les centres de travail qui le demandent, de façon à développer le goût pour la lecture. Jusqu'au mois de mars 1964, 10.534 livres ont été mis en circulation pour 118 centres de travail comprenant 17.319 lecteurs. D'autre part, douze bibliothèques de plus de 1.000 volumes chacune sont organisées dans les plus grandes usines du pays.

Nous devons signaler qu'il n'existe pas un Centre Unifié d'Education Ouvrière et Paysanne qui ne possède pas une bibliothèque déjà en fonctionnement.

Les livres de texte du premier Cours sont gratuits; les livres des autres cours sont vendus aux élèves dans des Foires spéciales ou sont distribués directement à l'école, qui offre toutes les facilités de paiement. Ces livres sont vendus au prix de revient. Le livre à Cuba ne constitue pas un objet de profit. Il est un instrument de culture produit par les différentes Editions Nationales dont l'emploi à toutes les échelles est stimulé par le Gouvernement Révolutionnaire.

La Direction Nationale de l'Education Ouvrière et Paysanne compte sur un Département spécialement créé pour la production de moyens audio-visuels ayant trait à l'enseignement d'adultes. La production est utilisée par les Séminaires et les Collectifs Techniques, pour apprendre aux instituteurs à confectionner et à utiliser de façon approprié leurs propres moyens.

Les élèves des Cours secondaires de plus haute qualification technique ont déjà créé grand nombre de moyens en relation avec l'enseignement de la Physique, la Chimie et la Biologie dans le cadre de leurs programmes d'études.

ACTIVITES, METHODES ET MOYENS QUI ONT DONNE DE BONS RESULTATS:

A Cuba, l'Enseignement pour adultes est semblable à un grand laboratoire expérimental. Laissant de côté les vieilles traditions du faible enseignement qui par le passé était offert aux adultes, cette branche de l'enseignement est aujourd'hui dirigée vers l'élévation systématique du degré de scolarité des masses d'ouvriers et de paysans. Et ce, dans le but d'offrir à ces masses populaires la connaissance élémentaire de matières (Espagnol, Mathématiques et des éléments des Sciences) qui permettent le développement nécessaire à la qualification technique minimum dans le but que les travailleurs participent activement et consciemment à l'impétueux développement politique, économique et social de notre pays.

Dans cette voie se livre actuellement à Cuba la dénomée "Bataille pour obtenir le Certificat d'Etudes Primaires" en tant que suite obligée de la Campagne d'Alphabétisation et comme pas préalable pour la Révolution Technique.

A la fin de l'année scolaire 1963-64, plus de 1.000 élèves-adultes du Cours Secondaire et d'élèves possédant le Certificat d'Etudes Primaires sont entrés, en tant que boursiers de l'Etat, à différents cours des Facultés Agraires et d'Elévation de l'Université et à des Cours spéciaux de l'Institut National de la Réforme Agraire et du Ministère de l'Education.

Le nombre de ces boursiers sera triplé au mois d'août. Ils seront dirigés vers des cours techniques d'Insémination Artificielle, d'Agriculture, vers des Ecoles Normales et vers des cours pour Aide-Vétérinaire et Aide-Infirmière.

Les élèves qui obtiennent les meilleures notes sont stimulés par l'Etat qui leur offre des Bourses d'Etude.

La participation des Organismes Populaires de l'Education, des syndicats ouvriers de la Centrale Syndicale et des organisations paysannes, féminines et de jeunesse au développement de la Bataille pour obtenir le Certificat des Etudes Primaires et de la Révolution Technique, en fraternelle émulation, donne un sens populaire, patriotique et enthousiaste à ces travaux, dont les plus belles manifestations sont la "Compétition des connaissances" et les "Olympiades du Savoir", évènements publics qui mobilisent des milliers de personnes dans des centres scolaires, des clubs ouvriers et des parcs publics, et au cours desquels les élèves font étalage de leurs connaissances et reçoivent des prix collectifs et individuels. Ces évènements sont une puissante contribution à l'incorporation du peuple, dont le niveau de scolarité est faible, aux études et au progrès de l'éducation de masse dans notre pays.

Dans le domaine pédagogique, les meilleurs résultats ont été obtenus au moyen de l'échange permanente d'expériences au cours de Congrès et de Conférences Nationales, Réunions Provinciales de Techniciens et les différents Collectifs qui se célèbrent constamment dans le but d'évaluer les techniques, les procédés et les méthodes appliqués. Les constantes investigations que réalisent les spécialistes sur les triomphes et les difficultés observés, à base de l'étude de milliers et de milliers de travaux et d'expériences recueillis parmi les élèves des différents cours, dans les différents zones du pays, représentent une aide pour ces réunions. L'investigation est la source la plus sûre pour rectifier et faire des changements dans nos méthodes et nos programmes d'études.

Aussi bien les travaux d'investigation signalés, que le labour des Séminaires pour former et perfectionner des techniciens pour l'éducation de masse sont présidés par l'Institut de Promotion Educationnelle (ISE).

b) *Education de la Femme.*

Dans le cadre de l'Education pour Adultes, il existe un grand mouvement inspiré par le Dr. Fidel Castro en tant que Premier Ministre du Gouvernement, mouvement patronné par la Fédération des Femmes Cubaines en coordination avec le Ministère de l'Education. Se mouvement porte le nom de "Promotion de la Femme" et il est fondamentalement chargé de fournir une instruction primaire ou secondaire et une éducation professionnelle, y compris la formation d'institutrices, aux jeunes filles provenant de la campagne ou de la ville.

Pour ce genre d'éducation a été créé au Ministère la Direction Nationale de Promotion de la Femme, qui a à sa charge:

Les Ecoles du Soir pour domestiques qui veulent étudier	10.105 élèves
Les Ecoles de Spécialisation pour les employés du Service Domestique	377 élèves
Les Fermes d'Enfants "José Martí", "Ciro Frias", "Ramón Paz", "Delfin Sen", "Frank País" et "Yolanda Rodríguez" (à la charge de monitrices)	4.150 enfants
L'Ecole Primaire "Orestes Gutiérrez"	197 enfants
L'Ecole pour paysannes "Ana Bétancourt"	10.294 élèves
L'Ecole de Monitrices "Conrado Benítez" (Institutrices des Ecoles du Soir —Monitrices qui se préparent pour entrer à l'Institut "Makarenko" 1)	480 élèves
Institut Pédagogique "Makarenko" 1 (Siboney)	836 élèves
Institut Pédagogique "Makarenko" 2 (Tarará) (Professeurs diplômés du Makarenko 1 chargés de la formation d'instituteurs)	1.110 jeunes filles

TOTAUX: 27.549

Ecoles du soir pour domestiques qui veulent étudier. Actuellement 98 écoles sont en fonctionnement dans toute la Nation. Ces écoles se consacrent à améliorer la qualité politique et culturelle de milliers de femmes des plus humbles couches de la population.

Les plans d'études de ces Ecoles comprennent les 6 degrés de l'enseignement primaire, les cours étant organisés par semestres.

L'Ecole de spécialisation pour les employés du service domestique. Cette école a à sa charge la préparation de jeunes filles en provenance du service domestique afin qu'elles aillent remplir des charges dans les différents centres de travail. Elles étudient sous le régime d'internat après avoir été sélectionnées parmi les meilleures élèves des Ecoles du Soir pour domestiques. Le plan d'études s'étend jusqu'au Certificat d'Etudes Primaires. Un deuxième cours est organisé pour les spécialisations suivants:

1. Préparation de sténo-mécanographes
2. Formation d'Auxiliaires de Bureaux
3. Préparation de personnel technique pour le Ministère des Communications
4. Préparation d'Auxiliaires de comptabilité
5. Cours de Perfectionnement pour les professeurs de sténo-graphie et de mécanographie des Ecoles du Soir pour domestiques
6. Cours de rattrapage pour les élèves n'ayant pas obtenu le Certificat d'Etudes Primaires.

1, Ciro Frias, Ramón Paz, Del-
Jolanda Rodriguez". Ce sont des inter-
nats de l'Enseignement Primaire. Les élèves sont des filles et des
garçons âgés de 4 à 17 ans. Le Plan d'Études comprend: l'En-
seignement primaire, l'Éducation physique et les sports, des éléments
de l'agriculture et de l'élevage, l'Artisanat, la Menuiserie, les Lan-
gues, la Musique, des Travaux Pratiques, les Activités complémen-
taires et d'Extension Culturelle et des Activités récréatives.

Ecole primaire "Orestes Gutiérrez". Garçons et Filles, internes et
semi-internes. Classes du 1er. au 6e. degré.

Ecole pour paysannes "Ana Bétancourt". Y arrivent tous les ans
10.000 jeunes filles paysannes en provenance, principalement, des
régions montagneuses d'Oriente. Plan d'Études du 1er. au 6e. degré.
Des bourses sont offertes aux élèves qui passent avec succes le 4e.,
5e. et 6e. degré, afin qu'elles continuent leurs études dans diffé-
rents centres.

Ecole de Monitrices "Conrado Benítez". Les élèves proviennent
des contingents "d'Instituteurs Volontaires". C'est la première école
qui a entrepris la préparation politique et Normale et qui a posé les
fondements pour l'organisation de l'Institut Pédagogique "Ma-
karenko".

Institut Pédagogique "Makarenko" No. 1. Les jeunes filles en
provenance des brigades d'alphabétisation "Conrado Benítez" y
font trois ans d'études Normales. Une des normes de l'Institut
Pédagogique est le rapport entre l'étude et le travail pratique de
l'enseignement. Actuellement les élèves sorties de cet Institut pour-
suivent leurs études à l'Université des Etudes Normales Supérieures.

Institut Pédagogique "Makarenko" No. 2. Fonctionne à Tarará
et les élèves proviennent de l'Ecole pour Instituteurs "Manuel As-
cunce Domenech". C'est ici qui aboutit la formation régulière d'ins-
tuteurs. Les élèves reçoivent des classes théoriques à l'Institut et
pratiquent l'enseignement en tant qu'Instituteurs-Responsables de
leurs classes. Actuellement un groupe nombreux d'élèves travaille
dans les Ecoles de Jeunes Filles Paysannes "Ana Betancourt".

c) Les moyens de communication massive au service de l'Educa-
tion Populaire:

Face à la nécessité d'augmenter la culture générale du peuple et
comme un moyen pour renforcer les plans généraux de l'Éducation
d'Adultes et de la jeunesse, le Ministère de l'Éducation de Cuba a
créé la Direction d'Extension Educationnelle qui a trois départements
fondamentaux:

- Radio et télévision éducatives
- Cours par correspondance
- Moyens ou Aides audio-visuels.

CIA-RDP80-00247A004200360001-4 ¹ systématique d'Extension Educationnelle s'est consoude, principalement en ce qui concerne l'utilisation de la radio et de la télévision éducatives et la production de moyens audio-visuels.

Avant la Révolution, c'est-à-dire, avant le mois de janvier 1959 il n'existait en matière de radio et de télévision qu'un seul programme, diffusé par radio une fois par semaine sous le titre "L'Université de l'Air". En télévision il n'y avait absolument rien qui ait été du domaine de l'éducation; à l'exception de quelques programmes d'information générale au cours de Tables Rondes, qui touchaient le thème de l'éducation.

A partir de janvier 1960 on utilise la radio et la télévision de façon planifiée.

La Direction d'Extension Educationnelle développe ses plans par l'intermédiaire de:

1—Le Département de Radio et de Télévision Éducatives.

Au cours de l'année 1963-64, les programmes de radio et de télévision ont été les suivants:

Télévision

Secondaire Ouvrière-Paysanne:

2 programmes d'une demi-heure par semaine.

Secondaire de Base:

5 programmes d'une demi-heure par semaine.

Perfectionnement du Corps Enseignant:

2 programmes d'une demi-heure par semaine.

Séminaire et Révolution:

1 programme d'une heure.

SINTEC (Syndicat National des Travailleurs de l'Enseignement et de la Science):

1 programme d'une demi-heure par semaine.

Films éducatifs:

5 programmes d'une demi-heure par semaine.

Olympiades du Savoir:

1 programme d'une demi-heure par semaine.

Sciences et Education:

1 programme d'une heure par semaine.

TOTAL:

18 programmes à la semaine, 10 heures de transmission

76 programmes mensuels, 50 heures de transmission

912 programmes par an, 600 heures de transmission.

Radio

Programme des boursiers:

1 programme de 15 minutes par jour

Promotion Ouvrière:

1 programme d'une demi-heure par semaine

Promotion Ouvrière:

1 programme d'une demi-heure par jour

Perfectionnement pour ceux ayant acquis les premiers rudiments au cours de la Campagne d'Alphabétisation:

1 programme d'une demi-heure par jour

Langue Russe:

1 programme par jour

Langue Anglaise:

1 programme par jour

Primaire (L'Heure des Ecoliers):

1 programme par jour

TOTAL:

39 programmes *hebdomadaires*, 18 heures par semaine

166 programmes *mensuels*, 77 heures par mois

1.9942 programmes *annuels*, 924 heures par an.

2—Département de Cours par correspondance:

Il organise les cours pour des travailleurs ne pouvant assister aux cours normaux du Système National d'Éducation. Ces cours sont généralement plus longs que les cours réguliers. Des groupes d'élèves reçoivent du matériel par correspondance, de façon systématique. Ils ont un professeur-guide qui les dirige moyennant des rencontres périodiques (bimensuelles ou mensuelles). Ces élèves assistent à des cours pendant des périodes courtes, en tant qu'internes, de façon à renforcer l'étude directe avec le professeur.

Le Département de Cours par Correspondance est en rapport avec les Directions Nationales des respectifs enseignements afin de coordonner le développement de ces Cours.

3—Département de Moyens audio-visuels auxiliaires de l'Enseignement.

Ce Département est constitué par:

—la Section de cinéma du Département de radio, télévision et cinéma

- la Section de Bibliothèques d'images, de photographies et les archives
- la Section de Photographie et Laboratoire
- la Section de Moyens audio-visuels
- Tableaux didactiques du Département de Cours par correspondance pour la production de matériel audio-visuel.

En coproduction avec l'ICAIC et la DEFA de la RDA, le Ministère produira des films d'Histoire, de Géographie et de Sciences Biologiques. Et il achètera à l'étranger 605 films, 850 bandes filmées, et 180 dispositifs concernant principalement la science et la technologie.

Service de Psychologie scolaire:

A l'intérieur du Ministère de l'Éducation existe le Département de Psychologie Educationnelle qui a un bureau national et 7 bureaux provinciaux. Le Département de Psychologie a à sa charge l'orientation psychologique du système national d'éducation en ce qui concerne l'information et l'orientation générale, étant donné que les services cliniques dans les dispensaires d'Hygiène mentale et les Services de Psychiatrie infantile et juvéniles des Hôpitaux incombent au Ministère de Santé Publique. Le Département de Psychologie Educationnelle conseille d'autres départements sur les problèmes de l'évaluation de l'apprentissage et les instruments de l'évaluation. En plus, le Département de Psychologie Educationnelle est responsable de l'orientation professionnelle aux niveaux de l'enseignement primaire et secondaire, il réalise des recherches sur des problèmes éducationnelles et élabore ou essaie des appareils de psychométrie.

Les instituteurs, directeurs et autorités dans le domaine de l'Enseignement assistent aux cours de l'Institut de Promotion Educationnelle afin d'acquérir une plus grande expérience en ce qui concerne les problèmes émotifs et la conduite des enfants à l'école. Ces cours ont acquis un grand développement l'année dernière.

Le Département de Psychologie Educationnelle oriente aussi techniquement le plan d'orientation professionnelle, stimulé par le Conseil National d'Éducation. Le plus grand effort de cette année a été celui d'informer sur les occupations et les possibilités d'étude dans les différentes écoles, spécialement pour les dernières années de chaque niveau de l'enseignement. Cela s'est fait au moyen de brochures et de menographies ainsi qu'à la radio et à la télévision. Tous les élèves du 6e. degré (fin études primaires) ont reçu une brochure sur les opportunités éducationnelles qu'ils avaient et les élèves qui terminaient l'école secondaire de base et pré-universitaire ont reçu une autre brochure du même genre et une collection com-

Declassified in Part - Sanitized Copy Approved for Release 2014/01/10 :
CIA-RDP80-00247A004200360001-4 sur les études supérieures ou universitaires.
Ce matériel d'information a servi de complément au programme
d'activités d'orientation professionnelle qu'ont mené à bout tous les
élèves de ces niveaux.

Parallèlement à ces niveaux, les instituteurs et les professeurs se sont mis en coordination avec les responsables des centres de travail, les syndicats et les organisations de jeunesse pour que les élèves qui doivent choisir les études qu'ils vont suivre aient des expériences directes sur le travail et les centres d'études qu'ils désirent choisir.

Le service d'orientation des universités collaboré à ce plan en ce qui a trait au travail avec les élèves pré-universitaires.

Le Ministère de l'Éducation est conscient du fait que tout ce travail n'est qu'un début. Cette année ont été organisées dans des écoles secondaires de base, des Cercles d'Amateurs sur des matières scientifiques. A ces Cercles les élèves peuvent s'occuper de questions scientifiques, techniques ou agraires et d'élevage, dirigés par des techniciens spécialistes qui réalisent volontairement ce travail dans le but de développer l'intérêt envers ces matières.

Dans un plus long délai, l'enseignement polytechnique et l'éducation pour le travail créeront des bases plus solides et adéquates pour l'orientation professionnelle des élèves.

Cette année, les instituteurs et les conseillers des Séances Plénières estudiantines ont déjà travaillé avec les élèves et leurs parents pour les aider à évaluer toute l'information reçue et à tenir compte du rendement scolaire et des aptitudes démontrées par l'élève à l'école en vue de son orientation professionnelle. A l'avenir, à mesure que des membres du corps enseignant seront préparés pour collaborer aux tâches d'orientation professionnelle, l'orientation individuelle pourra se faire suivant des techniques plus spécifiques de ce travail.

Le Plan de Bourses du Gouvernement Révolutionnaire garantit aux élèves de n'importe quelle région du pays l'opportunité de suivre des études dans n'importe quelle direction.

Éducation pour enfants anormaux:

Cette éducation est à la charge de la Direction Nationale de l'Enseignement pour Enfants Anormaux qui a organisé, pour la première fois à Cuba, un système national d'éducation spéciale pour enfants, jeunes et adultes, dont l'éducation à l'école nationale, parmi les autres élèves, devient difficile à cause de leurs déficiences soit physiques ou mentales.

Avant la Révolution existaient quelques institutions privées qui patronnaient l'enseignement, principalement, aux aveugles et aux

arriérés, par philanthropie ou charité. Actuellement c'est un service d'Etat fourni à toute personne ayant des déficiences, en tant que droit humain et social pour qu'elle puisse s'intégrer pleinement à la vie de la société et spécifiquement à la vie de la production ou du travail, selon ses capacités.

L'éducation des arriérés mentaux, des aphasiques, des sourds, de ceux qui ont des problèmes de voix ou des difficultés à parler, des aveugles et amblyopes, de ceux dont la conduite n'est pas normale, des paralysés et de personne ayant d'autres déficiences correspond à l'Enseignement pour Enfants Anormaux. Pour ce, il existe:

- des Ecoles pour arriérés mentaux
- des Ecoles pour sourds
- des Ecoles pour aveugles
- des Ecoles pour enfants dont la conduite n'est pas normale
- des Ecoles pour paralysés
- des cours dans les services hospitaliers
- des Ecoles d'apprentissage pour anormaux.

La plupart de ces Ecoles sont internes, semi-internes ou externes.

Il existe les dénomés "Centres de Diagnostique et d'Orientation", où les enfants, jeunes ou adultes anormaux reçoivent une orientation adéquate pour être ensuite placés à l'école spéciale correspondante. Ces enfants, jeunes ou adultes proviennent des services médicaux ou hospitaliers des écoles du Système National d'Education Normale, correspondent aux différentes sortes d'enseignement, ou ils viennent directement conduits par leurs familles.

Actuellement, le Gouvernement révolutionnaire fait un grand effort pour satisfaire les besoins de ce genre d'éducation, dont dispose le peuple cubain et former le nombre nécessaire de professeurs et de spécialistes pour l'Éducation des Enfants Anormaux.

Le tableau statistique suivant représente le développement de l'enseignement pour enfants anormaux au cours de l'année dernière.
Mouvements juvéniles:

La jeunesse cubaine a mené à bien une série de tâches d'une importance extraordinaire en relation, principalement, avec le développement économique et social du pays. Par l'intermédiaire de ses trois organisations principales, l'Union des Jeunes Communistes, l'Union des Etudiants Secondaires et la Fédération Estudiantine Universitaire (une par université), la jeunesse cubaine a stimulé des tâches telles que la participation de milliers de jeune étudiants aux travaux volontaires de la production agricole et d'élevage, aux différents événements sportifs organisés par l'Institut des Sports (INDER), aux concours, aux "Séances Plénières estudiantines", à

l'émulation scolaire et fondamentalement à l'application des plans proposés par le Ministère de l'Education, pour établir une discipline consciente ou auto-discipline parmi les étudiants appartenant aux différents centres d'enseignement et aux activités artistiques (expositions, récitals, festivals, etc.) organisés par le Conseil National de Culture.

Ces organisations juvéniles célèbrent périodiquement leurs réunions au cours desquelles elles évaluent, systématiquement, le résultat du travail qu'elles réalisent en relation avec les différentes tâches que leur sont propres et avec les objectifs qu'elles se sont tracés. Ces organisations ont pris part aussi à la préparation de réunions juvéniles au caractère international telles que le Premier et le Deuxième CLAJ (Congrès de la Jeunesse Latinoaméricaine) célébrés respectivement à La Havane et à Santiago du Chili.

Actuellement, ces organisations juvéniles prêtent leur concours à la "Révolution Technique", exposée par le Dr. Fidel Castro, Premier Ministre du Gouvernement.

I N D I C E

	Pág.
Informe (español)	3
Report (inglés)	51
Rapport (francés)	97

ANEXE 1

e) Pourcentage des dépenses affectées à l'Education en relation
 avec les dépenses générales de l'Etat

SECTION		<u>NATIONAL</u>	<u>EDUCATION</u>	
I		\$ 715'873,258	\$ 210,000	
II		128'692,313	60,000	
III		626'690,309	201'992,300	
IV		143'818,323	16'745,200	
V		221'200,000		
VI		149'690,000		
VII		413'042,697		
Comparaison dans le Budget du Ministère de l'Education		<u>2,399'006,900</u>	<u>219'007,500</u>	9.13%
Plus: Budget d'autres organismes		.....	66'807,900	...
		<u>\$2,399'006,900</u>	<u>\$285'815,400</u>	<u>11.92%</u>

3) Financement de l'Enseignement

ANEXE 1

	1963	1964	Augmentations ou (Diminutions)		1963	1964	Augmentations ou (Diminutions)
Ecoles Primaires (Comprend les sommes consignées pour le maintien des Cantines scolaires)	74821.2	74262.1	(559.1)	Ecoles de Secrétariat	1271.8	1326.4	54.6
Ecoles d'Anormaux (externes et internes)	2481.2	1937.9	(543.3)	Ecoles de Langues	1334.8	1609.9	275.1
Fermes pour les enfants et la jeunesse	7649.0	8878.1	1229.1	Externes	—	439.5	—
Education pour Adultes	12456.6	19237.9	6781.3	Bourses	—	1170.4	—
Promotion ouvrière-paysanne	—	10628.5	—	Cours de Perfectionnement	802.1	815.9	13.8
Promotion de la Femme	—	8609.4	—	Bibliothèques Scolaires	351.4	254.8	(96.6)
Cours par correspondance et autres moyens	973.4	395.3	(578.1)	Education Physique	206.6	2207.9	2001.3
Métiers maritimes et autres	238.8	—	(238.8)	Transports Scolaires	4061.2	3962.5	(98.7)
Ecoles de Pêche	—	2743.9	2743.9	Entretien scolaire	—	2354.1	2354.1
Ecoles Secondaires de base				Bourses à l'étranger	373.5	912.0	538.5
Urbaines	16017.7	13010.6	(3007.1)	Internats pour étudiants ⁽¹⁾	30764.9	—	(30764.9)
Rurales	638.8	1485.3	846.5	Internats Universitaires ⁽²⁾	—	4533.6	4533.6
Centres de Production agricole et d'élevage	591.7	—	(591.7)	Services administratifs	17078.1	16615.2	(462.9)
Bourses	—	6945.7	6945.7	Sécurité Sociale	—	803.2	803.2
Instituts pré-universitaires				Cercles sociaux de pionniers	—	274.5	274.5
Externes	5293.2	3645.1	(1639.1)	Cantines Populaires de Centres de Travail	—	352.6	352.6
Instituts d'élèves sélectionnés	68.4	—	(68.4)	Investissements:	15147.9	17733.0	2585.1
Bourses	—	3592.3	3592.3		208647.9	219007.5	10359.6
Autres Ecoles	—	456.0	456.0	Plus: Activité Educationnelle budgétisée par d'autres Organismes ⁽³⁾	74642.9	66807.9	(7835.0)
Ecoles de Promotion Ouvrière Lénine	93.2	—	(93.2)		283290.8	285815.4	2524.6
Ecoles pour apprendre le maniement des tabulatrices	66.2	—	(66.2)				
Ecoles de Formation d'Instituteurs	3693.0	5647.7	1954.7				
Ecoles de Perfectionnement pédagogique	—	2686.7	2686.7				
Instituts de Comptabilité et de Planification							
Externes	2184.7	2081.1	(103.6)				
Bourses	—	518.2	518.2				
Ecoles et Instituts technologiques							
Externes	9929.8	715.1	(9214.7)				
Bourses	—	15403.4	15403.4				
Activité Agricole	—	1600.5	1600.5				
Electronique et Télécommunications	58.7	—	(58.7)				

NOTE:

(1) Internats pour étudiants a été séparé en 1964 des différentes activités des Boursiers.

(2) Internats universitaires comprend les dépenses pour l'entretien des boursiers universitaires.

Observation: Les différentes activités ont été groupées selon la nouvelle nomenclature de 1964; c'est-à-dire, les écoles qui n'apparaissent pas dans le budget de 1964 ainsi que les Ecoles pour apprendre le maniement des tabulatrices (1963) sont comprises dans le budget d'autres écoles en 1964.

(3) La diminution dans l'activité Educationnelle budgétisée par d'autres Organismes est due au fait que certaines activités ont été transférées sous le contrôle du Ministère de l'Education.

II. DEVELOPPEMENT QUANTITATIF DE L'ENSEIGNEMENT

ANEXE 2

Etat comparatif de l'inscription aux cours 1962-63 et 1963-64

NIVEAU DE L'ENSEIGNEMENT	Genre d'élève	DEBUT DU COURS 1962-63			DEBUT DU COURS 1963-64		
		EXTERNES	INTERNES	TOTAL	EXTERNES	INTERNES	TOTAL
Cours							
ENSEIGNEMENT PRIMAIRE		1'193,077	14,209	1'207,286	1'266,686	13,978	1'280,664
Ecoles Primaires		1'193,077	12,625	1'205,702	1'256,748	11,517 (A)	1'268,265
Ecoles Unifiées (1e. à 6e.)	(*)	—	—	(*)	8,607	—	8,607
Fermes d'Enfants		—	1,584	1,584	1,331 (B)	2,461	3,792
ENSEIGNEMENT MOYEN (Général)		101,003	22,115	123,118	120,552	17,378	137,930
Ecoles Unifiées (7e. à 9e.)		3,711	—	3,711	4,388	—	4,388
Ecoles Sec. de base Urbaines		86,978	15,088	102,066	104,074	10,954	115,028
Ecoles Sec. de base Rurales		—	1,821	1,821	—	1,681	1,681
Instituts pré-universitaires		10,314	5,206	15,520	12,090	4,743	16,833
ENSEIGNEMENT MOYEN (Technique et professionnel)		27,025	15,477	42,502	33,839	15,976	49,815
Ecoles de Langues		4,936	1,600	6,536	5,325	976	6,301
Ecoles d'auxiliaires d'administration		9,140	—	9,140	12,381	—	12,381
Instituts d'administration		12,063	494	12,557	12,672	623	13,295
Ecoles technologiques industrielles		362	10,807	11,169	2,708 (C)	9,837	12,545
Instituts technologiques industriels		524	2,576	3,100	753	3,237	3,990
Instituts technologiques agraires et d'élevage (1)		—	—	1,303	1,303
ENSEIGNEMENT MOYEN		10,741	7,784	18,525	9,410	17,316	26,726
Ecoles d'Instituteurs		—	7,784	7,784	—	12,342	12,342
Ecoles de perfectionnement pédagogique		10,741	—	10,741	9,410	4,974	14,384 (F)
ENSEIGNEMENT SUPERIEUR		14,533	3,076	17,609 (G)	17,241	4,887	22,128 (H)
Université de La Havane		11,619	1,811	13,430	12,730	3,366	16,096
Université de Las Villas		1,303	895	2,198	1,946	815	2,761
Université d'Oriente		1,611	370	1,981	2,565	706	3,271
EDUCACION SPECIALE OU POUR ENFANTS ANORMAUX		—	1,391	1,391	1,025 (D)	777	1,802
EDUCATION POUR ADULTES		481,662	10,971	492,633	467,411	11,562	478,973
Centres et Cours d'Education Ouvrière- paysanne		468,456	—	468,456	455,394	—	455,394
Ecoles du soir pour la promotion de la Femme		12,438	—	12,438	11,476	—	11,476
Centres spéciaux de promotion de la Femme		768	10,971	11,739	541 (E)	11,562	12,103
AUTRES ECOLES		5,372	...	5,372	6,196	4,510	10,706
Ecole Nationale pour apprendre la manipulation des tabulatrices		...	—	...	1,687	—	1,687
Ecoles maritimes de pêche (†)		—	—	3,671	3,671
Ecoles d'initiation sportive scolaire		—	—	609	609
Centre spécial de Boursiers		—	—	110	110
Ecoles secondaires de base pour ouvriers boursiers		—	—	120	120
Institut de promotion éducationnelle		5,372	—	5,372 (I)	4,509	—	4,509 (J)
TOTAL		1'833,413	75,023	1'908,436	1'922,360	86,384	2'008,744

(1) Ces Centres d'enseignement, provenant d'autres organismes, ont été incorporés au Ministère de l'Education pendant l'année scolaire 1963-64.

(A) Comprend 470 élèves internes qui ne suivent pas des cours

(B) Comprend 101 élèves semi-internes

(C) Comprend 686 élèves semi-internes

(D) Comprend 454 élèves semi-internes

(E) Comprend 480 élèves qui étudient par correspondance

(F) Les indices correspondent aux cours et aux séminaires offerts pendant l'année 1963

(G) Les indices correspondent au cours dénomé 1962

(H) Les indices correspondent au cours dénomé 1963

(I) Les indices correspondent aux cours et aux séminaires offerts pendant l'année 1962

(J) Les indices correspondent aux cours et aux séminaires offerts pendant l'année 1963

(*) Les élèves externes des Ecoles primaires sont compris dans le 1.193.077

... Signifie que l'indice existe mais qu'il n'est pas connu ou qu'il est incomplet.

CUBA

**education
and culture**

CUBA education and culture

CUBAN COMMISSION OF THE UNESCO / 1963

CUBA

education and culture

TO BE CULTURED MEANS TO BE FREE

José Martí



The Cuban Commission of the UNESCO takes pleasure in presenting: CUBA: EDUCATION AND CULTURE.

Education and culture have suffered a radical change since the Revolution came into power. In just a few years intense creative activity has taken place in both fields.

Today education and culture reach every citizen. The people, through their mass and revolutionary organizations, participate directly in the stimulation of these activities.

History is not often written and created at the same time; and the history of Cuban education and culture is enriched day by day.

What we have attempted here is just to bring forth the fundamental achievements of education and culture in revolutionary Cuba, such as the elimination of illiteracy in the incredibly short term of a year and the massive publication of scientific, philosophic and literary books.

Education and culture are now the patrimony of the people.

education

CONDITIONS BEFORE THE REVOLUTION

Corruption reigned in educational matters as well as in everything else, before January 1, 1959, the date that marked the end of imperialism in this country. It was a common practice to sell teaching positions and teaching titles, particularly in such special fields as music, English, etc. In place of qualified technicians for these specialized appointments, the professional politicians exercised some control, designating their relatives and friends as professors, inspectors and provincial superintendents (with no regard to their abilities). These corrupt politicians exercised the same jurisdiction over the entrance examinations to the Normal Schools, arbitrarily preventing qualified students from entering the professions of their choice, while favoring those with inadequate preparation, protected by friendship or political influence. This state of corruption existed right up to the university level.

This pernicious system deprived tens of thousands of rural children of education of any kind. There was a criminal lack of schools and teachers in spite of the fact that there were thousands of available teachers, some holding degrees of Doctor in Pedagogy, without employment. For every 100 children registered in primary schools, 85 never reached the third grade, and only 6 ever got as far as the sixth grade. Such was the administrative pillage that school budgets were devoured by the local politicians, so that there was no money for school supplies like pencils and notebooks and no money for the school breakfast program. There were never sufficient textbooks, so most children had to go without. So-called "professors" were usurping the places of legitimate teachers, having been fraudulently awarded teaching certificates, for a price. Many schools were permitted to fall into a state of ruin.

However, the great mass of educational workers continued to carry on their task honestly, despite the handicaps.

School programs and texts were prepared in such a way as to divert and distort the norms of real education. The history that was taught to students was falsified. The students were told that "The United States had helped Cuba to gain its independence and sovereignty".

Another evil affecting education was the existence of two types of schools — public and private. In general, education and culture were only within reach of the very rich, or the well-to-do. The children, ordinary workers and poor farmers had no opportunity to study. Only a few from the poorer classes, and only after great sacrifices were ever able to attain the level of a university education.

To understand the condition of the Cuban educational system, it would be necessary to analyze it in two stages:

- 1.— The situation that existed before January 1, 1959, and
- 2.— The magnitude of the accomplishments achieved since then.

THE THREE GREAT TASKS

- 1.— Reform of the Educational System.
- 2.— Elevation of the educational level of the people.
- 3.— The place of the masses in Education.

REFORM OF THE EDUCATIONAL SYSTEM

The educational system that existed in Cuba until the end of imperialistic domination conformed to the social, political and economic regime of that time. However, once the people took into their own hands the power won by revolutionary struggle, the whole educational system was transformed in accordance with the needs and demands of the revolutionary process. This profound transformation affected textbooks, school programs, plans of all sorts — in fact, everything that goes into the education of a people constructing Socialism.

The Educational Reform was achieved by Law. The approved legislation considers education to be a permanent, dynamic and continuous process
10 which follows, step by step, the progressive march of civilization, with the

necessary flexibility to adapt itself to an educational system in development. It must be capable of permitting changes, modifications and innovations as circumstances demand.

The National System of Education encompasses teaching from preschool age through the levels of higher education. It inculcates proper attitudes towards education, and encourages special aptitudes for further development, so that each individual can be fitted into the vocation for which he is best suited, and can best serve society.

The new Cuban educational system is rational. No category of teaching is omitted and "skipping" grades is not allowed, yet each level is adequately coordinated and related to all the others. The system calls for six years of primary teaching with a short preschool stage, and three years of what is here called "Secundaria Básica" which is more or less the equal of the Junior High School in the U.S.A.

From Junior High School the students enter either special Technical Schools, Pre-University Schools (High Schools) or Schools of Business Administration and Commerce. From the Technological Schools they go on to Colleges of Technology, from the School for Primary Teachers to Colleges of Education at the Universities and from the Pre-University Institutes to any college they may choose.

The system of State Farm Schools in the rural areas is organized to cover 9 years of education, from first grade through third year of Junior High School. These Farm Schools are divided into two groups: **Children's Farm Schools** which include the 1st through the 4th year and **Youth Farm Schools** which include the 5th year (elementary school) through the third year of Junior High.

GROWTH OF THE NUMBER OF CLASSROOMS AND THE CONVERSION OF MILITARY HEADQUARTERS INTO SCHOOLS

The creation of thousands of new classrooms gave employment to thousands of teachers including many holding the Degree of Doctor in Pedagogy. 11

Putting so many teachers to work made it possible to enter 1 253 375 children in the Primary grades, whereas during the school year 1958-1959 there were only enough classrooms to accomodate 702 198.

The need for classrooms was supplied by the conversion of the former military barracks, located everywhere, into fully equipped school buildings. During a three-year period between 1959 and 1961 the Ministry of Education was able to construct 671 rural Primary Schools, 339 Urban Primary Schools, 99 Junior High Schools, 326 Manual Training Shops, and 113 Laboratories, as well as one College-Preparatory Institute, one school city and six Technological Schools.

THE NATIONALIZATION OF EDUCATION

On July 6, 1961, the Council of Ministers of the Revolutionary Government approved the law which nationalized all teaching, and turned over to the people all formerly private centers of learning. This law declared all education to be free and public. It decreed the indemnization by the State of former school proprietors where such action was justified. The State cannot transfer or delegate the teaching services, and must guarantee all citizens the right to its benefits.

Many of the owners of these private schools were exploiting their teachers and employees and resorted to propaganda attacks against the interests of the nation in their attempts to fight the progress of the Revolution.

The great majority of these private schools, particularly the larger, more "exclusive" ones did not, among other things, permit the attendance of the children of Negro families. Neither did they employ teachers or other personnel of the Negro race. As a matter of fact, they often used their own old graduates as teachers; people with no real knowlegde of teaching and no training.

12 From the beginning of the revolutionary period the private schools suffered by comparison with the government operated schools, because in the first place they were so much better and in the second place, the students

no longer had to pay a monthly tuition fee, and textbooks were free. Besides, the big bourgeoisie were leaving Cuba in such great numbers that the enrollment became almost nil. The buildings were useful, however, because they supplied additional classrooms so sorely needed by the State schools.

At about this time, a favorable climate began to develop in the teaching-staff of these private schools. The teachers began to appreciate the benefits planned for teachers under the Revolutionary Government. Such things as social security, insurance, retirement, etc. had great appeal. Nationalization would also mean increases in salary. Previously they had been so poorly paid that it was necessary for teachers at these schools to take outside pupils to make out a living, or to take any other kind of extra work they could get.

In regard to religion, the schools in Cuba have always been nonsectarian. Freedom of religion is guaranteed to everybody, and religion is now taught exclusively in the churches. The nationalization process did not leave teachers and employees in the private schools unemployed. The continued to work, and the Ministry of Education, constantly conducts courses and seminars to help them improve themselves.

RAISING OF THE EDUCATIONAL LEVEL OF THE PEOPLE

The Revolution upon coming to power found a citizenship which had been abandoned to illiteracy and ignorance. Culture had never been any part of their lives. There were around a million illiterates, and the average of learning was about the level of the third grade. The Revolution has begun to overcome his lack in educational, cultural, technical and scientific training, converting it from an inefficient and insufficient system which existed only for the privileged, into an efficient and adequate system with technical and scientific preparation for the masses.

Cuban education promotes hatred of war, love of peace, love of country and freedom. Free education is now available in every corner of the country, and for all the people. Thanks to the deep conviction of Fidel Castro

that education is the chief task of the Revolution, this year's budget for education (which also covers science and culture) will come to more than \$270 356 117 — all of which will be honestly administered. It is part of the educational plan to increase this budget year by year as the Revolution advances. This is quite a contrast to the year 1958, when the amount designated for Education was only \$74 177 088.

PARTICIPATION OF THE MASSES IN EDUCATION

As with all the other great tasks of the Cuban Revolution, the work of education is being carried on for the masses and with their participation. The organized masses participate in planning, orientation, direction and teaching administration on all levels, school, municipality, province or region, and nation.

In this way democracy must be reflected in education to such an extent that it reaches everybody. The great majority of the population thus becomes involved in the educative process which goes straight to the roots of scientific thinking. This education must be scientific in contents and method, not only in the study of the natural sciences, but in that of the evolution of human society and the investigation of the theory of knowledge. Education so conceived brings out the best in the creative worker and develops a spirit of collective effort on the part of the masses which in turn leads to a higher and higher scale of teaching excellence. In time this tends to develop a better type of human being, able to use his abilities in an atmosphere of complete freedom of thought to the finer flowering of the human personality.

NATIONAL COUNCIL OF EDUCATION

As an expression of the people's participation in the organization and direction of education, there has recently been created a National Council of Education in which, besides the Ministry of Education, the people are represented through their revolutionary and mass organizations on four levels. There are School Councils, Municipal Councils, and Provincial Councils, all working in harmony with the National Council of Education.



The Revolutionary Government has supplied furniture for thousands of schools. The masses of the workers also have donated school equipment through the organization of a "school adoption" plan.



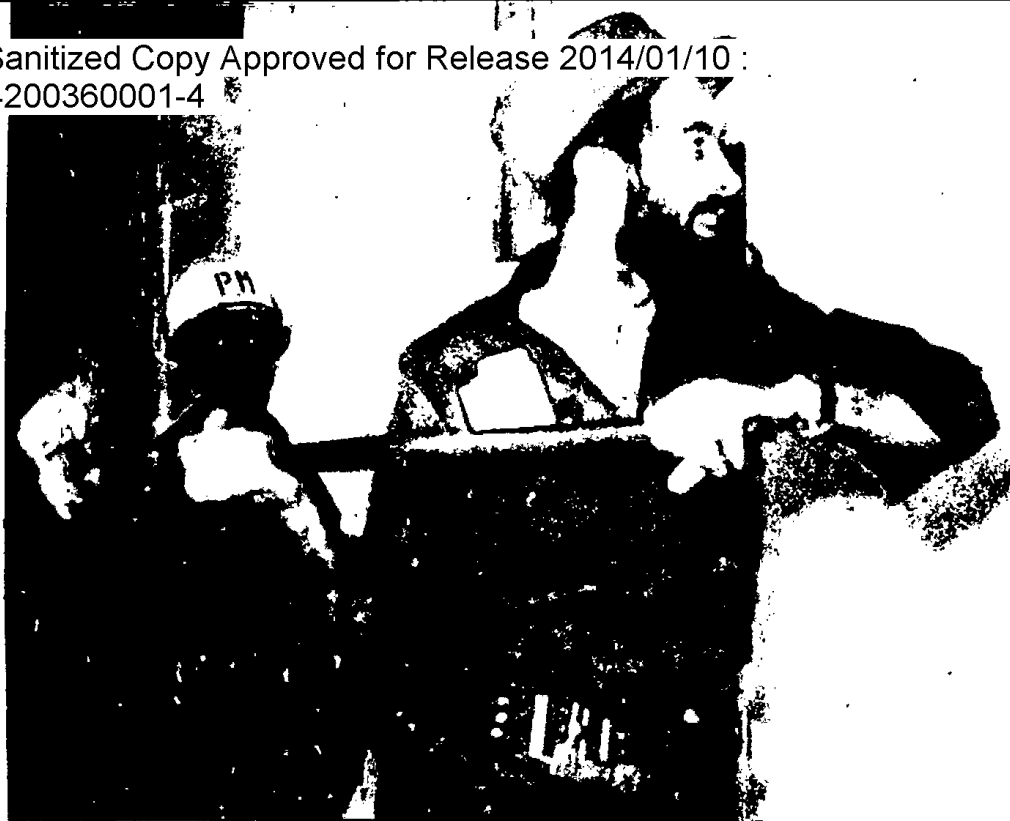
The color line has already disappeared in Cuba along with every other type of discrimination that would harm the spirit of brotherhood in school, in play or in other aspects of life, where the shock of prejudice can now never reach them.



**The Ministry of Education installed co-education in the
Primary Schools, with excellent results.**



**Where previously only the
children of the privileged
classes were permitted to
study, we now find the
children of the people.**

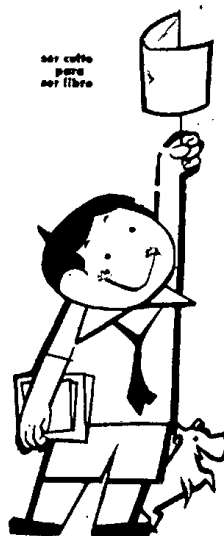


The unforgettable Commander Camilo Cienfuegos demolishing the walls of what used to be a military city and is now "Ciudad Escolar Libertad".

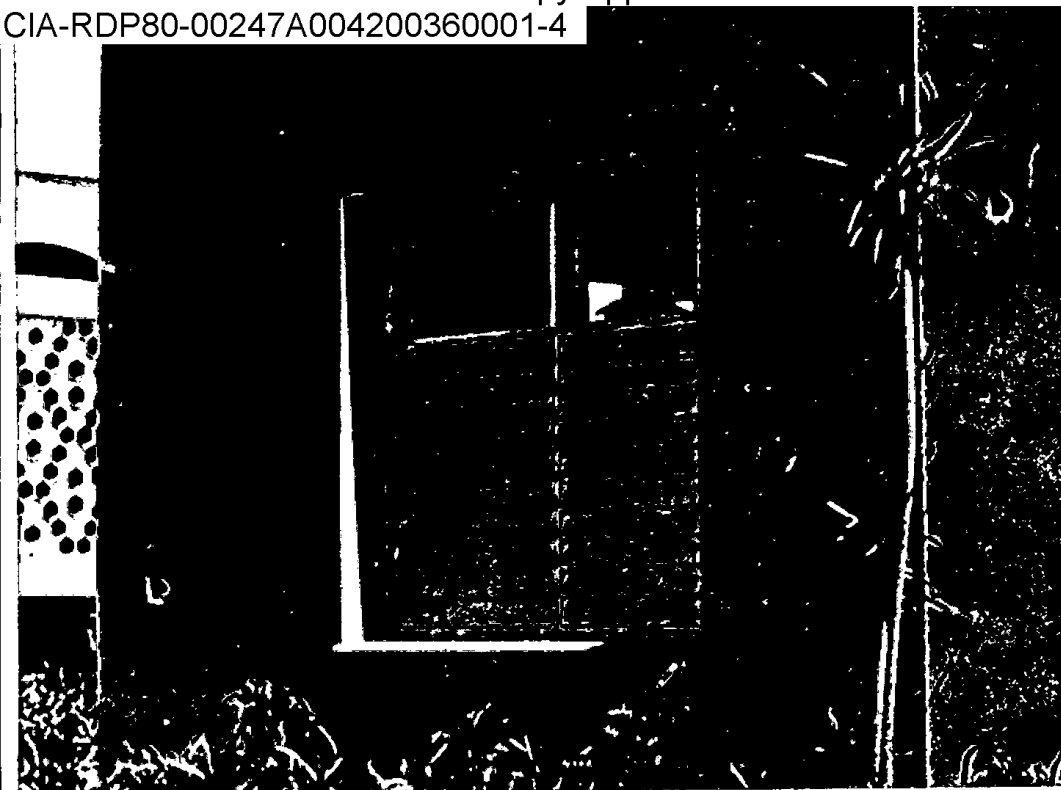
The Revolution has created thousands of classrooms almost as many as were created by the sum total of all the governments preceding the present one. These classrooms are located in both urban and rural areas.



The Cuban Socialist
Revolution also has martyrs
in education. Conrado
Benítez, volunteer teacher
assassinated by enemies
of the revolution, in the
Sierra del Escambray,
where he was teaching
farm children to read
and write.



Primary students
at "Liberty School City".



As a prelude to the disastrous mercenary invasion of Playa Girón in 1961, some cities were bombed and machine-gunned. These attacks caused damage to some of the school building at "Liberty School City" where hundreds of children attend school.

The conversion of military headquarters and forts of former governments into schools, has solved to a considerable extent the need for more classrooms.





National and Provincial functionaries in education and directors of the National Union of Educational Workers, together with members of the mass organizations of the country, in a full session in Santiago de Cuba. In these meeting they discuss, democratically, the activites, problems, solutions, methods and educational goals.



The Provincial Department of Education of Havana. The Ministry of Education has been decentralized and there have been created Provincial and Municipal administrations which are responsible for educational activities, each in its respective jurisdiction.



The Minister of Education, Armando Hart Dávalos, the viceminister of Education, José A. Aguilera Maceiras, and representatives of mass organizations, in a session of the National Council of Education, which is the supreme people's educational organization.

THE GREAT PROBLEM: THE NECESSITY FOR TEACHERS DEVELOPING BETTER TEACHERS VOLUNTARY TEACHERS

For the purpose of carrying education to the farthest reaches of the island, to areas rendered practically impassable by mountains, swamps and other hazards the Revolutionary Government sent out a call to the youth of the country to form themselves into contingents of volunteer teachers. They underwent intensive courses conducted by a department of the Ministry of Education, the Institute of Higher Learning (ISE). As a result three fully trained groups of Voluntary Teachers were formed.

The Revolution, however, badly needed more teachers, and out of this need grew the "Oriente Plan" (so named because it first appeared in the province of Oriente). This plan gradually involved greater and greater numbers of youth in this "Plan de Formación de Maestros Populares" (People's Teachers) which soon reached the whole country. Two training centers were set up, one at San Lorenzo and the other at Topes de Collantes, where aspiring teachers were given a chance to prove their suitability for the vocation of teaching.

FRANK PAIS VANGUARD BRIGADES

In order to guarantee adequate teaching to even the remotest and most backward areas with teachers of the highest Revolutionary development, hundreds of fine educators answering the call of the Ministry of Education, came forward to put their knowledge at the service of the country, in spite of the hardships they knew they would have to encounter, having no thought of payment or personal comfort. Their only concern was that those who needed help most, would be certain to get it. This was the calibre of teachers who, responding to the call of the Ministry of Education, made up the Frank País Vanguard Brigades.

COLLEGES OF EDUCATION

Teachers are trained at the Colleges of Education at the three Cuban Universities.

A necessary pedagogical and social transformation is now in progress in the teaching of Primary School teachers. Boarding schools which are genuinely democratic institutions, have been organized in those training centers, where the State underwrites all expenses. A profound transformation has also taken place in the composition of the student body. For the first time, the sons and daughters of workers and farmers have the opportunity to train as teachers, while previously (before the revolution) only 2% of the total university enrollment included youth from the working classes of the urban and rural areas.

Because of a Master Plan for educational progress, there now exists a more balanced distribution of enrollment in these schools, in accordance with the local and provincial need for teachers.

TRAINING CENTERS FOR PRIMARY TEACHERS

The former Normal Schools, and the Schools for Kindergarten teachers and the Home Economics Schools were integrated into the Schools for Primary Teaching.

Recently, the personnel of these former schools have begun to take special courses for the improvement of their own teaching methods, in order the better to be fitted into the new educational pattern.

Our old educational system had at its disposal 15 500 classrooms. The 9 000 unemployed teachers that existed at the end of the old regime, were called to active duty so that they might once again follow their profession.

For the purpose of improving the quality of teaching, the Institute for Higher Education (ISE) was set up at the Ministry of Education. This Institute has already offered several seminars for the improvement of teaching-personnel. The old system for instructing teachers has been completely changed and now the number of classrooms has been doubled.



In order to extend the advantages of education even farther, hundreds of youth from the farms are receiving special courses to give classes in the rural zones. They are the "People's Teachers" who, at the same time, are preparing themselves to become professional teachers.



Students of teaching, having scholarships at the "Del Frío Mines" in the Sierra Maestra, receive classes in the same surroundings in which they will serve.

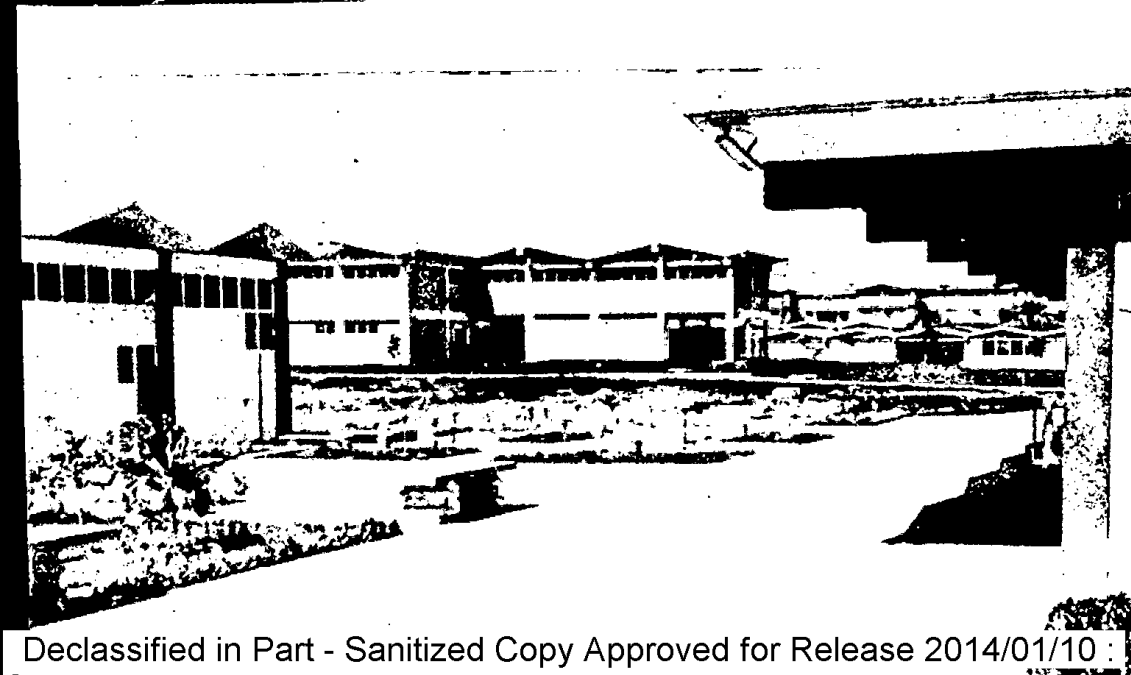
*estamos
construyendo
un pueblo
de hombres
capacitados*

...ndia!





Many thousands of youthful teachers, during the middle of 1962, were integrated into the first brigade of the "Frank País Vanguard". Its mission is to go to the almost inaccessible mountainous zones to teach the children of the farms who never had the opportunity to learn until now.



In the Sierra Maestra, the Revolutionary Government with the help of soldiers of the Rebel Army as voluntary workers, constructed the "Camillo Cienfuegos School City", in which children of the humble farmers from the region, study in an ideal atmosphere. The School City supplies in great part its own needs from the farm products grown there.



In some educational centers of the country there are dining rooms for the children. The Revolutionary Government plans to multiply the number of these dining rooms in order to make it possible for the children to spend more hours in school, which will also permit their mothers more time to turn their attention to other tasks.



Courses for the improvement of educators, organized by the Institute of Higher Education (ISE).



University students in the School of Education.

ARMA NUEVA

SEGUIMIENTO

Nº III



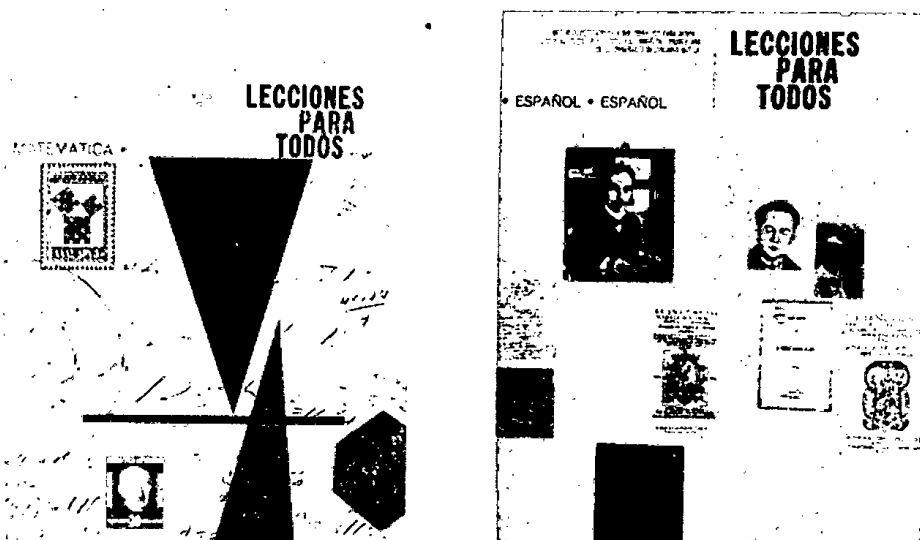
"LOS NIÑOS NACEN
PARA SER FELICES"

ARMA NUEVA

SEGUIMIENTO

Nº IV





The system of "Technicians' Collectives" created by the Ministry of Education have been a significant educational advance. In these "collectives" the technical inspectors and teachers meet periodically to exchange experience and discuss the orientations they have received.



PRIMARY EDUCATION IN THE REVOLUTION

Primary education comprises the first to the sixth grades (children from 6 to 12 years, with a previous pre-school period).

In accordance with the profound educational changes, the old kindergarten system was replaced by a functional system of practical pre-school education, where the children can exercise their initiative and adapt themselves to the first steps of formal teaching. This education is offered at the Elementary Schools, at "Infantile Circles" and "Infantile Homes".

TEACHING MATERIALS (SCHOOL SUPPLIES)

In less than four years the Revolution has given to the children of Cuba more school supplies than the former capitalistic regime furnished in the past 25 years. Millions of dollars have been invested in furniture and equipment. Children in the primary grades have received, to the present time, from the Revolutionary government, 10 400 000 textbooks.

In Cuba serious educational planning is being done by highly qualified personnel with a view to the future economic and technological development of the country.

CAMPAIGN FOR ADVANCING BACKWARD STUDENTS

As a result of the lack of adequate education in Cuba, thousands of children were found to be far behind others in relation to their chronological age.

The Revolution works to correct this problem. The Ministry of Education, together with the National Union of Educational Workers, established courses in rapid advancement, much of it accomplished by means of extra work on the part of both teacher and students. As a result of this work thousands of children were enabled to catch up with their fellow-students.

THE JUNIOR HIGH SCHOOL LEVEL (CHILDREN FROM 12 TO 15)

There existed before the Revolution, an inefficient type of school which was called "Primarias Superiores". They covered the 7th and 8th grades, which could not compare to the new 3 year "Secundarias Básicas" or Jr. High Schools.

These basic secondary schools (or Jr. High Schools) have taken the place of the old Primary Superior Schools, in the revised educational plan. The emphasis now is on pre-vocational training, in which academic subjects are an integral part of each course, thus helping the student to best realize his own aptitudes, so that he can select the trade or profession he will follow in life.

The training in these modernized schools is linked with actual productive work. Each school has its own workshop, where industrial art is taught. The emphasis is placed on preparing students in sciences, mathematics, physics and chemistry.

There are 295 of these basic secondary schools in Cuba, at least one for every town with more than 2 500 inhabitants. There is not a single municipality in the country where the adolescent cannot at least receive a high school education. The intensification of scientific work in the high schools is augmented by laboratories in each school, where experimental work can be carried on and adequate practice afforded. In addition to laboratories, there are woodworking shops, electrical and metallurgical shops, and shops for mechanical drawing or draughting.

Junior High School enrollement in 1 958 was 27 278 while up to mid 1962 it had reached 92 000 students.

These schools have received thousands of units of furniture, tools and equipment. In the junior high schools as well as in the pre-university schools, courses for more rapid advancement are being carried on.

TECHNOLOGICAL EDUCACION

32 The object of the teaching of technology is the technological preparation

of the student. Production is a complement of this type of education. Because of Cuba's growing industrial needs, teaching is directly linked with production. Valuable help is being furnished by the Socialist countries. New machines, tools and furniture and many kinds of equipment and instruments have been provided. The number of students in 1959, 5 300, has increased to 20 000 in 1962, because the youth of Cuba understands that growing industrialization together with the plans of the Agrarian Reform Institute will require great amounts of skilled labor, and the technological students produce many of the items used in the classrooms.

The Technical Schools develop skilled workers in courses of two years. The graduates have to work for one year in industry before going on, if they wish to attend the Technological Institute.

The Technological Institute, which is on a higher level than the Technological School, develops technicians. Graduates from the Institute must serve at least one year in industry before being admitted to technological studies at the university.

Even without sufficient installations there are already in process of manufacture, sugar-cane harvest-machines, furniture and replacement parts and many other articles that represent tens of thousands of dollars, as a result of linking technological teaching with productive work.

INSTITUTES OF ADMINISTRATION AND COMMERCE

These Institutes prepare students to perform the functions of general book-keeping, organization and practical office administration. These schools, newly organized, employ more advanced methods than those of the old Professional Schools of Commerce, no longer in existence. Before the Revolution there had been 11 of these Professional Schools of Commerce with an enrollment of 8 897. In the 1961-62 term there were 24 Institutes of Administration and Commerce, with an enrollment of 15 702.

PRE-UNIVERSITY INSTITUTES

Secondary education, or High School, was offered in 21 Institutes, and the 33

full high school course took five years. The first four years earned for the student an elementary Bachelor's degree and the final year was devoted to college preparatory studies, with a choice between Science and Letters. These centers of secondary education have been increased to 28, all being pre-university Institutes. The objective of the three years secondary education is to give students the opportunity to absorb a basic general culture and to develop in them the convictions necessary to sound morality and good citizenship.

UNIVERSITIES

The universities used to specialize in producing "lawyers", without a time sense of legality; supposed graduates in Philosophy and Letters rarely well versed in either of these two branches; "educators", who had no real cultural base nor adequate pedagogical orientation; medical doctors, many of which, because of the penury of facilities, were unable to organize their work in the basic sciences nor in the necessary hospital practice.

The Cuban universities now function with a plan in accordance with the needs, resources, projects, projections and goals of the national life. They have achieved coordination and rationalization of teaching by means of the establishment of a Superior Council for the Universities, which is responsible for the reform of university teaching, completing in this way the National System of Education. A Supreme Government Council has also been created. It provides for the equal representation of the student body and the faculty.

The universities provide facilities for scientific research and a direct linking of education with agrarian and industrial production. Schools of Agronomy are located in zones of agricultural development and work jointly with the State Farms and the Cooperatives, in Socialistic organization. The schools for the workers, at university level, have already started to function in the University of Las Villas and will soon be working in the

34 University of Havana.

Children celebrate at the opening of a new school center. The Socialist Revolution abides
by the words of José Martí: "He who plants schools, reaps men".





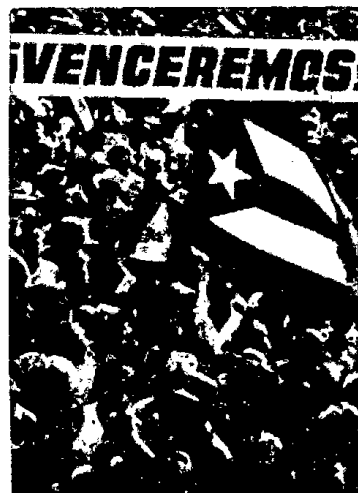
Education is now developing in students an interest in the arts, and a desire to follow art as a vocation.

*Si todos los niños del mundo
Las manos se pudieran dar
En torno del mundo podrían
Un coro gigante formar*



**JORNADA
INTERNACIONAL DE
LA INFANCIA · JUNIO 1**

GOBIERNO REVOLUCIONARIO · SER CULTOS PARA SER LIBRES

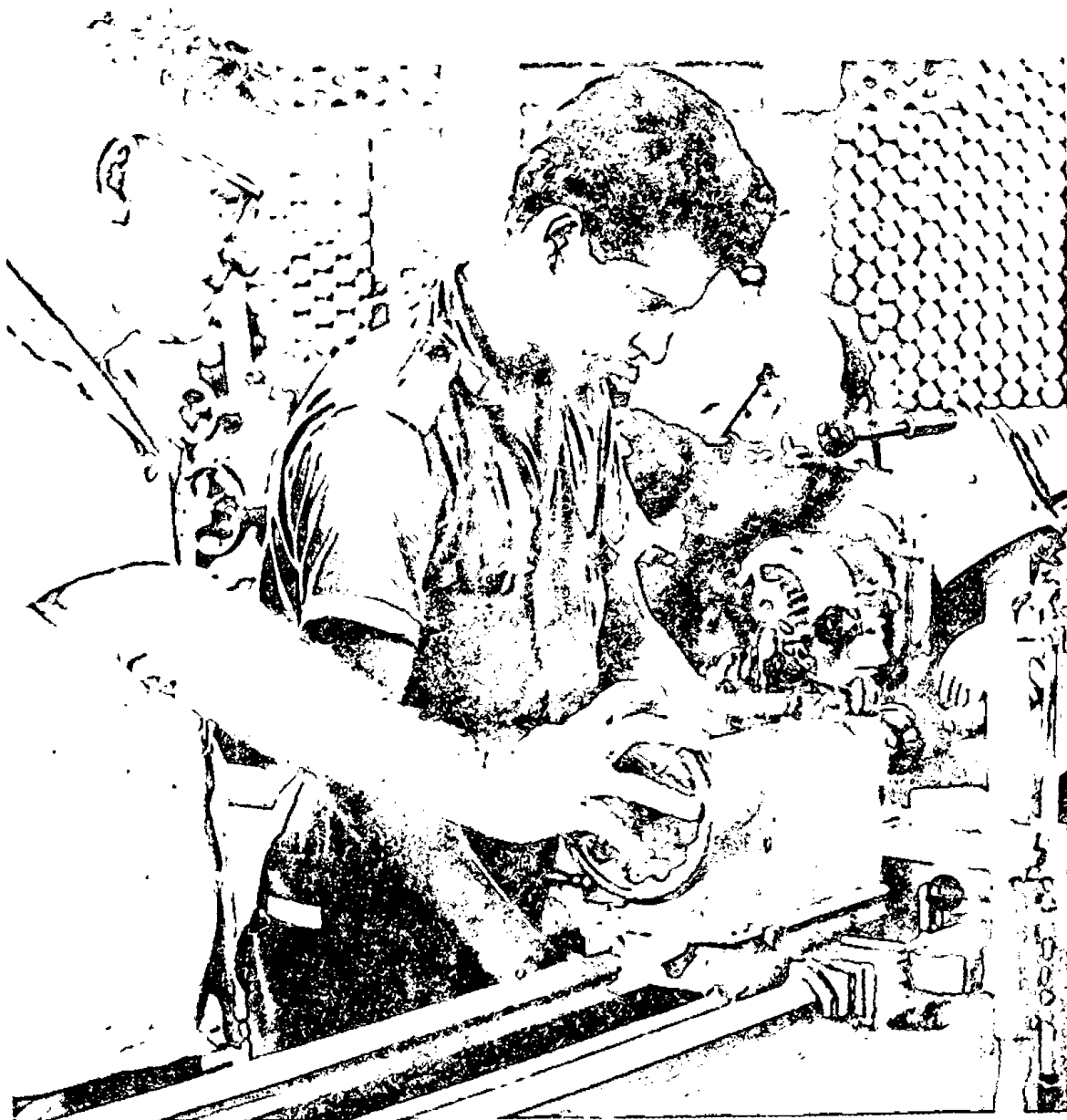




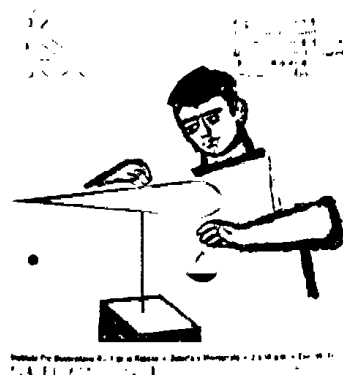
Research workers find that almost half the students in the primary grades are backward in relation to their ages. The Ministry of Education has created plans to remedy and accelerate the advancement of these backward students, and many teachers have dedicated themselves to this task during extra hours of voluntary work, spurred on by their union, the National Union of Educational Workers.



The Junior High Schools create in the students an attitude which favors creative and productive work.

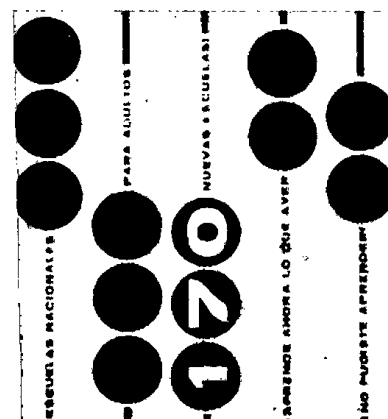


In the Technical Schools and the Technological Institutes, the students and workers are given technical and qualified preparation.





In the pre-university Institutes
the students acquire a basic
knowledge of culture and are guided
to their future vocations.

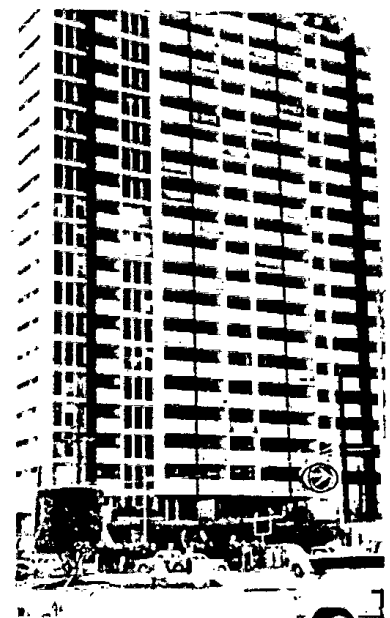


On the Children's Farm Schools, as well as in
the rural Jr. High Schools, teaching is carried
on in a home like atmosphere that combines
theory with practice. These centers are becoming
progressively self-supporting as a conse-
quence of their productive collective work.



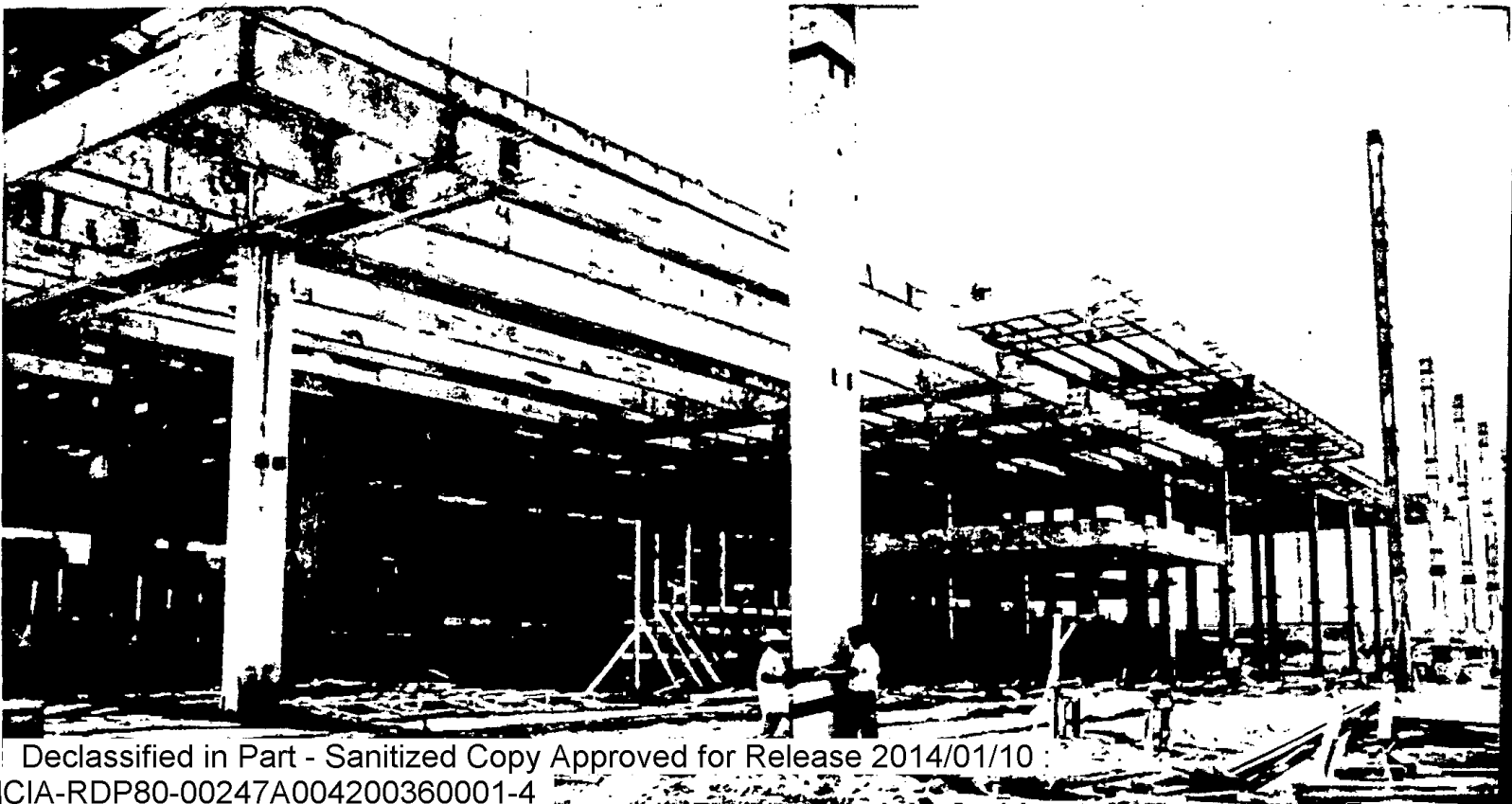


the universities, which existed only for the privileged in the past, are now welcoming the youth from the farm and from the working class, youth from among the humble people, who meet the qualifications to enter. Rapid advancement courses permit the entry into the Technical College of students who, for economic reasons, had to give up their high school studies. This is possible thanks to the Scholarship Plan for university students.



Lodgings for the students given scholarships by the Revolutionary Government.

College of Technology.



DEPARTMENT OF LANGUAGES

With the slogan "Languages to unite the people and to struggle for peace" the Revolutionary Government through its Department of Foreign Languages has placed the study of languages within the reach of everyone, nationalizing and creating schools for this purpose all over the country. Russian, Czech, German, French, Chinese, English, Italian, Polish, Portuguese, are taught, as well as Spanish for the foreign residents of the island.

Also in the unions, in the industries, and in the Ministries and business enterprises, languages are taught to the workers.

SCHOOL LIBRARIES

72 school libraries have been created with 400 volumes each: books for small children, science fiction, history, art, applied sciences and general works.

CONSTRUCTION AND REPAIR

The Department of School Architecture of the Ministry of Education, in cooperation with the Ministry of Public Works, help in the construction and repair of all school property.

EXTRA-CURRICULAR ACTIVITIES

Out of the Third National Congress of Municipal Councils of Education developed the National Commission of Extra-curricular Activities, as an answer to a long-felt want. It will take care of, and guide teachers and students in various collective activities that will be developed in after-school hours.

DEPARTMENT OF EVALUATION AND ORIENTATION

This department has the following responsibilities: research on educational problems, investigation of techniques and instruments for evaluation; selection and classification of groups of students for entrance into Schools for Teachers, Technological Schools, and other centers of study; elabor-

ation of plans and instruments for evaluation; the furnishing of information on evaluation techniques to educational personnel, and general orientation on problems of discipline, conduct, methods of study, etc.

FOREIGN RELATIONS

The Ministry of Education, through its Department of Foreign Relations, maintains constant coordination with all the government dependencies, and all organizations whether internal or foreign. These objectives are achieved by the work of three divisions. 1) Department of Educational Information, 2) Department of Educational Relations with Foreign Countries, and 3) Department of Public Relations. These Departments prepare and publish information about what is happening on the educational front; they plan and direct, in accordance with the policies of the Ministry of Education, the Supreme Council for the Universities and the National Council of Culture, all activities related to educational exchanges with other countries, through the official institutions of those countries. They also initiate and direct publicity campaigns and furnish to the Press, information about educational affairs of general interest.

The Department of Foreign Relation, through the "Foreign Scholarships Section", controls the whole program of scholarships granted to Cuban students in accord with the Technical, Scientific and Cultural Assistance Agreements signed with other countries.

THE SCHOLARSHIP PLAN

The Revolutionary Government, in addition to guaranteeing a free education to everyone, also includes a scholarship plan (lodging, maintenance, clothing, recreation, books and other school materials, as well as medical and dental attention), so that no one need discontinue his studies for lack of economic resources.

More than 70 000 young people enjoy these scholarships. There is also a contingency fund to help the day pupils defray their expenses and pay for such things as books and travel.

DEPARTMENT OF ADMINISTRATION

42 The administrative activities of the Ministry of Education are governed by its Board of Directors which supervises the activities of the Department of Personnel, Department of Budget, and the Departments of Accounting,

Supply, Internal Services, Transportation, and the recently created Department of Organization and Methods.

In its administrative reorganization the Ministry of Education has done a very thorough job, and has succeeded in decentralizing and incorporating the work of the old Ministry of Social Welfare.

DEPARTMENT OF PHYSICAL EDUCATION

This department in coordination with the Institute of Sports, Physical Education and Recreation (INDER) directs, orients, and supervises a rational system of physical education, including different sports to conform to the level of each school unit.

EDUCATIONAL EXTENSION PROGRAM

Its basic function is to supplement or augment the teaching of other departments; to carry education outside the actual schoolroom to the people, by every means of mass communication.

This department is responsible for home courses, brought to the people by television and through the daily press, under such titles as "Pages to Study" and "Lessons for everybody". It works in cooperation with the Departments of Primary and Secondary Education. It produces printed matter in the form of pamphlets and magazines.

DEPARTMENT OF SPECIAL TEACHING

To orient, direct, administer and supervise the schools for the mentally or physically handicapped, the Ministry of Education created this Department of Special Teaching with the conviction that every human being can and should develop his capabilities to the utmost.

DEPARTMENT OF STATISTICS

The services of this department cover all levels of teaching: Primary, Secondary, Professional and Higher Education.

It analyzes vital data as to the school progress of the students, the rate of promotion, or conversely, the rate of retrogression and other valuable findings; and it cooperates with other Technical and Administrative Departments of the Ministry of Education.



Plans for the extension of education through television, complement regular schools attendance.



The Department of School Libraries promotes reading in the classrooms.



Morito
el borriquillo
caprichoso



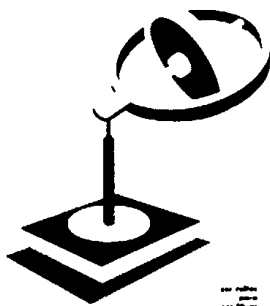
libros de niños

GOBIERNO FEDERAL DE CHILE

Anti-polio immunization was given to all children and students. It was followed later by another mass vaccination against tetanus, whooping-cough and diptheria.

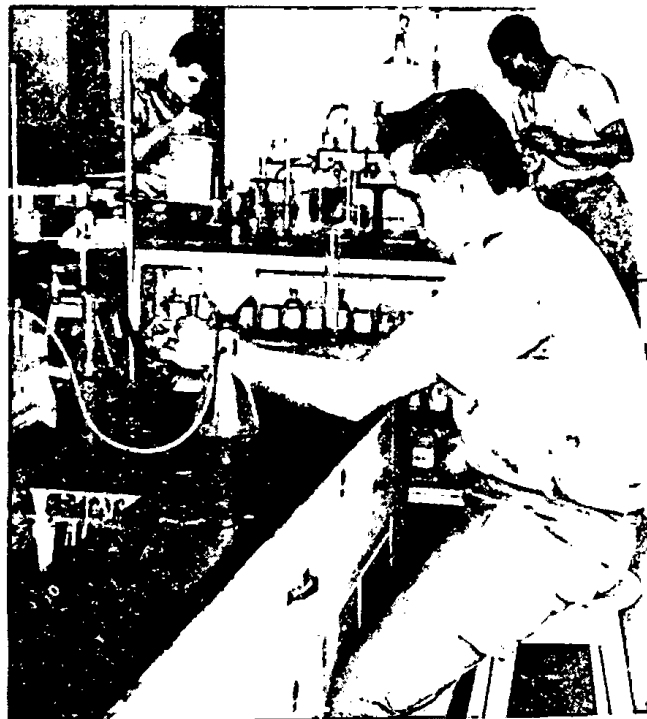
POLO NIA

EXPOSICIÓN DE MATERIAL ESCOLAR Y MÉTODOS DE ENSEÑANZA



ENERO 25 / FEBRERO 11 DE 6 A 11 P.M.

A vast Scholarships
Plan includes
complete maintenance,
lodging and study to
tens of thousands
of students.



The Ministry of Education pays full attention to physical education and sports.





Students practicing sports.





During his visit to Cuba at the head of a special Delegation, Frantisek Kahuda, Minister of Education of Czechoslovakia, is received by Armando Hart Dávalos, Cuba's Minister of Education, other personalities and children.



The Diplomatic Corps accredited to Cuba, visits the park where the exposition, "Achievements of Cuban Education", is on display.

RAISING THE EDUCATIONAL LEVEL OF THE PEOPLE

Cuban governments of the past did not concern themselves with the education and culture of the people. As a result, it was discovered in 1960 that there were almost a million people who did not know to read or write, but on the 26th of November 1960, Prime Minister Fidel Castro said in his speech before the United Nations in New York, that the following year, 1961, Cuba would start to banish illiteracy, and that the year would be known as "The Year of Education".

The Campaign to Wipe out Illiteracy began on January 1, 1961. The people took the campaign to heart immediately. The Ministry of Education set up a National Committee to Combat Illiteracy and directed the printing of a Primer (titled "Venceremos") and a Teaching Manual (called "Alfabetice-mos") as teaching aids. A census was taken that revealed there were 979 207 "analfabetos" (illiterates). 35000 teachers and professors were not sufficient to teach such a great number of persons in a short time, but the people themselves produced an additional 121 000 "people's teachers" (alfabetizadores). The need for even more teachers became urgent, and in the month of May 100 000 young students got together and constituted themselves into a sort of Teachers' Army called "Conrado Benítez Brigades". They were directed to the mountains and other places of difficult access. Weeks later, the labor brigades "Patria o Muerte" were formed with 15 000 workers to bring the light of literacy to the rest of Cuba's rugged terrain. The whole world was watching the process of the campaign. By the end of the year the national campaign was successfully completed. The people in mass, together with tens of thousands of "Brigadistas" congregated on December 22 in the Plaza of the Revolution to listen to Fidel Castro when he declared Cuba "Territory free of illiteracy". It was a popular victory that involved, either directly or indirectly, more than two million people.

Only the ones who refused to be taught, the aged, and the mentally and physically handicapped, failed to receive the benefits of this campaign to overcome illiteracy. They made a total of 271 995 among whom were 25 000 Haitians residents in Cuba who do not speak Spanish well. In all 707 212 were reached and taught to read and write. This achievement reduced Cuba's index of illiteracy from 23.6% to 3.9% and placed Cuba among the group of nations having the highest index of literacy in the world, including such countries as the URSS, Czechoslovakia, France, Switzerland, England, etcétera.

The Plan for Adult Education School (for those who have learned to read and write), school for workers' improvement, and schools for the teaching of basic technical skills

FOLLOW UP COURSES

On February 26, 1962 the campaign for improving the workers' level of education was begun.

Schools were set up in the country as well as in the cities with registration permanently open for all, both men and women conscious of their need to study and improve themselves, to be able to help the advancement of the Revolution. Family study circles now are found in even the most faraway corners of the country and the number of people into these groups has now reached 27 945.

These family "Follow-up" circles are conducted in private homes or community gathering places where they can be accommodated most conveniently. The studies are stimulated and supervised by a qualified guide who is helped by a member of the Department of Workers' & Farmers' Education, who visits him periodically, and by a teacher who can handle two or more of these groups.

Bulletin boards are found to be very valuable teaching aids. Here material from the daily press is clipped and posted and these items serve as a basis for collective discussions. Another teaching aid, is "Arma Nueva", a new magazine specially designed for the follow-up courses.

Up to this moment there are 455 831 students in the follow up courses that have been organized for those who have recently completed the first elements of reading and writing, and for adults who have attained the first or second grade, in order to help them reach a third grade level. Up to August 30, 1962 there had been 15 300 classrooms for "follow-up" courses in use, which graduated 19 821 pupils.

The National Union of Educational Workers (SNTE), in addition to furnishing technicians for all the technical work in connection with the education of the masses, also incorporates educational workers, into the body of teachers to be used in the follow-up program and the improvement of laborers, (during hours outside of regular working time). They also help in the technical guidance of qualified workers so that the latter can become

WORKERS' ADVANCEMENT PROGRAM

This course (called "superación") has been planned to bring up to the level of the sixth grade, all those whose previous education fall short of that mark. The course is arranged to be completed in one year. Up to now there are 93 741 students enrolled in this course, using 4 059 classrooms, with a body of teachers, 46% of whom are professional and the other 54% are willing amateurs. Classes in mathematics and Spanish are also given over television, and workers' education also utilizes radio and the daily press. The National Trade-Union central body (CTC-R) is making a great effort to enroll the workers in these courses and to maintain a high rate of attendance. In every center of work can be found classrooms, many of them equipped with radio and television. The Secretary of Education of the CTC-R cooperates with the Department of Workers' and Farmers' Education in this work.

SPECIAL COURSES FOR WOMEN

Before the Revolution, women of humble means had no other way to make a living other than to enter the field of domestic service. Special attention is now being paid to this group with a view to elevating their level of learning, to the point where they can look forward to perspectives of more dignified work. Schools offering this kind of self-improvement are already operating.

The Revolution has shown through its work with these women that they respond very rapidly. No better proof of this exists than the fact that there are at the moment 1 078 graduates of this school working in banks all over Cuba... and doing an excellent job. Other hundreds of former domestics have been given classes in driving, and are now acting as chauffeurs of an auxiliary fleet of cars to augment the regular bus service, for the Ministry of Transportation.

Under this same program there are also schools for developing "House Mothers" to take charge of the hundreds of boarding houses where the boys and girls, who have earned scholarships, live while they are studying. Revolutionary Instructors and women who run the "Infantile Circles" for under-school-age children, are also trained in these schools. Then there is another type of school of a special experimental character, called the Makarenko Pedagogical Institute. This is a three year course. In this Institute there are already more than 1 000 "Brigadistas" (students who worked

in the great campaign to obliterate illiteracy), all with at least first year junior high school preparation. The students receive (in addition to lodging, food, classes, etc.) \$20 a month for the first year, which will be increased for each of the following years. Part of their student training period is spent in giving classes at the various schools for domestics. When graduated, they become teachers in the aforementioned special schools for women.

NIGHT SCHOOLS FOR ADULTS

The Night Schools for Adults have been completely reorganized to provide courses of acceleration for the backward, as well as for those who normally belong in any one of the first six grades, with the methods of teaching being aimed specifically at teaching adults. Registration in these schools has been increasing.

There are 657 Night Schools for 2 511 teachers and 56 231 students. Each receives a sixth grade graduation certificate upon completion of the term.

PARTICIPATION OF THE MASSES NATIONAL CONGRESS OF MUNICIPAL COUNCILS OF EDUCATION

Up to the present there have been three National Congresses of Municipal Councils of Education, each time with greater development and incorporation of the organized masses. Each succeeding Congress marks a step ahead in the participation of the masses in the process of the transformation of the educational system. The victory over illiteracy produces a change in the composition of the Municipal Councils and enlarges its structure by the entrance of the mass organizations.

The Third National Congress of the Municipal Councils proclaimed the triumph of popular education, and the triumph of mass participation on the educational front. Education of the masses is already an accomplished fact of the Cuban Revolution. More than half a million workers and farmers are studying.

The purpose of the National Congresses of Municipal Councils of Education is to stimulate and continue the participation of the masses through
52 their organizations, to solve their educational problems.

The whole Program of Work that inspires the mass organizations is focused on Primary Schools, Workers' and Farmers' education, and High School and Professional and Technological education.

EMERGENCY SUBSTITUTE SCHOOL

This type of school sprang up as a consequence of the absence of regular teachers during the national "Alfabetización" plan, when every available teacher was involved, leaving thousands of children without regularly established daily classes.

The plan devised, was known as the "Plan Asistencial" which organized and carried on a daily routine of education and recreation, supervised jointly by the Federation of Cuban Women, the Committees in Defense of the Revolution, the Association of Young Rebels and the National Union of Educational Workers, with the collaboration of the Ministries of Education and Public Health, and the National Institute of Sports, Physical Education and Recreation. The plan carried the school to the people and the people to the school. The rich experiences afforded by the plan are to be used to channelize the extracurricular activities.

THE "ADOPTION" OF SCHOOLS BY THE PEOPLE

This idea of the people "adopting" schools started when it became known that the schools, set up in the mountainous regions where the first group of young voluntary teachers worked, were subject to many hardships. There was a lack of creature comforts and supplies of all kinds. The desire to make life a little easier for teachers and children, by supplying them with many of the things they needed to operate successfully, gave birth to the organization of a department of "Apadrinamiento", whereby a link could be established between a school and its "God-parents" (workers in the shops or members of a mass organization) who could contribute articles needed and could also, even more importantly, contribute morally by their personal interest in the progress of their "adopted" school. They were encouraged to make visits to the schools and become acquainted with the teachers, the students and the people of the community surrounding the school, thus bringing closer the relationship between city dwellers and the inhabitants of the farming region... which is one of the chief objectives of the Revolution.



In the campaign against illiteracy, 15 000 workers joined the "Patria o Muerte" Brigades, and through their teaching and close relationship with the people of the countryside, the unity of the people was even more fortified.



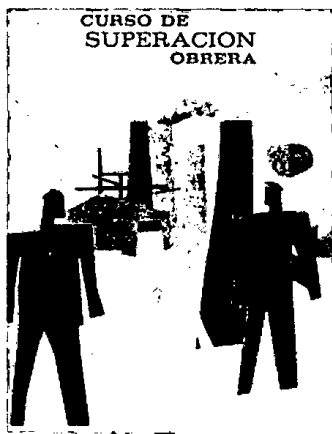
Around 100 000 young people form the glorious "Conrado Benítez Brigades" of teachers who taught hundreds of thousands of farmers and agricultural workers to read and write. The "brigadistas" shared the life of these fellow-workers who, before the Revolution, had been forgotten and exploited.



In the cities and towns thousands of men and women, People's Teachers, brought to thousands of their countrymen a knowledge of reading, writing and the rudiments of arithmetic, as well as a better understanding of the revolutionary process, so that they will be able to take their place in centers of labor in a country where unemployment is rapidly disappearing.



After the campaign against illiteracy, education has been made an integral part of life, by means of the institution of follow up courses.



para que
sonrian
muchos
niños
campesinos...

**QUE
CADA SECCION SINDICAL
apadrine
una escuela**

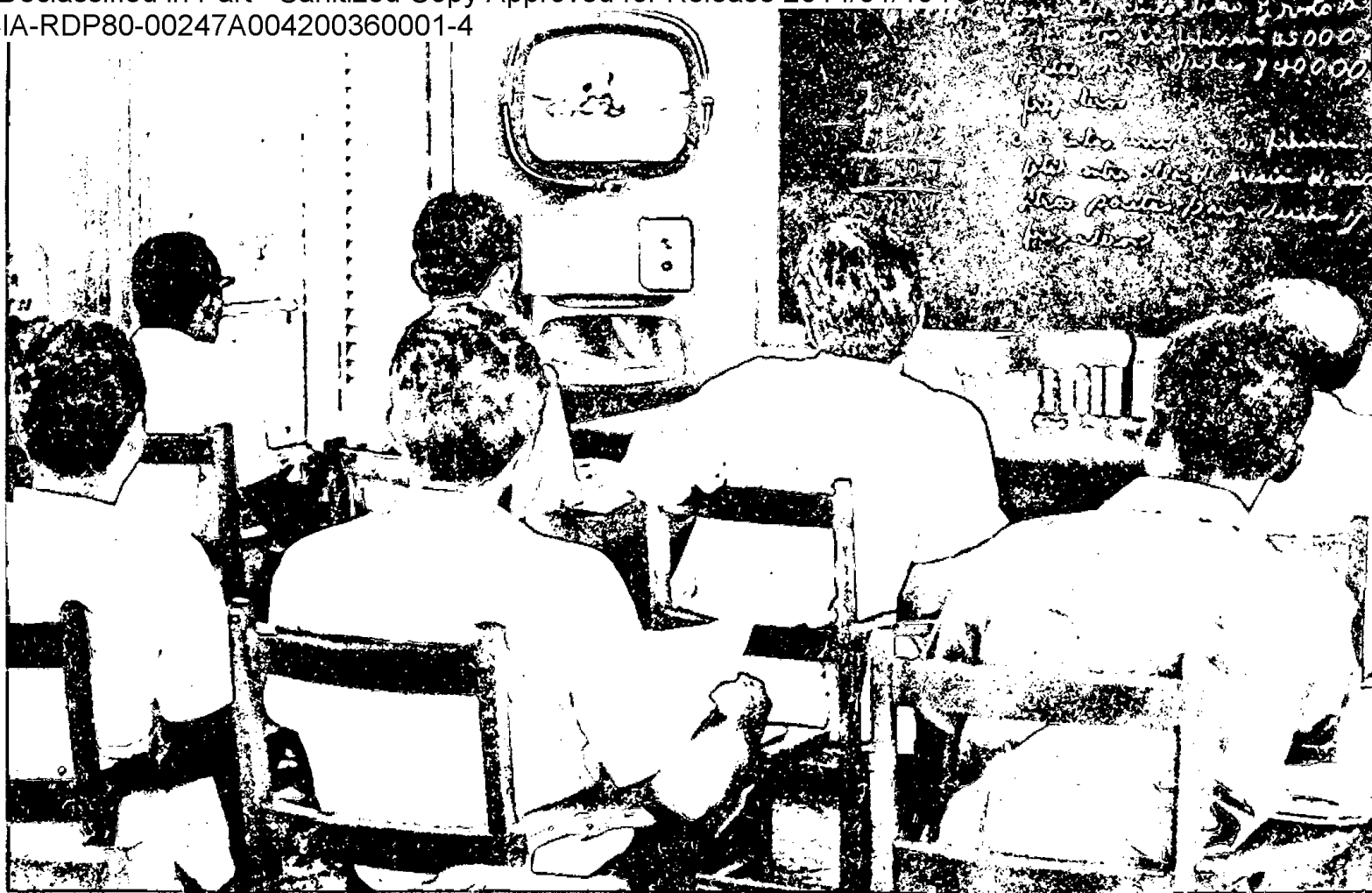
SYTE • CTC-A
ANAP • AMMO

LLAMA AL: 3-7071 - 22-8480

The recreation of Cuban Women cooperates in the educational process and conducts courses in self-improvement for women, with the result that thousands of former domestics are now working as bank employees, as drivers of auxiliary cars in connection with the transit system, and in other capacities.

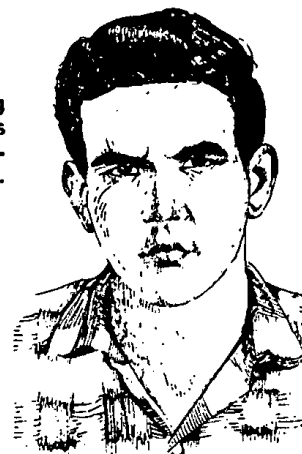


Under the slogan "the worker teaches the worker" many laborers function as "People's Teachers", teaching their companions in their free hours. This effort, with the collaboration of professional teachers, has made it possible to open many new classrooms for follow up courses and courses in worker-improvement.



In the factories, in the Workers Social Circles and in the shops, classrooms for courses in self-improvement have been created.

Manuel Ascunce Domenech, a young student who taught farmers. He was assassinated by enemies of the revolution. Another martyr to Education.



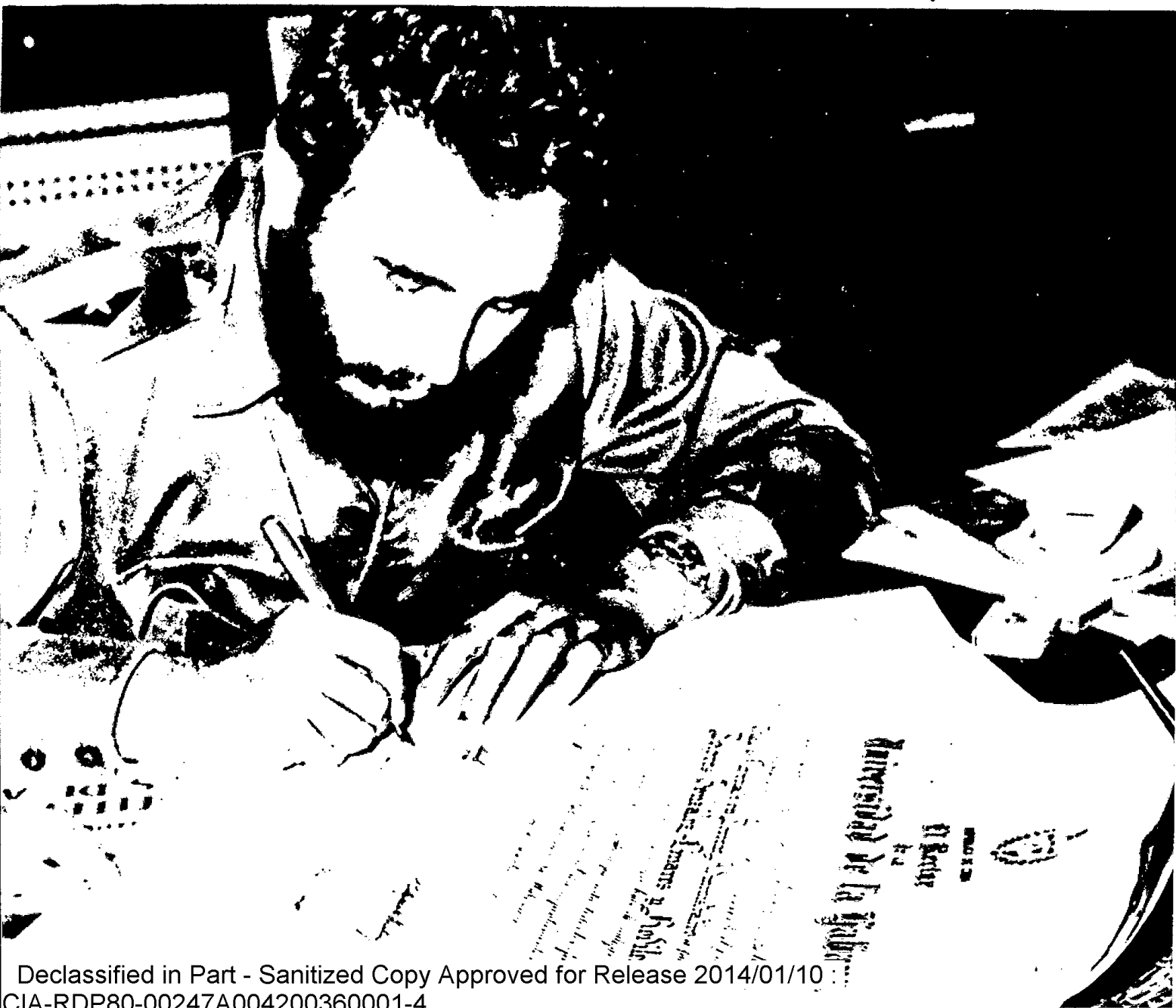
A Committee in Defense of the Revolution discussing a projected program in its preparatory phase, to be presented to the Third National Congress of Municipal Councils of Education. This project was discussed in provincial, municipal, regional and basic section meetings by more than six hundred

The Secretary General of the Central Union of Workers of Revolutionary Cuba, Lázaro Peña, and the Secretary of Education of that organization, María de los Angeles Periu, with the Minister of Education, Armando Hart Dávalos, and Vice-Ministers, José A. Aguilera Maceiras and Juan Mier, in the ceremony of awarding prizes to the winning Unions in a competition to determine which had made the greatest effort in Worker's Education.



Responding to the call "Every shop adopt a rural school", the workers in their mass organizations have been encouraged by the Central Union of Workers of Revolutionary Cuba (CTC-R) to "adopt" schools and to take a personal interest in them by paying periodic visits.

While Hart Dávalos was absent from Cuba during an extended visit to the Socialist countries,
Premier Fidel Castro substituted him as Minister of Education.



c u l t u r e

The socialist character of the Cuban Revolution brought with it a series of changes in the field of culture, changes that had as their objective the creation of a new culture, that is bringing to the farmers and working class, as a consequence of the intensification of education by the state, together with industrialization and agricultural collectivization, a tremendous desire to better themselves.

In accord with this cultural policy, the government has set for itself two basic projects:

1. To select from the inheritance of the past, the values most worth preserving.
2. To stimulate, aid and guide the people's institutions in their efforts to improve their culture.

In accord with the foregoing orientations and for the realization of those proposals, the Revolutionary Government in 1961 created the National Council of Culture. The work of that organization during the past year and the first half of this year is presented in the following short review.

MUSIC

Until the triumph of the Revolution the opportunity to enjoy good music was scarcely taken into account by official organizations, nor even by private ones.

The new Revolutionary government, which started at once to encourage musical activity throughout the country, soon had two positive results: by the end of 1961 the first concert of the new Symphonic Orchestra was held and was dedicated to the works of García Caturla and by the end of 1961 the compositions of Amadeo Roldán were widely heard in even the remotest corners of the Island when the orchestra went on tour. Various soloists, both Cuban and foreign, lent their talents and were heard all over the Republic.

As a consequence of all this activity, many were stimulated by these ideal conditions to take up the professional study of music, and the Revolutionary Government created the Cuban Institute of Composers to enable them to pursue these ends. This Institute also protects their legal rights as musicians.

The Cuban Festival of Music held in 1961 was not limited to symphonic music, but included chamber music, and chorales which also featured local soloists who demonstrated many aspects of Cuban popular music.

This Festival, which was held for the first time in 1961, has become an annual event.

This year Cuba also presented, as an experiment, a season of opera sung in Spanish. Following this, a season of lyric theatre was offered featuring well known Cuban operettas, some important, some of lesser importance, finishing the season with a run of the Cuban opera "Cecilia Valdés".

The response of the people to these operas and operettas was a great incentive to the performing artists to make their work even better in future appearances.

○ Concerts arranged by groups and organizations at every level have appeared in all the provinces.

Fifteen representative groups of performers have been developed, each one giving expression to a particular aspect of our folklore and popular music.

In the Provincial Councils of Culture, intensive work is going on to discover the special conditions and characteristics of each province. One of the chief objectives is to unearth, study and popularize the findings of each locality, so that the people will know and understand fully what their artists are creating.

The Symphony Orchestra is considered (according to statements made by visiting foreign directors and soloists) one of the top orchestras in Latin America. Its most recent offerings have been: **Symphony number 10**, opus 93 of Shostakovitch; **Sinfonietta** of Guenter Kochan; **Concerto**, for contra-

bass and orchestra, of J. K. Vanhal; **Portrait of Lincoln**, by Aaron Copland; **Chorus number 10** ("Rasga o Curacao") for chorus and orchestra, of Villalobos; **Story of a Soldier**, by Stravinsky; **Dialogue number 3**, for voices and two pianos, of Malipiero; **Polyphony** and **Stabat Mater**, of Scarlatti; **Pregón y Danza**, of Enrique González Mantici; **Memory of Lidice**, of Mantinu; **In Memoriam** (to honor the Cuban martyr Frank País) of Harold Gramatges.

In addition to the National Symphony Orchestra and the National Orchestra of Chamber Music, others have been created or improved technically: Matanzas, Santa Clara, Camagüey and Santiago de Cuba; the Orpheum of Santiago de Cuba, the Chorus of Madrigal Singers of Santiago de Cuba, the semi-professional choruses of Pinar del Río, Matanzas, Cienfuegos, Camagüey and Bayamo; the National Quartette and the Quartette of the Orchestra of Matanzas.

In 1961 there were 442 concerts given throughout the nation, and in the first half of 1962 there have been 296 symphony and choral concerts and 2 847 concerts of popular music.

BALLET AND DANCE

The National Ballet of Cuba, with premiere danseuse Alicia Alonso, according to the attendance index, was the most popular of all the types of entertainment offered to the Cuban public.

At the end of 1960 and extending into 1961, the National Ballet of Cuba toured the Soviet Union, The People's Republic of Germany, Poland, China, Korea, Czechoslovakia, Rumania, Hungary and Bulgaria, making 96 appearances and attracting an attendance in excess of 200 000.

In our country the ballet dancers perform from 8 to 12 times a month. They play not only in theatres but also in cooperatives and on the State Farms, thus actually carrying art to the people everywhere. In addition to this they offer technical help and support to the National Ballet Theatre and to the provincial schools of ballet.

During 1961, the ballet played 20 times in the interior of the country to a total attendance of 58 300. In the first half of 1962 they performed 31 times to audiences numbering 49 250 persons.

The Ballet of Cuba has added to its repertory a new dance, based on Cuban folklore, called **Spring Rain** and two other ballets. **Calaucán** by Bunster, with music by Carlos Chávez, and the ballet **Nuptial Chronicle** with music by Reguerra Saumell and the choreography of Ramiro Guerra. In the present year they will present **Story of the Sea**, **The Pied Piper of Hamelin**, with choreography by Jose Parés, **Salem** and **Judith** choreography by Anna Leontieva, **Preciosa y el Aire**, choreography by Alicia Alonso and, if circumstances permit, they will present the Soviet ballet **The Baschisarai Fountain**.

THEATRE

The current policy of theatre-development is characterized not only by its notable efforts to bring theatre to every corner of the country, but also by the careful organization of the professional work of the artists and technicians.

This means that capable actors who, before the revolution could not devote full time to their profession, because of the economic insecurity connected with acting, can now happily pursue the work they love, confident that they have the full support of the government and the people.

All the theatrical groups now existing (the National Theatre of Cuba and the Theatre Studio, like those created in 1960 and 1961, the National Theatre groups, National Entertainment Groups, the Experimental Theatre the experimental dance groups of Havana and numerous semi-professional groups in the provinces) have had the fullest help and advice of highly qualified artists in building both classical and modern repertoires which from time to time have been presented on television and radio.

In order to achieve even higher levels of perfection, there have been organized Seminars in Dramatic Art conducted by the most outstanding figures in the Cuban theatre as well as distinguished foreign intellectuals.

The students of these seminars have the opportunity to combine theory with practice, because they spend a certain length of time performing with working-groups in Havana, and in order to complete the course, each student must spend one month at a cooperative or State Farm getting to really know the "campesinado" (people of the countryside) who are the very heart of the Revolution.

The library of the "Avellaneda" National Theatre has been greatly enlarged in recent months (it has acquired new books to the value of \$ 10 000), and the record library now has a very valuable collection of folklore records, Cuban and international. All this material is at the disposal of the aforementioned groups.

Another stimulus to theatre activity is the yearly contest open to Cuban authors as well as foreign residents. The winners not only receive valuable prizes, but their work receives the enviable reward of a professional production.

In the year 1961 and up to the first half of this year, 1 758 performances have been attended by 500 000 persons.

Among the plays presented have been **The White Chalk Circle**, **Mother Courage and her Children**, **The Mother** by Bertolt Brecht, **The Glass Menagerie** by Tennessee Williams, **Barren**, **The House of Bernarda Alba**, **Doña Rosita, the Maiden Lady** and **La Zapatera Prodigiosa** by Federico García Lorca.

To honor the anniversary of Anton Chekhov, four of his plays were presented **The Anniversary**, **On the Harmful Effects of Tobacco**, **The Bear** and **The** 65

Cherry Orchard, as well as presenting **The Wizard of Oz** by Frank Baun, **Saint Joan of America** by Andrés Lizárraga, **Crucible** by Arthur Miller, **Las Preciosas Ridículas** by Moliere, **Farsa y Justicia del Corregidor** by Alejandro Casona, **Baby Hamilton** by A. Hart and M. Bradell, **Three Stories to be Told** by Osvaldo Dragún, **La Tinaja** by Luigi Pirandello, **Santa Camila of Old Havana** from the novel young Cuban author, José R. Brene; and others. In addition, the comic operas **Bastian and Bastiana** by Mozart and **The Full Days** by the Cuban author Natalio Galán.

CHILDREN'S THEATRE

Not only in the theatre, but in the schools, in hospital, in the parks and in centers of recreation, the children have been exposed to the art of the theatre through the work of the Children's Theatre.

This theatre is based on the central idea of "The Golden Age" of José Martí to teach children to appreciate and enjoy culture. It operates on three levels; the first for children of pre-school age, the second for children in the primary grades, and the third for those of junior high school age. All the work dedicated to plays for children is known as The Golden Age Theatre.

Oriented toward the different age groups and the individual characteristics connected with each, we have the Golden Age Great Theatre, and the Golden Age Little Theatre.

The essential points in the conception of the children's theatre are:

- 1.—The basis for all work with the child or for the child is respect for his intelligence and concern for his developmental process.
- 2.—The artistic productions offered for the children's enjoyment will be the result of careful selection and will meet certain standards of quality.

Currently the following groups are active in the children's theatre: The "Guer-nica" group of the National Theatre of Cuba specializing in plays for the Golden Age Great Theatre, provincial groups for the Golden Age Little Theatre, one in Havana and the other in Camagüey, and a group in each province operating puppet shows. Cooperating with them are four private professional groups in Havana.

Courses in puppetry have met with great success. They are sponsored by the Ministry of Education which encourages the creation of professional groups and trains instructors to teach this art to lovers of the puppet theatre in every province. There are also courses available in the manufacture of the small figures used in puppetry and the "props" that accompany them.

The Children's Theatre Department in coordination with the Institute of Higher Education, together with the National Union of Educational Workers, have made a plan that will permit the extension of the Theatre Guignol to

MUSIC



Maestro González Mantici leading the
National Sympony Orchestra.

CONSEJO NACIONAL DE CULTURA

**ORQUESTA
SINFONICA
NACIONAL**

SANTA CLARA
11 JUNIO 1952

Poster by Umberto Peña



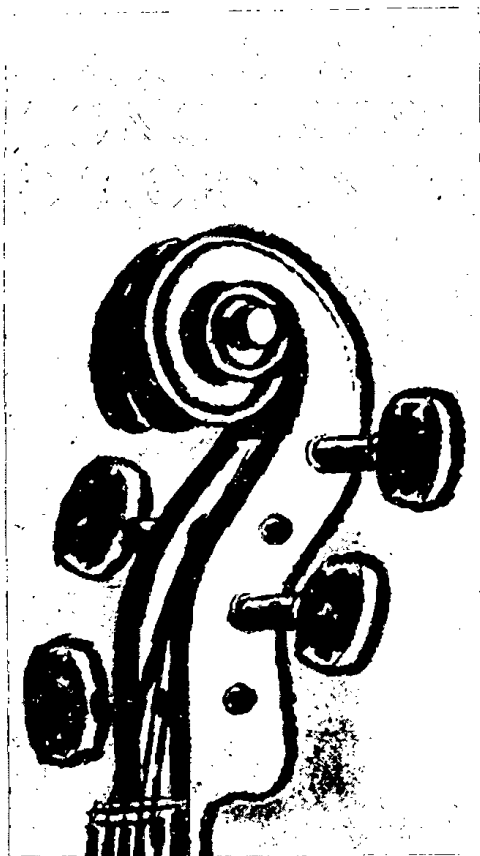
Rehearsal of the National Chorale of Cuba,
which in only a year and a half of work,
has attained extraordinary results and has visited
every city in the interior.



Swedish director Richard Schmager, invited for a special performance with the National Symphony Orchestra of Cuba.

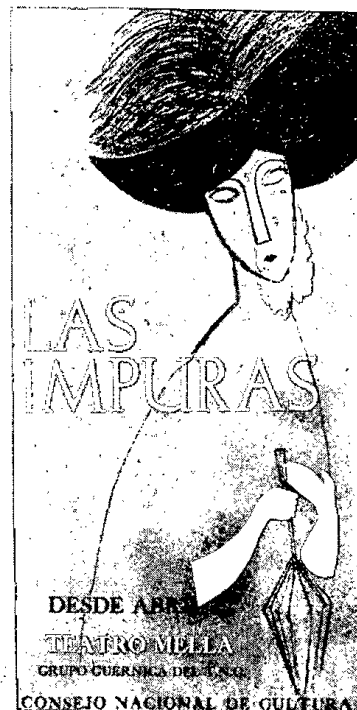
Poster by Rolando Orúa

Poster by Miguel Cutillas.

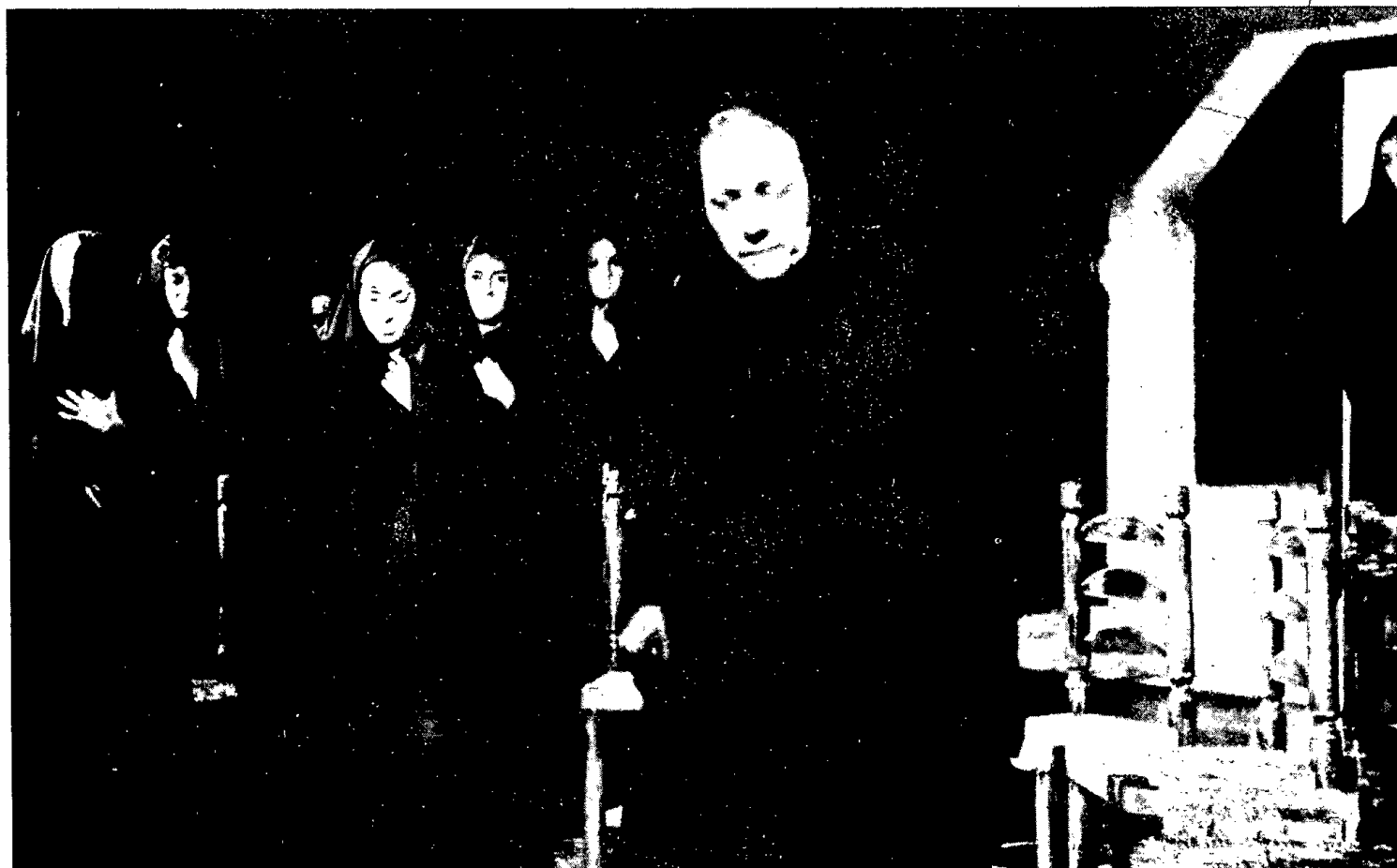


theatre

Poster by Roberto Guerrero.



"The House of Bernarda Alba" by Federico Garcia Lorca
performed by the National Theatre Group.



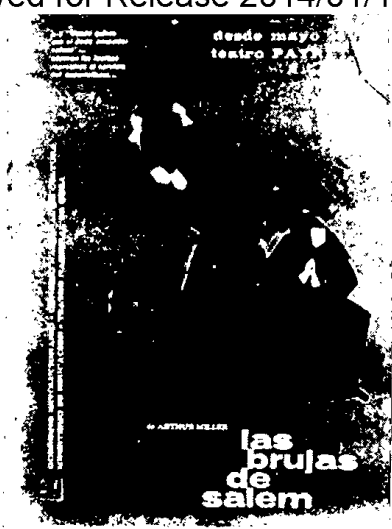
**"Crucible" by Arthur Miller,
presented by the National
Theatre of Cuba.**



**Final scene of "The Mother" with
the actresses Violeta Casals and
Miriam Acevedo, in leading roles.**



Desde mayo



desde mayo
teatro P.A.T.

ALBERTA MELLA
**las
brujas
de
saalem**

Poster by Jose M. Villa.

desde
diciembre
21

**MADRE
CORAJE**

de
bertolt
brecht



teatro
MELLA
línea
entre A y B
Vedado

COMISIÓN NACIONAL DE CULTURA
INTEGRADA DE 1967/1968
TEATRO NACIONAL DE COLOMBIA

Scene from "Mather Courage
and her Children".





Comic Theatre "Mephistopheles" by Ignacio Sarachaga.

A scene from Act II of "Rigoletto" by Verdi. di.



Children's Theatre

A clown from the National INIT
(National Institute of the Tourist
Industry) Circus which travelled the
country, filling the children with joy.



Poster by Umberto Peño

**TITERES
PARA LOS
NIÑOS
CUBANOS**



CONSEJO NACIONAL DE CULTURA

The Children's Theatre Group presented Hans
Christian Andersen's "The Emperor's Nightingale".



ballet and dance

ballet nacional de cuba



crónica nupcial

premier mondial

MUSICA/SAUMELL
COREOGRAFIA/RAMIRO
GUERRA

Poster by Jose M. Villa.

Alicia Alonso in an act from "Coppelia".





First performance by the National Ballet of Cuba of "Calaucán" by the Chilean Patricio Bunster.

danza
contemporanea

de mayo 11 a junio 3 '62



Poster by Umberto Peña



The Modern Dance Group in "Sacramental Mystery", Music by Leo Brouwer. Choreography by Ramiro Guerra.

Cuban National Theatre presents
"La Rebambaramba" with music
by the Cuban composer Amadeo
Roldán, book by Alejo Carpentier.



Poster by José M. Villa



TEATRO MELLA / 9.30 p.m.

The Modern Dance Group in a scene
from "El Milagro de Anaquillé" with
choreography by Ramiro Guerra,
score by Amadeo Roldán,
book by Alejo Carpentier.



MOTION PICTURES

The cultural function of the "picture show" is channeled into the following categories:

- a) **Short films on art.** By means of these films, information about artistic subjects such as painting, sculpture, ceramics and architecture is carried to the people.
- b) **Lecture series on film about Theatre in the cinema and The Literature of the cinema.** Works of notable authors and films based on famous books universally known are brought to the people through these series.
- c) **Courses on films from foreign countries.** This course has high human content and acquaints the people with the problems and feelings of people of other countries.
- d) **Motion Picture School.** Focuses on the techniques and teaching methods used in the various "schools" in motion picture making.

THE MOTION PICTURE INDUSTRY

Motion picture production in Cuba has been undertaken by the Revolutionary Government.

The most important news events, national and international, have been brought week by week to the people through the Latin American newsreels made by the Cuban Institute of Motion Picture Art (ICAIC). Cuba now has a well stocked film library, and has established direct relations with those of many foreign countries, particularly the Socialist nations.

Among special series shown up to now, have been a cycle on "Three Decades of the Soviet Cinema", a "Swiss cycle" and one on "Wilde, Zola, Shakespeare and Hemingway" in the movies.

The Cinema Institute supplies films to cultural institutions, unions, and schools in far-flung parts of the country. The Cuban cinema industry made a full-length production called "The Young Rebel", directed by Julián García Espinosa from the screen-play by Cesare Zavattini and photography by Juan Mariné. It received a prize at the Third Annual International Festival of Motion Pictures at Karlovy Vary, Czechoslovakia.

Our productions have been presented at many international festivals in all of which we have been awarded prizes.

Educational films have not been forgotten. Some of these are: **Granja del Pueblo** (People's Farm), **Dulce Domingo** (Sweet Sunday), **Ceramics, The Use of Hay and Silage, Petroleum** and other documentaries.

TELEVISION

The programs "People and Culture" and "Movies and Culture" bring culture to the people in the form of ballet performances, concerts, etc. and films of high quality, preceded by a commentator. In the year 1961 and including the first six months of 1962, there were 178 programs presented.

MUSEUMS AND ART GALLERIES

In 1961 the Cuban government opened the Napoleonic Museum, displaying the fabulous collection of Julio Lobo, one of the great "sugar barons" of what was Cuba before 1959. This collection is considered to be the most complete outside of France.

With the collaboration and advice of the visiting Soviet. Curator, Eugenia Georguierskaya, the National Museum has been adapted to receive and display the new specimens of art from various sources.

To meet this new exigency a course has been established to prepare technicians to function in museums. A plan is now under way which will enable the public to enjoy the museums, by converting them into living centers of work, dedicated to elevating the cultural and spiritual level of the Cuban people and by the creation of new museums, such as the "Museum of Arms" in the old Castillo de la Fuerza; a museum displaying the art of the XVIII century showing porcelains, furniture and art objects of the epoch; and a museum of people's art that will exhibit collections sent by other countries through mutual cultural exchanges.

Before the revolution, culture was confined mostly to Havana but now in accordance with the policy of decentralization of culture, an art gallery has been opened in Oriente province devoted to drawings depicting various aspects of the Revolution, a project without precedent in the history of the plastic arts in our country.

In order to extend to all the provinces the necessary conditions for the best development of our painters, sculptors and engravers, the provincial galleries have been set up for the exhibition and sale of their works.

Exhibitions of foreign works in our country are made possible by the cultural exchanges agreed upon.

The Department of Cultural Coordination is responsible for the movement of exhibitions, so that they are displayed in each province in turn. This year three new galleries have been opened; one in Havana with an exhibition of oils and drawings by Mariano, one in Matanzas featuring an exhibition of engravings on "Peace" (the work of artists from 47 countries), and the one in Oriente already mentioned. To complete the goal of an art gallery for every province, three more are to be opened within the next few months, in Pinar del Río, in Las Villas and in Camagüey.

The Department of Plastic Arts has just started a magazine devoted to all aspects on the subject which will reflect the progress of the movement here and in all parts of the world. Two hundred and fifty eight expositions have been held during 1961 and the first half of this year.

THE TEACHING OF ART

The schools of art have, as their chief objective, the task of instilling in students a complete understanding of art in general, and art in its relation to Society.

Within this general orientation the schools pursue their individual specialties: the National Art Schools is operated on the plan of a boarding school for boys and girls, and contains diverse branches, such as: Music School, School of Ballet, School of Plastic Arts and Dramatic School. Each is prepared to turn out professionals on a very high level. Aspiring students apply from all over the Republic, and are admitted on the basis of aptitude tests.

The School for Instructors of Art is also a boarding school offering instruction to students from every corner of the country and prepares its graduates to direct groups of amateurs in every part of the nation. The school workshops devoted to music, ballet, plastic arts and dramatic art are located in all provinces and municipalities, where students may attend daily classes to be prepared for work in cultural and artistic fields.

ORIGIN AND NUMBER OF STUDENTS ENROLLED IN SPECIAL SCHOOLS

Schools	Students Enrolled	O R I G I N					
		P. del Río	Havana	Matanzas	L. Villas	Camagüey	Oriente
Instructors of Art	1 692	76	512	82	186	318	518
National Art	582	15	324	18	62	42	121
"Aristides Fernández"							
Brigades	31	1	27	—	—	1	2
Plastic Arts							
Workshops	2 387	275	1 168	144	446	—	354
Dramatic Art	138	—	98	—	—	—	40
Ballet and Dance	504	—	154	—	—	150	200
Conservatories	2 011	—	1 566	—	305	—	140
Totals	7 345	367	3 849	244	999	511	1 375

LIBRARIES

When the Revolutionary Government started to consider the question of libraries, there were various necessities to take into account:

1.—The need to organize in the capital of each province a department of Cuban Collections, in order to preserve this valuable bibliographical data and to construct for the future, in a scientific way, a record of our cultural and historical progress.

2.—The need to organize a net of public libraries oriented toward labor, carrying to the unions, cooperatives, etc. the means by which they would be able to awaken in the people a real appetite for reading. To achieve the second objective, they worked in two ways:

a) To prepare collections of books and send them to various centers of work where they could become a nucleus for a small library. These collection carried about 80 or 100 titles.

b) To prepare travelling libraries (using buses for the purpose) to reach readers who are not located in towns or near large meeting halls. Since it

is necessary to acquire specialized knowledge in order to work as a librarian, a school was started offering a 3-month intensive course for beginning librarians, followed by a regular system for getting follow-up information and special courses to the new personnel, so that their working capacity is constantly improved. The number of readers in the last four years has been very satisfactory:

1958	5 456	1960	156 768
1959	24 598	1961	182 592

WORK WITH AMATEURS

This work started in 1960 with the creation (under the auspices of the National Theatre) of the first Theatre Brigade that travelled over much of the country presenting the play, "The Cup of Coffee" by Rolando Ferrer. In 1961 there was organized for the first time a farm-workers theatre festival which attracted more than 600 "fans" from rural and urban sections.

By the end of the year, 90 groups had been formed, composed of amateurs from different parts of the country, devoted to either theatre, the dance or music.

Spurred by these accomplishments, a plan had to be quickly devised to supply the necessary guidance to this ever-growing army of would-be actors.

Amateur activities have been increased in every field; theatre, music, dance and plastic arts. The Revolutionary Government provides scripts and technical guidance, placing the newly trained instructors wherever they are needed.

Right now there are 1 291 groups, with a total of 16 748 enthusiastic members all busy in the several cultural fields. The work with amateurs has enabled thousands of workers to pursue cultural activities during their free hours, in a useful and constructive way.

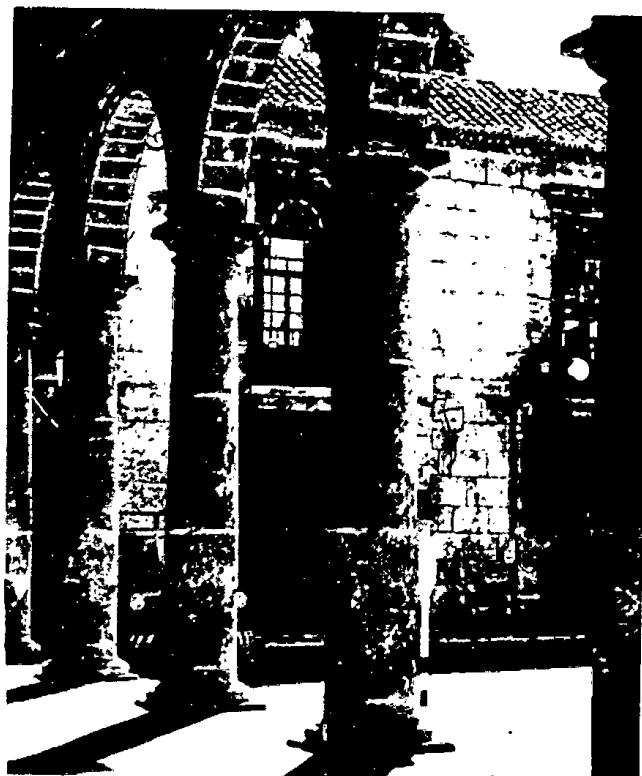
anual de la
unión
de escritores y
artistas de cuba
26 DE JULIO

writers and artists union



PINTURA CRABADO ESCULTURA DISEÑO CARICATURA FOTO
palacio de bellas artes julio 24 a agosto 30 62

Poster by Umberto Peña



Headquarters of the Writers
and Artists Union.

Patio of the building which houses the
Writers and Artists Union
inaugurated in 1961.



MOVIES and motion picture industry



TEATRO PAYREY
1944/8 a 12 P.M.

Poster by Esteban G. Ayala

GRANDES DIRECTORES



Poster by Jose Lucci.

El Arte e Industria
Cinematografica
Presenta



Poster by Muñoz Bach

The Cinema Department of the National Council of Culture, has given various courses on the cinema at the theatre of the Palace of Fine Arts.





The Cinema Department of the National Council of Culture presents
a weekly program of Art Shorts at the Payret Theatre.

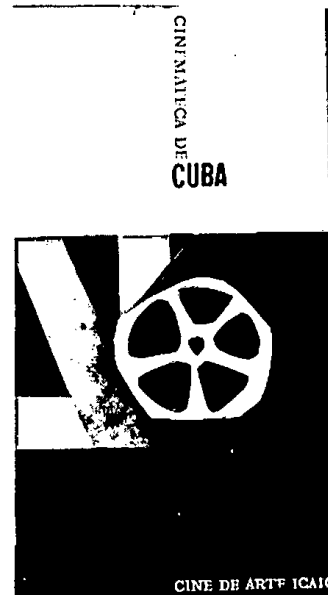
A scene from "The Young Rebel".



Battle of Santa Clara from "Stories of the Revolution".



Poster by
José Lucci.



"Cuba 58"

museums and art galleries



Galería de la Habana



escultura
y verso
plástico
arquitectura
pintura
publicaciones
Línea y F. Vedado
marzo a diciembre
9 a 12 m. / 4 a 10:00 p.m.

CONSEJO NACIONAL DE CULTURA

OCTUBRE 10 a NOVIEMBRE 11, 1962

palacio de bellas artes

DEPARTAMENTO DE CULTURA Y MONUMENTOS



Poster by Umberto Peño.

Poster by Jose M. Villa.

Poster by Pedro de Ordoñez.

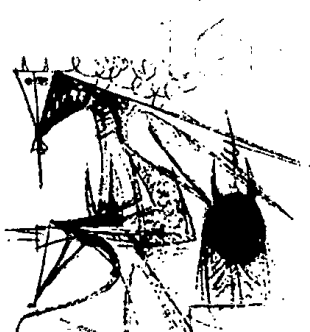
Poster by Umberto Peño.

Poster by Miguel Cutillas.

Exposición de arte y cultura
del 10 de octubre al 11 de noviembre de 1962
en el Palacio de Bellas Artes
de la Habana
de 9 a 12 m. y de 4 a 10 p.m.
Entrada libre
Sección de Arte y Cultura
del Consejo Nacional de Cultura

CONSEJO NACIONAL DE CULTURA

exposición fotográfica



Línea y F. Vedado

consejo nacional de cultura

TALLADO EN DEL RENACIMIENTO

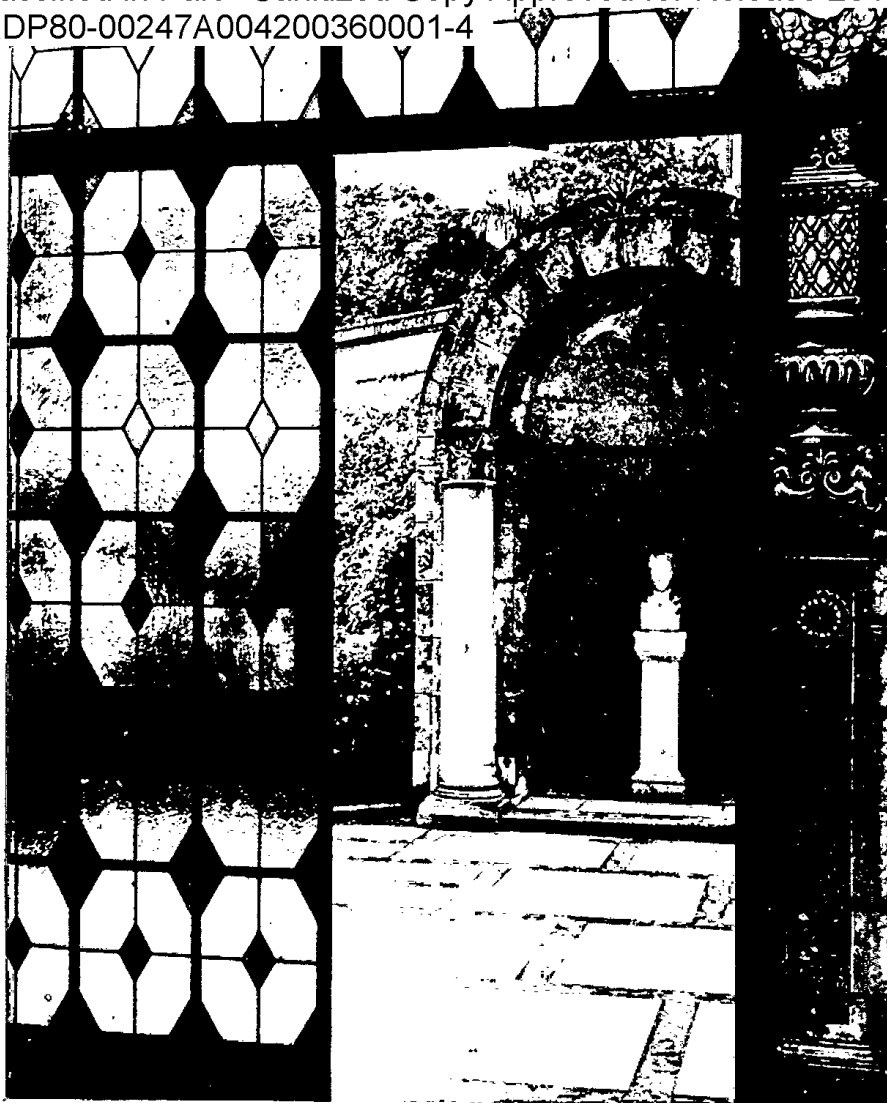
EN

consejo nacional de cultura



Salon at the Gallery of Matanzas. In 1962 the Department of Plastic Arts of the National Council of Culture opened six art galleries, one in each province.

Exposition of abstract painting and sculpture



Bust of Napoleon at the entrance to the Museum.

Napoleon



Main salon of the Napoleonic Museum. Empire furniture, uniforms of functionaries of the Imperial Council, an oil of Billange and a Renaissance style lamp.



HEMINGWAY

Dr. Fidel Castro with Ernest Hemingway.



Ernest Hemingway, great admirer of the Cuban Revolution, in his home in Havana which was converted into the Hemingway Museum at the express wish of his widow.

teaching or art

A student at the School and Plastic Art Workshop, "Rolando Escardó" from Cienfuegos.



The School for Instructors of Art has more than 1 600 students enrolled, mostly from far communities. They receive specialized courses in music, dance, theatre and the plastic arts. The knowledge is carried back to the agricultural cooperatives and People's Farms



At the Graduation exercises, the students of the School for Instructors of Art perform various numbers.

Amateurs in chorale exercises.



foreign theatrical figures

Actors from the "Pekin Opera"
performing in Cuba.





"Pekin Opera" at the Sports Colosseum.

Marian Anderson sang before
Cuban audiences in 1960



Ballet Mazowsze
in Havana





Poster by
Umberto Peña

Pantomime actors from Czechoslovakia
delighted Cubans, young and old.

Poster by
Carlos M. Gómez





Poster by
Umberto Peña.

BOLA DE NIEVE IN PEKIN.
Our artists bring their art to friendly countries.



EMPRESA CONSOLIDADA DE ARTES GRAFICAS
UNIDAD 205-02, LA HABANA