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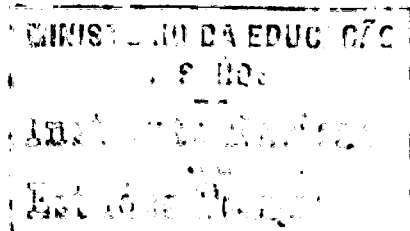
(With special reference  
to secondary education)

BY

PASCHOAL LEMME

AND

MARIA DE LOURDES SÁ PEREIRA



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## ADVERTISEMENT

The present study has been worked out as a term-paper of the course held by Doctor Arthur Jones of the University of Pennsylvania on Critical Problems in Secondary Education, given in Rio de Janeiro - July and August 1939.

It bears the mark of haste, as it may be easily seen, and also of lack of documentation, chiefly concerning the evolution of the educational problem in the great Mexican Nation.

Its greatest, if not exclusive price lies in the wish of its authors to correspond to the initiative of Pennsylvania University which, through its eminent Professor, has started an intellectual exchange in such a way that we may expect from it the most brilliant results in behalf of our country.

Hereby we should like to express to His Excellency, Don Vicente Veloz, Ambassador of Mexico, our deepest thanks for the chivalrous manner with which he allowed us to make use of all elements that could be found at the Embassy, declaring himself ready, at any time, to order from abroad whatever we might need.

To His Excellency we equally apologise for the imperfections which this study may present and for any involuntary inaccuracy in interpreting the thought and principles which govern Mexico and the problems studied here above.

August, 1939

PASCHOAL LEMME

Head of the Department of Documentation and Intellectual Exchange of the "Instituto Nacional de Estudos Pedagógicos" of Rio de Janeiro.

MARIA DE LOURDES SÁ PEREIRA

"Técnico de Educação" of the same Institute.

## I

GENERAL CHARACTERISTICS OF THE FORMATION  
AND DEVELOPMENT OF THE MEXICAN PEOPLE

The history of Latin-America presents great similarity in its general evolution owing to the identity of the methods adopted by the conquerors and the colonists descending from the two Iberian nations.

Mexico, for ever holds a peculiar position in the formation of Spanish America, and this is easy to understand, as it derives from special conditions which impressed its historical evolution with rather characteristic ways.

The first diverging factor if compared to nearly all other Latin American countries was the existence of a great pre-Columbian civilization which up to this day, is legitimate pride of the descendants mixed with European blood and who keep up, as precious relics, the monuments that reveal its ancient splendour and try to stimulate among the remaining natives the primitive art of their ancestors.

The contact between this part of America and the invader was, there ~~fore~~ <sup>fore</sup> ~~achock~~ with an organized civilization which opposed a titanic resistance and kept up throughout its descendants the clear consciousness of the expoliation which they were suffering.

The conquest of Tenochtitlan capital of the Mexico Empire of which "no quiedó piedra sobre piedra" could bear witness, as a real symbol, of the invaders' methods and of the heroic resistance of the invaded land. This domination started in 1521, lasted for 300 years.

The primitive economy of the natives during that period was slowly undergoing some change by the introduction of new elements of work. Into agriculture, the plough and the beasts of burden; into industry the improvement of the loom and of the artisans tool; into the mineral world, the gun-powder, the proper use of metals; into means of communication, the vehicle on wheels.

The working system in Agriculture use to be slavery and "pionage" and in industry, the mediaeval corporation which was the first expression of "paid work".

As to the "system of property" structure of that social organization, beside the remainders of the "native borough property" the "latifundiaria" property was introduced whither lay or ecclesiastic.

We may assert that it was round about this question of property that, until to day the Mexican social question has been evolving tainted obviously by accidental factors which we shall study rapidly

land will be given back to them": this sentence is attributed to Frei Bartholomeu de Las Casas de los Indios, one of the popular leaders of the Agrarian Reform which, as we said above, was a fundamental cause of the whole Mexican history.

It we consider that the Catholic Church became one of the greatest "latifundiarías" as it happened in Spain, there is a clear explanation, for the intolerant attitude towards the church assumed by the revolutionary government which directed the country since 1910. The question if superficially analysed takes the appearance of religions persecution lasting until the present day.

That situation is thus described by doctor Ramon Beteta, general director of Statistics in Mexico in one of his explanations given before the Institute of Public Affairs, at the University of Virginia in July 1935.

"For the concentration of the land in fewer and fewer hands has been the central factor in the history of Mexico, and the problems that concentration has created the most serious questions confronting the Revolutionary Governments. The "conquistadores" divided the country among themselves with a system of "encomiendas"; the war of independence succeeded only in changing the nationality of the exploiters; the Reform movement was able to change solely the names of the owners and to break down the comunal holdings; finally, during the Diaz regime the process of concentration was accentuated and by both legal and foul means the rape of the "pueblos" continued until by the end of that dictatorship, 2% of the population owned 70% of the land, and in some States as much as 98% of the rural heads of families were landless".

The social classes which resulted from the economical organization of the colonial period are thus designed by the official program of Mexican history:

#### 1. Explorers

("Terratenientes" with their semi-feudal character  
(Owners of mines  
(Masters artisans  
(Industrial capitalists  
(Commercial capitalists  
( "Assentistas" capitalists  
(Clergy

It ought to be remarked that this class in its majority was made of Spaniards and "criolos".

#### 2. Explored-ones

("Ejitararios"  
( "Peones"  
(Workers of mines, constructions and factories  
(Officials and apprentices of artisans

Just as it was the case of the other Latin-American countries the formation of this native consciousness, animated by the ideological currents which prepared in Europe the French Revolution, in America,

the Independence of the United State and in the special case of Mexico, the situation of the Capital, induced the country to the movement of Independence which became a reality in 1931 after a bloody ten years fight.

There enters a long period of slow formation of Mexican nationality.

The expulsion of the Spaniards, attempts of penetration of English and French capitalism and, above all, the influence of the great nation which appeared in history with growing power - the United States of North America - were the marking events of this period.

Beside tremendous internal misunderstandings, the struggle of those "Imperialisms" within the country brought about enormous vicissitudes, which reached their climax with the mutilation of perhaps the richest part of its territory, coveted by the "pioneers" of the American West.

A series of political social reforms were however being undertaken and at last consolidated in the Constitution of 1857.

The so-called Reformation War succeeds the promulgation of the Constitution, and a new face of terrible convulsions comes over the country.

Juarez takes up the Presidency of the Nation and decrees the so-called Reformation laws which came out successively: law of occupation of ecclesiastic property (1859); law of civil marriage (1859); law of secularization of the cemeteries (1859); law about liberty of creeds (1860); law of secularization of hospitals and institutions of charity (1861).

The two traditional political parties get engaged in bloody fights made worse by the intervention of France and the attempt to re-establish the Empire under the Archiduc of Austria Ferdinand Maximilian of Habsbourg.

**Being dictatorial** Juarez re-establishes the Republic and endeavours to carry out his democratic program, but with little success.

After a short interregnum, Porfirio Diaz took up the presidency in 1876 and kept it till 1910. His government, considered by a few historians the **only**, more or less, long period of peace and prosperity, is presented by the above mentioned program of history, as a symbol of the triumph and dictatorship of the semi-feudal aristocracy. The chief events of this period are thus designed:

- a) organization and consolidation of "cassiquismo" as a system of government.
- b) "spread-out" of the democratic ideals.
- c) development of "latifundismo" by nationalization of agrarian communities and destruction of the "ejido". The policy of colonization of "devolutos" land. Increase of "pionaje" and its situation.
- d) the great modern industry. The "proletarianization of masses and the formation of "class-consciousness. Situation of "paid-masses".
- e) formation of a new small "bourgeoisie".
- f) Subordination of the interior and the exterior Mexican policy to the foreign capitalist interests and tendencies of balance

between the semi-feudal aristocracy, capitalism "bourgeoisie" and the clergy.

The last period which reaches down to our days is considered as that of Mexican Revolution. Having started with the Maderist movement in 1910, it became a reality in the Constitution of 1917.

Although several times reformed to meet new situations which appeared before the leaders of the Revolution, this Constitution still represents the fundamental law of the Mexican State.

The secular problem of land property and the longing for liberty which remained as a real complex in the soul of the oppressed people, are clearly revealed by this law.

"Slavery is prohibited in the United Mexican States. Foreign slaves who may enter the National territory will gain by this simple fact their liberty and protection from the laws", says the article 2<sup>nd</sup>.

"The property of land and water included within the limits of the national territory corresponds originally to the Nation which had and has still the right to transmit their mastership to private people and is funded for their benefit. The people has at all times "inalienable" rights to alter or to modify its system of government" (art. 39).

"Law does not recognize any personality in those religions associations, called churches, the ministers of different creeds will be considered as individuals who carry on a profession and will be directly subjected to the laws relating to it" (art. 130).

The final stages on this period after 1917 may thus be presented:

- 1) agrarian stage
- 2) syndicalism
- 3) Nationalization of the "sub-solum"
- 4) Law of family relations
- 5) "Desfanatization"
- 6) Socialist education
- 7) Culture of masses.

And, to close this rapid sketch of the History of the Mexican people, we shall transcribe here a few lines of the refutation made by Dr.

Ramon Beteta of a lecture by Dr. W. Cumberland, on the Sexennial Plan:

"The party in power in Mexico calls itself revolutionist, because it stands for the principles, aims and ideals which in Mexico are revolutionary. These ideals and aims are older than the present Administration and even older than the Movement of 1910 which is often considered as the origin of our present regime, for those were in fact the ideals and aims for which Father Hidalgo and the Insurgents fought in 1810.

As I have explained in my previous lecture, the Revolution in Mexico has had a negative side, as it has been opposed to clericalism, to the "latifundia" system of land tenure, to absentee ownership of our mines, to economic imperialism and

to the colonial method of exploitation of the country's natural resources. It also has had a positive side as it aims at the uplifting of the working classes, to the incorporation of the Indian population into our civilization, to the recognition of the Indian artistic and cultural values, and to the protection of the Nation's natural resources against uncontrolled exploitation and unnecessary waste realized in benefit of foreign interests".

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## II

EDUCATION IN MEXICO

The principal characteristics of the historical evolution of Mexico having been studied in general lines, we are going to see how the problem of education has developed within this frame.

Education in Mexico, as in the other Latin-American countries, during the colonial period has been considered the monopoly of the Catholic Clergy.

We find the evidence of this fact in Mexico's official program of History for secondary schools where the following topics show perfectly the great importance assumed by the Catholic Church, regarding the educational problem at that period:

"III - Colonial Culture

a) Education, monopoly of the clergy:

- 1) For the oppressive classes: The University and the Colleges (its foundation, its dogmatic and scholastic spirit) part played (the Jesuits in education.
- 2) For the oppressed classes: Schools for natives and "half-breed" its decline since the end of the XVI<sup>th</sup> century.
- 3) Part played by religious orders in the cultural diffusion. Contrast between their action in the XVI<sup>th</sup> century and the following, as a result of their economic transformation
- 4) Aims of native education."

Unhappily, we lack elements and more detailed documentation to study firmly all the aspects of education during these three centuries of domination, which corresponds to the colonial period of Mexico's history.

Nevertheless at the exhibition of the Latin-American section at the Institute of Public Affairs, in the University of Virginia, July, 1935, Doctor Ramon Beteta, General Director of Mexican Statistics, gave us in a beautiful "synthesis" the extension and the meaning of the monopoly of education by the Catholic Church in that period:

"From the beginning, in the history of Mexico Conquest, Religion and Education worked hand in hand. The missionaries were a factor as important in subjugating the natives as the Spanish soldiers themselves.

The perfect communion in purpose existing between Conquest and Religion translated itself in New Spain into an agreement by the terms of which the Catholic Monarchs obtained the right to appoint all the Archbishops, and other high dignataries of the Church in America, thus apparently placing the Church of New Spain under the control of the Spanish King. This does not mean, however, that there was a perfect subordination, for this arrangement, more than to affect the submission of Church to State, served rather to enrich the former and give it a



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certain independence from the Pope at Rome. Conflicts between Viceroy and Bishops often presented themselves, and were always decided in favor of the Church officials.

Useless it is to say that Education, which was entirely in the hands of the clergy, was very little more than an instrument to consolidate the conquest and prepare a few people for the service of the Church. Education is never an end in itself and could not be independent from the ideals and the purposes of those in charge of imparting it".

The situation remained more or less the same, until 1857, despite the fights engaged between the Church and the State, since the Independence (1821); those fights acted more violently in the educational field. It is still Doctor Beteta who refers in the following way to the period after Independence:

"During most of the first half of the century after Independence education continued, as it was to be expected, in the hands of the Church. Religious education was the only one imparted, intolerance was taught and practiced and, no books with any liberal ideas were permitted to enter the country, for catholicism was the religion of the State and no other was permitted".

The Constitution of 1857, resulted, from a long series of fights after which, a national "bourgeoisie" managed to assume the political power breaking the "economic and cultural leadership of the clergy" and of the "feudal lords who found therein their mightiest support. This Constitution gave liberty to Education, established that the elementary school would be compulsory, free and lay being ministered in official establishments.

The struggle between the two co-existing educational programs side by side, was then inevitable.

The Church continued to provide education for the children of the rich classes, while the State tried, to consolidate among the people the liberal reforms of the Constitution of 1857, by his program of public education.

In this fight the advantages were on for the institutions, which drew their force from secular traditions and which interfere directly in the ideological formation of the dominant classes.

"It is not surprising, therefore, says doctor Beteta, that by the end of the Diaz regime, most of the liberal laws had fallen into disuse. Monasteries and nuneries flourished; the clergy kept on enjoying their wealth and the Constitution was practically ignored".

The beginning of the popular revolution headed by Madero, in 1910, greatly modified this situation, with the promulgation of the Constitution of 1917, that contained the ideals of social reform which determined Madeira's movement.

The experience of 1857 led men of 1917 to take severe measures regarding educational problems, the religious instruction being forbidden in public and private schools.

Article 3<sup>rd</sup> of the Constitution of 1917 thus referred to education: "teaching is free: but that which is given in official institutions has to be lay; this being equally the case of the primary, secondary and superior education ministered by private schools.

No religious corporation, nor minister of any belief is allowed to direct or administrate elementary schools.

Private elementary schools can only be established under official survey.

Official schools will be free.

Practically the observance of this status of the law was not duly obeyed and religious teaching continued to be ministered in private schools who instigated rebellion against public authority through the means of schools which stood under ecclesiastic influence.

In 1926 the declarations of a high authority of the Church started again the struggle which reached its climax with the outbreak of a general strike by the Church of Mexico and the economical boycott undertaken by conservative elements.

In order to fulfil the constitutional statement, the Government established prescriptions published by the Office of Public Education, exacting the incorporation of the private schools, so as to make them enjoy the benefit of legal studies.

Such incorporation compelled private establishments to accept official inspection of the text books and to promise solemnly not to be directed by a religious order or by any special religious minister.

Up to 1929 when the Church declared its unconditional submission to the Government violent struggles repeatedly took place.

That formal submission did not mean at all a final close to that controversy; on the contrary in a short time "private schools conducted by religious orders spread all over Mexico, and in them Catholicism was taught from the first grade; the Government, the Revolution and its leaders were criticized and the Church once again was happy". (Boteta).

Owing to the development of this question, it was no surprise when the Government, reforming in 1934, the 3<sup>d</sup> constitutional article, mentioned above, established extreme measures with the intention of taking in hand the effective control of education.

The inclusion in the Constitution, of uncommon details referring to the working of private schools, shows perfectly which point had reached that secular struggle. The reformed article remained thus:

"Education ministered by the State will be socialist, and beside excluding every religious doctrine it will fight against fanaticism and prejudice; for this sake, school will organize its teaching and activities, so as to permit the creation among youth of a rational idea of the Universe and of social life.

The State alone - federation, states, municipalities - shall impart elementary, secondary and normal education. In private cases special authorizations may be granted to those who wish to impart education in any of the three mentioned grades, according at any rate with the following

rules:

- I. Activities and teaching in private institutions must be adapted without any exception, to the precept included in the initial paragraph of this article, and they will be entrusted to people possessing, before the State, sufficient professional preparation and convenient morals and ideology according to this precept. Furthermore, religious corporation the ministers of different corporations, the ministers of different churches, and bonds and shares societies which might act exclusively or preferably on an educational field, and also associations or societies linked directly or indirectly with the propaganda of a religious creed shall not interfere in any way in elementary, secondary or normal schools, just as they shall not be able to support them economically.
- II. The formation of plans, programs and teaching methods shall at any rate, be entrusted to the State.
- III. Private educational institutions will not be able to work, unless an express permission of public authority has been previously obtained in each case.
- IV. The State will have the power to revoke at any time the authorization granted by it. Its decision will be irrevocable.

Those rules will be the same for education of any type or grade to be imparted to workmen or peasants. Elementary education shall be obligatory and given freely by the State.

At any time the State shall have the right of to annul the official validity of studies made in private institution.

With the aim of unifying and coordinating education throughout the Republic, the Union Congress will formulate the necessary laws which are to distribute the social educative function between the federation, the states, and the municipalities, to settle the budget relating to those public charges and to determine the sanctions to be applied to employees who would not observe those precepts or neglect to have them observed, the same happening to all those who would infringe them".

That rigorous control of Education ministered by private institutions, the clear intention of which was to remove the influence of the Church did not appear under the sole aspect of repression.

Since 1922 a great effort has been made in order to improve the conditions of rural populations of the country by implanting a type of rural schools, which means to bring into civilization millions of individuals to whom the alphabet seems less necessary than the art of living

like human beings. Trying to hold the interest of the population in each locality that rural school becomes a real "Casa del Pueblo" center of all activities of the region.

"The rural school is never empty; children attend it during the day and grown-ups at night. In its well lighted and ventilated single room, women learn how to make their own as well as their children's clothes, and men hear how to improve their primitive agricultural methods. There, children are vaccinated and expectant mothers given medical advice. Singing and dancing as means of expression are often used in preference to reading and writing. The parcel of land attached to the school is worked cooperatively by children and parents, and the products thereof used for the improvement of the school and the community. The care of rabbits, chickens, and bees is always an important part of the curriculum which has proved so attractive to the children that the problem of compulsory education has become one of how to send children home from school. There is such a communion between the school and the "pueblo" that John Dewey, the philosopher and educator, wrote in 1926 after a visit to Mexico: "... there is no educational movement in the world which presents a more intimate spirit of union between the school activities and the community than the one found in the new Mexican rural school".

On the other hand an institution with marked peculiarities "las misiones culturales" take to the most remote part of the country the necessary teaching to raise economical and cultural level of the rural population. The Revolutionary leaders justified their intolerant attitude towards the Church, considering that "In 1900 after three centuries of Spanish religious education and one more of Mexican imported mystical Pedagogy, more than 74 per cent of the population was illiterate".

In spite of all difficulties that percentage was reduced to 59% on the total population and of 47% on the individuals between 10 and 14 of age.

In 1934 the "Sexennial Plan" of the Government was established, foreseeing in the field of education an increase of resources from 16% to 20% on the general budgets of the country, which from the beginning reveals an increase of about 50% on the expenses made in education during the five preceding years.

Moreover the Plan foresees the foundation of 20,000 rural schools, which is considered the minimum necessary for the existence of a school in each locality of a certain importance.

Government acted not only in this section, considered by the way the most important one. In 1925, began the Reform of secondary education which hitherto had been the privilege of wealthy classes, having as an exclusive purpose, the preparation for University. Its very denomination - Preparatory Schools - showed clearly enough its exclusive and anti-democratic aim.

Professional teaching also attracted the attention of the leaders of the country, interested in getting out of the agrarian phase of

# CAREER OF TEACHERS OF GEOGRAPHY

	Sem.	Hs.	Total Hs.
1. - Physical Geography and Biogeography	2	3	90
2. - Economical Geography	2	3	90
3. - Cosmography	1	3	45
4. - Meteorology (Principles of air dynamics and climatology)	1	3	45
5. - Geology, Paleontology and Historical Geography	2	3	90
6. - Ethnography	1	3	45

## AUXILIARY SUBJECTS

1. - General History	2	3	90
2. - History of Mexico	2	3	90
3. - Physical Geography of Mexico	1	3	45
4. - Economical Geography of Mexico	1	3	45

## ELECTIVES

1. - Elementary Course of Statistics	1	3	45
2. - Geology and Mineralogy of Mexico	1	3	45
3. - Present Economical Situations of Mexico	1	3	45
4. - History of Economical Institutions	1	3	45

## BIOLOGICAL SCIENCES SPECIALIZATION

### Career of Teachers of Biological Sciences

#### Fundamental subjects

1. - General Botany. Morphology and Physiology	2	3	90
2. - Kryptogams and their Geographical Distribution	2	3	90
3. - Phanerogams and their Geographical Distribution	2	3	90
4. - General Zoology: Morphology and Physiology	2	3	90
5. - Invertebrates and their Geographical Distribution	2	3	90
6. - Vertebrates and their Geographical Distribution	2	3	90
7. - Human Descriptive Anatomy	1	3	45
8. - Physiology and Physiological Chemistry	2	3	90
9. - Hygiene	1	3	45
10. - Histology	1	3	45
11. - Embryology	1	3	45
12. - General Biology	2	3	90
13. - Experimental Psychology	2	3	90

## AUXILIARY SUBJECTS

1. - Etymology of Greek, Latin and Anthroponyms languages, applied to biological sciences	1	3	45
2. - Drawing and Photography applied to biological sciences	2	3	90
3. - Principles of Geology, Paleontology (specially human) and Ethnology	2	3	90

economy in order to start the phase of industrialization. The latter would as much as possible free Mexico from foreign industry by the use of natural resources which had been coveted by the Imperialist interested in maintaining this half-colonial situation.

The Higher teaching also underwent modifications in order to be better adapted to the required conditions through the reforms which were being made in the country.

The formation of the elementary teachers, that of the special teachers for the particular type of the rural school to which we referred, and at last the preparation of teachers for the secondary schools deserves special care from the Government, conscious of the importance which, for the solution of this serious problem, is the existence of a teaching staff entirely identified with the Reform which is put into practice.

According to the official data published by the "Annuary of Education", of the "Bureau International d'Education", the present situation of Mexico concerning the educational problem may thus be synthetised:

I - Expenses with education - Education has been one of the greatest problems of public administration. Bearing in mind that it represents one of its chief duty towards the people the Government has not shrunk from any sacrifice in order to develop and spread it. Unfortunately we must recognise that the impulse which ought to be a sort of national education, in order to satisfy entirely the needs of the country are not within the range of the economical possibilities of the State. Only the habilities contained in the Sexennial Plan, would require \$120.000.000 or the equivalent twice the amount of the expenses foreseen for 1937.

Luckily the Government is conscious of that insufficiency and tries to accommodate it as quickly as possible, as may be seen by the following figures: the budget provided for 1934, \$31.283.514, that of 1935, \$37.966.762; that 1936, \$54.961.277 and that of 1937, \$59.363.944, what is the highest figure reached in this country. These sums prove that the Government in three years has doubled the amount allotted to popular culture.

II - Education of the crowd - The Government of the Republic wishes to develop the education of the people in order to meet the needs of each social class; moreover school must be in connexion with the present economical development. Considering that those who want culture more desperately are the working masses of the country and the cities, and thinking that it is by the development and the modernization of the technical productions that the present economical phase may be overcome, Government pays special attention to rural and regional schools meant for the education of peasants, to night-schools which are to provide education to workmen, to secondary schools for the children of workmen

poorly paid and at last, to the "Instituto Polytecnico National" which will prepare the futur technicals. We can notice that same wish of meeting first the pressing needs of the mass, by the development given to the education of natives, which is supposed to free the crowd living apart from civilization, and by that reason paying no contribution to the increase of nation production.

III - Rural Education - Rural Education at present is provided by 11.133 schools and 14.734 teachers.

We can see by the figures an increase of 1.625 schools and of 2.400 teachers during the year 1936-1937.

Rural Education is on the verge to undergo a transformation based upon the consideration of the economical situation and the needs of the mass. Rural education shall also be extended to a six-years-course and still an elementary-superior cycle.

But they are far away from having met the needs of all the rural centers of the Republic.

A great part of those centers have not got the four-year-school yet and a good amount of money is required in order to provide each village with the teacher able to get the child and the adult to participate of the economical and cultural development of the country. The new educational policy of the State tends to select among the crowd the greatest number of technical able to direct the National Economy.

IV - Education of natives - Education of natives is in itself an important factor for the development of the Mexican country as well as its economical and cultural ressources.

One of the tasks undertaken by the Government and which it hopes to carry out despite all obstacles, is to throw natives into participation of culture, thus transforming them into precious elements of the national wealth. Their economical and racial interests ought to be respected however, they shall have the right of speaking their own language and to have their own artistic creations. The Government cannot neglect this problem, as long as will still be natives, as there are now in the Serra Mixteca, earning \$0.10 a day, weaving palm-straw-hats.

In order to help such situation, now native boarding-schools have been established (they are 33 at this moment), and the budget has been increased. The cultural influence of those boarding-schools will be increased, by the incorporation of all cultural missions, which will work for the same purpose (at the moment there are 18 of them) in the native region.

V - Technical education - The Government thinks that, if the rural school is a ferment of cultural and economical improvement for the rural centers, and that it might thus become an important force towards the

development of the agricultural economy of the Nation, on the other hand, it is in the technical schools that lies the industrial future of a country, that wishes to explore all its natural possibilities. That is why, no great effort has been made beside that of reorganizing the national technical teaching. At present, 14,320 pupils are attending technical schools. In order to meet the new needs, the Government displayed a liberality never seen before in its educational history, thus the increasing the budget of technical teaching: \$2,267,053 in 1934 and \$7,101,427 in 1937.

The interest shown by Government in the field of technical education, is linked, first of all to the will of solving the educational problem of the social classes, which have been put aside of education through lack of economical resources. In fact, over 70% of pupils attending technical schools are chosen among children of workmen, of artisans, of employes and small tradesmen.

VI - Education of workmen - Hitherto the Mexican State had limited its field of action to the rural schools, to the adult crowd of country people, showing a complete lack of interest as to the education of workmen. In fact, the night-schools for workmen depending from the Ministry of Education, gave nothing but culture like that of the elementary schools for children. This led to the creation of the "Departamento de Educación Obrera" in charge of a specialized education to be given to workmen. For that purpose, some educational offices scattered about till 1937, were centralized into a homogenous whole which reaches from the elementary to the secondary school, including school-fields, manual-training-schools and experimental night-schools. Until now 77 elementary schools, one experimental and two secondary schools have worked in the Federal District, and 5 manual-training-schools in the various provinces of the Federation.

VII - Secondary teaching - Secondary education follows its development bearing in mind its own purposes, that is, to give the pupils a complete preparation that may enable them to participate without any individualistic "arrière-pensée" in the productive work of the community.

There are 14 secondary schools in Mexico D. C. enrolling 10,884 pupils; 986 more than in 1936; moreover 1,500 pupils attend night-schools which are at present depending from the "Labor Education Department"

On the other hand, private schools, under federal control since 1936, having than 5,722 students, count at the moment only 3,965. This decrease is perhaps due to the fact that public opinion favors official schools. Limitations of budget denied enrollment to thousands of students who wanted to follow secondary courses.

There are also secondary schools in some other towns of the Republic : Acambaxo, Guanajuato, Cananea Sonora, Cuernavaca Morelos,



Chilapa Guerrero, Ciudad Juárez, Chihuahua, Nuevo Laredo Tamaulipas, Nogales Sonoro, La Paz Baja California, Matamoros Tamaulipas, Piedras Negras, Coahuila and Tlaxiaco Oaxaca, this last of recent establishment.

#### VIII - Professional teaching - Creation of the Polytechnical Institute.

The Polytechnical Institute was officially created in the beginning of 1937. This body includes, throughout different cycles the complete preparation for technical careers covering all the fields from the preparatory grade up to the professional and post-graduated grade. Two types of pre-professional schools have been created: a) those which foresee the teaching of Physics, Mathematics, Economics, Sociology and Biology. Those which foresee nothing but the teaching of Economics, Sociology and Biology. Men and women can be admitted into all the schools under the condition of producing a certificate of elementary instruction. The studies last two years in the pre-professional schools, after which the student must be able to enter professional schools where the studies go on for two further years. Those professional schools are of three different types: a) those of which teach Economics and Sociology; b) Physics and Mathematics; c) Biology and Chemistry.

IX - Professional specialized schools - Professional teaching strictly speaking may be divided into three parts, the studies varying according to the career that has been chosen. Thus there is: 1) A Higher School of Mechanics and Electricity; 2) A higher school of construction; 3) a federal school of textile industries n- 1; 4) a federal school of textile industries n<sup>o</sup> 2; 5) a superior school of economical, political and social sciences; 6) a national school of homœopathic medicine; 7) a national school of bacteriology, parasitology and fermentation; 8) a school of chemistry to be created next year for the future chemical ingeniers.

#### X - Statistical Data (1934-1935)

a) <u>Public schools</u> (1)	Schools	Enrollment	Teachers
Kindergärten (2)	409	34.117	602
Elementary schools (2)	19.331	1.744.755	36.119
Centers of Education of natives	18		
Secondary Schools	69	866	
Agricultural and rural schools	13	15.756	
Professional schools	46	1.336	
Normal Schools	77	2.897	
Technical and industrial schools	51	4.585	
Commercial schools	18	12.039	
Preparatory school	23	4.562	
School of Fine Arts	13	1.494	

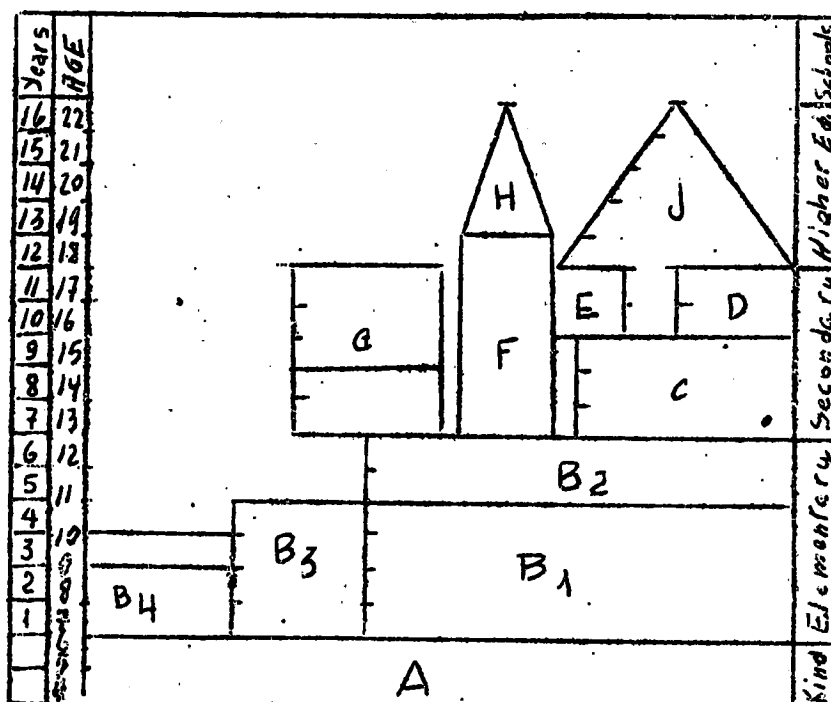
b) Private schools	Schools	Enrollment	Teachers
Kindergärten (2)	58	3.703	99
Elementary schools (2)	2,327	151.087	3.307
Secondary schools	46	5.441	
Rural and agricultural schools	2	324	
Professional schools	25	6.963	
Normal schools	3	41	
Technical and industrial schools	25	1.641	
Commercial schools	259	15.332	
Preparatory schools	20	3.304	
School of Fine Arts	21	1.063	

(1) Schools supported by the Federal Government by the provinces or by the municipalities

(2) Year of 1935-1936

As to their organization the diagram below, followed by an explanatory note, taken from the publication of the "Bureau International d'Education" "L'organisation de l'éducation publique dans 53 pays" gives a clear idea of the various types and grades of the education as well as the articulation between those different grades.

Organization of Education



A - KINDERGÄRTEN

B - ELEMENTARY-SCHOOLS:

1. first cycle of the "school centers and out-of-doors schools".
2. second cycle of the "school centers and out-of-doors schools".

3. rural schools.

4. elementary schools.

#### SECONDARY EDUCATION

- C - Secondary schools
- D - Preparatory schools belonging to the Universities
- E - Normal schools preparing teachers for the rural elementary schools.
- F - Normal schools preparing teachers for the elementary schools.
- G - Professional schools.

#### INSTITUTIONS OF HIGHER EDUCATION

- H - Pedagogic section of the University
- J - Universities with ten schools; "Ecole Polytechnique".

#### SCHOOL ORGANIZATION

(Diagram comment)

Four years old boy and girls have free enrollment in official kindergärten. There are two sorts of kindergärten:

- I - Those adopting Froebel system, having the tendency to mix up with the first class of elementary school.
- II - Those named "Little Housing" under the direction of one teacher.

#### ELEMENTARY SCHOOLS (B, B1, B2, B3, B4)

As we can see by the diagram, there are several types of elementary schools. They are public and free supported by the States and helped by the Federal Government. This one provides poor students with books and school material. Children are enrolled in public primary school at the age of six; these schools are co-educational.

An interesting group of rural schools are known as "elementary schools". They have the maximum of two or three classes under direction of a single teacher. They enroll children from six to 14, and provide teaching for adults, at night. They offer in their curriculum, not only elementary notions of agriculture but practical learning of this subject. The great part of these schools have an organization of cooperation for children, in order to develop community social life.

In the big centers, primary schools have four or six classes; the two last, form the "superior primary cycle" (B2). "Out-of-doors schools" are organized in poor and over-crowded neighbourhood.

#### SECONDARY EDUCATION

Students who have finished the two cycles of primary schools may enter the secondary schools; they have a three-year-course (C). Those schools are official and free, opened to every-body, with no distinction.

of social class or wealth, and the courses of study are strictly secondary. Students can follow the "preparatory schools" which are a part of the University and the only ones where latin is taught. (D). Students who don't want to follow superior courses, after the secondary schools, may study in a Normal School or in higher sections of professional schools.

### HIGHER EDUCATION (J)

Universities include:

- 1 - Preparatory schools;
- 2 - Higher schools - they are ten. The course depends from the school choosen and lasts from two to seven years. There is moreover, the "Ecole Polytechnique".

### TEACHER'S TRAINING

Normal schools providing for primary schools teachers (F) only accept students who have finished the 6 classes of primary schools or the secondary school course. For the first ones the Normal School course is of six years and for the second, 3 years.

Rural Normal Schools (E) prepare teachers during two or 3 years for the rural schools.

To become teacher in secondary school one must teach in primary school, for 2 or 3 years and follow an special course in the University. (H)

### PROFESSIONAL SCHOOLS (G)

They are professional and secondary at the time. There are special courses for each profession, commercial, industrial, home-economics, diplomatics, agriculture, carpentry, etc. The great part of professional schools demands for the enrollment, that students have finished the 6 years of primary school. The school character and the course time are dependent from the learning-subjects in each school. Big industrial schools have very rich program, and subjects of general culture are always included (arithmetic, geography, history, etc.). Students who follow limited courses have lectures on general culture subjects.

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SECONDARY SCHOOL

According to the data we could obtain, the only type of secondary education existing in Mexico, up to a short time ago, was -the Preparatory School - Founded in 1868 and with the exclusive aim, as we may see by its very denomination, of preparing an insignificant minority for higher studies.

Being only selective as to the economical conditions of its attendants this school reflected the situation of deep social disparity and lack of balance which were the cause and justification of the revolutionary methods which began in 1910.

Intellectualist, for being entirely separated from the practical activities which might interest the National Economy, this School was a simple bridge of passage towards the formation of an elite which enjoy the semi-colonial - situation of the country.

It was only in 1925 that the Federal Government promulgated a law authorizing the "Secretary of Public Education" to establish a secondary school according with to new conceptions and bearing in mind the needs of the country.

The situation soon became deeply modified presenting the following figures; in the year 1868, when the Preparatory School was established 568 students were enrolled. Ten years later the number of pupils hardly reached to 880. In 1927, one year after the foundation of the Secondary School 6,563 students were enrolled. This number increased now to 11,640. Recent statistics relative to social extraction of students attending the secondary schools, is as follow: 76,7% belongs to the working classes; 19,86% to the middle classes; and 3,44% to the "Bourgeoisie".

A plan of studies for the federal secondary schools was approved in 1932, being based upon 5 years of experience. The explanation added to that plan, examined the aims of secondary schools under 3 aspects:

1<sup>st</sup>. Social aspect of the work in secondary school; 2<sup>nd</sup>. Vocational aspect; 3<sup>rd</sup>. Academical aspect.

The two first aspects deal with aims within activities while the third one shows the relation existing between the teaching branches and their special aims, and their value as means of achievement in the education of adolescents.

As to the first aspect it starts upon the assertion that, until the foundation of secondary schools, the capital aim of their teaching was to impart knowledge in a formal way, as a preparation for higher studies.

The "social aim" has now become its chief education end and the deep and constant link between secondary school and life with its social, economical, political, ethical and esthetical must be the fundamental basis of all activities within and outside classes. Those are the means suggested for helping the secondary school to fulfil its social mission:

a) To avoid that the knowledge they in part should possess nothing but their own specific aim, regardless of the use to be made of it, that is, to understand and improve the social conditions which environ the pupil.

b) To take into consideration the adolescent's growing personality, as well as his ideals so as to enable him - by getting into closer touch and acquiring deeper knowledge of the needs of his sphere - to develop a worthy and conscious social activity.

c) To adopt and strengthen all habits of work, cooperation and service.

d) To cultivate the feeling of responsibility.

e) Stirring up social consciousness among the pupils so that in a true Mexican vibration large and generous national spirit may be created.

f) To watch the detailed programs in order to make them comply with social demands. The selection of teaching subjects that must be imparted as well as of the activities to be undertaken in each case, must be made, bearing in mind that teaching is a means of drawing the pupils attention to the fundamental processes of culture.

It has also been said already that the secondary school, as an institution of popular education for adolescents, must not have, for a basic aim, the preparation of pupils to continue scientific studies in higher schools.

Within such principles, teaching matter shall include the following activities:

1 - Recreative avocational games: dances, organised games, sports, singing, music, drawing and manual work.

2 - Activities for knowledge of the physical environment and the pupils adaptation to it: Botany, zoology, anatomy, physiology, biology, physics, chemistry, small industries and trades.

3 - Activities for the incorporation of pupils into the social environment: geography, history, knowledge of economic, all facts and languages as a means of communications.

4 - Activities for the acquisition and mastery of fundamental instruments of culture: Spanish language, English, French, Literature, Arithmetic, Algebra, Geometry, Trigonometry.

g) Extra-curricular Activities.

Habits are formed by the growing exercise of adequate acts. In order to form social habits among the pupils, it is absolutely necessary that they should be given an opportunity for active social work outside class. Therefore, the pupils must participate in the organisation and work of the following services:

Association of Pupils:

Organization and working of the Library, social and civic parties, games and sports societies of a literary kind, rooms for study school

orchestra and chorus, cooperative activities, etc.

As to the vocational aspect, the Mexican Secondary School has a tendency to give the pupils every possible chance of practising various activities, so as to enable them to carry out experiences in the intellectual, physical, artistic and manual field. This will afford them an opportunity of getting to know themselves and the teachers to observe the pupil's work trying to discover where they show their greatest capacities.

The origin of difficulties that have been found in the way of establishing a favorable atmosphere for that pre-vocational activities lies certainly in the Spanish and even in the Greek and Latin tradition, which displayed a visible content for manual work entirely left to slaves in those civilizations.

A real work of persuasion is made necessary in order to convince the parents of the advantages children will find, if not compelled by external motives to force their capacities or inclinations.

The academical aspect regarding the plan of studies bears in mind several general pedagogical principles and some facts and phenomena peculiar to the Mexican environment.

Here they are:

- 1 - Secondary education has its own aims and characteristics which differ from other unities of the educational system.
- 2 - Organic articulation between secondary and elementary education.
- 3 - Organic articulation of secondary schools with the universities and other institutions.
- 4 - The plan of studies must be built up on the principle of economy of time and effort.
- 5 - The whole plan of studies must undergo a reform according to social progress and needs.

The following plan has been suggested within these principles:

Plan of studies for federal secondary schools.

<u>First year</u>	Number of hours by week.
First course of mathematics. Essentially Arithmetics, Elements of Geometry and notions of Algebra.....	5
First course of Biological Sciences - Essentially Botanics.....	5
First course of Spanish.....	4
Physical Geography.....	5
Civics.....	2
Imitation Drawing.....	3
Music.....	1
Work-shops.....	2
Physical Culture.....	2

## Electives:

Number of hours by  
week.

3 hours

English and French

Second year

Second course of Mathematics- Algebra and Plane Geometry.....	4
Second course of Biological Sciences -Essentially Zoology.....	3
Physics.....	4
Universal Geography - Essentially human.....	3
Second course of Spanish.....	3
Constructive Drawing.....	3
Work shops.....	2
Civics.....	2
Music.....	1
Physical Culture.....	2
	<hr/> 27

## Electives:

3 hours

English and French

2 hours

Instrumental Music

Short-hand

Organization and Administration of home

Third year

Third course of Mathematics - Geometry in Space and Trigonometry.....	4
Third course of Biological Sciences-Anatomy- Physiology and Hygiene.....	3
Chemistry.....	4
Spanish and Spanish-American Litterature.....	3
Mexico of Geography.....	2
Civics.....	2
History of Mexico.....	3
Universal History.....	3
Physical Culture.....	2
Modelling.....	1
	<hr/> 27

## Electives:

2 hours

Work-shops

Accountancy

Commercial Arithmetic

2 hours

English

French

German



In March 1935, a Federal decree placing under exclusive State control the whole secondary education reaffirmed principles and drew new lines for that grade of teaching, thus defining it in its article number 2:

"Forthwith one will understand by secondary education every kind of education which linked to elementary education or having it, as a necessary antecedent shall impart general knowledge either as an aim or as a means, even under the pretext of being a better preparation for studies of higher culture".

On the other hand, the article number 3 made compulsory the attendance of secondary school for the continuation of studies in any intermediate or higher school, establishing that:

"No intermediate or higher educational institution may receive as a regular or irregular pupil, or pupil of any kind, any one who would not, as a minimum condition for admission have finished his secondary education in an official establishment or in a school expressly authorized by the State".

In June of the same year (1935) Professor Juan Salazar, Head of the Department of Secondary Education, submitted to the Institute of Social Orientation a new plan for secondary education, justifying it with many details and ending with the following conclusion:

1 - Characteristics and specific finalities of the Socialist Secondary School.

A) - It is a Middle-Education School. Through its educational method it approaches primary school courses. By reason of its continuity and because it can offer to all, equal possibilities of cultural progress it tends to establish the "unique school".

B) - It is a Democratic School. Being free to all, Secondary Education offers equal opportunities to all, so they may acquire a popular middle-instruction.

C) - It is a practical Instruction. The Secondary Socialistic School does not teach abstract matters, but real facts. It does not look upon Science as an end by itself; but uses its teaching and practical applications for the benefit of humanity.

D) - It is Pre-Vocational. The Secondary Socialistic School admits the adolescent who after leaving primary school has no definite ideas as to his future career. Therefore, his natural vocation and abilities as well as his orientation must be explored by Secondary Instruction.

E) - It is the School of Cooperation. It adopts for its basic organization, both cooperation and the collective system.

Consequently, one of the requisites for entering school is that every pupil must join the consumer's or cooperative societies.

## 2 - Organization

A) - Orientations, In accordance with the characteristics and finalities of Socialistic instruction, its organization is adjusted to the necessities of the community, being therefore in close relations to social and economic problems which tend to transform classical economy, and the elimination of castes and social classes.

B) - Technical aspect. In order to develop the general plan of education functions, each secondary school has a committee made up of the school principal; three permanent instructors, who besides devoting most of their time to a particular school, will act as general advisors in regard to the curriculum and other activities; three visiting teachers; one student out of each grade or class, and one representative of parents.

The committee will attend to general school work and organization of other special groups or committees; while students take an active part in the management of individual institutions - with proper limitations.

In order to connect pupils with teachers, students must remain at school a large part of their leisure time, studying in the library, taking part in games, sports, excursions, cultural meetings, etc.

C) - Social Aspect. The modern school takes an active part in the life of the community; it exalts labor leaders, and try to give equal rights to all.

D) - Co-education. Considering that school is the reflex of Society, and that both men and women are destined to live socially together, the Socialist Secondary School adopts co-education.

Plan and school courses. The characteristics and finalities of Socialistic Secondary Education, having been previously altered and substituted by other materials better adjusted to the aims of this schools. In order to fulfill its prevocational tendencies, workshops will be opened, that may offer students an opportunity to discover their vocations and natural abilities.

The new plan fights against the predominance of academic teaching and established connexion among similar branches of knowledge.

## 3 - Contests of the Educational Plan.

### I - S O C I A L S C I E N C E S

1 - History, including two courses. One of them will reveal the origin of human society and other factors of popular evolutions, as explained by historical materialism and thesis of class-struggle.

2 - Civics presenting three courses. A critical study of the organization and evolution of Mexican society, through the various stages of Mexican History, Analysis of institutions and regimes: important economic conditions and their influences upon social and political life;

labor and agrarian laws; the making up of socialistic conscience and citizenship; training for ethic and aesthetic personality.

3 - Geography and Elemental Cosmography. Three courses. Study of the world. Its origin and place in the Universe; influence of its characteristics and resources; as related to life and human necessities (modifications thereof). Human knowledge will extend everywhere. Especial references shall be given to progress having close interdependence with Mexico.

Investigations and other practical courses and excursions are included therein.

## II - PHYSICS AND CHEMISTRY

Two courses. Phenomena and their laws, forming a scientific conception of the Universe. Origin and transformation of matter through natural agents (thereby eliminating prejudices and superstitions). Laboratory scientific experiments for developing in students the spirit of investigation and observation. Scientific applications for natural exploration - industrial or artistic - with an aim to collective benefit.

Both scientific and laboratory tests and investigations are considered the basis for studying the above mentioned subject matters, besides serving to compare the educational progress of pupils.

## III - MATHEMATICS

Three courses. Calculation, reasoning and through knowledge of fundamental arithmetic. Lines, surfaces, volumes, dimensions. Practical application of this knowledge to physics, chemistry, drawing, and school-workshops.

## IV - BIOLOGICAL SCIENCES

Three courses. Botany, Zoology, Anatomy, Physiology, and Hygiene. Original units, composition and function of organisms; plants and animals; practical application of biological knowledge to industries, agriculture and other human activities. Scientific experiments; laboratory work; academics and excursions. (all these matters will be considered for testing educational progress of students).

Three courses of Spanish and three of English or French. Mastering of languages as a means of expression and comprehension of human through literature. History of the language. Ideals. Fundamental laws. Practical applications.

Three years of study will be indispensable for every foreign language, so as to conquer natural difficulties, such as reading and interpretations. Languages are considered as cultural instruments; but never as supplemental instruction devoid of any practical importance.

VI - SCHOOL WORK-SHOPS

Three courses. Personal abilities; practice and natural vocations of students for industrial or mechanical work. (Carpentry, Blacksmithing, Tinsmithing, Basket-making, Book-binding, etc.) Intense work is now demanded from students, as well as practical application of academic knowledge for the solution of individual problems.

VII - ARTS

Four courses. Including Imitative Drawing, Constructive Drawing Modelling, Singing (choruses). Cultivation of Art in its various aspects - as related to education. Development of easthetic vocations and sentiments; pratical application of this instruction to social life.

VIII - PHYSICAL EDUCATION

Three courses. Gymnastics (calisthenics). Sports; base-ball, foot-ball games;athletic contests; excursions as a means of developing strength and the maintenance of health.

4.- Plan of studies

First year

Spanish.....	4
Languages (English or French).....	3
Civics (Origin and evolution of social institutions: Home, Society, Government, etc.).....	3
Geography (Astronomic, Physical).....	3
Biology (Plant life; Elemental Microbiology).....	3
Mathematics (Arithmetic and Elemental Algebra).....	4
	<hr/>
	20

Practical lessons. Work-shops

Drawing.....	2
Musical instruction.(Choruses).....	2
Physical Culture.....	3
Work-shops.....	4
Botanical practices in the study-room.....	1
	<hr/>
	32 hs.

Second year

Spanish.....	4
Languages(English or French).....	3
Civics (Political and social problems of Mexico, before and after the Revolution - 1910).....	2
Economic and Social Geography (related to Mexico and America).....	3
History of Mexico (From prehistorical times up to our present day).....	3

Biology (Animal life).....	3
Mathematics (Algebra and Plane Geometry).....	3
Physics.....	3
	<hr/> 24

Practical lessons. Work-shops

Drawing.....	2
Music (Singing Choruses).....	1
Physical Culture.....	3
Workshops.....	4
Scientific and laboratory experiments (Physics and Zoology).....	2
	<hr/> 36 hs.

Spanish language (Spanish-American Literature).....	4
Foreign Languages (English or French).....	3
Civics (Economic problems of the Mexican people. Agrarian and Labor Legislation).....	2
Economic and Social Geography (including other Continents).....	3
Universal History (from ancient times to our present day).....	3
Biology (Biology and Hygiene related to human life).....	3
Mathematics (Geometry of space. Trigonometry).....	3
Chemistry.....	3
	<hr/> 24

Practical lessons. Work-shops

Drawing, Modelling (wood-carving, Plaster figures).....	2
Music.....	1
Physical culture.....	3
Work-shops (In the case of the secondary schools for girls, one course of child-breeding and home-economics)	4
Laboratory experiments (Chemistry and Anatomy).....	2
	<hr/> 12

Total..... 36 hs.

FORMATION OF TEACHERS FOR SECONDARY EDUCATION

The formation of secondary school-teachers is a basic problem without which none of the others relating to education can be solved; Government pays to it a special attention within the new orientation.

In 1938, the Preparatory Institute for secondary teachers entered into a phase of consolidation, as we may see from the declaration of its General Secretary in the plan of studies we transcribe here, preceded by an exposition which settles the lines followed by the Government as to this problem.

"Once the "Universidade Nacional" got free from the exactions of the reformed Constitutional art.3, there rose the problem of the acquisition of teachers for secondary education; the referred article claimed for teachers with an adequate preparation and firm conviction; the mere knowledge of the doctrine with details of erudition could not be sufficient to meet the needs of that constitutional order and the working classes of the country.

For that reason, the Secretary of Public Education began its first efforts for the establishment of an Institute meant for the formation of secondary teachers following the orientations of art° 3, in order to meet the pedagogical needs of secondary schools, and with an efficient scientific preparation according to the exigencies of the programs.

On the other hand, the purpose of the Mexican State to spread the benefits of a post-elementary education until the most far off regions of the country, presented the problem in an urgent way, considering that the economical resources were not sufficient to pay wages for teachers living in the cities and who should be requested for schools in the hinterland.

Even putting this factor aside, the constant progress of science suggests the need of periodical actualisation of the scientific background of teachers and for that purpose it is necessary to have an Institution properly adjusted to the secondary education grade, and its teaching under all points of view, doctrinary, pedagogical and scientific.

What has been said, shows the needs which account for the establishment of the "Instituto de Preparación del Profesorado de Segunda Enseñanza".

Its beginning was extremely modest, it contained but a few informal courses for improvement of the secondary school-teachers of the Hinterland. Those courses last for a month and a half and generally take place towards the end of the holidays.

Afterwards, the "H.Consejo Nacional de Educación Superior y de la Investigación Científica", taking as a foundation for its study an

essay of the "Departamento de la Enseñanza Secundaria", drew a plan of organization for the "Instituto de Preparación del Profesorado Secundario" with the following characteristics:

A common basis for all specializations; that basis includes: subjects with a pedagogical character corresponding to the evolutive phase of the population attending the secondary schools; subjects with a doctrinary character allowing the teacher of getting a clear consciousness of the social aims of mexican education; and subjects with a cultural and methodological initiation which are indispensable to any specialization one intends to cultivate.

Starting from this common basis, derive several directions whose subjects are entitled to give a specialized preparation for the field to which the teacher will be devoted.

Here are those plans of studies:

SOCIAL SCIENCES

Teacher of History  
Teacher of Civics  
Teacher of Geography

BIOLOGICAL SCIENCES

Teacher of Biological Sciences

LANGUAGES

Teacher of Languages and Spanish Literature  
Teacher of Modern Languages

PHYSICAL AND MATHEMATICAL SCIENCES

Teacher of Mathematics  
Teacher of Physics  
Teacher of Chemistry

Those courses are ordered in semesters and each speciality lasts for six semesters.

Courses for teachers of the hinterland are now under the same requirements as to the extent, level and organization.

To reach this point, being considered the conditions under which work the pupils of the hinterland, it was necessary to organize the activities in such a way as to permit the teachers to have their lessons by correspondence; but, as this method is anyway insufficient, at the end of the semester the teachers have a month and a half of intensive study. This is on the holidays and the teachers have to prove their improvement in order to be promoted.

By this way, the Institute helps the secondary schools of the hinterland, increasing the level of the teachers and gives them an opportunity to get in contact with a center of scientific and higher preparation.

From now on, financial difficulties having been overcome, scientific assistance was been given not only to the teachers which work in the federal secondary schools but to the teachers of the same grade working in institutions maintained by local authorities.

PLAN OF STUDIESRequirements for admission

To be entitled in elementary teaching  
(career of lasting for 5 to 6 years)

To be bachelor graduate (in connexion  
with the speciality one intends to  
follow).

DEPARTMENT OF PEDAGOGICAL AND CONNECTING SUBJECTS.- Compulsory -

	Sem.	Hs.	Total Hs.
1. - General Psychology.	2	3	90
2. - Psychology of the Adolescent	1	3	45
3. - Measurements of mental capacities and its connexions with Vocational Guidance	2	3	90
4. - Objective methods to estimate school - achievements.	1	3	45
5. - Grade organization	1	3	45
6. - Subject organization	1	3	45
7. - Education and its connexions with the Social Regime.	1	3	45

DEPARTMENT OF GENERAL CULTURE SUBJECTS- Compulsory -

1. - History of the Sciences:			
a). - Physics and Mathematics	1	4	60
b). - Natural Sciences	1	4	60
c). - Human Sciences	1	4	60
2. - Logics	1	4	60
3. - Sociology	2	3	90
4. - Knowledge improvement of a foreign language	2	3	90

SOCIAL SCIENCES ESPECIALIZATION

Career of teachers in civics  
Fundamental subjects.

1. - Political Economy	2	3	90
2. - Economical structure of Mexico of to day	1	3	45
3. - Agrarian legislation	1	3	45
4. - Work legislation	1	3	45
5. - Connexions between the individual, the family the community and the State in the present regime and in the socialist regime.	1	3	45