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Appendix A

Appendix B

A New University for Mexico

THE NATIONAL UNIVERSITY OF MEXICO

INTRODUCTION

The following study of the National University is the ninth in a series of investigations of the problems of education in modern Mexico. As in the previous monographs of this series, the main intention in this study is to describe and report, and the major emphasis in the following pages will, accordingly, be placed on a rehearsal of those facts which appear to throw into relief the present situation of the National University. This does not mean, however, that all critical judgments and evaluations are foresworn. On the contrary, on the basis of personal visits of inspection to the various colleges, schools, and institutions which make up the National University, and on the basis of conversations with students, graduates, and teachers, the writer has taken the liberty to draw such conclusions of a critical and evaluative nature as seemed pertinent and helpful in any given case. Obviously these opinions, given the nature of this preliminary survey, are not to be taken as final.

The data cited in the body of this report have been gathered under conditions of peculiar difficulty due to the circumstance that the National University is at the present time undergoing extensive reforms and changes. Many of the facts regarding courses, degree requirements, the administration of the University, etc. will, therefore, soon be out of date. For this there is, unfortunately, no remedy. The University, like

all other institutions in Mexico, has, during the years since 1910, been subject to numerous changes and apparently this process is to continue for some years to come. The picture given here must, therefore, be regarded as a snapshot of a situation, the real delineation of which would require nothing less than a high speed moving picture camera.

THE MEXICAN SYSTEM OF PUBLIC EDUCATION

The system of public education in Mexico is a threefold system in which the federal, state, and municipal governments participate in varying degrees. The constitutional amendment of 1921, which re-created the Ministry of Public Education (Secretaría de Educación Pública), gave the federal government the right to establish and maintain schools in any number and kind throughout the nation. This right has been exercised during the last ten years to the extent of establishing some thousands of rural schools, and a large number of other types of schools (normal, vocational, demonstration, etc.), in the various states of the Republic. It should be understood, however, that it is not mandatory for the federal government to create and support educational institutions in the states. When it goes into a state, it does so under a sense of moral obligation only. In addition to the above mentioned right to support schools within the states, the federal government has exclusive charge of all public schools within the Federal District and in the three Federal Territories.

Wholly apart from anything that the federal government

may do, each of the 28 states in the Republic has sole control and responsibility for an adequate program of education for its people. The relation of the state to the municipality varies from state to state. In some places the municipality may be charged with financial responsibility for the schools within its limits, while the state maintains the right of appointment of the teachers and of technical direction. In other places the state in addition to controlling the administration of the school system may also financially assist in the payment of the teachers and the upkeep of the buildings.

Up to the present time no definite system of articulation of the Federal and State systems of education has been worked out. As a matter of fact, the need has been so great and the field so large that very few conflicts have occurred. Overlapping has been avoided by the fact that in practice the federal government has centered its attention upon the field of rural education -- a field notoriously neglected in the past by the state governments.

Private schools of whatever type may be established in Mexico, but are subject to certain constitutional and other legal restrictions. No religious corporation or minister, for example, is permitted to establish a school of primary grade. Secondary schools, professional schools, and institutions of higher learning in the Federal District which grant degrees in such subjects as medicine, law, and engineering are regarded as being under the general supervision of federal educational authorities and are required to maintain certain standards.

All Mexican children are required by law to attend school between the ages of 6 and 14 -- or at least until the first four primary grades have been completed. Unfortunately, due to the lack of funds and schools, it is not possible to enforce this law at the present time.

The Financing of Public Education in Mexico

There are no special federal or state taxes for education in Mexico. In some regions there is a traditional (now unconstitutional) head tax varying from 12 centavos up to a peso a month, levied on each man over eighteen years of age and expressly dedicated to educational purposes. Generally speaking, however, schools are financed out of the ordinary revenues of the government. Some idea of the amounts now being spent on public education in Mexico may be obtained from the following figures:

<u>Expenditures for Public Education in 1927</u> ¹		
By the municipalities.....	3,021,497	Pesos
By the states.....	18,914,858	"
By the federal government.....	30,577,847	"
	<u>52,514,202</u>	

The amounts spent by the states varied from 11 to 50 percent of their total budgets.

The average amount spent by the 28 states was 32.13 percent of their total budgets.

The federal government spent 8.66 percent of its total budget (328,506,804 pesos) for education in 1927.

The Educational Ladder

The Mexican system of education, like that of most of the Latin-American republics, represents a continental European system (largely French) modified somewhat by North-American influences. Generally speaking Mexican schools may be divided into three categories: primary, secondary, and advanced.

The Urban System

Ordinarily a child living in the city will begin his education in a public primary school at the age of six years. (We may leave out of account the new and relatively few public and private institutions for pre-school training such as kindergartens and "home schools.") There are two levels of primary education: the "elementary" which comprises the first four years during which the student is taught the traditional three "R's"; and the "higher" level consisting of two years during which such subjects as history, geography, rhetoric, etc. are introduced.

The course in the secondary schools under federal administration covers five years and, like the primary course, is also divided into two levels: first comes a three-year period which is called the secundaria in the narrower sense and corresponds roughly to the Junior high school in the United States; this is followed by a two-year period called the preparatoria. In the two-year "preparatory course" there is a separate curriculum of studies preliminary to each of the schools or faculties of the University -- i.e. pre-medical

courses, pre-engineering, pre-legal, etc. At the present time in the federal school system the first period of the secondary school is under the jurisdiction of the Ministry of Education while the second period of two years (the preparatoria) has been annexed to the National University. (For more detailed treatment of the preparatory schools, see below, p.49ff.) The provincial secondary schools, for the most part, still give a five-year consolidated course in which preparation for all of the higher university faculties is the same.

The plan of studies in the three-year course of the half dozen or more secondary schools now under direct federal control is as follows:

First Year

Arithmetic.....	3	hours per week
First course in Spanish.....	3	
Botany.....	3	
Physical Geography.....	3	
English or French, first course	3	
Mechanical drawing.....	3	
Modeling.....	1	
Music.....	1	
Manual training.....	3	
Games and sports.....	2	
	25	hours per week

Second Year

Algebra and plane geometry...	5	hours per week
Physics, first course, including laboratory.....	4-1/2	
Zoology.....	3	
World geography and geography of Mexico.....	3	
Second course in Spanish.....	3	
English or French, second course.....	3	
Free hand drawing.....	3	
Music.....	1	
Games and sports.....	2	
	27-1/2	hours per week

Third Year

Solid geometry and trigonometry.....	5 hours per week
Chemistry, first course, including laboratory.....	4-1/2
Anatomy, physiology, and hygiene.....	3
General history.....	3
History of Mexico.....	3
Civics.....	3
Spanish literature.....	3
Music.....	1
Games and sports.....	2
	<u>27</u> -1/2 hours per week

The curriculum of the secondary schools in the state capitals (at the present time there are some 32 schools of this type) in recent years has tended more and more to conform to the plan of studies outlined above for the federal secondary schools; for only by conforming to federal regulations may the provincial schools enter their graduates without examination in the National University. These regulations control not only the subjects taught, but also such matters as the length of the school year, the number and length of the periods of instruction, the size of the classes, attendance, and the pay, hours, and qualifications of teachers and directors. Similar regulations apply to private secondary schools with additional rules respecting school buildings, library facilities, laboratory equipment and instruction. At present there are some 19 private schools which have submitted to these conditions and have been approved by the Ministry of Education.

In passing it is perhaps appropriate to make some comment on the type of instruction and the physical equipment of the federal secondary schools. In this connection the following passages from an official governmental report are

eloquent:³

"Ordinarily teachers in the official secondary schools, with the exception of the directors, secretaries, certain full-time teachers, and tutors, dedicate only a part of their time to the institution... The teachers in the secondary schools are drawn in large part from the professions: doctors, lawyers, engineers, etc.... While the old system of paying a teacher to give one class only exists, it will be difficult for the government and the school administration to coordinate and improve the work of the schools... In 1926 there were 18 full-time teachers in the secondary schools; in 1927 there were 23; in 1928 there were 28 [out of a total of 431]..."

"The democratic theory of education has obliged the Ministry of Education to admit the greatest possible number of students to the secondary schools. This has made it necessary to use buildings which are not always well situated and which are often deficient from a hygienic and a pedagogical point of view... Despite the efforts which have been made to remedy this state of affairs, the buildings now in use still fall far short of that which is demanded by the system of secondary education.."

The conditions in the provincial secondary schools are likely to be even worse than those in Mexico City schools.

Parallel with the regular secondary schools (i.e. those giving the three-year course outlined above) there have been developed in Mexico a number of industrial, commercial, and vocational schools. There are now (1927) some 264 schools of this type scattered throughout the Republic. Of this number 27 are supported by the federal government, 41 by the state govern-

ments and 196 are private enterprises. The course in these industrial and commercial schools averages about three years and besides commercial training, virtually every kind of craftsmanship is represented -- carpentry, shoemaking, metal-work, tanning, dress-making, domestic science, etc. etc. The most outstanding school of this type is the School of Mechanical and Electrical Engineers in Mexico City which competes in a sense with the engineering school of the University. It differs from the latter in that it accepts students without "preparatory" training and is more practical and less theoretical in its methods of instruction.

Parallel with the preparatory schools (i.e. those giving the final two-year course in the secondary system) are the city normal schools which have for their purpose the training of teachers for the primary grades. The professional course in the normal schools is three years in length. The curriculum places special emphasis on the principles of education, child psychology, and domestic economy. Although the preparatory schools, like the secondary schools proper, are co-educational, ordinarily girls who are not planning to enter the University, but who desire additional training, go to the normal school from the secondary even though they do not intend to teach. This is due to the fact that the preparatory school is so exclusively masculine in its atmosphere that many girls avoid it if they can. The normal schools are co-educational, but for the reason just stated most of the student body is feminine. In Mexico, as in the United States, men are not drawn as teachers into primary education except in the rural schools. The best normal school in the

Republic is the one in the federal capital, the Escuela Nacional de Maestros. There are over 1,000 students enrolled in the three-year professional courses and this school is one of the most modern and completely equipped in the nation.

The Rural System

Before the revolution of 1910-21 primary schools in Mexico or, for that matter, schools of any sort, were almost entirely confined to the cities. The great rural masses of Mexico which make up something over 75 percent of the total population were, except for a pitifully small and wholly inadequate scattering of parochial, private, and state schools, without benefit of formal organized education. Since the return of peace in 1921 and the re-establishment of the Ministry of Public Education the federal government, seconded by the state governments, has made herculean efforts to provide a system of rural education.

The basis of this new system of rural education is the elementary rural school. The curriculum in the federal rural schools differs in many ways from that of the city primary schools. Emphasis in the rural school is placed upon vocational and practical types of instruction rather than upon merely formal "book learning." Courses in farming, the care of chickens and rabbits, and courses in weaving, tanning, pottery-making, the preservation of fruits and vegetables, bulk quite as large in the curriculum as reading, writing, and arithmetic. During the three- or four-year course every effort is made to teach the children (and through them their parents) those things which will serve

immediately to increase the productivity and raise the standard of living of the community. The new Mexican rural school is really a school for citizenship training in the most elementary sense of this term. At the present time (1929) there are over 4,000 federally supported rural primary schools and some 6,000 maintained at the expense of the states.

The second link in the chain of rural education is the Rural Normal School. There are nine schools of this type located in as many states and maintained by the federal government. The Rural Normal Schools have been designed primarily to train teachers for the new rural schools. The two-year course is, accordingly, devoted almost entirely to the theory and practice of those subjects which make up the curriculum of the rural primary school. In order to become a student in a rural normal school one must be 15 years old (14 for women) and have completed at least the four-year course of the rural primary school.

A student who has finished the rural primary school and who wishes to receive further specialized training in agriculture may enter one of the Regional Agricultural Schools. The seven schools of this type now in operation offer a three-year course designed not only to give special instruction in the theory and practice of agriculture but also to complete the students general education begun in the rural primary school. The Regional Agricultural Schools are supposed under certain conditions to feed into the National Agricultural School which has recently been incorporated into the National University (see below p.23).

From the foregoing summary presentation of the city and rural public educational systems of Mexico it is clear that a given student may reach the National or State Universities by several different routes. (See Chart I, p.13.) Ordinarily a child in the city will start in the primary school at the age of 6; after finishing the six-year course he will then spend three years in one of the "secondary" schools; and from here he will pass at about the age of 15 to the preparatoria where he will spend two years in a special course leading to some one of the colleges or schools of the University; and, finally, the student will enter the University proper at about the age of 17 or 18 years.

A second possible route is for the student, after completing the primary and "secondary" schools, to enter some one of the professional schools of the University by way of the city Normal Schools. (Usually this would mean entering the Teachers College -- Escuela Normal Superior -- or the College of Philosophy and Letters.)

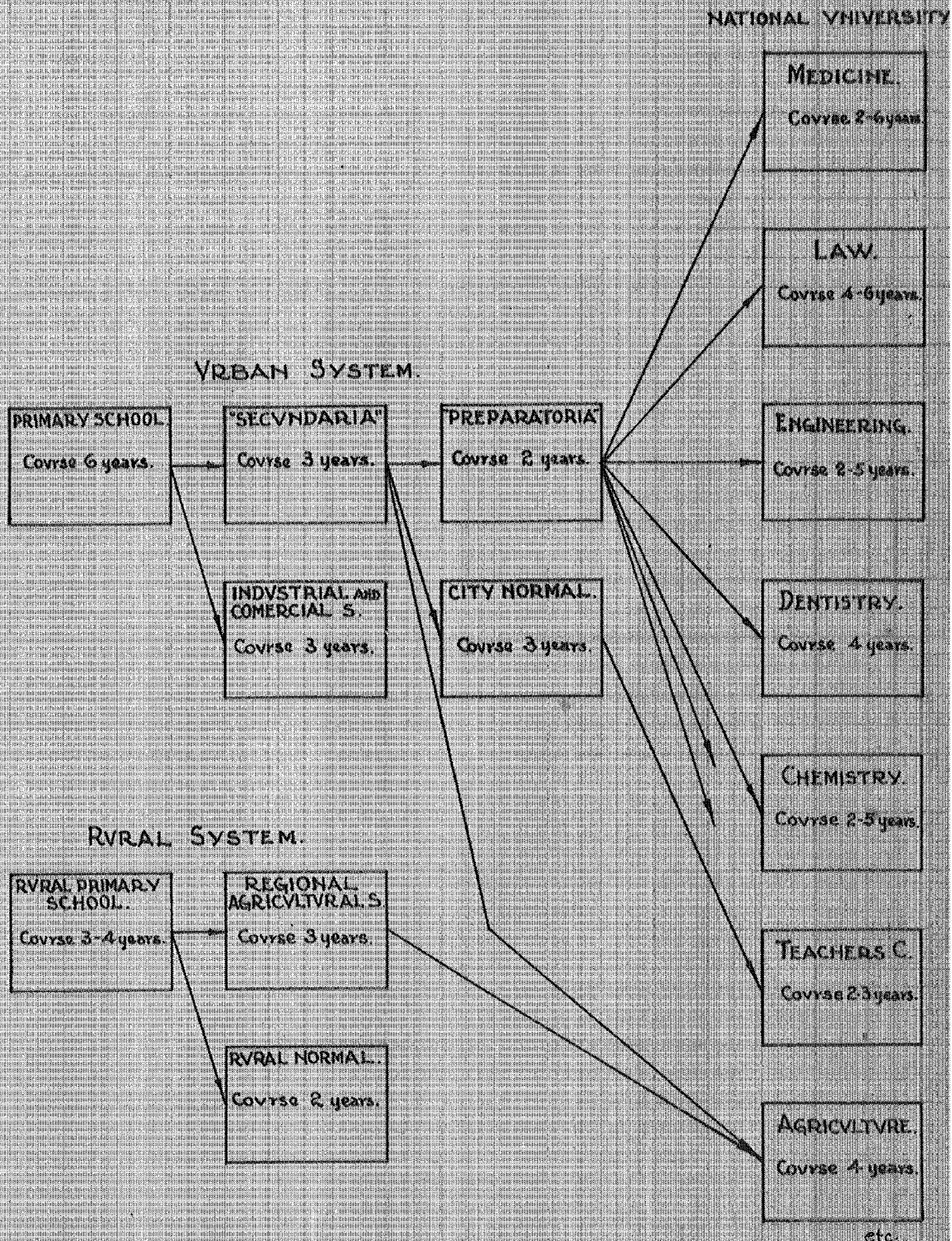
Finally, it is also possible, as we have noted, to enter the National University (or, at least, to enter the College of Agriculture) by way of the Regional Agricultural School. Other combinations are, to be sure, possible, but the foregoing would represent the normal course of advancement up the educational ladder for a Mexican student.

HISTORY OF HIGHER EDUCATION IN MEXICO

In Mexico the history of higher education, in the meaning given this term in the western world, is practically

CHART I.

THE EDUCATIONAL LADDER IN MEXICO.



coterminous with the history of the National University. Agitation for the founding of the University began as early as 1539, less than twenty years after Tenochtitlan fell before the sword of the Spaniards. After some ten years discussion of the project, the first Viceroy to New Spain, Antonio Mendoza, at the instigation of the city fathers of Mexico and the officials of the Church, petitioned Charles V to establish the University of Mexico. This petition was granted and in 1551 Charles ordered the foundation of a University modeled on the University of Salamanca in Spain. For its support one thousand pesos gold were set aside by the government each year. In 1555 Papal confirmation of the foundation of the new University was given by Paul IV and a little later the royal patronage of the Kings of Spain and the title "Pontifical" were bestowed upon the institution. Thus it came about that the "Royal and Pontifical University of Mexico" was the first university to be established in the New World.

The actual inauguration of the University did not take place until 1553. In this year under the auspices of the second Viceroy, Luis de Velasco, the University was formally opened and in honor of the occasion the Viceroy himself and the audencia attended classes every day for a whole week. It was not, however, until 1584, thanks to the funds provided by the municipal authorities, that the construction of the first building expressly dedicated to the University was begun.

The University exerted great social and intellectual influence throughout the colonial epoch. "The institution was of course scholastic, in keeping with the universal custom of the times. The fees for matriculation were not excessive, placing

the institution within the reach of most of the Spanish inhabitants. Degrees came to be heavily expensive toward the end of the colonial period, however, and graduates were usually obliged to seek well-to-do patrons in order to find money wherewith to meet the costs of the doctoral degree. The investiture was accomplished by public oral examinations, and professorships were conferred competitively in the same way... The government of the institution was mediaeval, being in the hands of the students, alumni, and professors who constituted the cloister. The rector, elected annually by the cloister, wielded civil and criminal jurisdiction over the institution, and was a person of much political and social prestige."⁵

Between the years 1553 and 1775 over 25,000 Bachelor's degrees (many of these to students between the ages of 12 and 14 years), well over a thousand Doctor's degrees, and a fair proportion of Master's degrees were granted.⁶ The graduates of the University came to occupy many of the most important positions in the religious and political organization of the viceroyalty.

Due to the fact that most of the professors and prominent alumni were Spaniards, the University did not participate in or actively assist the movement for independence (1810-21). Nevertheless, after independence from the mother country had been achieved and later when Iturbide had been proclaimed Emperor of Mexico the University officially congratulated him and publicly declared that it would support the new order of things.

During the next decades the history of the University was a stormy one. In 1833 the University was closed by order of President Gómez Farías. Although in the following year it was re-

opened by Santa Ana, due to the bad name which it had gained by opposing the policies of the government and because of the poor quality of its administration and regulation, the University for twenty years continued to exist in name only and the University building was much more often used for political reunions, elections, and even as a jail, than for classroom purposes. After being opened and closed on several other occasions (1857, 1858, and 1863), the University was finally and definitely suppressed by the Emperor Maximilian in 1865. And thus it remained until 1910.

Other Institutions of Higher Learning

Both during and after the colonial period numerous other institutions of higher learning, in addition to the National University, were opened in Mexico. The Jesuits were particularly active in this field. They started a college in Zacatecas in 1616 and another at Guadalajara in 1659. Still others were founded at about the same period in San Luis Potosí and Querétaro. In Mexico City the Jesuit College of San Pedro y San Pablo, incorporated in 1618 with that of San Ildefonso, was one of the most influential schools in the country, rivalling the University itself. At the time of their expulsion in 1767 the Jesuits had some twenty-three colleges and several seminaries in different parts of the country. Other orders such as the Franciscans also conducted schools and colleges, but the Jesuit influence was supreme in education.

Various colleges and universities have been founded from time to time under governmental auspices, such as, for example, the University of Guadalajara which was created in 1791. At the present time the following state supported provincial

universities are in existence: the University of Guadalajara, in the state of Jalisco; the Michoacán University of San Nicolás Hidalgo, in the state of Michoacán; the University of San Luis Potosí, in the state of San Luis Potosí; and the University of the Southwest, in the state of Yucatán. With the exception of the University of Guadalajara and the University of the Southwest, however, these institutions are for the most part universities in name only. Since it is the purpose of the writer to devote a separate monograph to a consideration of Mexican provincial universities, no further attention will be given to these institutions at this point.

Recent History of the National University

In the year 1910, a few months before he went out of office, President Porfirio Díaz issued a law which provided for the re-organization and re-opening of the University under the name of the National University of Mexico. In conformance with this law and its subsequent regulations and modifications, the National University was formed by the union of the National Preparatory School, the School of Fine Arts, and the Colleges of Jurisprudence, Medicine, Engineering, and Superior Studies (Altos Estudios). The administration of the University was placed in the hands of the Minister of Public Education, a Rector appointed by the President of the Republic, and the University Council made up from members of the faculty. Each of the Colleges and Schools was administered by a Director. Although at times functioning rather erratically and suffering numerous changes in administrative personnel (especially during the worst

of the revolutionary years), the National University continued to exist in the general form dictated by the law of 1910 until July of the present year (1929). At this time another re-organization took place and a new institution known as the National Autonomous University was created. In order to understand this latest change in the fortunes of the National University, it will be necessary to review briefly the history of the recent student strike.

The Student Strike of 1929

The more remote causes of the student strike which began in May of the present year (1929) were rooted in certain of the administrative reforms which were made in the University during the revolutionary years from 1910 to 1921. Perhaps the most drastic of these reforms was that by which the first three years of the curriculum of the National Preparatory School was taken away from the University and put under the direction of the Ministry of Public Education. This reform, which was put into effect in 1919, while fighting under Carranza was still going on, was a somewhat premature and unhappy attempt to create in Mexico a system of secondary schools corresponding to the American high school program.

As might have been expected, the more conservative forces in the Mexican educational world fought the movement tooth and nail. However, those backing the reform were eventually successful, and by 1924 the cleavage between the old Preparatory School and the secondary schools (escuelas secundarias) was complete. A series of the new secondary schools offering a three-year general course were created by the Ministry of Public Education, with the result that, as has been pointed out above,

at the present time the first three years of the secondary cycle are completely separated from the last two-year period, the latter only remaining under the jurisdiction of the National University and forming the preparatory cycle proper.

The cutting off of the first three years of the old preparatory course represented a major change in the organization of the University and of secondary education in Mexico and caused a considerable amount of unrest and dissatisfaction among the students and members of the University faculty. Other reforms and changes were also made from time to time, the whole movement toward modernization culminating at the beginning of 1929 with the selection of a very young Rector as the head of the University. As was natural, the new Rector surrounded himself with men of his own age. The most important of the changes in the administrative personnel made by the new Rector was the appointment of a young and progressive man as the head of the Law School. The Law School, it should be noted, was perhaps the best example of the old regime and, by reason of its very nature, more than any of the rest of the University Colleges, conservative and scholastic. Things were ripe for an outbreak of some sort, and only an excuse was necessary to precipitate a crisis. This excuse was soon found.

The traditional system of examinations in the University was that of oral questioning before a jury of three members of the faculty. Obviously, a procedure of this type in a university with an enrollment of some eight thousand students was inefficient and ineffective. In 1919, when so many reforms were made in the National Preparatory School, a system of written examinations was

introduced in place of the traditional oral procedure. Although the students went on strike at the time, the system was nevertheless successfully installed. Gradually, the system of written examinations was accepted by various other departments of the University, but for one reason or another it was never possible to effect the change from the old to the new procedure in the College of Law. Some of the men who came into the University as its leaders and directors at the beginning of 1929 felt that the Law School should be compelled to comply with the regulations concerning written examinations, and took steps to bring this about. When the time came for the first examination, however, the students of the College of Law as a body refused to take the examination and promptly went on strike.

The strike extended from days into weeks. Hazing and general annoyance by the students in the streets became the order of the day and on several occasions firemen and policemen had to be called out to put down disorder. Matters were further complicated by the introduction into the situation of the passions and prejudices of the current presidential campaign in Mexico. Many of the students in the Law School were supporters and backers of José Vasconcelos (the opposition candidate to the party in power at the time) and were only too glad to use the strike as an occasion for embarrassing the government. Matters were becoming day by day more intense and a clash of a serious nature was expected at any moment. On the 23 of May, when the nerves of the students and the populace in general were overstrung and the students were past good humor, this clash came. The police and firemen were called out to quell a disturbance, caused by the students trying to force

an entrance to the College of Law which had been previously closed by the University authorities. Bricks began to fly, clubs and night sticks were used freely, and finally guns were drawn. A number of shots were fired and several people were wounded. The next day a sympathy strike was started by students in other colleges of the University and even in the secondary and primary schools. Meetings were held, speeches were made, and threats were bandied about. The students occupied some of the University buildings and ejected teachers and administrative officers.

At this point, the President of the Republic took things in hand and declared a cessation of hostilities. The guards were withdrawn from the University buildings and the students were invited to present a petition to the President. This they did forthwith, at the same time staging a great parade through the main streets of the city in which some twenty thousand persons took part. All kinds of childish and extreme demands were made in the petition, including the resignation of all of the important officials of the University, and even of the Secretary and Sub-Secretary of Public Education. The President refused to accede to the more extreme demands of the students, but promised to take the whole matter under consideration. The result was a decision on the part of the President to introduce a law into Congress granting the National University its autonomy.

The Granting of Autonomy to the National University

As has been indicated above, in 1910 the University was reopened by the decree of Porfirio Díaz and was placed under the administrative jurisdiction of the Ministry of Public Education.

Under this law, which continued in effect until the new law of 1929 was passed, the Rector, principals, and members of the faculty of the various colleges which make up the University were to all intents and purposes appointed by the Ministry of Education. The University Council was given jurisdiction over technical matters such as the curriculum and the relationships between the colleges, but it was generally recognized on all sides that despite this administrative freedom the University was, to say the least, very intimately connected with the Ministry of Education. From 1910 on, this putative, if, indeed, not actual, subjection of the University to the Ministry of Education had been cause for complaint on the part of the students and members of the faculty and there had been a growing agitation for the severance of the relationship.

The decision, therefore, on the part of the President of the Republic to grant the University its autonomy represented at once something more and something less than the students had bargained for. At first the students had difficulty in seeing exactly how their petition had been answered, but they finally decided to accept the solution which the President offered and to cooperate with the authorities in the formation and study of the proposed new law. An extraordinary session of Congress was called and after some weeks of debate, on July 22, 1929, a law entitled the "Basic Law of the National Autonomous University" was unanimously passed by the National legislative body. The meaning and significance of this law will become apparent in the following pages.

THE NATIONAL AUTONOMOUS UNIVERSITY

The avowed reasons for the creation of the National Autonomous University, as stated in the Preamble of the Basic Law, are:

"That it is the proposition of revolutionary governments to create functionally democratic institutions, which, duly identified with national principles and ideals and assuming their responsibilities to the people, shall be vested with attributes proper for the discharge of the social function corresponding to them;

"That the democratic theory demands, in ever growing degree, the delegation of functions, the division of powers and responsibilities, the socialization of institutions, and the effective participation of members of collective society in the direction of the same;

"That the autonomy of the National University has been the ideal of the revolutionary governments and of the Mexican University;

"That it is necessary to empower, within the limits of the democratic revolutionary ideal, the National University of Mexico to accomplish the purposes of imparting higher education, to contribute to the progress of Mexico in the conservation and development of Mexican culture, taking part in the study of the problems which affect our country, as well as to draw near to the people for the efficient accomplishment of its general purposes, and in the interest of educational extension;....

"That the autonomy of the University should signify a greater freedom for work at the same time that it signifies a disciplined and balanced liberty;

"That it is necessary to give students and professors a more direct and real participation in the management of the University". (For complete translation of the "Basic Law of the National Autonomous University", see Appendix A.)

Following the preamble from which the above section has been quoted, article 1 of the Basic Law announces that "The National University of Mexico has for its ends the imparting of higher education and organization of scientific research, principally of national conditions and problems, in order to

form professional and technically trained men useful to society, and to express the national culture in its highest phases, to aid in the integration of the Mexican people. It will also be a purpose of the University to spread the instruction which is given in the classes, by means of University extension work, to all those who are not able to attend the classes, thus placing the University at the service of the public."

The Location and Divisions of the National University

The National Autonomous University is located in the Federal capital of the Republic, Mexico City. The City, as is well known, is in turn situated on the high Mesa Central in the south-central part of Mexico. Both the political and cultural center of the nation's life, Mexico City is by far the largest city in the country, having, according to the 1921 census, a population of over six hundred thousand.

The University buildings are, as may be seen from the map appended to this study, scattered in various portions of the city and its suburbs with the greatest concentration in the so-called older part of the city to the north of the National Palace and the Plaza de la Constitución.

The University as constituted by the Law of 1929 is made up of the following colleges, schools, and institutions.

Colleges:

- College of Philosophy and Letters
- College of Law and Social Sciences
- College of Medicine
- College of Engineering
- College of Agronomy
- College of Odontology
- College of Chemical Sciences and Industries
- College of Commerce and Administration

Schools:

Preparatory School
 School of Fine Arts, in which are included the
 Schools of Painting, Sculpture, and the
 College of Architecture
 Teachers College (Normal Superior)
 School of Physical Education
 National School of Veterinary Medicine

Research and Other Institutions:

National Library
 Institute of Biology
 Institute of Geology
 Astronomical Observatory

The constitution of the University in the above indicated fashion represents the following changes and additions to the University as organized before the passage of the Law of July 1929:

New Institutions Added: (a) The College of Agronomy; (b) the National School of Veterinary Medicine; (c) the National Library; (d) the Institute of Biology; (e) the Institute of Geology; and (f) the Astronomical Observatory.

Changes: (a) The College of Chemistry and Pharmacy is changed to the College of Chemical Sciences and Industries; (b) the Teachers College is made independent of the College of Philosophy and Letters; (c) the School of Commerce and Administration is combined with the School of Public Administration to form the College of Commerce and Administration; (d) the National Conservatory of Music and the School of Sculpture are separated from the University and placed under the jurisdiction of the Ministry of Public Education.

Enrollment

The total enrollment in the University in the last year

(1927) for which complete statistics are available was 8,940 students. As may be noted in the table quoted on the following page (See Table I and Chart II), the four departments of the University having the largest enrollments of students are the College of Medicine (1,546), the National Preparatory School (1,479), the National School of Fine Arts (1,403), and the National School of Music (1,084). The number of students taking courses in these schools in 1927 totaled 5,512, or over 60% of all students enrolled in the University.

Of the professional schools proper (i.e. Medicine, Dentistry, Engineering, and Law), the Medical College leads all others -- indeed, the Medical college has almost twice as many students as all other professional schools combined. In passing, it is also interesting to note that only a little more than 30% of the total number of students in the National University are women, and that if the Schools of Fine Arts and of Music are excluded the percentage of women students decreases to a little more than 20%. In the professional schools, by far the largest number of women are found in the College of Medicine; in this College 348 women are enrolled, while only 2 are listed in the College of Engineering, 41 in the College of Dentistry, and 10 in the College of Law and Social Sciences.

Degrees

Courses are offered in the various Colleges and Schools which constitute the National University leading to the degrees of Bachelor, Master of Science, Master of Fine Arts, Master of Letters, Master of Philosophy, Doctor of Science, Doctor of Letters,

TABLE I

TOTAL ENROLLMENT OF STUDENTS IN THE NATIONAL UNIVERSITY OF MEXICO
BY DEPARTMENTS AND COURSES -- 1927

Department and Course	Enrollment		Total
	Men	Women	
<u>College of Medicine</u>	<u>1, 198</u>	<u>348</u>	<u>1,546</u>
General Medicine	1, 198	56	1,254
Nursing		153	153
Midwifery		139	139
<u>College of Dentistry</u>	<u>168</u>	<u>41</u>	<u>209</u>
<u>College of Engineering</u>	<u>202</u>	<u>2</u>	<u>204</u>
Civil Engineering	150	2	152
Mining Engineering	16		16
Electrical Engineering	17		17
Oil Engineering	5		5
Topographical Engineering	14		14
<u>College of Chemistry and Pharmacy</u>	<u>131</u>	<u>64</u>	<u>195</u>
Chemical Engineering	63	4	67
Chemistry	6	1	7
Pharmaceutical Chemistry	30	30	60
Oil Chemistry	8		8
Pharmistry	6	4	10
Metallurgy	9		9
Pharmistry Assistants	9	25	34
<u>School of Industrial Chemistry</u>	<u>173</u>	<u>38</u>	<u>211</u>
Tanning	16	2	18
Photo-Chemistry		5	5
Soap Making	135	11	146
Perfume Making	22	20	42
<u>National School of Fine Arts</u>	<u>1,187</u>	<u>216</u>	<u>1,403</u>
Architecture	50		50
Painting	964	197	1,161
Sculpture	69	8	77
Engraving	7	11	18
Mechanical Drawing for Workmen	97		97
<u>National School of Music</u>	<u>382</u>	<u>702</u>	<u>1,084</u>
Singing	18	176	194
Harp	1	12	13
Violin and Viola	97	24	121
Violon-cello	15	3	18
Double Bass	5		5
Flute	6		6
Simple Orchestral Instruments	25		25
Advanced Orchestral Instruments	4		4
Horns	16		16

Table I (Cont.)

Total Enrollment of Students in the National University of Mexico
by Departments and Courses -- 1927

Department and Courses	Enrollment		
	Men	Women	Total
Piano	72	210	282
Organ	6	4	10
Composition	70	81	151
Elocution	47	192	239
<u>College of Philosophy and Letters and Teachers College</u>	<u>195</u>	<u>606</u>	<u>801</u>
Professor			
Master			
Doctor	195	606	801
Professor of Secondary Schools			
Director of Primary Schools			
School Inspector			
<u>College of Law and Social Sciences</u>	<u>438</u>	<u>10</u>	<u>448</u>
Master in Law	<u>438</u>	<u>10</u>	<u>448</u>
Doctor in Law			
Master in Social Sciences			
Doctor in Social Sciences			
<u>National Preparatory School</u>	<u>1,336</u>	<u>143</u>	<u>1,479</u>
Day School	<u>1,178</u>	<u>70</u>	<u>1,248</u>
Night School	158	73	231
<u>School of Public Administration</u>	<u>419</u>	<u>200</u>	<u>619</u>
Public Accountant	<u>419</u>	<u>200</u>	<u>619</u>
Specialist in Tariffs			
Specialist in Taxation			
Specialist in Administration			
Specialist in Public Finance			
Specialist in Military Administration			
Office Work			
<u>Summer School (for foreign and Mexican students)</u>			
Foreign Students	43	191	234
Kindergarten Courses		147	147
<u>School of Physical Education</u>	Not part of University in 1927		
<u>"Galación Gómez" School</u>	Not part of University in 1927		
<u>School of Sculpture</u>	<u>325</u>	<u>35</u>	<u>360</u>
Totals	6,197	2,743	8,940

NOTE: The source of the above statistics does not indicate if duplicate registrations are counted. The National School of Music will not be included in the University under the new organization decreed by the Law of 1929. Of the total number of students enrolled, 5,045 are classified as "regularly enrolled" and 3,895 as "irregular."

Statistics from Noticia Estadística sobre la Educación Pública de México, 1928, p.948.

CHART II

ENROLLMENT OF STUDENTS IN THE NATIONAL UNIVERSITY OF MEXICO BY DEPARTMENTS - 1927-

NUMBER OF
STUDENTS.

PERCENT
OF TOTAL.

1,546

- COLLEGE OF MEDICINE -

17.3%

1,479

- NATIONAL PREPARATORY SCHOOL -

16.6%

1,403

NATIONAL SCHOOL OF FINE ARTS.

15.7%

1,084

NATIONAL SCHOOL OF MUSIC.

12.2%

801

COLLEGE OF PHILOSOPHY AND LETTERS
AND TEACHER'S COLLEGE.

8.9%

619

SCHOOL OF PUBLIC ADMINISTRATION.

6.9%

448

COLLEGE OF LAW AND SOCIAL SCIENCES.

5.1%

318

SUMMER SCHOOL.

4.2%

360

SCHOOL OF SCULPTURE.

4.1%

211

SCHOOL OF INDUSTRIAL CHEMISTRY.

2.3%

209

COLLEGE OF DENTISTRY.

2.3%

204

COLLEGE OF ENGINEERING.

2.3%

195

COLLEGE OF CHEMISTRY AND PHARMACY.

2.2%

Doctor of Fine Arts, and Doctor of Philosophy.

The degrees here listed, it should be noted, are the degrees which the new Autonomous University plans to grant in coming years, and do not correspond to the degrees previously granted. An idea of the types and numbers of degrees and diplomas which the University has been giving up to the present year may be obtained from Table II. (For further detail with reference to degrees, see below, sections dealing with the separate Colleges and Schools.)

University Faculty

For the year 1927, a total of 696 teachers are listed as giving courses in the National University. In addition to these teachers, (profesores), there were also 201 assistants (ayudantes) acting in the capacity of laboratory helpers, quiz masters, and tutors. Of the total number of teachers employed in the University, 650 were men and 46 were women; of the assistants, 167 were men and 34 were women. (For the distribution of teachers by departments, see below, Table XXI , p.167.)

University Calendar

Ordinarily, the National University of Mexico begins its school year about the middle of February. Two long vacations are given during the course of the year (one of nine days between the months of March and April, and one of five days in the middle of September) and various other holidays are allowed from time to time for the celebration of local and national anniversaries. Intra-term examinations and reviews are given usually in the middle

of the months of May and August. Final examinations begin in the middle of November and the school year closes on the 1 of December. (For a complete calendar of the University year, see Appendix B.)

Government and Administration of the University

By the law of July 1929, the government and administrative control of the National University of Mexico is vested in the University Council, the Rector, the Directors of the Colleges, Schools, or Institutions, and in the Academies of Professors and Students.

The University Council

With the exception of certain rights and powers which are reserved for the President of the Republic, (see below p.46), the Council represents the supreme authority in the government of the National University. Its decisions are mandatory and may not be modified except by the Council itself. The Council is made up of (a) ex-officio members, including the Rector, the Secretary of the University, and the Directors of the Colleges and Schools; (b) elected members, including two titled professors, two regularly enrolled students from each college or school, one male and one female student from the Student Federation, and a delegate designated by each one of the alumni associations; and (c), a delegate selected each year by the Minister of Public Education.

The professorial councillors are elected by a majority vote in the general assembly of the faculty and retain office for two years. The student councillors are elected by a majority vote of the total number of students registered in any given college or

TABLE II

NUMBER OF DIPLOMAS AND CERTIFICATES GRANTED BY THE NATIONAL
UNIVERSITY OF MEXICO BY DEPARTMENTS AND COURSES -- 1927

<u>Department and Course</u>	<u>Diploma</u>	<u>Certificate</u>
<u>College of Medicine</u>		
General Medicine		102
Nursing		21
Midwifery		31
<u>College of Dentistry</u>		
Doctor of Dentistry		20
<u>College of Engineering</u>		
Civil Engineer		7
Mining Engineer		2
Electrical Engineer		1
Oil Engineer		
Topographical Engineer		1
Metallurgical Engineer		1
<u>College of Chemistry and Pharmacy</u>		
Chemical Engineer		6
Chemist		
Pharmaceutical Chemist		7
Metallurgist		
Pharmist Assistant		
<u>School of Industrial Chemistry</u>	Does not grant certificates	
<u>National School of Fine Arts</u>		
Architect		2
Painter		
Sculpture		
Engraver		
<u>National School of Music</u>		
Singing		3
Piano		2
Organ		1
<u>College of Philosophy and Letters and Teachers College</u>		
Teacher	3	
University professor	1	
Doctor		
Teacher of Secondary Schools		
Director of Primary Schools		
School Inspector	2	

Table II (Cont.)

Number of Diplomas and Certificates Granted by the National
University of Mexico by Departments and Courses -- 1927

<u>Department and Course</u>	<u>Diploma</u> ¹	<u>Certificate</u> ²
<u>College of Law and Social Sciences</u>		
Master in Law	33	
Doctor in Law		
Master in Social Sciences		
Doctor in Social Sciences		
<u>National Preparatory School</u>		
(Preparatory courses, i.e. bachelor's diploma)	163	
<u>School of Public Administration</u>		
<u>Summer School</u>		
	<hr/>	<hr/>
Totals	172	207

NOTES:

¹ Diploma ordinarily indicates simply the completion of a given course.

² Certificate usually means a degree which carries with it a license to practice a profession.

³ The statistics given in the above table do not check with similar statistics issued in other publications by the Department of Education. In the case of the number of degrees granted in the Law School for the year 1927, there is obviously an error in the above quoted table, i.e. the Law School does not grant diplomas for the Master in Law but always certificates for this course; and from other sources it appears that in this year 29 such certificates were granted.

Statistics from Noticia Estadística sobre la Educación Pública de México, 1928, p.966.

and retain office for one year. The alumni delegates to the University Council, like the professorial delegates, remain in office for two years and are selected from the various accredited alumni associations such as the National Academy of Medicine, the Association of Engineers and Architects, the Mexican Bar Association, and the Association of Mexican University graduates.

The University Council functions both as a whole and in commissions. The permanent Commissions are:

- (a) the Commission of the Treasury and Administration, a Committee which is formed by the Rector, the Treasurer of the University, and by two members of the Council, one professorial and one student;
- (b) the Commission of Inspection and Validation of Studies, Titles, and University Degrees, which is made up of one student councillor and two professorial councillors;
- (c) the Commission of the Budget, which is constituted by the Rector, the Treasurer of the University, a faculty councillor, and by two other members elected by the Council either from its own membership or outside of it.

The principal duties and powers of the University Council as granted in the Law of 1929 are as follows:

- (a) to review and approve the courses of study, methods of teaching, and system of examination of any given college or school at the request of the Academy of Professors and Students of the institution concerned;

- (b) to create and allow the incorporation of new institutions within the University;
- (c) to establish the rules for the validation and granting of titles and degrees;
- (d) to elect the Rector of the University from a list of three candidates presented by the President of the Republic;
- (e) to appoint the Directors of the Colleges and Schools of the University from a list of three nominations made in each case by the Academy of Professors and Students of the institution concerned;
- (f) to regulate the number of professors and to appoint the teaching personnel of the Colleges and Schools from a list of three nominations made in each case by the Academy of Professors and Students of the institution concerned;
- (g) to formulate the rules which govern the admission of students to the University institutions;
- (h) to discuss and approve the budget of the University presented by the Commission of the Budget;
- (i) to transfer real estate properties, pay mortgages, lend money, and authorize investments when the amount involved at any given time exceeds 10,000 pesos or 5,000 pesos where periodic obligations are concerned;
- (j) to authorize payments greater than 2,000 pesos at any given time, and payments of 1,000 pesos where periodic obligations are involved which may affect those sections of the budget of the University destined to cover extraordinary and unforeseen expenses;

- (k) to accept or refuse donations and legacies made to the University;
- (l) to regulate and grant scholarships from the funds received by the University from the Federal Government and from the funds belonging to the University itself.

The Rector

As has been noted above, the Rector of the University is elected by the Council from a list of three nominations made by the President of the Republic. The Rector is chosen for a term of three years and during this period may not hold any other office in the Government, that of instructor within the University itself being included. In order to fill the position of Rector of the National University, it is necessary to be a Mexican by birth, to be more than thirty years of age and younger than sixty-five, to have a University degree higher than that of Bachelor (i.e. the diploma given on the completion of the Preparatory course), and to be a person of recognized "scientific, philosophic, or artistic ability."

The principal duties and powers of the Rector are as follows: (a) "to preside over the University Council and its Commissions, when he attends their meetings" and to call ordinary and extraordinary sessions of the Council; (b) to appoint the Directors of the University institutions which do not have an Academy of Professors and Students; (c) to fill ad interim vacancies of Directors and Professors; (d) to authorize in agreement with the Commission of Treasury and Administration the expenditures indicated in the University budget; (e) to inspect

and supervise the functions of the University and of the Colleges, Schools, and Institutions which constitute it; (f) to send an annual report to the President of the Republic, to the Congress of the Union, and to the Ministry of Public Education.

The Directors of Schools and Colleges

In order to be the Director of any College in the National University or of the Preparatory School, it is necessary to be: (a) Mexican by birth; (b) older than twenty-five and younger than sixty-five years of age; (c) to have a University degree higher than Bachelor, or to have a degree from the Institution to which the individual in question is to be appointed; and (d) to have taught at least one academic year in some one of the University colleges or schools. Directors of other schools or institutions in the University must be Mexicans by birth, fulfill the age requirement noted above, and "possess the technical qualifications which in the judgment of the Council may be necessary to fill the office in question."

The principal duties of the Director of a College or University School are: (a) to direct the technical activities of the institution in his charge; (b) to maintain discipline and see that the University regulations are complied with; and (c) to convoke and preside over the meetings of the Academies of Professors and Students.

The Academies of Professors and Students

The last instrumentality through which the National University is governed -- the Academies of Professors and Students

-- represents an attempt on the part of the University to decentralize and democratize its functioning. Each of the Schools and Colleges is supposed to have an Academy in which professors and students have equal representation. These bodies are charged with the responsibility of the progress and government of their respective institutions. No change which represents any substantial modification of the courses of study and teaching methods, examinations, or organization of the schools and colleges can be made by the Rector of the University without consulting the Academies. Also, the Academies have the right to fill vacancies in the offices of Director, or of any of the teaching positions in the college or school which they represent by submitting to the University Council a list of three nominations in any given case.

Administrative and Business Offices of the University

The actual administration and coordination of the activities of the National University is for the most part carried on in a central office known as the Secretaría General de la Universidad. It is the business of this office to keep all student records, to take care of all matters which pertain to the relation of the students to the faculty -- in a word, to perform those functions which belong to the office of the Dean in an American University.

The business administration of the University -- the formation of the budget, the care and distribution of University funds, the collection of student fees, and so forth -- is allocated to another department called the Departamento de Administración.