

Projected Course in the Colegio de Mexico:

1. The course to be arranged by Colegio de Mexico, approved by Smith.
2. To be as flexible as possible to allow choice.
3. Cooperation with the Escuela de Antropología and the Universidad Nacional if possible, to give greater range of subjects.
4. Credit to be given by Colegio de Mexico if acceptable to Smith. Possibility of making arrangements with the Universidad Nacional to have it extend credit for work done.
5. Courses to be open to other qualified students.
6. Courses to be in Colegio de Mexico or other educational centers where students will have use of study rooms and library.
7. For this course the Colegio de Mexico will charge a tuition per person, with a minimum of perhaps fifteen students being guaranteed.

Advantages to Smith of such a plan:

1. Our present plan of the current Director arranging courses on her arrival ~~seems~~ necessarily gives the course an improvised character. Professors who are already fully occupied are asked to take on the extra burden of the Smith classes. Many have accepted when it really is an imposition on their time and amiability to do so, out of interest in our plan. A plan such as the one outlined above could be made well in advance. It would have the distinction of recognition by Mexican Institutions, a thing we have never had here.

Difficulties of the Calendar:

1. From punto de vista Smith:

Smith runs on a yearly plan. The houses are filled from September to June, no one being admitted at mid years. There are relatively few half courses. If Smith students should try to attend the whole Mexican academic year, it would cut two years in half. Doubtful that the Faculty and Administration of Smith would allow it.

2. From punto de vista Mexico:

Smith students begin their course here in November when all schools here are ending. If a professor accepts the obligation of giving classes to the Smith group for the first semester, he sacrifices the freedom of his long vacation (December, January, Feb.)

Even the present plan of having students stay until the end of June does not give time to complete fully a semester's work in Mexican Institutions, as examinations for the first semester are not completed until July 15.

Suggested change:

Smith students spend their first semester in Northampton. They would arrive here the first of February, spend the usual preliminary month in some provincial city, be ready for work the first of March.

An intensive course of a year's work in a semester could be planned to extend from March 1 to August 1. (I mean that the material normally presented in classes in the University from March to November could be arranged for a semester only). Courses of suitable nature in other schools here - University, Escuela de Antropologia - could be included to give flexibility to the course.

Students could travel in August, return to Northampton for normal opening of school in the Fall.

Other arrangements would probably have to be made for living here, as we could scarcely expect Mrs. Iturbe to take a house for us for only five or six months.

The plan has many signal advantages, the greatest of which is that we could really become a part of the academic life in Mexico instead of being only on the fringes as we are now. We could have official recognition, which is very important. We would not have to depend upon the kind-heartedness of our friends to get the classes we need.

From the social point of view, the Director recommends it. Less time to become emotionally involved here in Mexico. This opinion based on direct observation.

Copy to Dr. Bonbullen
Pres. Davis
Miss Sylvia

Thanks for the grades. Set
us know when you can see
me again. Saludos
Katherine Whitman

D. Cosío

Résumé of Conversation between Dr. Borbolla and K.R.W., May 2.

Projected Course in the Colegio de Mexico:

- ✓ 1. The course to be arranged by Colegio de Mexico, approved by Smith. ✓✓✓✓
- ✓ 2. To be as flexible as possible to allow choice. ✓✓✓✓
- ✓ 3. Cooperation with the Escuela de Antropología and the Universidad Nacional if possible, to give greater range of subjects. ✓
- ✓ 4. Credit to be given by Colegio de Mexico ~~if acceptable to Smith. Possibility of making arrangements with the Universidad Nacional to have it extend credit for work done.~~ ✓
- ✓ 5. Courses to be open to other qualified students. ✓
- ✓ 6. Courses to be in Colegio de Mexico or other educational centers where students will have use of study rooms and library. ✓
- * 7. For this course the Colegio de Mexico will charge a tuition per person, with a minimum of perhaps fifteen students being guaranteed. ✓

17.000
apb

Advantages to Smith of such a plan:

- ✓ 1. Our present plan of the current Director arranging courses on her arrival necessarily gives the course an improvised character. Professors who are already fully occupied are asked to take on the extra burden of the Smith classes. Many have accepted when it really is an imposition on their time and amiability to do so, out of interest in our plan. A plan such as the one outlined above could be made well in advance. It would have the distinction of recognition by Mexican Institutions, a thing we have never had here.

Difficulties of the Calendar:

1. From punto de vista Smith:

Smith runs on a yearly plan. The houses are filled from September to June, no one being admitted at mid years. There are relatively few half courses. If Smith students should try to attend the whole Mexican academic year, it would cut two years in half. Doubtful that the Faculty and Administration of Smith would allow it.

2. From punto de vista Mexico:

Smith students begin their course here in November when all schools here are ending. If a professor accepts the obligation of giving classes to the Smith group for the first semester, he sacrifices the freedom of his long vacation (December, January, Feb.)

Even the present plan of having students stay until the end of June does not give time to complete fully a semester's work in Mexican Institutions, as exami-

nations for the first semester are not completed until July 15.

Suggested change:

Smith students spend their first semester in Northampton. They would arrive here the first of February, spend the usual preliminary month in some provincial city, be ready for work the first of March.

An intensive course of a year's work in a semester could be planned to extend from March 1 to August 1. (I mean that the material normally presented in classes in the University from March to November could be arranged for a semester only). Courses of suitable nature in other schools here - University, Escuela de Antropología - could be included to give flexibility to the course.

Students could travel in August, return to Northampton for normal opening of school in the Fall.

Other arrangements would probably have to be made for living here, as we could scarcely expect Mrs. Iturbe to take a house for us for only five or six months.

The plan has many signal advantages, the greatest of which is that we could really become a part of the academic life in Mexico instead of being only on the fringes as we are now. We could have official recognition, which is very important. We could not have to depend upon the kind-heartedness of our friends to get the classes we need.

From the social point of view, the Director recommends it. Less time to become emotionally involved here in Mexico. This opinion based on direct observation.

Résumé of Conversation between Dr. Borbolla and K.R.W., May 2.

Projected Course in the Colegio de Mexico:

1. The course to be arranged by Colegio de Mexico, approved by Smith.
2. To be as flexible as possible to allow choice.
3. Cooperation with the Escuela de Antropología and the Universidad Nacional if possible, to give greater range of subjects.
4. Credit to be given by Colegio de Mexico if acceptable to Smith. Possibility of making arrangements with the Universidad Nacional to have it extend credit for work done.
5. Courses to be open to other qualified students.
6. Courses to be in Colegio de Mexico or other educational centers where students will have use of study rooms and library.
7. For this course the Colegio de Mexico will charge a tuition per person, with a minimum of perhaps fifteen students being guaranteed.

Advantages to Smith of such a plan:

1. Our present plan of the current Director arranging courses on her arrival necessarily gives the course an improvised character. Professors who are already fully occupied are asked to take on the extra burden of the Smith classes. Many have accepted when it really is an imposition on their time and amiability to do so, out of interest in our plan. A plan such as the one outlined above could be made well in advance. It would have the distinction of recognition by Mexican Institutions, a thing we have never had here. ✓

Difficulties of the Calender:

1. From punto de vista Smith:

Smith runs on a yearly plan. The houses are filled from September to June, no one being admitted at mid years. There are relatively few half courses. If Smith students should try to attend the whole Mexican academic year, it would cut two years in half. Doubtful that the Faculty and Administration of Smith would allow it.

2. From punto de vista Mexico:

Smith students begin their course here in November when all schools here are ending. If a professor accepts the obligation of giving classes to the Smith group for the first semester, he sacrifices the freedom of his long vacation (December, January, Feb.)

Even the present plan of having students stay until the end of June does not give time to complete fully a semester's work in Mexican Institutions, as exami-

nations for the first semester are not completed until July 15.

Suggested change:

Smith students spend their first semester in Northampton. They would arrive here the first of February, spend the usual preliminary month in some provincial city, be ready for work the first of March.

An intensive course of a year's work in a semester could be planned to extend from March 1 to August 1. (I mean that the material normally presented in classes in the University from March to November could be arranged for a semester only). Courses of suitable nature in other schools here - University, Escuela de Antropología - could be included to give flexibility to the course.

Students could travel in August, return to Northampton for normal opening of school in the Fall.

Other arrangements would probably have to be made for living here, as we could scarcely expect Mrs. Iturbe to take a house for us for only five or six months.

The plan has many signal advantages, the greatest of which is that we could really become a part of the academic life in Mexico instead of being only on the fringes as we are now. We could have official recognition, which is very important. We could not have to depend upon the kind-heartedness of our friends to get the classes we need.

From the social point of view, the Director recommends it. Less time to become emotionally involved here in Mexico. This opinion based on direct observation.

SMITH COLLEGE
NORTHAMPTON, MASSACHUSETTS
DEPARTMENT OF SPANISH

24 ✓
Para mostrar como escogimos las de Smith.
las que no se aceptaron al principio
otras que no llegaron a cumplir los
requisitos.

4.00 — 4.9 = A

3.0 — 3.9 = B

2.0 — 2.9 = C.

ninguna con 4.
ni la más alta —

sólo lo con 3.0 o más

Historia

Whitmore copia el
viernes 10 de mayo

Historia

1. Culturas indígenas: 30 lecciones: D. R. B.
2. Instituciones Coloniales: 30 lecciones: S. Z.
3. La era independiente: 30 " : A. C. F.
4. Problemas contemporáneos de México: 32 lecciones: D. C. Y.

Letras

5. Español Avanzado: 90 lecciones: Alcalá
6. Literatura mexicana: 45 " : Castro Seal
7. Literatura hispanoamericana: 45 " : Jiménez Rueda
8. La cultura hispanoamericana: 45 " : Mañón de las
9. La cultura hispanoamericana: 45 " : Portuondo
10. La cultura hispanoamericana: 45 " : Portuondo

Arte

11. El arte colonial de México
12. El arte moderno de México

Ciencias sociales
Atención Journals

11 Problemas económicos de México

12 Problemas económicos de México

1-2-3 = Annual

5 = Annual

7-6 -

7-8

May 20, 1946

Dr. Daniel F. Rubin de la Borbolla
Colegio de Mexico
Ciudad.

Dear Dr. Borbolla:

In continuation of our discussion of a possible course to be offered by the Colegio de Mexico for Smith College Juniors, I submit the following remarks and suggestions:

1. Calendar: First semester: Nov. 6 to Feb. 28
(Suggestion only) Christmas vacation: Dec. 18 - Jan. 6
Examinations: Feb. 21-28

Second Semester: March 3 - June 21.
Easter vacation: two weeks
Examinations: June 16-20.

This calendar gives equal semesters of 14 weeks each, the last week of each semester to be used for examinations.

2. H ours: The minimum program given credit at Smith College consists of 15 class hours a week - usually five subjects given three times a week. This could be adjusted or changed, however, according to the materias providing the minimum is fulfilled.

3. Smith requirements: Since the following courses are requirements peculiar to this group of students, they could continue to be given privately at Lerma 76 as heretofore.

Literatura española
Composición (Español avanzado)
Fonética

4. The course of the Colegio de Mexico might be from 9 to 12 hours a week.

The subjects suggested in your sheet might be grouped according to the current idea of "area studies":

Mexico:

1. Basic courses: Historia de Mexico
Economic survey of Mexico
2. Areas (Geography, economic problems etc.)
 - (a) Precolombino: Cultura indigena
Arte precolombino
 - (b) Colonia: Literatura
Arte
 - (c) Independencia (?)

d. Mexico contemporaneo

Literatura
Arte
Problemas economicos
Problemas contemporaneos
Educación, religión, relaciones
internacionales, etc.

Hispano-america:

- a. La cultura hispanoamericana
- b. Pensamiento hispánico (instead of literatura hispanoamericana as suggested on your sheet of suggestions.)

I also put down, to have it on record, certain other courses which our students can get here and not at Smith, such as Anthropology and Archeology.

Since next year's Director of the group is the one who decides on the program and plan of the year, I only offer the foregoing as possible suggestions. If the Colegio de Mexico is to offer the course, which possibly will have other students, it would seem to me that the Directors of that institution should form a course of study which seems to them valuable, but arranged in such form and time that our students could enroll in it. I shall then send such a plan to President Davis and the Director of next year for their approval.

Cordially yours,

Katherine R. Whitmore

~~Copy## to Miss Sylvia~~

Better wait, & no?

México, D. F., Mayo 29 de 1946.

Sra. Katharine Whitmore,
Lerma 76,
México, D. F.

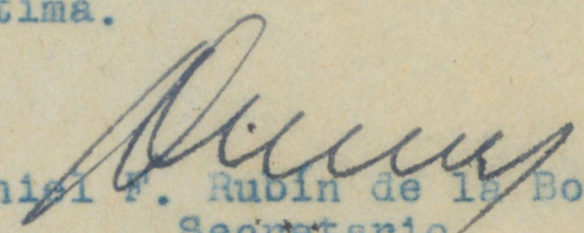
Muy distinguida y fina amiga:

Como fruto de las conversaciones informales que hemos tenido, don Alfonso Reyes, Presidente del Colegio de México, me ha dado instrucciones para que de a conocer a Smith College nuestro interés por los problemas que plantea el desarrollo de su trabajo en México.

En consecuencia, me permito adjuntarle un memorandum en el cual se expresa con claridad el modo de pensar del Colegio de México. Ruego a usted se sirva hacer llegar este documento a manos del Presidente de Smith College, con los saludos de nuestra institución.

Debo agradecerle, además, el tiempo, la paciencia, el interés que tan generosamente nos dió para discutir estos problemas, que tanto han servido para una feliz asociación, e intercambio de experiencias.

Ruego a usted Sra. Whitmore aceptar las seguridades de mi consideración y personal estima.


Daniel F. Rubin de la Borbolla.
Secretario.

Anexos: Original y copia de memorandum a Smith College.



El Colegio de México ha observado con interés real el trabajo que Smith College desarrolla cada año en este país. Considera que sus actividades académicas; las elevadas normas de enseñanza que mantiene y el propósito de conocer y familiarizarse con México, merecen la simpatía, el apoyo y ayuda de las instituciones mexicanas.

Las conversaciones informales que se han llevado a cabo entre la Sra. K. R. Whitmore y el Colegio de México han tenido como propósito estudiar los problemas que tiene el grupo Smith y buscar la forma en que una institución como el Colegio de México pudiera ayudar a resolverlos.

Conviene mencionar algunos de estos problemas. Los programas de las instituciones mexicanas casi nunca coinciden con el contenido de los cursos, número de horas de trabajo y horarios que convienen a los intereses académicos del Grupo Smith en México. Los calendarios, que siempre han sido motivo de serias dificultades para las relaciones universitarias entre los dos países, se agudizan en este caso porque el Grupo Smith tiene que sujetarse a los de su Colegio en los Estados Unidos, y a la vez, tratar de aprovechar cursos ya iniciados o por terminar, o profesores cuyo tiempo ya está sobrecargado de trabajo y sometido a regímenes de horarios arreglados con anterioridad. Esta si



tuación obliga a la Jefe de Grupo a concertar arreglos individuales que, sin dejar de ser favorables, en cuanto a que facilitan la preparación de un contenido adecuado para los cursos, constituyen un agregado más a las ocupaciones permanentes o temporales de los profesores y, en consecuencia, están sujetos a numerosas y variadas contingencias.

Como resultado de las conversaciones informales, a que ya se ha hecho mención, el Colegio de México considera que está en condiciones de colaborar con Smith College para la preparación, desarrollo y funcionamiento de su programa en México, y se permite señalar las bases sobre las cuales estaría dispuesto a considerar un arreglo formal con Smith College, cuando éste lo considere pertinente.

1.- El Colegio de México puede hacerse cargo de la preparación y ejecución de los programas académicos anuales del grupo Smith en México.

2.- Está dispuesto a dar todas las facilidades que ofrece su organización (salas de clases, biblioteca, sistemas administrativos, certificados de estudios, etc.)

3.- El Colegio de México está dispuesto a discutir conjuntamente con Smith los programas de trabajo académicos



co anual y todos los asuntos relacionados con el mejor funcionamiento de éstos.

4.- El Colegio de México sugiere la conveniencia de supeditar el límite numérico del grupo a la experiencia lograda en años anteriores y a los arreglos económicos del convenio entre las dos instituciones.

5.- Sugiere también que se estudie el programa anexo a este documento, como base para las discusiones.

6.- Está dispuesto a considerar el aspecto económico sobre la base de las necesidades académicas del programa, de acuerdo con las normas que El Colegio de México ha establecido para el pago de honorarios de profesores, y costos adicionales de materiales de trabajo etc.

ANEXO: Proyecto de Programa.

PROYECTO DE PROGRAMA PARA
GRUPO SMITH EN MEXICO.



I.- HISTORIA.- (120 lecciones. Horario: 3 veces por semana)

- # 1. Culturas Indígenas, 30 lecciones (excursiones con el profesor)
Daniel F. Rubin de la Borbolla
otros candidatos
- # 2. Instituciones Coloniales, 30 lecciones
Silvio Zavala
- # 3. La Era Independiente, 30 lecciones
Silvio Zavala (sugestión de Smith)
- # 4. Problemas Contemporáneos de México, 30 lecciones
Daniel Cosío Villegas
otros candidatos

II.- LETRAS.-

- # 5. Español, 90 lecciones (Horario: 3 veces por semana)
Manuel Alcalá (sugestión de Smith)
- 6. Literatura Española, 45 lecciones (3 veces por semana)
Manuel Alcalá (sugestión de Smith)
otros candidatos
- # 7. Literatura Mexicana 45 lecciones (3 veces por semana)
Castro Leal
Jiménez Rueda
otros candidatos
- 8. Literatura Hispanoamericana, 45 lecciones
Picón Salas
Portuondo
otros candidatos
- 9. La cultura Hispanoamericana, 45 lecciones
Picón Salas
Portuondo
otros candidatos

Smith ofrece
este curso en
EE. UU.

III.- ARTE.-

- # 10. El Arte Colonial en México, 30 lecciones (3 veces por semana, excursiones con el profesor)
Manuel Toussaint
otros candidatos
- # 11. El Arte Contemporáneo de México, 30 lecciones (3 veces por semana, y excursiones con el profesor.)
Fernando Gamboa
Justino Fernández
F. de la Maza
otros candidatos



IV.- CIENCIAS SOCIALES.-

12. Problemas económicos de México, 30 lecciones (2 veces por semana)
Daniel Cosío Villegas
Urquidí
Medina
otros candidatos.
Federico Bach.

OBLIGATORIOS.



El Colegio de México ha observado con interés real el trabajo que Smith College desarrolla cada año en este país. Considera que sus actividades académicas; las elevadas normas de enseñanza que mantiene y el propósito de conocer y familiarizarse con México, merecen la simpatía, el apoyo y ayuda de las instituciones mexicanas.

Ver al final

Las conversaciones informales que se han llevado a ca-
bo entre la Sra. K. R. Whitmore y el Colegio de México han
tenido como propósito estudiar los problemas que tiene el
grupo Smith y buscar la forma en que una institución como
el Colegio de México pudiera ayudar a resolverlos.

Conviene mencionar algunos de estos problemas. Los programas de las instituciones mexicanas casi nunca coinciden con el contenido de los cursos, número de horas de trabajo y horarios que convienen a los intereses académicos del Grupo Smith en México. Los calendarios, que siempre han sido motivo de serias dificultades para las relaciones universitarias entre los dos países, se agudizan en este caso porque el Grupo Smith tiene que sujetarse a los de su Colegio en los Estados Unidos, y a la vez, tratar de aprovechar cursos ya iniciados o por terminar, o profesores cuyo tiempo ya está sobrecargado de trabajo y sometido a regímenes de horarios arreglados con anterioridad. Esta si



tuación obliga a la Jefe de Grupo a concertar arreglos individuales que, sin dejar de ser favorables, en cuanto a que facilitan la preparación de un contenido adecuado para los cursos, constituyen un agregado más a las ocupaciones permanentes o temporales de los profesores y, en consecuencia, están sujetos a numerosas y variadas contingencias.

Como resultado de las conversaciones informales, a que ya se ha hecho mención, el Colegio de México considera que está en condiciones de colaborar con Smith College para la preparación, desarrollo y funcionamiento de su programa en México, y se permite señalar las bases sobre las cuales estaría dispuesto a considerar un arreglo formal con Smith College, cuando éste lo considere pertinente.

1.- El Colegio de México puede hacerse cargo de la preparación y ejecución de los programas académicos anuales del grupo Smith en México.

2.- Está dispuesto a dar todas las facilidades que ofrece su organización (salas de clases, biblioteca, sistemas administrativos, certificados de estudios, etc.)

3.- El Colegio de México está dispuesto a discutir conjuntamente con Smith los programas de trabajo académicos



co anual y todos los asuntos relacionados con el mejor funcionamiento de éstos.

4.- El Colegio de México sugiere la conveniencia de supeditar el límite numérico del grupo a la experiencia lograda en años anteriores y a los arreglos económicos del convenio entre las dos instituciones.

5.- Sugiere también que se estudie el programa anexo a este documento, como base para las discusiones.

6.- Está dispuesto a considerar el aspecto económico sobre la base de las necesidades académicas del programa, de acuerdo con las normas que El Colegio de México ha establecido para el pago de honorarios de profesores, y costos adicionales de materiales de trabajo, etc.

ANEXO: Proyecto de Programa.

PROYECTO DE PROGRAMA PARA
GRUPO SMITH EN MEXICO.



I.- HISTORIA.- (120 lecciones. Horario: 3 veces por semana)

- # 1. Culturas Indígenas, 30 lecciones (excursiones con el profesor)
Daniel F. Rubin de la Borbolla
otros candidatos
- # 2. Instituciones Coloniales, 30 lecciones
Silvio Zavala
- # 3. La Era Independiente, 30 lecciones
Silvio Zavala (sugestión de Smith)
- # 4. Problemas Contemporáneos de México, 30 lecciones
Daniel Cosío Villegas
otros candidatos

II.- LETRAS.-

- # 5. Español, 90 lecciones (Horario: 3 veces por semana)
Manuel Alcalá (sugestión de Smith)
- 6. Literatura Española, 45 lecciones (3 veces por semana)
Manuel Alcalá (sugestión de Smith)
otros candidatos
- # 7. Literatura Mexicana 45 lecciones (3 veces por semana)
Castro Leal
Jiménez Rueda
otros candidatos
- 8. Literatura Hispanoamericana, 45 lecciones
Picón Salas
Portuondo
otros candidatos
- 9. La cultura Hispanoamericana, 45 lecciones
Picón Salas
Portuondo
otros candidatos

Smith ofrece
éste curso en
EE. UU.

III.- ARTE.-

- # 10. El Arte Colonial en México, 30 lecciones (2 veces por semana, excursiones con el profesor)
Manuel Toussaint
otros candidatos
- # 11. El Arte Contemporáneo de México, 30 lecciones (2 veces por semana, y excursiones con el profesor.)
Fernando Gamboa
Justino Fernández
F. de la Maza
otros candidatos



IV.- CIENCIAS SOCIALES.-

12. Problemas económicos de México, 30 lecciones (2 veces por semana)
Daniel Cosío Villegas
Urquidí
Medina
otros candidatos.

OBLIGATORIOS.



El Colegio de México ha observado con interés real el trabajo que Smith College desarrolla cada año en este país. Considera que sus actividades académicas; las elevadas normas de enseñanza que mantiene y el propósito de conocer y familiarizarse con México, merecen la simpatía, el apoyo y ayuda de las instituciones mexicanas.

Las conversaciones informales que se han llevado a cabo entre la Sra. K. R. Whitmore y el Colegio de México han tenido como propósito estudiar los problemas que tiene el grupo Smith y buscar la forma en que una institución como el Colegio de México pudiera ayudar a resolverlos.

Conviene mencionar algunos de estos problemas. Los programas de las instituciones mexicanas casi nunca coinciden con el contenido de los cursos, número de horas de trabajo y horarios que convienen a los intereses académicos del Grupo Smith en México. Los calendarios, que siempre han sido motivo de serias dificultades para las relaciones universitarias entre los dos países, se agudizan en este caso porque el Grupo Smith tiene que sujetarse a los de su Colegio en los Estados Unidos, y a la vez, tratar de aprovechar cursos ya iniciados o por terminar, o profesores cuyo tiempo ya está sobrecargado de trabajo y sometido a regímenes de horarios arreglados con anterioridad. Esta si



tuación obliga a la Jefe de Grupo a concertar arreglos individuales que, sin dejar de ser favorables, en cuanto a que facilitan la preparación de un contenido adecuado para los cursos, constituyen un agregado más a las ocupaciones permanentes o temporales de los profesores y, en consecuencia, están sujetos a numerosas y variadas contingencias.

Como resultado de las conversaciones informales, a que ya se ha hecho mención, el Colegio de México considera que está en condiciones de colaborar con Smith College para la preparación, desarrollo y funcionamiento de su programa en México, y se permite señalar las bases sobre las cuales estaría dispuesto a considerar un arreglo formal con Smith College, cuando éste lo considere pertinente.

1.- El Colegio de México puede hacerse cargo de la preparación y ejecución de los programas académicos anuales del grupo Smith en México.

2.- Está dispuesto a dar todas las facilidades que ofrece su organización (salas de clases, biblioteca, sistemas administrativos, certificados de estudios, etc.)

3.- El Colegio de México está dispuesto a discutir conjuntamente con Smith los programas de trabajo académicos



co anual y todos los asuntos relacionados con el mejor funcionamiento de éstos.

4.- El Colegio de México sugiere la conveniencia de supeditar el límite numérico del grupo a la experiencia lograda en años anteriores y a los arreglos económicos del convenio entre las dos instituciones.

5.- Sugiere también que se estudie el programa anexo a este documento, como base para las discusiones.

6.- Está dispuesto a considerar el aspecto económico sobre la base de las necesidades académicas del programa, de acuerdo con las normas que El Colegio de México ha establecido para el pago de honorarios de profesores, y costos adicionales de materiales de trabajo etc.

ANEXO: Proyecto de Programa.

PROYECTO DE PROGRAMA PARA
GRUPO SMITH EN MEXICO.



I.- HISTORIA.- (120 lecciones. Horario: 3 veces por semana)

- # 1. Culturas Indígenas, 30 lecciones (excursiones con el Daniel F. Rubin de la Borbolla profesor) otros candidatos
- # 2. Instituciones Coloniales, 30 lecciones Silvio Zavala
- # 3. La Era Independiente, 30 lecciones Silvio Zavala (sugestión de Smith)
- # 4. Problemas Contemporáneos de México, 30 lecciones Daniel Cosío Villegas otros candidatos

II.- LETRAS.-

- # 5. Español, 90 lecciones (Horario: 3 veces por semana) Manuel Alcalá (sugestión de Smith)
- 6. Literatura Española, 45 lecciones (3 veces por semana) Manuel Alcalá (sugestión de Smith) otros candidatos
- # 7. Literatura Mexicana 45 lecciones (3 veces por semana) Castro Leal Jiménez Rueda otros candidatos
- 8. Literatura Hispanoamericana, 45 lecciones Smith ofrece este curso en EE. UU. Picón Salas Portuondo otros candidatos
- 9. La cultura Hispanoamericana, 45 lecciones Picón Salas Portuondo otros candidatos

III.- ARTE.-

- # 10. El Arte Colonial en México, 30 lecciones (2 veces por semana, excursiones con el profesor) Manuel Toussaint otros candidatos
- # 11. El Arte Contemporáneo de México, 30 lecciones (2 veces por semana, y excursiones con el profesor.) Fernando Gamboa Justino Fernández F. de la Maza otros candidatos



IV.- CIENCIAS SOCIALES.-

12. Problemas económicos de México, 30 lecciones (2 veces por semana)
Daniel Cosío Villegas
Urquidí
Medina
otros candidatos.

OBLIGATORIOS.

Lerma 76, Mexico D.F.
June 22, 1946

Dr. Rubín de la Borbolla,
Colegio de Mexico
Ciudad

Distinguido amigo:

Aquí tiene usted escritas las sugerencias que nacieron el otro día cuando hablaba con usted. Estoy realmente entusiasmada con la idea porque me parece un modo de aprovechar lo mejor de aquí. A ver lo que a usted le parece y a mis queridos colegas.

Voy para una semana de descanso antes de hacer mis petacas y salir de Mexico. A lo mejor llego a Vera Cruz pero en mi estado de ánimo actual no quiero decir adónde voy, qué voy a hacer, ni nada. Tendré que volver a acostumbrarme a la libertad.

Le llamaré a usted cuando regrese - probablemente de lunes en ocho.

Cordialmente,

Katherine Whitman

Copy to Dr. Borbolla
Miss Sylvia

Lerma 76, Mexico D.F.
June 22, 1946

President Herbert Davis,
Smith College,
Northampton, Mass.

Dear Mr. Davis:

Today marks the end of the Junior year in Mexico 1945-46, and I am already thinking of Miss Sylvia and the group which will be beginning again in the fall. Our plan of sending a different Director every year has certain difficulties, the greatest of which is that each one has to spend too long a time acquainting herself with the rather complex problems of education and social life in Mexico. I should like, therefore, to help in so far as I can by making certain suggestions and observations while the experience is fresh in my mind.

The defect of our course of study in Mexico is that of superficiality. This is due to the difference in language, in method of teaching, in adapting our system which depends upon class work exacted of students and vigilance on the part of the professor to that of the system of this country which depends upon lectures and comprehensive examinations. To my mind, one of the great advantages of this year of study abroad is precisely this change. Only persons of real intellectual interest should be given the privilege of coming here, and the plan of study should be made for them and not for the school girl of Northampton.

This year I have observed that the courses which have been most profitable and which the girls have most enjoyed have been those in which they have had to do a piece of original investigation: Borbolla's Cultura indigena, Zavala's History, the seminar on current problems which I directed. This has led me to ponder long and seriously as to the best way to organize our program, to make use of the extraordinary advantages Mexico offers to the serious student. It is not by giving classes in the conventional manner. Our course of study here should be made with certain points in mind:

- (1) It must carry on the basic work in language and literature necessary for the Senior year at Smith.
- (2) It should open the fields of special knowledge which can be studied here as no other place.
- (3) It should give time for every student to go more deeply into at least one of these fields.
- (4) Credit should not be given for the number of class hours attended with their little examinations and papers here and there (an utter failure here) but for some significant piece of work and comprehensive examinations. In short: the honor's system.

Certain specific difficulties we must meet here are:

(1) Classes given privately for our students, whether by the Director or the Colegio de Mexico, are groups of unleavened North-Americanism.

(2) We cannot afford in the present system to offer the diversification to meet the various interests of the different students in the group.

(3) The difficulty of the calendar and the lack of formality in the University classes have already been presented to you.

I offer, therefore, the following plan, made with all of these things in mind, which might serve as a possible basis for next year's course. I have talked to Dr. Borbolla about this and am sending him a copy of this letter.

First Semester

Language: Composition and Phonetics 5 hours

Spanish Literature (for Smith requirement) 3 hours

.....

Orientation Course in Mexican History, Art, Literature: to be given by a series of lecturers, specialists in their fields; Each specialist will present a bibliography. Credit will depend upon comprehensive examinations at the end of the semester. Suggested division:

Series A. Mexican Art. A significant part of the work will be excursions to see examples of the art under discussion and to acquaint the student with what Mexico has to offer in these fields.

(1) Pre-Columbian Art 16 lectures (four weeks)

(2) Colonial Art 16 lectures (four weeks)

(3) Modern and Contemporary Art ... 20 lectures (five weeks)

Series B. Mexican History. These will be coordinated as nearly as possible with the lectures in art.

(1) Pre-Conquest 8 lectures (two weeks)

(2) Colonial Period ... 20 lectures (five weeks)

(3) The Independence ... 12 lectures (three weeks)

(4) The Revolution 12 lectures (three weeks)

Series C. Single lectures on outstanding literary figures timed according to the lectures in history.

Second Semester

Language 3 hours
Literature 3 hours

(Classes in usual sense)

Each student will choose two fields for special investigation.
This work will be carried on by:

- (1) Weekly meetings with the Director of the unit.
- (2) Classes at the University, at the Escuela de Antropología; attendance at the excellent lectures given by distinguished men such as Alfonso Reyes, Diego Rivera, José Vasconcelos at the Colegio Nacional; attendance at lectures at the Instituto Francés.

What I mean to suggest is that each student would have the opportunity to utilize these excellent means of acquiring knowledge which now prove difficult because they do not fit into our idea of "credit" in the Smith College sense.

- (3) Individual research in libraries, museums, galleries, departments of government etc.

Topics

- (a) Colonial History. Dr. Zavala is a specialist in this field. He told me that he was reluctant to give again a general course in history as he has this year, but that he would like to work intensively with a group of interested students.
- (b) Pre-Columbian Art and Archeology: Borbolla, Covarubias
- (c) Colonial art and architecture: Toussaint and others
- (d) Contemporary movements in Mexican art.
- (c) Econom-ic problems of Contemporary Mexico
- (d) Latin-American Thought: Gaos
- (e) Mexican Literature - some special period of it, some leading figure.

These topics are, of course, only suggested.

The plan, even with considerable diversification in units offered, would not be too expensive for the Colegio, because it would not be paying for so many class hours. The students rather than the professors would be working!

The students would thus be working in small groups. One of Zavala's objections to our attending the University was that it lost all its virtue of integrating American and Mexican student because we always attended (last year) en masse, thus exciting an adverse attitude on the part of the Mexicans.

I insist on the point that many University classes could be attended with interest and profit, but that giving credit for this half year's work is not feasible under our system.

I discussed this idea with this year's students and they are unanimously in favor of trying some such plan. They have wanted time (the serious ones) to enjoy the tremendous richness there is here for them and routine classes have kept them from it.

I should insist upon a careful elimination of students at the end of the first semester. In some way it should be done to make possible attending school in Northampton second semester. It is all right for the Smith student to divide her time and interest between serious study and entertaining the Mexican youths, but I am weary of a superficial compliance with requirements to devote all time and energy to the latter.

I have other suggestions about a plan of living and about social regulations which I shall give to Miss Sylvia when I see her.

This is ^{my} last official act as Directora del grupo Smith. With these suggestions, I shall bow myself out. I have tried very hard this year to investigate every possibility of profitable study and to leave something more solid than what we have had hitherto. With the Colegio de Mexico in charge of the course, we can do much more than we could alone. I now leave the future to Miss Sylvia and Dr. Borbolla and suggest that she communicate with him directly: Colegio de Mexico, Sevilla 30.

I hope you have a restful summer. It will be pleasant to see you in the fall.

Cordially yours,