

RUTGERS • THE STATE UNIVERSITY

Department of Sociology

NEWARK, NEW JERSEY 07102

6 de mayo de 1967

Señor  
Dr. Daniel Cosío Villegas  
Apartado Postal 2123  
México 1, D. F.  
MEXICO

Muy estimado señor y amigo:

Le escribo la presente para saludarle muy amistosamente, a la vez que espero de todo corazón que todos los suyos estén gozando de muy buena salud y felicidad.

Pienso llegar a Mexico el 15 del mes que corre, acompañado del Jefe de este Departamento, a quien V. conoce, el amigo Joseph Maier. Los dos estamos haciendo una jira por la América Latina, con la primera escala en México, con el fin de conocer más y orientarnos más acerca de la universidad latinoamericana. Ya estamos trabajando en un proyecto sobre la universidad en la America Latina. Se trata de un libro compuesto de doce ensayos originales, procurando ver la universidad como institución social trascendente y cambiante, tomando en cuenta sus raíces históricas y su trayectoria social. Para nosotros sería muy importante, y desde luego un placer enorme, conversar con V. sobre algunos aspectos de este propuesto libro y conocer sus criterios acerca de la universidad mexicana y latinoamericana.

✓ Llegaremos, como ya tengo dicho, el 15 de mayo y estaremos alojados en el Hotel María Isabel. Espera que será posible que nos veamos y hablemos sobre esto y lo otro. Sin más por ahora, reciba un abrazo cordial y amistoso de éste, su amigo invariable, ✓



Richard W. Weatherhead  
Profesor ayudante



México, D.F., junio 15, 1967.

Prof. Richard W. Weatherhead  
Department of Sociology  
The State University  
Newark, New Jersey 07102  
U.S.A.

Mi querido amigo Weatherhead:

Aun cuando esta carta, al parecer, la recibirá usted muy tardíamente, como salgo fuera del país por unos dos meses, no quisiera dejar pendiente su contestación.

El mismo día en que usted fechó su carta, yo salí para Nueva York y no regresé de allí a México sino el 5 de junio. No podía haberla contestado de ninguna manera. Debo aclarar sin embargo, que su carta no se recibió en México sino el día 13 de mayo, y por esa razón mi secretaria no pudo darle a usted noticia de mi ausencia. Asimismo, ella me informa que usted no llamó por teléfono ni acudió a mi oficina de la Torre Latinoamericana, que usted conoce.

He sentido muchísimo todo este pequeño enredo pues casi sobra decirlo que habría tenido un especial placer en conversar con usted y con nuestro común amigo el profesor Maier.

Con la esperanza de que a su regreso de Nueva York se sirva usted por lo menos ponerme algunas líneas indicándome sumariamente el resultado de su tarea, quedo suyo, servidor y amigo.

Daniel Cosío Villegas  
Apartado Postal M-2123  
México 1, D.F.

DCV/meh.-



THE MIDGARD FOUNDATION

40 WALL STREET  
NEW YORK, NEW YORK 10005

23 de octubre de 1967

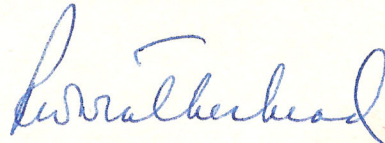
Señor  
Daniel Cosío Villegas  
Apartado Postal 2123  
México 1, D. F.,  
MEXICO

Muy apreciado amigo:

Le escribo la presente, después de un verano largo y después de las dificultades de reintegrarme nuevamente a mis trabajos en la universidad, con el motivo de saludarle muy atentamente y desear que se encuentre bien de salud.

Como seguramente recordará V., le escribí hace algún tiempo acerca del proyectado libro del Dr. Joseph Maier y de mí sobre la universidad en la América Latina. Los dos quisiéramos de todo corazón que V. tuviese a bien colaborar en dicho proyecto. Creemos que su aportación al libro sería valiosísima, dándole un alcance histórico que necesita para que el lector vea la universidad dentro de su historia. ✓

Si V. planea estar aquí en ésta, nos encantaría al Dr. Maier y a mí organizar una fiesta o una cena en su honor y tener el placer de charlar con V. Sin otro particular por ahora a que referirme, reciba V. las sinceras manifestaciones de estima y afecto de,



Richard W. Weatherhead  
Presidente



México, D.F., noviembre 7, 1967.

Prof. Richard W. Weatherhead  
The Midgard Foundation  
40 Wall Street  
Nueva York, N.Y. 10005  
E.U.A.

Querido amigo Weatherhead:

Perdóneme usted si contesto con algún retardo su carta del 23 de octubre, pero anduve de viaje recientemente.

Si no tuviera usted un inconveniente especial, le rogaría una información más clara sobre ese proyectado libro acerca de la universidad en la América Latina para poder decidir si me consideraría yo capaz de aceptar la halagadora invitación de usted y de nuestro común amigo el señor Maier.

Esperando sus noticias, quedo, siempre suyo,  
amigo.

Daniel Cosío Villegas  
Apartado Postal M-2123  
México 1, D.F.

DCV/meh.-



THE MIDGARD FOUNDATION

40 WALL STREET  
NEW YORK, NEW YORK 10005

27 de noviembre de 1967

Señor  
Daniel Cosío Villegas  
Apartado Postal M-2123  
México 1, D. F.  
MEXICO

Querido y estimado amigo:

Me apresuro a pedirle disculpas por el retardo con que le contesto su última y atenta carta. Tal demora de mi parte se debe a una breve ausencia de ésta, impidiendo que le haya contestado en el acto como es mi costumbre.

El propósito de mi última carta a V. fué el de orientarle con respecto de este proyecto que el Dr. Maier y yo traemos entre manos y que tiene que ver con la universidad en la America Latina. Para que V. lo entienda con más detalle, le adjunto un esquema del contenido y alcance del proyectado volumen. Nuestra finalidad es la de pintar la universidad latinoamericana de cuerpo entero, como quien dice, de verla dentro de su peculiar historia social como una de las instituciones básicas, como uno de los puntos neuralgicos del cambio social. Pensamos, además, presentar al lector un análisis cabal (hasta dónde esto sea dable) de la universidad en un solo libro. Este se publicará en inglés por la casa editorial Macmillan, que también se encargará de hacerlo traducir al español y al portugués.

Me permito procurar persuadirle que tenga a bien escribir uno de dos capítulos: el de la Reforma Universitaria o el de los usos y abusos de la catedra. Si V. se decide a escribir cualquiera de estos capítulos, los requisitos son los siguientes: cada ensayo será de un largo de 30 a 50 páginas a doble espacio; el plazo de entrega será aproximadamente de un año; la retribución que percibe cada colaborador es de \$750.00 (dólares norteamericanos); los editores se hacen cargo de las traducciones, que no serán finales hasta no tener el beneplácito de cada colaborador; y se espera

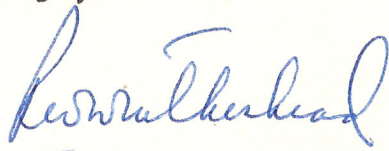


entregar el manuscrito entero a la casa Macmillan a principios de 1969 y aproximadamente a mediados del mismo año se calcula que aparezca la versión inglesa del libro.

Claro está que precisa que haya un libro de esta naturaleza analítica sobre la universidad latinoamericana, sobre todo porque por lo pronto no contamos con nada extenso y de un solo volumen acerca de esta materia. Quizá vale la pena añadir que este libro, al realizarse, será un punto de partida para otras evaluaciones más pormenorizadas, más precisas, más al estilo de una monografía. Por ahora, se pretende ofrecer un estudio analítico de la universidad y ofrecer al lector general la materia para pensamientos nuevos, audaces y controversiales en torno a la universidad en la América Latina.

Naturalmente, espero de todo corazón que V. pueda colaborar en este proyecto. Si mal no recuerdo hablamos, hará tres años, de un proyecto similar a éste y, en aquel entonces, V. se mostraba interesado en escribir un ensayo sobre algún aspecto de este tema. ¡Ojalá que todavía conserve el mismo interés y que esté dispuesto a escribirlo para este proyecto.

Reciba, como siempre, los saludos más afectuosos y respetuosos de éste su invariable amigo,



Richard W. Weatherhead  
Presidente



THE LATIN AMERICAN UNIVERSITY

AN OUTLINE

by

Joseph Maier and Richard W. Weatherhead  
Rutgers University

A project made possible by the assistance  
of the Midgard Foundation, New York City



The purpose of this volume of essays is to present a coherent and readable critique of the Latin American university. At present, there exists no full-length historical analysis of this key social institution in English, or, for that matter, in any other language. The twelve essays composing this volume will be written by qualified scholars upon some aspect of university life in the Latin American setting. Nine of the essays will develop an institutional analysis of the university, while three essays will be entirely comparative, tracing the differences and the similarities in the university's place in Latin America on the one side, and in the United States, Japan, and Western Europe on the other.

In each case, every chapter will be written on two levels, the first dealing with the national or regional setting most familiar to the author, the second touching the broader frame of the continent, the Latin American experience as a whole. Diversity seems to be the more dominant note in Latin America than does unity, but these two themes should not be seen as opposites, since they both form part of the total cultural and social structure. Brazil is, doubtless, a continent and a civilization unto itself, and yet, it is geographically a part of Latin America and it does share similar experiences with the Spanish-American world.

The reader, whether in colleges or in graduate institutes, or the general reader curious about the strange workings of the modern world, will read about the university, but, at the same



time, he will come to understand the society which sustains it and the history which has produced it. The central point of the book, in fact, is to view Latin American society through the prism of the university. Each essay, therefore, while discussing a particular aspect or a unique phenomenon will relate to every other essay, making for thematic coherence and stylistic continuity.

The following working outline is intended to give the arrangement of subjects by chapter and a brief appraisal of the basic considerations to be made under each heading. While the outline is tentative and its contents suggestive, it should be remembered that its purpose is to give a clear structure to the book and to ensure that each chapter relates to every other chapter.



OUTLINE FOR  
THE LATIN AMERICAN UNIVERSITY

Introduction

This essay, of equal length with the other contributions, will provide a leavening of unity for the entire book. The editors will give a summary of much of the material presented in the various essays and they will develop their own analysis of the university's place in Latin American society. As an overview, this chapter will orient the reader to the contents of the volume.

PART I - THE INSTITUTION

Chapter One: THE ROOTS OF THE LATIN AMERICAN UNIVERSITY

In order to understand the institutional development of the Latin American university, one should be familiar with the historical context, going back to the formative influences of Salamanca, Alcalá, and Coimbra. Although it reflected the major outlines of one or another of these three models, the university in colonial Latin America had its own structure and purpose, related to the society it served. With the coming of independence, other influences prevailed, in particular, the French models, especially those derived from the Napoleonic reforms. The purpose of this chapter is to give the necessary historical background and to specify the different influences that gave rise to the university in Latin America in both the colonial and the nationalist periods.

Chapter Two: MODELS OF THE LATIN AMERICAN UNIVERSITY

So that the reader may be able to visualize the varieties of universities in Latin America, a typology of "ideal types" should be presented. Each type should be portrayed as it has uniquely evolved. Each type will be analyzed in regard to structure and function, giving due consideration, in every case, to the historical variants. This chapter will examine the various levels of university organization: the state supported or national university; the parochial or church oriented university; the provincial or more local university; the privately



founded and sponsored university; and the institutes or faculties of specialized or professional knowledge. This chapter should also deal with the internal mechanism of the university itself and the relations it maintains with the other principal institutions of society.

### Chapter Three: THE PHILOSOPHY OF THE UNIVERSITY

The focus here will be upon the rationale of higher education in Iberian and Latin American society. Reference will be made to the colonial matrix and to the appearance of distinct philosophies and programs of education during the 19th and 20th centuries. Attention will be given to the relationship of elementary-secondary instruction to higher education. The process of admission and student selection, and the underlying criteria, should be analyzed. The question will be raised about the roles of the university in dealing with such matters as vocational training, community relations, marginality and literacy. While the primary concern of this chapter is with the ideology or the rationale of the university in its Iberian and Latin American milieu, the influences and the models from abroad, French, German, English, and American, will be examined as well. From a discussion of the philosophical origins, the actual educational programs, the reforms practiced on the basis of foreign models, the theory and the reality of the university's responsibility to the rest of the society, the reader should have a clear picture not only of the university's existence, but also of its justification, its raison d'etre.

### Chapter Four: THE ATTEMPT TO REFORM

It can be maintained that the reforming zeal has always been present in Latin American society, and in particular in the world of education, since the winning of independence from Spain and Portugal. What we are concerned with in this chapter is not only the historical background of the several reforms of the university in the 19th and 20th century, but also with the appearance of "cultural nationalism." A matter of special consideration is why the university has so often been seized upon as the prime instrument of social change. Certainly, attention must be given to at least two seminal reform thinkers of this century, Jose Vasconcelos and Gabriel del Mazo. The prerequisites of the Cordoba Reform of 1918 as well as its weaknesses will be analyzed and particular emphasis will be given to student participation in the government of the university (cogobierno) and to the theoretically absolute autonomy of the university vis-a-vis the state. The university should be viewed from two opposite points of vantage: as an autonomous republic whose members become the protagonists of social change and



the antagonists of the traditional order and who are committed to the progressive democratization of society at large; and the university should be understood as an institution which creates a social elite, without producing a broad democratic tendency in the society at large, and as a center of learning in which academic discipline is inhibited because of political commitment to parties or ideologies which have little or nothing to do with the university as a source of knowledge. The sharp differences between Brazil and Spanish America on this matter of reform must always be presented so that the reader is aware of them. The reader should understand the attempts to reform the university and their social consequences as a result of having read this chapter. Finally, the relevance of the Reform to the present-day situation of the university should be critically assessed.

#### Chapter Five: THE UNIVERSITY IN A DEVELOPING SOCIETY

The central question here, of course, is whether the university produces the personnel demanded by a society that is going through a transitional period reaching toward modernization. How high a priority is attached to education, to the university in particular, as a form of social investment? To what degree are the main universities oriented towards national development or is their attention more narrow, focused upon the city or the surrounding areas. The state or the province or the region? How far does the rural-urban dichotomy cut into the effectiveness of the university? To what extent do political battles and the alignments of political parties impinge upon the central function of the university as the training ground for experts, technicians, and other professionals? How much progress has been made in the establishment of graduate schools, the training of vocational and professional cadres, and in the dissemination of useful knowledge? What amount of cooperation exists between purely local or national universities and their counterparts in the broad Latin American setting? Is the university a basis of national unity and what part can and will it play in the movement toward regional integration in Latin America? How does the university resolve the problem of its own finances, of a growing enrollment, and of an expanding physical plant, in a society whose gross national product is often outpaced by rapid population growth? If there exists an ethic of national development, how does the university instill it in the student's mind? Finally, how does the university contribute to the student's becoming a useful and creative citizen?



## PART II - THE PERSONNEL

### Chapter Six: THE SOCIAL ORIGINS AND THE CAREERS OF THE PROFESSOR

It is important to examine the social groups which have had traditional access to the academic profession within the university and what groups have been excluded and why. In this chapter the professor should be portrayed as a type and as a principal actor on the social stage. The life-style of the professor should be depicted. Is the professor a disinterested scholar, a man of other professional attachments and loyalties, or is he a committed ideologue? Does the professor develop deep attachment to the university or do his loyalties remain rooted in his region, his family, or his class? To what degree may the professor experiment with the curricula and to what extent may he undertake independent research? Frequently, the professor is more committed to personal success in the future than he is to the pursuit of knowledge in the groves of academe. The professor's specific role is often made diffuse because it is entangled with those of other professions or blurred because of his own worldly aspirations. Often the turbulence of politics and party strife enter the university by means of the catedra, and occasionally individual professors are forced to seek student approval and support within the university by sheer political means. Part-time employment burdens the professor with extra work elsewhere and an overwhelming schedule, with the result that he and his scholarly work are worn thin. Sometimes the career of the professor is merely decorative, a way station to national prominence and to the attainment of a powerful political post. It can be argued that every revolution is accompanied by a catedratico.

### Chapter Seven: THE USES AND THE ABUSES OF THE CATEDRA

For better or for worse, the catedra and its occupant have been the focal point of the university. This influence denotes a marked French emphasis on the organization of the university and the characteristic respect, not to say awe, generally given to the man of letters and rhetoric in the context of Iberian and Latin American society. This has tended to preserve the traditional role and to enhance the prestige of the humanist in the Latin American world. The catedra has reinforced the system of facultades and interfered with the reorganization of the university on the basis of departments and institutes. In a sense, many of the problems facing the university may be expressed in the following manner: it is a question of the personal autocracy of the catedra as against the rational bureaucracy of the university. The reader should be able to understand the functioning of the university better after having read about the institution and persistence of the catedra.



## Chapter Eight: THE STUDENT'S WAY OF LIFE

There are at least three primary concerns to be dealt with in this chapter: the social origins of the student, the nature and the impact of a student sub-culture, and the politicization of key student groups within the university. Where does the student come from and where is he going socially? How does the university select the members of its student body, are the criteria elitist or democratic - and, are the consequences of such selection elitist or democratic? How rapidly is the student population expanding and how quickly is it being absorbed by the university? Do the students participate in some kind of community life while they are attending the university? What is its nature and what are its effects on the students collectively and individually? Does the student exchange his adolescent radicalism and idealism for adult respectability and familial security after he leaves the university? How are the students' traditional beliefs changed or challenged by his university experience? How many students are able to finish their university training and receive their degree? This chapter must also touch upon the tendency to early political commitment within the university halls, the reasons for the appeal of leftist political theories and doctrines, why student organizations have been so activist and so often opposed to the administration of the university itself. Why is there such an intricate interconnection between the political parties on the outside and the student activities inside the university? The student will be discussed in his roles as agitator, orator, strike-leader, political apprentice, and dedicated revolutionary. Equally important, however, is the majority of students who are serious-minded and eager to receive a good education usable in later life. The question is then posed about the chances of the serious-minded student to obtain a solid grounding in some skill or science in the university. What, in sum, are the political implications of the student's university career? Whether as representative of a mass or an elitist society, the student should be seen as a specific and potent actor within the university's precincts, as the beneficiary of a pertinent sub-culture, and as a key political participant in the national political game. Thus, the reader will understand the student in both a sympathetic and a critical light.

## Chapter Nine: THE ROLE OF THE INTELLECTUAL

In most of Latin American history, the intellectual, whether journalist, poet, novelist, polemicist, or guardian of the national arcane, has been one of the major social figures. Generically known as the pensador, he has been found within the walls of the university, but more frequently outside of it. The Latin American intellectual is not a specifically academic figure as defined by German, American, French, or English standards. He can perhaps be best understood as an alienated man, with his own culture and with



~~German, American, French, or English standards. He can perhaps be best understood as an alienated man, with his own culture and with very great influence upon the literate members of society. The audience he reaches is out of all proportion to the exiguous number of his books or essays which are actually published. In a sense, he is a free agent dealing with big social issues; or he can be at odds with the status quo, scribbling furiously and prolifically to undermine its existence, sometimes from within the his country, at other times in exile; or, he can be the totally committed man, the engage, seeking proselytes through his writings. In historical lineage, the Latin American intellectual is perhaps closest to the French philosophe and to the members of the Russian intelligentsia of the 19th century. In this chapter the reader should come to understand the peculiar cult and culture of the intellectual in Latin America, the causes and the consequences of his alienation, the effect of his influence upon the university, and his relationship with the appearance of more recent types associated with the university, notably with the more scientifically trained man who is more inclined to avoid the clamor of controversy. The final question to be considered is whether the typical Latin American intellectual and the Latin American university exist in opposition, one against the other, Does the intellectual help to bring on social change or does he inhibit the coming of true social change?~~

### PART III - COMPARATIVE COUNTERPOINTS

#### Chapter Ten: THE UNITED STATES AND LATIN AMERICA

The purpose of this chapter is to show the essential differences between the various types of university in North American society and their counterparts in Latin America. It is also to show the role the university plays, or can play, in starting and maintaining economic growth, in the achievement of political stability, in the creation of flexible social institutions, and in the rise of a middle-class or an elitist society. What can Latin America learn from university experience in the United States and what can North Americans learn from the university's place in Latin American society. The reader should see from this chapter the different cultural sources and the different social consequences of the university in these two societies, even though they are located in the same geographic hemisphere.



## Chapter Eleven: JAPAN AND LATIN AMERICA

In less than one-hundred years, Japan has successfully experienced the trauma of progress, that is, it has adapted major aspects of its society to the ways of Western industry and technology. Its advance in these two areas continues apace even today. Japan has recovered from a severe defeat in World War II and it is presently resuming its role as industrial leader in the Far East. What part has the university played in these experiences? What influence has the university exerted on the development of a largely middle-class society in Japan? What are the roles and the influence of the students and the professors within the university, and, to what extent do political parties affect the policies of the universities? How can these experiences with the Japanese university be compared with similar events in Latin America? The control and the organization of the various types of Japanese universities should be compared with the various Latin American models and their internal mechanisms.

## Chapter Twelve: WESTERN EUROPE AND LATIN AMERICA

The focus in this chapter will be upon the French and the German university models and, to some extent, upon the English. Their position in France and Germany, historically and in the social evolution of these two countries, will be examined as against comparable developments in Latin America. It can be argued that the Western European universities have had to cope with at least four decisive moments of social change: the Industrial Revolution, political revolution, nationalism, and the breakdown of well-articulated class societies. The university in Western Europe had to live through these moments of change and had to react to them in characteristic fashion. The university in Latin America is called upon to face up to these forces of social change virtually all at once: what can be learned from the parallel situations of the university? It can be maintained that the Western European universities have been the heirs to a great classical and scholarly tradition which produced a social aristocracy; after World War II the universities in Western Europe changed course and adapted themselves to the modern world, without entirely cutting their ties to the scholarly and the classical traditions. Latin American universities are faced today with a similar problem: to modernize without losing their own unique ties to the Iberian and Latin American past. Finally, of course, this chapter should investigate what special influences have come from France and Germany, to a lesser degree from England, to the Latin American university. In this chapter, the reader should sense the great Western university tradition beyond those points specifically made in Chapter One and how this tradition has affected or has failed to affect the course of university development in Latin America.



México, D.F., enero 2, 1968.

Prof. Richard W. Weatherhead  
The Midgard Foundation  
40 Wall Street  
Nueva York, N.Y. 10005  
E.U.A.

Querido amigo Weatherhead:

Hasta ahora me he enterado de su grata del 27 de noviembre, pues en ese mismo día abandoné México para ir a Europa y no he regresado hasta ayer.

No me cabe la menor duda de que el proyecto de ustedes de un libro sobre la universidad latinoamericana es atractivo y justificado. Lo prueba el sinnúmero de gentes que se ocupan, o dicen ocuparse, de semejante tema.

Por desgracia, en esta vez no podré colaborar con ustedes, pues encontrándome sumamente atrasado en la redacción del tomo último de la Historia Moderna de México, he resuelto renunciar a dar conferencias o escribir artículos de cualquier género que sea mientras no concluya esta tarea que yo inicié el 1° de julio de 1948, es decir, hace casi veinte años.

Siempre suyo, amigo.

Daniel Cosío Villegas  
Apartado Postal M-2123  
México 1, D.F.

DCV/meh.-