

# report on the CULTURAL MISSIONS of MEXICO

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## PREFACE

IN SEPTEMBER 1943, during a short visit in Mexico, I had the privilege of meeting the writer of this report on Mexican Cultural Missions and of visiting with him a group of Indian villages in which one of the Missions was functioning. The report itself and its present appearance in the English language are largely a result of that day spent in the Tlascalan villages, for when I asked Professor Guillermo Bonilla y Segura if he could give me reports on the work of the Missions he informed me that their full story had not yet been written. During the succeeding months the busy Chief of the Cultural Missions Department himself found time to write this report, the English translation of which is now before you.

The work being done by Prof. Bonilla y Segura and his colleagues, among whom I should like especially to mention Profs. Enrique Corona Morfín, Rubén Castillo Penado, Alfonso Fabila Montes de Oca, Luis Vargas Piñera, and Francisco Castro Ruiz, has been an inspiration to me as an educator and as a citizen of a neighboring country. The broad educational objectives and the methods employed in this project for teaching Indian people a better way of life gives confidence and inspires one with the belief that an isolated and somewhat estranged people of a great land will, through these means, be prepared for modern life and brought into the fold of genuine citizenship. The people and their country will reap a rich harvest from the sympathetic efforts of this group of modest teachers who toil through the years with courage and patience that others may benefit from their labor. The work of these missionaries recalls another great Mexican of an earlier day who was also a friend of the Indians and who, when his supporters pressed titles upon him, chose to be called "Servant of the Nation."

Professor Bonilla y Segura began teaching at the age of 16 as Director of the Rural School in the Indian village of Cuapancingo, after completing his elementary education. Realizing the limitations of his preparation for what he refers to as "the high office of education" he enrolled in the Escuela Normal de Profesores at Puebla for a 5-year course. In 1913 Professor Bonilla y Segura entered the Federal service as a school inspector. Later he served as director of an upper elementary school in Tepic; as professor in a normal school in the City of Mexico; and in various administrative capacities in local school systems and institutions, including the elementary school of Mazatlán, an experimental school in Culiacán, the Universidad de Occidente, and the Instituto Normal of the State of Puebla. Returning to the Federal service the present chief of the Cultural Missions Department served as director of the "Horacio Man" advanced elementary school of the City of Mexico, and as Director General of Education of the States of Oaxaca, Chiapas,

Guerrero, and Guanajuato. He has also been a member of important committees and administrative councils, chief of the Departamento de Documentación Pedagógica, and Director General of Elementary Education of the Federal District. He became Chief of the Cultural Missions Department in 1942.

JOHN W. STUDEBAKER  
*U. S. Commissioner of Education*

## FOREWORD

*Report on the Cultural Missions of Mexico* is based on a manuscript written in Spanish by Professor Guillermo Bonilla y Segura, Chief of the Cultural Missions Department of the Mexican Secretariat of Public Education. The report covers the activities of the missions for 1943 and also gives limited information concerning the program carried on in 1942. The information included in the Introduction is presented in order that the reader who may have little previous knowledge of Mexican education will be helped to understand the development of the cultural mission program in the years before the period covered in this report.

In order to assist the reader to interpret the materials prepared by Prof. Bonilla y Segura, the manuscript has been edited and rearranged, and additional information included. The translation of the manuscript and the information concerning the background of the cultural missions presented briefly in the Introduction were prepared by the American Republics Section, Division of International Educational Relations, of the U. S. Office of Education.

Part I, Objectives and Organization of the Cultural Missions, provides the basis for the organization and administration of missions for rural people, workers, and urban teachers and includes data concerning the budgets for the programs described in the report. The duties of the missionaries, as mission staff members are called, are also explained. On page 4 is a map which shows the location of the three types of cultural missions, a list of rural missions, and schedules for workers' and urban teachers' missions.

Part II, Operation of the Cultural Missions Program, consists of a series of short articles, each describing some aspect of the mission program. The first three articles are based on seminar discussions in which the chiefs of the three types of missions participated, and the others are instructional bulletins which were issued by the Cultural Missions Department.

The accomplishments of the three types of missions are included in Part III, Achievements and Plans. Some of the specific accomplishments

of the rural cultural missions are presented graphically, and an outline is given of plans for subsequent missions, the program for which is still operating under the direction of Prof. Bonilla y Segura.

Following the three parts of the manuscript, a number of photographs, supplied by the author, are presented. In order that the reader may secure further information concerning cultural missions in Mexico, either from English or Spanish sources, a list of related readings, prepared in the Division of International Educational Relations, is found on page 61.

It is hoped that this report will contribute to a greater understanding of the outstanding educational accomplishments of our nearest southern neighbor, and that it will constitute an inspiration and a challenge to the educators of the United States.

## INTRODUCTION

The first cultural mission left Mexico City in the fall of 1923 to establish headquarters in the town of Zacualitipán in the State of Hidalgo, north of Mexico, D. F. This was but one evidence of the rebirth of education in Mexico. The mission's purpose was secular: the reconstruction of the social institutions and the living habits of the rural people. Thus, the term "cultural" refers to fundamental factors in the total fabric of Mexican rural life, such as methods of agriculture, personal and community health, and recreation. Unlike most social institutions, the cultural missions were sent to the people to work with them in the solution of their everyday problems of living.

Prior to this time the Federal Government had exercised almost no influence upon the tragically inadequate schools which then existed. The Federal Bureau of Education which had been in operation for many years was replaced by a Federal Secretariat of Public Education with José Vasconcelos as Secretary. Mexico's Revolution, which began with the winning of independence from Spain in 1810, experienced a resurgence in 1910, and in the 20's entered a period of reconstruction. In harmony with the spirit of the Revolution, the program of the new Secretariat of Public Education was directed toward liberating the Indians of the country from poverty and ignorance. The rural schools, coeducational for the first time, were established to accomplish nothing less revolutionary than to show the people how to live. These rural schools assumed many of the functions which in more mature societies are carried out by other agencies.

In 1922, approximately 100 untrained teachers were struggling to maintain a few Federal rural schools. Clearly, the need was for more schools and for a vast army of teachers of a new type to operate the new institution. Supervising teachers, called missionaries, went out individually to work with those who were serving as teachers, to gain the support of the people for the new schools, and to do all the things necessary to make the rural schools an institution which would actually teach the rural people a new pattern of living. These first missionaries served as administrators, teachers, supervisors, research workers, and philosophers. After the first school term under the new program, the Congress of Missioners met in Mexico, D. F., in September 1922, and resolved that arable land should be given to the schools for use, since agriculture was indispensable to the program of the rural schools. From the very first, the missionaries demonstrated their practical leadership in bringing to the new schools a validity that the existing schools lacked, and agriculture was established as the essential basis for the rural school program.

Inspired by the early activities of the missionaries, a significant new type of institution, the cultural mission, was established. The cultural missions were organized because the missionaries had been successful in their efforts to establish the new rural schools, in training the new type of teacher needed, and in improving public support for the new institution. Officials in the Secretariat of Public Education foresaw the possibilities of creating an institution which would strengthen and supplement the work of the new rural schools, which had been established to redeem the people—all of the people—of Mexico.

The first cultural mission, which established itself in Začualitipán, was headed by Professor Rafael Ramírez, later Chief of the Department of Rural Education in the Secretariat of Public Education. The staff which made up this early mission included an instructor in soap-making, a tanner, two agriculturalists, a carpenter, and a homemaking teacher. After 3 weeks' work in Zacualitipán an exhibit was held of the work accomplished. These earliest cultural missions had much in common with those of 1943, which are described in the present report of the Chief of the Cultural Missions Department. The following year Professor Ramírez served as Chief of a cultural mission in Cuernavaca in the State of Morelos.

The cultural missions program continued to grow, and beginning in 1924 they aided in the extension of the rural schools. Moisés Sáenz, an anthropologist and an educator who was vitally interested in improving the lot of the Indians, became Sub-secretary in the Secretariat of Public Education and worked effectively to strengthen the program of the cultural missions. By 1926, six missions were in operation, and in that year more than two thousand rural teachers attended the institutes which had become a regular part of the cultural mission program. In the same year Elena Torres became head of the new Bureau of Cultural Missions.

Certain of the activities carried on by the early cultural missions proved to meet the needs of large numbers of the people they served. These activities have been carried on by subsequent missions and have become a part of their program. However, from the beginning the programs have been flexible, sensitive to local conditions, and capable of continuous adaptation, characteristics which are apparent in the missions described in this report.

In 1933-34, after several years of experimenting with a small number of permanent establishments, the cultural missions were transformed from traveling to stationary institutions. During this period they were attached to agricultural schools, or to schools which had been developed to provide adequately trained teachers, and they were able to do a more thorough job than was possible when but 3 to 6 weeks were spent in

each community. At the end of a trial period, however, it was decided that the need for traveling missions was more pressing than for institutions of the permanent type, and itinerant groups of missionaries once again sought those communities which were geographically and culturally remote. In 1935, 18 missions were operating and more than four thousand teachers were being directly affected by their activities. The administration of the cultural missions was later transferred to the Ministry of Indian Affairs and from 1938 to 1942 the program was discontinued.

The cultural missions again became a part of the Secretariat of Public Education in 1942, and the Auxiliary Office of Cultural Missions was established. In 1943, the Auxiliary Office was changed to the Cultural Missions Department, and the report which follows tells of its activities in renewing this unique, thoroughly Mexican, educational institution.



# Part I. Objectives and Organization of the Cultural Missions



Professor Guillermo Bonilla y Segura

In preparing the 1942 budget, the Mexican Secretariat of Public Education was fully conscious of the need to take definite steps toward solving the difficult problems of rural education. It was decided to provide for the regions that were most ready to profit thereby, and to help teachers in service to attain a higher educational and professional level. A budget of \$952,480 was set up for the operation of the cultural missions for the year. Of this amount, \$626,680 was spent for salaries, \$251,810 for equipment, and the balance of \$73,990 for other expenses.<sup>1</sup>

A resolution was adopted which provided for: (1) 20 rural cultural missions to improve the economic, educational, and social standards of rural communities, particularly those that were still at the lower levels of existence because of their geographic and social isolation; (2) 10 special cultural missions to carry on certain types of activities among workers in regions where the need could not be met by the regular program of the rural cultural missions; (3) 2 urban missions to improve the training of the primary school teachers who were teaching in the state capitals and the more important cities of the country. Cultural missions of these three types were operated during 1942.

For the year 1943 the program was continued and 10 incomplete special missions were converted into rural cultural missions, making a total of 30 of this type. In addition, 2 workers' missions and 2 urban teachers' missions were in operation. The amount expended for the cultural missions program was increased over that for the previous year by \$140,747.50, making a total for 1943 of \$1,093,227.50. The amount of \$820,392, which was paid in salaries to a total of 330 employees in the Cultural Missions Department and in the missions, was also an increase over that for the previous year. The sum of \$163,500 allotted for equipment and educational material in 1943 was smaller than that spent in 1942, since much of the equipment purchased in 1942 was still in use and in good condition.

<sup>1</sup> Editor's note: The monetary unit here used is the Mexican peso, valued at 20½ cents, United States money.

## CULTURAL MISSIONS OF MEXICO

The 1943 budget was expended as follows:

|  |                |
|--|----------------|
| Salaries .....                             | \$ 820,392.00  |
| Information and Advertising Expenses ..... | 9,900.00       |
| Traveling Expenses .....                   | 41,635.50      |
| Railroad Tickets .....                     | 39,250.00      |
| Material for First-Aid Kits .....          | 5,400.00       |
| Working Fund .....                         | 6,750.00       |
| Educational Material .....                 | 13,500.00      |
| Equipment .....                            | 150,000.00     |
| Freight and Handling Charges .....         | 400.00         |
| Other Expenses .....                       | 6,000.00       |
| Total .....                                | \$1,093,227.50 |

### NEED FOR THE CULTURAL MISSIONS

The Mexican rural people live in an environment which is, in general, agriculturally impoverished, or at least not as rich as people who have not observed the rural regions are wont to believe. It is difficult to carry on agriculture profitably because of the mediocre quality of the arable lands, the irregular and insufficient rainfall, and the abrupt unevenness of the river beds. In addition to the uncertainties of soil, climate, and drainage in some areas, the hot regions and tropical zones of the coasts are unhealthful, although large sections are potentially favorable for the development of agriculture.

The great majority of the rural population are poor and ignorant, and their knowledge is primitive. They are burdened by a multiplicity of problems that keep them from attaining a higher standard of living, and they lack even the necessities ordinarily considered indispensable for existence.

One of the most vital problems affecting the development of rural communities is that of low production. This is evident from the fact that corn and wheat have to be imported for the nourishment of millions of rural people, most of whom subsist solely on corn, chile peppers, and salt. Without attempting a complete listing, one also must mention problems of such primary importance as health, nutrition, housing, family life, recreation, educational backwardness and isolation, and many other deficiencies resulting from the long-existing economic and political subordination of the rural masses.

This serious situation and its alleviation are of primary concern to the Secretariat of Public Education. All the means at its disposal are being used to bring about the economic and social rehabilitation of the rural population. The Secretariat is convinced that the maintenance, growth, and improvement of its rural school system depend largely on the parallel development of the communities where the schools are

## OBJECTIVES AND ORGANIZATION

located, for the educational influence of the community is powerful and its cultural values whether positive or negative are transmitted with extraordinary efficacy. Since the community imposes its values on each generation, existing primitive culture and technical knowledge persist in counteracting the work of our schools, making their efforts futile. Backward communities perpetuate their old customs and low living standards, thus interfering with progress toward the integration of our national life.

### RURAL CULTURAL MISSIONS

The Secretary of Public Education is determined to do its share in raising living standards of the Mexican rural population by restoring the rural cultural missions which were not in operation from 1938 to 1942. The objectives and programs of the new missions are being established on the basis of the experience of the earlier missions, and take into account the recommendations made by chiefs and supervisors of missions during conferences called by the Chief of the Cultural Missions Department.

#### Working Principles and Specific Objectives

At the conferences of mission chiefs and supervisors the following general purposes and working principles were set forth:

1. Fundamentally, the work entrusted to the rural cultural missions is that of promoting the rehabilitation and improvement of rural communities, raising their economic standard of living, bringing the level of their development closer to the accepted living standards of our times, and improving them as social units so that they may become integral parts of the Mexican nation. We hope to reach this goal by teaching rural groups, and through well-planned, vigorous, and continuous action, to make full use of their own resources and latent powers.
2. The rural cultural missions will promote the organization and further the development and progress of educational institutions that serve the vital needs of the people.
3. The rural cultural missions will serve the regional groups of the lower economic and cultural levels which, because of their geographic and social isolation, are still living under such primitive conditions that they are unable to contribute to the general progress of their country. At the same time, the rural cultural missions shall work with more advanced groups which need guidance in order to retain their small gains and to work profitably under the private property system guaranteed by law.
4. The regions where the cultural missions are to operate will be determined by the Cultural Missions Department after careful consideration of economic and cultural problems, and location with respect to mountains and rivers, distances between communities, and means of communication and transportation available. (See map on the following page.)

CULTURAL MISSIONS OF MEXICO



Map of Mexico showing the location of the three types of cultural missions which were in operation in 1943.

**OBJECTIVES AND ORGANIZATION**  
**CULTURAL MISSIONS IN OPERATION IN 1943**  
**RURAL CULTURAL MISSIONS**

Rural cultural missions operated in and in the area surrounding each of the following places:

- |  |  |
|--|--|
| <p>No. 1 Cuautempan, Puebla.<br/>         No. 2. Hueyapan, Puebla.<br/>         No. 3. Chietla, Puebla.<br/>         No. 4. Tanlajás, San Luis Potosí.<br/>         No. 5. La Trinidad, México.<br/>         No. 6. Tihosuco, Quintana Roo.<br/>         No. 7. Kanxoc, Valladolid, Yucatán.<br/>         No. 8. Ciudad Guerrero, Chihuahua.<br/>         No. 9. Villa V. Guerrero, Tlaxcala.<br/>         No. 10. Tingambato, Michoacán.<br/>         No. 11. Villa Victoria, Michoacán.<br/>         No. 12. Acatempan, Guerrero.<br/>         No. 13. El Ticuí, Atoyac de Alvarez,<br/>         Guerrero.<br/>         No. 14. Motozintla, Chiapas.<br/>         No. 15. Tequixtepec, Oaxaca.</p> | <p>No. 16. Zacatepec, Mixes, Oaxaca.<br/>         No. 17 Jalpan, Querétaro.<br/>         No. 18. San Antonio, Baja California,<br/>         Distrito del Sur.<br/>         No. 19. El Fuerte, Sinaloa.<br/>         No. 20. Xichú, Guanajuato.<br/>         No. 21. Coyutla, Vera Cruz.<br/>         No. 22. Ilamatlán, Vera Cruz.<br/>         No. 23. Bolaños, Jalisco.<br/>         No. 24. Santiago Ixcuintla, Nayarit.<br/>         No. 25. Tepehuanes, Durango.<br/>         No. 26. San Atenógenes Poanas, Durango.<br/>         No. 27. Concepción del Oro, Zacatecas.<br/>         No. 28. Comalcalco, Tabasco.<br/>         No. 29. Pabellón, Aguascalientes.<br/>         No. 30. Palizada, Campeche.</p> |
|--|--|

**Workers' Cultural Missions**

- |   |   |
|---|---|
| <p>No. 1<br/>         Río Blanco, Vera Cruz.<br/>         Santa Rosa, Vera Cruz.<br/>         Nogales, Vera Cruz.<br/>         Atlixco, Puebla.</p> | <p>No. 2<br/>         Parral, Chihuahua.<br/>         San Francisco del Oro, Chihuahua.<br/>         Santa Bárbara, Chihuahua.<br/>         Nueva Rosita, Coahuila.</p> |
|---|---|

**Schedules of Urban Teachers' Cultural Missions**

- |  |  |
|--|--|
| <p>No. 1                      1942</p> <p>Querétaro, Querétaro, March 16 to April 17.<br/>         Aguascalientes, Aguascalientes, April 27 to May 22.<br/>         Zacatecas, Zacatecas, June 1 to June 26.<br/>         Pachuca, Hidalgo, July 6 to August 7.<br/>         San Luis Potosí, San Luis Potosí, August 17 to September 18.<br/>         Tepic, Nayarit, September 28 to October 31.<br/>         Colima, Colima, November 9 to December 12.</p> | <p>No. 2                      1942</p> <p>Chilpancingo, Guerrero, March 16 to April 17.<br/>         Cuernavaca, Morelos, April 27 to May 22.<br/>         Tlaxcala, Tlaxcala, June 1 to June 26.<br/>         Tuxtla Gutiérrez, Chiapas, July 6 to August 7.<br/>         Villahermosa, Tabasco, August 17 to September 18.<br/>         Campeche, Campeche, September 28 to October 30.<br/>         Mérida, Yucatán, November 9 to December 11.</p> |
|--|--|

## CULTURAL MISSIONS OF MEXICO

No. 1                      1943  
Oaxaca, Oaxaca, February 22 to  
March 27.  
Tampico, Tamaulipas, April 5 to  
May 15.  
Ciudad Victoria, Tamaulipas, May 24  
to June 26.  
Guanajuato, Guanajuato, July 12 to  
August 14.  
Saltillo, Coahuila, August 23 to Sep-  
tember 25.

No. 2                      1943  
Chihuahua, Chihuahua, February 22  
to March 27.  
Mexicali, Baja California, April 5 to  
May 15.  
Tijuana, Baja California, May 24 to  
June 26.  
Chetumal, Quintana Roo, August 9 to  
September 5.

This mission will organize two more in-  
stitutes during the remainder of the  
year:

Durango, Durango, October 4 to No-  
vember 6.

Monterrey, Nuevo León, November  
15 to December 18.

This mission will organize two more insti-  
tutes this year:

Jalapa, Vera Cruz, September 20 to  
October 24.

Toluca, México, November 1 to De-  
cember 5.

The rural cultural missions shall operate in order to achieve the fol-  
lowing specific objectives:

1. To develop communities economically by improving techniques in the cus-  
tomary occupations in order to increase productivity, and by introducing  
new occupations, if necessary.
2. To introduce new crops, increase the number of domestic animals, and bring  
about the production and sale of products which will result in a higher  
living standard for rural workers.
3. To improve public health and hygiene through community campaigns and the  
establishment of the organizations necessary for such programs.
4. To improve nutrition and clothing standards.
5. To develop improved recreational opportunities.
6. To establish well-organized, well-equipped homes.
7. To awaken an appreciation for education and to establish community schools.
8. To eliminate any foreign influence which tends to undermine the basis of our  
national life.
9. To provide opportunities for further training for the rural teachers in service.  
Teachers should be helped to improve the physical condition of their schools,  
to complete those school buildings which are unfinished, and to organize  
and conduct their schools.

### The Mission Staff

The following staff is assigned to each rural cultural mission:

1. Chief, a normal school teacher with 5 years of professional experience and a  
wide knowledge of rural life and its problems.
2. Social worker.
3. Nurse and midwife.
4. Teacher of agriculture.
5. Construction teachers.
6. Two or more teachers of trades and industries.
7. Teacher of mechanics and operator of motion picture projector.
8. Teacher of music.
9. Leader of recreational activities.

## OBJECTIVES AND ORGANIZATION

The work of the cultural missions is carried on throughout the year. An annual vacation of 40 days is given to each missionary, but each must await his turn. During the absence of the chief of the mission the leader of recreational activities serves as acting chief.

Each week the missionaries are informed concerning the place or places where they are to be stationed and the particular work they are to carry out. It is the duty of the missionary to be at the station assigned to him each week and to complete his special work in the time allotted.

### Duties of Missioners

The individual members of the staff assigned to each rural cultural mission carry out their activities as follows:

*The Chief of the Mission* organizes, coordinates, guides, and supervises projects so that desired results are achieved. He promotes the construction, conservation, and improvement of municipal roads, highways, telephone lines, and post offices. In order to lower living costs he strives to organize cooperative associations for the production of livestock, agricultural and industrial goods, and consumer cooperative groups to distribute basic essentials. He organizes a general supply warehouse that will make available at cost essential working facilities, tools, apparatus, machinery, and raw materials which the people need in their daily work. The establishment of companies for the storage and distribution of finished products is encouraged in order that the best prices may be obtained. Every resource available which might raise the professional standard of rural teachers and improve school facilities is utilized. Cooperative educational centers and institutions for the professional improvement of teachers in his zone are being organized in accordance with instructions issued.

*The Social Worker*, through tactful work in the homes of the people, encourages family and home industries and the production of agricultural products sufficient for domestic needs. This missionary also works to achieve absolute cleanliness and the extermination of parasites and vermin in homes. She encourages the use of furniture and utensils, the improvement of the appearance and decoration of homes, and teaches the women how to make wearing apparel, household linens, and baby layettes. Also of concern to the social worker is the best arrangement of the home for health and comfort, utilizing available facilities. He should help to bring about the assignment of domestic duties according to the ability of each member, thus lightening the burdens of the mother and providing time for the care and education of the children. The social worker encourages compliance with the Family Relations Law, advises against premature or very late marriages, and advises concerning the rearing and educating of children. The worker assists young girls

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about to be married to prepare for the responsibilities of home and family life and encourages home recreation for the family through story-telling, reading, games, and songs. Friendly relations between families in the community and community planning for moral welfare of its children are also encouraged. The use of alcohol and other social evils are constantly combatted. The social worker strives to improve the efficiency of homemaking teachers. Young women who show special ability and interest in social work are trained to carry out the duties of the worker after the mission leaves the community. Groups which will care for children and provide food and clothing through consumer co-operatives are organized on a self-sustaining basis.

*The Nurse and Midwife* must take the steps necessary to insure that drinking water is kept pure, and teach the people how to avoid contracting disease from contaminated water. She also strives to maintain absolute cleanliness in the markets, streets, public buildings, and meeting places; and urges compliance with the laws concerning burials. She nurses the sick, cares for expectant mothers before and during delivery, and teaches the fundamentals of child care. Measures are taken to prevent and control endemics and epidemics; to establish a general health and maternity clinic; and to organize a small pharmaceutical service for the community, using the supplies provided by the Secretariat of Public Education, the Health Department, and by the community itself. She works to improve the effectiveness of rural teachers by giving instruction in nursing, and to train four or five intelligent women as nurses and midwives so that they may continue the operation of the health clinic, thus making it a permanent community service.

*The Teacher of Agriculture* organizes the farmers to enable them to obtain the best results from their labor, to make contracts for rentals or partnerships that are fair to all concerned, to apply for cooperative farms to which they may be entitled according to law, and to secure the equipment that small property owners need in order to farm profitably. The property system prevailing in the particular community is scrupulously observed. The teacher of agriculture seeks to intervene tactfully in the solution of problems concerning the use and appropriation of irrigation water, and the regulations concerning use of municipal irrigation water. He also studies the problem of obtaining irrigation water where none is available. The intelligent cultivation of suitable crops, the improvement of working methods, the rotation of crops, control of plant diseases and pests, and better storage of the harvest are also the concern of this missionary. He organizes farmers to sell their crops to the best advantage, and to secure the benefits to which they are entitled under the Farm Credit Law, thus freeing them from the obligation to pay premiums to money lenders and profiteers. He works to



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improve the quality and use of pasture land and, through selection and cross-breeding, to improve the quality of livestock and prevent and control livestock diseases. Small cattle dealers are organized to use the best markets in the sale of their cattle and dairy products and thus obtain the best prices. The teacher of agriculture also promotes the establishment of nurseries; intensifies the campaign for planting, transplanting, and propagating trees during the proper seasons in favorable localities; and makes known the best methods of cutting wood, removing bark, making charcoal, and extracting resin. He encourages the people to utilize the services of government agencies which promote improvements in agriculture and animal husbandry, and encourages the observation of the forestry law and fishing and hunting regulations. He strives to improve the quality of services provided by water supply systems, markets and slaughterhouses, roads, parks and gardens, or to establish such if they are not already available. After making a study of the work needs of the locality in various seasons, this missionary suggests means of utilizing profitably the free time of the people. He cooperates with the social worker in educating the rural people to use available land for gardens and orchards; to breed animals profitably; to construct small chicken coops, pigsties, and apiaries; and to make needed repairs and alterations of their homes. Finally, he contributes to the professional improvement of the rural teachers working in the area by imparting to them essential information concerning agricultural problems.

*The Construction Teachers* instruct in masonry, including the uses of lime, brick, tile, adobe, and other construction materials; they direct construction of new houses; and guide and assist residents concerning the improvement of their homes. With the cooperation of the communities, they construct bridges, aqueducts, sewers, and other necessary public conveniences. These missionaries participate in the organization and direction of educational centers and institutes for the professional development of teachers.

Each mission is provided with necessary equipment, but the individual missionaries carry their own portable tools, instruments, and other materials that are indispensable for their work.

*Teachers of Trades and Industries* give instruction in such new enterprises as the preservation of meats, fruits, and vegetables; making of milk products, candy, pastry, and bakery goods; the manufacturing of articles from broom and reed grass; extracting of essences and dyeing materials; tanning, saddle making, and shoemaking; weaving of wool and cotton materials, and the cutting and sewing of clothes; carpentry, ironworking, and other small industries that will supplement home income. They install adequate shops in the schools and instruct teachers in their use. In order to insure that the work will continue, they par-

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ticipate in the organization and direction of centers for study and institutes for the education of teachers.

*The Teacher of Mechanics and Operator of Motion Picture Projector* helps interested citizens to install corn mills, pumps, hydraulic rams, small hydroelectric plants, and similar equipment; and renders service without charge to rural people who have mechanical problems. He supervises the laying of pipes for drinking water and other sanitary facilities. In addition, he operates a motion picture projector in the communities served by the mission and, whenever possible, photographs interesting aspects of community life, the work of the mission, and the scenic beauties of the region. He cooperates in the organization of festivals, and of civic and social programs, and, like all other members of the staff of the mission, participates in the organization and operation of centers of educational cooperation and conducts institutes for teachers.

*The Music Teacher* directs music and singing for the boys and girls of the community, instructs teachers in methods of teaching music in their schools, organizes musical groups in every community, assists them in obtaining the necessary instruments, and organizes groups of singers among those who have special abilities. The music teacher cooperates closely with the committee on recreational activities in promoting and organizing festivals and civic and social programs. An important part of his work is to study and collect all types of regional musical compositions, including popular music. He shares in the conducting of the educational centers, and encourages the performance of music and regional songs by conducting contests between communities.

*The Leader of Recreational Activities* is the promoter of athletic activities within the community, and seeks to encourage everyone to participate in at least one sport that is healthful and recreational. Operating a program of competitive games that will interest the participants and serve as recreation for the entire community is the responsibility of this missionary. This missionary seeks to preserve regional sports and to foster participation in them. The sports which are most common and easiest to learn are encouraged, and facilities locally available are utilized. Members of the community are stimulated to provide at their own expense such buildings and equipment as are necessary. The missionary in charge of recreation also directs adult military training, including close order drill and extended maneuvers, in accordance with the regulations that govern this activity.

The missionaries in charge of recreation and music work together in studying the regional songs and dances. If none exist for the particular region or if the number is insufficient, those from a neighboring region are taught. Groups interested in theatrical productions, puppet shows,

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and similar activities are provided with leadership. Glee clubs, instrumental groups, and the improvement of the musical skill of those already adept, are important phases of the recreational program and are the responsibility of both the music teacher and the leader of recreational activities. In all musical activities encouragement is given to style and interpretation which are natural, original, and free from outside influences.

At the conclusion of the mission in each community the results of its activities are displayed with appropriate ceremonies. Such celebrations are frequently held on civic holidays and the people are encouraged to observe them regularly in order to provide wholesome recreation and to cultivate love of country, its heroes, the flag, and the national anthem.

Although each person in a mission has specific functions to perform, a sustained program of community rehabilitation is the result of unified, collective action toward a common goal. Guided by this objective each missionary is free to exercise initiative, so long as this does not interfere with the development of the total program of the mission. Each mission endeavors to evaluate the relative importance of specific activities in terms of the general plan and avoids activities not in harmony with this plan.

Without neglecting the responsibility and work assigned to each, the specialists on the mission staff seek to cooperate as a unit for the good of all concerned. One missionary may work independently or two or more missionaries may work together. The social worker may help the nurse; at other times the construction teacher, the teacher of agriculture, the music teacher, and the leader of recreational activities will combine their efforts. When the work to be done is urgent, some of the missionaries may have a heavier load than they can carry. In such cases, they are entitled to the cooperation of their colleagues, who will work under the direction of the missionary in charge of that activity, in order to complete the unfinished projects according to the plans.

### Conferences and Reports

One of the most effective means of cooperation between the missionaries is that afforded by periodic conferences for the review and criticism of their work. At each conference the record of the activities carried on since the preceding conference is reviewed and evaluated, the activities of the staff appraised, and consideration given to possible changes in methods of work and in revision of plans.

The time required on each task depends on the type of work and local circumstances, and the decision rests with the missionary in charge of the particular task or the chief of the mission. Certain projects can be finished in a day, some in a week; others may require several weeks. Once

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a decision has been made concerning the time needed to be spent on a project it should be completed within that period. Excuses, such as lack of necessary materials or cooperation of individuals or the community, are not valid reasons for failure. The missionary should provide in advance for the successful completion of a given task in an assigned place, and each assignment should be completed except for circumstances beyond human control.

The chief of the mission checks the projects under way, both periodically and at their completion. If parts of the work are behind schedule, or if unforeseen difficulties arise, the chief does everything possible to correct the situation and to assist with the work.

At the first of each month each member of the mission staff submits to the mission chief a report covering the work done the previous month, a copy of which is sent to the Cultural Missions Department. In the report the missionary includes every important task performed, together with complete information concerning work done and places where it has taken place. Based largely on the reports from the missionaries the report of each chief of mission is filed within the first 6 days of each month covering the previous month's work. The report of the chief includes information submitted by the missionaries for the month and a summary of personal observations made during supervisory visits. Photographs illustrating the more interesting aspects of the work are included in the report. Outstanding achievements, the manner in which they were performed, participation by the communities, functioning organizations established, and the ways in which supervision resulted in necessary corrections, improved work, or increased services are also included. Finally, the report includes a general statement of the work that will need to be done after the present program has been carried to completion.

### Scope of Activity

The field of activity of the Rural Cultural Mission is the community itself. All of its activities and programs are designed to fulfill the real needs of the people, and are carried out within the homes, on the plot of land, in the fields, orchards, shops, and schools, and in direct contact with the vital problems of daily life. The program aids small, independent farmers and those working as members of cooperatives, as well as artisans and teachers. As much self-help as is possible is fostered, and active committees should be organized among the people to help provide for their own needs. The voluntary and enthusiastic cooperation of the people must always be sought and any form of coercion avoided.

Although some progress will be made as the communities are improved and the people trained, it should not be expected that proce-

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dures, occupations, and equipment that are too advanced will be accepted immediately. Nor can it be expected that old habits will be replaced suddenly. Progress must be gradual and progressive, based upon the understanding and abilities of the people.

Children, as well as adults, are encouraged by the missions to work in the orchards, gardens, and shops, and to care for domestic animals. Children should be supervised by their parents, or by members of the mission staff, and attention given to their physical and spiritual development. Special provision is made in the mission program for the children who cannot attend school regularly because of economic conditions in the home.

Although the staff of each mission visits the homes and works to solve individual problems as time permits, the greater part of the work is done through organized group activities. By means of clubs, teams, and associations, people interested in the same activities or problems, or who have a common purpose, may work together, thus enabling them to make application of newly acquired knowledge more quickly through combining their efforts and resources. Such cooperation also enables them to carry on the work which the mission starts. Through group work the people can determine for themselves the best means of obtaining a desired goal.

In addition to the close relationships that exist among the missionaries, the operation of the program is closely correlated with existing governmental, economic, and social agencies. Organizations with which the mission should work closely include workers' groups, producers' associations, cooperatives, credit associations, schools and educational committees, water supply and forest protection committees, athletic, recreation, and literary clubs, and the Public Works Bank. The active cooperation of these organizations must be secured in order to obtain material aid for the mission's work, such as offices, workshops, and space for other activities. Cooperation of these organizations is solicited also as a means of securing the necessary economic and moral support from the community. These groups are valuable and efficient means of penetrating the inner circle of the community and of gaining the cooperation needed for the mission's projects. Their cooperation is indispensable if the continued development for which the missions are valiantly struggling is to take place.

It is recommended that in every community a Committee on Economics and Education be organized in order to make the achievements of the program available to all in the region. It is suggested that this committee consist of the presidents of all the economic and educational organizations in the area. In the event that two or more communities wish to combine their efforts, a special committee may be formed by

the presidents of the existing committees in each community. Each committee makes regulations based on local needs, regulations which persons of average understanding and ability can understand and observe.

Democratic procedures are to be followed in organizing teams, clubs, and other groups. This is one means of insuring respect for the will of the majority, and of making a valuable contribution to the social and political development of the community. In communities where the standard of living is very low, the staff can make its most effective contribution by emphasizing group rather than individual activities. It may be necessary, however, to give attention to a few exceptional cases that require individual attention.

It is obvious that clubs, committees, and other active groups organized by the missions must keep in close touch with the mission staff. These groups are guided, however, in such a way that they may eventually be able to act independently in discharging their own responsibilities.

It is the wish of the Cultural Missions Department that no thought should be given concerning receiving credit for the successful accomplishment of work done by the mission. The mission should attempt to maintain its freedom to take the initiative in inaugurating projects, but the local institution is to be given all the credit connected with programs in which it has cooperated. Credit is given to unions, schools, local boards, or other groups which have worked actively on a successful program, even though the program was initiated and encouraged by the mission. Such credit is given also in public addresses and in the reports that are made.

#### WORKERS' CULTURAL MISSIONS

The workers' missions operate in manufacturing, mining, oil, and milling centers. They seek to improve the homes, health, recreation, economic condition, and general education of the workers.

By working with the management, unions, and the workers themselves, the missions try to prevent industrial accidents. The improvement of sanitary conditions in industrial establishments is also given attention. These missions do what is necessary to bring about good health conditions in workers' communities, giving attention to sanitary services, drinking water, personal cleanliness, and the prevention and control of epidemics and endemics. The missions strive to improve the physical condition of homes so that they will have proper outhouses, sanitary services and furnishings, and so that they will be well located and clean, with adequate ventilation, light, and space.

Instruction is given in nutrition, child care, sewing and other handwork, vegetable and flower gardening, breeding of domestic animals,

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and the development of small remunerative home industries. Assistance also is given in helping to solve problems of family relations and adjustment. The mission uses its influence to assist in the enforcement of existing rules and regulations concerning the employment of women and minors.

Athletics and physical education activities are fostered for the purpose of building physical strength, agility, and self-control, and for developing habits of discipline, self-denial, courage, perseverance, and intrepidity. Encouragement is given to swimming, bicycling, hunting, excursions, horsemanship and premilitary training. The selection of sports which provide recreation and which help to prepare workers for the defense of the country is important.

Activities such as singing, music, oratory, the theater, dancing, and plastic arts are encouraged. Groups of workers who are interested in similar artistic activities are organized into groups. The custom of organizing Saturday or Sunday festivals in which artistic and athletic workers' groups participate is also promoted by the missionaries. The attempt is made to include in such programs lectures on educational subjects, motion pictures, and radio shows, and social gatherings at which nonalcoholic refreshments are served. Workers' missions attempt to influence employers to meet fully their legal obligations to support adequate schools for the children of their workers. Educational committees and parent associations are organized to help improve school plants, provide necessary equipment, encourage regular school attendance, and be responsible for teachers' morals. The literacy campaign is encouraged by calling upon teachers and all persons of good will for assistance and by the founding of adequate libraries and other cultural centers. Schools for workers are organized in which workers will be taught the text of the Constitution concerning their rights and duties, the Federal Labor Code, and other pertinent laws, and especially the rights and duties of the Mexican people when their country is at war.

In order to improve the economic conditions of workers, these missions promote the organization of consumer and producer cooperatives, and whenever possible help to secure higher salaries for workers and to establish savings banks.

The staff of each workers' cultural mission consists of the following:

1. Chief.
2. Leader of recreational activities.
3. Teacher of mechanics and motion picture projector operator.
4. Teacher of music.
5. Social worker.

The workers are expected to carry on the activities encouraged by the mission through adequate organizations which will operate after the

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missions have left the community to work in other places. Organization plans, reports, and operation of the program follow the procedures outlined for rural cultural missions on pages 7-14.

### URBAN TEACHERS' CULTURAL MISSIONS

The urban teachers' missions seek to improve the educational and professional background of elementary school teachers, to keep them informed of recent educational developments, and to develop a progressive professional attitude. The missions also seek to develop unanimity among in-service teachers on educational philosophy and practice. They help to build public opinion for the support of education, make suggestions to local governments concerning the organization and direction of their school systems, and encourage the development of extracurricular activities. The promotion of important cultural activities in these urban centers and the organization of institutions for their permanent support are also of concern to these missions.

The staff of each urban teachers' cultural mission consists of the chief of the mission, a kindergarten teacher, recreational leader, music teacher, social worker, teacher of plastic arts, and a specialist in the field of tests and measurements or in the field of small industries.

*The Chief of the Mission* must have had as a minimum, a full course in the normal school, 5 or more years of successful teaching experience, and be well informed concerning developments in modern educational methods. He plans and directs the program of the mission and guides and supervises the work of the missionaries. In directing the professional improvement of teachers who attend the institutes held at the mission, the chief is responsible for the inclusion of the following topics: Educational philosophy, teaching methods, school organization, evaluation of achievement, discipline, and social adjustment of students in the school. The chief visits schools in the area in order to study their organization, program, and operation, and in order to advise teachers concerning changes that should be made. The chief also seeks to develop the cultural life of the community and is responsible for making suggestions to local governments concerning improvements in their schools.

*The Kindergarten Teacher* must be a graduate of a normal school, and have good professional training for this type of work. Outstanding success in teaching for at least 5 years is also required, as well as familiarity with modern developments in the field. This teacher plans and directs the preschool phases of the program for teachers' institutes, giving special attention to the selection and direction of activities, evaluation of progress, and discipline. Like the chief, the kindergarten



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teacher visits schools to advise teachers after observing and evaluating the programs in their particular schools.

*The Recreational Leader* carries on programs of gymnastics, games, sports, and other recreational activities. In addition to practical demonstrations and activities, he provides the theoretical background and related theory. He visits schools and gives assistance in planning and carrying out recreational programs in these schools. He plans and directs community campaigns against alcoholism and develops community support for recreational and athletic programs.

*The Music Teacher* should be able to sing, compose music, play at least two musical instruments, string and wind, and should have had teaching experience as well as actual work in organizing bands. Visits to schools and musical centers to offer guidance and encouragement are a part of the music teacher's duties. This missioner's work with the teachers is for the purpose of training them to teach music more successfully in their classrooms.

*The Social Worker* must have teaching experience, ability as an organizer, and be a specialist in homemaking activities. The missioner teaches cooking, sewing, hygiene, nursing, child care, and other aspects of homemaking to the teachers attending the institutes. In common with other missioners, the social worker visits schools, advising and assisting whenever necessary.

*The Teacher of Plastic Arts* must be a specialist in his field and have teaching experience and organizing ability. At the institutes and in the schools he gives instruction in the teaching of applied plastic arts in the elementary schools.

*The Teacher of Small Industries*, like the other missioners, must have teaching experience, be a specialist in his field, and have organizing ability. He visits schools and teaches those in attendance at the teachers' institutes regarding small industries which can be taught in the schools.

All of the members of the mission staff are to assist the chief in improving the general level of education in the area and in raising the cultural level of the community.

During the teacher-training institutes conducted by the mission, extension courses for others in the community are organized on a regularly scheduled basis at hours convenient to the general public. In each community where an institute functions, a series of well-planned educational and artistic programs is organized. These programs are presented regularly throughout the period that the mission remains in the community. Intensive social work is carried on in each community where the mission is stationed, and the cooperation of the entire community is sought. In areas where special problems exist, the cultural

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missions carry on, in addition to their regular work, the organization and direction of appropriate programs to meet the problems that may exist. For instance, along the borders, where the Spanish language and our cultural traditions are being corrupted, local teachers are trained to carry on, after the departure of the mission, programs which will counteract these tendencies.

Each institute conducted by the urban teachers' mission generally operates for a period of 5 weeks, and an evaluation of results and an official report are made to the Cultural Missions Department at the end of each period. Staff members are appointed for periods not longer than 1 year. In this way the Department is able to select the most efficient personnel from each preceding year.

# PART 2

## Part II. Operation of the Cultural Missions Programs

In accordance with instructions from the Secretary of Public Education, a series of seminars to plan the programs of the cultural missions was held early in the year which this report covers. These seminars were planned in order to take advantage of the experiences of the previous year, and the chief of each mission was given an opportunity to relate his experiences and to discuss his plans for the rest of the year. The seminars were held both morning and afternoon for 4 successive days, and the following problems were discussed:

To what extent have the cultural missions, of all types, achieved their purpose of improving the community as a whole, or the region where each operates?

What factors contribute to improving life in rural areas, and how may continued improvement be stimulated?

How have rural recreational activities been improved?

How have the missions improved the economic condition of rural communities in which they have worked?

How can the health of rural communities be improved?

What are the functions of the social worker, and what specific tasks should be assigned to her?

What authority do supervisors have and what procedures should be followed in supervising and inspecting the activities of the mission?

Summaries of the seminar discussions were made available to the staffs of the missions. The next three sections—Improving Life in Rural Areas, Coordination of the Cultural Missions Program, and Organizing Local Committees—are representative of these summaries. The Cultural Missions Department also issued a number of instructional bulletins during the year as a basis for study and action by the missionaries. Because these bulletins, like the summaries of seminar discussions, describe in a vivid way the operation of the cultural missions program, several are presented on the following pages under the heading "Instructional Bulletins," beginning with Rural Recreation on page 23.

### SEMINAR DISCUSSIONS

#### 1. Improving Life in Rural Areas

The schools which exist in rural communities are important agencies and should be considered as cultural missions, which they actually are. If the school is to fulfill its essential function, it must carry on its pro-

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gram in an environment which is free from the influence of the low standards of its surroundings. Members of the cultural missions staff must keep in mind that the school is the agency charged with the development of formal and systematic education, especially among children. The work of the schools in the communities in which cultural missions work must not be hindered in any way, nor should the mission carry on activities that are already going on in the schools. On the contrary, the missionaries must make every effort to guide the work of the schools, and assist in the organization of their activities, in order that they may achieve the objectives toward which they strive. The cultural missions, however, must go beyond activities that are essentially scholastic by developing educational programs which will enable both youths and adults to solve the immediate problems of living in their locality.

Members of the cultural mission staff should seek the active support and cooperation of groups in the communities in addition to those connected with the schools. Educational activities of a less formal nature than those carried on in the schools can receive valuable support from nonschool groups. Such organizations should have the support of the municipal authorities. The schools should be closely bound to community activities, and teachers of the schools and members of the cultural missions staff must strive to secure the full cooperation of local groups in carrying out the work planned.

The missions should provide opportunities for professional improvement for the teachers in the locality, but these activities should be closely related to the specific problems faced by teachers in their daily work. It is important that teachers be treated with respect, that appreciation for their work be expressed, and that they be encouraged in their work in every way. In the periodic meetings of local teachers which are held by the missions, guidance should be offered to teachers concerning problems that are of practical concern and assistance should be given in such a way that it can be put to immediate use by the teachers. Teachers should participate in the meetings in order to gain experience in the study and solution of their own problems and practice in making their own plans. They should also learn to do social work under the direction of the appropriate missionaries in order to be able to support and encourage this portion of the program of the mission after it leaves the community.

In all matters relating to the schools and teachers the missions must coordinate their work with that of the School Inspectors in that zone, and, in order to insure a spirit of harmony and good will among all concerned, they should report to the Directors of Federal Education regarding their work.

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The missions should endeavor to establish libraries, because of their importance as cultural agencies, through the cooperation of the people of the locality and by far-reaching and sustained campaigns. Libraries should provide facilities for children and should contain useful periodicals. They should be operated in accord with the best principles of library science.

Fairs, exhibits, and contests are of great importance in rural areas, for they not only encourage agricultural production and stock raising, but also offer a great many opportunities for activities of a social, moral, and esthetic nature. Such events should be considered as tangible results of the campaigns carried on by the cultural missions and the rural schools.

It is recommended that evening cultural centers be established. In addition to housing the literacy work for adults, they should become places for social activities supported by the authorities, local organizations, and the people themselves.

### 2. Coordination of the Cultural Missions Program

After the most urgent problems facing a community have been determined and specific objectives have been agreed upon, the coordination of all agencies in the locality is necessary. Each missionary must coordinate his activities with those of the other members of the mission staff. Regulations and orders which have been issued by the Office of the Chief of the Cultural Missions Department are designed to assure the cooperation of all agencies of the Government with the cultural missions. In addition, the missions must secure the cooperation of other social institutions in order to secure material aid and moral support. When necessary, the work of agencies of the government and the social institutions may be combined or integrated, but at all times the mission must develop the strength and full independence of each such agency or institution.

Each missionary must cooperate frankly and openly and accept responsibility for overcoming doubts and conflicts. He should be conscientious and enthusiastic in working to accomplish projects planned. Even when an activity is not within his special field, the missionary should assist if opportunity arises. One characteristic of every cultural mission should be that its staff is united in thought and action.

The missionary is personally responsible for the improvement of plans made, and for taking the initiative in an emergency. Work that he does on his own initiative, however, should not interfere with his primary obligation of carrying on the specific activities assigned to him.

Periodic meetings of the missionaries provide opportunities for comparing and making criticisms and adjustments. New plans then are to

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be made for the following periods, based on survey and study of the community, the work of the mission, and the report of work accomplished.

### 3. Organizing Local Committees

We have learned from experience that lasting impressions were not made by past missions when established local institutions were not available to continue the work. If the work initiated by the missions is to continue and its results be guaranteed, it is necessary that the community's own institutions be adequately established by the time the mission leaves. Without appropriate agencies to carry on the program the community will return to its previous state of lethargy and indifference to its problems.

The community as a whole must be able to recognize its various problems and to judge their importance. It must first understand the elementary steps to be taken concerning those problems that are most important, most practical, or easiest to solve; and then it should work toward the solution of those problems which are more complex or of less importance.

The following resolutions were proposed by members of the seminar for discussion and approval:

The mission and its various components shall organize committees for all phases of their work, and shall give the committees a clear vision of their purpose, leading them in the planning and execution of the work.

The mission shall organize, among members of the various committees or from the community, a general board which will serve as the central committee on activities. This board will include representatives from each local committee and will coordinate the work of all, determining which problems should receive first attention.

After the missionaries leave the community they shall keep in touch with these general boards. During the time that the mission works within the community the missionaries should stimulate, advise, and guide their work.

Special committees, composed of the most capable, interested persons should be formed, to coordinate the mission's activities within the entire zone.

In selecting the committees mentioned, the missionaries shall consider the ability and willingness of the people who are eligible to direct the specific work to be done.

### INSTRUCTIONAL BULLETINS

The bulletins which follow were written during 1942 and 1943 and refer to conditions then facing the Mexican Nation, including the War in which Mexico was then a participant. The bulletins were addressed to the missionaries, and give instructions concerning their activities during that period.

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### 1. Rural Recreation

This bulletin is necessary because recreation not only constitutes entertainment for the rural population, but it also helps to create in rural areas a new and better life, one that is enriched spiritually and made more pleasant and satisfying. Recreation is also an important aspect of the program with which the cultural missions have been entrusted. Although this letter is especially directed to rural cultural missions, it can be read to advantage by members of all cultural missions, since its suggestions can be adapted for use in other areas.

Nowhere is life more monotonous, sad, and tiresome than in the country. Only the tourists, poets, or painters who live there for short periods of time can speak of rural life as a thing of beauty. People who live in the country see it in a different light. Eating, working, and sleeping are the only three links in the chain of rural life. Rural people often migrate to the city to avoid boredom and weariness; they find city life less simple, for it has at least one additional link—recreation.

It is not necessary to do research on rural life to come to the conclusion that no social or recreational activities are available there, not even those of the most elementary kind. One need only visit a rural settlement to note that residents do not even observe the custom of visiting each other. Occasionally they meet along the roads and exchange a word of greeting or inquire about the health of relatives. They talk about the weather, and exchange best wishes, but that is the extent of their social relations. Nor is there any kind of social life within the homes. Now and then the members of a family speak of their work or of their neighbors and relate bits of gossip concerning a neighboring ranch. On rare occasions there may be a community dance which usually ends with much shouting and striking of one another with hats. There may be an annual celebration, like a small fair, that lasts 2 or 3 days and commemorates the anniversary of the town. Sundays, as a rule, are particularly monotonous in rural communities. If the custom of marketing is established in a town, it is the only diversion for the people. There are no athletic fields, children's playgrounds, public gardens, or walks which might offer recreation to the residents. Nor are there any theaters, motion picture theaters, libraries, or musical programs. There is not even a convenient place for neighbors to meet casually and talk. Life, as it is lived in small settlements, ranches, and villages is not really living. Life should be happy, beautiful, and inspiring, so that human beings will want to live on to accomplish things in this world. Since the horizon of rural life is so limited and lacking in opportunities, our Department believes it is most urgent for the missions to enrich it, at least to the extent of stimulating social and

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recreational life. Rural life, which is now mostly an animal-like existence, would thus acquire some spiritual value; the monotony of existence would be broken, even if only temporarily, and sad and painful thoughts would be forgotten. A new feeling of joy would be born within the people and this would lead them to love life and be hopeful. If only for this circumstance, social and recreational life would be worth while. Cultural missions will achieve good results if they firmly resolve to introduce recreation in the ranches, rural villages, and settlements.

When we speak of recreation, we naturally refer to social and recreational activities which are wholesome. Many leisure-time activities are undesirable, such as gatherings in saloons or canteens where intoxicating beverages are sold, and where cock fights, gambling, and similar diversions are practiced. The worst of these is the saloon, for addiction to alcohol leads to habitual drunkenness and begets all kinds of misery and misfortune.

The Department feels that there are other reasons to justify its strong recommendation to the missions for the encouragement of social life in rural areas. People live in the country in isolation, and recreation would bring them together, unite them, and, to use a pedagogical term, socialize them. However, it is not sufficient merely to bring these people together; in order to socialize them we must replace their self-centered thoughts and feelings with altruism and mutual understanding. Then the people would not think, feel, or act as isolated individuals but as integral members of society. The feeling of belonging to the same group would be socially useful, for the great tasks of the future must be realized by people who are moved by a common feeling and similar thoughts. Rural people are individualistic. They are eager to work continuously to increase their personal holdings or to enjoy a greater individual well-being, their main concern being for themselves and their own families. The idea of social or community well-being is hazy and undefined. They cooperate in group tasks or public service only to the extent that it directly benefits them because they do not have a spirit of cooperation. If recreation is introduced intelligently and directed wisely, it can awaken the desired spirit of cooperation and keep it permanently alive. This is particularly necessary in rural communities. The people lack so many public services and community facilities that unless a cooperative spirit is fostered they can never hope to develop such services. Recreation not only socializes the people but unites them culturally. A festival, an athletic meeting, a musical program, a play in the open-air theater, or a fair will bring people together and create social relationships. Such social gatherings would be very beneficial in the rural areas, where people are isolated. Since all the



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farmers in a certain region do not have the same experiences or the same culture, they will have opportunities for an interchange of experiences and information as they come together for recreation. Through these means our rural population some day may have a homogeneous instead of a heterogeneous culture.

Whenever our rural people have had to meet to solve one of their collective problems they generally have been very undisciplined. Not that they encourage disorders or create disturbances, but they are disorganized and lack direction. One of our pressing needs now is to guide such groups and teach them how to organize and work in a disciplined, orderly manner. Rural recreation can be a valuable means of achieving this. Athletic teams and recreational organizations, initiated and sponsored by cultural missions, can serve such a purpose effectively.<sup>3</sup> But recreation offers an even stronger disciplinary power. Spectators learn to control their impulses, and this is training which our rural folk need. Recreational activities will profoundly influence mental and emotional health, for such activities indirectly educate the people and make them masters of their passions and impulses. This internal control is known in education as self-discipline.

In view of the educational value of recreation, the Department hopes that the cultural missions will do their best to leave some recreational activities established in all of the settlements within their zone, whether they are large or small. Alcoholism and delinquency are closely related to the lack of recreation. The more recreational facilities available, the less delinquency will prevail, and vice versa. "Idleness," according to an old saying, "is the mother of all vices." Wholesome recreation will draw people away from alcoholism, which in our rural areas constitutes an actual calamity, as well as from other evils and even from crime.

Rural missionaries with initiative, and others who desire to bring about the rehabilitation of our rural population, should certainly establish open-air theaters in the communities where they work. These could be used for local entertainment and for the teaching of social and moral lessons through dramatics. As we all know, about 4 years ago some of our enthusiastic rural teachers presented a group of persuasive plays as a part of a campaign against alcoholism. You may remember seeing, in a small community, a play entitled *The Calvary of a Mother, or the Fruits of Alcoholism* and in another a skit entitled *Health and Wealth*. The background of the play presented the evils of drinking and, although parts of it were lacking in artistry and the technique was somewhat crude, its plot was part of life itself in the small villages. The spectators thus received an impression that was strong, vivid, and full of meaning. The open-air theater was found to be the best means of keeping the people out of saloons. The teachers began in earnest to

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write and produce plays, using out-of-door theaters that they themselves had built. The whole neighborhood was their audience.

The teachers did not stop with the construction of the theater. They proceeded to build athletic fields and encouraged games that would build strong bodies and provide relaxation and spiritual rejuvenation. On Saturday afternoons, Sundays, and holidays, the children, young people, and adults, crowded the athletic fields in search of wholesome recreation. At times, we would listen to these rustic and simple folk as they discussed the new activities. Typical of their remarks were, "How good this is!" "This way we can forget many temptations, and if we forget them often enough, they will cease to exist." We know some places where the saloons used to be filled with intoxicated people on Sunday afternoons, but as soon as the athletic fields were opened, the saloons were deserted as young and old made their way to the community games either to play or to watch.

Above all of the values of recreation that have been mentioned is that rural people can learn by this means to cultivate beautiful thoughts and noble ideals, for recreation influences their thinking and their feelings. To relax by listening to beautiful music, to enjoy a good play or beautiful dance in the village, to amuse oneself by singing songs or listening to a story, to watch a competitive game with interest—all these things have a cultural and moral influence on rural people that is very wholesome. None of this is idleness. Idleness is evil, but recreation is not idleness. To be idle is to spend time doing nothing that is useful or beneficial; recreation keeps the people's minds and emotions busy so that they are more completely occupied than at any other time during the day. Without realizing it, while engaging in recreational activities, people are creating beautiful ideas or fine emotions. Educators think that there is no better term to express such activities than the word recreation, for to recreate means not only to entertain oneself, but also to create and renew again and again. In all communities there are children, adolescents, and grown-ups who are eager for recreation. The things chosen to satisfy these desires should be varied and rich enough to please spectators of all ages and to satisfy the emotional needs of both men and women. Recreation should be planned specifically for the young, for the old, and for both sexes. Only in an abstract sense can we speak of general recreation for everyone.

Considering the needs presented above, the Department feels justified in recommending to the rural cultural missions now in the field the following as a minimum recreational program for every community:

1. Construct a children's playground with swings, slides, seesaws, balancing apparatus, trapeze, ladders, and bars. This can be done even though only the simplest materials are available.

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2. Equip a puppet theater for string and hand puppets.
3. Prepare an athletic field for young people and adults with necessary grounds and playing areas cleared and marked. A swimming pool should be added if possible.
4. Provide an appropriate place for lassoing, horsemanship, cowboy stunts, and sports with bulls.
5. Organize a band, orchestra, or musical group in each community. Make available a park equipped with a pavilion where serenades and programs can be held on Sundays and holidays.
6. Construct or prepare a suitable place for plays and motion pictures, and organize two groups of actors to insure permanent theatrical activity.
7. Construct an open-air theater and organize choral and minstrel groups, as well as groups of string musicians and regional dancers.
8. Establish community libraries which contain scientific and practical books, novels, stories, and travel and adventure books. Provision should be made for the library to receive regularly a rural magazine, a cultural journal, and one of the good daily newspapers.
9. Make available ample space in the community library for people to meet regularly to discuss their problems, to hear informative talks and cultural programs, or simply to chat and get acquainted.
10. Establish annual fairs commemorating the anniversary of the founding of the settlement or celebrating the end of the harvest season. On such occasions, community traditions should be observed by an appropriate program. All educational and athletic groups may participate in such celebrations.
11. Organize, among interested members of the community, a Committee on Social and Recreational Activities, together with subcommittees for particular events or programs, in order to insure the adequate and permanent development of this phase of rural life.

The Department makes the above suggestions to the missions as a program to be developed and amplified in every way possible, in harmony with other phases of the missions operation. Anything less should be considered insufficient. The chiefs of missions are asked to study this bulletin and begin to put it into practice gradually.

### 2. Functions of the Music Teacher

You are not only responsible for the teaching of the technical aspects of music in preparation for participation in musical activities, but also for the important task of getting the participation of people of all ages in artistic activities and productions. Interest in the arts and the ability to express their emotions through the arts are characteristics of the Mexican people. Our ballads, dances, and songs, as well as our beautifully decorated toys and other articles, are evidence of this interest and ability. Interest in the arts should be encouraged in order to increase the production of beautiful and rich folklore in our country. Therefore, one of the most important functions of the music teacher in the cultural mission is to guide and develop the creative spirit of the people, to help keep it pure, and to protect it against foreign influences. If we

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observe and analyze the folklore and musical production of our past and compare it with that of today, we will find, unfortunately, that the quantity has decreased and the quality declined. We cannot analyze the multiple reasons for this downward trend, but among the most important causes is the influence of musicians from the capital upon the music of our country. Some of our musicians and composers from the capital are corrupted and confused by morbidity and foreign influence. The mission teacher should oppose these destructive influences and seek to encourage the ingenuous and the simple, thus liberating the beautiful art of the Mexican people.

The simplest and most understandable manifestation of the creative arts is singing. The music teacher should encourage all people to sing, but should work especially with those who are capable and interested. These should be organized into formal groups for more serious work. The first song they should learn to sing correctly is the national anthem. The teacher should then select a few appropriate songs for performance utilizing her own compositions and the materials edited by the Auxiliary Office of Cultural Missions. She should select persons of both sexes having the best voices and teach them harmony. The teacher may later organize choral groups among the better students. She should train those who like to sing native songs to sing duets and trios.

If a musical organization, whether orchestra or band, already exists, the missioner should instruct the members in order that they may improve the quality of their performances. The inability to read music and to keep proper time are often failings of such groups. These abilities should be improved by practice in reading music and by rhythmic exercises that are graded in difficulty. Instrument technique should be improved through study of the proper method and through practice. She should teach harmony, which is the indispensable basis for all musical performance, and increase their knowledge of music theory.

When the missioner personally directs an organized group, it should be done with the greatest tact, in order to avoid offending the local director. Any criticism of the local director's work should be made in private.

Another common weakness of music groups is the use of poor orchestrations. As a result, the repertoire is usually poor, the same pieces having been repeated so often that they no longer interest the audience. Consequently, the teacher must give instruction in orchestration, making the best use of the instruments available. Practice should include waltzes, national airs, and simple pieces until the repertoire is gradually improved to the point where more difficult fantasias and overtures can be played. Preference should always be given to simple music. The results are better when an easy musical number is performed well than

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when a difficult number is rendered poorly. In the localities where no musical group exists the teacher should organize one. For this purpose a harmony course should be offered and the teaching made as enjoyable as possible. If an instrumental group exists, it is preferable that its members be taught the elementary music necessary and the technical handling of their instruments. This should be accomplished largely through group practice. However, singing should not be neglected, since it is beneficial in developing good timing and correct intonation.

Cooperation between the music teacher and the leader of recreational activities should be very close, for they must cooperate in directing dances, dramatizations, and festivals. This collaboration should take place in a friendly spirit so that the work of both will be completed with the least difficulty and delay. The contributions of the music teacher as well as the recreation teacher should be given recognition at all festivals.

Contests should have the approval of the chief of the mission so that, through official support, they will be given the assistance necessary. There may be contests between orchestras or singers, and the typical musical instruments played. The finals of the contest should take place at the traditional town festivals or during the celebration of an important national or local event.

One of the most important duties of the music teacher in a cultural mission, and one which this Department considers obligatory, is the collection of regional, indigenous music. It is regrettable that, through the negligence of people who are capable of collecting such music, many works of artistic value have been lost. In all parts of the country there are songs, dances, melodies, and rhythms which can be used in the preparation of historical monographs concerning our native people. The Cultural Missions Department wishes to create a library of this type of material which is as complete as possible. The music teacher in the cultural mission should collect such materials and send them to this Department with notes concerning the instruments played. The Department will record the missionary's name on the material when editing it. In the preparation of the collection of indigenous music, the historical background of each item is of the utmost importance, as are also the circumstances surrounding its origin and discovery, and the meaning or symbolism of each. Thus, in addition to collecting music and dances, the missionary should investigate their origin and history. The choreography charts may be made by the leader of recreational activities. The melodies and songs of the Indians and the *mestizos* are usually extremely simple, ingenuous, and may appear to be of no permanent value. This should not diminish their interest for the honest investigator. He should not attempt to alter the original in any way,

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since it would corrupt the authentic art of our aboriginal peoples and make it hybrid. Songs should be submitted with the original words, and the text must not be modified even to correct the versification or vernacular speech.

The materials used by the music teacher must be carefully selected, especially the songs and choruses. Rural children are very fond of themes that are simple enough for them to understand from their own experience, such as songs of nature, animals, or patriotism. Not all Mexican songs, even those which are very beautiful, are appropriate for school use. Selections must be made from songs that are neither morbid nor beyond the emotional or mental age of the child. In choosing materials it is not possible to avoid love songs, for, in general, this is the emotion that inspired the old, traditional songs which we are interested in preserving. Nevertheless, there is a difference between the pure and beautiful inspiration of the simple artist, and the foreign perversions such as rumbas, congas, and tangos which are so popular in the cities and which the radio is spreading everywhere.

It is recommended that songs be used which can be dramatized, acted out, or sung with pantomime, since both children and adults prefer them. The repertoire of bands and orchestras should include, first of all, national airs, waltzes, marches, and simple rhapsodies. Operatic fantasias and serious overtures should be played only before audiences which will appreciate them.

The missioner should remember that the mother tongue, the natural sciences, natural history, and other subjects can well be taught through the aid of songs. Care should be taken, however, not to allow singing to lose its recreational function. An ideal class would begin with easy songs suggested by the members and then develop new and more difficult material through the active participation of the pupils themselves.

### 3. Specific Tasks of the Social Worker

The purpose of this bulletin is to help the social workers, and it should not be considered as a criticism of their work, for many examples of successful results may be cited. Upon receipt of a bulletin, the chief of the mission should call the missioners together to read and discuss its content.

All our social workers cannot be expected to be specialists in every phase of a program which includes health, home and family relations, remunerative occupations, recreational and school activities. Nevertheless, since they work in these fields, they should have a general knowledge of them and should also be alert and diligent and have a sincere desire to serve. The Cultural Missions Department is greatly concerned about the personality of its social workers. It is important that when

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considering the introduction of desirable innovations they be able to grasp quickly the needs of the people and to evaluate correctly the potentialities of the locality in order to inspire them to greater efforts.

If there is no midwife or nurse in a cultural mission, the social worker is responsible for the health activities in homes, schools, and the community as a whole. It is advisable to make an adequate working plan for the solution of these problems, or at least their alleviation, covering the entire zone in which the mission operates, and for a period of one year, since the mission works within one zone for that length of time. If there are no toilets, or if those existing are unsatisfactory, plans must be made to correct the situation. Wells should be kept covered, cleaned regularly, and located well away from graves. Streets and yards should be swept regularly, dumps located far from residential areas, and buildings for domestic animals located far from houses. Measures should be taken to preserve good sanitary conditions in schools, houses should be kept clean and well-ventilated, and flies eliminated. A small drug store or first-aid station as well as a small hospital should be established in each town. The people must be taught to keep clean, to bathe regularly, and to boil water for drinking. Puddles must be prevented from standing in streets and yards, for they are the breeding places of mosquitoes which transmit malaria. Vermin should be exterminated, not only for the personal comfort of the people, but also to avoid propagating diseases such as typhoid fever. It should become customary to sweep the streets, gardens, and public squares daily—or at least twice a week. Everyone should be vaccinated in order to prevent common diseases. The social worker is responsible for these health measures when the mission has no nurse or midwife. If a nurse or midwife is available, the social worker should serve as an assistant.

It is the special duty of social workers to help improve the homes and dignify domestic life in every way possible. Therefore, they should be interested in improving living quarters and their furnishings as well as conditions of domestic work, child care and welfare, nutrition, clothing, home industries, home recreation, and social life. Living quarters in rural areas are either huts or inadequate dwellings, without sanitary conveniences, sufficient space, light, or air. Often there are no baths, toilets, kitchen utensils, dishes, tables, chairs, or beds. The grinding of corn and all cooking is usually done on the floor. Social workers must concentrate their efforts toward the alleviation of conditions of inadequate and unbalanced diet and insufficient clothing. The results of their efforts will not be readily apparent, but the work should go on. Although there are resources for food production in rural areas, rural people do not have sufficient food and their meals are not balanced. Fresh vegetables, cheese, eggs, or meat are rarely eaten; nor is it cus-

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tomary to drink milk. The rural diet consists of chile, beans, and *tortillas*. Although most of these country dwellers are very poor, the social workers can do much for their welfare if they work persistently, courageously, and enthusiastically for the improvement of the daily diet. Small cooking classes to teach housewives how to prepare and season food should be organized. They should do what they can to teach mothers how to care for their children.

There is an urgent need to dignify the position of rural women. Their domestic burdens must be lightened by introducing hand grinders for corn mash, if mechanical grinders are not available in the community. Mashers should be placed at heights convenient for making *tortillas*. If community sewing rooms cannot be established, sewing machines may be provided. To dignify the position of rural women the social workers should teach husbands and children to be more respectful and considerate. Campaigns should be organized among school children to improve home and family life. If rural women are not placed on a higher plane, domestic life cannot be improved.

Although this work is assigned to social workers, the nurse or midwife must assume these responsibilities in cultural missions where there is no social worker. A cultural mission cannot excuse itself for failing to meet these obligations on the ground that no special person was assigned to the work.

Social workers can accomplish much through the schools. Proper facilities for the teaching of cooking, sewing, and home occupations may be built. Embroidery and crocheting have been looked down upon by teachers and consequently are becoming lost arts. They should, therefore, be taught and encouraged. Social workers should prepare the teachers to be able to continue the homemaking classes after the mission leaves.

This Department has purchased needles, thimbles, thread, and similar working materials for the direct use of social workers in the missions. Some of the materials have already been sent to their destination. Consequently, lack of materials can no longer be given as an excuse for poor work. It would be wise to initiate the practice of selling these articles at cost rather than giving them, for the missions are educational, not charitable, institutions. When needy people receive materials without cost they are helped temporarily, but soon return to their previous condition. Needed articles cannot be donated indefinitely, for the social workers would soon lack teaching materials. On the other hand, if the missionaries show them how they can acquire needed articles and help develop their ability to do so, they are actually being rehabilitated.

We have mentioned a sufficient number of tasks for social workers.



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They can never be complacent about their work when so much needs to be done. No matter how much a social worker accomplishes, she should realize that many more problems are still unsolved and that without her leadership the other teachers would not be able to solve them.

The Cultural Missions Department is interested in learning of the accomplishments of social workers. Each chief of mission is requested to attach the social worker's report to his own when submitting it to this Office. This Office would also appreciate having the personal reports from all the missionaries attached to the chief's report unless this proves unduly burdensome.

### 4. Instructions for Supervisors

You are hereby requested to leave immediately to supervise the cultural mission, with headquarters at ..... You are to supervise the work of the missionaries and be responsible for their compliance with instructions issued. Because adjustments must be made for each community, these instructions should be carried out on the basis of local geographic, economic, educational, and social factors. Special attention should be given to the economic problems faced by the mission, and the cooperation of local authorities and residents should be sought in their solution.

Your zone of activity should expand until your cultural mission is working with 30 settlements during the present 1-year period. The effectiveness of your work should not decrease as your area of activity increases.

The mission should use the home, the shop, the school, and the community as its workshop. For example, the teacher of agriculture will encourage each family to provide its own fruit and vegetables and to raise its own cattle. The rural people will be taught how to cultivate and irrigate available land to the best advantage. He will instruct teachers concerning the cultivation of school gardens and the construction of necessary shelters for cattle.

All missionaries should personally own the equipment considered essential for their work, and should adjust their activities to the general plan of the mission as well as to the special plan made for their field of work.

It should be a general rule that missions base their activities on local resources available. When collective efforts are needed, the cooperation of individuals should be sought through the proper organizations.

A meeting for educational cooperation should be held weekly in a community previously agreed upon. Whenever possible the cooperation of the school inspector of that zone should be secured. Teachers of

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nearby schools may be invited to attend on a voluntary basis, but the missions ought never to interfere with the regular work of the schools.

The supervisor should spend 1 or 2 weeks with each group in his zone. His reports covering the supervision of each group are to be sent to the Sub-Secretary of Education through the Cultural Missions Department and should contain the following information:

1. A brief description of the zone covered by the mission, mentioning its geographic, economic, sociologic, and cultural aspects. The settlements where the mission is concentrating its greatest efforts should be specified.
2. Problems considered of prime importance.
3. Critical evaluation of the working plans being followed by the mission and each of its members. Note should be made of changes in the original plans that the supervisor has suggested.
4. Work accomplished by each missionary. On separate sheets a summary should be given concerning the preparation, efficiency, activities, discipline, character, and spirit of cooperation of each missionary.
5. Amount of cooperation given by local authorities and residents in each settlement.
6. Summary of the supervisor's work.
7. A general, critical opinion of the work the mission is developing.
8. Statistics, photographs, graphs, sketches to supplement the report.

### 5. Research Activities

In order to carry out the program of rural cultural missions, surveys and studies must be carried on from the beginning. This practical research will show the relation between available resources and the problems of the region. The results of the study will be particularly useful in carrying out effective programs in economics, health, family life, recreation, and education. This type of study will progress only if the mission enlists the community's cooperation and participation. Such support will not only facilitate the collection of data, but will also serve to interest the local residents in solving their own problems. Although studies will be conducted by the chief of the mission, the members of the mission staff will be responsible for the accuracy and validity of those parts of the report which concern their respective fields.

The statement of the general plan for carrying out research activities of the mission shall provide for a sufficient number of chapters or parts so that the essential functions and objectives may be presented fully. The statement should be developed by the chief and all the members of the mission staff. One copy is to be sent to the Cultural Missions Department of the Secretariat of Public Education.

In preparing the surveys and studies, the factors mentioned in the outline on the following pages should be considered. However, when necessary, the missionaries should also investigate any question that is

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closely related to their work, even though it is not included in the outline.

### Outline for Surveys and Studies

#### Economic Life.

**Agriculture:** Physical factors of production, methods and equipment used, hazards and risks; property system, capital, credit, taxes, transportation and other costs; markets, organization of work, manufacturing and processing of products; introduction of new crops suitable to existing conditions.

**Livestock:** Factors of production, such as, soil, climate, topography, pasture lands and watering places, methods of livestock care, animal sanitation, common diseases; census of animals, system of ownership, production costs, marketing conditions, industrialization of products; possibilities of introducing new strains and species.

**The Cooperative Farm:** Organization, production programs, economic conditions.

**Forests:** Census of resources, classification of species, system of ownership, methods of exploiting, diseases and dangers, extension of forests, production conditions, manufacturing of forest products, methods of improving and conserving, reforestation.

The missionary in charge of the work related to the four items above, should also study related problems such as the use being made of water for irrigation, possible increase in areas irrigated, and the establishment of small irrigation systems where none exist.

**Natural Resources of the Region:** Indigenous animal, plant, and mineral resources, potential water power, techniques for development of resources.

**Trades and Industries:** Kinds and numbers in operation in the region; technical level of methods and materials, production conditions; remunerative trades and industries which might be introduced.

Directly related to the survey and study of economic life of the community, all questions concerning salaries, or other income, and living costs must be investigated. Information should be classified according to industries and occupations, real income, average family income, salary in kind, other income, loans or other benefits such as quarters, firewood, pasturage, and estimated cost of living.

#### Health.

**Hygiene:** Climatic and other physical conditions that affect the health of the people; personal hygiene practices of the people, community preventive hygiene practices; domestic, occupational, and school hygiene.

**Public Health:** Facilities of the community, including pavements, drainage, garbage disposal, food supplies, slaughterhouses, markets; epidemics, endemics, sporadic diseases, common accidents, home remedies and common medical practices; knowledge and influence of quacks and witch doctors; birth rate, mortality according to causes, ages, and sex; hospitals, clinics, emergency stations, sanitary units, maternity clinics, pharmacies, and public baths operating in the region.

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### Home and Domestic Life.

*The Residence:* Size of site, type of dwelling, construction materials; arrangement of rooms, lighting, ventilation; location of kitchens, outhouses, and wells; furniture and utensils.

*Economic Basis:* Number in family, domestic occupations of each; tools and equipment, products made for home use, marketable products, earnings and expenses; food supply per person, intoxicating beverages consumed with and between meals; customary clothing, family wardrobe, including items and costs; family expenditures for food, clothing, rent, health, recreation, education, religious festivals and customs, social engagements, diversions and vices.

*The Family:* Marriage customs, census of civil, religious, and common law marriages; status of each member in the home; habits concerning meals, clothing, hygiene, rest and sleep, use of leisure time, family celebrations, religious practices, superstitions, incentives for school attendance.

### Education.

*Institutions or Schools:* Enrollment, attendance, punctuality, withdrawals (with reasons); characteristics of teachers; economic position of children and parents, financial aid provided by local authorities, condition of plant and equipment; organization of program, courses of study, administration, supervision, outcomes; participation in campaigns which the Secretariat of Public Education states should be in operation in the schools, such as literacy, anti-alcohol, health, conservation, reforestation, and intercommunity communications.

*Other Educational Institutions* (including libraries, theaters, movies, radio, agricultural stations, museums, social services, associations, unions, and research centers): Extent and effect of programs; cooperation with schools to encourage enrollment; attendance and punctuality; programs to improve buildings.

### Social Life, Culture, and Recreation.

*People:* Census, according to sex, age, race, language, literacy, and employment.

*Government:* Political authorities, councils of elders or experienced men; effects on the people of law, authorities, leaders, and politicians.

*Local Problems:* Alcoholism, gambling, prostitution.

*Recreation:* Games, festivals, holidays sponsoring institutions or organizations.

*Popular Arts:* Handcraft characteristic of the region, regional songs, music, dances, stories, legends, oral and written traditions; commercial and remunerative aspects.

*Religion:* Rituals, customs, superstitions, survival of ancient beliefs and religious forms, ethical, esthetic, economic, recreational, and educational aspects of religious holidays, prevailing concepts concerning the family, government, and property.

## 6. Arbor Campaign

Attached is a part of a bulletin issued by the Secretariat of Public Education concerning a presidential resolution for a campaign to promote tree culture. It should be carried out by all educational institutions in the country. According to directions issued to the Cultural Missions Department, cultural missions are included in this presidential

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resolution and are hereby requested to take the necessary measures for initiating the following activities:

1. Establishment of a nursery for forest and fruit trees in communities where appropriate lands and water for irrigation are available.
2. Planting of decorative trees on highways, local roads, public squares, gardens, driveways, and terraces.
3. Planting small forests in the outskirts of settlements, and utilizing lands that are not privately owned for the cultivation of regional forests.
4. Propagation of fruit trees common to that locality on the lands of the rural people.
5. Improvement of fruit trees through selection and grafting.
6. Introduction of new varieties of fruit trees.
7. Propagation of the white mulberry tree.

The above suggestions should serve as a basis for the practical teaching which agriculture teachers and specialists should carry out among rural people. You should get in touch with the regional nurseries and the Department of Agriculture immediately so as to obtain necessary seeds and small trees at the proper time. The teacher of agriculture should include in his monthly reports the number of trees planted in each community, the kinds of trees, and the number of nurseries established.

### 7. Promotion of Agricultural Production

You are hereby instructed to take the necessary measures so that agriculture teachers and specialists in your group will intensify their efforts for the increase of agricultural production in all the localities where the cultural missions operate. You should take advantage of the season to start cultivating new lands and to direct the work preparatory to planting. In order to insure a better harvest, special attention should be given to the selection and treatment of seeds, as well as to fertilizers and the preparation of lands. Following the instructions already given, it would also be wise to start at once a campaign for the planting of a great number of fruit, decorative, and other trees so as to take full advantage of the next rainy season. In this campaign the collaboration of local authorities, schools, and all forces within the community should be sought. Although we are asking teachers to intensify their efforts for the promotion of the above-mentioned activities, they should not fail because of these special duties to carry to completion their regular activities.

### 8. Teaching the Care of Silkworms in the Schools

The Secretary of Public Education has decreed that, without neglecting other school work, the breeding of silkworms should be taught in a practical manner in the primary schools at Atzacotalco, Coyoacán,

Tacuba, Tlalpan, Xochimilco, and San Angel. This subject should be taught during the spring, and should include the study of related topics in the fields of zoology, botany, geography. The properties and uses of silk, processes, profits, and centers of the silk-growing industry in Mexico and in foreign countries should also be included. This instruction should be accomplished in such a way that students will be able to practice the necessary activities connected with breeding silkworms, observe the biological processes involved, make investigations, and arrive at conclusions that will convince them of the importance of the silkworm industry. The extent to which it is possible to introduce instruction in silkworm breeding in schools should be reported to the Cultural Missions Department. If such instruction is successful, a new industry might be established in rural homes. The extent to which the school can be effective in stimulating this industry should also be reported to the Department. This work consists of two parts: First, the propagation of white mulberry trees by schools or rural families, through stakes, transplanting, and nurseries; and second, the immediate introduction of silkworm breeding in those places where the mulberry trees are already available. The Cultural Missions Department, the Secretariat of Public Education itself, and the Sericulture Experiment Station at Ixtacalco, D. F., provide services and information to teachers concerning silkworm breeding. The Sericulture Promotion Agency is prepared to supply eggs and to expedite the sale of cocoons. In order to stimulate the interest of teachers and students in this matter the Cultural Missions Department will grant honor diplomas, books, or small cash prizes in schools obtaining the best results in this campaign.

#### 9. The Literacy Campaign

Illiteracy is one of the greatest obstacles to our goal of attaining common ideals for the different cultural groups that constitute our nation and to the achievement of economic and social well-being among our workers and farmers. Experience acquired during the past few years in attempting to solve the illiteracy problem in Mexico has led the Secretariat of Public Education to organize a national literacy campaign on a firm foundation and in such a manner as to utilize all of the natural and human resources of the country.

The literacy campaign which took place several years ago was opened with a conference attended by more than six hundred delegates from all social levels. The conference drew up plans for the elimination of illiteracy in Mexico within 3 years and recommended that all the forces within the country should work together to achieve this goal. To carry out the resolutions of the conference, a National Office was established

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by the Secretariat of Public Education, and representatives for each of the States and a commission of 11 teachers were named to serve as field promoters and organizers. Near the end of 1938 the program was re-organized and new plans were made which included the division of the country into zones with an official appointed to direct the work in each zone and in each State. Working plans were sent to all directors of education, local governments, workers' and farmers' organizations, popular regional associations, all State and autonomous departments, and others. Literacy committees in the States were multiplied in number. A Children's Educational Army was organized with students from the fourth, fifth, and sixth grades; a Youth's Army was formed with the students of rural regional schools, normal schools, and the National School for Teachers.

This elaborate organization, however, accomplished very little, and the campaign was felt chiefly by those who were already literate. The program was uncoordinated. No agreement was made between the Federal Government and the State Governments concerning the regular contribution by each of a certain amount for the maintenance of educational institutions for adults, just as they do for children. The limited collaboration of the States was always requested and received from the governors as a favor. The same may be said concerning the participation of business. Just as business is expected to be responsible for the welfare of its workers by providing medical services, accident compensation, and schools for the children of its workers, legislation might have been introduced in Congress which would have added the education of workers to the benefits now provided. And the educational welfare of our workers is essential to the economic and social development of our country.

Thus, notwithstanding the cooperation given by various groups in earlier campaigns, the task of teaching our laboring people to read and write has only begun. The most important aspect of such a campaign is its continuity, which can be assured only by setting up new procedures based on a solid foundation.

The campaign must be conducted according to conditions in the region to be affected. Because of the lack of such experience and the limited funds available in the Secretariat of Public Education this year, the campaign to be initiated now will be on a more modest scale and better organized than the previous one.

The campaign will be carried out by the Secretariat of Public Education through the Literacy Office of the Cultural Missions Department. It will work through educational institutions of the following types: Urban and rural primary schools; practical agricultural schools; urban and rural normal schools; secondary, prevocational, vocational, and

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special schools; cultural missions and Federal educational agencies. State governors will be invited to cooperate through State educational institutions.

In order to do an effective piece of work and to gain experience on which further plans may be based, the campaign will be started in a limited area within the States of Puebla and Chihuahua. In carrying out this campaign, the Chief of the Literacy Office will communicate personally with the governors and school authorities of those two States concerning the regions selected. The Federal directors of education will create a section within their office to be responsible for their part in the campaign. School inspectors will be the chiefs of the campaign in their respective zones and will be assisted by teachers under their jurisdiction, although their regular work should not be neglected. A list should be made of illiterates in each town, farm, factory, or cooperative farm, giving the name, age, sex, and address of each illiterate and stating whether illiteracy is complete or partial. Only persons between 12 and 50 years of age should be listed, and each person only once.

Information should be given concerning workers' syndicates, cooperative farmers, and small farmers, together with the addresses, numbers of persons, types of activity, and names of officers. Complete information concerning the schools operating in each community should also be given.

In small villages where there are no schools, the inspector should designate teachers from nearby schools to compile the list of illiterates. Complete data are necessary if the extent of our problem is to be measured accurately.

While this information is being gathered, the Federal educational agencies will send instructions to the school inspectors for the reorganization of the literacy groups for young people and adults of both sexes. In places where such groups do not exist, they should be organized. At least 1 hour a day should be given over to this work. A report describing the work done should be sent to the Cultural Missions Department and to the appropriate educational office in the State or Territory.

After this information has been obtained, the worker or farmer organizations must be persuaded to influence their illiterate members to attend night school until they have learned to read and write. Until such time as business organizations may be obliged to maintain educational centers for their workers, they should be requested to give voluntary financial and moral support to the campaign. Appropriate persons at the employment centers should inform new workers as they are hired concerning the time and place of literacy classes. At strategic points within the zone, reading rooms for workers should be provided and a traveling library service developed. Secondary schools and all



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high educational centers within the zone should establish literacy and educational extension centers to be operated during the entire school year.

In order to strengthen this program it is imperative that financial support for the campaign be provided using Federal, State, and municipal funds. The budget should provide for fees, school materials, textbooks, and other publications mentioned in the project. Instructors who teach 30 people to read and write should be given honorable mention and advanced 5 points in their professional rating by the National Register Commission.

During the present year the campaign will be developed in the States of Chihuahua and Puebla, according to the program outlined above. Information concerning these campaigns will be made available to the public. Two primers and two magazines to be used in similar literacy programs, one for workers and the other for farmers, are to be written and published. The literacy work should then be carried on in the rest of the country through institutions that function under the Secretariat of Public Education.

Plans are to be drawn up for conferences held by the Federal Government and the State Governments concerning the financial assistance which each should give for the maintenance of educational institutions for adults. A bill which specifies the pro rata contributions of business, based on the number of employees, is to be drafted to create literacy and educational centers for workers. The literacy work among conscripts shall be organized and directed by the Cultural Missions Department, together with the Department of National Defense. Based on the experience gained this year, the plan for next year's program should be made early.

### 10. Educational Institutions and the War

The state of war existing between Mexico and the Axis countries makes it necessary to mobilize all the branches of our national institutions so that their objectives may be in harmony with the new social and economic conditions brought about by the war. No one can foresee the duration or consequences of this war, but it will undoubtedly end with the triumph of the nations fighting for liberty, democracy, and social justice. Our nation is fighting with the Allies because of its own convictions. There is every reason for us to be genuinely proud of our nation's entry into this struggle, for it did so with a history that is clean of all stains. Mexico has always defended with honor its liberty, sovereignty, and the integrity of its territory. Mexico firmly condemned the Vandalic conduct of nations that enslave humanity, and it has maintained the inviolability of treaties made according to international law,

## CULTURAL MISSIONS OF MEXICO

for they are the basis of universal peace. Now that foreign dictators would unscrupulously injure our national pride, Mexico, unhesitatingly, and with the courage of one that defends a just cause, has joined the other free peoples fighting to place right above might. This noble and brave attitude obliged us to make certain commitments; and these we must meet as confidently and effectively as possible in order to be prepared for the postwar period, during which our country's destiny will be deeply affected.

It is the teacher's responsibility to contribute to the education of children, youths, and adults, in the cities and in the country, without thought of long hours or personal discomfort. With a spirit of self-denial and sacrifice, the teachers must work for the following objectives: Love of country, maintenance of the democratic principles sustaining our institutional life, increased production, development of home economy and public health services, preparation of the people for direct participation in the war and national defense, and organization of civilian defense.

1. *Love of country.*—Teachers should pay special attention to the development of patriotism. It has always been of vital importance in the education of children, but under present conditions it must be given unusual emphasis because of the serious dangers that threaten our nation. Consequently, all school activities should tend to awaken and strengthen love of our country, admiration for our heroes, and respect for our institutions. Specific activities suggested are the following:

- (a) Teaching of the national anthem, songs about the flag, and patriotic group songs.
- (b) School ceremonies to honor the flag (Monday).
- (c) Patriotic talks on outstanding episodes of the history of the Americas, and of Mexico.
- (d) Public civic programs (Saturday or Sunday) to commemorate historic anniversaries.
- (e) Plays based on historic episodes in which children and adults, of both sexes, participate.
- (f) Compositions and speeches on patriotic subjects.
- (g) Contests in drawing historic subjects.
- (h) Drawing of maps as a means of teaching geographic position of our country in relation to the other countries of America, Europe, Africa, Oceania, and Asia.
- (i) Comparisons of government, and of social and economic characteristics of democratic and totalitarian countries.
- (j) Information concerning the devastation caused by the war, inter-American solidarity, the solidarity of all democratic countries, and Axis threats against the sovereignty and honor of our country.
- (k) Reading and commentary of the historic presidential message accepted by Congress, according to its constitutional authority, as the basis for our country's declaration of war against Germany, Italy, and Japan.

## OPERATION

- (l) Talks concerning the lofty mission entrusted to our National Army for the defense of our country's integrity, sovereignty, and honor.
- (m) Commentary on our duties as Mexicans when our country is facing such dangers.
- (n) Strengthening of our people in the conviction that the war will end with the unquestioned triumph of the cause of liberty, democracy, and social justice.

2. *Maintenance of the democratic principles sustaining our institutional life.*—At the same time that the war is being fought in the military fields at the cost of millions of lives and the destruction of the highest values of human culture, the dictatorships are undermining with extraordinary shrewdness the social and political organizations of liberty-loving peoples. The school, press, radio, motion pictures, secret societies, business transactions, social gatherings, and even simple family conversations are means cleverly used to form a veritable army of traitors. Such an army, at a given signal from its master, is ready to undermine the internal defenses and military forces of countries that the tyrants wish to enslave. Their propaganda is tenacious and hypocritical; it presents the democracies as decadent and anarchical governments, so weak that they are incapable of leading their people to higher levels of well-being and culture. In the background of all this falsehood one can see clearly the intentions of a man who, under the influence of a weak doctrine of racial superiority, is attempting to gain the absolute domination of all the peoples of the world. Our country, indeed, all of America, is included in these sinister plans. The danger is all the more serious when one realizes that under the protection of freedom the Axis countries were able to build one of the most powerful military forces of all time. Mexico has a high mission to fulfill in this titanic struggle. The unjust threat we received, our historic antecedents, and our loyalty to all the noble causes of humanity, have placed our country among the peoples who are defending the sacred principles of universal democracy. President Avila Camacho has expressed the feeling and will of the Mexican people in a thoughtful but firm manner. All of us must do our duty calmly, intelligently, and decisively, but *our teachers are responsible for directing the fight against all open or subversive action taken by the enemy to undermine the foundation of Mexican democracy.* The modest classroom of the elementary school, the professorship, lecture platform, personal conversation, and the press, are all resources for counteracting the effects of psychological warfare and insidious enemy propaganda against our social and political institutions. School activities can be so directed that the students will recognize such propaganda and remain unaffected.

3. *Increased production.*—(a) Without detracting from their essential functions, the practical agricultural schools, special schools, and

prevocational and professional technical schools should readjust their schedules and programs to the extent necessary for efficient and accelerated training of specialists and workers needed by war industries. Secondary schools are also obliged to intensify the agricultural and industrial training of their students, both boys and girls. The elementary schools, urban and rural, should teach whatever agricultural and industrial subjects possible within the limits of their resources. Their efforts can be very important, since there are two million children in elementary schools. If well directed along these lines the elementary schools can make a significant contribution to production as well as to educational progress. Circumstances require that all cattle-raising facilities be utilized; that all school gardens, no matter how small, be cultivated intensively; and that no shops be allowed to remain idle.

(b) As a measure of precaution, in case the war may be unduly prolonged or may extend its action directly to our soil, it is appropriate to accelerate the agricultural and industrial training of our juvenile and adult population. For this purpose the technical and special schools will offer special courses for people who are not enrolled in the regular courses. These courses should be of a practical nature, taking into account the individual's physical condition and native ability.

(c) In rural areas, teachers should stimulate increased agricultural and livestock production, and should give appropriate encouragement to the various activities of farmers. It is necessary that each family have a small garden; keep domestic animals, such as chickens and pigs; cultivate fruit trees; and increase small home industries, such as the preservation of meat, fruit, and vegetables, keeping of bees, handling of milk products, and wool and cotton weaving. Rural teachers should use their own homes and schools as small model farms which will serve to demonstrate objectively the results obtained through well-directed agricultural production. In this interesting work, the instructions issued by the National Production Committee and other special Government agencies should be followed.

4. *Development of home economy and public health services.*—(a) One of the serious consequences of the war is the scarcity of essential commodities. It is true that the Federal Government, with the patriotic support of State and municipal governments, has already taken some measures to prevent hunger and the lack of necessary clothing, but teachers will have to cooperate in this work. They should direct campaigns to avoid waste in the home and help families to acquire the habit of saving. As tactfully as possible they should help fight alcoholism and gambling, for these are among the principal causes of the poverty which exists in Mexican families. Habits of saving should also

## OPERATION

be extended to the schools in the use of essential educational materials.

(b) In order to maintain the health and physical vigor of the people, teachers in the cities should work in close collaboration with the public health authorities. Together, they should maintain healthful conditions in the homes and schools and organize auxiliary brigades to perform essential social services during emergencies. In rural areas where there are no social welfare organizations, the teachers will provide the impetus in organizing agencies to carry out these social services. Such activities require special teacher training to be given by specialists with the cooperation of various Government agencies.

5. *Preparation of the people for direct participation in the war and national defense.*—Since circumstances may make it necessary at any moment to increase the strength of the National Army to the maximum, we should be prepared by requiring premilitary training in the schools. In the upper grades, marching and maneuvers outlined in premilitary courses should be included in addition to the handling of arms, fighting techniques, construction of trenches and other defenses, scouting services, communication, crossing obstacles, first aid, and handling of motor vehicles. This service should then be extended to the other sections of the population and should be under the direction of military authorities or other special agencies, if there are such in the locality. In case there are no military authorities or agencies, teachers should be given special training and should assist in the task of premilitary command.

6. *Organization of civil defense.*—Nearly all enemy attacks are made when least expected in order to spread panic among civilians and weaken the military strength of the people. In order to be able to be ready for such attacks and in order to free the armed forces for combat against the enemy, the civilian population should be organized and trained to carry out carefully made plans so that it can take care of itself. The National Council of Civilian Defense will issue protection orders to be applied, according to local needs, under supervision of the State or municipal defense boards. Teacher representatives should be members of the defense boards. Protection orders should include alarm, traffic, and blackout signals; emergency first-aid measures; and construction of shelters. Supervisors and teachers will study the best means of protecting students, and take the necessary measures of precaution. No child should be permitted to come to harm because of negligence or lack of foresight on the teacher's part. The school defense program should be part of the general defense program of the community. Shelters for school children should be constructed in cities with the cooperation of the Government, the parents, and child-welfare associations. School programs for the protection of children should include plans for maintaining the morale of the children. One of the

## CULTURAL MISSIONS OF MEXICO

best means of insuring high morale is a well-planned drill system which children understand and have practiced until they are familiar with it. Inside the shelters children should be cared for in such ways as will prevent physical danger and undesirable behavior; plans should be made for games, group programs, music, plays, and story-telling. Above all, the teachers should be a good example of proper conduct and high morale. Parents, either individually or through their associations, should be kept informed of protective measures being taken for the protection of their children. In order to carry out the measures indicated in this bulletin, the general directors of the various branches of education, the Department of Medical Services, and auxiliary organizations, should meet to study the regulations issued on this subject by the following authorities: The Constitutional President of the Republic, the Presidential Staff, the National Production Council, the National Civilian Defense Council, and other special Government agencies. The group should formulate the plans to be carried out in all the educational institutions within their respective areas and provide special courses to train teachers for the patriotic duties forced upon them by present circumstances. All plans made and measures taken in this respect must be submitted for the approval and revision of the undersigned, who is the authority responsible for the direction and supervision of all national defense work done by the Secretariat of Education in cooperation with other public agencies.

# PART 3

## Part III. Achievements and Plans

This report is intended to be a general presentation of the organization and program of the Cultural Missions Department and of the work of the three types of missions: Rural, workers', and urban teachers' cultural missions. The results of the program described are being slowly but firmly achieved. Progress towards the objectives outlined in the instructional bulletins (examples of which are contained in part II) is beginning to be felt. The teachers in service now have a broader professional outlook, and there is a progressive interest in laying a firm basis for the economic and cultural development of the different sections of our country. The use of our available resources has been stimulated through awakening of the physical, moral, and spiritual energies that are latent in our people.

Some of the specific achievements of the cultural missions are summarized on the following pages.

### RURAL CULTURAL MISSIONS

#### Health

Important achievements in hygiene education, in teaching cleanliness within the homes, and in public health were reported from small towns. The vaccination campaign against smallpox was conducted with the assistance of a group of rural teachers and others. These assistants were trained for their parts in this essential task by mission nurses. There are now entire areas, where in previous years smallpox epidemics had occurred, which are without a single case of smallpox. The campaign continues with increasing vigor and through persuasion is slowly overcoming the resistance it meets in Indian communities. Preventive measures have been taken in zones where typhoid is considered endemic. Malaria is being controlled in some communities through the use of mosquito nets and quinine, and by preventing stagnant water from standing in streets, public squares, and yards. An effective campaign has been undertaken in all the settlements to keep the springs and wells which supply the drinking water as clean as possible.

Modest clinics were established where patients are cared for as well as possible with the facilities available to the missions. Several groups of young women were given courses in nursing. Midwives in small villages are being given practical instruction to improve their knowledge and skill.

#### Home and Domestic Life

The material condition of homes is being improved through better lighting and ventilation and through construction of additional rooms. The missions have given special attention to the construction of home

**ACCOMPLISHMENTS WITH RELATION TO THE HOME AND TO HEALTH**

All missions did these things:



Constructed elevated cooking places



Installed corn grinders



Built home furniture



Started flower and vegetable gardens and orchards



Campaigned for better clothing and nourishment for children



Vaccinated against diseases



Established community medical service



Attended at births



Cleaned springs and wells



Improved household equipment



Combated endemics and epidemics



Constructed buildings for domestic animals



Gave courses in nursing



All missions except Tihosuco, Kanxoc, Ciudad Guerrero, Chih., Tingambato, San Antonio, El Fuerte, Santiago Ixcuintla, Concepción del Oro, Comalcalco, Pabellón, and Palizada organized first-aid clinics.

All missions except the ones at Ilamatlán organized sanitary brigades.



Maternity homes were established by the missions at La Trinidad, Cuautempán, Guerrero, Tlax., Jalpán, Xichá, Ilamatlán, Concepción del Oro.

Suitable drinking water was introduced at Cuautempán, Tequixtepec, Coyutla, Bolaños and Concepción del Oro.

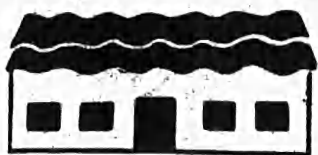


Midwives were trained at Cuautempán, Chietla, La Trinidad, Ciudad Guerrero, Chih., Tingambato, Villa Victoria, Acatempán, Motozintla, Tequixtepec, Jalpán, Ilamatlán, Bolaños and Tepehuanes.



**ACCOMPLISHMENTS WITH RELATION TO RECREATION AND CULTURE**

In schools--All missions accomplished the following:



Construction of buildings and schools



Construction of athletic fields



Organisation of schools



The missions at Chietla, Guerrero, Tlax., Acatempán, Motozintla, Tequixtepec, Jalpán, San Antonio, El Fuerte, and Santiago Ixcuintla constructed and arranged teacherages.

The missions at Tanlajas, La Trinidad, Kanxoc, Guerrero, Chih., Guerrero, Tlax., Acatempán, Motozintla, Tequixtepec, Zacatepec Mixes, built playgrounds.



The missions at Chietla, La Trinidad, Kanxoc, Guerrero, Tlax., Villa Victoria, Acatempán, Motozintla, Tequixtepec, Jalpán, El Fuerte, Santiago Ixcuintla, Tepehuane, Concepción del Oro, constructed open-air theatres.

In the communities -



Social and cultural campaigns



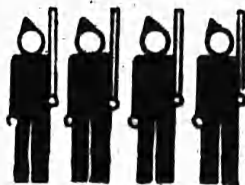
Choral groups



Dramatic groups



Athletic groups



Pre-military education



Festivals, fairs, contests and regional expositions



Social-recreational committees



Dance groups were organized at Tingambato, El Ticul and Concepción del Oro.

Bands or orchestras were organized by the following missions: Cusutampán, Hueyapan, Chietla, Guerrero, Tlax., Tingambato Zacatepec Mixes, Jalpán, Kanxoc, Pabellón, Palizada, Motozintla, La Trinidad, Coyutla and Ilamatlán.



**ACCOMPLISHMENTS RELATED TO ECONOMIC IMPROVEMENT**

All missions with the exception of Cuautempan, Puebla, accomplished the following:



Taught seed selection

Introduced new crops

Improved labor techniques

Planted trees



Established carpentry shops

Introduced various small industries

Organized economic action committees

Opened and repaired roads



All the missions except the ones at Tingambato and at Cuautempan demonstrated and established crop rotation.

All the missions except the ones at Cuautempan, Guerrero, Chih., and Guerrero, Flax., arranged for the repair of agricultural implements.



All missions except those at Cuautempan, Chietla, Tlaxiahuac, Tihosuco, Guerrero, Chih., Villa Victoria, Zacatepec, Coyutla and Comalcalco were active in preventing and combatting livestock diseases.

The missions at Hueyapan, Tlaxiahuac, La Trinidad, Tihosuco, Kanxoc, Guerrero, Flax., Jalpán, El Fuerte and Santiago Ixcuintla introduced water for irrigation.



The following missions established hatcheries: Hueyapan, La Trinidad, Tihosuco, Kanxoc, Guerrero, Chih., Guerrero, Flax., Tingambato, Villa Victoria, Acatempan, Motosintla, Bolaños.

The following missions established smithies: Kanxoc, Motosintla, and El Fuerte.



The following missions established tanneries: Hueyapan, Kanxoc, Guerrero, Flax., Acatempan, Coyutla, Motosintla, San Antonio, Santiago Ixcuintla, San Antón, Pomas, Faballón and Palizada.



Pottery factories were established at San Antonio and at Jalpa.

No mission was able to provide for the storage of harvests.



## CULTURAL MISSIONS OF MEXICO

equipment; they have taught rural people how to make tables, beds, chairs, wardrobes, and other essential furniture. Hand grinders have been introduced to make corn mash in order to free women from grinding corn in the primitive manner with stone *metates*. Housing is being provided for those who need it through a system of cooperative labor. Small vegetable gardens to provide improved nutrition, and flower gardens to beautify the home are being encouraged. Women are being taught how to use sewing machines and how to make simple clothing. Mothers are being given practical instruction in home organization and the care and education of their children.

### Social Life and Recreation

Many athletic fields, children's playgrounds, and open-air theaters have been constructed. Athletic teams and musical, theatrical, and dance groups and glee clubs have been organized. It is gradually becoming customary to celebrate important historical occasions with formal programs and social activities that combine recreation with education. Competitive games, exhibitions and fairs, and contests in performing regional music, dances, and songs have taken place.

### Premilitary Education

Premilitary education has been organized among youth and adult groups in all the communities within the cultural mission zones, as well as in the schools of those areas.

### Economic Results

During the past rainy season we succeeded in having cultivated all the tillable lands available in the communities. In some places new ground was broken. The farmers are beginning to select and purify their seed, and to improve their methods of cultivation. The iron plow has been introduced in several places. Several experiments in the introduction of new crops brought good results. An effective campaign is being carried out for the planting of more fruit trees. Farmers were taught how to care for fruit orchards. An intensive campaign was undertaken to stimulate the construction of buildings for livestock, and to multiply the number of domestic animals that supplement the incomes of individual families. Farmers were taught how to give injections to their animals and how to care for them when sick. Incubators were introduced in some places. The missions also interested farmers in forest conservation and in the intelligent use of their forests. Farmers are being taught how to use small streams for irrigation purposes. In some places small irrigation works were set up.

The following occupations were introduced in various communities: Tanning, saddlery, carpentry, baking, soap manufacturing, weaving of wool, fruit preservation, and furniture-making from reed-grass.

## ACHIEVEMENTS AND PLANS

Farmers throughout the mission zones became interested in improving local roads. In a few places, such as Villa Victoria, Michoacán, roads suitable for automobile traffic were constructed. The road from the State of Michoacán to the city of Colima is near completion.

### Schools

We have begun the construction of a good number of school buildings, the most outstanding example of which is the building constructed at Tingambato, Michoacán. There, with the assistance of cooperative farmers, municipal and State authorities, and some civic-minded persons, a beautiful building was constructed for the local school. Numerous school buildings were repaired, and school furniture made or repaired. Teachers were given professional instruction and guidance, either at the school as they worked or at the centers for educational cooperation.

## WORKERS' CULTURAL MISSIONS

### Mission Number 1

*Working conditions.*—Spinning and textile factories in Río Blanco, Nogales, and Santa Rosa were visited, as well as their branch offices, to determine the sanitary conditions under which employees work. Suggestions were made to factory managers and to union officials for the improvement of working conditions. Talks were given to workers about safety on the job.

*Public health in the communities.*—With the assistance of municipal authorities and unions, public health and hygiene in factory areas have been improved.

*Home and domestic life.*—Efforts were made to improve the material condition of workers' homes and to supply these with the most essential furniture. Practical demonstrations and advice were given on the preparation of food. Sewing groups were organized in Río Blanco, and public sewing rooms are being set up for the service of housewives. Efforts have been made to introduce the cultivation of vegetable and flower gardens, and to increase the number of domestic animals raised by individual families in order to increase the family income.

*Recreational activities.*—New musical groups have been formed and old ones improved. Athletic organizations have been formed with the cooperation of the Athletic Federation of Río Blanco, and new athletic fields have been constructed.

Civic holidays have been formally celebrated, and weekly social programs have been held in settlements within the factory areas.

## CULTURAL MISSIONS OF MEXICO

### Mission Number II

*Working conditions.*—Mines at the following places were visited: Prieta in Parras; Frisco in San Francisco del Oro; Clarines, Coyotes, Hidalgo, Mina de Agua, Tecolotes, Alejandria, and Cobriza in Santa Bárbara. Four other enterprises being developed were also visited. Working conditions were observed during all the visits made, and suggestions were made to the Asarco and San Francisco mining companies concerning conditions which the mission considered objectionable. These companies promised to comply with all the requests and have already begun to improve the sanitary conditions of the places set aside as dining rooms in the interior of the mines.

*Individual and community hygiene.*—Intensive hygiene campaigns were carried out in Parral, San Francisco Del Oro, and Santa Bárbara. Hygiene weeks have been observed and 177 groups of home visitors of 3 members each, 12 Red Cross groups, and 180 juvenile sanitary policemen have been organized with the cooperation of authorities of Federal and private schools. Campaigns were conducted to combat alcoholism, tuberculosis and measles. Sixteen lectures were given on these subjects, and posters displayed. The missions used their materials to especially good advantage at Santa Bárbara, where the measles epidemic was brought under control. With the support of the sanitation and other municipal authorities a meeting of midwives and graduate nurses was held to discuss methods of improving the health of expectant mothers.

*Home and domestic life.*—Seventy-five of the poorest homes were visited; suggestions were made for the improvement of sanitary conditions and better use of available resources. Housewives were assisted in planting vegetable and flower gardens and in building chicken coops. At Parral, a reforestation campaign was held with the cooperation of the Forest Delegate, and 8,000 trees were planted. Three sewing and domestic science clubs were formed with a total membership of 338 women. Three similar clubs for girls had a combined membership of 187 students. A shop where artificial flowers are made from cloth was established at Santa Bárbara.

*Improved economic status for workers.*—In order to establish consumers' cooperatives, in mining Sections No. 9, No. 20, and No. 50, favorable public opinion needed to be developed. Through cooperatives it is hoped to relieve the difficult economic situation caused by the rising cost of living. Consumers' cooperatives have been established in two districts and a third is being organized. Thirty watches and clocks, 14 radios, 3 typewriters, and 8 sewing machines were repaired.

*Recreational activities.*—The mission assisted in the organization of

## ACHIEVEMENTS AND PLANS

7 athletic and recreational clubs, the statutes for which contain special provision for women members.

A calisthenics demonstration was presented and flags displayed in Parral. An athletic festival featuring human pyramids, games, and athletic contests took place in Santa Bárbara. A series of programs which included lectures on educational subjects was held on 12 successive Thursdays. Eleven literary-musical festivals were held, featuring dance and song numbers on each program. An athletic field was planned in San Francisco del Oro and the children's playground in Santa Bárbara is being reconstructed. Five musical groups with a total of 92 members and 5 choral groups with a total of 40 members were organized. Three marches were composed and dedicated to the people of Parral, San Francisco del Oro, and Santa Bárbara.

Motion pictures were shown 36 times in the poorer sections of these 3 towns and in recreation halls in the different sections of the Mining Syndicate. Three kindergartens were established. These are in operation at present with an average attendance of 50 children. Four traveling libraries were formed.

A printing office was set up in Mining Section No. 20, at San Francisco del Oro; and mural newspapers were used in two districts of Santa Bárbara. Two theaters of the Miners' Union, and one theater in a Federal school at San Francisco del Oro were redecorated. The teacher of recreational activities cooperated in establishing a Center of Educational Guidance at Villa Matamoros.

## URBAN TEACHERS' CULTURAL MISSIONS

Twenty institutes to improve the professional training of kindergarten and primary school teachers have been organized in the cities indicated in the mission schedules which follow the map on page 4.

Each institute was organized by a group of missionaries, and the activities included the following:

Recreation and physical education, the teachers themselves directing the dances and exercises 1 hour daily.

Crafts and manual activities, school industries, toy making, and sewing. The men and women were in separate classes 1 hour daily, but met together once a week.

Practical demonstrations of teaching using new teaching methods, with all missionaries participating 3 hours daily. Discussion and criticism of the practical demonstration work done by the mission's specialists, as well as study and instruction in educational philosophy and educational methods.

Instruction on methods of teaching plastic arts. Educational methods for kindergarten teachers. Group songs and patriotic hymns. Cultural extension programs, including radio broadcasts in the State capitals visited. Social work among organized workers, both men and women.

## CULTURAL MISSIONS OF MEXICO

Preparation of hand work, school industries, painting, modeling, and toy making for the final exhibit of work of the institute.

Preparing cultural programs for festivals, usually done outside the regular schedule (2 hours).

Lectures, orientation talks, and educational extension work. Cooperation with other educational agencies, time depending on local circumstances.

### PROPOSED PROJECTS

If the constructive work of cultural missions was ever necessary, it is doubly justified while our nation is facing the problems of a world at war. In fact, the missions are determined in their efforts to realize the war aims of the Secretariat of Public Education; they develop a patriotic spirit, and support or direct the premilitary courses given in rural areas; they teach civics in order to safeguard the democratic principles on which the institutional life of our nation is founded; they are increasing production, strengthening family economy, and striving to improve the health of our people.

In the light of past experience and after careful study of our educational needs, the Cultural Missions Department proposes to continue its program and to work toward the following objectives:

1. Organize and direct a national literacy campaign, according to the directions already given by the Secretariat of Public Education.
2. Establish appropriate reading rooms and small libraries in rural areas.
3. Expand the program carried on among young men and adults in premilitary education; continue training groups of women for service in case of emergency and as aids to the mission nurses.
4. Extend the area where cultural missions work so that as many settlements as possible will receive their benefits; increase educational activities which improve health, family life, recreation and culture, agricultural production, and which seek to establish new trades and industries. Careful attention will be given to the breeding and selection of domestic animals, planting of vegetable gardens and fruit orchards, improving skills in agricultural work, and introducing new crops that will bring better results.
5. Surpass the work being done for the professional training of teachers in service, and strive for better organization of schools.



**ACHIEVEMENTS AND PLANS**



**A group of cantoneros entertain in a rural community.**



**Raising the Flag on a new monument built in Pabellón, Aguascalientes.**



**House and field of corn near Cuautempan, Puebla—monuments of mission activities.**



An aqueduct, built to replace the hollow log (left) formerly used.



Health committee of a remote village in Chihuahua.



The entire village of Zacatepec Mixes, Oaxaca, builds an athletic field.

**ACHIEVEMENTS AND PLANS**



**A school built by the citizens of a community in Tlaxcala.**



**A family builds a better home with assistance from the missionaries.**



**Bridge built by the people of Jalpán, Querétaro.**

**CULTURAL MISSIONS OF MEXICO**



**Prof. Bonilla y Segura and guests from the United States visit a mission.**



**A first-aid group of the mission at Coyutla, Vera Cruz.**



**Vaccination against smallpox by the mission nurse.**

ACHIEVEMENTS AND PLANS

**Related Readings on Mexican Cultural Missions**

**Books and Pamphlets in English**

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