Abstracts

The federalization of education. School concurrence and social alliances in rural contexts in the eastern Valley of Mexico, 1922-1947
Juan B. Alfonseca Giner de los Ríos, Instituto Superior de Ciencias de la Educación del Estado de México
This article analyzes federal rural schooling in the Texcoco-Chalco region, showing how it was characterized by a dynamic of substitution and displacement between the educational networks of the state and federal governments. It seeks to evaluate the local-level impact of the federalization process, and how its development gradually propitiated the emergence of relations of concurrence with state schools regarding the process of defining the spheres of influence of those two jurisdictional powers.
(Federalization of education, school concurrence, Casa del Pueblo, federal rural schools, rooted analysis)

Between the municipal legacy and the advance of the federal government: schools in the Northern Sierra of Puebla, 1922-1942
Ariadna Acevedo Rodrigo, Cinvestav, Mexico City
This text examines the continuous presence of municipal schools and constraints on the expansion of federal schools in Puebla’s Northern Sierra region (1922-1942), emphasizing the importance of local resources for schooling. Federal schools were less numerous in more remote areas but more monolingual in indigenous languages, and functioned only intermittently, in contrast to municipal schools and those supported by “voluntary donations” by local populations that complemented educational opportunities.
(Schools, federalization, centralization, municipality, history of education)
Local responses to federal rural schools in the northern region of the State of Mexico (1927-1940)
Carlos Escalante Fernández, El Colegio Mexiquense
The federalization of education in Mexico that took place in the first half of the 20th century had important repercussions on school culture that affected diverse actors while modifying local practices. This study analyzes the conditions that allowed the establishment of federal rural schools in the northern region of the State of Mexico and describes some of the local responses to this process that occurred in the decades of 1920 and 1930.
(Federalization, educational system, history of education, social groups, rural schoolteachers)

The municipality of Espita: federalization of education, concurrence and conflict, 1922-1935
Juan Ramón Manzanilla Dorantes, Unidad 31-A, Universidad Pedagógica Nacional
This article examines the federalization of education in the municipality of Espita, Yucatán, Mexico, from 1922-to-1935, where the centralizing movement that sought to federalize education followed upon a dispute between the municipal and state governments. In the 19th and early 20th centuries, the Catholic Church, local communities and local governments (ayuntamientos) ceased to have any say in education. In Espita, the federalization of education involved moments of concurrence and conflict between school networks in the urban zone and complementarity with the establishment of schools on haciendas that had never had them; all this in a rapid expansion process of the federal educational system.
(State revolutionary rural schools, federal revolutionary rural schools, federalization, municipality, concurrence)

The state educational system and the early years of the federalization of education in the northern Sierra of Oaxaca (1920-1942)
Salvador Sigüenza Orozco, Ciesas Pacífico Sur
This text offers a broad panorama of two decades of educational service in Oaxaca, Mexico, divided into three sections. The first examines the
period of co-existence of two educational systems (one state, the other federal), identifies some of their features in legal, administrative and hierarchical terms, and describes the state government’s economic incapacity to expand the school system, circumstances that led to a de facto federalization. The second section analyzes this process of federalization, which began with the Agreement signed in 1937 by the state and federal governments. It summarizes the principal terms and commitments in that pact, changes in school administration and the need to expand educational services in the state. The third part describes the specific case of the Mixe region in the Northern Sierra of Oaxaca, stressing the importance of the arrival of the federal school in a zone only marginally attended by the state service. This was a setting of extreme poverty and marginalization that conditioned educational services. The text concludes with a brief reflection on the challenges and advantages that characterized the federalization of education in, and for, the state of Oaxaca.

(Federalization, educational policy, state education, history of education, Oaxaca)

“THEY NO LONGER FEAR HUMANS, TRULY”: THE CULTURE OF CONSERVATION, ECOTOURISM HEGEMONY, AND ENVIRONMENTAL IDEOLOGY REGARDING “THE SEA TURTLE” ON THE COAST OF OAXACA

Ricardo F. Macip, Benemérita Universidad Autónoma de Puebla

One of the most successful cases of environmental conservation and social participation in terms of discourse and propaganda is found in the ecotourism corridor of coastal Oaxaca. There, some 3,000 exploiters of sea turtle fishing and their families transited towards establishing a niche in the tourism and environmental services markets, in tandem with civil society organizations, which multiplied investment and employment opportunities related to sea turtle conservation. The article inquires into, and analyzes, this transformation process and the theoretical-political aspects of its orientation.

(Hegemony, Oaxaca, conservation, tertiarization, class)
Journalism under construction. The commercial strategies of the Gazeta de México. 1784-1785
Manuel Suárez Rivera, Instituto de Investigaciones Bibliográficas-UNAM
The objective of this article is to demonstrate how Manuel Antonio Valdés’ Gazeta de México became the first self-sustaining newspaper in the history of Mexico. This, thanks to a series of commercial strategies that included subscriptions, classified ads, and publicity in books edited at the same printing company where the Gazeta was printed. Also, it identifies elements that justify considering this newspaper as a key part of the transition from artisanal to modern journalism.
(New Spain, history of journalism, Mexico, Gazeta de México, Manuel Antonio Valdés)

Patriarchy and social class. Change and permanence in gender, generational and class relations in rural southwestern Campeche, 1940-2010
Ubaldo Dzib Can, Universidad Autónoma de Campeche
This work explores the processes of the mutual formation of gender, generational and social class relations since the mid-20th century in two rural localities in southwestern Campeche, Mexico. The results led me to question approaches that construct discourses of gender equality without considering other axes of inequality that may be interwoven with that of gender. In contrast, this study shows that: 1) gender relations have been contradictory in the sense that the improvement of the positions of some women with respect to patriarchs has generally resulted from their class subordination in relation to other groups; and, 2) even in such repositionings, gender distances have been maintained due to the fact that change and permanence are two inseparable aspects of the dynamics of the production of hierarchies among groups.
(Patriarchy, class, gender, generation, social inequalities).

The will of doña Micaela García. Inheritance in a domestic group in Totatiche, Jalisco, 1905-1920
Patricia Arias, Universidad de Guadalajara
The last will and testament of doña Micaela García reveals a particular mode of inheritance that differs from the traditional models known in
rural areas. Its peculiarity surely has to do, at least in part, with the specific sociodemographic and economic conditions of the rural micro-region where she lived. Doña Micaela’s will leads us to think that the norms regarding inheritance constructed in Totatiche did not exclude women from inheriting, as was the rule in other rural societies, including indigenous and peasant communities. Contemporary wills allow us to understand the material resources that testators owned; in this case, those belonging to a social subject distinct from those studied previously: a woman. It also allows us to understand the normative frameworks surrounding inheritance and contrast them to practices; that is, the decisions taken by specific testators.

(Inheritance, wills, *ranchera* society, women)

English translations by Paul C. Kersey Johnson
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