

financing has had most beneficial results for the Mexican economy. He considers it "a primary determinant of Mexico's success during this period in maintaining a 2 percent per year increase in the level of per capita output while restraining the rate of inflation to slightly under 10 percent per year" (p. 126).

Whether, as Bennett seems to imply, other Latin American countries can profit from "a theory of finance which fits the Mexican experience" and "follow Mexico's example" (p. 1) is open to dispute. Some developing nations may profit from studying the Mexican experience, but to suggest that they might trace the same path overlooks a unique set of circumstances. For example, in their struggle toward self-sustained economic growth, how many Latin American republics enjoy an advantage such as Mexico's special relationship to the U. S. economy, which furnishes more than half a billion dollars annually from tourism? It is misleading to generalize from Mexican evolution, an error frequently made in singling out Puerto Rico as a model for Latin American development.

Northern Illinois University

ROLAND T. ELY

La educación en México (. . .-1965). By JOSÉ BRAVO UGARTE. México, 1966. Editorial Jus. Index. Pp. 201. Paper. \$20.00 (Mex.).

México y su revolución educativa. 2 vols. By ISIDRO CASTILLO. México, 1965-1966. Editorial Pax-México for the Academia Mexicana de la Educación. Notes. Pp. 461, 213. Paper. \$65.00 (Mex.).

The titles listed above deal with a common subject from widely different points of view. José Bravo Ugarte's small volume packs considerable information into limited space. A brief introduction delineates the main periods in the history of education and shows their relationship to the chief epochs in Mexican education. The latter he classifies as: traditional indigenous before 1521; humanistic, Christian dogmatic-moral 1521-1867; methodological and very diversified since 1867.

Each of these three periods is treated in a separate chapter. To cover several hundred years of educational development in 185 pages is an ambitious undertaking, forcing the author to be sketchy and catalogic in his recital of events. Fortunately each chapter is followed by an extensive bibliography from which the reader may fill in the details.

As an able exponent of the clerical point of view the author is particularly critical of many of the restrictive measures imposed by

the government on the Church in educational matters. He leaves little doubt about his opposition to what he considers the educational monopoly of the State when he discusses *laicismo*, provided for in Article 3 of the Constitution of 1917, and the attempts to introduce sexual education in 1933 and socialist education in 1935. He considers the autonomous university a bulwark against State educational monopoly. Since 1941 when the Ávila Camacho administration ushered in a period of national unity, the Church has been able to restore many of its educational activities (p. 184), although the constitutional restrictions still remain.

This treatise on Mexican education is compact, concise, and well organized. Its bibliographies and its extensive index add to its usefulness. The points of view expressed on controversial matters may be contrary to prevailing official policy, but they need to be considered in the interest of obtaining a balanced picture.

Isidro Castillo describes his two-volume work as a "most modest contribution to Mexican education" (p. 9). In it he traces educational developments from their earliest beginnings through the volatile Revolutionary period, when Mexico's educational progress attracted world-wide attention.

In volume I he sketches the course of Mexican history, of which he considers educational developments an integral part. "Education cannot be independent of the history, ideology, and form of national life . . .," he contends in the preface (p. 12), but must be considered as one of the manifestations of the life and evolution of a people. Although the author's objective is to illuminate the contemporary scene, he deems this impossible without providing the perspective and sense of direction that derives from a careful study of the past. "No ha muerto el pasado . . .," observes Castillo (p. 12), pointing out how an age-old conflict like that between Church and State, once thought settled, can appear again as it did in the recent controversy over free textbooks.

Along with a brief description of the major educational and political developments of the nineteenth century, the author pays appropriate tributes to some outstanding educational leaders of that period, whom he considers forerunners of the later educational reform movement. Most of the rest of volume I is concerned with tracing the developments that grew out of the Mexican Revolution through each administration from 1920 to the present. He describes how the school which emerged unplanned out of a social movement developed a philosophy under the guidance of men like Aarón Sáenz and Alfonso Ramírez and the inspiration of John Dewey. He discusses the de-

velopment of an educational system, the controversies over Article 3 and socialist education in the Cárdenas administration, and the emphasis on national unity since 1940 with a profound insight that could have come only from active involvement.

Volume II describes the formation of an educational philosophy resulting from an amalgam of ideas imported from Europe and the United States. These were then adapted to Mexican needs and realities by Mexican philosophers, who were not lacking in ideas of their own. The author describes the educational system as consisting of three inseparable parts: day schools for children, night schools for adults, and community development. All of these are in harmony with the national objective, which seeks to make education an active agent, not only in the development of individuals but also of the society in which they live. Volume II brings the study up to date by describing recent reforms, such as the Eleven-Year Plan adopted in 1959 with the goal of providing primary education for all school-age children by 1970, and efforts to promote technical education to buttress burgeoning economic developments.

Although Castillo expresses a point of view which is sympathetic to the general trends of social and educational developments emanating from the Mexican Revolution, he is not reluctant to criticize specific policies or leaders. This reviewer would have preferred that he include more personal experiences. For example, the account of Secretary of Education Narciso Bassols' visit to Castillo's institute for teachers (pp. 346-47) lends a delightful and informative personal touch. More of these personal experiences would have added color and authenticity.

University of Texas

CLARK GILL

Límites entre Guatemala y México. I: La cuestión de límites entre México y Guatemala (Por un centroamericano), 1875. II: Cuestiones entre Guatemala y Méjico (Colección de artículos del Mensajero de Centro-América), 1895. Prepared by the MINISTERIO DE EDUCACIÓN PÚBLICA DE GUATEMALA. Guatemala, 1964. Centro Editorial "José de Pineda Ibarra." Pp. 234. Paper.

Memoria sobre la cuestión de límites entre Guatemala y México. Presentada al Señor Ministro de Relaciones Exteriores por el Jefe de la Comisión Guatemalteca, 1900. Prepared by the MINISTERIO DE EDUCACIÓN PÚBLICA DE GUATEMALA. Guatemala, 1964. Centro Editorial "José de Pineda Ibarra." Pp. 351. Paper.

The perennial Anglo-Guatemalan dispute over Belize has overshadowed Guatemalan difficulties with Mexico. These two paperbacks,