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HISTORIC: 200 YEARS OF HIGHER EDUCATION IN JALISCO

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Abstract: Introduction. Constitution of 1824: Legal Regulations in the State of Higher Education: Session Diaries. Education under the tutelage of the church. Constitution of 1857: Revolution and Higher Education in Jalisco. Religious University. Creation of the University. Constitution of 1857: Higher Education, University of Guadalajara. Constitution of 1917: Constitutional Articles. University of Guadalajara. Conclusion.

INTRODUCTION

Education is the basis for all types of development, human, personal, social, labor, individual, social, business, constitutional, anthropological. Education is so indispensable that it even emerged long before the educational institutions, universities, and legal regulations to contain and unify it. It was education that demanded their presence, in order to be diversified, and provided to the entire population, in an equitable, systematized, and validated way with parameters of universal professionalism; in such a way that, in distant places, it was certain that the same thing could be learned, and then exercise it.

The foregoing results in the evolution of society and industry, of course of the economy, in general of the entire human species; especially now with scientific advances and law initiatives on gender, human rights, bioethics, medicine, the implementation of technology in the life of the human being in all its extension of the word. Thus education, education, has become the best profitable business on the planet; regardless of the use it is given.

Carrying out an anthropological study on the level of higher education, that is, the bachelor's degrees; Patriarchy wielded its seal on education, historically exclusive degrees were established for men, considering them the thinking and rational beings of society, who,

in their own innate right, had the intellectual characteristics to study the degrees that were offered at the particular historical moment. While, for women, there was the academic offer of studies on good manners, home care, and care for others, such as nursing.

We will have to keep in mind and at the same time set aside, due to the objectives of this document, that education in Jalisco is much older than its own Political Constitution. Proof of this is the University of Guadalajara. On November 3, 1792, the Royal University of Guadalajara was inaugurated, which chronologically became the second in New Spain. The institution adopts the model of the University of Salamanca and begins with the chairs of Medicine, Law, Theology and Philosophy.¹ While the constitution of the State of Jalisco was established 32 years later: ... the particular Constitution of the state, promulgated on November 18, 1824, which established important changes in the political-territorial structure.²

Since education has immense and infinite edges for its study, application and analysis; this document focuses on the deployment and transformation of higher education in the State of Jalisco; in the light of the 200th anniversary of the creation of its political Constitution. By way of briefly describing its historical development along with the laws and the effects it has had on the society of Jalisco.

During the nineteenth century, higher education in Jalisco was mainly focused on the training of professionals in areas such as medicine, law and engineering, since they were the social needs of the time; being a state in the making. In 1833 the Colegio de San Juan de León was founded, which became the University of Guadalajara in 1925. In 1874 the School of Agriculture and Veterinary Medicine was created, which later became the University of

1. Juan Real Ledezma, "Historia", Universidad de Guadalajara", (2015): 1, <https://udg.mx/es/historia>

2. Luis Valdés Anguiano, "La constitución de Jalisco. Una visión histórica y política", Instituto de investigaciones Jurídicas- Universidad Nacional Autónoma de México, (2011): 1, <https://archivos.juridicas.unam.mx/www/bjv/libros/1/8//18.pdf>

Guadalajara, Agricultural Sciences Campus. In the twentieth century, higher education in Jalisco expanded significantly. In 1935 the Autonomous University of Guadalajara (UAG) was created, a private institution that later became the Universidad del Valle de.

In the 1970s, several institutions of higher education were created in Jalisco, including the University of Guadalajara. In recent decades, higher education in Jalisco has continued to grow and diversify.³

In summary, higher education in Jalisco has experienced significant growth over the past 200 years, and currently offers a wide variety of options for students who wish to continue their academic training in the region. Bearing in mind that they are the future of Jalisco, its municipalities, and delegations. They are the young people to whom the Political Constitution needs to focus and keep in mind any modification that it intends to make as far as formal education is concerned.

The main objective pursued with this project is to describe in a succinct way the deployment and historical transformation of higher education in the State of Jalisco; from the promulgation of its Political Constitution. This was achieved at the mercy of the documentary review on the historical development of Article 4 of the Constitution, in the State of Jalisco, Mexico. Subsequently, a summary description of the transformation of higher education in the State of Jalisco was made, from the declaration of its Political Constitution to the present.

To carry out this research, he used the qualitative descriptive method; since it is a bibliographic research of historical description. To briefly outline the historical evolution of higher education in the State of Jalisco, 200 years after the declaration of its Political Constitution. Taking as a starting point that said political constitution, specifically in Article 4, refers

to the right to education that every person who is within the territory of said State, Jalisco, Mexico, has.

The qualitative method will be used to describe what has been the evolution and historical transformation of higher education, through the 200 years that the state constitution has been alive, to elucidate the impulse that has been given to this prevailing aspect of social and anthropological life, of the human being, inequity.

The active life of higher education, supported by the political constitution of the State of Jalisco; it is what has allowed, allows and will allow, the development of every society; as Socrates mentioned "Education will set us free". And, the same function has the political constitution, to free us from oppression, injustice, iniquity and inequality.

On November 18, 2024, the Political Constitution of the State of Jalisco, will be on long tablecloths, it will celebrate 200 years of its promulgation. The purpose of every constitution is to establish a social legal order, always thinking about the healthy and harmonious coexistence among the citizens who make up the society that make it up. Within each Political Constitution, the articles that make it up are listed, which, both citizens and their rulers; they are obliged to respect and comply. In the case of the State of Jalisco, Article 4 is the one that combines the two central axes of this document; education and the Political Constitution.

Ironically, within the historical development of the University of Guadalajara, its birth is found 32 years before the declaration of the Political Constitution of the State of Jalisco. The Royal University of Guadalajara, now called, University of Guadalajara, was born on November 3, 1972, Royal (2015) and, the Political Constitution of the State of Jalisco was promulgated on November 18, 1824, Congress of the State of Jalisco.⁴

3. Universidad de Guadalajara, (UdeG), (s/a), "La fundación y la inauguración de la Real Universidad de Guadalajara, Fuente de consulta: <http://enciclopedia.udg.mx/capitulos/la-fundacion-y-la-inauguracion-de-la-real-universidad-de-guadalajara>

4. Luis Valdés Anguiano, "La constitución de Jalisco. Una visión histórica y política", Instituto de Investigaciones Jurídicas -

That is, education prevails first, thought first, I think then I work to defend the rights of the people of Jalisco; History seems to shout at us. After education itself, the rules that would modulate it and guide the State's procedure with respect to it emerged. That was its origin, the subsequent procedure, obligatorily and presumptively; it would have to be totally different.

Education is the basis of every society, "education will make us free," Benito Juárez thought. At present, we are truly free through it. The function is really being done from the State, to provide it with the growth it deserves, given the importance it has in the life of every Jalisco. This is the *raison d'être* of this research project.⁵

CONSTITUTION OF 1824

LEGAL REGULATIONS OF THE STATE, ANTECEDENT OF HIGHER EDUCATION

In order for higher education to be established as a right, for universities to have the right to exist, laws had to be created in the State of Jalisco, the origins of these laws are found in Volume I of the Journal of Sessions of the State of Jalisco, in which it is addressed, among other issues, types of horses that were prohibited, null elections, agrarian rights, passports, deputations, slave claims. That is, the first organization of the State, in constitutional matters.⁶

Continuing with the analysis of the diaries of sessions of the State of Jalisco, in Volume II, the attendance of the secretaries to the pri-

sons, spite of second and third instance businesses, fees of curials, party judges, formation of cause to the constitutional Mayor who gives line as judge, salary of the fiscal agents, extinction of the clothing of the magistrates, who must make the declaration of immunity, Atotonilco el Alto and its Indians, postmaster on property or employment, authorities of this capital on their seats, Constitution of State, discussion of the general of the 25 articles, which serve as preliminaries. Determination as to Article 26, 27, 28 and 29. Approval of the third article.⁷

In Volume III of the journals of sessions of the State of Jalisco, the creation and establishment of the Constitution of the State of Jalisco is written down, in which the administrative and political organization of the State and its municipalities is described, but nothing is mentioned about education in general, much less higher education. In the constitution of 1824, it was not established that it did not contain a specific article on education, but the congress was empowered to enact laws on instruction.⁸

From the analysis of the diaries of sessions of the Honorable Congress of the State of Jalisco, the absence of the presence of education in general is transparent, the focus was focused on administrative and political issues. Therefore, higher education does not appear in these session diaries. Recounting the history of Mexico, from which Jalisco is not exempt, education, in times of the conquest and the beginnings of independence, was in the hands of the church. Perhaps that is why, at the beginning of the constitution, he was untouchable.

Universidad Nacional Autónoma de México, (2011): 1, <https://archivos.juridicas.unam.mx/www/bjv/libros/1/8/18.pdf>

5. Honorable Congreso del Estado, (1824): "Diario de sesiones del Honorable Congreso del Estado de Jalisco". TOMO I. Imprenta del ciudadano urbano Sanroman. PDF

6. Honorable Congreso del Estado, (1824): 7-10, "Diario de sesiones del Honorable Congreso del Estado de Jalisco". TOMO I. Imprenta del ciudadano urbano Sanroman. PDF

7. Honorable Congreso del Estado, (1824): 7-17, "Diario de sesiones del Honorable Congreso del Estado de Jalisco". TOMO II. Imprenta del ciudadano urbano Sanroman, PDF

8. Honorable Congreso del Estado, (1824): 24-40. "Diario de sesiones del Honorable Congreso del Estado de Jalisco". TOMO III. Imprenta del ciudadano urbano Sanroman, PDF

In addition to the socio-institutional conflicts of the Franciscan order, the situation in the face of the various orders that arrived in the region was added, in addition, the religious orders faced other problems typical of a colony in formation; the shortage of members and the lack of preparation of the religious were a constant during the eighteenth century, so “As the different religious orders were established in Guadalajara, his first concern was to recruit members of the regional criollaje and to prepare them for his ministry.” This was beneficial for the groups of Creole religious, but on the other hand it made the second of the problems more severe, the lack of preparation of these since the Guadalajara orders lacked elements that could provide better instruction to the religious.⁹

EDUCATION UNDER THE TUTELAGE OF THE CHURCH

On April 30, 1591, the Jesuits founded the college of San Juan, in Guadalajara, and from that fact began the growing influence that the Society of Jesus had for many years in education. In all these schools and the others that arose here and there during the Spanish domination, elementary instruction was given that consisted of reading and writing, and hand work for the girls: spinning, weaving and making artificial flowers, all this together with music and singing. As a properly popular school, the first one we have news of is the one founded in the parish of the sanctuary of Guadalupe, in Guadalajara, by Bishop Fray Antonio Alcalde, on April 23, 1783. The director of the school was endowed with a salary of four hundred pesos a year, with the right to use the adjoining house as a private room. Its first person in charge was Don José Antonio Velarde, “an examined and approved teacher”. As was common in the schools of the time, teaching was reduced to reading, writing and learning

Christian doctrine, but it should be noted that this teacher already used texts that consisted of primers, “catons” and catechisms; And among other objects that were included in his inventory, there are: “Two turned palmettes, made of ebony wood, a discipline woven of pita and parchment, three crosses, two boards given as embodiment, with blue profiles... and two caps in the shape of a hat, with donkey ears...” Prior to this campus, it was founded, on September 15, 1765, in the town of Cajititlán, near Tlajomulco, which was called Colegio de Nuestra Señora de la Soledad; it was for girls and had the character of a boarding school.

In 1699, when Bishop Felipe de Galindo y Chávez was rector of the Seminary of San José, he began negotiations with the King of Spain for the establishment of a University in the capital of the province of Nueva Galicia. Carlos III responded to this request for information from the Court on the advisability of founding such an institution. The negotiations stalled for seventy years, so the bishop Fray Antonio Alcalde, who was so concerned with promoting public education, took under his patronage the creation of the study center, giving rise to the fact that again, by royal decree of November 3, 1774, various institutions were asked for reports on the convenience of founding the University of Guadalajara.

The prelate himself replied diligently and favorably, suggesting, moreover, forms of organization, while offering the necessary economic aid. Opposing such an authoritative opinion, the Royal and Pontifical University of Mexico informed the Court, on May 26, 1785, that “the establishment of the University of Guadalajara was inconvenient and harmful.” In order not to allow himself to be won over, Bishop Alcalde, a resolute man of clear vision, granted by special deed an annual income of twenty thousand pesos to support, as soon as the university was founded, the chairs of canons and laws.

9. Rosales Covarrubias, (2007), “Los franciscanos y seculares en la Nueva Galicia, siglo XVII”, *Vuelo libre*, No. 2, abril de 2007, p.p. 448-49, <http://publicaciones.cucsh.udg.mx/vuelolibre/pdf/vlibre02/44.pdf>

On November 18, 1791, King Charles IV authorized, by decree that was joyfully received in New Galicia, the creation of the Royal University of Guadalajara, with chairs of canons, law, medicine and surgery; and by virtue of this authorization the house of studies was inaugurated with great solemnity on November 3, 1792.¹⁰

RELIGIOUS UNIVERSITY

The initiative to found the University in the city of Guadalajara, capital of the Kingdom of New Galicia, took place at the end of the seventeenth century, when the Dominican bishop of the diocese of Guadalajara, Fray Felipe Galindo y Chávez, as head of the Tridentine Seminary of Señor San José, in 1696 asked the Crown of Spain to found a university. and proposes that the seminary building be used as a headquarters, since the inhabitants of the Kingdom needed to expand the formation of their descendants without leaving the land and the Church needed a greater number of qualified people for the propagation of the faith. Fray Felipe Galindo y Chávez asked the king that Saint Thomas be studied in the future university, in addition to having the faculty to grant degrees, and that – in the same way as in Spain – he would provide sustenance for his students, which meant that the proposal was in line with the degree of academic progress of the time. These were the first steps that would give life to the university in 1792.¹¹

CREATION OF THE UNIVERSITY

The foundation of the University is then part of one of the most audacious strategies that sought to promote the development of the region through the establishment of institutions that would reinforce the political and

economic autonomy of the Novogalaic power groups. The role of manager that Mr. Mota Padilla maintained from the City Council was really significant for the existence of higher education, which had a favorable impact on the region, from where young people emigrated to study at the University.

The City Council of Guadalajara continued to insist through different agents of the Court, until the king requested an opinion, both from the Royal and Pontifical University of Mexico and from the Audiencia and the representative of the Church in the Kingdom of Nueva Galicia, the most excellent bishop Fray Antonio Alcalde, who rendered an extensive and detailed opinion – as did the Audiencia. explaining the reasons that existed for the foundation.

These long and arduous negotiations led to the union of three important institutions in New Galicia: the Audiencia, the City Council and the Bishopric which, together with the members of the elite, managed to get Charles IV, by Decree issued in San Lorenzo on November 18, 1791, to grant the foundation of the University of Guadalajara. The Royal Warrant arrived in the capital of New Galicia in March 1792. To make the Foundation Certificate effective and in compliance with one of the conditions requested by the monarch, the former college of Santo Tomás (current Ibero-American Library) was renovated to install the long-awaited university, and thus reach the lavish inauguration ceremony on November 3, 1792, naming Doctor Don José María Gómez y Villaseñor as the first rector.

10. García Ruíz, (2024), "Historia de la educación en Jalisco", Historia Mexicana, No. 24 El Colegio de México, <https://historiamexicana.colmex.mx/index.php/RHM/issue/view/62>

11. Mantilla Trolle, (2019), "Matías de la Mota Padilla y el proyecto de universidad para Guadalajara en la Nueva Galicia", Diálogos sobre educación, Año 10, No. 18, enero-junio 2019, pp. 13-14, https://www.scielo.org.mx/scielo.php?script=sci_serial&pid=2007-2171&lng=es&nrm=iso

CONSTITUTION OF 1857

New Galicia managed to consolidate itself at the end of the eighteenth century with a university, a printing press, a consulate of merchants and a strengthened oligarchy, which allowed it to become one of the most important productive regions of the Intendancy. That the city of Guadalajara had a university, we owe to bishops, religious orders, the viceroy himself, as well as to the Audiencia of Mexico and New Galicia and, particularly, to the City Council of Guadalajara, as entities that had to amalgamate interests in the search for a common objective.¹²

MEXICAN REVOLUTION AND HIGHER EDUCATION IN JALISCO

Organized Catholics were attentive to the revolutionary process and, every day, more prepared to act in politics, so that the Church had waited for the moment when the foundation of its political party, which was formally established on May 3, 1911, would create less commitment. This party, seeking to obtain the greatest advantages, ended up supporting Madero in the elections of that year. The events that took place at the national and local level are well known, so that, in reality, in Jalisco few modifications were made in the official educational branch that substantially altered it between 1911 and 1913, which basically means that the Organic Law issued in the times of Governor Ahumada remained in force.

In Guadalajara there were, in addition to the parochial schools, those dedicated to specialized teaching in agricultural matters, the Arts and Crafts of the Holy Spirit, the Catholic Normal School for Young Ladies and the

Jurisprudence School of the Catholic Society. As for higher education, the government of Jalisco supported the Schools of Jurisprudence and the School of Medicine and Pharmacy, which since 1907 had reduced the duration of their careers to five years. These campuses were directly dependent on the Executive in terms of academic guidelines; although in April 1911 Governor Manuel Cuesta Gallardo had ordered the creation of a General Directorate of Public Instruction, which would be in charge of administrative matters, basically. The careers that young people from Jalisco could pursue at that time were those of lawyer and surgeon¹³.

At that time there were also a couple of private schools that also offered higher education and were known as “free”: the Jurisprudence School of the Catholic Society and the Free School of Engineers.

By 1914, local higher education was in a kind of lethargy, marked by indefiniteness and slow progress, in the midst of the controversy that cyclically surfaced, in the sense of weighing the convenience of opening a university – as had been done in the capital of the country in September 1910 – or, alternatively, questioned by others when they considered that it was a burden for the government, there being such a high rate of illiteracy, that according to the 1910 census it had registered 71.7% for Jalisco.

Although the changes began with the rise of Manuel M. Diéguez, who since June 1914 had been appointed by Carranza as provisional governor and military commander of Jalisco – establishing his headquarters in Etzatlán – once settled in the capital of Jalisco, he would put into practice a series of decrees in favor of the popular classes. as already

12. Mantilla Trolle, (2019), “Matías de la Mota Padilla y el proyecto de universidad para Guadalajara en la Nueva Galicia”, *Diálogos sobre educación*, Año 10, No. 18, enero-junio 2019, pp. 13-14, https://www.scielo.org.mx/scielo.php?script=sci_serial&pid=2007-2171&lng=es&nrm=iso

13. Peregrina, (2014): 3-10, “Educación superior y revolución en Guadalajara”, *Estudios Jaliscienses* 97, Agosto de 2014, <https://www.estudiosjaliscienses.com/wp-content/uploads/2019/06/97-Educaci%C3%B3n-superior-y-revoluci%C3%B3n-en-Guadalajara.pdf>

mentioned in this volume, as well as other measures that had an impact on education, especially elementary education.

Among the first provisions was to provide for a 20% increase in the salaries of primary school teachers, thanks to the additional 15% tax that was created to support public education. On September 4, decree number 24 was promulgated, which declared public education in the state to be of general interest and ensured secularism in elementary, middle and higher education in the State, with the purpose of putting an end to the influence that the clergy, through education, exercised over citizens, inciting them to rebellion against the governmental order.

This decree empowered the government to intervene, through inspectors, in all educational centers. It was in this same decree that, “for reasons of public security,” it was forbidden to establish “Conciliar Seminaries in the State,” and the Conciliar of Señor San José was closed.

As for the vocational schools, according to the same decree 24, the government would take charge of them, except for the Free Engineers, which would continue to be subsidized with a small annual item. It also provided that only those who had studied in an official school in the country the subjects specified by the State High School program could enter such establishments.

On September 10, through decree 29, the Preparatory School of Jalisco was created as a specific campus for that level, separating it from what until then was the Preparatory, Commercial and Normal School of Teachers – a campus that was still better known by the name of Liceo del Estado. From now on there would be a Normal for women and another for men.

A series of decrees (numbers 7, 10, 14, 21, 40 and 86) contain the resolutions issued by the pre-constitutionalist government on edu-

cation, a clear example of the interest in solving the problems of Jalisco education. The essence of these reforms tended to eliminate all private or religious interference in education, leaving it as the exclusive prerogative of the State. Decree 71, of July 3, 1915, stands out, which underlies the social project of the regime to form a new society, with an education for the people, conceived as the “gradual and harmonious development of the faculties of individuals”, on scientific and rational bases.

The purpose of training individuals for an industrial society, hence the imperative of generating an educational foundation that would give the student “physical and mental aptitude for work”, and with this the State could aspire to satisfy the need for independent workers, artisans and workers for industry. Training a suitable workforce was a concern of the regime, aware of the importance of training technicians, since they would constitute the intermediate point between the worker and the engineer; technicians were considered “arm and brain that reinforced the worker’s muscle and intelligently seconded the thinker’s idea.” From this perspective, the same decree 71 prevented the reorganization of the School of Arts and Crafts – which would henceforth function as a technical training facility – and the establishment of a Commercial and Industrial School for Young Ladies, in order to provide “vast means of livelihood to Jalisco women, and of to undertake a social work for the morality and liberation of the companion of man.” In the latter, the careers of commerce, pharmacy, nursing, nurse or nanny, telegraphy, photography, artistic industries, looms, knitting, cutting and sewing of clothes, making hats, headdresses and hairwork, culinary art, country industries, fine arts and music would be studied.

On the other hand, student and teacher conflicts had arisen in the higher schools, even before the arrival of Diéguez. In Novem-

ber 1912 there was a student strike and the resignation of several professors of the School result of the fact that the director Antonio Ayala Blanco tried to integrate personnel linked to the Catholic Party into the school and the hospital and without the professional merits to do so. For their part, doctors Salvador Pérez Arce, Manuel Campos Kunhardt and García Diego, doctors of wide prestige among Guadalajara society and in the campus, threatened to resign for the same reasons. On the other hand, the students of the School of Jurisprudence were the most advanced in terms of political and ideological positions, since it was known about advanced and vindicating social theories; It was there that the classical theories of anarchism and Marxism, for example, had given themselves the most notions.

It is therefore not surprising that, with Diéguez's reforms in 1915, the teaching staff was subject to purging, since liberal professors had pressured those who identified with the Church to resign. On the other hand, in the School of Medicine a short time later there was a crisis due to Diéguez's provisions, in particular the one relating to not suspending classes on the occasion of religious holidays, so that on December 25, 1915 it was closed "by virtue of the acts of collective indiscipline of the students". who went on strike "without respect for the law, secular education, the authorities and teachers", all for following the "Jesuit practice of the so-called Christmas holidays", which caused the governor to order that it be "closed for the rest of the school year".

The conflict had originated shortly before, when the students, together with those of the High School, went on strike because the di-

rector of Public Instruction, Martiniano Carvajal, denied them the Christmas vacation, who "with the intention of maintaining the liberal and secular spirit of the government" did not authorize the suspension of classes.

The closure was brief and, in reality, without major significance, because four days later the reopening was ordered when the students stated that they had no intention of disrespecting the government. The attitude of teachers and directors of the higher schools had an impact on a better organization of the students, although certainly the student groups in Jalisco had already appeared since at the beginning of the century, such as the Emeterio Robles Gil Society, of the School of Jurisprudence that was formed in 1910.¹⁴

From the Constitution of 1824, Art. 50 can be taken up. The exclusive powers of the General Congress are as follows. 1st. To promote enlightenment, assuring for a limited time exclusive rights to authors for their respective works; establishing navy, artillery and engineer colleges; erecting one or more establishments in which the natural and exact, political and moral sciences, noble arts and languages are taught; without prejudice to the freedom of the legislatures for the arrangement of public education in their respective states.¹⁵

HIGHER EDUCATION. CONSTITUTION OF 1917

With the Constitution of 1917, the Mexican State had the legal measures to build a modern system of education. Likewise, its enactment gave rise to the government of Jalisco to commission the Legislature with an education bill to replace the series of decrees that the constitutionalist government of Diéguez issued in the period 1914-1917. Another new project

14. Peregrina, (2014): 3-10, "Educación superior y revolución en Guadalajara", Estudios Jaliscienses 97, Agosto de 2014, <https://www.estudiosjaliscienses.com/wp-content/uploads/2019/06/97-Educaci%C3%B3n-superior-y-revoluci%C3%B3n-en-Guadalajara.pdf>

15. Cámara de Diputados LXV legislatura, (s/a): 11-12, "Constitución Federal de los Estados Mexicanos 1824", "Comisión Nacional de Derechos Humanos, <http://ordenjuridico.gob.mx/Constitucion/1824B.pdfv>

was presented in May 1918, by a commission made up of deputies Julián Villaseñor Mejía, Víctor Velarde and Pedro Alarcón, taking advantage of the one prepared by Ulloa and criticizing certain aspects. Like the previous one, this one was not examined in the ordinary session, the debate was postponed to an extraordinary one, which would not take place, again remaining without resolution. However, it was in this last project that the basic elements to re-open a university in Guadalajara, an institution that would be in charge of higher education, were contemplated. It would unite the schools of Jurisprudence, Medicine and the Free School of Engineers, purposes that would still take a few years to crystallize.

Despite the failed attempts, the higher schools from May 1917 were directly framed in the area of influence of the State Executive; but in November of the following year they were endowed with their respective regulations, which conferred relative autonomy on them, for which Governor Diéguez referred in his report of government – which covers the period 1914-1919 – that the two campuses were in charge both in their scientific and administrative part of their corresponding directors and faculty. At that time, for the 1919-1920 school year, the School of Medicine and Pharmacy, under the direction of Jesús Delgadillo Araujo, had 217 students; while the Jurisprudence, directed by Rosendo González Rubio, enrolled 53, a total of 270 students. In addition to the few that were in the Free School of Engineers – in charge of Ambrosio Ulloa – which cost the State a subsidy of eight thousand pesos per year, which undoubtedly reveals that it was a small percentage of the population that managed to reach the classrooms of higher studies.¹⁶

16. Peregrina, (2014): 9-10, “Educación superior y revolución en Guadalajara”, Estudios Jaliscienses 97, agosto de 2014, <https://www.estudiosjaliscienses.com/wp-content/uploads/2019/06/97-Educaci%C3%B3n-superior-y-revoluci%C3%B3n-en-Guadalajara.pdf>

17. Cámara de Diputados LXV Legislatura, (s/a), “Reformas constitucionales por artículo”, LXV Legislatura de la Paridad, la Inclusión y la Diversidad, diputados.gob.mx/LeyesBiblio/ref/cpeum_art.htm

18. Universidad de Guadalajara, (2019):1, “Anexo estadístico”, Universidad de Guadalajara, https://rectoria.udg.mx/sites/default/files/ia2019_rvl_anexo_estadistico_2019.pdf

In the 1917 constitution, the third article was stipulated, as in the 1857 constitution, the right to education. From 1917 to date, this article has had 11 reforms, the first was in 1934 and the most recent in 2019.¹⁷ These reforms have dealt with secular education, free education, State responsibility for education, compulsory levels of education, quality education. Autonomy to the States over education, programs to improve the quality of education, evaluation of teachers in relation to their teaching quality, improvement of educational infrastructure. Continuous improvement of educational quality.

UNIVERSITY OF GUADALAJARA

When talking about education in Mexico, it is essential to mention the public educational entity with the greatest territorial expansion and infrastructure in the west of the country, by providing that reference, it is how we can begin to talk about the University of Guadalajara. Consolidating itself as an institution of upper secondary and higher education with a presence in 112 of the 125 municipalities of the State of Jalisco, University of Guadalajara.¹⁸

Its history alludes to the viceregal era, with the arrival of the Spanish royal crown. Due to its strategic communication routes and privileged geographical area with the central and Pacific of Mexico, there was the presence of two important schools in the west of Mexico.

Mexico under the administration of the Jesuits, the College of Santo Tomás de Aquino (1586) and the Colegio San Juan Bautista (1695), in this scenario the efforts were intensified so that the bishop Fray Felipe Galindo

y Chávez requested through the document *Benedictionem dabit Legislator* on July 12, 1696 the support before King Charles II of Spain to elevate to the rank of university the recently founded Royal Conciliar Seminary of San José. Half a century later and a number of historical events, the lawyer Matías Ángel de la Mota Padilla, managed to involve the city of Guadalajara in the project. However, the expulsion of the Jesuits from all Hispanic territories closed the colleges that were in charge of the Society of Jesus, making the foundation of a university more imperative. On December 12, 1771, its twenty-second bishop, Fray Antonio alcalde y Barriga, entered Guadalajara, who would come to definitively promote the foundation of the the University. In an expeditious manner, the royal decree of King Carlos III provided an answer in questioning him about the effectiveness of establishing a university in New Galicia. Putting the profound democratic ideals first, Fray Antonio Alcalde replied that it was essential to achieve “the advancement of youth, who due to the lack of a university will fall behind in their studies”.¹⁹

After the negotiations with the Spanish royal crown and the intervention of Fray Antonio alcalde y Barriga, the highest archiepiscopal representative of Guadalajara, on November 3, 1972, the University of Guadalajara was founded with a small number of chairs such as: Faculties of Arts, Theology, Law and Medicine with multiple university degrees, which were baccalaureate, graduate, master and doctor. University of Guadalajara.²⁰

In view of this, the structure of the University of Guadalajara was formed by José María Gómez y Villaseñor (1745-1816), being the first rector in its history, who stood out as an important figure within the insurgent government in Guadalajara. From that moment on, the historical roots of the one who consolidated herself as the second The oldest university in Mexico and the twenty-third in the entire American continent (Historical and Biographical Encyclopedia of the University of Guadalajara) maintains a close link with the history of the Mexican nation. The most relevant events of these years were: the beginning of the War of Independence, which caused the university campus to be converted into a barracks; the pressures of the priest Miguel Hidalgo, so that the University Senate would contribute financially to the cause; the elaboration, approval and solemn publication of the University Constitutions; and the solemn oath and publication of the Political Constitution of the Spanish Monarchy.²¹

Thus, from before the third to the sixth decade of the nineteenth century, and the significant increase in conflicts between conservative and liberal governments that arose after the War of Independence, the University suffered closures and ruptures that caused alternating changes of name between the Institute of State Sciences, the University of Guadalajara and the National University of Guadalajara. According to the group in power.²²

From 1821 to 1826, three rectors stood out, among them: Dr. Diego Aranda y Carpinheiro, deputy to the Cortes of Cádiz and to the first Mexican Constituent Congress, canon of the cathedral and bishop of Guadalajara; he

19. Real Ledezma, (2013):1, “De los acontecimientos grandes y notables de la Universidad de Guadalajara, 1696 – 2013. Inédito”. Universidad de Guadalajara. <https://www.udg.mx/nuestra/presentacion/historia/periodos/periodo-i> Universidad de Guadalajara, (2015):1, “Historia”, Universidad de Guadalajara”, <https://www.udg.mx/es/historia>

20. Universidad de Guadalajara, (2015):1, “Historia”, Universidad de Guadalajara”, <https://www.udg.mx/es/historia>

21. Real Ledezma, (2013):1, “De los acontecimientos grandes y notables de la Universidad de Guadalajara, 1696 – 2013. Inédito”, Universidad de Guadalajara, <https://www.udg.mx/nuestra/presentacion/historia/periodos/periodo-i>

22. Real Ledezma, (2013):1, “De los acontecimientos grandes y notables de la Universidad de Guadalajara, 1696 – 2013. Inédito”, Universidad de Guadalajara, <https://www.udg.mx/nuestra/presentacion/historia/periodos/periodo-i>

ordered the construction of the current cathedral towers and completed the Cabañas Hospice. On January 16, 1826, while Dr. José Cesáreo de la Rosa was acting as rector, the Congress of the State of Jalisco decreed the first closure of the University. The new institution was inaugurated on February 14, 1827, with the new chairs of Grammar, Mathematics, Architecture, Legal Medicine and Constitutional Law.²³

Already in 1834, in collaboration with the governor of the State, a restoration of the house of studies and the consequent suppression of the Institute of Sciences was instructed. During the last three years in the middle of the nineteenth century, the constituent of the State of Jalisco decreed the General Plan of Public Education that eliminated both the university institution and the Colegio de San Juan Bautista and reestablished the Commission of Studies and the Institute of Sciences and, in addition, founded an exclusive Lyceum of each gender.

However, Canon Mariano Hurtado established an effective negotiation with the governor of the State, Joaquín Angulo, not to eliminate the University. For the aforementioned reasons, it was decreed that the Institute of Sciences and the University existed, even if the latter lost its funds. Faced with the victory of the group of centralists of the Hospice Plan, the head of the state executive, José María Yáñez, on February 28, 1853, decreed that the Institute of Sciences and the University merge, thus recovering its traditional heritage.

Almost 71 years passed, the country continued to preside over constant social movements that in Jalisco and in its peripheries, involved the direct participation of public entities during its development. At the end of the Mexican Revolution, he referred to a historical

event throughout the country, which provided the opportunity to develop development plans focused on Public Policies that would guarantee social equity and especially towards the Mexican peasantry. It is here that the trends at the time would be focused on multiple socialist models, among them, education.

On January 5, 1924, when José Guadalupe Zuno was governor of Jalisco, engineer Juan Salvador Agraz had given a lecture on the theme "Project for the foundation of the University of Guadalajara". Materializing the multiple ideas, Governor Zuno summoned multiple illustrious professionals and academics of public life in Jalisco, to develop the organic structure of the University, which included: engineer Agraz, professor Enrique Díaz de León, engineer Aurelio Aceves, professors Irene Robledo and Catalina Vizcaíno, priests Severo Díaz and José María Arreola, the architect Agustín Basave, Dr. Juan Campos Kunhardt, the lawyers Ignacio Villalobos and Ignacio Calderón, the chemist Adrián Puga and the head of the state Department of Education, Adolfo Contreras.²⁴

Faced with this constant impetus, the curricula of the faculties and the respective draft of the Organic Law were developed, which would later be approved by the constituent assembly of Jalisco on September 7, 1925. It was not until October 12 that its inauguration would be held, in which they gathered, in the courtyard of the old Royal University, but the persistent rain that fell on the city, forced them to move to the premises of the Degollado Theater.

Among the illustrious people who were present, the last to take the floor at such an event was the rector-elect Enrique Díaz de León, who said: "The University is going to train men. The grain that you sow is souls", "Young students: you are the core of this work. You are the end and you are the beginning of it. You are the University".

23. Real Ledezma, (2013):1, "De los acontecimientos grandes y notables de la Universidad de Guadalajara, 1696 – 2013. Inédito", Universidad de Guadalajara, <https://www.udg.mx/nuestra/presentacion/historia/periodos/periodo-i>

24. Hernández Robledo, (2013):8, "Universidad de Guadalajara: más de dos siglos de historia", 1.ª edición, Editorial Universidad de Guadalajara.

During the first session of the University Council, it was voted so that the presenting motto of the University would be: "Think and work". Taking the aforementioned paragraphs as a reference, Rector Díaz de León at the First Congress of University Students, held in Mexico City, energetically promoted socialist education. And when he tried to apply it in Guadalajara, very serious student riots broke out, so Governor Sebastián Allende decided to close the University.

To prevent the Autonomous University of Guadalajara from taking over the historic name of University of Guadalajara, on July 22, 1937, the Congress of the State of Jalisco restored the University again, appointing Constancio Hernández Alvirde as twenty-first rector. The reopening ceremony took place on November 20.

During the years from 1397 to 1989, a new stage was consolidated within the University of Guadalajara, which concentrated the multiple faculties in the Central Zone of the University of Guadalajara, which delimited access to education equitable in the metropolitan areas of Jalisco. At the beginning of the last decade of the twentieth century, multiple global phenomena began to emerge in the world and with it, a globalizing effect on the political, economic and social levels, with it, new trade blocs began to be replicated that, in essence, refer to competitiveness in the markets and reduce excessive centralization, granting greater autonomy to the states in various fields of Public Administration. among them, the education sector.

With the entry into force of the Free Trade Agreement and the establishment of multiple cooperation alliances among the countries of the Americas and the constant emergence of competitive economies predominantly from Asian countries, public policies in the Mexican context were oriented towards ensuring the quality and relevance of educational programs through performance indicators. as

well as the promotion of productive sectors and the processes of transparency and accountability.

In this context, various voices, from inside and outside the University of Guadalajara, recognized the urgent need to form a modern, efficient and quality University, however, it demanded a restructuring in its academic and administrative administration. Presiding over the rectory, Mr. Raúl Padilla López, proposed all these national and international needs in the Institutional Development Plan: A vision for the future, presented in 1989, which through its approval meant the most valuable reform that the public university institution of Jalisco has had in its approximately 300 years of creation.

The Institutional Development Plan comprised four main lines of development: 1) Democratic access to education and academic excellence; 2) Decentralization and regionalization; 3) Linkage with the social and productive sectors; and 4) Academic and administrative flexibility. In this document, the objectives and programs for the areas of teaching, research and extension were outlined, as well as a series of indicators projected for 1995.²⁵

On September 2, 1989, before the plenary session of the General University Council, the document "Bases for the discussion of the Reform at the University of Guadalajara" was discussed and approved, which contained a diagnosis of the House of Study and proposed to decentralize the services and functions of the institution to the different university entities. Likewise, actions were proposed with the aim of forming a more agile, dynamic institution and open to the opportunities of the context. Among other changes that were brought about by the creation of the University Network is the development of computing and telecommunications; the formation

25. Villarruel Alvarado, (2014), "La Red Universitaria de Jalisco, 1986-actualidad", Folleto conmemorativo por el XX aniversario de la Red Universitaria, Universidad de Guadalajara, <https://udg.mx/es/nuestra/presentacion/historia/periodos/periodo-v>

of the Library Network; the incorporation of more efficient management and administration systems; the adoption of an admission process based on merit and ability; the implementation of mechanisms to give transparency to the use of resources, the foundation of the Virtual University System (SUV) and, recently, the creation of the System University of Radio, Television and Cinematography.

From the next 4 years that would make up the last decade of the century, the University of Guadalajara experienced advances in aspects such as administrative decentralization, the deconcentration of enrollment to the regions, curricular updating, as well as the strengthening of scientific research and post-graduate studies.²⁶

CONCLUSION

In the constitution of 1824, it was not established did not contain a specific article on education, moreover, article 50 can be taken up 1st... erecting one or more establishments in which the natural and exact, political and moral sciences, noble arts and languages are taught; without prejudice to the freedom of the legislatures for the arrangement of public education in their respective states²⁷.

In the constitution of 1857, the third and fifth articles were promulgated, in which it indicated, in the third, the right to education, in the fifth, on freedom of profession. The Constitution of 1917 establishes the third article: right to education. From 1917, to date, this article has had 11 reforms, the first was in 1934 and the most recent in 2019.

26. Real Ledezma, (2013):3, "De los acontecimientos grandes y notables de la Universidad de Guadalajara, 1696 – 2013" Inédito, Universidad de Guadalajara, <https://udg.mx/es/nuestra/presentacion/historia/periodos/periodo-i>

27. Cámara de Diputados LXV legislatura, (s/a): 11-12, "Constitución Federal de los Estados Mexicanos 1824", "Comisión Nacional de Derechos Humanos, <http://ordenjuridico.gob.mx/Constitucion/1824B.pdfv>

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