

MARKETING STRATEGY FOR A NEW PREPARATORY
SCHOOL IN MEXICO CITY

by

Raul Miranda Pasquel

A Thesis Submitted to the Faculty of the
College of Business Administration
in Partial Fulfillment of the Requirements for the Degree
Master of Business Administration

Florida Atlantic University
Boca Raton, Florida

1975

MARKETING STRATEGY FOR A NEW PREPARATORY
SCHOOL IN MEXICO CITY

by

Raul Miranda Pasquel

This thesis was prepared under the direction of the candidate's thesis advisor, Dr. Thomas Stroh, Department of Business and Public Administration. It was submitted to the faculty of the College of Business and Public Administration and was accepted in partial fulfillment of the requirements for the degree of Master of Business Administration.

SUPERVISORY COMMITTEE:

Thomas F. Stroh

Angela Luning

J. Bellmulla

J. Bellmulla
(Director, Executive MBA Programs)

Angela Luning
(Dean, College of Business and
Public Administration)

J. T. Kirby
Dean for Advanced Studies

March 7, 1975
date

ABSTRACT

Author: Raul Miranda Pasquel
Title: Marketing Strategy for a New Preparatory School in Mexico City
Institution: Florida Atlantic University
Degree: Master of Business Administration
Year: 1975

The marketing strategy for a new preparatory school in Mexico City is based on a careful research of the market represented by students about to finish middle education and of their parents. This pointed out needs, wishes and interests of young people and the aims and aspirations of their parents in relation with the educational growth of their offspring. This thesis starts from the description of educational problems in Mexico as well as different levels and systems now applied in education. It shows the distribution of the students population, to obtaining such conclusions that facilitated the design of a model junior college to be made a reality having a main objective of defining a unique philosophy, establishing an organization and designing academic plans and programs.

TABLE OF CONTENTS

PREFACE	vi
CHAPTER	
I. INTRODUCTION.	1
Analysis of the Necessity	1
Characteristics and Nature of Education	1
Centralization.	2
Educational Demand.	2
II. MARKETING STRATEGY PLANNING	4
Selection of the Target Market.	4
Developing a Marketing Component.	5
Identification of the Framework within which the school must Operate.	12
III. STUDENTS AND PARENTS RESEARCH METHOD.	27
Research.	27
Analysis of Students Needs.	31
Analysis of Objectives, Goals and Aspirations of the Parents Preference for the Education of Their Chil- dren.	35
IV. CONCLUSIONS	43
V. SCHOOL MODEL.	46
Objective	47
Educational Philosophy.	47
Operational Functioning	47
Work System	48
Studies Program	50
VI. PROMOTION	65
SELECTED BIBLIOGRAPHY	81

PREFACE

Frequently, the introduction to a book or thesis, is written at the end of the work even though it may appear at the beginning of the publication and this is not the exception. However, in doing it that way, the common tradition was not followed since the initial work guide did not consider this chapter, but as I reached the end of it, I felt the need of explaining it in the clearest possible way. The reasons, conditions, characteristics and nature that induced me to carry it out, were those obtained from education in Mexico, as these vary remarkably with those offered in the United States considering the different culture, development level and the economic and immediate future of the two countries. These, and other variants, urged of an introduction to enable the reader with more clearness in the understanding of the following chapters.

Why this Particular Subject?

Many will wonder what the reason was that impelled me to choose this subject. The answer is simple and honest, since it starts with a deep reflection made during the winter of 1973 at Florida Atlantic University, facing the necessity of the preparation of a thesis project that might have practical use in the near future. This took me to an analysis of the most important possibilities and interest, in order to select the one that offered greater means of success and personal fulfillment, basing it on my own personal experiences, former studies, instruments and available resources. This

analysis led me to a trap since I knew, that in making so many considerations, I was arriving at a decision concerning more about my future than about the confirmation or rejection of my decision. The challenge was interesting and definitive. I knew that the result would be very risky for following actions that would make my project come true, and would give my professional life an important point of view, changing my field of action that for fourteen years had been basically tied up to Public Administration. However, an activity that I had only carried out in a complimentary way as a teacher of middle education and as conductor of educational programs for adults in the training and developing field and had found it exciting, gave me a chance to test, with a real and personal experience, in educational activities. With this, the experience obtained in cooperating in a school's administration (Q.E.S.) covering kindergarten, elementary school and junior high, gave me the opportunity to get acquainted with the functioning of a school, both from the academic and administrative points of view, field in which we tested modern administrative techniques with excellent results which allowed a growing planned process, an adequate functioning and assuring administrative application techniques in schools.

CHAPTER I

INTRODUCTION

Analysis of the Necessity Characteristics and Nature of Education in Mexico

Demography:

The demographic growth of the country, has become a main social economical problem due to the constant rate of a 3.5% growth since several decades ago (1920-1970), not having been possible to reduce this rate due to habits, traditions and religious use of the family which, until now, has not reacted in an effective manner to family planning backed by the government and health institutions. It may be considered that it will not be before 1980 that this program will start to show a positive result which would reflect a decreasing rate in the yearly growth.

The serious problem described above is appreciated thoroughly when a population of fifty million inhabitants was registered in 1970 with more than 1,500,000 births a year. Which means, that in twenty years the total of inhabitants will be 100 million with the death rate much lower than the birth rate.

The excessive population growth shows its main effects in other problems as important, such as education, habitat, employment, services, etc., in such a way that actually more than 1,300,000 children start their elementary education each year, and the urge of homes surpass the sum of 350,000. These problems are beyond the solutions

not minding their effectivity, because even when the country keeps a constant six to seven percent growth, ever since a decade and a half ago, the resources deriving from national production are insufficient. The economic progress reached by the country and the presence of a great development dynamic is undeniable; it can simply be observed. The Mexican citizen's life standard has improved in a remarkable way, however, there are population spots which have been left out of the development benefits.

Centralization:

To the demographic growth phenomenon, we must add the one of urban centralization. The out of town population immigration has increased in an alarming manner reaching the amount of eleven million, which represents twenty percent of the country's total population with a growth rate higher than the demographic rate. This has caused in the big cities such as Mexico City, Guadalajara, Monterrey and Puebla, the housing and education problems which have become greater. This immigration is the result of more employment opportunities in the big cities as well as in the industrial areas surrounding them.

Educational Demand:

It is unnecessary to imagine the growing educational demand at all levels derived from the demographic growth and centralization phenomena in a country with deep cultural needs and important educational concerns because of its progressive character.

PREPARATORY SCHOOL TUITIONS

Junior College	Registration	Monthly Tuition	Annual Tuition
Moderna Americana	650.00	600.00	6,650.00
Madrid	850.00	450.00	5,350.00
C.U.M. Ex-Maristas	450.00	450.00	4,950.00
Mexicana- Americana	750.00	600.00	6,750.00
Simon Bolivar	800.00	500.00	5,800.00
Miguel Angel	550.00	550.00	6,050.00
Columbia	650.00	500.00	5,650.00
Ciudad de Mexico	800.00	800.00	8,800.00
LaSalle-Pedregal	1,800.00	590.00	7,700.00
American School	1,650.00	1,000.00	11,650.00
Hebreo Tarbut	1,075.00	900.00	10,075.00
Israelita	600.00	900.00	9,600.00
Westminster	1,500.00	700.00	8,500.00
Aleman	1,000.00	745.00	8,450.00
Albatros	1,200.00	500.00	6,200.00
Instituto Irlandes	500.00	1,333.00	13,830.00
Oxford	400.00	550.00	5,950.00
Instituto Cumbres	375.00	525.00	5,625.00
Regina	700.00	425.00	4,950.00
Merici	1,000.00	554.00	6,540.00
Meade	865.00	658.00	7,453.50
Centro Universitario Anglo-Mexicano	770.00	620.00	7,590.00

CHAPTER II

MARKETING STRATEGY PLANNING

2.1 Selection of the Target Market

The selection of the students that represent the potential market of a preparatory school, is relatively easy following the process or educational ladder of Mexico by which we can clearly perceive the sequence followed by students in their schooling and the percentage of drop-outs at different school levels; as well as the direct relationship existing between the student's economical level and the school level reached.

To measure the educational problem of Mexico and the speed at which the medium and high level institutions must grow, it must be taken into consideration that the secondary school level population grows at an 8.9% yearly rate and that it will increase from 883,000 in 1968 to 2,463,000 in 1980 and the secondary graduates will rise at a 9.7% rate going from 208,000 to 600,000. The preparatory schools will grow at an 8.4% yearly rate and from 232,000 students in 1968, it will increase to 611,000 and the 77,000 graduates will be 222,000 in 1980. The preparatory school population in the Federal District will increase from 128,000 to 348,000 during the same period, 1968-1970.

¹
El Perfil de Mexico en 1980, volumen 2

In the tabulation and result analysis chapter appears Chart I dealing with the projection of the Mexican Educational System in thousands of students.

The following elements are considered basic for the selection of potential market in this particular case:

- . Students that finish secondary school that represents the first stage of medium education. (90)
- . Students that finish their medium level education at private schools in the south of Mexico City.
- . The social-economical level to which these students belong choosing the high or medium-high class.
- . Selection of medium level education schools that due to their prestige, academic level, population and location are able to become recruiting sources.
- . Selection of the students with best averages in medium education level private schools in our neighborhood or nearby.

Blending these characteristics we find our chosen target market in the following group:

Students about to finish medium level education at the best private schools, located in the south of the city, with high averages and belonging to a high social-economic level.

Resting upon the above described potential market, we arrive to the target market's ideal volume appreciation for our investigation and further promotion as we will see in the following chapters.

2.2 Developing a Marketing Component

Developing a marketing blend must be an integral part of selecting a target market. That is, all the elements of a marketing strategy must be set simultaneously.

In order to satisfy the needs of target cost customers, our school has some different characteristics, all of them related with the four major ingredients of a marketing blend as the four "P's" and their interrelationship and their focus on customers, in this case, "Parents and Students".

These four major ingredients are described briefly in the following paragraphs and this thesis includes a careful analysis of the elements in the following chapters.

2.2.1 Developing the Right Product for the Target Market

Product:

In order to satisfy the needs of our customers, the main characteristics of the objective is the service. In this case, the service is education having as its main objective the achievement of a preparatory and superior level school that will respond effectively to physical, intellectual and spiritual growth needs of the youngsters, which added to a high level academic preparation, will equip them with the necessary formation for future success.

Name:

"Centro Universitario Anglo Mexicano" (Mexican British University Center). Searching a way to project through this name the identification of a superior studies level school in the mexican educational system but with an important influence of british education especially in respect with its English language.

Language: Bilingual (English-Spanish)

This will teach and enable the use of the english language in a pleasant and objective way, being the language spoken by the highest number of people in the occidental world and in which most of the scientific and technological discoveries are written. The response of the parents during the investigation that got the highest demand, was in favor of the bilingual education.

Population:

The school population will be formed by students of both sexes (co-ed) between the ages of fifteen and eighteen years old, having been the second highest response during the investigation, by both parents and students due to the obvious advantages of co-ed education.

Religion:

Lay. Considering that the main objective of education is formation, without any ideological limitations and with an absolute respect to every home's beliefs.

Participation:

Participation will be open to students, parents and teachers in the certainty that through a constant and positive communication the achievement of an understanding that will allow the enrichment of criteria respecting the youngsters' education is assured.

Formation:

Individualized, where each student will receive personal attention regarding their person, considering their aptitudes and

concerns guiding him to find his mediate and immediate goals, focused upon the development of his faculties, abilities and personality.

Social Environment:

Of high morals, mutual respect, confidence, friendship, and honesty in social relationships between students, students and teachers and between managing and administrative personnel.

Educational System:

Applying the most modern teaching systems, through the students' creative participation in live and exemplifying experiences, combining theory, practice and investigation within a discipline, cooperation and self-development frame.

Characteristics of the Professors:

The professor body will distinguish itself for its experience, pedagogical capacity and high knowledge level, which will enable them to deal with the modern teaching techniques that allow the students an easier understanding and assimilation of their subjects.

Complimentary Activities:

In order to fulfill an integral education, it should be complimented with activities that will develop body, mind and spirit, such as artistic, cultural, recreative and social activities, receiving a constant attention and promotion.

2.2.2. Place: "Reading the Target"

A service is not much good to a customer if it is not available when and where he wants it. We must consider where, when and

by whom the services are to be accessible to the customers.

In this case, the site, from its different aspects, acquires special meaning as we are dealing with a school that must be located accessibly for students and parents; that must contain attractive physical characteristics and modern installations in order to satisfy the students' needs as well as required by their study plan, considering its beauty as well as its functionality and usefulness. A complimentary aspect of the site, is the equipment that will make possible the most advantageous use of the installations. These and the rest of the site are analysed briefly in the following paragraphs.

Location:

In order to satisfy the needs revealed by the target market, the school must be located in the southwest side of Mexico City and must be close by to central avenues with fluent traffic and also must be close to the "Express Way" that connects the southwest of the city with rest of the areas.

Installations:

The installations must be of a good quality, comfort and appearance to fully satisfy the requirements of the high class students as well as the requirements that the government and National University demand for its functionality, being the most important:

- . Suitable classrooms
- . Laboratories (Chemistry, physics, biology, anatomy, etc.)
- . Workshops (Art, creative, technic, aesthetic, communication, activities, etc.)

- . Cafeteria
- . Recreation areas
- . Sports fields
- . Library
- . Teacher's room
- . Medical services, etc.

Equipment:

As well as the installations, the service of a school requires of modern, comfortable, practical and attractive equipment that will satisfy both the needs of students and study plan. The workshops and laboratories' equipment, stands out for its complexity in the installations that added to the great amount of didactical material, represent one of the highest price elements in the formation of a school.

Gardens and Recreation Areas:

A special mention is made to this respect due to the need of keeping these areas up as best as possible as they give a peaceful atmosphere and inspiration for better academic results.

2.2.3. Price: Tuitions

When speaking about price in reference to a school, we relate it with the total amount of tuitions, which must be set after a close analysis in order to determine "the right price" considering the cost of service, the total amount of the investment, the quality, the economic capacity of the consumers and the legal restrictions that may exist concerning this matter.

In order to determine the total amount of tuitions, a careful financial planning, and an operation budget have been made; the break even point has been determined, tuitions of similar schools have been investigated and studied as well as the economical capacity of parents composing the target market. The results of these estimations are included in this thesis. The amount set will depend on the yearly inflation rate and on the requirements of salaries and taxes that the government issues each year.

2.2.4. Promotion: "Methods of Communicating with Customers"

It is conceived with any method that communicates to the target market about the right product or service to be sold, in the right place at the right price.

Dealing with an educational service, the promotion acquires special meaning for its success depends on the economic success of the service. Being intangible, the promotion will be aimed to the objective of building great confidence in the customer, in this case, parents and students considering education as the most important legacy that any child can inherit and also being the basic tool for success in the future.

For many reasons, promotion is a careful process to which this thesis has dedicated a whole chapter (VI) in which, each of its steps is described and analysed covering the following groups in relation to the target market.

- . Students
- . Students' parents
- . Medium education institutions

- . High education institutions
- . Teachers
- . Academic authorities
- . Intellectual groups
- . Public opinion
- . Government

2.2.5. Importance of the Four "P's": Concerned with determining the right product, the right place, the right price and the right promotion

All four "P's" are essential to the marketing mix, in fact, they are interdependent. When a marketing mix is selected, all decisions about the "P's" should be made at the same time.

We develop a service that we feel will satisfy the target customers, then we find a way (place) to reach our target customers. Promotion tells the target customers about the availability of the service that has been designed for them; then the price is established in the light of customer's reaction to the total offering.

2.3. Identification of the Framework within which the School must Operate

2.3.1. Internal Controllable Factors:

The internal factors are determined by two sources: first, the investigation made with potential students and their parents; to this investigation, chapter III is devoted; second, the source of criteria represented by the institution's philosophy and objective, which together form the ideal of the school that has been conceived, which can be reduced to the following: "The achievement of a superior and preparatory level educational system, responding effectively to

the physical, intellectual and spiritual needs of the student, which added to high level academic preparation will enable them to reach success in the future."

To reach this objective, it is of main importance the achievement of the framework that will allow the actions and attitudes we will define as internal controllable factors.

System:

It is based on a students-teachers participation, accepting each participant's personality in an atmosphere of mutual respect characterized by constant dialogue, understanding and solidarity for the parts within a necessary frame of rules and principles guaranteed to reach education's aims.

The teaching system will be evolutive, that is, it must every day be adapted to cover the needs of the students' evolution as well as the knowledge level, the working methods and the regulations of both behavior and direction.

The method is characterized by the creative participation of the students in live experiences combining theory, practice and investigation under a collaboration and contribution to work principle, motivating continuously the self development of the students.

A fundamental part of the system is the teachers' body, which must be distinguished for its pedagogical capacity and high knowledge level allowing the projection of this knowledge at acceptable and comprehensive levels being based upon the reasoning and logic combined in a smart and pleasant manner.

In order for the educational system to reach the integral

development, it must be complimented by activities for the body, mind and spirit development, such as sports, creative, cultural, recreative and social activities.

The establishment of a general system is merely normative within the institution, so as not to break the objective of an individualized education where each student receives personal attention considering his suitabilities and concerns, looking for the best way for his faculties, abilities, and personality development.

Place:

The site, from the location point of view, must be accessible to the students chosen as potential students of the school, considering its present location and means of transport and communication of the area.

Considering basically the information revealed, a careful study of places located in the southwest of the city for sale was undertaken and having chosen the property that for its location, orientation, accessibility, cost and extension had the best characteristics that are following described.

Located at the south of Mexico City, on Sagredo Street and delimited by important avenues: to the north, Plateros; to the south, Barranca del Muerto; to the west, Revolucion Avenue, with a distance of only a quarter of a mile to the principal expressway of the city (Anillo Periferico) and within two blocks from the largest avenue in the city, Insurgentes. Considering also that the means of transportation are many existing different route busses running Insurgentes, Revolucion and Barranca del Muerto Avenues as well as trains,

collective cabs and soon the Metro will build a station very close to the school.

The garden surrounding the building gives a peaceful atmosphere for better studying and the requirements of a preparatory and superior level school's installations have been met. Among them, physics, chemistry, biology and anatomy laboratories, drawing, design and aesthetic activities workshops, library, cafeteria, classrooms and medical services.

Policies:

In order to guarantee the action frame within which the school will develop, a series of general policies in which the work's general outline under which the school must operate, have been dictated.

Official Program:

In order for the studies realized in the school may be officially recognized, it will be necessary to adopt the programs established by the country's education authorities.

Incorporation to the U.N.A.M. System:

The school will furnish the necessary requirements to operate within the National University's system whom will enhance its studies guaranteeing them and acknowledging them in a national level for an easy access to any university for the school's graduates.

The Students:

They will be carefully chosen according to their academic background, skills and interest tests and their previous behavior

will be investigated in order to guarantee an atmosphere of study and discipline, being respect and trustworthy students. Their attitude must be in agreeance with their personal quality in order to participate and engage themselves with the institution's objectives, being aware that their future success is based on this formation stage.

Teachers' Body:

It will be reknowned for its moral, education and high knowledge level that combined with their pedagogical capacity will allow them to achieve understanding of their subjects using modern and skillfull teaching techniques as reasoning, deduction mechanization, memory and understanding.

Lay:

Without idealogical limitations and with absolute respect to any other beliefs, without neglecting the basic morals for an education.

Co-ed:

In order to adopt the perception and acquaintance of the youngster's life without prejudice, reaching a full development of their personality and also achieving a true identification with each one's sex as well as with the opposite.

Bilingual:

That will teach the English language in a pleasant and objective way being this the most spoken language in the occidental world and in which many discoveries of science and technology are written.

Opened:

The system will adjust to the rules set by the administration, the parents, the teachers and the students contributing to good understanding through constant and positive communication, in order to establish and maintain basic criteria concerning the students' formation.

Individualized:

Where each student receives special and personal attention considering his aptitudes and concerns, guiding him to find his mediate and immediate goals, focused upon the development of his faculties, abilities and personality.

Social Environment:

Of high morals, mutual respect, confidence, friendship and honesty in their social relationships between themselves, their teachers and between managing and administrative personnel.

Attitude Toward Studies and Investigation:

The school will be known for maintaining an atmosphere of study and work, promoting investigation and motivating the studies and eliminating any element, action or impediment against its educational ideals.

Tuitions:

In order to guarantee the amount necessary of yearly income required by the school's administration, a careful study of yearly tuition has been made considering: investment, operation budget, economic capacity of the students' families and other schools'

tutions of the same educational and social level.

Due to the reduced income in Mexico, education is proportional and, at the same time, reduced, which does not allow to set very high tuitions in private schools.

Considering this fact, it was necessary to readjust our budget several times in order to establish a fixed tuition of 7,750 pesos a year (620 U.S. dollars) to pay in one or ten monthly payments aside from the enrollment fee included in this amount.

The fixed tuitions will vary according to the increase of salaries, operation, administration expenses, inflation or any other valuable reason.

2.3.2. External Uncontrollable Factors:

All over the world, school, at all times is a consequence of the environment, an ecological organism in reciprocal and constant interdependence with the social-economic circumstances of the place where it's at. If there is no response to this projection, if it's an organism transplanted from other environments, the school, lacking spontaneity and originality, could only be maintained with foreign styles and inspirations that would conduce it to a fatal unproductive state.

2.3.3. Social and Cultural Factors:

The social classes are fundamentally identified by the place they occupy within production, but also by their income levels, their type of culture and interests.

Social classes in Mexico can be divided in laborer, peasant, and middle class, in each of which several levels and social sub-

classes collide. There exist farm hands, squatters and small and large proprietors among peasants; among laborers, there exist several groups according to their production field and among the middle class, we find the small, bureaucratic and industrial middle class.

These classes, with their own particular interests, determine social dynamics. Nevertheless, for any goal that may appear, it is better to divide society according to the income level in only three social layers: popular, middle and high.

Mexican popular classes, regarding their occupational levels, dedicate a forty-eight percent to farming, a twenty-one percent to transformation industries and fifteen percent to services. Considering all the different activity ramifications, the popular class occupies an eighty-five percent of the farming and extraction, transformation, construction, transportation, electric and all the other specialized industries. In other words, the labor is in the laborer's hands, while the income is in the high-middle class' hands.

The middle classes are formed by the different levels that are in social capillarity movement. It is characterized by a high consumption capacity and by a greater outcome than their income. This determines a constant budget deficit as they always are in debt. Their occupational sectors are services and business, to which seventy-nine percent of their members are dedicated.

The middle classes are also characterized by their promotion strength. In this impulse they try to live up to the privileged classes by imitating their conduct, acts and way of life patterns. They form a protection layer which the high classes often oppose against the popular classes battle. And, without exaggerating, one

can say that the more the middle classes, the less the possibilities of a revolution. Facing this quick promotion phenomena of the popular classes to middle classes, some of the latter sectors adopt a reproach and sanction attitude easy to understand due to the sincere and tight competition this area represents.

The Mexican high class is formed by major urban and popular proprietors, industrialists, businessmen, bankers and high government officers. It is important to point out that the economic development of Mexico has developed a privileged class unique for the most powerful capital in any time. This class has formed a defense organism that has had a considerable development and that holds a revealing importance at present.

One of the main economic reasons that influence education, is the national income distribution. Studies made by the Industry and Commerce Secretarial, reveal that eighty-three percent of the mexican families received fifty-four point three percent of the national income; thirteen point eight percent of the families, thirty point three percent income; and, a two point three percent of families, fifteen point four percent, more or less forming three social layers: popular, middle and high, respectively. The same study indicates that the popular class destinate two percent of its income to education and school expenses; the middle class a three point one percent; and the high class a five point eight percent. It is obvious that the scarce incomes of a great deal of mexican families provokes limited school expenses and, in some cases, they become nulified by other more imperative needs.

Only by means of an increase of medium income per person and

by a better distribution, the number of people demanding education at all levels, will proportionally increase, as well as the different educational system's levels.

2.3.4. Political and Legal Factors:

The state's action in the educational field, motivates educational policy that can be defined as the group of government dispositions that, considering the legislation in effect, form a coherent doctrine and use determined administrative instruments to reach the objectives set by the state respecting education.

From the most primitive ways of social co-existence, in which the state acquired its first characteristics, already educational-character dispositions existed. Nevertheless, these were normally fruit of the preferences of those holding responsible duties, they responded to their personal experiences, to the subjective appreciation of needs, or to the personal benefits they gave. It is only now, that steps are being taken in order to build a regulation body tending to structure a real educational policy.

Mexico is not an exception to this situation. The government measures, concerning education at different levels of its history, have been the consequence of the governors' personal inspiration or result of the action of the ruling parties. The institutions established in a political period were invalidated at the next, and the plans, schemes and campaigns initiated during the management of a governor, were of no interest to his successor.

Nowadays, the idea of rationalizing public activities is increasing, as well as the planning of decisions, the determinization

of the needs and the programming of solutions. The planning of education in all of its fields and levels is, at the moment, the most important discussion topic in the pedagogical fields.

On the other hand, each country, each government, employs a special educational policy with its own characteristics. In this respect, people who agree that the recommendable educational policy for a determined country may not be appropriate for other countries, are absolutely right; that the means of problem solving at one time, may be inadequate at other times; that the educational solutions for a developed economy, are far from being useful to an under-developed economy.

Often the unfulfillment of certain objectives in the education fields, or the negative results, are consequence of the use of strange measures, applied without previous adaptation according to the country. To this respect, we must remember that, as far as the mexican educational system is concerned, the legal precepts that rule its exercise, are included in the Political Constitution of the Mexican United States, as well as in the Organic Law of Public Education and in several others whose field of application is more specific. On this juridical base, the action of the Mexican State concerning education settles, which means, its educational policy is applied.

The private sector has, under its command, a great number of schools covering almost every level and ramification of the mexican schooling system. Of course, its, activities control study programs, as well as the academic acknowledgement of their graduates, is only achieved through its incorporation to Public Educational Secretarial or to the Education Management of the States to the National University of

Mexico or to several institutions or independent universities that exist all through the country. If the influence of the private individuals is important in almost every level and ramifications of education, it is more so at the middle level.

The characteristics of the institutions that distribute middle education in Mexico are now presented.

Official Programs: The National University's Preparatory Program

It is considered the traditional educational program in as extense study plan of three years. During the first two, students are prepared in the basic subjects of any university field and a general culture is given in scientific, humanistic, social and artistic fields, achieving a high academic level. During the last year, the specific field of studies, depending on the student's university interest, is chosen being the following of the most representative:

- . Mathematician-Physicist
- . Chemistry-Biology
- . Human and Social Sciences
- . Economic Administration
- . Artistic

Each of these fields allows many possibilities of specific careers to continue at higher education at university level.

After the three years spent on middle education in Mexico, a bachelor's degree is granted even though this does not mean that the university's studies have been concluded.

This program is followed by the students willing to continue

their higher education in the country, in the most privileged fundamental plan and followed by the most important institutions for its extensity, the academic level reached, the prestige of its professors, etc., which are reasons for our choosing this program for our school model.

Humanities and Sciences School:

Conceived as an institution with goals to achieve an inter-discipline job in the Mexican National University and whose plans and study programs, tend to give more flexibility and easier adaptation for future education needs. Actually, it covers the bachelor's studies although in the future, post-graduate courses will be available. Among the general objectives of this school, new teaching methods are included trying to increase the deepness and seriousness of humanistic, scientific and technical studies. It tries to fight encyclopedism emphasizing basic subjects but encouraging at the same time, specialities and the specialist's culture.

The corresponding objectives of the bachelor's studies with which the school has begun its academic life (April 1971), insist that the student knows how to read, write or write up, is familiar with mathematics, the historical, political and experimental method, knows how to get information, achieves the like of reading the classics and contemporary writers, is able to prepare himself, if he wishes, in production and service fields as an auxiliary technician.

The flexible formation a student acquires at this school, will allow him to carry out inter-disciplinary activities, combine different careers or even change his career if he wishes. The objective is to

increase knowledge and to be opened to new experiences.

The subjects included in the general study plan of the school, is to make it easy for the student to acquire two languages: Spanish and Mathematics. As well as two methods: the political-historical-scientific method and the experimental method. It is not necessary to emphasize excessively the importance of these objectives. One of the vital problems of man is oral and written communication. With the correct use of language by which we express our interest, curiosity, liking or disliking of things, we make use of our right of defense, protest and discuss; we manifest ourselves in any way, at the sight of any situation.

Bachelor's School:

The concept of Bachelors, is conceived as an educational system that extends study opportunities at high middle level. The general objectives of the Bachelors' School are:

1. To induce the student to think, developing his faculties and capacity.
2. Enable him in the use of methods and basic information in nature's and culture's sciences.
3. Tool him with the domain of techniques and skills in a productive and specialized activity.

According with these objectives, the Bachelors' School graduates will be able to choose to continue their higher education at any national institution: The National University, the Polytechnical Institute, the Metropolitan University, universities and institutions in the different states, etc. They will also be able to choose to apply their knowledge and capacity gained, in a determined activity.

The study plan of this school includes the scholar area (classes, seminars, laboratory and library work, personal and group studies, etc.), the practice and skills for productive work area and the scholar activities area (arts, sports, etc.):

- a. Scholar Area: Fundamentally, this area is developed in four major fields: spanish language, mathematics, experimental sciences and social-historical sciences; plus the concentration of selective academic duties and activities.
- b. Practice and Skills for Productive Work Area: It includes a group of training possibilities that besides allowing the student's incorporation to productive work, binds the content of academic duties with concrete situations, establishing a closer relationship between theory and practice.
- c. Scholar Activities Area: Destined to contribute to the student's personal development, giving him the opportunity to practice skills that are not included in the scholar area.

Vocational School:

The main objective of the vocational schools belonging to the National Polytechnical Institute, is to spread out technical and scientific education at all its levels. Its main concern is that the student that enrolls himself to this academic level, takes advantage, in a more adequate way, of the science and technology profits, forming professional technicians. The vocational school graduates, are able to continue their studies in whatever area they choose, in the careers included at the National Polytechnical Institute.

Likewise, it gives the student the necessary elements so that he may develop his physical and cultural faculties for his own integral formation benefit, motivating sports, artistic activities, etc.

CHAPTER III

STUDENTS AND PARENTS RESEARCH METHOD

3.1. Research:

The investigation on needs, preferences and formal requirements is aimed to the three different social groups involved in the project, using, for each one of them, the most proper investigation technique and the most proper contact channels, under the judgement that the obtained information not only represents a well composed pack of data, which takes us to useful conclusions, but additionally is, by itself, an only unit from its very start, which is directed towards different groups or installations according to the part they represent and their share in the integration of a preparatory school in the southern zone of Mexico City.

The investigated groups are: actual students of middle education and students parents who actually study middle education.

In cases A and B the investigation is made through a survey of interests and needs by means of questionnaire (attached) under the system of personal delivery to a given number of 300 students in case "A" and 300 families in case "B", concerning to parents and children questionnaires "A" and "B".

The investigation in official questionnaires which support the program, was made through direct interview according to their number.

3.1.1 Investigation among students who actually study middle education (High School)

Taking as a basis the experience obtained as teacher of middle education students of both sexes, the most important factors were selected considering their motivation and more determining in respect to their formation and with these elements a questionnaire was prepared taking different selections for each one of the pre-established determining factors, asking the students to hierarchize them according to their preferences and opinions, leaving only seven open questions designated for out-of-school activities.

The directed questionnaire method responds to the necessity of obtaining information capable of being grouped, related compared, select, judge, and tabulate under common policies; possibilities not offered by the open questionnaire with the event of multiple answer with no greater chances of grouping, analysis and comparison. The questionnaire selected factors are in appearance order as follows:

1. Student's future interests concerning study.
2. Motivation and actual interests for study.
3. Own decision concerning future studies.
4. Consideration in own decision or parent's concerning future studies.
5. Short term plans in relation to study.
6. Facility or difficulty grade for study (self-analysis).
7. Actual liking for study.
8. Self valuation of actuation as student.
9. Own feeling of assistance to school.
10. Preferred study areas.
11. Preference roll in classes.
12. Individual participation group in class.

13. Group and team work participation.
14. Study system.
15. Educational system.
16. Valuation of knowledge system.
17. Preference concerning dynamics of class.
18. School group intergration according to sex.
19. School group integration according to actual relations.
20. Preference concerning work atmosphere in class.
21. Preferences concerning sex of teachers.
22. Preferences concerning age of teachers.
23. Preferences concerning teachers attitude.
24. Discipline of work in the group.
25. Relations among students.
26. Relations among teachers and students.
27. Institutional discipline at school.
28. School clothing.
29. Preferences concerning daily higher educational programs.
30. Preferred sports.
31. Recreational activities.
32. Favorite indoor games.
33. Preferences concerning cultural activities.
34. Preferred music.
35. Clubs or Associations.
36. Outdoor activities.

For each one of the thirty-six above mentioned factors, five optional answers are offered, having to hierarchize each one of them, which gives us a total of 180 decisions for each student, which is

considered sufficient to obtain information to know preferences, interests, policies and future study plans for each one of them.

The result of this part of the investigations is detailed in the tabulations chapter. Attached students questionnaire.

3.1.2. Students' Parents Who Actually Study Middle Education:

The method used was the questionnaire backed by several interviews focused on to verify the investigation's reliability.

The elaboration of the questionnaire was carried out considering the different alternatives that exist within the main aspects of education, asking for the hierarchization of the options regarding each question.

The questionnaire was divided into six characteristic chapters on education, relating the main question in them in the following order:

1. General Characteristics:
 - . Basic presentation of a school's identification (co-ed, lay, bilingual, opened, individualized).
2. Objective's Characteristics:
 - . Order, according to the importance, of the goals.
 - . Focus on education.
 - . Importance of education in the future.
3. Social Environment Characteristics:
 - . Social relations among students.
 - . Personal relations among students.
 - . Relations between students and professors.
4. Education's Characteristics:
 - . Educational methods.

- . Motivation methods.
 - . Educational frame.
 - . Teaching systems.
 - . Learning procedures.
5. Teacher's Body Characteristics:
- . The teachers' basic qualities.
 - . Teachers' personalities.
 - . Control of group techniques.
6. Complimentary Characteristics:
- . Additional activities.
 - . Projection of education of the male students into the future.
 - . Projection of education of female students into the future.
 - . Preferent areas for teaching.

For each of the above chapters, four to five questions were elaborated in order to heirarchize five to six elements of each of them, obtaining a total of ninety-eight answers with enough information to know the parents' point of view regarding the planned educational characteristics for their children. The investigation's tabulation and the questionnaire model is included with No. 2.

3.2. Analysis of Students' Needs:

System:

According to the tabulations realized and the investigation questionnaires' answers, we can easily design a teaching system that answers to their desires, habits and student interests, in those aspects that the education level and the subject's objective will allow. The characteristics that form a frame of reference in a

selected educational system are:

Formation of Class Groups:

A majority represented by the eighty-four point eight percent of the investigated students would rather have a co-ed education in which groups are integrated by girls and boys without preference or discrimination equitatively; only a nine point two percent gives preference to only one sex; and a six percent prefer a unisex group. According to this, the school's system is co-ed, aiming for the best balance possible between sexes.

Also, regarding their group, a majority of sixty-three point thirty-six percent of the students prefer to continue with the same classmates combining them with proportionally the same amount of new students in order to have a new relation experience; a twenty-four point twenty-six percent of students keep their actual group as base, but desire some new students; a nine percent want to stay as they are and three percent want a drastic and complete change. According to this, the new preparatory school combines the Queen Elizabeth School graduates, with students from other schools looking for a combination that will help them with their human relations and avoiding the formation of closed and exclusivist groups.

Classroom Atmosphere:

A majority of the students leans forward for an order and work atmosphere with a percentage of eighty-one; a twelve point five percent have chosen much work with the sense of responsibility; and only a six point five percent wants a low and less formal discipline. According to this criteria, a working system was determined characterized

by working and discipline resting in the sense of responsibility.

Teachers:

To eighty percent of the students, their teacher's sex is indifferent; only a fifteen point five percent prefer to have male teachers; and four point five prefer female teachers. This is the reason by which the selection of teachers has been carried out regarding their professional characteristics, as well as personal, and not according to their sex.

A majority, ninety eight point two percent of the students, prefer young teachers between the ages of twenty-five and thirty, by which this average age is looked for, not meaning to say that it is the only age we will allow, for there are teachers of thirty and forty years of age.

The disciplinary characteristic is again manifested by a majority in the attitude that the teachers must have regarding discipline, because seventy-one point seventy-six percent of the students prefer disciplined teachers, and eighteen point twenty-six percent prefer strict teachers and only seven point six percent think that the teachers should be indifferent.

Students consider that their relations with the teachers must be amiable and cordial in a percentage of seventy-two, and a twenty-three point three percent would like their relationship to be of high confidence and trust, and only a two percent has asked for indifference and unlimited trust from the teachers. According to this, the teachers have been asked for amiability, cordiality and trust without losing respect between students and themselves.

Working Method:

A fifty-seven percent of the students are interested in a class where they can actively participate but in a spontaneous way and without any pressure, and a forty-six point forty-seven percent does want an active and constant participation. These preferences are confirmed in the different class activities. We have insisted on systems that will motivate active participation and live activities in order to give more self confidence, interest, effectivity in learning.

In extra scholar work, students prefer to participate in teams and groups for investigation and homework (forty-five percent) which highly contrasts with the system they choose of studying alone and in an individual manner in a percentage of seventy-four, and only a six percent prefer to study in a group, remaining a twenty percent for reduced groups of one or two friends.

As far as class work is concerned, the options are equitably divided. A forty percent prefer the professorship system, taking their own notes; a thirty-eight percent prefer an exposition and dictation system that does not correspond to this level; and a seven percent and fifteen percent prefer self education and class notes systems respectively.

The types of classes preferred are the theory-practice that divide the left twenty percent proportionally.

The measure or evaluation of knowledge leans towards the appreciative evaluation of performance with investigation duties (forty percent), with a twenty-seven percent in favor of exams and homework, remaining the minority percentages for the only exams

system (fifteen percent), only investigations (twelve percent), oral exams (seven percent).

Behavior and Interest:

In this analysis we will only point out the predominant or in conflict characteristics in order to fulfill an interest profile easily identifiable.

According to the future interests, a sixty-four percent majority considers study of vital importance for their plans, and a twenty-seven percent a positive element for their future lives, by which a majority favoring and interested in studying is obtained.

The present motivation of attendance is directly related to the facts above mentioned, as we observe that a forty-six percent attend school considering it an indispensable element for their formation, and a forty-five percent attend with honest pleasure considering it positive, which all together gives a ninety-one percent of highly positive motivation.

Facing a future decision, an eighty-five percent wishes to go on to university studies and an eighty-three percent of the investigated students have confirmed this decision by continuing their preparatory studies.

The difficulty and resistance towards studying has been defeated by the high grade of motivation so that seventy percent of the students consider studying a relatively easy task.

3.3. Analysis of Objectives, Goals and Aspirations of the Parents' Preference for the Education of their Children:

3.3.1. General Characteristics:

Outlining the general characteristics of the school, the parents heirarchized the aspects, by importance, that according to their desires are fundamental in structuring of an ideal school in the following order:

Bilingual:

The top interest was regarding this respect, which undoubtedly shows the importance of the English language given the vicinity of the United States, the best and more possibilities of work for people who speak both languages and the future possibility of studying a post graduate course outside Mexico aside from the great number of scientific and technical information published in English.

Co-ed:

Which undoubtedly shows an important evaluation in Mexico's traditionally unisex education, understanding the social development awareness of children in a co-ed system, more natural and without prejudice in the daily experiences of boys and girls.

Lay:

A highly revolutionary preference within our environment given that the education in Mexico has been controlled by the clergy over centuries ago, and also because it is a traditionally Catholic country, and since the conquest, good education in Mexico is given in schools, institutes and religious universities; living and important change as we reach the last decade generations of young parents, responsible of their children's education with a new ideology against prejudice and fanaticism.

3.3.2. Objective's Characteristics:

Goals:

On the whole, the goals represent the education's objective by which they have been heirarchized in order to distinguish those that, by their importance, are definitive.

Formation:

Which shows, that even before a knowledge or grade, parents search for an integral formation of their children that will guarantee the balance and maturity in their future life, not only in the intellectual aspects but also in the moral and physical, searching for a highly integral education.

Preparation:

Considering that all progress or growth in any field requires of a good preparation of the individual who living experiences, assimilation knowledge, studying and disciplining himself, acquires the basic tools for his future activities.

Knowledge:

Giving in the credit of serving as base for the future success, as fundamental part of the formation and preparation, being knowledge an unlimited and multidisciplinary field, the intellectual individual richness capacity is also unlimited and can increase, from the day he is born, to the day he dies.

Focus on Preparatory Education: Academic preparation

It is the top focus that parents point out to enhance their children's formation and to give them the necessary bases to continue

superior education.

Faculty and Skill Development:

Considering that the natural youngster's potentialities must be developed making them imaginative, capable of creating and changing themselves, increasing their abilities and physical and mental coordination.

Awareness:

Forming an awareness habit in all their actions and attitudes as human beings, capable of evaluation, measuring and deciding after a reasoning process that distinguishes the human race, and incapable of acting answering impulse of passion without full awareness of their acts.

Relation between Preparatory Education and the Future: Of Vital Importance for the Youngster's Future:

The basic and absolute heirarchization of this way of thinking of the parents, shows the fundamental interest of giving their children the highest education grade considering preparatory education as vital and as link between middle and high education.

Part of their Formation Process:

Criteria that agrees with the above mentioned and that is focused towards the basic education's objective selecting "formation" considering preparatory education as part of this process which makes it an indispensable step that all those who desire a high education, must go through.

3.3.3. Social Environment:

The social environment in which the youngsters will develop themselves, will be formed by characteristics, actions and relations that will create the ideal conditions for their growth.

Respectful:

Distinctive by an atmosphere of mutual respect among the members that form the social environment of the school: students, teachers, parents and personnel, whom in a positive and permanent relation, get to recognize the personality and the role of the members of this social group that deserve personal respect.

Communicative:

That will encourage and create the ideal conditions for an opened and permanent communication, that will break the limits and that will allow an honest relationship between the students and their teachers, searching, through this constant participation, the best results and the ideals of a social group with goals of superation through the contribution and mutual help, establishing this characteristic as center of all relations.

Morals and Honesty:

In the most positive aspect of this characteristic, which searches for that this relation be distinguished for its ethics and honesty under the highest principles of loyalty and confidence, which we have included moral in regulations and principles that must be respected by those participating in an educational activity.

3.3.4. Educational System:

Educational Method:

As the parents manifested their criteria concerning the different educational actions that integrate a method, they selected "creativity" being this a superior capacity of man, the label of his progress and personal and social development giving chance for the revelation of his creativity and thought through a constant participation in which the youngsters can project their concerns, goals, experiences, etc.

Motivation Method:

Understanding by this, the group of motivations that are practiced to fulfill a positive and effective attitude in the youngsters in their studies, for which "responsibility" was chosen as the most important motivation allowing the self development in feeling, accepting and acting on such responsibility. All this must be fed by the enthusiasm by those encouraging this spirit and responsible of education, enthusiasm that will be given from teachers to pupil, and from student to student transforming it in an educational environment.

Educational Frame:

Formed by the group of principles, policies and regulations that education will follow to reach its goals, giving preference to the highly formative personality's principles that guarantee their future acts creating habits and positive duties in a disciplined atmosphere without forgetting the constant student's evaluation, which demands evolutive criteria in order to progress according the development and capacity of the students.

Teaching Systems:

It is identified as a co-ed system combining knowledge with practical experiences and with many dialogue and inter-action opportunities that allow the interchange of these knowledges and experiences.

Learning Procedures:

The selected procedure was reasoning and deduction, known as the most effective because it takes advantage of all the mind's capacity, guaranteeing the acceptance of knowledge by conviction, which will make it endure and easy to remember at the right moment.

3.3.5. Teacher's Body:

When the parents revealed their preferences and desires regarding the teacher's body characteristics, they outlined the physiognomy of the same, making clear the necessity of a high pedagogical capacity as well as a high knowledge level learning on experience, being capable of keeping the groups disciplined and enthusiastic.

As far as the personality, they show preference for mature teachers, able of identifying themselves with the students, respectful to themselves and to the students.

3.3.6. Complimentary Characteristics:

Parents show themselves very interested in education's complimentary aspects, such as the cultural activities that will widen their knowledge and formation; the sport activities that will stimulate their physical growth; and the social activities that will enable them to relate themselves socially.

3.3.7. Desires Regarding the Future:

Looking towards the future, the main desire of the parents investigated, is based of the goal of the study of a professional career and, by preference, their children go through postgraduate studies being the fields of most interest:

- . The Chemistry-Biology field.
- . The Social Humanities field.
- . The Physician Mathematician field.

CHAPTER IV

CONCLUSIONS

Taking the marketing investigation, the information obtained from parents with children just about to begin their preparatory studies and given by students finishing their secondary education, we have arrived at a series of conclusions which have undoubtedly set a model for defining objectives, policies, philosophy and main characteristics of the preparatory school which is included in the following chapter. This model has been made a visible reality as can be observed in chapter VI, Promotion, and these models are also included in this thesis.

4.1. Conclusions' Summary:

Mexico's educational demand is one of the most important social problems as it requires of the collaboration of all sectors for its solution. The government is always trying to attend this growing need, but the problems overpass the solutions given the high demographic growth, which, with no doubt, reflects on every educational field, at all levels being the yearly demand of 1,350,000 children for the first grade of elementary school. On the basis of this demand, any educational action will receive a high social response.

4.2.

A preparatory school's potential market is represented by young men and women of fifteen and eighteen years of age. There are

approximately 300,000 that finish their secondary studies each year, and there is a preparatory school admittance capacity of only thirty percent which enables a strict student selection with the adequate characteristics for the type of institution to be formed.

4.3.

Among the investigated social group, there exist the absolute conviction of the need of superior education and both parents and children agree on this matter, considering preparatory education of vital importance for youth's future life, reason why they include this type of studies in their plans.

4.4.

Society's evolution, the every time more frequent participation of youngsters from different economic, social and political backgrounds, demand a radical change in traditional education. This change must become more active and with more participation, provided the principles of order and hierarchy are kept by all the participants of this important and vital process.

4.5.

The answers respecting a preparatory school's basic characteristics in which both parents and students agree are, by priority order: bilingual, co-ed, lay, participant and opened.

These characteristics are in revealing contrast with the school of a decade ago which was basically religious, unisexual, extremely nationalistic and closed to new ideas.

4.6.

So that the preparatory school studies can be recognized by superior education universities, they must follow the established official programs which, up to date, are only four:

- . Propedeutic or Bachelor's Preparatory.
- . School of Science and Humanities.
- . Bachelor's College.
- . Technical Vocational Institute.

Of the above mentioned systems, the one that best responds to a basic preparation for superior studies, is the Propedeutic or Bachelor's Preparatory.

4.7.

The students' criteria is focused to an educational system in which their personality is respected, where they have the opportunity to participate, where the academic level is high and where the pedagogic system is based on communication with mutual respect.

4.8.

The investigated group, belongs to a high medium social class that attend schools with yearly tuitions that go from 6,000 pesos (500 dollars) to 12,000 pesos (1,000 dollars).

This allows the establishment of a tuition inside those limits considering the economic capacity and the possibility of establishing an attractive tuition for the parents. (We must mention that superior education in Mexico's public universities has a total cost of 200 pesos or sixteen dollars per year).

CHAPTER V

SCHOOL MODEL

TABLE OF CONTENTS

5:1	OBJECTIVE	47
5:2	EDUCATIONAL PHILOSOPHY.	47
5:3	ORGANIZATION.	47
5:4	WORK SYSTEM	48
5:5	STUDIES PROGRAM	50

5:1 OBJECTIVE:

To obtain an educational system of Preparatory and Superior level, that answers in effective way to physical, intellectual and spiritual development of youngsters, which added to a high level academic preparation, provides them with the necessary formation to succeed in their future life.

5:2 EDUCATIONAL PHILOSOPHY:

To create the ideal conditions for the development of youngsters, under a participation principle among students, parents and teachers, with common objectives, creating stability in behavior policies, recognizing the personality of members in a mutual respect policy, dialogue, understanding and comprehension among themselves; all in the area of rules and principles which assures the purposes of the Institution.

5:3 ORGANIZATION:

The highest body of the Institution is the Board of Directors, which defines the objectives, sets the policies, approves projects and provides the necessary resources, evaluating the organizational advance assuring this way the success of the educational establishment.

The Board delegates the executive functions to a General Director who is in charge of the Academic Administration and Educational Direction, carrying on the approved plans, settling the proper organization, promoting, impelling and watching the efficient development of administrative and educational functions, in a high level moral and good relations atmosphere.

The Director is advised by an Educational Committee with a share of teachers, parents and students, in order to promote the permanent understanding and communication in mutual benefit, looking in this way for a contribution to the constant improvement of the establishment, through suggestions, new ideas and combined activities, working on policies and common objectives.

In support to the high responsibilities of the General Director, a Sub-Director assists in supervising the administrative and educational works, realizing a function of constant coordination between the Administration, teachers, and students, for the attention of their problems, providing a constant academic and personal guidance, being responsible also of the University documents.

Students are carefully selected in an academical background basis, capability and interest tests, as well as investigated in their former behavior, in order to assure an atmosphere of study and good discipline, being essentially dependable and respectable students and their attitude must correspond to their personal quality so they may participate and compromise with the objectives of the Institution they belong to, in the understanding that success in their future formation.

Administrations represents the necessary support that every organization requires in its functions of service information and recording by means of capable personnel.

5:4 WORK SYSTEM:

General Characteristics:

LAY: With no ideological limitations and absolutely respectful

to the creeds of every home not overlooking the rules and moral principles, necessary for a sound formation of youngsters.

CO-ED SCHOOL: One which adopts the perception and knowledge of youngsters life, with no prejudice, obtaining this way a full development of their personality, which gathers as much the identification with their own sex, as with the environmental development with the opposite.

BILINGUAL: Must teach the English language, in a pleasant and objective way, since the language is the world's most widely used, as much by persons as for scientific and technological writings.

OPEN: The system is conditioned to the rule that, Direction, teachers and students contribute to good understanding, through a constant and positive communication in order to fix and keep common policies concerning to youngsters formation.

INDIVIDUALIZED: Where each pupil receives a special and personal attention, according to fitness and aspirations, helping him to determine his next and forthcoming purposes, aimed toward the development of his faculties, skills and personality.

SOCIAL ENVIRONMENT CHARACTERISTICS:

Student's social relations are distinguished by a high moral, existing among these and their teachers, an atmosphere of mutual respect, confidence, friendship and honesty.

EDUCATIONAL CHARACTERISTICS:

With the most modern teaching means, through the creative participation of students in live and exemplifying experiences, combining theory, practice and investigation, within as area of discipline, cooperation and self-development.

EDUCATIONAL BODY CHARACTERISTICS:

Educational Body is distinguished by their moral, education and high level knowledge, which combined with their pedagogic capacity obtain a full comprehension of their teachings such as: reasoning deduction, mechanization, memorizing, under as impact fixing basis.

COMPLIMENTARY CHARACTERISTICS:

In order that education meets its purpose it must be complemented with activities which develop body, mind and spirit, such as sports, cultural, recreational and social, all of these being promoted with dedication and enthusiasm.

5:5 STUDIES PROGRAM:

General Regulations for Higher Studies in U.N.A.M.

Item 16. To the effects of this Regulation, credit is the unity of value or punctation of a subject, which is computed as follows:

- a. In activities in which additional study or work from the students is required, as in theoretical subjects or seminars, one hour of class week-semester is equal to two credits.
- b. In activities in which study or work from student is not required, as in practice, laboratory, shop, etc., one hour week semester is equal to one credit. 1 hour week semester= 1 credit.
- c. The value in credits of clinical and practical activities to the learning of music and plastic arts, will be computed in total according to its importance in the studies project and decision of the technical bodies and University Council which will previously know the opinion of the Higher Studies Council.

CREDITS WILL ALWAYS BE EXPRESSED IN WHOLE NUMBERS.

School semester will be of a minimum of fifteen effective class weeks. Credits for studies of less than a semester will be computed proportionally to their duration.

BACHELORS DEGREE

ACADEMIC LEVEL:

Total	264.288
Number of credits obligatory	252.264
Optative	12.24

Academic requirements for admission. High school.

To obtain a degree. To have studies project approved.

CREDIT VALUE VARIES AS PER THE AREA.

OBLIGATORY SUBJECTS.

FIRST GRADE.

480P12	Mathematics.
200P12	Physics I.
210P12	Geography.
284P12	Universal History.
441P12	Spanish Language and Literature.
444P12	Logics.
121P12	Imitative Drawing.
	Foreign Language (English or French) 12 credits.
	Esthetic Activities.
	Physical Education. (gym)

AREA III ECONOMIC-ADMINISTRATIVE DISCIPLINE.

482P12	Mathematics III.
720P12	Sociology.
241P12	Economical Geography.
	Optative

AREA IV SOCIAL DISCIPLINES.

282P12	History of Philosophical Doctrine.
--------	------------------------------------

281P12 History of Culture.
720P12 Sociology.
Optative.

AREA V CLASSICAL HUMANITIES.

282P12 History of Philosophical Doctrines.
440P12 Latin.
161P12 Esthetics.
244P12 Greek.
Optative.

AREA VI FINE ARTS.

282P12 History of Art.
161P12 Esthetics.
244P12 Greek.
Optative.(2)

OPTATIVE SUBJECTS.

080P12 Cosmography
160P12 Phylosophics Thought of Mexico.
243P12 Geopolitics.
242P12 Geology and Mineralogy.
283P12 History of Art.
230P12 English.
002P12 German.
202P12 French.

SECOND GRADE

481P12 Mathematics II.
640P12 Chemistry I.
040P12 Biology I.
001P12 Anatomy, Physiology and Hygiene.
280P12 History of Mexico.
163P12 Greek-Latin Ethymology.
168P12 Ethics.
Foreign Language (English or French) 12 credits.
Esthetic Activities.
Physical Education. (gym)

THIRD GRADE

Common subjects to all areas.

520P12 Positive Mexican Law Notions.

443P12 Universal Literature.
 442P12 Psychology.
 Foreign Language.

Specific subjects to each area.

Area I: Physical-Mathematical Sciences.

482P12 Mathematics III.
 201P12 Physics II.
 120P12 Constructive Drawing.
 Optative.

Area II: Chemical-Biological Sciences.

482P12 Mathematics III.
 201P12 Physics II.
 041P12 Biology II.
 641P12 Chemistry II.
 Optative.

SYNTHETICAL DESCRIPTION OF SUBJECTS.

BACHELORS D. LEVEL.

001P12 Anatomy, Physiology and History.

It studies the bases for the comprehension of what the human body structure is, related with the function of cells, organs, apparatus and systems; and shows the principles of what health and sickness are, through the knowledge of hygiene.

002P12 German.

Live and direct teaching, assisted by laboratory and textbooks which allow; comprehension, communication and cultural wealth. Cultivation of oral and written expression of medium quality writings.

040P16 Biology I.

Brief study of plants and animals, as well as an outlining of general biological phenomenon from a cultural utilitarian point of

view, being at the same time modern, dynamic and experimental Bio-chemistry, genetics, physiology, cytology, morphology and evolution.

041P16 Biology II (Req. 040P16)

Assigned to those who have selected the biological area. It strengthens, widens and deepens the first course and has a marked molecular modern tendency. It covers: Bio-genesis, ultrastructures, metabolism, reproduction, heredity, embryology, histology, ecology and transformism.

080P12 Cosmography.

Optative course in third grade which rises in a very natural way, and develops scientifically, the curiosity and desire for knowledge, actually so contributed by astrophysics advances. The program of this course comprises four large progressive parts of subjects:

1. Generalities, systems and measurement.
2. The Solar System.
3. Historical relation of various systems.
4. Monographic studies of planets and sidereal astronomy.

0120P12 Constructive Drawing.

The orthogonal drawing and Montealegre; representation of the point and line and plain curves in various positions. Respected sketch previous to precise scale drawing.

Perspectives: building surveying and practice of technique and most used materials.

121P08 Imitative Drawing.

Observation habits and skill. Sketches in black and shine.

Graphic expression of pictured form. Clear-dark and color. Notions of human shape and attitudes that reveal states of mind. Use of various techniques and materials.

160P12 Philosophical Thought of Mexico.

The european philosophical flow adopted in Mexico and the natural born manners, as well as its correspondence with the historical contour of Mexico and with the general development of Mexican concious. This same fact allows the student a better knowledge of mexican philosophers and their contribution to culture and universal philosophic history.

161P08 Esthetics.

It seeks the comprehension of the artistic phenomenon in the various ages and philosophic principles, as well as it considers distinctively elements such as fantasy, expression, interpretation, creativeness, etc.

162P08 Ethics.

Its objective is to inform the students as much the theoretical elements which form and build the human activities as the fundamental and ruling ethics; it fulfills a highly formative mission of human individual and social behavior, considering the moralization of functions and social structures: profession, family, state, etc.

163P08 Greek-Latin Etimologies.

Theoretical and practical teaching of greek and latin roots as well as of some other languages that contributes to the spanish languages formation. It includes professional and specialized vocabulary.

200P16 Physics I.

In the fourth grade and experimental general course is included to inform about the subject to all kind of mentalities, since this subject is usual.

201P16 Physics II. (Req. 200P16)

In the sixth grade the course is of propedeutic character, existing programs to get adapted to the various areas which this discipline requires.

202P12 French.

Live teaching, direct, active and suggestive, of french or italian languages; it must allow mainly, to understand when reading or listening to it; secondly must be useful to communicate spoken and written to in plain language as frequently used. Didactic methods and procedures must concur for these purposes. Auxiliary outfit; books, didactical equipment and laboratories, which used with opportunity and pedagogically will secure and hasten plainly the learning process.

240P12 Geography.

It strengthens and widens the knowledge about Cosmos; the static and dynamic aspects of earth in its component part; its forms of life on it, from the geographical point of view, and about the relations among human society and the geographical mean.

241P12 Economical Geography.

Its objects are to teach youngsters the essential knowledge about facilities that earth offers in the vegetable, animal and mineral aspects, to provide mankind with supply sources to the various needs,

as food, home and communications, as well as bearings to better ways to use these possibilities offered by our planet. Geographical conditions and production areas, as hunting, fishing, lumbering, agricultural, mining and methods used by men to transform by means of industry, these raw materials, and the areas where this transformation occurs. Also the available means to distribute said welfare in all the earth surface and the main places where these foods are consumed.

24P12 Geology and Mineralogy.

It is a subject that comprises general data of geology and mineralogy. It is explained mainly in an experimental way.

243P12 Geopolitics.

Its purpose is to explain to students the relationship among states and the geographical outlook they keep for instance; principles of political ecology, administrative geography, colonial geography and political distribution.

244P12 Greek.

General and basic teaching of their classical language as a contribution to the humanistic formation of students and preparation to specialization in the areas of social disciplines and classical humanities. Programs include grammar vocabulary and translation.

280P12 History of Mexico.

This program permits the knowledge of problems that have appeared and which have been solved in the economical, political, social and cultural development of Mexico.

It is emphasized in the controverted chapters of our own history and then are projected towards the actual problems of our history

and then are projected towards the actual problems of our country.

282P12 History of Our Culture.

A sight of the cultural process of mankind is given, attending to fundamental subjects as population organization, development of science and technique, the conquest of philosophy and arts; of legal systems the sense and content of political economical and social organizations.

282P12 History of Philosophical Doctrines.

It shows themes, eminent and fundamental problems and solutions with historic sequence produced by the most prominent philosophers about cosmos, earth, life and man causing in this way a feeling to philosophy.

283P12 History of Art.

To initiate the student in the knowledge of artistical values and the reason of the various cultures with a special approach towards the art in Mexico.

A motivation is caused so the student may depend in any of the branches of art history.

284P12 Universal History.

As synthetical methods are applied in the exposition to know the world's great worries and problems as well as to obtain the knowledge about facts and institutions which form universal history.

284P12 Mental Hygiene.

It attends the different dispensing means of health equilibrium and mental functions. Also attends the school problematic

concerning to mental health, giving sure ways to the strengthening of a life more in accordance with the cultural patterns rule our society.

320P12 English.

Revision of knowledge obtained in former courses of other schools. Enlargement of vocabulary, idiomatic expressions, inflexions and constructions, with special attention to the use of the language in spoken and written ways to understand and express ideas, concerning situations of daily events and those related with students, professional specialization.

323P12 Italian.

Live direct active and suggestive teaching of Italian language, it allows mainly the understanding of it when reading or listening; in second place it must be useful to communicate orally and by writing in plain and usual language.

324P12 Italian.

It tries to reach evenly the visual and auditory comprehensions the common oral and written expression in the elementary grade of simple writing, epistoler nature or first necessity documents.

440P12 Spanish Language and Literature.

It consists of a revision of the most complex grammatical problems as well as the recognition of Spanish culture most important authors, whose texts are used to exercise grammar and make master of style observations.

442P12 Mexican and Ibero-American Literature.

Explained and commented reading of most well known mexican-hispano-american and mexican authors locating each one previously within his historical era, from the pre-cortesian age to our days.

443P08 Universal Literature.

Explained and commented reading of most well known authors of western culture, considering each one of them within the historical and culture facts of their time.

444P12 Logic.

It covers the mastery development and use of logical mind of student with regard to the knowledge of principles, forms, laws of thought, science structures and methods used to discover truth, enable the student to reflection and use in all areas, as well as scientific, philosophical and even in every day life.

480P12 Mathematics II.

Strengthening and widening of algebra, geometry and infinitesimal calculus. Offered also as optative subjects. A course of economic-administrative area and another of select math themes in which some new facts are included.

481P12 Mathematics III.

Two different courses are taught according to studies area. also for the physical-mathematical and chemical-biological areas. This course contains differential and integral calculus studies. For the economic-administrative areas the course covers arithmetic and algebra subjects, as well as an introduction to differential and integral calculus.

483P12 Modelling.

Capacity and good taste for handcraft development promoting the vocation and knowledge of architectural flora and fauna and elementary parts of human body.

520P08 Mexican Positive Law Notions.

To furnish the student with the knowledge of the ruling world he lives in, especially of the fundamental traces of standing mexican laws.

601P12 Social, Economical and Political Mexican Problems.

To give an idea of social, economical and political reality which explains actual mexican problems.

602P12 Psychology.

Understanding of subjectivism and of human behavior which are studied for the first time. It includes the scientific concept of man's unity as a bio-psychosocial being; method for study, psychological processes and dynamic study of personality. Since the middle of 1965 experimental psychology laboratory is included for didactic purposes.

640P16 Chemistry I.

To strengthen the fundamental concepts of physics and chemistry obtained in high school, programs include general chemistry, emphasizing concepts about matter, energy, chemical interlock, atomic constitution, periodic elements classification and main chemical groups carbon and its compounds.

641P16 Chemistry II.

It is a course which is taught in fifth grade and comprises general chemistry aspects. It is assisted with individual and theoretical experiments.

680P12 Mexican Revolution.

Its purpose is to introduce the main and different problems occurring during the Mexican social revolution in the twentieth century. Books, newspapers, public documents consulted are procured in order that the student starts his own investigation.

720P12 Sociology.

Full view of interhuman phenomenon. Comprehension of phenomenon and human co-existence problems, particularly of human collectivity (community).

760P12 Selective Themes on Biology.

Completely experimental, it is developed entirely in laboratories with specialized work material assisted by knowledge of microscopes, biological apparatus, biostatistics and intensive work in a particular theme that indicates to students an essential and practical knowledge.

762P12 Selective Themes on Physics.

It is a complete algebra course where several themes are treated, such as; numbering systems, probability calculus, theory of groups, etc. which are essential for higher math courses.

763P12 Selective Themes on Chemistry.

It comprises general aspects of physics-chemistry which are considered as essential. It includes cathedra and individual experiments. It is considered as optative.

CHAPTER VI

PROMOTION

According to the characteristics of the social group that forms the "target market" of the new preparatory school and the elements that were combined for the investigation and that later were chosen as the most determinant in the decision of both parents and students, a promotion strategy was designed according (considering) the school model that will be established (see chapter V) trying to project an image that would respond largely to the potential market.

The promotion was carried out through a programmed series of interrelated actions dedicated to the parents as well as to the students, searching continuously for an engagement, difficult to break, by either of the parties, presenting in each case aspects of basic interests that would fulfill their desires and create expectation towards their future development and achievement.

Even though the action remained permanent since the beginning of the promotion, we can clearly distinguish through it, phases or stages that will briefly be explained chronologically:

Phase I Previous Investigation (Dec. 1973)

It was carried out with a small number of students' parents that were finishing their last year of secondary studies at the "Queen Elizabeth School" and as being the heads of the "parents' association", formed the most representative group.

This meeting was of social character. It took place at the home of one of the most enthusiastic couples who invited a group of ten of the most ascending couples for dinner. They were put up to date completely so that when they were at the meeting they knew exactly what the purpose was. Before dinner and during cocktails, the hostess exposed the desire and convenience of her children's continuation of studying under the same system, in the same atmosphere and together in the same school for the years to come, and being her children, as well as the other parents' children there, in their last year of secondary school, she invited them to interchange opinions to the matter as there were only six more months of school and eight more before they began their preparatory studies, suggesting the formation of a committee that would give all the necessary support so that a project would be formalized briefly and the initiation of the preparatory school realized at the beginning of the next school calendar year. The idea was most welcomed and immediately the discussion was based upon the basic steps of the school organization, such as financing, the study plan to follow (there exist three official study plans for preparatory level), the main characteristics of the school, the direction and organization of the same.

Phase 2 The Idea's Exposition to the Students

Taking advantage of the guidance sessions given weekly to the students of the last year of secondary studies, the project was exposed trying to motivate them and giving them a chance to participate actively with ideas, opinions and questions, notifying them of a survey that would take place where they would expose their ideals in

written form. With these gatherings, a high grade of interest and the elimination of an insecure feeling that every youngster goes through when he is about to start advanced studies was achieved. They were happy and pleased to be able to continue their studies under a familiar atmosphere.

Phase 3 Informative Circular to the Parents. (Jan. 1974)

Through the same students, a circular was sent to the parents of the "Queen Elizabeth School", announcing the opening of a new preparatory school the following school year with the same atmosphere and social background in which their children had developed and that in short, a questionnaire would be sent asking for their valuable opinions.

Phase 4 Investigation by Questionnaire for Students. (Feb. 1974)

So as to know the preferences, concerns, ideals, hopes and motivations of the students, a questionnaire was designed (ann. 10 following the investigation method described in chapter 3). Each student was asked to read it, study it and return it answered within a week, after which a ninety-five percent answer was obtained and they were given in return, another one to be answered by a friend, of another school that also would be finishing secondary, whose opinions would be of interest to us. After the time limit, 100 percent of the questionnaires were in, both theirs and their friends'. This information was most useful and the results that figure in the tabulation chapter, served as the base for the design of our school model which is also included in this thesis.

Phase 5 Investigation by Questionnaire for Parents. (March 1974).

Through the students, questionnaires were sent to the parents (ann. 2) with a letter they were asked to answer it together (father and mother) and, if possible, give one of the questionnaires to another couple giving them a time limit of ten days to return both through the same students. The result was excellent. The parents responded within the limit in as eighty-five percent and in a seventy percent. They sent both theirs and the other couple's questionnaires. The result can be appreciated in the tabulation chapter and they provided determinant information for the design of the preparatory school model.

Phase 6 Graphic Presentation of the Model and Issuing of the First Written Project. (April 1974)

This presentation was again carried out with a social type meeting at the home of the presiding couple of the "Parents' Association" who invited the fifty most representative couples among the parents of the children that would finish their secondary studies that year. It was presented graphically through a series of color posters revealing the school's general physiognomy including the following aspects:

- . Identification. (Name and emblem)
- . Objectives.
- . Philosophy.
- . Organization.
- . General functions at the different areas.
- . Educational committee.
- . Policy and standards.
- . Study plan.

- . Location.

- . Fees.

At the end of the presentation, a descriptive project containing all of the aspects included, was given out immediately following a question and answer period so as to clear any doubts and give way to suggestions. The dialogue was rich and satisfactorily went deep into several aspects establishing at one point, the moral engagement from most of the parents.

Phase 7 Graphic Presentation of the Model to Students Finishing Their Secondary Studies. (April 1974)

Following the same sequence, a presentation to the students during the guidance session was carried out. Its' main characteristics being deep enthusiasm and participation, after which an oral survey of opinions that turned out eighty percent favorable took place. This presentation was made to 120 students in the same terms as the above mentioned.

Phase 8 Presentation of the Architectonic Project to Parents and Students. (April 1974)

In a mixed session at the school's auditorium, this presentation that clearly revealed the location of the new school as well as the installation characteristics:

- . Location.
- . Office areas.
- . Classrooms.
- . Workshops.
- . Laboratory.
- . Library
- . Recreation areas, etc.

At the end of the presentation, the preparatory school's purpose, its main objectives and its general philosophy was spoken about again inviting comments and general questions and informing of the work program to begin through the following month of September.

Phase 9 Publishing of the Promotional Brochure and Opening of Registration.

Having as base the information obtained through the investigation and meetings, a brochure descriptively revealing main objectives, philosophy, organization, policies, regulations and standards and school programs was printed. This brochure was sent to the parents through the students with a circular and registration cards to fill in and return during the same month of May.

Phase 10 Distribution of the Brochure in Two Secondary Schools of the Same Neighborhood and with Students of similar Social-Economic Level.

Contracts were established with two schools of compatible characteristics and located in the south of the city, in order to carry out a promotion among the students through their teachers obtaining their guidance towards their students' registration at the "Anglo-Mexican University Center" preparatory school. The inflow expected was limited, due to the reduced planned spaces for the first year, and the reply was more than satisfactory having the possibility of choosing the best students with the highest records in the admission examinations.

Phase 11 Institutional Publicity through the Printing of a Page in the Most Read and Renowned Newspaper in the City. (June 1974)

With the assistance of a publicity agent, the insertion of a

page in the principal newspaper of the city was designed. The objective of the printing was to create the image of a continuous stage for the "Queen Elizabeth School" students projecting a parallel growth of students and school, sharing together one more step towards their formation. The result of the promotion, from an institutional point of view, was appreciated through the many backing responses and congratulations. From a commercial point of view, there was an overwhelming demand difficult to satisfy according to the limit of students planned for the first year.

Phase 12 Thank-you Card to our Students' Parents. (July 1974)

In order to thank the parents for the support received during the fulfillment of the project, each family was sent, to their home, a card with the letterhead of the two schools in the following terms:
 C E N T R O U N I V E R S I T A R I O A N G L O M E X I C A N O
 P R E P A R A T O R I A - Q U E E N E L I Z A B E T H S C H O O L
 Take pleasure in announcing their new opening of preparatory studies in the next school year in its new location at Sagredo #182, corner with Barranca del Muerto and Plateros, San Jose Insurgentes. Simultaneously, we thank you for your trust and support for its accomplishment.

Phase 13 Inauguration Cocktail Party. (Aug. 1974)

During the last week in August, a cocktail party took place in order to inaugurate the building. The invitations were personally delivered and authorities from the Mexican University, hired professors, students, distinguished people of academic and press fields were invited, having the most important newspapers cover the event as

appreciated in the copies and photographs included.

Phase 14 Initiation of Academic Year. (Sept. 1974)

For the closing up of the promotional campaign, an informal inauguration of the academic year ceremony took place; where heads and professors of the new University Center were introduced and where both personnel and students got acquainted chatting informally over refreshments.

EDUCATIONAL POPULATION

Educational Level	Students (thousands)	Teachers (thousands)	Institutions (Units)
Elementary	8,553.6	177.3	44,067
Medium	1,171.8	85.6	4,535
Secondary	894.5	59.1	3,580
Preparatory	277.3	26.5	955
Upper	178.4	19.4	307
TOTAL	9,883.8	282.3	48,909

1. Mexico 1970

1-STUDENTS QUESTIONNAIRE

74

Actually you attend school:	Because it is necessary for my formation- 46.4%	Because I liked it and consider it a benefit- 44.75%		
Until now I think studying is:	Relatively easy- 70.19%	Difficult- 16.15%	Very easy- 11.80%	Very Difficult- 1.86%
Analyzing your students life, you think:	Regular- 48.23%	Good student- 39.41%	Little devoted student- 12.36%	
Going to school constantly you consider that:	It is pleasant- 64.70%	You like it very much- 17.07%	More or less- 15.88%	

PARENTS QUESTIONNAIRE

Characteristic basic of a preparatory school:	Bilingual 35%	Co-ed 31%	Lay 20%	Individualized 4%
---	------------------	--------------	------------	----------------------

II-CHARACTERISTICS OF THE OBJECTIVE

75

The preparatory education aim is:	Formation 33%	Preparation 29%	Knowledge 26%	Superation 8%	Degree 4%	
Preparatory education must aim at:	Academic preparation 40%	Development of faculties 29%	Consciousness 11%	Personality 8%	Positive H. 8%	Technical 4%
Preparatory education concerning your son's future:	Of vital importance in his future 47%	Part of his formation process 43%		A good compliment in his life 10%		

III-CHARACTERISTICS OF SOCIAL ENVIRONMENT

76

The social relations of students:	Respectable 29%	Communicative 23.5%	Moral 23.5%	Ethical 18%	Open 6%
Personal relations among students:	Mutual Respect 62%	Friendship 16.7%	Honesty 12%	Affection 4.7%	Confidence 4.6%
Personal relations among students and teachers	Mutual Respect 7.8%		Honesty 5%		Confidence 5%

PREPARATION EDUCATION CONCERNING
FUTURE PLANS

	Students	Parents
Can be useful	8.97%	43%
Is a good element	26.97	10
Of vital importance in a future	63.47	47

LIKING CONCERNING STUDY

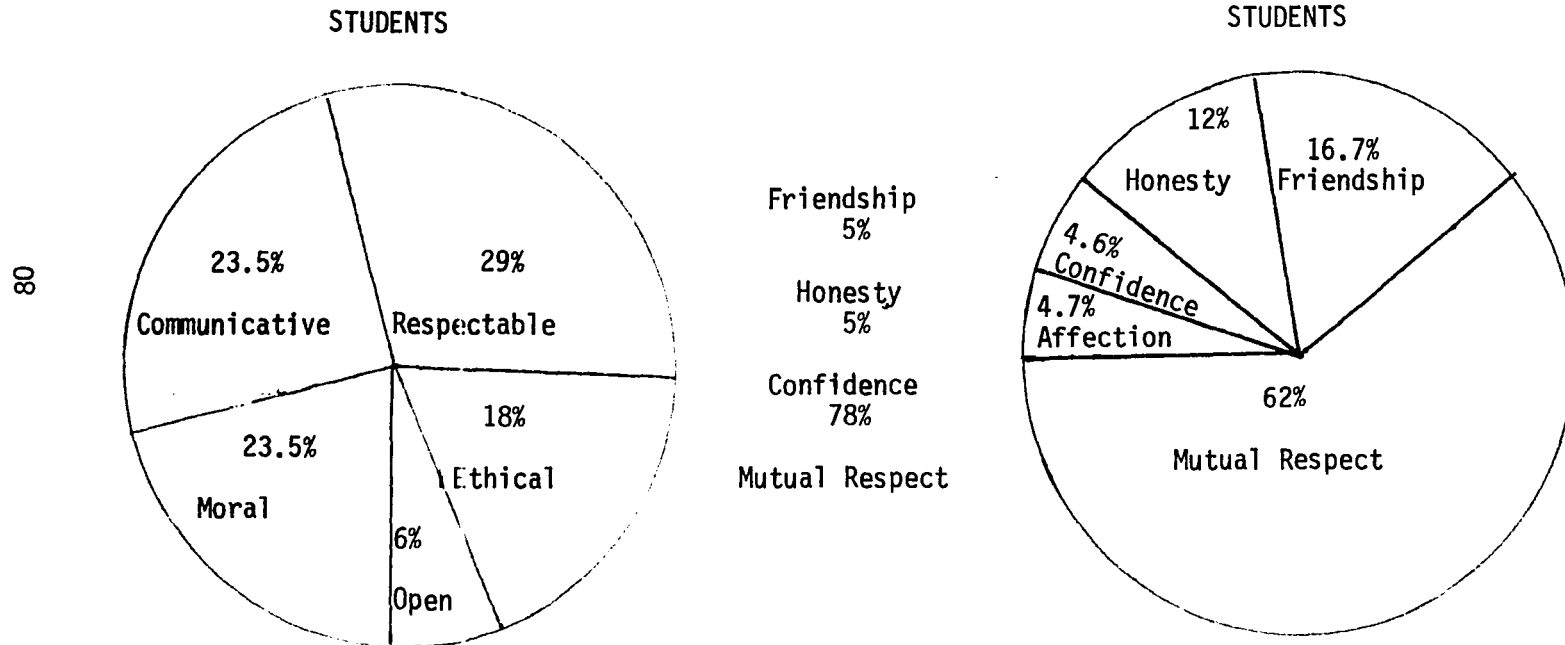
	Students	Parents
Artistic	5.88%	3.7%
Humanistic and social	32.35	39.3
Scientific and technical	55.3	57

TEACHERS CHARACTERIZATION
CONCERNING DISCIPLINE

	Students	Parents
Very strict	1.76%	6%
Exacting	18.26	34
Disciplined	79.98	60

CHARACTERISTIC OF SOCIAL ENVIRONMENT

SOCIAL RELATIONS AMONG*
STUDENTS AND TEACHERS



SELECTED BIBLIOGRAPHY

Books

- Adler, Max K. La Moderna Investigacion de Mercados. S.A.; Ediciones Realp, 1966.
- Aowenfeld, Vihtor. Creative and Mental Growth. New York: The Macmillan Co., 1970.
- Bohl, Marilyn. Flowcharting Techniques. Selence Research Associates, 1971.
- Caldwell, Taylor. Una Juventud Dificil (On Growing Up Tough). Barcelona, Mexico: Ediciones Grijalbo, S.A., 1973.
- Cutlip, Scott and Center, Allen. Relaciones Publicas. Madrid: Ediciones Realp, S.A., 1961.
- Doohar, Joseph. Comunicacion Efectiva en el Trabajo. Buenos Aires: Editorial Reverte Mexico, 1960.
- Hass, C.R. Teoria Tecnica y Practica de la Publicidad. Madrid: Ediciones Realp, S.A., 1964.
- James, W. Compendio de Psicologia. Madrid: Editor, 1926.
- Kagan and Havemann. Psychology: An Introduction. New York: Harcourt, Brace and Jovanovich Inc. 1972.
- Kevin, John. The Study of Behavior. Glenvene, Ill.: Scott Foresman and Co. 1973.
- LeFrancis, Guy. Of Children: An Introduction to Child Development. Belmont, Cal.: Wadsworth Publishing Co. 1973.
- Neill, A.S. Summerhill: A Radical Approach to Child Rearing. New York: Hart Publishing Co. 1960.
- Nielander, William. Relaciones Publicas. Barcelona: Editorial Hispano Europea, 1958.
- Rodriguez, Alvaro. Administracion Publica y Desarrollo Economico. Mexico: Tesis, 1963.
- Sanchez, Carlos. Seminario de Ventas. Mexico: Anuncios en Directorios, 1963.

- Sellares, Marin. Educacion Integral. Mexico: Secretaria de Educacion Publica, 1973.
- Sellitiz, Jahoda and Deutsh, Cook. Research Methods in Social Relations. New York: Holt, Rinehart and Winston, Inc., 1959.
- Steiner, Rudolf. Metodologia de la Ensenanza y Condidiones Vitales en la Educacion. Mexico: Editorial Antropocafica, 1962.
- Steiner, Rudolf. Metodologia Didactica. Mexico: Editorial Antropocafica, 1971.
- White, Harry. Americas Twelve Master Salesman. New York: B.C. Forbes and Sons, 1952.

OTHER SOURCES

- "Colegio de Bachilleres". Publicado en el Diario Oficial de la Federacion, de 26 de Septiembre de 1973.
- El Perfil de Mexico en 1980. Siglo Veintiuno Editores, S.A. Volumen 2.
- "Folleto de Orientacion". Instituto Politecnico Nacional. Escuela Vocacional No. 4.
- "Gaceta U.N.A.M.". Organo Informativa de la Universidad Nacional Autonoma de Mexico. Tercera Epoca. Vol. II (Numero extraordinario)
- "Mexico 1970". Hechos, Cifras, Tendencias. Banco Nacional de Comercio Exterior, S.A.
- "Politica Educativa en Mexico". Victor Gallo Martinez. Ediciones Oasis, Mexico 1970.
- "Reglamento de la Escuela Nacional Preparatoria". Aprobado por el H. Consejo Universitario en su sesion ordinaria del dia 20 de Octubre de 1972.
- "Revista de la Universidad de Mexico". Volumen XXVI, Numero 12. Agosto de 1972.



SEGUIMOS JUNTOS

Ahora comenzarán con nosotros la preparatoria. Y pensar que hace apenas 12 años, les estábamos enseñando las primeras letras. Los vimos convertirse en adolescentes felices. Siempre fue feliz para ellos el ambiente que supimos crearles. No se puede educar sin cariño. Por eso, para nosotros, hay muy poca diferencia entre un hijo... y un alumno.

Aunque los nuevos estudiantes del Centro Universitario Anglo Mexicano, filial del Queen Elizabeth School, estarán en un nuevo edificio

separado del resto del Colegio, con su propia planta de profesores, seguirán creciendo con nosotros y la escuela con ellos. Por eso hemos ampliado nuestros niveles de enseñanza... para seguir juntos la última etapa de este hermoso camino. Recórrela con nosotros. Sólo podrán inscribirse en el Centro Universitario Anglo Mexicano, para los cursos que se inician en septiembre, 60 alumnos provenientes de otras escuelas secundarias.

Enseñanza Preparatoria: Laica. Mixta. Bilingüe. Abierta. Individualizada.



cuam CENTRO UNIVERSITARIO ANGLO MEXICANO

Filial de Queen Elizabeth School.

Segredo esquina Barranca del Muerto y Plateros. San José Insurgentes. • Inscripciones: Queen Elizabeth School. Cándor 198 Las Águilas.

