

Model Of Institutional Management In Colombia. A Look At The Normal Superior School In Bogotá In The 20th Century

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Abstract

This research aims to analyze the institutional management model in Colombia, at the Escuela Normal Superior in Bogotá, Colombia. This model underlies Colombian education in the 20th century and is projected into Colombian society toward the type of institutionality the country needs and its own educational and management model. This model goes through crucial stages for educators and educational administrators. Viewing this type of model provides an opportunity to understand how this model and direction made the Escuela Normal Superior of Colombia serve as an example of educational administration and management within the framework of the professional training of educators in the mid-20th century, giving historical relevance to nation-building and culture, and which is part of the history of Colombian education.

Likewise, this study follows the historical documentary methodological approach based on the analysis and interpretation of sources and documents according to Cohen and Manion (1990). It is a combination of sources that support the historical work and guide each stage of interpretation into fundamental facts that translate into the search for information from primary and secondary documentary sources, accompanied by description, heuristics, and hermeneutics, fundamental to the theories and concepts of Colombian educational historiography.

The results show an organizational dynamic based on quality in institutional management that constitutes an administrative model for the country, such as the Escuela Normal Superior de Colombia (Higher Normal School of Colombia), which operated in Bogotá and where the generations of the 20th century were trained. They projected countless sections in the same establishment, envisioning it as a whole, amidst diversity, in favor of a unique model contributing to a style of institutionality in the country.

Thus, each institutional figure in this research represented a contribution to the executive organization and administrative structure, which involved highlighting the socio-historical context of the roles and situations of principals, professors, staff, community outreach, the library, financial resources, and the conditions that allowed the Normal Superior to consolidate itself as a true scientific and cultural endeavor that remains a mandatory reference in the history of Colombian education and pedagogy.

Key words: Higher Normal School, model, administrative, training and institutional management.

Introduction

From this study on the Higher Normal School of Colombia, which operated in Bogotá (1936- 1951), it is relevant to analyze the model of institutional management for Colombia, whose value lies in what it meant for the country. It is about recovering this historical memory that opened the way to administrative transformations on the academic, pedagogical and cultural bases in the type of organization as was this administrative model from the organization, direction and extension, basically based on the policies drawn up by the Ministry of National Education that centralized and controlled the Institution.

Hence the importance of taking into account a historical documentary approach, based on the history of education and educational institutions, valued from the works that Bloch himself (1952) when he points out as historical and become traces of our tradition, as has been education in general, but above all from the sources and documents that Carr himself (1961) translate into facts with actors and that is what is evidenced in its administrative structure in the Higher Normal School of Colombia from the structuring of the organization and institutional management, officials with clearly identified functions, although related to each other: Rector, secretary Paymaster, director of pedagogical practices, Librarian, Professors and Assistants, among others.

That is why this institution was a model to follow both nationally and Latin American, from planning it was distributed in the order of teaching, research and extension, articulated to the different organizational levels, which allowed to carry out the work of preparing teachers, researchers and intellectuals.

What is evidenced in this research is the administrative and institutional model that meant for the time, a true commitment according to Casassus (2000), of educational institution management, supported by a goal, action, coordination and strategic organization, participation and search for resources, but above all that in a framework like this that is educational should affect the constant search for institutional improvement from this type of institutional management models where a formative process prevails that impacts on the social and that is what has been this leading institution in the country to project itself in annex institutions and achieve transcend in the institutional management model for the country.

The management of the Rectors

The functions of the principals in the ENS have shown that they performed administrative, academic and control functions in the institution. In this sense, Dewey (1967), considered one of the most studied pedagogues in the Normal Superior, considered that education has the social function of directing, guiding and also exercising control in a participatory way.

From Socarrás's point of view (1987), educational institutions should be administrative models that are formed from their own experience and serve as examples, taking into account all the protagonists of the institution, and following the functions of each actor in the administrative process, for this Socarrás himself led his work in this type of philosophy, appropriating his experience in practice as evidenced later.

When the Escuela Normal Superior opened its doors in 1936, the first principal of the ENS, Professor Gustavo Uribe, was appointed, who at that time was in charge of the National Directorate of Normal Schools. He was then the first to assume the direction under the figure of manager when the Institution still depended on the National University, and thus began this political institutional project of training educators in the country, leaving the bases of institutional transition, his legacy was given in the administrative, as a teacher in pedagogy, history and his leadership in the institutions he administered, as evidenced (FONDO ESCUELAS NORMALES. (1936): "Executive and Teaching Staff of the Escuela Normal Superior de Colombia". General Archive of the Nation, Archive of the Escuela Normal Superior, Box 1, Folder 3, Folios 198 -199, Bogotá)

Subsequently, Marco Aurelio Tobón (1936-1937) is appointed as principal, who continued with the necessary institutional transition in these cases, because from the National Faculty of Education, he went on to occupy the rectorship of the Escuela Normal Superior in 1936, once it became independent of the National University, his designation was officially made by Decree 220 of February 7, 1936, he was assigned a salary of \$300 pesos and began work with the students of the existing Faculties of Education, as determined in Article 1 of Law 39 of 1936, from there the transition was made from the Faculty

of Education of Tunja and the National Pedagogical Institute for Young Ladies, to the Faculty of Education of Bogotá.

What was relevant about Tobón as principal was that the management of the administrative hierarchy of the institution was under his administration and he directed his management towards the strengthening of the educational work. He was responsible for receiving the School at the time of the reforms introduced by the first mandate of López Pumarejo, in fact, until 1937, when he was replaced, he had to face the tensions between the Church and the State motivated by the advent of partial secular formation and the entry of women into the classrooms of the study center, which was forceful in its decisions with great leadership in a crucial stage through which the country was going through, as evidenced in the (ARCHIVES OF THE ESCUELA NORMAL SUPERIOR DE COLOMBIA 1936, which are in FACULTAD DE EDUCACIÓN, UPC).

Similarly, the psychiatrist was appointed as principal José Francisco Socarrás, was in the direction of the ENS from 1937 to 1945, who as a director who appropriated within his flags the work of discipline, meticulousness and planning in all the actors, demonstrated throughout his rectorship in the School, which also led him to become pioneer, administrator and manager of science, research and culture. It became a visionary of Colombian education. By strengthening the careers offered in the institution, in addition to cultivating a generation of intellectuals characterized by solid scientific, pedagogical, and humanistic knowledge, therefore, he left an indelible mark and is remembered as a true teacher of teachers who marked institutional life with his thought and work, as Sánchez pointed out, (1995), he was a true administrator and leader of education, mainly in the ENS.

Likewise, as Figueroa (2012) stated, Socarrás' contributions to the country were the most relevant framework of the institutional management model, both in administrative, academic, and extension matters, from his direction in the ENS, they served to articulate the bachelor's degrees of the Faculties of Education, the ENS, the annexed institutions as well as the work with the National University of Colombia.

It is relevant to understand how Socarrás, having the profession of psychiatrist and trained in European culture, managed to introduce a current of secular psychology, not scholastic, with the dissemination of psychoanalysis, to guide and transform normalist education in Colombia. His philosophy was based on the strengthening of science and humanism for which he implemented an integrating system of various ideas of the active method. With this model, he intended to transfer the work of teachers to the field of the great reforms intended for the country, as has been evidenced in the research work of Ocampo (1987).

Within the administrative management of the ENS, it is observed how Socarrás strengthened discipline and maintained it when making decisions, which was a factor that led the Institution he directed to prosper, reach high administrative and academic levels, and be considered one of the best in Latin America, as evidenced in the (ESCUELA NORMAL SUPERIOR (1936-1951): "Archivo Facultad Ciencias de la Educación". Universidad Pedagógica de Colombia, 1936-1937, Legajo 17), it was pointed out that among his most outstanding efforts are:

- Foundation of the Nicolás Esguerra annex Institute, where numerous young people received their secondary education and the students of the School carried out their pedagogical practices.
- Creation of centers for advanced scientific studies. These training spaces superior, increased the capacities of teachers for intellectual life and scientific.
- Elaboration and projection of courses of pedagogical and psychological information, as well as social and philological studies and extension programs cultural.
- Promotion of scholarships for students from all over the country.
- Dynamization of international and inter-institutional relations.
- Increase and diversification of the endowment for the library, workshops and laboratories.
- Organization and planning of Bachelor's degree academic programs.

When reviewing the documents and files of the ENS, there are countless letters to local, regional, national and international governments in order to request books, magazines and various materials and instruments that made it a pilot institution and administrative model for the country. But there is also evidence of public health problems of the population, such as hygiene, which somehow spread like viruses and epidemics, a management that since the administration of Socarrás was significant and shows a great contribution to institutional management in his time, turning his work into a commendable work of management of an administrator. (ENS (1936- 1951). "Faculty of Education Sciences Archive". Pedagogical University of Colombia)

In this same logical sequence of direction, Mr. Eugenio Salas (1945) continues as rector, who was in this rectorship of the Escuela Normal Superior, but his brief passage made a significant work with the students based on agreements that sought to improve the conditions of the School, a fact that allowed participation and collaborative work and its leadership (ENS (1936-1951). "Faculty of Education Sciences Archive". Pedagogical University of Colombia).

Mr. Guillermo Nannetti Concha, according to Ocampo (1986), who became rector in 1946, was responsible for assuming the rectorship during the presidency of Mariano Ospina Pérez, in the difficult period of the transition from the Liberal Republic to the Conservative Regime. For his part, the rector's tenacity made possible the definitive acceptance of the Bachelor's Degree in Pedagogical Sciences as well as the promotion of numerous seminars and conferences for students and teachers.

Nannetti in his administrative and institutional management work, strengthened the specializations of Social Sciences (which in 1947 received the name of Social Sciences and Economics), Mathematics and Physics, Biology and Chemistry, and Physical Education. Additionally, by Resolution 471 of March 25, 1946, he restored the career of Pedagogical Sciences, suppressed in the administration of Socarrás. He was also in charge of consolidating the Department of Cultural Extension that projected the academic work to the community, and the Institute of Social Anthropology, one of the research exercises was carried out with the population of the municipality of Vianí Cundinamarca, in which practice and projects managed to account for the needs of these communities, as presented in the archives found in the ENS (ENS (1936-1951). "Faculty of Education Sciences Archive". Pedagogical University of Colombia).

Likewise, with the work of Guillermo Nannetti, he expanded the recognition of the School in several fronts: the preparation of teachers, the research and cultural dissemination exercised in multiple fields of knowledge (philosophy, ancient and modern languages, literature, history, geography, chemistry, social sciences and languages and especially civic education). He was concerned with providing study opportunities to students from all over the country, as those from the provinces did not have the same training options as those who attended their secondary school in schools in Bogotá, such as the Gimnasio Moderno, San Bartolomé and El Rosario in ("La Normal Superior de Colombia". Volume II. Archive Escuela Normal Superior. Faculty of Education Sciences of the UPC, Legajo 106, Folio 792)

But in 1946 the rector Guillermo Nannetti, sent a letter to Mr. Henri Bougearel, in charge of business of France, in

order to nominate Professor Socarrás for a scholarship offered by the government of that country. To argue his proposal, he highlighted the former director as a "scholar" of vast scientific knowledge, who was oriented towards the progress of education and the analysis of national problems, also referenced his specializations in psychology, anthropology, pedagogy and public education (ESCUELA NORMAL SUPERIOR. (1946): Archive of the Faculty of Sciences of Education of the UPTC. File 106, Folio 72, Volume II. Letters and letters of 1946. Letter sent to Henry Bougearel in charge of business of France), was the stage in which he helped José Francisco Socarrás to leave the country, while it was a stage of constant sieges to the teachers of the ENS, due to the crisis situation but also of political retaliations with the educators of the ENS, this was done with other teachers who went to study for the same crisis situation in the country.

On the other hand, Professor Vicente Castellanos continues in the direction of the ENS, who, as rector of the Escuela Normal Superior, assumed the challenge of working for the institutional management by continuing the work of his predecessors, and although his stay was very short, his main contribution was made in the new psychology directed towards education. In his administration he attended multiple requests for scholarships for students and teachers, also from his experience as a teacher he showed interest in the areas of Philology and Pedagogy, psychology, pedagogical sociology, in the Sciences of Education, in school inspection and with his experience in administrative positions, he supported the opening of the Faculty of Psychology of the National University, with which he maintained good relations. He promoted the arrival of experts from Boston, a fact that projected the culture of the country (ENS (1936-1951). "Archive Faculty of Sciences of Education". Pedagogical University of Colombia).

In this same sense, the master Rafael Maya (1948) receives the rectorship of the ENS, who, being in his rectorship, contributed to the mission and trajectory of his predecessors, contributed from his administrative experience the work for cultural management, in his works highlights the Colombian culture, he was a professor of Colombian and universal literature, history and director of seminars, considered one of the great modernists and postmodernists of Colombia, taking significant steps to philosophical reflections, a legacy that intertwines between the academic and the administration from the springs of Colombian culture, as evidenced in Figueroa's doctoral thesis (2012).

Similarly to Maya, he had to be in a difficult stage for the country, with the Bogotazo, seeing the stability of the ENS damaged, causing chaos and crisis throughout the country not only in Bogotá and the death of the political leader Jorge Eliecer Gaitán, a fact that caused both

students and teachers to be affected, many of the teachers had to leave the country, due to the crisis that broke out, however, with the stabilization of the country, the ENS, suffered transcendental changes in its educators, a fact that marked a decline of this Institution. (ENS (1936-1951). "Archive Faculty of Sciences of Education". Pedagogical University of Colombia).

According to the work of Otero (1995), Maya, upon retiring from the Institution, won the National Poetry Prize in 1972 and continued with his fruitful literary activity. He is considered one of the best exponents of letters and poetry in Colombia. Maya's works are found in the Jorge Palacios Library of the U.P.TC.

In this same sense, the teacher Julio César García (1949-1950), assumed the leadership of the ENS with the rectorship, this meant that from his experience an institutional management continuing with the work of his predecessors, it is also highlighted that from the work he did in other institutions he maintained his conviction to preserve the work of the ENS, since he was in a historical moment determined by the dramatic political, social and economic turbulences generated by the death of Gaitán in 1948.

Rector García had to face a tense and rarefied atmosphere, as the members of the Institution were labeled as leftists and troublemakers. His projects were seriously hampered due to President Laureano Gómez's decision to reduce economic resources, a situation that undermined the quality of the processes.

Ultimately, the permanent attacks led to the detriment of the programs and the departure of numerous teachers abroad, others arrived and adapted to the ideology of the government, a process that definitively transforms the way in which it had been working from the administration, management and organization in the ENS, a difficult stage, since from this historical stage of the ENS, countless meetings have been taking place with German experts and other leaders to transform it, not only in dividing it but in giving a more religious and gender approach, diminishing many of the actions due to the same ideology of its moment in which the country was.

However, García managed to direct some bets on night and Sunday schools, the literacy of workers and the creation of industry and economics courses for accountants, which had already been taking place since his experience as rector in other institutions (ESCUELA NORMAL SUPERIOR. Archive Faculty of Sciences of Education of the UPC. File 115. Folio 344, Various offices of 1949. Folio 253).

The rectory of Rafael Tovar Ariza (1950-1951), who continues at Escuela Normal Superior, he was responsible for a stage of closure and transformation of this

institution, by being in charge of restructuring the ENS, with the mandate of the conservatives and of the Catholic ideology itself. A fact that was linked to his convictions in an education given to Christian morality, based on recristianization in times where there was a dispute of parties and power in the country.

In order to institutionally reconcile the situation in which the ENS was, he organized and awarded some Doctorates Honoris Causa to directors and figures in the history of Colombia, which he justified from the Christian and conservative principles and symbols when restructuring the ENS. (ESCUELA NORMAL SUPERIOR. Archive Faculty of Sciences of Education of the UPC. File and Various Offices of 1951).

According to the above, Ariza did a job between institutional educational reform and transformation in the ENS, leaving it by separated sexes, according to Resolution 1955 of September 18, 1951, transfer that makes to Tunja, the men, with the academic body, professors, students, some furniture and documents, justifying that the reasons were political and regional due to the same situation of the country, from there the Escuela Normal Superior Masculina is created in Tunja, initially, it worked in the Claustro de San Agustín, according to Figueroa (2016), this process that later translated into the creation of the Escuela Normal Superior Universitaria Masculina, then becomes the Universidad Pedagógica de Colombia in 1953 in the government of General Gustavo Rojas Pinilla and in Bogotá respectively, corresponded to the Escuela Normal Superior Femenina, then it was transformed into Escuela Normal Superior Femenina, becomes Escuela Normal Superior Universitaria Femenina, then Universidad Pedagógica Nacional, created in 1954, today UPTC and UPN.

Administrative management in support staff at the Escuela Normal Superior de Colombia

The collaborators were the administrative staff who accompanied the personnel for the operation of the Institution, with their respective functions. The Ministry of Education set the administrative provisions adopted for the Institution by sections, according to Ospina (1984), and academic programs.

The Secretary Paymaster. This position was held by Lisandro Medrano, who in his capacity as attorney of the School was in charge of receiving the money that the Treasury of the Nation -in particular- sent for different concepts: salaries of employees and teachers, aid for the restaurants of the attached schools, scholarships and pensions of the students, materials and various expenses. The paymaster kept separate records for each of the above items and reported the different operations to the Comptroller General of the Republic. In addition, in the first eight days of each month, he had to send to the

Accounting and Control Section of the Ministry of Education the information regarding the movement of funds during the previous month. This consisted of a list of the money received and the expenses made, as well as copies, addressed to the Comptroller General on the current account and the general balance. His salary was \$300 pesos. (ESCUELA NORMAL SUPERIOR. Op. Cit. Legajo 43. Folio 127. Resolution 10 of January 12, 1939).

Director of Pedagogical Practices. This professor guided the apprentice teachers in what related to the application of active pedagogy during their practices, which they carried out with students from colleges and the school attached to the Normal Superior. He recorded in a diary the daily work of each practitioner and based on these data he informed the Rector of all the details (academic, formative and disciplinary) of his supervisees. His salary ranged between \$15 and 100 pesos (Ospina, (1984): "La Escuela Normal Superior. The teachers: an elite of spirit Legajo 101. Folio 253. Report direction of pedagogical practices).

According to José Acosta, director of Pedagogical Practices, the creation of the high school courses attached to the School was due to the imperative need to have an indispensable means for the complete training of teachers of secondary education and normal education, since the true teacher should possess not only a scientific preparation but also an adequate pedagogical training. Legajo 37. Folios 355-357. Report sent by José Acosta Director of pedagogical practices to the Rector of the Normal School December 9, 1938).

For the realization of the pedagogical practice according to Jaime Jaramillo Uribe, who was Director, the following points were taken into account: there was a Director of pedagogical practices; each student kept a follow-up sheet in which their academic and psychological profile was recorded; their grades corresponded to the same ones that were carried out in the Escuela Normal Superior; the subjects assigned for their practices had the same structure as the Normal; the student had to demonstrate through practice a knowledge of all areas and the pedagogical practice lasted two years and the methods of the new school were used, within the framework of an interview with the historian Jaime Jaramillo Uribe, a graduate of the Escuela Normal Superior de Colombia. (Interview conducted on June 3, 2005, at the Universidad de los Andes Bogotá).

Regarding the pedagogical foundations that guided educational practices, José Francisco Socarrás expressed the importance of starting from a subject of foundation, mainly in modern Pedagogy of the time and the contribution of Dewey and the application of the "project methods", a fact that became significant. Those who taught

Pedagogy at the Escuela Normal Superior were: Karsen, the Spaniard Luis de Zuleta y Medrano who came from Tunja, as indicated in the archives and documents of the ENS, as pointed out by Herrera and Low (1987) in their research on the ENS.

LIBRARIAN, Mr. Rubén Pérez was the person who accompanied the School Normal Superior in its existence, who dedicated himself to the study, indexing, and teaching of library science. He gathered and organized the bibliographic material donated and purchased in national and international bookstores national and international (magazines, books, and manuscripts from national and international institutions), as evidenced in the (ARCHIVO GENERAL DE LA NACIÓN. National government funds, year 1936, Bogotá, Folio 98).

Likewise, the salary of the library administrator was \$50 pesos per month. He was entrusted with the laudable mission of cataloging and indexing a quantity of didactic material for the classes. He graduated as a Librarian, a career he pursued in the United States through a scholarship. He became the most "friend of friends" and the "cornerstone for the academic and administrative process of the institution and its community in general," which for both teachers and students represented one of the most significant contributions of the time. There, the consultation materials were cataloged in several languages, with French and English being highlighted.

THE PROFESSORS, protagonists of the academic process, made an important contribution to the training and work for the ENS, whose teaching work was structured according to the conditions in which they worked; by this time, a teaching scale was already taken into account, which was assimilated to the structure of the national normal schools, in such a way that the law stipulated the existence of categories, such as: The full-time professors of the Escuela Normal Superior and its attached Institutes will be classified as follows: Director of practices, Professor Director of Practices, Director of specialization and Head of Department. The professors who are directors of practice will be in charge of directing groups of the attached Institutes, in which they will teach a maximum of twenty (20) hours per week of class, including the supervision of methodological practices. The professors who are directors of practices, in addition to directing groups in the attached groups, must teach classes of these and in the Escuela Normal Superior, with a maximum intensity of twenty hours per week of class, including the supervision of methodological practices.

Likewise, the professors who are directors of the specialization will teach a maximum of sixteen (16) hours per week of class, not including the direction of practical laboratory work, library, etc., to which they are also obliged. The professors who are heads of department will teach a maximum of twenty (20) hours per week of class at the Escuela Normal Superior, including laboratory practices, library and direction of seminars, etc., and the

other administrative and technical functions that the regulations of the Escuela Normal Superior indicate. The full-time professors, directors of practice, professors-directors of practice, and directors of specialization will be at the exclusive service of the Escuela Normal Superior and will remain at the School for a minimum of 7 hours per day. (Faculty of Education Archive, Pedagogical University of Colombia, Tunja, 1946, File 100, Folios 476-47).

Consequently, full-time professors, department heads, specialization directors, practice directors, and practice directors may not teach at other establishments or engage in activities unrelated to the School's service, and the time exceeding the hours of classes taught by professors at the Escuela Normal Superior will be extended as follows: "one hour to attend to students' consultations and advise them on their studies and work. One hour daily in directed study, and the rest in preparing the school's publications and professors' personal scientific activities, as indicated by the MEN in Resolution 262 of 1946, which regulates the functions of professors and employees of the Normal School. February 27, 1946; Germán Arciniegas, Minister of Education, and Secretary Gustavo Uribe. (Faculty of Education Archive, Pedagogical University of Colombia, Tunja, 1946, File 100, Folios 476-47).

Similarly, the professors participated in the organization of the Union, created to reflect on the rights of workers, where a monthly fee of \$1.00 was given. Most professors were attached to this organization, which was formed by a Board of Directors under the direction of "Guillermo Nannetti, who was the president of the Secondary Education Teachers' Union" (ESCUELA NORMAL SUPERIOR. Faculty of Education Sciences Archive. File 103. Letter addressed by the principal of Colegio Carrasquilla. January 29, 1946).

Also, the professors were organized through a cooperative, from which they made monthly savings that were deducted from their payroll, as seen in the payment receipts. The well-being of the teachers depended on their health, and they belonged to organizations affiliated with the National Social Security Fund. They could be professors and full-time or permanent. Many of them came from Europe and managed a particular area. Their salary in 1936 ranged between \$15 and \$100 pesos per month (ARCHIVO GENERAL DE LA NACIÓN. National State Fund, 1936. Bogotá, File 3. Folio 98). Additionally, it is necessary to mention the figure of inspectors, as Resolution 474 of 1945 of the MEN regulated the inspection of Departmental Normal Schools and private normalist-oriented colleges. These officials paid special attention to the management of pedagogical and methodological systems employed by professors in their classes.

EXTENSION IN THE ENS

Scholarship Section. In this section, attached to the Ministry of Education, aid was granted to students who wished to study at the School and met the requirements demanded by the facilitating territorial entities. Thus, between 1936 and 1939, the majority of students at the Institution enjoyed this privilege. As an example, Resolution 45 of 1937 awarded, on average, 10 scholarships for each of these sections: Cundinamarca, Boyacá, Santander, Magdalena and Tolima. Meanwhile, Resolutions 74 and 76 of the same year did the same for Huila and Caldas. The aid, conferred by the nation, the departments and the municipalities, amounted to \$40 in 1936, a monthly sum that each fellow received in order to cover their expenses and maintenance in Bogotá (File 101. Folios 1, 2. 1944. Scholarship Section of the Ministry of National Education. Cancellation and revalidation of scholarships for completion of studies and loss of courses. By the Head of National Scholarships Luis Alberto Pinzón). Scholarships were offered to students of the normal section for a value of \$18.00 pesos, some were supernumeraries and were paid \$9.00 pesos and in the university section they paid \$30.00.

The candidates presented themselves to a contest and after taking an exam, the winners were decided, usually the most advanced in academic terms. In this process, the Secretariat of the Ministry of Education was the department commissioned to draw up the guidelines of the questionnaire to be administered (File 10. Folio 378. Bogotá February 3, 1937. Minutes of the examination of applicants for scholarships from the Faculty of Education of Bogotá, February 1935. Personal and academic data of admitted personnel). Once this selection was verified, those chosen provided, at the time of registration, a series of personal and academic data. Already in the course of their studies or after the conclusion of the same, some causes were contemplated that could force them to pay a fine with respect to the amount facilitated, in the event that the student, without justified reason (that is, force majeure) withdraws from the Escuela Normal Superior, is disapproved in some of the years of study or in the final exams, in such a way that for this reason it is impossible for him to obtain his degree or certificate of suitability, or refuses to serve the department once his studies are finished during the agreed period, he undertakes to pay by way of fine as reimbursement to the Departmental treasury, the total sum that the government has spent both in travel expenses and in aid (File 37. Folio 21. Model of Bond in 1938).

According to the above, it is highlighted how in the Liberal Republic there was interest in providing these subsidies between 1936 and 1946 (with the exception of 1940). While it is true that this is the specific case of the Social Sciences, the reference is appropriate to illustrate the vehement policy assumed by the government in the sense of financially favoring the educational sector. The

highest quota was reached in 1942, when in the second administration of López Pumarejo, 78% of the students were scholarship by the Nation. While 1943 and 1944 decreased significantly due to the economic difficulties of the country and the low budget given to the Institution (File 27. Folio 184, 19. Resolution 65 of March 9, 1937 on national scholarships).

Academic management from the departments of each academic program

According to Office 1088 of 1937, most of the aid came from this origin of; the departments that covered half of what was covered by the State and the particular or supernumerary students were few. It is important to highlight that national scholarships were not only aimed at those interested in accessing the School, but also at those who entered other institutions such as lyceums and universities. A testimony of this determination is found in a section of article 2 of Resolution 65 of March 9, 1937, issued by the Ministry of National Education whose purpose was to cancel, transfer and award national scholarships: "Transfer from the Colegio Mayor de Nuestra Señora del Rosario to the Liceo Nacional de Varones de Zipaquirá, the scholarship of Mr. José Borda Leal" (File 27. Folio 184, 19. Resolution 65 of March 9, 1937 on national scholarships).

The scholarships could be managed by the School's directors with entities from different countries, as was the case with the Rockefeller Foundation. Thus, it can be read in written communications sent by the fellows: "I received a scholarship from the Rockefeller Foundation to study English Literature and Philosophy of Language at the University of Chicago" (File 103. Folio 99. Rockefeller Foundation scholarships communication.). With the government of the United Kingdom, academic exchange was also carried out through the British Council, through open competitions.

The contribution of the French government is highlighted, which offered international scholarships for intellectuals, who had the opportunity to pursue specialized studies in Linguistics. Academic exchange not only occurred in terms of scholarship holders, but also agreements were established for the exchange of teachers. According to this criterion, the French government was pleased to send professors from the University of Paris to the School (Files 102 and 106. Folios 4 and 153. **Linguistics specialization scholarships Escuela Normal Superior**).

Institutional internationalization

Similarly, we find some graduates in Social Sciences, two students on scholarships in Peru, graduates in Social Sciences: Edith Jiménez and Blanca Ochoa, through cultural exchange. It also receives the visit of two students from Peru as scholarship holders: "Isaías Castro y Castro and Javier Pajuelo Bravo. Received as guests of honor File 94 Folio 381. Letter addressed to the ambassador of

Peru Carlos Arenas y Loayza by the Rector Socarrás). Who studied Biological Sciences and Chemistry in Colombia.

Scholarships for studies abroad were another variant. Although few, they were given to students who stood out for their abilities, high grades, dedication, and good presentation. On some occasions, they were won by competition, as was the case with the one offered by Uruguay for a vacation course in Montevideo. Another possibility was to make an internal choice, as stated in Resolution 565 of 1938 by the then Minister of Education, Alfonso Araujo: The government of H. M. British has offered the government of Colombia a scholarship to pursue specialized studies in languages in England; consulted the Rector of the Escuela Normal Superior, has communicated that the professors of the Languages section of the aforementioned Normal, consider that Mr. Guillermo Ocampo Avendaño meets the conditions (file 37. Folio. 411. Resolution 565 of 1938).

Support for special programs represented another alternative. "Circular 10484 of January 26, 1940, issued by the Ministry of Education, authorized the departmental education directorates to choose, among the teachers of the third and fourth category, candidates for the Pedagogical Information course", as stated in the (Resolution No. 204 of February 21, 1940. File 50, Folios 311-312).

In compliance with this instruction, the same Ministry issued in that year (resolutions 204, 206, 235 and 280), as stated (File 61, Folio 1, Circular 10484 of January 26, 1940), in which it endorsed the payment of 70 scholarships to the teachers designated by each section. These were distributed equally between women and men as follows: Atlántico, Magdalena, Nariño and Valle del Cauca, 10%; Bolívar, Tolima, Santander and Chocó 8.57%; Boyacá, 11.43%; Cauca, 5.71%; Huila, 2.86%, and Norte de Santander, 5.71%.

The Complementary Schools. Raising the technical level of workers was a necessity pressing for liberal administrations, as it was common to see the children of workers and peasants immersed in ignorance, while those who managed to go to school went to work in the same practical and salary conditions as an illiterate. Therefore, education did not fully fulfill its function.

Faced with this reality, complementary schools received the mission of training children from popular sectors with a minimum of experimental knowledge in an art or trade, once they had completed the primary school curriculum. The attendees of these courses came from very poor families, lacked the means to support their education, and had to contribute to the expenses of their home.

The need arises to: "... provide society with a working staff that is increasingly cultured, more capable of producing and more fond of their work, has led the people to introduce the work itself into the school and to seek the greatest proportional culture and the best initiation in the works of work [...] to fully enter the life of the workshop" Flórez (1934). It was a priority to train workers for industry and production in general in the country and thus promote development.

The teachers of these institutions were provided with appropriate instruments to train minors in an optimal environment: "In several departments, schools of this nature were founded. The governments were concerned with providing them with the elements required for the entrusted purposes" (MINISTRY OF NATIONAL EDUCATION. Memoirs 1937 - 1938. Bogotá, MEN, p. 32). It was sought that each young person be instructed in an occupation consistent with their intelligence and abilities, adjusted to family customs and that could provide them with a livelihood according to the economic particularities existing in the environment. It was clear that the country at this time was linked to regionalization and the culture of tradition rooted in the countryside rather than the city.

Likewise, industrial and commercial schools were established. The former were oriented to provide a higher preparation to the worker as happened with the establishment attached to the Faculty of Engineering of the National University. The latter were supported by the State, achieved great prestige and received a large demand. Likewise, the schools of arts and crafts that played a leading role in the formation of this generation hand in hand with technical education.

The work that is done with the workshops, the same practical work, the materials, is significant, since the school can develop that beautiful work in Colombia. A school that in a general way and with no other aim than the cultural elevation of the worker and the interest of teaching him to execute an initiative work within the profession to which he is inclined, gives society a mass of useful and healthy men, has fulfilled a high mission. We can well pursue that end (MINISTRY OF NATIONAL EDUCATION. Memoirs 1937 - 1938. Bogotá, MEN, p. 32).

Military service.

When a young person entered the university, they could homologate their mandatory military service through hours of physical education. In the case of normal students, this possibility remained regulated in Decree 1911 of October 17, 1940 in the following way, by categories the normalistas according to their category, such as a) Those who entered the School before 1941 and b) Those who enter from 1941.

Similarly, these categories of normalistas of the 1st category will receive military preparation that qualifies them as reservist soldiers of the 1st class. This preparation includes a mandatory plan of theoretical-practical instruction of three hours per week for 1 year and the normalistas of the 2nd category will receive military preparation that qualifies them as first reservists, second or first sergeants, or reserve second lieutenants. The preparation for second or first sergeants includes a mandatory instruction plan of three theoretical hours and three practical hours per week, for 3 years, ((MINISTRY OF NATIONAL EDUCATION. Memoirs 1937 - 1938. Bogotá, MEN, p. 33), the preparation for reserve second lieutenants includes a mandatory instruction plan of three theoretical hours, three practical hours per week and forty days of quartering during 3 years in (DECREE N 1911 OF 1940. Escuela Normal Superior. Archive Faculty of Education Sciences. UPTC. File 50, Folios 306, 309. Decree Number 1911, October 17, 1940).

The Pedagogical Information Courses. They were aimed at school group directors, whose primary purpose is to train true school directors who are responsible for their preparation, skills and professional spirit to the great work of spiritual renewal that, for the benefit of the republic, is committed to carrying out the Ministry of National Education, support of universal culture, to the educational future of the nation (Herrán, 1937).

Likewise, rectors of institutions attended these information courses to bring the problems that the country had at the time, the activities were oriented in the project method, they were taught through a study plan aimed at research, analysis and interpretation of educational facts and phenomena. The subjects of teaching, according to Herrera (1937) biological and chemical sciences, physical and mathematical sciences, social sciences, languages, pedagogical sciences, aesthetic education, physical education and manual education. On the basis of these teachings, intelligence, aptitude and knowledge "tests" were oriented, among others.

According to the above, the pedagogical information course gave the possibility of introducing the necessary innovations in order to prepare a good number of teachers in the knowledge and practice of new pedagogical ideas and trends. In this way, it was intended that in their respective departments, they put into practice what they had learned and promote transcendental changes in the traditional and outdated Colombian school, to make it more in line with modern education (File 62. Folios 236, 249. Report of the director of the Pedagogical Information course, Bogotá, 1940).

The courses, directed by Agustín Nieto Caballero, lasted one year and the first of them obtained excellent results. For Nieto (1970), "What made the State think about

multiplying and stabilizing this experience, and the following year, the reopening of the Course was announced again"(20). To expand coverage to multiple areas, the program was extended to the normal schools of other cities such as Pasto and Medellín. In the latter, for Calvache (2004) it was "in 1933 the Information Course for graduate teachers was established, especially in Physical, Chemical and Biological Sciences." The Courses held outside of Bogotá produced excellent results: its normalist environment and the opportunity to acquire new pedagogical notions during a year of study aroused the enthusiasm of the teachers. Many put modern systems into practice in their schools and represented a kind of vanguard in education.

Then, in 1938, Decree 1218 of July 9 stipulated that the Normal Superior should be in charge of the Course, as another challenge to contribute to the study of the plans established by the Ministry of Education, and in this way, prepare teachers and "School directors who respond for their preparation, capacities and professional spirit to the needs of Colombian schools", according to (DECREE N° 1218 OF 1938. Escuela Normal Superior, Archivo Facultad de Ciencias de la Educación, Legajo 37, Folios 201, 222.).

At this point it is significant to underline that when reviewing the total number of students enrolled in group A of the 1940 Course, 54% are women and 46% are men. This proportion reflects the way in which, at that time, a process of strengthening the spaces for female higher education began. On this particular, it is also appropriate to mention that several of the teachers attending these training sessions came from schools located in different departments of the country, which allowed to expand public instruction policies and strengthened the professional skills of the educators.

The attached primary schools

Decree 1218 of July 9, 1938 ordered that for the practices of the attendees of the Information Course, two attached schools, one for each sex, dependent on the Normal Superior, be arranged (Legajo, 37. Folio 222. Decree 1218 July 9, 1938.). In the primary school, the project method was carried out as proposed by Guillermo Solano Benítez, who was a professor at the Luis López de Mesa School, attached to the Bogotá information course, from the work of coexistence and establishing a difference between the terms problem, example and exercise.

The problem is a concrete question that must be solved, giving a series of data without including the mathematical signs that indicate the arithmetic operations to be performed, with which the following elements were defined: the action, that is, it eliminates the passivity of the subject; the problem, that is, it includes the use of reasoning, and natural placement, that is, it orders the question in a logical way (Folio 222. Report Guillermo

Solano Benítez director Escuela Luis López de Mesa, 1938).

The Luis López de Mesa school operated in Bogotá attached to the pedagogical information course depended on the Escuela Normal Superior, who studied in the course became professors there. According to Guillermo Solano, the School, according to Cano (1939), in 1939 it was transformed with an average of 370 students from first to fourth grade, the majority of children belonged to a suburban environment and their difficult economic and social conditions, the training was for men, with training in good habits and discipline, trust and work. There they carried out projects such as the Red Cross, sports, excursions, newspaper, library, consumer and credit cooperative and performing group, parents' association and the children had a restaurant, the best students of the National Pedagogical Information Course were selected and the organizational bases were laid with tendencies to obtain management elements that are capable of bringing to the school a broad spirit of research and experimentation.

By 1940, the following were already in operation: the Antonio Ricaurte National Female Primary School, which was attached to the Normal Superior, and the Luis López de Mesa School, for boys. These became, in the midst of experiments, pedagogical research work and trials of new methods and didactic processes, the minor was given an orientation aimed at promoting their physical, mental and moral development. The number of students reached 404 (206 girls and 198 boys) (ESCUELA NORMAL SUPERIOR. Archive Faculty of Education, UPTC. File 62. Folio 235, Correspondence addressed to Doctor Gabriel Anzola. July 1, 1940).

This demonstrates that the active school model influenced the training of children and teachers, since projects were carried out within the school environment, with the intervention of the entire personality of the subject, of the real problems of their contexts in a natural way as life presented them, with: investigation, reasoning and a natural placement giving a solution in the class. The teacher developed programs through workshops, farms and gardens based on the experience of the child's life and their vital problems, in which the formation of practical men is definitely valid.

The Publications. The School published theses, books and magazines, authored by students and teachers that today rest in the Jorge Palacios Preciado Library and become a rich material to explore in the archives of the Faculty of Education of the UPTC of Tunja, we find a whole historical documentary collection easy to manage. A sample of this production can be seen in the letter sent on September 13, 1940 by the director of the Information Course to the National Director of Normal Schools, such is the case of the visit to the Library of Congress in Washington that the

following publications have been made: Mental and Instruction Tests, by Alejandro Cano, the work with the Instruction Tests, translation from French, original authors Tibie Jonckheere and A. Van Waeyenberghe, professor at the University of Brussels. My First Reading Book, a work intended for teaching reading and writing in the first grade of elementary school, by Alejandro Cano. Magazine "Alma Nacional", second era, numbers 1 and 2, directed by Alejandro Cano and destined for the country's teachers (Folio 181. Request sent by the Library of Congress in Washington to the National Director of Normal Schools, September 1, 1940).

The magazines. The magazine was created Education of the Faculty of Education under the initiative of the Ministry of Education and directed by Rafael Bernal Jiménez; the publication remains from 1934 to 1935. In 1936, the magazine Del Maestro was organized directly dependent on the Ministry of National Education. These magazines played a decisive role in the training of teachers and researchers, they were exchanged with other magazines from other countries such as the United States, Spain, Mexico and some countries in South America such as Argentina, Brazil, Peru and Ecuador, who also published Education magazines (Escuela Normal Superior, Archive Faculty of Sciences of Education, UPC).

In 1941, the magazine Educación, dependent on the School, reappeared Normal Superior, there the research teachers of the Annex Institutes also published. During the Rectorship of José Francisco Socarrás, the production and dissemination was supported by the Ministry of Education and Jaime Jaramillo Uribe was the Editor-in-Chief. The publication contained articles in Social Sciences, Natural Sciences, Philology and Languages, Physics, Mathematics, History, Pedagogy, Psychology and politics. It obtained the license from the Ministry of Post and Telegraphs and was published bimonthly, but only 4 publications were released between 1941 and 1942 (Escuela Normal Superior, Archivo Facultad de Ciencias de la Educación).

The National Course of Cultural Extension by Correspondence. To talk about extension cultural it is necessary to understand its meaning, since courses were promoted that were opened by the Ministry of National Education as social education and the very expression of the campaign manifested it: "Go beyond the cloisters and reach a certain group of population." Education and the university played the role of offering knowledge and updating the culture of the population, therefore, in 1937, the task was proposed of: "Maintaining cultural prestige and seeking to update knowledge" (MINISTRY OF NATIONAL EDUCATION. (1938): "National cultural extension course by correspondence", No.6. Vol.1, May 1938, Bogotá. p.218).

Due to the inability of the national government to pay for scholarships to all teachers interested in the Information Course, the National Cultural Extension Course by correspondence was created, taking into account the experience of the Escuela Normal Superior, within a plan to actively intervene in favor of the preparation of the Colombian teaching staff together with the initiative taken by the Normal section of the Ministry; it was enthusiastically welcomed by the Minister and the National Pedagogical Information Course, a dependency of the Escuela Normal Superior, was commissioned to put it into practice" (MINISTRY OF NATIONAL EDUCATION. (1938): "National cultural extension course by correspondence" No.6. Vol.1, May 1938, Bogotá. p.218).

The plan was extended to rural teachers throughout the country. The proposal raised 10 objectives, of which some are highlighted, let's see: a greater number of teachers Colombians, from the different departments, to the national educational movement, today absent from it due to the nation's fiscal impossibility to gather them in a Regular Pedagogical Information Course" (ESCUELA NORMAL SUPERIOR. Archivo Facultad de Ciencias de la Educación, UPTC. Legajo 62. Folio 297. Budget for the National Extension Course Cultural by correspondence, May 17, 1940).

This course had its subjects of study in the areas of school problems, natural sciences and social sciences, along with regulations. Within the material, a "Pamphlet was offered, which came with a questionnaire that the student-teacher must answer and send to the course director, lesson after lesson" (MINISTRY OF NATIONAL EDUCATION. (1938): "National cultural extension course by correspondence" No.6. Vol.1, May 1938, Bogotá, pp.218-219).

After a certain time of studies, the "student-teachers" who passed the tests required received a certificate by means of which they were enabled to perform their duties more effectively and also to ascend in the categories of the national scale of the teaching profession. To the extent that the participants quickly acquired the practice necessary to assimilate and answer the lessons. The course achieved satisfactory results: "From the mere observation of the works they submitted, it can be deduced that they improved their knowledge and acquired greater skill in written for the establishment of the national cultural extension course by correspondence May 17, 1940).

Around the year 1940, the Presidency of the Republic, together with the Ministry of National Education, created through Decree No. 722 (Official Gazette Number 24340. Bogotá), the project called "School Boards". These boards were divided into two sections, the national and the municipal. The first was in charge of creating an entity to

ensure the collaboration of the Normal School in the illiteracy eradication plan carried out by the Ministry of Education.

In a letter sent to Socarrás, According to Gabriel Anzola regarding the School Boards, on May 11, 1940, he stated: "The entity that is created is of extraordinary importance because it tends to link all the living forces of society in favor of the primary school and, therefore, for the benefit of the child".

Given the lack of appropriation of these campaigns with the school boards, the Minister of Education Germán Arciniegas managed to create decree 345 of 1942, which totally reformed the previous one, giving responsibility to intendancies, commissaries, departments and the nation controlled by the respective directors and education, commissioners and mayors, to promote the campaigns of: adult literacy, school surveillance, organization of school bags, organization of school clothing, popular civic education and acquisition and administration of funds of the entity (Official Gazette, MEN, p. 486). The National Inspectors would have the task of ensuring that this standard was met. The Normal Superior School was not oblivious to these circumstances.

One of the most important aspects for our country is the literacy campaign for adults under 25 years of age. Work in which normal schools could play a vast and effective role, in the manner that has been initiated with full success in the Normal School for Young Ladies of Ibagué, which established the first literacy school with a staff of students close to two hundred.

The significance of the literacy campaign is to teach reading and writing, this is proposed from the school board and the same way of working between teachers and students, to find where the students who are outside the system are and: "Employ a rapid method in the teaching of reading that is adapted to the nature of the people and that is easy to interpret. The problem to be solved is one of speed and intensity and not of technique and cumbersome methodology", according to (Decree number 345 of 1942 in Official Gazette, MEN, p. 486).

The work of the Ministry of Education was publicized through campaigns that ensured social cooperation for the development of activities launched with school boards. These were also promoted from local entities to contribute to the formation of the children of the country. This is how, the national director of Normal Institutes, for this time, presented the way in which he should work with the school boards and has suggested the convenience of establishing Sunday literacy schools and night classes for workers; this valuable initiative could be a contribution of the greatest value. To extend it, it would be very convenient for you to get the teachers who graduated from

that institute and who are currently in active service interested (ESCUELA NORMAL SUPERIOR. Archive Faculty of Education Sciences, UPTC. Folios 397-398).

The night schools. The National Pedagogical Information Course has organized night schools: one for industrial workers and others for poor illiterate women. The purpose of organizing these two night centers was to collaborate with the Ministry of Education in its laudable national literacy undertaking and, on the other hand, to train the personnel who attend the Pedagogical Information Course in this type of activity, which is all the more useful and necessary as it is directly related to the sense of social well-being that should animate every teacher. The two night schools mentioned have been operating regularly and are constantly inspected by the director of the Information Course, the number of students in both schools amounts to 102 to date and there is certainty that within a few days the number will increase, as new registrations of workers of both sexes are made daily. This new activity of the Pedagogical Information Course was conditioned to the needs and interests of the attending personnel and governed by the standards of seriousness that characterize the educational work that the campus has been carrying out in the country since its foundation (ESCUELA NORMAL SUPERIOR. Archive Faculty of Education Sciences, UPTC. "Director Curso de Información Pedagógica. Report on the Pedagogical Information course", Book 62, Tunja, Folios 236-249, 1940).

The Physical Education section. It was created in 1945 with the aim of preparing teachers of this subject who would work in schools, colleges and pedagogical centers. To enter the Bachelor's Degree it was necessary to demonstrate a disposition towards teaching and a bachelor's or graduate teacher's diploma, validated by the Ministry of National Education, was required. The work plan distributed, in three levels and with three years of duration, was designed to provide a scientific, personal physical and pedagogical structure.

The scientific training included medical subjects that gave the future professional the biological foundations of Physical Education and indicated how to direct them rationally and adequately to the improvement of the human organism. In the personal physical component, the candidate for a degree was subjected to physical tests based on gymnastics and sports, so that he would feel in his own body the effects of exercise and recognize in all its dimensions what he would teach. For its part, the pedagogical element covered what is essential for every teacher and was particularized in the techniques and methodologies of this field of study. To complete the training and face the problems arising in the daily reality of teaching, during the last year the practice was carried out with students of first and second education of the Nicolás Esguerra Institute, which functioned attached to the ENS in Bogotá.

The economic resources

The School was financed with funds from the official budget of national establishments as well as with its own resources obtained from payments made by private or supernumerary students. According to Law 81 of 1931, the Treasurer Paymaster had to be responsible for the institutional financial health, so that it rendered a report of the accounts both to the nation and to the departmental National Treasury administrator and was in charge of paying salaries, rents, wages, bonuses, annuities, privileges, compensations, emoluments, pensions or other utilities or income (MEN. Regulatory Resolution Number 50 (October 10, 1938), in accordance with the provisions of Decree 92 of 1932. Article 8).

This was established by article 52 of Law 42 of 1923, which stated that the funds that the national government transfers for the maintenance of normal schools, lyceums, vacation colonies and other national education institutes will be managed under the direct and exclusive responsibility of the qualified persons, who must provide the respective security and submit a monthly report, in its (Article 52 (July 19).

With regard to scholarships and alimony for this personnel, according to Article 1 of Regulatory Resolution number 50 of October 10, 1938, the government items that the qualified persons received monthly for these concepts were charged to the item “budget expenses with effective payment and were supported by the lists of such aid” (MEN. Regulatory Resolution Number 50 of October 10, 1938. In accordance with the provisions of Decree 92 of 1932. (Article 1°).

The same Resolution determined that in the accounting of the common funds they were for the accounting of the movement that was used in the accounts in: “cash, transfer of funds, advances from the general treasury, budget expenses, deposit income and those that were necessary”, as stated in the (Regulatory Resolution No. 50 of 1938 (October 10).

For its part, for expenses incurred on the special and reserved funds of the Ministry of Education, it required an express authorization from this office. A testimony of this was Resolution 776 of 1940, whose sole article stated that the Escuela Normal Superior should be authorized to acquire, charged to the item of reserved expenses, the work General and Natural History of the Indies, islands and mainland of the oceanic sea, by Captain Gonzalo de Oviedo, published by the Royal Academy of History of Madrid in 1851, for up to \$160 (ESCUELA NORMAL SUPERIOR. Archive Faculty of Sciences of Education of the UPC).

In turn, the reserved funds of the School itself could be used for the purchase of books for the School Library, up to \$1000.00, purchase of uniforms, balls and other sports expenses, up to \$150.00, laboratory tests, X-rays, hospitalization, urgent drugs and medical services to the students of the School, up to \$150.00, materials for the School laboratories up to \$140.00, purchase of maps for the annex, up to \$200.00, purchase of texts for the students of the annex, up to \$200.00, installation of toilets in the annex building, up to \$150.00. Total amount: \$1,990.00, as indicated in the archives (ESCUELA NORMAL SUPERIOR. Archive Faculty of Sciences of Education of the UPC).

The student and teacher projects

A significant contribution from the academic community was the proposals of students and educators. It was common to find people with concerns about issues related to the education, culture, science, research, and the social and political problems of the country. These ideas were studied by the directives and in some cases motivated changes, adjustments or complements in fronts related to institutional policies and even, came to have an echo in academic circles and specific social sectors. As examples of these leadership and participation initiatives, the following can be cited: On May 24, 1938, the students organized the social center of the School and elected its board of directors, from the archives of the ENS (File 37. Folio 45. Correspondence addressed to Dr. José Francisco Socarrás, Bogotá, 1938. Correspondence addressed to Dr. José Francisco Socarrás, Bogotá, 1938).

In the same year, students and teachers elaborated the draft Statutes of the Federation of Teaching Workers, whose article 6 stated as a substantial purpose of the organization, to contribute to the culmination of the movement of instructionist reform. Therefore, it would support the change of teaching methods, the democratization of the same, the substitution of teachers and teachers who betray the movement of instructionist reform, and the cordial collaboration with the administrative bodies of the Colombian State that must channel and sustain the movement, as evidenced in the archives of the ENS (File 22. Folios 1-18. Draft Statute of the Federation of Teaching Workers, Bogotá, 1938).

On October 7, 1937, Mr. José María Restrepo Millán, a teacher, presented a proposal for the creation of the Humanities Section for the Escuela Normal Superior, with a study plan that contemplated, in its four years, Greek, Latin, Spanish, French, English, Italian, German, History, Literature and Linguistics (File 37. Folio 429. Proposal for the creation of the Humanities section by José María Restrepo, 1937). And “in 1939, on March 14, the students informed the Rector of the project to form their cooperative and presented a list with the members of the board of directors, the founders and partners” (File

43.Folios 33, 34. Correspondence addressed to Dr. José Francisco Socarrás. Bogotá, 1939).

The Library

The library, whose origin was the private collection of the historian Eduardo Posada, compiled everything that had been produced in the country since the Conquest, in terms of philosophical sciences, literature and arts. The new pedagogical systems demanded a space of such dimensions, since an essential characteristic of the active school was personal research and the individual work of the student, a condition that strengthens character and intelligence. On the matter, Socarrás expressed that “one of the most important projects for the Normal Superior was the formation of one of the most complete libraries of the works produced in Colombia, to train professionals for Colombia, the first thing that was required was Colombian books” (File 43 Folio 324. Correspondence addressed to the Ninth Section of the Ministry of National Education, Bogotá, 1939. Correspondence addressed to the Ninth Section of the Ministry of National Education. Bogotá, 1939).

The Library became an essential work tool for teachers and students, as it provided appropriate topics for each of the subjects. The students prepared to use it according to the guidelines made by their teachers. It is important to point out Rubén Pérez Ortiz, who managed to catalog the books and publications of the Escuela Normal Superior according to a technical order, since studied for it in prestigious international institutions (Archivo Escuela Normal Superior. Legajo 37, 1938).

The library classified its works by subject: Natural Sciences, Sociology, Anthropology, History, Geography, Philosophy, Literature and Arts. It also organized the publications, books and pamphlets that came from international institutions from countries such as France, England, Spain, the United States, Mexico, Argentina and Chile. Other materials were provided by local and departmental administrations (ESCUELA NORMAL SUPERIOR. Archivo Facultad de Ciencias de la Educación, UPTC, Legajo 43 Folio 324, pp. 34-39).

However, it was also supplemented with a wealth of foreign literature. To this end, the distinguished Rector asked those who traveled to other countries to bring books from the destinations visited. He also requested international collaboration, as indicated in the letter sent on March 7, 1945 to the government of the United States, which had committed itself to several Latin American countries to carry out an exchange plan, an idea formulated by The Library Congress (ESCUELA NORMAL SUPERIOR. Archivo. Legajo 101. Folio 113. Correspondence addressed to The Library Congress of the United States. Bogotá. 1945).

While Rafael Azula Barrera was Minister of Education in the government of Laureano Gómez, he proposed to transfer the 25,000 existing volumes to the Escuela Normal Universitaria. This was done, and for a time, they remained in this place. Later, from there they went to the UPTC where they are currently preserved. An example of this is the sample presented in table 5, classified as: pamphlets, conferences, periodicals, specialized books, reports, government publications and school texts. The degree works of the students, classified in complete books as essays or monographs, are also highlighted.

The Archive has a significant value, as it becomes a "historical document or real memory" to know the reality of an institution with a trajectory in the history of Colombian education. For researchers, it is a primary source; in the archives that we find in the Faculty of Education there is a classification in the form of books (legajos and folios) by groups, such as grades, letters, registration, various, etc.

The events of promotion of education

When the Ministry of Education opened calls for participation in exhibitions of both teachers and students from normal schools and secondary schools, the Normal Superior used to serve as support in these processes. Thus, “in 1936, before the celebration of a National Exhibition in Barranquilla where a pavilion was installed to show different expressions of national education, the sending of works was requested to select the most outstanding ones and ENS. Archivo Facultad de Ciencias de la Educación de la UPTC, Legajo 17. Folios 301, 302. Correspondence addressed to the National Inspector of Education, Bogotá, 1936).

In March 1946, the School itself organized seminars of higher studies. These academic meetings were enormously welcomed by teachers from all over the country who were summoned. Such was the case of the principal of the Liceo Femenino, who expressed her acknowledgment and communicated the attendance, almost in its entirety, of the school's faculty (File 106. Folio 121. Correspondence from Margarita de Carrizosa addressed to Guillermo Nannetti, Bogotá, 1946).

Likewise, collaboration was provided to international events: “In 1946, on the occasion of the meeting of the Pan American Press Congress and the National Education Congress, the Ministry of Education prepared an exhibition of primary, secondary and university teaching texts, which was inaugurated at the Escuela Normal Superior” (File 106. Folio 72. Correspondence addressed by Mr. Jacques Lecompte Boinet to Guillermo Nannetti, Bogotá, 1946).

In this way, we can establish some fundamental aspects to understand the model and administrative structure of the

Escuela Normal Superior and know how it became one of the centers of higher studies in Latin America. In the following section, we will delve into the academic model, which had a direct relationship to the success of the institution at the national level.

DISCUSSION

The Escuela Normal Superior, which operated in Bogotá from 1936 to 1951, became an educational political project for the training of educators, impacting a pedagogical, investigative, and historical-cultural heritage tradition that transcended into an institutional management model at the regional and national level, as evidenced in the works of Figueroa (2012). It was conceived as a space for educational action that organized the Colombian educational system based on undergraduate programs from the 1936 educational reform, under the leadership of rectors such as Marco Aurelio Tobón and José Francisco Socarrás, supporting a structure of modernization of the country at the educational level, based on this administrative model that was projected to both departmental and national normal schools. Thus, pedagogy played a leading role, supported by cultural, scientific, and investigative aspects. Its projection made this institution a landmark for the country, where it developed a constructive and flexible critical thinking based on its organizational and scientific philosophy supported by the structure of the sciences of education, based on the appropriation of historical, educational, cultural, political, and social knowledge with important bets in the institutional management of the country.

For Zuluaga (1999), he addressed the renewing principles of pedagogy in Colombia from the cultural and social project towards research based on the sciences of education. That is why its administrative style was unique because it combined a centralized state direction and a relative autonomy, in the figure of the rector, the administration, its management staff and the different fundamental sections in making decisions on all democratic processes and the participation of the same, while at the academic level the emblematic thing was the training of research teachers with high levels of culture and sufficient preparation in the different areas that for the time was not seen in any other institution in the country, that is why there were important leaderships in the direction of They are in bachelor's degree programs, as well as in each section of the ENS, demonstrating a direct appropriation of knowledge with the pedagogical research projects, the field work, the realization of seminars by areas, but also the participation of international experts who gave another vision of education.

The institutional management given from the work in the sections, which made possible the opening to educational transformations, from the same innovation based on the work with the libraries, magazines, laboratories, centers of interest, field trips, work of institutional practices, meetings

of teachers and students, made this a great academic work where they implemented the sense of research as a daily practice in the writing of works and projection of institutions, with a participatory and democratic sense, according to Helg (2001), the fundamental value to develop the model was a hard work of the staff consolidating the most prepared or qualified human talents of the time.

The process that led to the discussion in this work is the same model of institutional management based on the transformations given in the mid- twentieth century, when the government changes and the educational and administrative policies are restructured, the two administrative protagonists such as Rafael Bernal Jiménez and Rafael Ariza, both starred in a tug-of-war from the regions to take advantage of the crisis and return the institutions to their origin.

Both in the structuring of the Escuela Normal Superior Universitaria Femenina in Bogotá and the Escuela Normal Superior for men in Tuja, they felt the governmental and political power forces to transfer to the region as part of the institutional management the two leading institutions of pedagogy in Colombia. A fact that transcended from this educational political project from Bogotá with the spring of coeducation as a principle and the research of teachers in Bogotá and on the other hand the female formation, giving relevance to the management by gender, was transferred to the region to the men and in Bogotá the women remained, according to Ocampo (2010), were determining factors in this administrative and academic model for the country.

When approaching this look towards an institutional management model, the discussion is centralized on the causes of the institutional crisis in the mid-century for multiple political reasons when dividing, transferring, transforming or fragmenting the institutionality, generating destabilization and weakening to an integrating educational political project such as the ENS, based on an institutional management model in its beginnings and in its stage of greatest boom, which impacted the institutionality, because it was there where the teachers of teachers of the country were formed, the management staff of the institutions, of the MEN, among others, and institutions attached to this institutional management appear such as the Instituto Nicolás Esguerra, the Instituto Etnológico Nacional, the Instituto Indigenista or the same administrative support sections.

Really, it was a great academic rupture, because it was advancing to mixed education, scientific and investigative development, the vocation for pedagogy, culture, science, the cultural historical heritage, this segmentation, despite its leadership, loses strength due to the institutional and political crisis of both administrative leadership and the political crisis and persecution in the country. Thus, as Silva (2001) pointed out, the model was conditioned to abrupt

changes that caused it to lose strength in the normative and disciplinary role that led to the fall or transformation of the ENS, but also as an opportunity for improvement, the role of women within the institution, their rights, duties and the same socio-educational and political conditions that would later be vindicated from a political and academic position, when given the opportunity to make decisions and participate democratically, became a challenge and challenge.

Thus, the Escuela Normal Superior, which operated in Bogotá from 1936 to 1951, became a model of institutional management and projected its existence, based on education at different levels and in constant search of institutional organization, as Figueroa (2016) has stated, marked by a series of tensions that lead to highlighting autonomy and state control itself, as well as research, practices, gender issues and the inclusion that is claimed today, based on these encounters and disagreements for a more just, equitable and democratic transition. That is why it is relevant to delve into the transition that occurred at the time and persist in that model of institutional management, more flexible, open, inclusive and with a vision of change at the national level within the framework of the training of teachers of teachers and their projection in each context.

Conclusions

The Escuela Normal Superior played a leading role in the framework of educational processes in Colombia, serving as a model of educational and institutional management in the mid-twentieth century, with a broad administrative, academic and organizational structure from the extension.

The institutional philosophy that led to the dissemination and research of high culture, the sociocultural and humanistic trajectory, was reflected in the decisions of the administrators of the ENS, the rectors, who contributed from their leadership and the efforts of these characters, the project that was consolidated and became the most outstanding of its time and from a Colombian and Latin American vision both in administration and in academic and research.

The institutional management that was done in the ENS favored adapting to a model of institutional management according to the time, its projection of the degrees and extension programs were in accordance with the national policies and those of the institution, which from the conservative Catholic morality, served as an excuse to transform the institution and form pedagogical institutions by gender.

The educational relevance of high culture implied forming a generation of research teachers, and intellectual researchers of the disciplines of knowledge supported by a management, academic and administrative staff in a

crucial stage for Colombia.

The implementation of an educational reform was also intertwined with some forces of political power in the mid-20th century, justified and supported on the basis of conservative Catholic morality, which led to the ENS being restructured and transformed into other institutions such as an institution with such a trajectory and work as the Escuela Normal Superior de Colombia, which also created attached institutes with such an important tradition as it was in the historical-pedagogical tradition, the historical-cultural heritage, the training of research teachers and intellectuals, and the training of management staff for the country, suggests that institutions should not be ended, and even less so the ENS of Colombia, for these political reasons, separating these powers would be more effective and quality processes to promote critical and reflective subjects.

Times of crisis should leave us with lessons to build instead of destroy, because there is evidence of a dispute between protagonists of the regions, on the one hand Rafael Bernal Jiménez and on the other hand Rafael Tovar Ariza, who each from their ideas of conservative morality, caused this institution to end, its philosophy was no longer the same that Socarrás led.

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