



Bertha Cecilia Murrieta Cervantes (1954)

A graduate of Universidad Formosa in Mexico City and University of the Americas in English language teaching and International Education and Spanish teaching, with Master's Degree in World Studies in the United States, she has worked for Universidad Veracruzana, UNAM since 1981 in the School of Languages and the School for Foreign Students. She has worked in teaching, research and advisory work as Director of the School for Foreign Students (1993-2000) and teaching coordinator of the traditional and international mobility programs. From 2001-2003 in the University of Granada, Spain where she is adjunct associate in the program in "Publicidad, Sociología and Intercultural Studies".



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A graduate of Universidad Veracruzana in Spanish Literature and a Ph.D. in Mexico Literature, he has been Director of the Spanish Literature Faculty and Academic Coordinator of the School for Foreign Students. He has participated in various international mobility programs in the United States, Canada, Mexico, Spain, France, Italy and the United Kingdom. He has also been published by the Government of the State of Veracruz.

He has also been Executive Secretary of the Commission for Human Rights in the State of Veracruz and has participated in the university internationalization process with projects and visits to various countries. He has also been guest lecturer in several institutions in Mexico, USA and France.



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A 50th ANNIVERSARY



A 50-YEAR VOYAGE

THE SCHOOL FOR FOREIGN STUDENTS 1957-2007

Bertha Murrieta Cervantes y José Luis Martínez Suárez



UNIVERSIDAD VERACRUZANA

50 Aniversario
EEE-UV
1957 / 2007



A 50-YEAR VOYAGE

THE SCHOOL FOR FOREIGN STUDENTS | 1957-2007

Bertha Cecilia Murrieta Cervantes / José Luis Martínez Suárez



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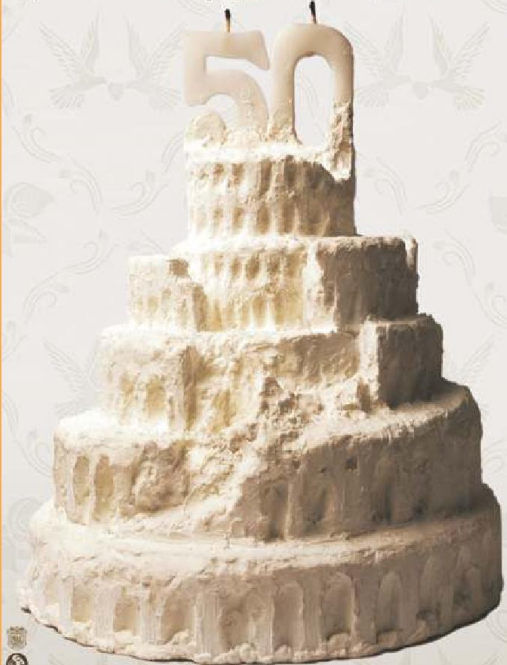
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EEE 50th anniversary poster
José Manuel Morales



Textos Nómadas, the publishing arm of the Universidad Veracruzana's EEE (School for Foreign Students), is proud to present a new addition to its collection *Ediciones Especiales*. This collection is a space for publishing topics we consider to be truly *special*, worthy of being remembered, commemorated and celebrated in print.

Un Viaje de Medio Siglo: La Escuela para Estudiantes Extranjeras de la Universidad Veracruzana 1957-2007, presented on the occasion of the 50th Anniversary of the founding of the School for Foreign Students, is a contribution to the preservation of the past of the Universidad Veracruzana.

This volume focuses on the collaboration of numerous and diverse actors— coming from our own Institution and distant parts of Mexico, as well as far beyond our borders—to make the EEE what it is today. It is our hope that in telling this story we can honor each and every one of these individuals, even when it is impossible to provide all of them with names and faces.

Finally, we wish to express our thanks to those who have served as teachers and administrators at the EEE, and whose day-by-day contributions over the years have made this tale of a 50-year Voyage possible.

Bertha Cecilia Murrieta Cervantes

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without which this book would have been impossible.





50 *Aniversario*
EEE-UV
1957 / 2007



Dr. Raúl Arias Lovillo
Chancellor
Universidad Veracruzana

Fifty years ago the Universidad Veracruzana opened the doors to an academic and cultural space which, with the passing of time, was to become one of the emblematic entities of our institution: The School for Foreign Students.

From its inception the EEE consolidated itself around the purpose of facilitating our university's vital international projects. Over the last five decades, we have witnessed the expansion of its activities and the tangible results produced by its programs.

This commemoration of the 50th anniversary of the School for Foreign Students provides a written testimony of the efforts of successive EEE administrations to open, maintain and improve one of the many "doors" through which the Universidad Veracruzana keeps open channels of communication with the international community.







PRESENTACIÓN

It is with profound satisfaction that we celebrate five decades of arduous and unremitting work to build and strengthen the School for Foreign Students, which is both gateway for welcoming innumerable international participations into our university life and a window allowing UV students, teachers, staff and administrators to look out on the world. The testimonies on these pages display the wealth of experience accrued during the past half century, and tell of encounters which have left an indelible impression on those of us who have accompanied this process. Thanks to our school, many of us have discovered a new way to look at the world.

Our historical heritage, the ecological wealth of our state, and the immense cultural and academic legacy of the Universidad Veracruzana have been, without doubt, key factors in the success of this academic entity. Let us continue to share and to safeguard the important work which has been commended to our care.

María del Pilar Castillo Valerio

Director



Itineraries of a School in Movement



Dr. Gonzalo Aguirre-Beltrán, chancellor of the University of Veracruz (UV) 1957

The EEE (School for Foreign Students) has been in continuous operation since receiving its charter on April 30, 1957 under the chancellorship of Dr. Gonzalo Aguirre-Beltrán. Its first director, Prof. José Pascual-Buxó, was named head of what was initially known as the *Escuela de Cursos Temporales para Extranjeros*. Some time later, the school was assigned its current name.

The School for Foreign Students—with its increasingly popular, everyday denomination—EEE, was soon launched on a half-century voyage which involved several moves from one university building to another, as well as major re-location in the university organigram. There were high tides and low tides in EEE growth, but one invariable remained: the EEE's ever-widening capacity of outreach in a globalized society.

EEE planning has been careful to provide the diversity of services required by its highly diverse population. Students coming from around the world have been able to access not only a variety of courses, but also links to other parts of the university and the broader community. Seeing beyond the cultural and academic enrichment central to students' stay, the EEE has made provision for safeguarding and enriching the emotional aspects that are essential to programs abroad.

The five itineraries mentioned above—institutional, outreach, academic, cultural and emotional—are described in this volume. This story has been made possible by the participation of past directors of the EEE, our colleagues from institutions abroad, the EEE staff and other collaborators. Our most sincere thanks to all.

Bertha Cecilia Murrieta Cervantes





Institutional Itineraries



▲ Panoramic view of Xalapa, Veracruz as it was in the 50s.



▲ Juárez 55, first home of the School for Foreign Students.

◀ The Charter of the University of Veracruz.

LO-II	Los Orígenes
ARTÍCULO 7.- Sin otro fin que el estudio de la Universidad Veracruzana	
I.- Los Facultades:	
II.- Los Institutos:	
III.- Los Organismos de difusión de la cultura y estudio de investigaciones:	
IV.- El Sistema de Enseñanza Abierta:	
V.- La Escuela para Estudiantes Extranjeros y:	
VI.- La Unidad de Estudios de Posgrado:	
ARTÍCULO 8.- Para efectos de esta ley, son:	
FACULTADES: Aquellas que propiamente realizan funciones de docencia a nivel de licenciatura en cualquiera de las modalidades previstas en el Reglamento con sus respectivas unidades de apoyo y de apoyo, de acuerdo a las necesidades de investigación y difusión de la cultura y desarrollo de los servicios.	
INSTITUTOS: Aquellos que propiamente realizan funciones de investigación, enseñanza y en sus actividades de difusión en cualquiera de los niveles y modalidades previstas en el Reglamento con sus respectivas unidades de apoyo y desarrollo de los servicios.	
ORGANISMOS DE DIFUSIÓN Y EXTENSIÓN: Aquellos que propiamente realizan funciones de enseñanza, extensión y promoción cultural, dentro de la esfera académica deportiva, recreativa y de esparcimiento, en sus modalidades y extensiones de los servicios, pudiendo realizar actividades de docencia e investigación.	
SISTEMA DE ENSEÑANZA ABIERTA: Aquel que ofrece formación de licenciatura a nivel de licenciatura, bajo la modalidad de ser predominantemente nocturno, realizando actividades en apoyo a su actividad docente.	
ESCUELA PARA ESTUDIANTES EXTRANJEROS: Aquella que realiza funciones de docencia en idiomas especiales, para extranjeros.	
UNIDAD DE ESTUDIOS DE POSGRADO: Aquella que ofrece los estudios de posgrado que se le otorgan a nivel de licenciatura, de acuerdo a las necesidades académicas y administrativas que se establezcan en el Estatuto Orgánico.	

The EEE's first years, toward the end of the fifties and beginning of the sixties, were lived side-by-side with the Faculties of Education, Philosophy & Spanish Letters, since they were all housed in the very first building of the Universidad Veracruzana, located in the historic center at Juárez 55. The EEE later accompanied these disciplinary areas in their move to the newly-constructed the Interdisciplinary Unit of Humanities, located at the corner of Francisco Moreno and Ezequiel Alatraste in the Colonia Ferrer Guardia, at what was then the edge of the city. Time passed, and this new home proved once again too crowded, so the EEE moved back to the historic center to share a building on Bravo with the university Language Center.

After 1980 the EEE was administered by the now defunct University Extension Services & Didactic Unit. At the end of the 80s and beginning of the 90s, it was administered through the Provost's office. During this period, the EEE was momentarily reduced to an upstairs office at Zamora 25, and students were taught in classrooms rented in the historic center—for example, at the Alliance Française on the picturesque street of Juan Álvarez.

The nineties witnessed a significant re-definition and re-framing of the EEE. Now functioning under the aegis of the Humanities Division, it was described as an organism "which imparts special courses for foreigners," operating under articles 7 and 8 of the university bylaws and its general statutes, Title III, chapter II, section IV, articles 131 to 135. The statutes which apply to students, Title X, chapter IV, authorizes the EEE to enroll students in non-degree programs for foreigners, both at the different UV faculties and at the EEE itself.

Current university legislation states the EEE mission:

- to design, organize, promote and disseminate courses on both national and regional culture as well as Spanish language courses and courses on the teaching of the Spanish language for foreigners
- to promote the formation of teachers of Spanish as a foreign language.
- to promote the relationship of different UV academic entities with the international academic community and promote signing of inter-institutional agreements
- provide advisory and other services to those ends.

The EEE offices were once again temporarily re-located, this time to Cempoala Street. Then, in 1994, the school began to share a recently remodeled building on Sebastián Camacho with the masters program in Artificial Intelligence. When it became clear that classroom space was insufficient for both programs, the EEE was moved back to the very place where it had started: Juárez 55. Once more, in spite of having one level of the entire building at its disposal, the classrooms and other spaces fell short of EEE needs and another move was made—back to Zamora 25. This time, the old second-floor offices of former times were complemented with new offices, classrooms, and a small center containing computers and bibliographic resources.

New opportunities opened up for UV students as a result of the presence of foreign universities. Because of the contacts established through the EEE, a few students sporadically attended universities such as Rockhurst, Kansas (Missouri) and the University of Texas. Throughout the 90s opportunities increased on account of the internationalization of higher education in Mexico. In this new context, the EEE had the good fortune to be already in place under university legislation and authorized to enroll foreign students. In non-degree programs; likewise, it was experienced and prepared with trained teachers and other personnel to offer premium services for the growing influx of students from other countries.

In 1994 a student exchange program was undertaken with Brethren Colleges Abroad (BCA). This exchange was followed in 1995 by the first tri-lateral student mobility program, carried out as part of the Program for Student Mobility in Higher Education in North America (PROMESAN) under the auspices of the Secretary of Public Education. This exchange marked the beginning of a permanent ongoing student mobility program at the Universidad Veracruzana. Sergio Valdivia recalls: "At that time, the UV began to act decisively on internationalization, establishing relations on every continent. Under these circumstances, the EEE—with its long experience—was a natural for the role of "international office."

Thus, in 2000 the EEE became the official site of PRIMES (the Institutional Program for Student Mobility). At the same time, the School for Foreign Students took over the coordination of International Student Programs and Services. This increased activity



▲ Juárez 55, Xalapa, Veracruz.
▼ Nicolás Bravo building, once the home of the EEE



▲ Zamora 25, current home of the School for Foreign Students

▼ The Humanities Unit of the University of Veracruz (UV)





Merka Huerta with author Carlos Fuentes, during her academic year at DePue U., Indiana (1995)



Dr. Allen Denton, BCA President, during Xalapa visit with UV Exchange students (left to right) Myriahel Ramirez, Edith Hernández, Mica Dize. (1995)



Beth Katz, first BCA Exchange student at the University of Veracruz, with Bertha Murrieta at the Sebastián Carrasco location of the EEE.

provided support for students involved in mobility programs (both national and abroad), and it became possible to grow the outreach of other academic entities in the UV.

The new rhythm of activities at the EEE required staffing adjustments. Whereas the school was initially staffed with only a director and two assistants, by 1997 the permanent staff had grown to ten members, and coordinators were appointed to head up academic disciplines and student services. Later, the administrative personnel who worked directly with the EEE director were re-organized into two departments, and coordinators were appointed for Administration and for Information & Communication. Recently, owing to the expansion of special programs and international student mobility, a special coordinator was appointed to International Student Exchange within the office of International Student Mobility.

The academic coordinator oversees courses, teaching materials, teaching & learning materials and bibliographic resources required for class work. The Student Services Coordinator is responsible for the Home Stay Program, health care, extra-curricular activities, trips and cultural activities, transportation and the local information required by newcomers. The Administrative Coordinator manages the self-financing resources and the EEE's generic budget. The Coordinator of Information and Communication, in the Admissions Office, is responsible for providing prompt information on all the programs offered by the Universidad Veracruzana through the EEE, as well as disseminating information both inside and outside the UV, and in particular for executing the visitor protocol and presiding over orientation sessions.

The recently created post of International Programs Coordinator guarantees optimal interaction between the EEE and other UV academic entities to better satisfy the needs of students whose academic requirements exceed the typical EEE offerings encompassed in the Language and Culture Program. The Coordinator oversees the short-term integration of qualified foreign students into university-wide classrooms and other programs: Student Mobility, and even—in the case of local students—into programs offered by the EEE such as Cultural Immersion, Program for Teaching Spanish as a Foreign Language, and the American Studies Program. Likewise, the

Coordinator is responsible for facilitating Special Programs designed to closely match the needs of participating Institutions.

The consolidation of any academic entity depends on a convergence of effective academic planning and affect. From just such a convergence, and a total commitment to the development of the different programs that infuse the EEE with social significance, the School for Foreign Students weighed anchor and set out on its 50-year voyage freighted, as it were, with a special cultural mission. The particular convergences between teachers, students and programs have varied over the years, as well as the qualities of the director who has invariably contributed an individual flair to the task of charting the course of the EEE intercultural barque. Over the years, this role has been played out in different circumstances, with the director sometimes reporting directly to the chancellor; in others, interacting in the setting of the Faculty of Education, or Philosophy and Spanish Literature; others, working in the context of the now defunct University Extension Services & Didactic Unit; more recently, within the Humanities Unit; then under the supervision of the Provosts office; and, finally, as part of the Humanities Division. During the odyssey, the EEE's different directors have navigated toward a single port: the fulfillment of their primordial privilege and imperative: the international projection of the Universidad Veracruzana.

It was Dr. José Pascual-Buxó who launched the modest craft which was the EEE on its long voyage in 1957. It was, however, Prof. Lini de Vries who—only a year later—undertook the transformation of this slight vessel, putting it on the path to becoming a transatlantic behemoth which, half a century later, would surge powerfully through seas of the current intercultural diversity, proudly flying the flags of the Spanish language and Mexican culture. Prof. Gloria Esperón remembers how Lini de Vries sought international projection for the EEE. "Prof. de Vries didn't just write to universities—she wrote to department heads. And when the students came, she kept in touch with the professors in charge of them—in a personal way, not just an institutional connection. She was a marvellous coordinator who brought people together—introducing people from different areas, so they could get to know one another and get the most out of the cultural exchange. I think that her work made the EEE special.



Virginia Plaza Armand, Student Services Coordinator:
A specialist in nutrition, she has been an EEE collaborator since 1994.



Alma Rosa García-González (Computer Science Faculty, UV)
and Bertha Martínez, advising first UV-PROMESAN students.



Pilar Castillo-Valerio, advising UV student participation in the
Cultural Immersion Program in the Compelek EEE building (1993).

What does Summer Study Abroad mean for students and accompanying academic coordinators from collaborating institutions?

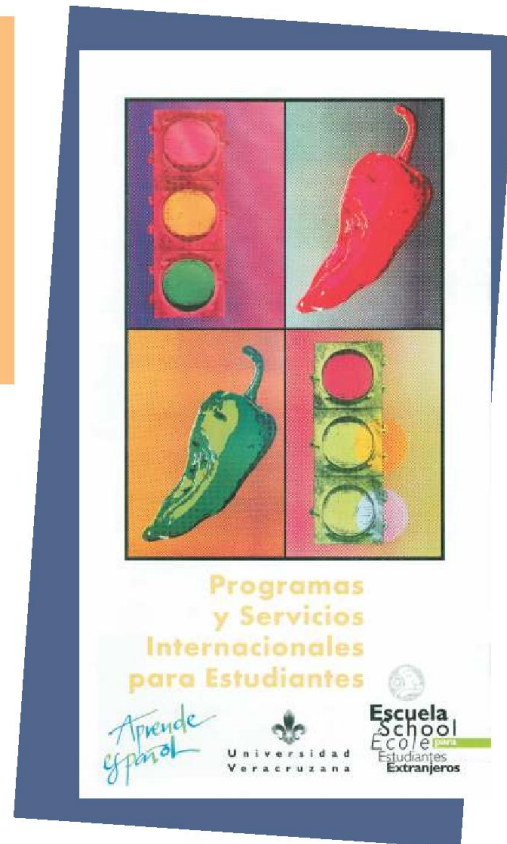
The most obvious objective is that students take and pass their UV courses, successfully receiving academic credit at their home institution. Less obvious is the increasingly recognized need, not only for academic accreditation, but for personal growth. It's an enormous challenge to study under foreign professors in foreign classrooms, to live with a Mexican family, to learn to get around in an unfamiliar environment, and in a foreign language.

Lives—those of our students and others who interact with them—are affected by the linguistic and cultural interface we create, some of them to the extent that the experience decides the course of their future lives.

(Bertha Cecilia Murrieta, 1996)



▲ Dr. Victor Arredondo, former UV Chancellor strongly supported academic mobility and the Program for Student Mobility in Higher Education in North America.



EE Ledes/Fernando Mesa ▲

PAST DIRECTORS OF THE SCHOOL FOR FOREIGN STUDENTS



◀ José Pascual-Busó



▲ Lini De Vries, EEE director, and Dr. Gonzalo Aguirre-Beltrán, UV Chancellor, in 1957



◀ Luis Mario Schneider †
◀ Lorenzo Anduega-Pineda †
◀ Sali Pabalo



▶ Gastón Alvarez-Fernández
▶ Gloria Esperón-Villalobos
▶ Rosa Márquez-González
▶ Bertha Cecilia Murrieta-Carvajal
▶ Sergio Yáñez-Naveiro



It wasn't just a place where people came to learn Spanish—they learned culture and family traditions as well. She invited the group leaders into her own home. I think that she provided a special touch that was unusual among universities at the time. She didn't just greet the groups and hold a welcome party for them. She spent a lot of time with them, she knew what they needed, what they were curious about:

she recommended books and films to them, and was always very attentive to everyone. Four different EEE administrators followed in the steps of Prof. de Vries during the 60s. Marisa Paseiro recalls exactly when she first came to the EEE for the first time: "I arrived . . . in November of 1964. Chancellor Rafael Velasco had just left



office, and Esperanza Muñoz-Ledo, his wife, had been a coordinator. Then it was Alicia Castro de Salmerón. When I got there, there were no students—the students only came in the summertime. So the first thing I did was get all the papers in order, and get everything ready to send out for the next year. That was hard work, because at the time it was all done on a mimeograph machine. We had a huge directory of colleges and institutions of higher learning in the US, and we mailed them all leaflets, posters and hand-outs announcing the 1965 summer session. By that time, the director was Luis Mario Schneider, a Spanish literature professor who had recently arrived from Argentina. We worked very hard in the summer courses because at the time there was an important Masters in Anthropology. It was administered by the Faculty of Spanish Literature, but the directors of Anthropology, History and, of course, the language teachers worked with us, too. We offered Spanish I, II, III, Conversation I and II, and a Masters program. The students had to come three years to finish the masters."

Fifty years after the launching of the EEE, Marisa Paseiro says " . . . it's the same school, but it's changed a lot. It's grown a lot, the programs include many universities around the world, but the essence is the same and this is what I like best about the work. I knew many of



First Language Laboratory at the School for Foreign Students. ▲

the families and teachers from previous years. Many things are better now, but the same spirit is still there.

Lorenzo Arduengo-Pineda, one of the ex-directors of the EEE, reiterates this vision of the dynamic activity that has characterized the school. Recalling the period when he headed up the EEE, in the 80s, he says: "I was asked to take charge, so I made my plan and we always managed to get the 'rating' up—we would get together as many as three bus-loads of students. What a mob!

We would take first-class guides, like Gladys Casimir. Other specialists, like Paco Córdoba, helped us out, too. . ."

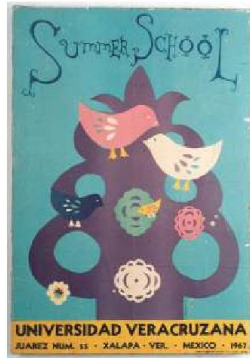
1969 EEE Leaflet ▶



▶ Jane Bruce (U. of Minnesota) and UV's Kley Domínguez (1960).



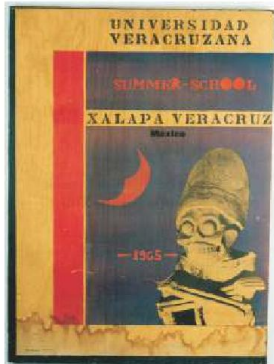
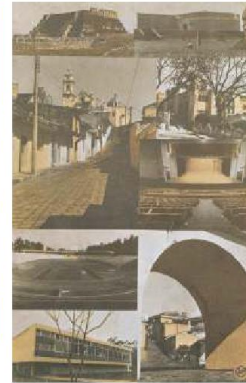
◀ Summer Session poster (1963)
◀ Summer Session poster (1965)



▼ Summer Session poster (1967)



EEZ Leaflet (1968) ▶▶



◀ Summer Session poster (1965)



Lorenzo Arbuajo (second from l) welcomes new students with Guillermo Villar (left) ▶

From the inception of the EEE, there was always a certain lack of definition regarding the profile of the director and his or her role as an administrator, in the absence of a precise job description. This became particularly critical in the years 1972 – 1980. Only in the 90s was the executive role consolidated in the Organic Law and General Statutes of the Universidad Veracruzana, which designated the EEE as an academic entity with specific functions and a precise insertion in the organigram.

When Prof. Rosa María Márquez-González withdrew from her post as director of the EEE, she was replaced by Bertha Cecilia Murrieta-Cervantes, who began her term during the summer of 1993 with the aid of Rubiette Hakim-Krayem. “At the time, the EEE had no classrooms of its own, and the school held classes at the Faculty of Accounting & Business Administration. A small office was set up there, and little by little we assembled a large staff. The work was intense, often six days a week. Even so, it was a wonderful period. Adriana Garrido, Nora Basurto, Arturo Kavanagh, Sergio Valdivia, Esteban Suárez, Ma. Eugenia Hernández, and others helped structure the Spanish language curriculum,” reminisces Bertha Murrieta. Once the summer course was organized, the next objective was to set up a year-round program. This program was to continue to be self-financing. Bertha Murrieta speaks of the difficulties involved: “At that time the chancellor was Emilio Gidi-Villarreal, and the out-going director Rosa María Márquez. It was hard for me to win his trust of the directors of the universities [who used our program] because we hadn’t worked on the summer program together. In 1992, I remember that the professors were Gladys Casimir, Abel Juárez, Guadalupe Flores, and Sergio Valdivia. We used classrooms at the Faculty of Accounting & Business Administration. My ‘office’ was a little cubbyhole under a stairway, one usually used for storage. I needed to deal with the administrative situation of the EEE within the UV. At that time, the director of the EEE reported directly to the Provost’s office—which was good, because it made it easier to establish norms for the school. These new norms placed the EEE in the Humanities Division. That summer was critical for the EEE: the school had no building of its own, its clients were only a few foreign institutions—and these groups arrived only in summer—and in general



▲ María Eugenia Hernández-Viña, Mercedes Lozano, Nilda Vincent and Rosa María Márquez at the Juárez site of the EEE (1991)

▼ Bertha Murrieta presides over an academic meeting. José Luis Martínez-Suárez, María Eugenia Hernández-Viña and other professors at the Sebastián Camacho site. (1994)



the school was somewhat adrift. We had a good teaching staff, but no curriculum for Spanish language teaching, and only three groups: UMKC-Rockhurst (who came in a combined group), Marquette and Southern Methodist University. The summer of '93 was Southern Methodist's first time at the UV. We undertook several innovations: we prepared teaching materials, and some activities were re-structured as programs. These programs are still in place—for example, the Home Stay Program and the Cultural Immersion Program, which was formerly done as 'tutoring.' I had the chance to work with enthusiastic people to form teams to move forward in the newly created programs.”

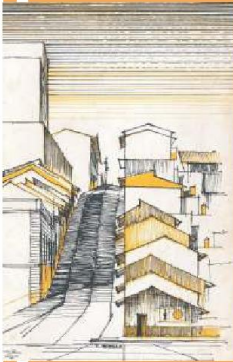
Summer 1993 put Prof. Murrieta to the test, because she had only two weeks notice to launch the Intensive Program that year. But where there is a will, there is a way: the school continued to expand under her guidance until 2006 (excepting 1998, when Prof. Sergio Valdivia-Navarro replaced her during her sabbatical leave).

A key factor in the growth of the EEE has been the production of posters and leaflets, thanks to the collaboration of a number of artists and designers. Marisa Paseiro remembers some of these first collaborators: “Lorenzo was in the EEE from the beginning because it was in the same building, on Juárez...and he helped out with all that—the posters and leaflets—because he was good at that sort of thing. There were posters by Vicente Rojo”. Gastón Álvarez recalls the participation of Alberto Beltrán, Enrique Murillo and Carlos Acosta. From the mid-nineties on, art & design collaborators have included Antonio Pérez, “Nico”, Leticia Tarragó, Salvador Cruzado, Iris Aburto, Fernando Meza and Manuel Morelos. The illustrations for EEE teaching materials are the work of graphic designer Enrique Rivera Vega, who began to collaborate with the school while living in New York City. Bertha Murrieta explains why she called on Rivera Vega for this work: “I invited Enrique [to do these illustrations] because I knew how talented he was at doing quick, cartoon-like drawing—just the type of scenarios we needed to illustrate the materials we were creating. He immediately agreed, and started doing the drawings for materials designed by Profs. María Eugenia Hernández, Marianela Pérez and Guadalupe Flores.” More recently, the illustrator of EEE materials has been Blanca Acuña, a graphic designer

and professor at the Faculty of Art at the Universidad Veracruzana.

Thus it was, that after 50 years of navigating intercultural waters, the precarious craft that was once the EEE, was constituted as a separate academic entity, complete with permanent academic programs, staff drawn from the different divisions, faculties and institutes of the UV, and its own teaching staff as well, giving breadth and continuity to the attention afforded to participating foreign institutions.

Art and publicity designs at the EEE



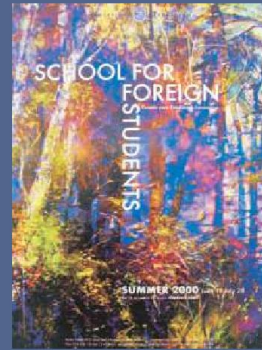
1971 leaflet by Enrique Murillo



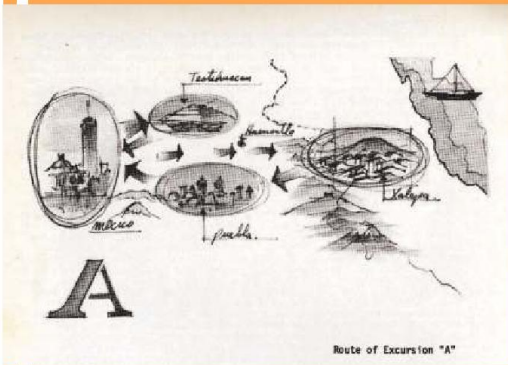
1994 poster by Antonio Pardo: "Ficus"



1998 poster by Lidick Terragó



2000 poster by Salvador Cruzado



Route of Excursion "A"



1999 poster by Iris Aburto



1996 poster by Blanca Acuña



1994 drawings by Enrique Rivers Vega



Sol LeWitt painting a mural for the School for Foreign Students



Academic Itineraries



▲ ▲ Gloria Esperón with visitors. (1959-61)



▲ Bertha Ladrón de Guevara (fifth from L., seated) with students at Humanidades Unit.



▲ Lini De Vries with her daughter Toby and friends ▲

From its modest beginnings in the summer of 1958, the academic offer grew to include “semester abroad” and “year abroad” programs and, by 1966, the ambitious Masters in Hispanic Studies, with input from the disciplines of anthropology, archeology, political science, literature and history—carried out in collaboration with the Faculty of Education, Philosophy and Spanish Literature.

The final years of the 60s found Gastón Alvarez at the head of the EEE, charting a course of intense academic activity during his 5-year period. He says “. . .we came up with all kinds of new ideas, to the point of opening 103 courses—perhaps not all of them were filled up, but with time and classrooms and so on, it would have been possible, and even more—but, well, in principle there were many, many options: art, guitar, theater, the School of Dance got involved. . . Oh, yes, it was just thrilling. the range of possibilities offered by the UV. I am pleased that people have the chance to know about the tremendous effort behind each of those things—and those five years. My, what hard work it was! Because of all the changes, the new structure, but above all we tried our best. Afterward, we managed to participate in the University Council on an equal footing with other Faculties at the Faculty of Philosophy & Spanish Literature.”

As regards numbers, the document bearing the heading Universidad Veracruzana 1944-1969 (p. 175), informs us that during its first 10 years, the EEE enrolled 1,107 students, who attended 395 courses taught by 349 professors. During this time three students graduated from the Masters in Hispanic Studies, and six students graduated from the intensive course in Spanish. All these students were attended by an administrative staff that, over the 10-year period, consisted of 30 functionaries and administrative assistants, who organized a total of 27 cultural trips, and coordinated home stays with 20 families who provided foreign students with food and lodging.

Documents on the following two decades, from the end of the 60s to the beginning of the 80s, reveal fluctuations in the enrollment, which dropped between 1967 and 1973, and then picked up again between 1974 and 1980. There were, however, times of low tides: only 30 students enrolled in 1981, and 85. The following two years saw improvement: 130 students in 1986 and 1987. Then the

enrollment fell off to 50%, and ultimately consisted of 48 students at the beginning of the 90s, rising to 65 in 1991 and falling again to a mere 34 in 1992. In 1993 a concerted effort was made to increase enrollment, 80 students were matriculated. Nineteen-ninety-four was a watershed year, because from that point on the EEE operated on a year-round calendar, and in consequence the enrollment immediately doubled to 114, increasing to 142 in 1995, 168 in 1996, 184 in 1997, and 311 in 1998, with further increments ending in the 536 student enrollment for 2006.

The total enrollment of the EEE over the years, according to the school's records, reaches a figure of at least 7000 foreign students—without counting the 847 Mexican students who have participated in programs in the Teaching of Spanish as a Foreign and in the American Studies Program.

The table below shows the fluctuations and downs of enrollment at the EEE over the period from the late 60s to the early 90s, as recorded in the schools files:

Año	Estudiantes
1969	55
1970	60
1971	47
1972	56
1973	72
1974	108
1975	111
1976	165
1977	128
1978	151
1979	89
1980	133
1981	29
1982	28
1983	90
1984	52
1985	29
1986	130
1987	126
1988	67
1989	58
1990	48
1991	65
1992	34
1993	80
1994	114
1995	142
1996	168
1997	184
1998	215
1999	304
2000	404
2001	375
2002	377
2003	434
2004	469
2005	466
2006	536



Victor Ramírez teaching a Spanish class ▲



▲ Nancy Alzamirano (extreme left) teaching Spanish



▲ Georgina Trigos, teaching Culture



María Eugenia Hernández-Vista teaching Literature ▲

Many UV academics have come aboard the EEE during its 50-year voyage. Some of them, owing to their particular contribution or their effort over time, deserve special mention.

The list of pioneers includes Lini M. de Yries, Mary K. Christen, Carlo Antonio Castro, Angel F. Torres, José García-Payán, Alfonso Medellín-Zenil, César Rodríguez-Chicharro and Alejandro Domínguez. It was they who lent their expertise to what was then a new project. Some of them went on to stay with the EEE as long as 10 years. The beginning of a second period, in the 60s, was marked by the arrival of Gloria Esperón-Villavicencio, Elia Nuñez-Valdez, Rosalba Pérez-Priego, Silvia Rendón, Ana María Mora-Palacios, Waltraud Hangert, Mario Muñoz, Edith Vázquez and Jesús Morales- Fernández. This group of professors was the mainstay of the school until the 70s and, in some cases, until the 80s when new professors came forward to carry on their work. These new professors included Abel Juárez-Martínez, Sergio Valdivia-Navarro, Esteban Suárez-Romero and Gladys Casimir- Morales. Three of these academics just mentioned figure at the top of the list of EEE veterans: Abel, Esteban and Gladys have been teaching foreign students at our school for as long as 29 years.

The most recent group of professors to come on board at the EEE include María Eugenia Hernández-Vista, Georgina Trigos y Domínguez, Guadalupe Flores-Grajales, Lourdes Ocotán Gómez-Barranco, Marianela Páez-Vivanco, Pilar Castillo-Valerio, Mirna Benítez-Juárez, Julio César Sosa- Mirós, Azucena del Alba Vázquez, Cristina Triana-Cortina, and Imelda Hernández-Cruz, Carmen Ceballos-Rincón, Isabel Bueno-Lázaro, Dolores Acosta y del C., Víctor Hugo Vázquez-Rentaría, Martha Patricia de los Reyes García R., Mónica Huerta-Lovillo and Angélica Simón-Salazar. Sergio Valdivia mentions this group that joined the teaching staff at the beginning of the 90s, when he recalls his year as EEE director: "At that time we were recruiting young Spanish teachers to strengthen our course offer in Spanish, especially during the spring and fall terms."

Putting in place a year-round calendar at the EEE meant a faster pace and the adaptation to new types of students and their respective needs. The Spanish language curriculum was updated according to



▲ Cristina Domínguez, current Academic Coordinator of the EEE, working with Nora Reyes, Maricopa Community College student.

new disciplinary perspectives, and the EEE entered into an agreement with the Universidad de Alcalá de Henares and the CEPE (Center for Foreign Students) of the UNAM (National Autonomous University of Mexico). EEE professors enhanced their professional formation with participation in academic events at institutions in Mexico, Spain and the US.

In 1994, José Luis Martínez-Suárez, as ex-director of the Faculty of Spanish Literature, joined the EEE as academic coordinator. Since he had briefly collaborated in courses for foreign students at the EEE in the 80s, he felt a commitment with our school that led him to stay on several years in that post, during which time he also taught Spanish literature. Not the least of his contributions was that of his artistic talent, put at the service of publications such as *Hojas de Papel Volando* and other projects.

Prof. Martínez-Suárez moved on to other projects at the beginning of the new millennium, but he was succeeded in his post by Guadalupe Flores-Grajales and Lourdes Gómez-Barranco, each of whom left a distinctive mark on our work, stemming from their formation at the Faculty of Spanish Literature. Then, Cristina Domínguez-Villegas, an EEE collaborator during the 60s, returned

once again—bringing with her a broad experience in foreign language teaching. At this point a demand for photography courses arose, with a need to make new connection with the Institute of Fine Arts. At this point, Profs. Fernando Meza, and later Byron Brauchli, joined the teaching staff to offer photography courses for foreign students, which are held at the Fine Arts Institute.

Other new faces at the EEE include those of Marianela Hernández- Páez, Ruth Díaz, José Ángel Escarpeta, Evellia Botana-Montenegro, Paulo César Sánchez and Luis Horacio Heredia. Other new faces—young professors with a particular interest in teaching foreign students—include Víctor Ramírez, Nancy Altamirano-Ceballos, Mónica Hernández-Páez, Rosben Olivera and Argelia Ramírez.

Unfortunately, not all the professors and academic-administrative personnel who have contributed to the growth of the EEE and its programs can be properly recognized here. One such collaborator during different periods of the EEE is Bertha Ladrón de Guevara.

The number of academics who have contributed to the EEE over the years, according to our files, totals 273. (see Appendix). Some of these professors and EEE directors subsequently held posts of great responsibility, including UV chancellorship: Gonzalo Aguirre-Beltrán, Fernando Salmerón-Roiz, Rafael Velasco-Fernández, Roberto Bravo-Garzón, Héctor Salmerón-Roiz, Salvador Valencia-Carmona and Víctor A. Arredondo-Álvarez. Others, whose creative and academic work stood out, in some cases, even at national and international level, included: Ramón Alva de la Canal, Alberto Beltrán, Librado Basilio, Luis Mario Schneider, Emilio Carballido, Enriqueta Ochoa, Luis Arturo Ramos and Sergio Pitol.



▲ Emilio Gidi-Villarreal, UV Chancellor 1992-97.

▼ Ricardo Corzo-Ramírez, current UV Provost.



▲ Magdalena Hernández-Alarcón, current head of the Humanities Division.

Chancellor Emilio Gidi-Villarreal deserves recognition for strengthening EEE by providing it with a building of its own, as well as favoring a year-round calendar. His support established a basis upon which to build academic prestige and develop the different programs upon which successful collaboration with other universities depends. Dr. Ricardo Corzo-Ramírez likewise deserves recognition for integrating the EEE into the Humanities Division during his period as head of that entity, during which he was always attentive to the needs of the school. The current Director of the Humanities Division, Dr. Magdalena Hernández-Alarcón, whose disciplinary background has enabled her to be particularly sensitive to the school's needs in working with foreign students, has likewise been unstinting in her support.

Our task of forming teachers of Spanish as a foreign language is an important part of the EEE mission, and came into place in collaboration with the Universidad de Alcalá de Henares. Through this institution Masters in the Teaching of Spanish as a Foreign Language (TSFL), was launched, with the participation of Dr. Pedro Benítez and the enthusiastic collaboration of Prof. Ana Mochón-Ronda as Post-graduate Coordinator. Students were first convoked in January of 1997. Classes began in March of 1997, and continued through 2000. This masters enhanced the professional formation of the EEE teaching staff, and laid the groundwork for a space at the EEE with resources for forming Spanish language professionals and providing in-service training for our own staff, as well as providing new perspectives useful in the design and publication of materials.



▲ Prof. Ana Mochón-Ronda, coordinator of the Masters in Teaching Spanish as a Foreign Language (ELE), offered at the EEE.

"Never before had I enjoyed the camaraderie, the friendship, the tolerance the affection, that each and every one of you, without exception, has given me disinterestedly. Few times in my life have I come with such a strong desire to go to work [each morning], in spite of the fact that I was well aware of the administrative nightmares I would confront, but also knowing that my day would be spent amongst people that I truly loved. Yes, of course, I feel well-loved at the School, in the midst of this marvelous atmosphere which enables such perfect teamwork. I hope that you do everything you can to keep things this way because, and I say this from the bottom of my heart, I have worked in many different places where Spanish as a Foreign Language is taught, and never before had I run across such a conundrum. The truth is that sometimes you try our patience and we are unable to understand you decisions, but we always respect them and our admiration is unanimous. I should hope that the next director will be wise enough to carry on in the same spirit of love, devotion, enthusiasm and patience toward the School.

Farewell note to the director (Ana Mochón-Ronda, Xalapa, Ver. 31/7/1998)

Programa Académico

1. Cursos teóricos I

1. La pedagogía de la enseñanza del español para extranjeros
2. Lingüística General
3. Gramática
4. La enseñanza de la Fonética
5. La enseñanza del léxico
6. La enseñanza de la Morfología I
7. La enseñanza de la Morfología II
8. La enseñanza de la Sintaxis I
9. La enseñanza de la Sintaxis II
10. La enseñanza de la Semántica I
11. Español para fines específicos
12. Lengua hablada (diálogo y texto)

2. Cursos teóricos (Metodológico)

13. La utilización del computador en el aula de español para extranjeros
14. Análisis de materiales
15. Niveles de enseñanza de idiomas
16. Organización de pruebas objetivas
17. La evaluación
18. Organización de clases
19. La comprensión oral
20. La producción escrita
21. Práctica instrumental
22. Temas actualizados
23. Actividades prácticas en el aula

3. Cursos teóricos complementarios

24. Sociolingüística
25. Didáctica del Español
26. La comunicación en el aula
27. Análisis de textos literarios contemporáneos

4. Cursos prácticos

28. Práctica de enseñanza de idiomas
29. Práctica de enseñanza

5. Memoria de investigación

Título de crédito por ECTS: 21

Tarifa de matrícula (incluye prácticas) 600

6. Requisitos de admisión

Licenciatura universitaria
Prueba de acceso: Se dará prioridad al alumnado con título de licenciatura en Idioma Español o Idiomas en otros Idiomas.
El candidato que no acredite en la evaluación de lengua extranjera

Actividad

La asistencia a clase es obligatoria. Solo cuando el alumno no comparezca a las clases deberá avisar al docente al día de las clases.

Profesorado

El Profesorado de la Universidad de Alcalá (UdA) tiene un compromiso de prestigio profesional y ético, y trabaja en el aula en el sentido de la necesidad de la enseñanza de español como lengua extranjera.

Total de créditos ECTS: 37

ELE leaflet

Directivos de matrícula

ENCARGO DEL

Director
Dr. D. Pedro Benito Rivero
Profesor Titular de la Universidad de Alcalá

Prescripción
Del 11 de septiembre al 17 de octubre de 1996

Matrícula
Del 18 al 22 de octubre de 1996

Información
Teléfono: (91) 885 88 88
(91) 885 30 37
(91) 885 44 23
Fax: (91) 885 44 13

Ubicación
Departamento de Idioma
Español, s/n
28841 Alcalá de Henares (Madrid)

Enseñanza de Español como Lengua Extranjera

UNIVERSIDAD DE ALCALÁ

Academic Itineraries

▼ Leaflets for the start-up of the ELE program, enabling UV students to specialise in Spanish as a foreign language



Poster announcing the EEE's Fortieth Anniversary of the School for Foreign Students with ELE conference as the centerpiece of the celebration



Thus, in 1998 the EEE's Teaching of Spanish as a Foreign Language Program started up with Coordinator Prof. Lourdes Gómez-Barranco heading up a team of experienced instructors in passing on their knowledge to new generations. The TSFL program has been applied 20 times so far, with 392 participants, including both semester-long and intensive courses, one of which involved one session at UV installations in Córdoba.

Sergio Valdivia recalls this aspect of his directorship at the EEE: "More and more Mexican students participated in the TSFL program." As UV staff assumed training responsibilities, the stay of Prof. Ana Mochón, who had headed up the Universidad de Alcalá's TSFL masters at the UV, was drawing to a close.

In addition to the UA's contribution, the EEE also received significant support from the UNAM in the form of teaching materials and shared experience. Prof. Gloria Esperón recalls how new collegial relations were established at the UNAM "I was studying for an undergraduate degree in English Language & Literature along with six other girls: Ruth Hidalgo, Nancy Herrera, Ely Núñez...and we were invited to take an intensive course in Teaching Spanish as a Foreign Language. Prof. Horacio Flores Sánchez came from the UNAM to give us a two-week intensive course—that was in March, April—and then we started to teach that summer, in the summer of '59." More recently—in the early 90s—Carmen Koleff began to visit the EEE to share her testing expertise. At the present time the EEE has become an official site for the application of Spanish Mastery Exams, thanks to the efforts of Prof. Laura Galindo, Provost of the foreign student center CEPE-UNAM, and the support of Dr. Guillermo Pulido, its director. From the 90s on, the EEE has normed the curricular design for the TSFL Program according to the guidelines of the Cervantes Institute, which has operated under the aegis of the Spanish Minister of Foreign Affairs since 1990.

In 2001 Chancellor Dr. Víctor Arredondo, who first endeavored to internationalize the Universidad Veracruzana, chose the EEE to coordinate International Student Programs and Services. Part of this new EEE commitment involved the American Studies Program, a program instituted through an agreement between the Mexican and US governments aimed at establishing inter-institutional links and an

Participants in the International EEE conference which marked the EEE's 40th anniversary. (1997) José Luis Martínez-Solís, second from left, Bartha Murrieta, sixth from left, standing.



National University of Mexico workshop at the EEE with UNAM professor Carmen Koleff and UV's Bartha Murrieta in class.

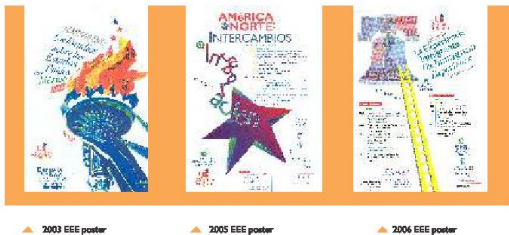


EEE director Bartha Murrieta visiting the Cervantes Institute in Madrid, fine-tuning arrangements for Spanish teacher certification with with Programs Abroad Coordinator Ana Muñoz. (2006)



Bartha Murrieta and UNAM counterpart Guillermo Pulido, director of CEPE (Center for Foreign Students), go over documents together.





▲ 2003 EEE poster

▲ 2005 EEE poster

▲ 2006 EEE poster



▲ Dr. Vincent Kohler listens to Raeban López's participation in the American Studies Program. (2006)



▲ Dr. Debra Sabia, GSU, and Dr. Vincent Kohler (center, standing) pose with EEE personnel. (2005)

academic space for the analysis of cultural differences and interests existing between Mexico, the US and Canada. Some of the enthusiastic collaborators in this program were Dr. Debra Sabia, Georgia Southern University; Dr. Allen Deeter, Manchester College, Indiana; and Dr. Vincent Kohler, emeritus professor of the University of Pittsburgh.

These pioneers in the American Studies Program were followed by many others, both from Mexico and the US. Visiting professors included David Alley, Georgia Southern University; John Bischel, University of Arizona, and Yvette Citizen, certified US Federal Court interpreter. Locally resident US academics included Randal Kohl, Eileen Sullivan and Byron Brauchli. Mexican professors who received academic formation in the US also participated in courses related to their respective disciplines: Leticia Mora-Perdomo, Esther Quintana-Millamoto, Leticia García-Argüelles, Rafael Pedregal y Daniel Romero. By 2006, 455 students had participated in the 40 courses offered. Through this program two Fulbright scholarships were obtained, as well as a subsidy from PROMESAN (Alliance for the Promotion of Cross-cultural, Foreign Language, and International Trade Skills).

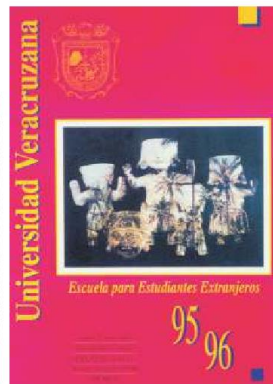
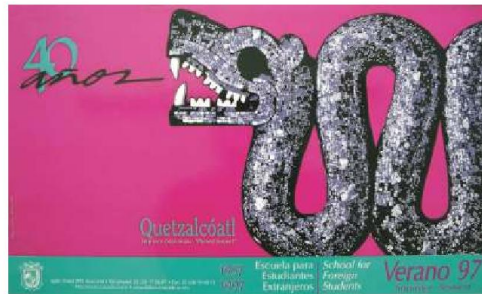
Now that we are nearing the end of the first decade of the new millennium, EEE continues to keep its doors open year round, both to individuals and groups wishing to participate in our diverse programs in the spring, summer and fall periods. They can choose among the Language & Culture Program, the International Student Programs, Special Programs, the Spanish Language and Culture Program, and the Inter-institutional Program for Student Mobility. Our broad academic offer allows us to accommodate the needs of both foreign and local clients, adapting to the most diverse cultural and academic needs. There is no doubt that the EEE is committed to a course of consolidation as an entity devoted to international education.

The Spanish Language & Culture Course comprises EEE courses and workshops for foreign students organized in six levels, encompassing oral and written communication as well as translation. These courses are enriched by additional literature and culture classes. Special Programs, on the other hand, offers programs tailored to suit the needs of individual students, and these may include both

Academic Itineraries



EEE Posters from the 90s on





Textos Nómadas, the publishing arm of the Universidad Veracruzana's EEE (School for Foreign Students), is proud to present a new addition to its collection *Ediciones Especiales*. This collection is a space for publishing topics we consider to be truly special, worthy of being remembered, commemorated and celebrated in print.

Un Viaje de Medio Siglo: La Escuela para Estudiantes Extranjeros de la Universidad Veracruzana 1957-2007, presented on the occasion of the 50th Anniversary of the founding of the School for Foreign Students, is a contribution to the preservation of the past of the Universidad Veracruzana. This volume focuses on the collaboration of numerous and diverse actors—coming from our own institution and distant parts of Mexico, as well as far beyond our borders—to make the EEE what it is today. It is our hope that in telling this story we can honor each and every one of these individuals, even when it is impossible to provide all of them with names and faces.

Finally, we wish to express our thanks to those who have served as teachers and administrators at the EEE, and whose day-by-day contributions over the years have made this tale of a 50-year Voyage possible.

Bertha Cecilia Murrleta Cervantes
Investigadora
Escuela para Estudiantes Extranjeros

linguistic and cultural training, as well as disciplinary components such as Education, Business, Health and other disciplines which can be studied at the UV.

International Student Programs bring together a gamma of offerings which encourage interaction between Mexican and foreign students, as well as providing Mexican students contact with visiting professors, and foreign students the opportunity to study disciplinary courses, usually in Spanish, at the UV. The first of these is Cultural Immersion, which partners a foreign student with a Mexican student for the purpose of exploring the local cultural milieu together. A second program, for foreign students who have a mastery of Spanish, is called the Academic Semester or Year at the UV, and it enables them to take courses along with UV students in the different faculties. This possibility of studying with Mexican students is of immense value, and takes much credit for the success of the EEE program.

The Teaching of Spanish as a Foreign Language Program offers a formation in TSFL to persons interested in learning to teach Spanish to foreigners, or up-dating their methods in this applied discipline. The last of the programs is the US Studies Program, which affords students—mainly but not exclusively Mexicans, and mainly but not exclusively degree-seekers—the opportunity to interact with visiting academics and learn more about the neighboring countries to the north, while using their knowledge of English. A final function of this program is to give courses which provide mobility students with the tools they need to meet the challenges of their abroad years or semesters.

Yet another task of the EEE is to publish a variety of texts generated by the schools different needs. The permanent need for teaching materials is perhaps first among these. However, a wide range of other publications—such as news bulletins—serve to disseminate both the products of student activities and information about such activities, as well as recording noteworthy events, as in the case of commemorative editions. EEE text production was unified under the umbrella of Textos Nómadas in 2006. The different kinds of texts mentioned above are now published in three series:



Fiftieth Anniversary artifacts on display (2007)

- TSFL materials for Spanish Classes
- Teaching manuals
- Educational Experiences & Research Publication

The precedents of the Textos Nómadas project have played an important role in the institutional life of the EEE, and include TSFL materials, the series Temas de México, the news bulletin Hojas de Papel Volando—often with a space for student writing in Spanish—the publication of Jornada ELE Conmemorativa del 40 Aniversario de la EEE (a special issue of a TSFL journal) and El Tiempo en el Camino, a narrative of our successful collaboration with Georgia Southern University, which includes oeuvre by Prof. Fernando Meza.

Cyber EEE

When the emergence of internet began to facilitate communication with EEE users, the school was quick to see the potential in putting up an attractive web page. At the present time the link www.uv.mx/eee takes potential partners to a wealth of information on the EEE, and our contact address is eeeuv@uv.mx.

In 2007 the EEE opened up an online academic offer with the course entitled México Hoy: Lengua y Cultura. The material for this course was designed by members of our own teaching team in consultation with UVVirtual. After a half-century of institutional growth, the EEE has a historical legacy: what came into existence as a handful of Spanish language and Mexican culture classes, is today a large and complex academic entity, and a worthy representative of Internationalism at the Universidad Veracruzana. Few Mexican universities have a similarly well-developed and diversified Spanish Language & Culture program as that which the School for Foreign Students has achieved during its 50-year voyage.

The strength of the EEE lies in the continuity of its preponderantly humanistic orientation, in line with the primary objectives of the Universidad Veracruzana. From the mid-90s on, the EEE diversified its academic offerings, strengthened its physical and academic infrastructure and consolidated its prestige in the tasks that it was initially designed to fulfil: the teaching of Spanish as a foreign language, and cultural dissemination. Over the past 15 years, the EEE laid the groundwork, both the academic underpinning and the necessary infrastructure to carry forward and consolidate its mission of cultural outreach.



▲ Official EEE-UV website portal.



▲ Page for EEE online course México Hoy

Outreach Itineraries



▲ Rosa Márquez chats with colleagues from other Mexican Schools for Foreign at the EEE-UV stand.



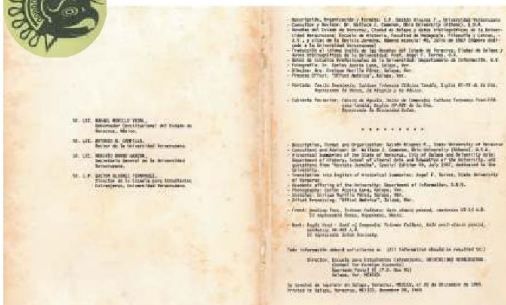
▲ In Baltimore for the 2004 NAFSA Conference, international educators Margo Schultz, Christina Erloman (CONAHEC) and EEE-UV director Bertha Murrieta, with Francisco Marmolejo (CONAHEC).



▲ Rubelza Haldry, EEE-UV promoter, at the 1967 EBE leaflet.



▲ Leticia Rondón, Samantha Ruilán and Pilar Castillo, discuss topics in International education with another member of the EAIE (2004).



The EEE-UV outreach activities over the years have involved providing information about the options offered by the school, and it has also implied outreach activities which involved participation in national events as well as events held abroad, in which our directors and academics have played significant roles.

Marisa Paseiro remembers “Miguel Alemán once presided over a Secretary of Tourism program, and in this capacity he came up with the idea of organizing a national advisory council of schools for foreign students. So he brought all these schools together, once in Cuernavaca, another time at the UNAM, and we used to go every year. In fact, once when it was held in Cuernavaca, they elected an executive board, and we got the presidency. It was quite an unexpected honor to be proposed by the UNAM and be voted in by other universities. That was in 1975.” Lorenzo Arduengo also recalls the inter-institutional meetings of those times: “They were really great to us, and we got a lot of support from the UNAM and other places.”

When the enrollment dropped in the 70s, Lorenzo Arduengo recollects a trip he made to promote the EEE and recruit students—networking with contacts he had made while working in Cultural Dissemination at the University of the Americas. “One time they said to me, look Lorenzo, we’ve only got 27 students, so I had to go out and round up students—and I was able to, thanks to the people I had met at the Universidad de las Américas.”

Gastón Álvarez remembers one of the materials that he designed “It was a little manual, and I took it to the US myself to promote it, to a meeting of colleges and universities in Chicago—Att. Pérez-Jácome sent me to represent the Universidad Veracruzana, and I took advantage of the opportunity to promote my first attempt at writing a little text book.”

A major step forward was taken toward making the EEE an academic entity concerned with intercultural education when, in the 90’s, director Bertha Murrieta became involved in the Mexican Association for International Education. Later she became the Coordinator of the Southwest Regional Chapter and then acted as Vice-president. The EEE currently participates in annual NAFSA (Association of International Educators) meetings in the US and EAIE (European Association for International Education) in Europe.

The first groups, in the 60s, were American, mainly from eastern institutions. To name a few: Hartwick College, Oneonta, NY, under the

direction of Dr. Joffre Lafontaine; Ohio University, Athens, Ohio, under Dr. Wallace Cameron; Washington High School, Fremont, California, under the supervision of Dr. Ricardo Arenas and Miss María Elena Arenas. Marisa Paseiro reminisces: "The Ohio group, that came with Cameron, kept coming for about 10 years. And they came all year round, about 25 or 30. And the Boulder Colorado groups, they came for about 10 years, too—first with Charles Stanfield, and then with Lety & Tony Lozano. Then Rudy García and Tim Richards came along. Southern Illinois used to bring a group every year. There were schools and Universities that used to bring students every summer."

These days, inter-institutional accords with the EEE, like those of other institutes and Faculties, follow the norms established by the Chief Legal Officer of the UV. Formerly, however, our records indicate that agreements were signed directly between the EEE and other institutions. Prof. Gastón Álvarez, ex-director of the EEE recalls: "the agreements were signed directly without interference from the legal department; we were authorized by Higher Education (an entity that no longer exists). The agreements were simple: the students fulfilled certain requirements, and the institution looked after their needs. For example, we worked out a plan once with the Faculty of Architecture—in fact, we only ran it once—but, in any case, the idea was to trade off Mexican students who wanted to do their social service work in the US, for American students who wanted to do similar service in Mexico. All the students, Mexican and American, got free food and housing in private homes. The American students got to construct a model school and houses designed for our climate. And we got the same chance, to work in the California style, that mixture of Spanish and Mexican colonial that they use. So we just signed an agreement." As time passed, however, inter-institutional agreements were to become more detailed and more complicated to put into place.

In the 70s, The Pennsylvania Consortium for International Education and Indiana University of Pennsylvania, represented by Dr. José M. Carranza began to use our programs. It was in the same decade that a person particularly well-loved both in UV circles and in Xalapa in general arrived: Dr. Timothy Richards. He first came with



▲ At a Mexican Culture Conference in 1994, participants Bertha Martínez, EEE director, Judith Richards, Esther Hernández-Palacios, and Tim Richards.



▲ Author Luis Arturo Ramos gives talk at 1994 EEE Culture Conference.

Felicidades.
 Descándalo lo mejor para
 el futuro o, como decimos
 en inglés, many happy returns.
 Tim Richards

Tim Richards congratulates Bertha Murrieta on EEE achievements in 1994.

CS/EE/97

LUIS ARTURO RAMOS
The Old Assassins

TRANSLATED BY THE EDITOR
 WANDA OF THE HOUSE OF KATON
 TRANSLATION AWARD
 1994

Bertha,
 In appreciation of the grade
 and professional advice you have
 brought to the school. It has
 never been better.
 kind, faith, friendship.
 Tim Richards

Tim Richards signs his translation of Ramos's book for Bertha Murrieta.

groups from the University of Colorado, and later with students from University of Missouri in Kansas City. Known by one and all as Tim, he lived in Xalapa for long periods of time with his family, forging some very productive links with specialists in literature, including Luis Arturo Ramos. Sergio Valdivia recalls the tragic event which marred his administration at the EEE: "... Tim Richards came from UMKC, and that was the year of the terrible accident [that put an end to his academic career] We all felt sad, crushed by it—we all knew him as an active, friendly person, very capable in his academic work."

In the 80s such far-flung states such as Oregon, Wisconsin, Virginia, Kansas, Chicago, Michigan, Cincinnati, Ohio, Iowa, Missouri, California, Pennsylvania sent students to Xalapa. The University of Indiana Pennsylvania sent groups with several professors, including Drs. Peter and Yolanda Broad. Groups from Saint Mary's College of Maryland, Southern Illinois University, Purdue, Princeton, Northwestern, as well as Rockhurst College and UMKC came and kept on coming for another decade.

The 90s saw the advent of the year-round calendar. From a base-line of summer participants--the University of Missouri-Kansas City, with Dr. Tim Richards and later Dr. Alice Reckley; Rockhurst College, with Dr. Judith Richards, Dr. Biz Greene and more recently Dr. Rocío de la Rosa-Duncan, herself a UV graduate; Marquette University-Wisconsin, represented by Dr. Armando González-Pérez, alternating with his colleagues Germán Carrillo, Raquel Aguilú and Eufemia Sánchez de la Calle and Southern Methodist University-Dallas, Texas, led by Dr. Samuel Zimmerman and then by Prof. Hilda Kachmar, and now by Dr. Verónica León.

In the 90s there was an explosion in EEE outreach. At the beginning of that decade, the school had four participating universities in the summer program. Later other universities sent their students for semester or year-long stays, or started up summer programs for the first time. At this time Virginia Tech joined the summer courses, with Dr. Jackeline Bixler, as well as Louisiana State University with Dr. Stephen Lucas, Margaret Parker and, as group director, Dr. Alejandro Cortazar. Carroll College-Montana came with Dr. Thomas Graman, who had previously taught at the UV as a Fulbright scholar. University

Outreach Itineraries

Directores de IES extranjeras



▲ Verónica Lafín (CWRU), Federico Pérez-Pineda (USA), Armando González-Pérez, Marquette University, Rodolfo de la Rosa-Duncan (Rodríguez U.), posing at Zamora 25



▲ Isabel Brown (USA), Ana Mochón (Universidad de Alcalá), and Bruce Willis.



▲ Steve Hala, Ramón Arellano and Richard Pérezico, all of GSU.



▲ Eufenia Sánchez de la Calle (Marquette University)



▲ Dr. German Carrillo (Marquette University) and spouse, with EEE collaborator Estaban Suárez.



▲ Nancy Schumaker (GSU) on EEE visit.



▲ Vicky Mateu and Lynn Fifeall of Kansas SU.

▶ Samuel Zimmerman (Southern Methodist University) with students at orientation meeting



▲ Dr. David Boyle (UGA) with students.



▲ Rosa Márquez and Alice Redkey (U of Missouri, Kansas City)



▲ Dr. Hilda Kachmar (SPU) with Division director Dr. Ricardo Corso (UV) and Bertha Murriza (EEE-UV)



▶ Reed Vasey (WGU) with Kitty Domínguez (EEE-UV) opening summer season.



◀ Gerhard and Rosemary Palmer (BCA) with students in the courtyard of the Zamora 25 building.



▲ Lou Ann and Brian Harley (BCA), center photo.



Dr. Robert Kruger (BCA) advising students in courtyard at Zamora 25. ▲

of South Alabama professors Isabel Brown and Federico Pérez-Pineda also brought groups.

BCA (the Brethren Colleges Abroad consortium, initially represented by Dr. Allen Deeter) deserves special mention. Dr. Deeter gave his all-out support to a reciprocal student exchange program, with the result that the BCA-UV became the first program of this type at the EEE. BCA groups started to arrive, led first by Prof. Reimer, and then by Lou Ann and Brian Harley. The Harleys had a strong sense of community service which will long be remembered. The BCA program is today presided over by Dr. Robert Kruger .

The Special Programs, arrangements made-to-order for groups with specific objectives, arose from one of our most dynamic partnerships with the University of Georgia (UGA) in Athens. Dr. Eugene Younts and Dr. Harlan Davis were the driving force behind the start-up of this new international connection. Later, Dr. David Boyle, a social work expert, took groups of Dalton University-Georgia students to regional campuses of the UV, such as Poza Rica-Tuxpan and Coatzacoalcos-Minatitlán, where there are degree programs in Social Studies. The Mexican immersion experience has now become an integral part of the degree program in social work at his institution.

At about the same time representatives of the Americas World Council came to the EEE. The first visitors on behalf of the AWC were Dr. Debra Sabia (GSU) who had first visited the UV with Dr. María Jiménez, of the same university, and later Profs. Jean Jensen (Augusta State University) and Lynn Fedeli and Mark W. Patterson (Kennesaw State University). Their presence was decisive in the launching of an international development program for university professors in which several UV academics involved in both teaching and research participated. From these encounters arose inter-institutional participations such as Dr. Carlos Blazque'z (UV) and nutritionist Virginia Mateu's role in a health program in collaboration with Dr. Don Davis of Kennesaw State University. Archeologist Gladys Casimir-Morales and Álvaro Brizuela-Absalón also collaborated with Prof. Rachel Green from Atlantic State University, Savannah. Numerous other working relationships have been forged over the years, permitting the collaboration de UV professors, investigators and

students in different international settings.

Other outstanding linkages with different UGA disciplinary areas have involved professors Jim Mc Laughlin, Julia Atiles and Martha Allexsath-Snyder in education; Prof. Miriam Sabin in social work; Julia Marlowe in housing and consumer economy; Lily Paguio in family life and childhood development; Sylvia Giraudo in nutrition; Profs. Glenn Ames and Jack Houston en agro business. Dr. Glenn Ames, for his untiring efforts in forming a UGA/UV partnership which eventually led to other initiatives such as ENLACES/TIES in which the EEE has been instrumental.

A large group of recent graduates of the UV has played an important role at the EEE where they have looked after the needs of foreign students in a friendly, cordial atmosphere. Some of these are Miguel Escalona, Melina Lozada Flores, Carmen Ceballos Rincón, Ma. Eugenia Hernández Vista, Alejandro Castillo Valerio, Jorge Pérez Moreno, the late José Beltrán Fortuni, Carlos Garrido, Sandra Vázquez, Raúl Rivadeneyra, Mario Navarrete, Élica Sánchez Cruz, Martha Rossell, Mayeli Peralta, Carlos Soto, Jesús Dorantes, Amparo Garrido Méndez, Rosben López Olivera and Imelda Hernández Cruz. A broad sampling of UV teachers and researchers has participated in EEE programs, giving talks and lectures for both students and visiting professors. Among them are Rocío Córdova, Sergio Téllez, Marco Antonio Méndez, Ricardo Corzo, Raúl Arias, Alberto Olvera, Vitalia López, Octavio Ochoa, Rey Acosta, Juan Schuster, the late Ramón Arellanos, Daniel Romero, Rafael Díaz Sobacc, Alejandro Moreno, Abel Juárez, Armando López, Virginia Mateu, Isabel Bueno and Gustavo Guerra.

A unique ecological program which generated the longest student stays marked a high point in Special Programs. This program was begun by Dr. James Cross of MTU (Michigan Technological University). MTU Profs. Blair Orr and UV researchers Armando López Ramírez (Instituto de Genética Forestal) and Gilberto Silva López (Instituto de Investigaciones Biológicas) created a program that helped students explore ecosystems from the wetlands to the foot hills of the Cofre de Perote, with visits to the beach and the cloud forest.

Other institutions followed in finding, in Special Programs, the



▲ Jorge Enrique Yaca-Urbe (UV), Glenn Ames (UGA) and Bertha Muñiz (EEE) visiting the UV Educacional Research Institute.



▲ Nora Reyes (Maricopa CC), Carmen Cabellos (EEE), and other Maricopa participants.



UGA





▲ Dr. Paula Heusinkveld (Clemson U), Prof. Bertha Murieta (2004)



▲ Sergio Valdís (UM), Blair Orr (MTU), James Cross (MTU) In the courtyard at Zamora 25 (1999)



▲ Tomomi Kuribayashi and Dr. Magdalena Hernández-Alarcón with Prof. Bertha Murieta in her office.



▲ Neil Rivasamya greets visitors from EPBIT Project. In the background, Diana Mayo of St. Clara CC, and Alma Rosa Garcia-Gaona (Computer Science, UV) 1995



▲ Prof. Mieko Sakurai and Tomomi Kuribayashi with students from Osaka University of Economics.



▶ PROMESAN Work session. Dr. Dabira Sabir in foreground; Daniel Romero and visiting professors.

perfect solution to their needs. Maricopa Community Colleges (Arizona) arrived with Profs. Nora Reyes, Mary Corki Stewart and Trino Sandoval; Kennesaw State University, came with Profs. Troy Spicer, Genie Dorman and David Kenneth looking to establish ties for their nursing students with the UV's Gyno/obstetrics teaching hospital.

Other Special Program experiences have centered on more traditional topics: Dr. Laura Lewis (James Madison University) and Vicky Dubriel (Southern Georgia University) were interested in language and culture. To the same end, Baylor University students came from Texas under the leadership of Dr. Manuel Ortuño. Cedar Valley College en Dallas, Texas, and student groups headed up by Dr. Sandra Coston and Dr. Tim Sullivan sought the same focus.

On the other hand, Steve Hale and the late Richard Persico, also from GSU, were looking for a special program for anthropology students. And two other institutions also sought a new focus, social work: the Bowling Green State University, Ohio groups, coordinated by Profs. Amy Robinson, Cindy Phelps, and Valeria Grinberg, and the University of South Carolina, coordinated by Dr. Wendy Campbell Sellers and Adelphi University, lead by Prof. James Mullin. Yet another group came in search of an educational focus; Georgia State University, with Dr. Laura Meyers and Dr. Catherine Cadenhead.

UV-University of South Florida ties came into place through agreements reached with Michael Coniff, and the first program was headed up by Prof. Chad Michaels. Later, another UV-USF link was forged around a bi-institutional summer session for business students of both universities, led by Dr. María Crumett, assisted in teaching tasks by the South Florida's Dean of Business Administration, Dr. Robert Anderson.

A more remote partner entered the scene when Osaka University of Economics decided to use EEE Special Programs for their students from diverse disciplinary areas. Professors Mieko Sakurai and Tomomi Kuribayashi approached this task with boundless enthusiasm. Clemson University followed Osaka with another group, this time represented by Dr. James Cross and with Dr. Paula Heusinkveld coordinating. This group was likewise diverse, and focused on

language and culture.

The EEE's interaction with universities abroad has favored the development of new connections with organizations and institutions outside the UV, including numerous school, government agencies, as well as religious, social and cultural institutions.

Our relations with the embassies of foreign nations in Mexico have been extremely productive. A case in point is Australia, whose embassy has used EEE services to train personnel in Spanish. Extensive projects have been developed in collaboration with the US Embassy from the mid-90s on: a space now known as the Foreign Studies Center, and the CAE (self-access center) at the EEE. Araceli Partearroyo, of the US Academic Cooperation Office, has been a key collaborator in many successful joint projects.

The diversity of EEE linkage has grown in proportion to the diversity in the origin of its students. The American presence that typified "Summer School" continues to be relevant 50 years later. Canadian students followed the American, and the Canadians were followed by European—mainly French, German, English and Norwegian; students now also arrive from Asia—especially Japan—and Australia and Oceania, particularly New Zealand. A small number of Brazilian students have joined us from South America. In 2006, students from 22 nations and 100 institutions were enrolled.

International student exchanges began with the BCA-UV agreement mentioned above which provided impetus for the multiplication of ties with other institutions such as the University of Wisconsin-La Crosse. This exchange was begun under the coordination of Hong Rost, and continued by Don Socha. Prof. Socha has promoted a visiting professor program which has enabled EEE Spanish instructors to participate in academic life on the La Crosse campus. Participants in this program include Nancy Altamirano-Ceballos, Mónica Huerta-Lovillo and Alejandro Elizondo-Romero.

In the late 90s an important member of the EEE team arrived to assume a leadership role in the Student Mobility Program. This was Leticia Rendón-González, who brought with her a wealth of experience in the area of inter-university cooperation. With her team,



UV student at Bloomsburg University (extrema right) ▲



▲ Convivium in Nantua, Leticia Favelo (in foreground) and Jean Marie Lattus with UV students



▲ Participants on study trip to the Universidad de Nantua (2005)
In back row, Estímulo Layva-Jiménez (Engineering/UV), and José Luis Martínez-Suárez (Spanish Literature/UV)



▲ Imgard Rehaag (UV) and participants on study trip to Germany



▲ EEE team for 1997



▲ EEE team for 2006

she continues to oversee bi-lateral exchanges between the UV and foreign institutions. Dr. Irmgard Rehaag, of the University of Paderborn, has also come to the EEE to promote the study of German by organizing learning tours to her own country. Thus, student exchange has come to include a range of options that run from learning tours (which are available for teaching staff from the EEE and the Faculties as well as students) to semester and annual study programs. Bertha Murrieta points out the potential in this program: "I wasn't only interested in bringing more foreign students to the UV, I also wanted to take advantage of the opportunities for our students to go abroad. So we began to move in that direction with the support of Division Dean Magdalena Hernández, who was at the time still the Director of the Language Faculty. The first participants went to the Brethren Colleges exchange. Then, little by little, the Student Mobility Program became a permanent feature of the UV. Today it is known as PRIMES."

Soon teaching staff from foreign institutions began to flow in from other North American, European and Oceania institutions with UV links. Some teaching staff included Nancy Schumaker, Georgia Southern University; Reed Vesey and Dan Mayers, Western Kentucky; Jean Marie Lassus, Université de Nantes; Javier Durán, University of Arizona; Glenn Martínez, University of Texas-Panamerican; Michael Heller, University of Sydney; Peter Humphreys, Portsmouth University; Christa Vaugin, INSEEC Group (Institut des Hautes Études Économiques et Commerciales) France; Eliane Talbot, Le Havre; Giles Hogya and Beatriz de Alba, University of Victoria; Chris Hawley, Auckland University of Technology; Robert Miles, University of North Carolina/Chapel Hill; Jesús Salas and Patricia Dorame, Bloomsburg State University; Sandria Hu, Houston Clear Lake; Carlos Pellicer, Oslo, and several other colleagues.

The American Studies Program has also brought to the UV professors such as Dr. Robert Ferry (University of Colorado en Boulder) as well as enabling new linkages within PROMESAN. Nowadays Spain has become an important partner in Student Mobility, and Spanish students from the University of Valladolid places students in the UV Division of Health, and the University of Granada in the Humanities Division.

LINKS

1960

University of Minnesota
Southern Illinois University
Harwick College
University of Wisconsin
Laval University
UCLA
University of Michigan
University of California
University of New Mexico
Wisconsin State College

1970

University of Wyoming
University of Ohio
University of Colorado
Indiana University of Pennsylvania
University of Missouri-Kansas City
Corpus Christi University

1980

Indiana University of Pennsylvania
William and Mary College
St. Mary's College
Universidad de Oregon
Universidad de Virginia
Rockhurst University
Kansas State University
University of Missouri-Columbia
University of Illinois
Indiana University

1993

1. University of Missouri -Kansas City*
2. Rockhurst University*
3. Marquette University
4. Southern Methodist University
5. The University of Georgia
* con programas establecidos antes del 93

1994

6. University of Florida
7. Brethren Colleges Abroad
8. University of Portsmouth
9. University of Westminster
10. Universidad de Alcalá de Henares

1995

11. Georgia Southern University
12. University of Birmingham

1996

13. University of Wisconsin -La Crosse

1997

14. Auburn University
15. Daytona Beach Community College
16. University College of the Fraser Valley
17. St. Clair College
18. University of Aberdeen
19. University of South Alabama
20. Florida International University

1998

21. United States-Mexico Chamber of Commerce
22. University of Cardiff
23. University of Sheffield
24. Institut d'Études Politiques de Rennes
25. Universität Vadrina Frankfurt Oder
26. Université du Havre

1999

27. Michigan Technological University
28. Marcopa Community College District
29. King's College London
30. Universität Gesamthochschule Paderborn
31. University of Technology at Sydney
32. The Academy of Fine Arts and Design Bratislava and The University of Houston Clear Lake

2000

33. Conférence des Recteurs et Principaux des Universités de Québec CREPUQ
34. Virginia Commonwealth
35. James Madison University
36. Kennesaw State University
37. New Mexico State University
38. Université Laval
39. University of British Columbia
40. Université de Moncton
41. Western Illinois University
42. Western Kentucky University
43. University of Applied Sciences Fachhochschule Trier

2001

44. Virginia Polytechnic Institute
45. University of South Florida
46. Université de Nantes
47. INSEEC (Institut des Hautes Études Économiques et Commerciales)
48. University of Otago New Zealand
49. University of Texas at Austin
50. Whittier College
51. Embajada de Australia

2002

52. Louisiana State University
53. Aachen University of Applied Sciences
54. UNISUL
55. CONAHEC (Consortium for North American Higher Education Collaboration)
56. St. Francis Xavier University
57. University of Central Arkansas
58. University of South Carolina

2003

59. Auckland University of Technology
60. Bloomsburg State University
61. East Stroudsburg University
62. National University of Ireland
63. The University of North Carolina at Chapel Hill
64. Universidad de California Campus Riverside
65. University of Michigan
66. Osaka University of Economics
67. The University of New Mexico
68. Université Claude Bernard Lyon
69. Centro de Investigación sobre América del Norte-UNAM

2004

70. Wayne State University
71. University of Oslo
72. Université Michel de Montaigne - Bordeaux 3
73. University of Victoria
74. Dalton State College
75. Bowling Green State University
76. Middlebury College
77. Ingolstadt University of Applied Sciences

2005

78. University of Regina
79. University of Texas Pan American
80. Adelphi University
81. Universidad de Ciencias Aplicadas y Ambientales UDCA
82. CRUE (Conferencia de Rectores de Universidades Españolas)
83. University of Arizona

2006

84. Centro de Estudios para Extranjeros (UNAM)
85. Baylor University
86. Clemson University
87. Wilfrid Laurier International University

Cultural Itineraries

The Universidad Veracruzana is proud of its prestigious history in theater arts education, testified to by long list of national and international stage and film personalities who figure among its teaching staff and alumni.

An important parte of visiting Xalapa through EEE programs involved participation in the social and cultural events for each semester, and particularly in the summer, when local cultural activity is at its peak. Summer groups are welcomed with the treat of a full-scale presentation of the UV's Ballet Folklórico, directed by Prof. Miguel Vélez-Arceo. For some years Summer Session was opened with an OSX (Xalapa Symphony Orchestra) performance, Marquette University's Armando González-Pérez remarks on distinctive UV feature: "The musical groups, UV Ballet, they're marvellous. The formal welcoming and farewell events are very meaningful for the students. Few programs offer such events: when I took students to Spain, for example, I had to rent a hall to hold the closing ceremony. That's why I say that one of the most vital aspects of the EEE experience is the chance to enjoy this integration of the intercultural experience." Federico Pérez-Pineda of the University of South Alabama, offers another view: "The welcoming and farewell festivities are simply the best, they're lavish. The students go home with a good feeling. These are two very positive aspects."

Another high point is the visit to the archeological zone at El Tajín, always an important summer group activity. For decades Dr. Gladys Casimir-Morales has been the guide for this tour, aided by Prof. Esteban Suárez as interpreter. Included are several student visits to Institutions along the Itinerary, which includes La Antigua, Cempoala, Quiahuitlan and Villa Rica, ending in El Tajín and the nearby beaches of Tecolutla.

Students continue to learn about the Gulf Cultures in a tour of MAX (Museo de Antropología de Xalapa), which houses magnificent examples of the famous giant Olmec heads.

The EEE has always promoted recreational activities, and these are currently integrated into the culture tours and extra-curricular activities. Federico Pérez-Pineda, of the University of South Alabama, notes "We like the way the program is run, the geographical



▲ The UV Folk Ballet directed by Miguel Vélez-Arceo. Annual dance performances is the centerpiece for greeting Summer School newcomers.



▲ The Symphonic Orchestras of Xalapa has played for foreign visitors on many occasions.



▲ Concert handbill for OSX performances for EEE students



▲ Group of students boarding bus



▲ Gladys Casimir and Esteban Suárez with students at El Tajín, Ver. archeological site

▼ View from Quiahuitlan on the way to El Tajín archeological visit.



placement of Xalapa and its cultural life provide and opportunity to deepen our knowledge of Mexican culture."

The EEE workshops in Xalapa are a special touch much enjoyed by students, who have the chance to learn something about Mexican cuisine, Mexican art, regional Jarocho and Caribbean music, and crafting. The workshops are carried out with the help of such teachers as Pablo Platas and Carmen Ortiz, from the Talleres Libres, an extension of the UVS Arts area; dance teacher Paloma Jurado, who has assembled high-quality choreography in work with foreign students; teachers from the Escuela Industrial who teach traditional paper cut-out techniques and piñata-making. The ever-popular cooking class, where students learn the secrets of Mexican cuisine, has been headed up by restaurateur Raquel Torres, by Marisa Paseiro-Laria and, more recently, by María de los Ángeles Archer. Bertha Murrieta speaks to the objective of these activities: "We need to be sure that even the most timid, introverted student gets involved, participates and takes advantage of his or her stay in Xalapa."

The Program of extracurricular activities is in debt to many professors for their contributions. The long list includes Mexican guitar workshop teachers Esteban Suárez, Cutberto Córdoba and Adolfo Martínez. The EEE Service Coordination has organized innumerable walking tours of the city and visits to nearby points that have greatly enriched the experience of the visitors. EEE students can also carry out community service through the Volunteer Program.

The popular farewell event which marks the end of summer session each year always features one of the UV musical groups: the Orquesta de Música Popular, the Salsa Orchestra, and the Moscovita group, specialized in Matancera and 40's music.

These events are immersed in an atmosphere of lively interpersonal communication, thus creating an emotional environment which encourages students' assimilation of the cultural values expressed in the music.

Prof. Gloria Esperón speaks to this point: "The EEE is a marvellous portal for disseminating Mexican culture. In the 60's our most enjoyable activities were visits to the market and the hospital. Then some students asked about visiting the jail, and we managed to



▲ Tim Richards, Gladys Castañer, and Rosal de la Rosa-Duncan at MAX (Xalapa Anthropology Museum)



▲ Beatriz de Alba Koch (U. de Victoria), extreme left, with students in the gardens of the Museum



▲ Rosalva Fernández breaking the piñata during the 1994 Summer Session



▲ Raquel Torres supervises the cooking class for foreign students at EEE (1994)



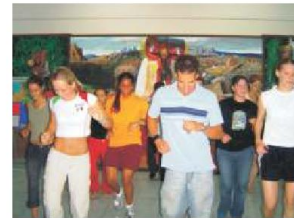
▲ Marisa Paseiro Laria teaches Mexican cuisine (2006)



▲ Mexican Traditions Workshop



▲ International Culinary Fair (2006)



▲ Students participating in dancing class



▲ Estudiantes con su platillo en la muestra gastronómica 2006.



▲ International Culinary showcased in 2001. Prof. Pilar Castillo holds a plate while students explain her dish. David Alley (GSU and US Studies Professor, behind the professor, standing



▲ Students participate in Mexican Paper cutting class, 2006, in preparation for Día de Muertos at EEE



▲ Japanese students display their contributions



▲ Students displaying their work from the Sugar Skull Workshop



▲ María de los Angeles Archer's Mexican Cooking students

get permission to go there, too. But our tertulias were no less important. These even get-togethers were the backdrop for many romantic relationships, and sometimes couples were formed that put down roots in Xalapa. Other students of mine married Mexican girls, and took them back to live in the States. It was all very festive, and I think that we—as teachers—acquired a greater appreciation of our own cultural roots. In our effort to provide numerous cultural spaces so that our students would go home feeling a real cultural impact, we ourselves became sensitized to all the culture in our surroundings that we had been basically unaware of. I think this is how foreigners come to understand that the Mexican reality is distinct, and I think that they learned a lot from us, and then returned to their own country with the message that Mexico is not a stereotype. I think that this has been reinforced recently at the EEE, giving Mexican culture a broader projection and establishing strong bonds of friendship and collaboration. The students and their experiences in Xalapa were unforgettable—the academic, the human and the cultural aspects.”

Regarding the potential of the historical and geographical environment for enriching the multicultural experience offered by the EEE in Xalapa, Marisa Faseiro recalls that:

“In the 60’s we had excursion programs that were a little more ambitious, in some ways, than those we have now. In addition to the Cempoala, Quilahuixtlán and Tajín tours, we also used to take students to Mexico City and Puebla. First we would go to Puebla to visit the historic center and the archaeological zone, then we would go to the pyramids of Teotihuacan, and finally to Mexico City, we would leave Puebla early in order to see the National Museum of Anthropology, and then we would go downtown to visit the *Zocalo* and the colonial buildings constructed around it: the National Palace with its Diego Rivera murals, the Cathedral, and then all the colonial buildings on Madero Street. José García-Payón always went with us to provide explanations, as Gladys Casimir does now. In those days, at supper time at the hotel, we would organize a little talk for the students, and tell them about the things we were going to see the next day. It was all very interesting. The students were delighted and the excursions were really nice. Other places we used to visit were San Francisco Ecatepec, Tonanzintla, and Tepeaca—we would look at

all the churches there and, of course, the ones in Cholula, as well as the pyramid and the murals. I was lucky to make all these tours with García-Payón—although I should mention that we also had Dr. Hangert, may she rest in peace, to help with the anthropology part, and Dr. Emilia Rendón and many others. Then, little by little, the semester programs were added to the Summer Session and it became the year-round program it is today.”

The EEE has been an important portal for the arrival of artists to the UV. Such was the case of Vermont painter Sol Levenson, who produced the striking “industrial mural” inaugurated by Chancellor Víctor Arredondo in 1998.

Emotional Itineraries

Experience, an individual phenomenon, is quintessential to both appropriating and communicating tradition, a collective phenomenon. A commonplace about journeys states a homely truth: if unshared, and uncommunicated—be it in conversation with persons proximate or remote, through letters, emails, logs, photos, films or in the forming of relationships or marriages—a journey is nonexistent. Fifty years of sailing the EEE through multilingual seas has taught us the irrefutable importance of the emotional element in helping our students meet the challenge of reconstructing themselves using the intricacies of the Spanish language. The emotional aspect of learning a language different from the mother-tongue is explained only with great difficulty, but it is quite easily felt.

From the beginning the EEE offered services that included cultural immersion in the broadest understanding of the term. Included under this umbrella of services is the Immersion Program (formerly known as the Tutorial Program) as well as the Home Stay Program. Both of these are considered fundamental to the efficiency of the process of cultural immersion envisioned by the School for Foreign Students.

Lorenzo Arduengo informs us of the Inner workings of these programs when Marisa Paselro was in charge: “Marisa had an extraordinary knack for dealing with people and their families. She knew exactly which students would get along with which families, and which wouldn’t. A lot of love matches were made in Home Stay. Kitty [Dominguez’s] marriage took place after one summer session and Roy, the photographer’s, after another. A guy from the furniture store on Revolución married Jovita, the dancer...there were a lot of love stories because the students were close and the group experience was intense.” Marisa Paselro herself speaks of assuming responsibility for Home Stay: “Well, it was my turn to be Services Coordinator, and I met all the ladies who took in foreigners from the EEE. Some of them were doing it before I took over, and they are still taking in people from our courses today. That’s just so great. So, the first thing was to interview them. . . Señora Chalita, on González-Ortega, only finally stopped taking them in because she was too ill. There are people who kept on boarding students for 40 years. Imagine the stories they have to tell about their experiences with students.

“Experts in intercultural communication studies tell us that it is the emotional element that is most important in intercultural communication. Without a doubt, the experiences lived in summer study abroad programs remain carved into the memory of student participants. Equally long-lasting are the friendships constructed during those brief six weeks.

I would like to exhort you to step into this period of academic and cultural growth with an open mind toward the differences that you will find between our educational systems, our life styles and ways of communicating. But above all, I wish to remind you that the EEE extends to you a cordial welcome in the name of the Universidad Veracruzana and that you can come to us whenever you need to.”

(Bertha Cecilia Murrieta, 1995)



▲ Cristina Dominguez (LV) and husband Mark Cook, University of Minnesota, back in 1966



▲ Another EEE couple: Byron Brauchli, Leticia Mora



▲ Farewell party, 1993



▲ Mixer for UNVEEE students

Experimenting with various Mexican platillos during the comida is a healthy, rich, cultural experience.

What being in Mexico has meant to me?

Catherine

Being in Mexico during these past weeks has meant more than I thought it was going to mean prior to my arrival. I came here primarily to increase my fluency in Spanish not really knowing how the process was going to work. Now, that the majority of the stay is over, I think I have a good idea about the process as well as all the other learning experiences which come along with it. Such experiences as excursions, Mexican culture, the interaction of American students trying to learn another language, the "dropping out" of life completely and the development of close personal relationships.

The process of learning Spanish starts with just being here in Mexico, looking at the signs in public, hearing the rhetoric of people in Spanish, having to communicate with them to get what is needed etc... I guess this is the basis of the immersion. Living with a Spanish speaker for 6 weeks has proved to be invaluable. In the learning process, to crack your eyes open in the morning and 5 minutes later be communicating in Spanish is worth more than a whole semester course in the language. Developing relationships with other Mexicans socially has proved especially important. If I leave for an evening with a Spanish speaker, I will communicate the whole time in Spanish and at the same time immerse myself in the culture. In other words, I do things with him that he typically does. I have seen too many American students cling together in their own group thereby denying the Spanish language and culture. This takes away from the learning process. Another important aspect of the process is "La comida", which proves to be a serious social exercise with much talking involved. In my house, for instance, La señora has a small restaurant business going. Everyday a chicas come for la comida, they are about 25 years old and our conversations together are diverse, passionate and overall enjoyable.

Experimenting with various Mexican platillos during the comida is a healthy, rich, cultural experience.

My summer in Xalapa

Lorna

My trip to México has surpassed my expectations. I have completely enjoyed my experience here, and my opinion of Mexico has become very positive. While I wasn't as bad as some Americans (like my parents) who think all Mexicans live in shacks, ride burros, and wear sombreros. I was surprised to find that the Mexico City airport was as modern as the one I had left in New Orleans. I was even more surprised by the fact that there were not chickens and goats on the bus that I took from Veracruz to Xalapa. I was further impressed by my family's home, complete with four bedrooms and three baths. Mexico was a much more modern nation than I had imagined.

Of course, we did pass the poorer parts of Mexico on the way to Xalapa. I had heard stories of the poverty, but seeing it firsthand really struck home. My tutor, Brenda, comes from a very poor family - they don't have a television, or a phone. However, they are the happiest, most upbeat people I have ever met. I really enjoyed spending time with this family that has so little but truly loves and enjoys life.

The best thing about my trip to Mexico has been my family. I didn't know it was possible to develop such strong feelings in only six weeks, but I think of my Mexican family as a part of my real family. And the feeling is mutual; the family wants us to come back for the son's wedding and Rebecca and I are seriously considering it. Without trips to the son's small bus, long talks with the mother, and the endless joking with the father, the trip would not have been the same. I know that I will keep in touch with my Mexican family for many years to come.

Xalapan: The Alma Revisited

Beth

I am forever the universe, it resides in me and compasses my spirit.

The challenge of the soul creates a movement unrelentless, unspoken, unchained. Here I have found the truth in all things living and existing on earth. These are spoken by words through the mouths of many on the streets, in their homes, begging for answers I cannot give them.

They embrace me and cuddle me in such a way that my heart soars.

From the Earth itself they have become a people, enveloping the atmosphere of mountains, valleys, and a history filled with the richness of humanity and modernity. They have faced the past, overcome it, and created a place for it in the present and future. They are a people of peoples, a place of places, and a spirit of spirits. They are what I hope someday to become and achieve: humans with an Alma and lives with a purpose.



A learning experience to be long remembered ▲ ▲



▲ Bertha Lachón de Guoara with visitors



▲ Students on Home Stay

In those days, we had a student profile in hand before they ever got here. That's the kind of thing that forms part of the School's history.

Gloria Esperón recalls "We tried to find families that spoke no English at all, and families that weren't particularly well off, but who had homes that were clean and that could provide appropriate meals for the students, and above all, that could devote some time to the student. The students that came to Xalapa back then really felt like members of the family, and even after they left, they kept in touch for years and years. . . The families received orientation and several talks about the purpose of Home Stay and how it worked before the arrival of the summer groups. They really got involved. There were some families where the mother wanted to have boarders from the school, but the father would say 'No! I don't want any children of mine learning from the bad example of foreigners!' So they would lay down the law and tell them that in Mexico students had to follow certain rules: No smoking or drinking in the house, for example. Back then I think that families participated to bring in a little extra income, but also so that their children would have some contact with the English language and maybe the chance for an exchange in the future. And I think that's what happened. . . I wasn't there the first summer session when Lini was the organizer (because I didn't come until March of 1959) but as I recall, people changed around a lot at the beginning, and there was a certain amount of hostility, or sometimes indifference, but that after that they got more and more involved."

Marisa comments on her current collaboration at the EEE, where she is now a member of the Service Coordination team, in charge of social and cultural events: "I think that a student's living with a family is a very important part of being here, because they don't come here just to learn Spanish or just to live here—they come to find out about the culture, and about how families here live. They take home wonderful memories, and they really bond with their families. Some of the students end up staying in Xalapa or even marrying people from Xalapa—both local girls and local young men. Some of these marriages have been long-lasting, and these couples still live here in town. Others, perhaps, were only passing relationships, but in any case all these connections were made through the School, so that even marriages form part of our history of cultural exchange."

Gastón Álvarez adds: "It's not a matter of being able to stay out until all hours, or having the key to the front door and doing as you please—no, it's about learning more by getting closer to your [Mexican families, I would tell them] Observe family life in Xalapa, parental love, fraternal love, the close bonds between the generations, see how people live, up close, not expecting to see something better or worse, only different. Observe! Observe and see from close up, and you'll have an incredible time." By the end of the course the students would say, "You were absolutely right, I learned to love my family. And now I know about family values, right?"

Today housing students with local families has evolved into the Home stay Program, yet another UV service rooted in the community.

Foreign visitors who use this service have found a great friend in the nutritionist Virginia Mateu Armand, who has headed up this program since its inception in 1994. Her strict sense of responsibility and her ability to communicate produced prompt solutions to visitors' special needs. Bertha Murrieta notes: "...our idea was to professionalize and institutionalize all the activities related to the students' university stay, but without losing the personal touch that had been our benchmark in the past. We needed to secure transportation between the students' point of entry, and provide for their orientation upon arrival, on-going advisory services, assistance with housing arrangements, health services and free-time activities. Once that was in hand, we needed to be ready with an academic offer that went beyond those courses already in place at the EEE to include courses at the different UV faculties. A mass of detail demanded coordination between EEE personal and everyone else in the UV community and the community at broad who was involved in making the EEE program for foreign students viable. We have made every effort to gain support for our program from all high-level administrators throughout the institution. Verónica León of SMU explains her preference for Xalapa: "I live in Texas... Xalapa has won a special place in my heart. To tell the truth, I love its climate, the friendliness of the people, and the city itself—in my mind—is one of the best-kept secrets in Mexico. We hope it stays that way. The last thing we want is for Xalapa to become a popular tourist town. . . It's important for us to be able to count on having a distinctive, authentic



▲ Birthday party (2003)



▲ Farewell party (2003)



▲ Celebration of Mexican Culture Festival (1994)



▲ Virginia Mateu Armand has been an EEE aide since 1994



▲ Maria Paseiro Laria has participated in EEE programs on and off over the years

The truth is all

The truth of the matter is that I thrust myself into the city of Xalapa in order to improve my Spanish language skills and to earn ten credit hours in only six weeks. However, "la Verdad" is that I come to understand, to comprehend, and to become a part of the country, the city, the people as well as the culture, heritage, and history of Mexico.

In Xalapa I found a utopia I never expected to find, where the entire city was founded not only to help me improve my Spanish in a non-intimidating way, but also served as a gateway that introduced me to their history.

I climbed the pyramid of the sun at Teotihuacan. As I looked to the north at the pyramid of the moon, I contemplated the position of the sun and its relationship of this giant calendar constructed over 2000 years ago.

I negotiated for a luminescent obsidian statue of the sun and the moon, briefly touching the arms of the vendor as we pitted our bargaining skills liked with courtesy against each other.

As I walked among the ancient pyramids of El Tajín, I felt overwhelmed seeing the evidence of the brightly painted red serucces. I visualized the pride of the parents whose sons had won during the game of pelota and would have the extraordinary honor of being sacrificed on behalf of their family and friends.

I climbed the hill of Quilahuiztlan and visualized Cortez landing on the beach below. Did he realize he was going to destroy ancient civilizations?

In Amélgua, I strolled through the house when Cortez and his men stored

provisions on their march towards building is now covered with — and contains huge trees whose roots are striving to destroy this icon of intrusion.

I saw the brilliant white pyramids of Cempoala before Cortez began systematically destroying them and replacing them with churches and crosses.

I put my fingers in the bullet holes in the house of Aquiles Serdán Alariste that marked the beginning of the Mexican Revolution on 28 November, 1910.

First in Xalapa, then everywhere I visited in Mexico, I saw the Mexican masks that Paz describes disappear in a brilliant moment as I acknowledged, and as I was acknowledged.

I do intend to return to Xalapa, and to return as a student again. My return will not only be to stimulate and refresh senses:

- see civilizations that enjoyed running water and shower in Teotihuacan over 2000 years ago.

- hear the birds and the roosters calling me awake each morning.

- taste the enchiladas, tamales, tostados and local postres each day.

- smell the proliferate flowers in Xalapa and the city cleansed of bus exhaust after a rain, and

- touch again a pyramid built before Jesus was born.

But, la Verdad is, in my spare time, I intend to improve my Spanish speaking, reading, writing, and listening skills and earn 10 more hours of credit towards my degree!

cultural destination for our students, one where there is a provincial atmosphere, steeped in history, with a legacy of its own which benefits our students in many different ways."

Armando González-Pérez de Marquette University goes on to explain that "the cultural and human profiles that the EEE program experienced by our students in Xalapa combine to produce a general enrichment for the foreign student who, daily, is immersed in a learning environment. This is all very positive for everyone. When I skip a year, I really miss Xalapa. It has become another homeland for me—when I speak of Xalapa, I speak of my *patria chica*."

Many Xalapan families have provided lodging for foreign students over a period of many, many years—sometimes as long as ten, twenty or even thirty years. In regard to the Home Stay Program, SMU's Verónica León states: "I really like home stay because the families take on the day-to-day work of embracing our students and seeing to it that they see the other side of Mexico—that is to say, family life—and help them become adapted to the food, the pace of life, the different functions of the family, to participate in events which are basic to the life of any Mexican family. I really like this aspect of the program, and I just can't help celebrating it."

A prime concern at the EEE has always been student health, an area in which our long-time collaborators Dr. Félix Todd-Cámara and Dr. Carlos Blázquez have been of invaluable assistance. In recent times we have also counted on the collaboration of three other physicians, Jorge Antúnez, Jorge Ramos y Claudio Hernández.

In regard to the growth of the intercultural abilities of the foreign students, Bertha Murrieta emphasizes the strategic importance of the connections made with UV students: "I believe that interaction with local students is fundamental to enrichment on both sides. This enrichment is effectively achieved through the Cultural Immersion Program, in which UV students serve as cultural assistants, or informants, who initially provide visiting students with an orientation workshop, and later work with them individually. It is very exciting for our assistants to meet 'their student' for the first time. When student assistants have finished their work, they receive a small compensation for their bus fares." Verónica León of SMU agrees that

"UV students who offer their time through the EEE receive some remuneration, but I think that their main motivation is that they really want to get to know these people. They are altruistic in their desire to help Americans know Mexico, but from a young persons point of view...rarely has any problem arisen in this program. Quite to the contrary, the kids are nice and generous in sharing, always ready to discuss things. They offer immediate access to their circle of friends, their family—all those nuclei that enable an American student to go home with an idea of how young people live these days."

It is said that the child is the father of the man. And so it is, for the experiences that will determine the course of an individual's adult life, as well as his or her written testimonies of an intercultural experience, reveal the construction of an itinerant experience. Culture in movement is evidenced in the pages of the visitors' travel logs, where these protagonists pen lines which arise from the experiences generated by EEE programs which, with the passing of time, have been perfected to provide a better and better intercultural experience, not only to the international community that our students are drawn from, but also to the local Xalapa community, and persons anywhere and everywhere who enter into contact with those who have been touched by the UV intercultural proposal offered through the School for Foreign Students.



▲ Presentation of the commemorative expo marking the 50th anniversary of the EEE

Pilar Castillo-Velero, long-time collaborator and current EEE director ▶



▲ UV Chancellor Raúl Arias-Lovillo (center) presides over the commemoration of the 50th anniversary of the founding of the EEE

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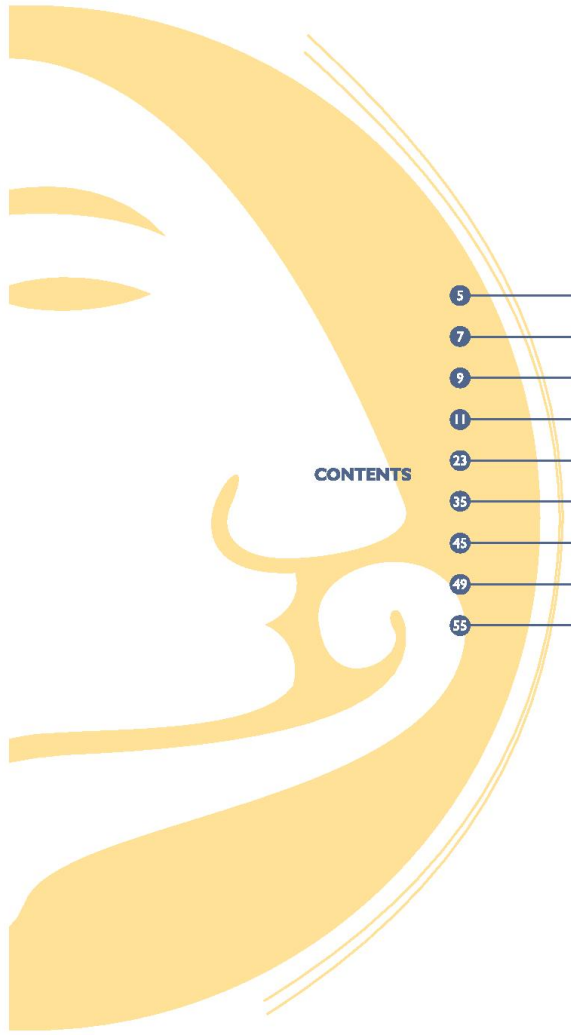
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