



# The pedagogical press of the 19th century in Argentina and Colombia. Comparative documentary analysis

Marlén Rátiva Velandia<sup>1</sup>✉

Secretaría de Educación de Bogotá, Colombia

<https://orcid.org/0000-0002-7790-6199> <https://orcid.org/0000-0002-7790-6199>

José Rubens Lima Jardimino<sup>2</sup>

Universidade Federal de Ouro Preto, Minas Gerais, Brazil

<https://orcid.org/0000-0003-2394-9465>



Research article  
<https://doi.org/10.19053/uptc.01227238.18116>

Article History: Received:  
03/17/2024 Evaluated:  
05/14/2024 Approved: 07/27/2024  
Published: 09/01/2024

How to cite this article:  
Rátiva Velandia, Marlén; Lima Jardimino, José Rubens: "La prensa pedagógica del siglo XIX en Argentina y Colombia. Comparativo documental análisis." *Revista Historia de la Educación Latinoamericana* vol.26 no.44 (2024).

## Summary

**Objective:** to present the historical, documentary and comparative analysis of two nineteenth century newspapers published in Argentina and Colombia based on three units of analysis: the role of women in public education, pedagogical and didactic renovation, and curricular organization.

1 Postdoctoral stay at the Pedagogical and Technological University of Colombia. Post-doctorate in Education from the Federal University of Ouro Preto. Doctor in Educational Sciences, Master in Interdisciplinary Social Research, specialist in Language and Project Pedagogy, and graduate in Philology and Languages. Research Professor at the Secretariat of Education of Bogotá. Member of the HISULA-UPTC Research Group. Coordinator of the International Network for the Training of Educators in Teacher Training Colleges.

2 Post-doctorate in Educational Sciences from Université Laval and UPTC. PhD in Social Sciences. Invited professor of the Doctorate in Education Sciences UPTC- RUDECOLOMBIA. Researcher of the History and Prospective Group of the Latin American University HISULA. Member of the National Council for Scientific and Technological Development CNPq Brazil. [jjardilino@gmail.com](mailto:jjardilino@gmail.com)

✉ **Correspondencia/Correspondence:** Marlén Rátiva Velandia Diag 46#76 - 39 apt 802 tower 6. Conjunto Cantabria. [marave01@gmail.com](mailto:marave01@gmail.com)



**Originality/Contribution:** the recognition of two nineteenth century newspapers published in Argentina and Colombia as a fundamental corpus of analysis in historical-documentary-comparative research. From the development of the research it is identified that the newspapers have been consulted for the realization of several researches, but a comparative analysis of them has not been made.

**Method:** historical-documentary-comparative research in which the volumes of the newspapers *El Monitor de la Educación Común* (Argentina) and *La Escuela Normal. Periódico Oficial de Instrucción Pública* (Colombia). For the comparison, three units of analysis were defined - the role of women in public instruction, pedagogical and didactic renovation, and curricular organization - which guided the organization of the sources (doxography), their analysis and subsequent understanding (historical synthesis).

**Strategies/Information collection:** for the search, selection and organization of the sources, the units of analysis that allowed the comparison of the two newspapers were determined, the databases of the National Library of Teachers of Argentina )<sup>3</sup>, the Luis Ángel Arango Library and the repository of the Universidad del Atlántico )<sup>4</sup> were reviewed. Reflection and research articles, master's and doctoral theses, related to the three units of analysis were also reviewed.

**Conclusions:** *El Monitor de la Educación Común* and *La Escuela Normal. Periódico Oficial de Instrucción Pública* sought to position itself in educational sphere as a bid for the pedagogical (training, instruction and updating of teachers) and administrative strengthening of public instruction.

**Keywords:** *The Monitor of Common Education; The Normal School;* public instruction; pedagogical and didactic renovation; curricular organization; comparative analysis.

## *The Pedagogical Press of the 19th Century in Argentina and Colombia: A Comparative Documentary Analysis*

### **Abstract**

**Objective:** This study presents a historical, documentary, and comparative analysis of two 19th-century newspapers published in Argentina and Colombia,

3 Biblioteca Nacional de Maestros (BNM) Argentina) <http://www.bnm.me.gov.ar/>

4 Repositorio Universidad del Atlántico Colombia) <https://repositorio.uniatlantico.edu.co/handle/20.500.12834/186>





focusing on three units of analysis: the role of women in public education, pedagogical and didactic renewal, and curricular organization.

**Originality/Contribution:** This research recognizes two 19th-century newspapers published in Argentina and Colombia as a fundamental corpus for historical-documentary-comparative analysis. While these newspapers have been consulted in various studies, no comparative analysis of them has been conducted until now.

**Method:** This study is a historical-documentary-comparative investigation in which volumes of the newspapers "El Monitor de la Educación Común" (Argentina) and "La Escuela Normal. Periódico Oficial de Instrucción Pública" (Colombia) were analyzed and compared. Three units of analysis were defined for the comparison (the role of women in public education, pedagogical and didactic renewal, and curricular organization), which guided the organization of sources (doxography), their analysis, and subsequent understanding (historical synthesis).

**Strategies/Data Collection:** For the search, selection, and organization of sources, units of analysis were determined to facilitate the comparison of the two newspapers. Databases from the Biblioteca Nacional de Maestros in Argentina (online), the Biblioteca Luis Ángel Arango, and the repository of the Universidad del Atlántico (online) were reviewed. Additionally, reflection and research articles, as well as master's and doctoral theses related to the three units of analysis, were examined.

**Conclusions:** "El Monitor de la Educación Común" and "La Escuela Normal. Periódico Oficial de Instrucción Pública" sought to establish their position in the educational field as a strategy for strengthening both the pedagogical (teacher training, instruction, and professional development) and administrative aspects of public education.

**Keywords:** *El Monitor de la Educación Común; La Escuela Normal; public instruction, pedagogical and didactic renewal; curricular organization; comparative analysis.*

## *A Imprensa Pedagógica do Século XIX na Argentina e na Colômbia: Uma Análise Documental Comparativa*

### **Resumo**

**Objective:** This study presents a historical, documentary and comparative analysis of two nineteenth-century newspapers published in Argentina and Colombia,





focusing on three units of analysis: the role of women in public education, pedagogical and didactic renovation, and curricular organization.

**Originality/Contribution:** This research recognizes two nineteenth-century newspapers published in Argentina and Colombia as a fundamental corpus for historical-documentary-comparative analysis. Although these journals have been consulted in several studies, a comparative analysis between them has not been carried out so far.

**Method:** This study is a historical-documentary-comparative research in which volumes of the journals "El Monitor de la Educación Común" (Argentina) and "La Escuela Normal. Periódico Oficial de Instrucción Pública" (Colombia) were analyzed and compared. Three units of analysis were defined for the comparison (the role of women in public education, pedagogical and didactic renovation, and curricular organization), which guided the organization of the sources (doxography), their analysis and later comprehension (historical synthesis).

**Data Collection Strategies:** For the search, selection and organization of sources, units of analysis were determined to facilitate the comparison of the two journals. The databases of the Biblioteca Nacional de Maestros in Argentina (online), the Biblioteca Luis Ángel Arango and the repository of the Universidade do Atlântico (online) were reviewed. In addition, reflection and research articles were examined, as well as master's and doctoral theses related to the three units of analysis.

**Conclusions:** "The Monitor of Common Education" and "The Normal School. Periódico Oficial de Instrucción Pública" sought to establish its position in the educational field as a strategy to strengthen both the pedagogical aspects (teacher training, instruction and professional development) and the administrative aspects of public education.

**Palavras-chave:** *The Common Education Monitor; The Normal School; Public Instruction; Pedagogical and Didactic Renewal; Curricular Organization; Comparative Analysis.*

## Introduction

Teacher training became a fundamental objective for the sovereignty of the countries; to this end, Teacher Training Colleges were established, commissions were approved to travel to other countries to observe the teaching method, organization and operation of the schools, teachers were hired from other countries<sup>5</sup> to consolidate the educational system, the publication of newspapers was proposed, which fulfilled the following objectives: <sup>(1)</sup> to train teachers, <sup>(2)</sup> to train teachers, <sup>(3)</sup> to train teachers, <sup>(4)</sup> to train teachers, <sup>(5)</sup> to train teachers, and <sup>(6)</sup> to train teachers.

5 One such case was reported in the newspaper LEN, volume II, n.º 49-50, December 16, 1871, 784. The arrival from Berlin of Ernesto HotzChick, who came to establish a normal school for teachers, and who believed that an intelligent teacher with six months of practice would be able to run an elementary school.



The first function was to report on the progress and difficulties<sup>6</sup> faced by the educational system, enrollment<sup>7</sup>, among others, and the was to train and update teachers in teaching methods and topics.

In Argentina, *El Monitor de la Educación Común* and in Colombia, *La Escuela Normal. Periódico Oficial de Instrucción Pública*, both of which appeared at the end of the 19th century. Their beginnings are presented :

## The Common Education Monitor, Argentina

*The Monitor de la Educación Común* began publication in 1881 and ended in 1976, "when the military dictatorship was installed"<sup>8</sup>. It was an official publication of the National Education Commission of Buenos Aires, Argentina. "In September 1881, Sarmiento founded the magazine *El Monitor de la Educación Común*, an official publication of the National Commission of Education, in number one justifies its creation"<sup>9</sup> follows:

*The National Board of Education has been compelled to implement Article 29 of the Law of Common Education, which stipulates as an obligation of the Director General of Schools: To direct a periodical publication in which all laws, decrees, regulations, reports and other administrative acts related to Primary Education are inserted; as well as the data and knowledge tending to promote its progress<sup>10</sup>.*

In other words, it was justified by the need to publicize resolutions, the superintendent's acts regarding schools in the capital, subsidies in the provinces and colonies, and for the training of teachers. "It had national and foreign collaborators among whom María Montessori and Gabriela Mistral"<sup>11</sup>, Francisco Berra, Carlos Vergara, Rosario Vera, among others, stand out.

The newspaper had several sections devoted to

*(...) the transcription of the minutes of the National Education Council, (...) statistics, reports by authorities and officials (...) and speeches by principals and teachers, among other documents. The rest of the magazine was devoted to cultural and educational topics through the publication of news, opinion articles, bibliographical reviews, translations of books and articles from foreign magazines, literary and historical notes, overviews of what was happening in education in other countries and reviews on education in Argentina<sup>12</sup>.*

6 *Ibid.*, 778-783. LEN, vol. V, no. 158, January 10, 1874, 1-8. LEN, vol. V, no. 159, January 17, 1874, 9-14.

7 *Ibid.*, 773-776. National Teachers' Library (BNNM), *The Monitor of Common Education (EMEC)*, 1, no. 8 (1882): 225.

8 Biblioteca Nacional de Maestros (BNNM), *Reseña El Monitor de la Educación Común (EMEC)* Buenos Aires: n.d.), 3. [www.bnm.me.gov.ar/proyectos/medar/publicaciones\\_educativas/fondos\\_historicos/monitor/revista\\_elmonitor.pdf](http://www.bnm.me.gov.ar/proyectos/medar/publicaciones_educativas/fondos_historicos/monitor/revista_elmonitor.pdf)

9 Marlén Rátiva Velandia, "Escuela Normal Superior de Cartagena de Indias, una historia en construcción. A look at the pedagogical practice from 1998 to 2010" Doctoral Thesis, Universidad Pedagógica y Tecnológica de Colombia, 2017, 119.

10 National Teachers' Library (BNNM), *The Monitor of Common Education (EMEC)* 1, no. 1 (1881). [http://www.bnm.me.gOv.ar/eBooks/reader/reader.php?mOn=1&vt=n&dir=90900003&num\\_img=1&num\\_fin=5](http://www.bnm.me.gOv.ar/eBooks/reader/reader.php?mOn=1&vt=n&dir=90900003&num_img=1&num_fin=5)

11 Marlén Rátiva Velandia, "La Escuela Normal Superior de Cartagena de Indias", 119.

12 National Library of Teachers (BNNM), *EMEC Review*.



Each issue had thirty-two pages. During the course of its existence it is identified that its publication was suspended, as mentioned in the newspaper *La Escuela Normal* in volume VII:

*The Monitor, semi-official newspaper of Public Instruction, had been suspended, when a letter arrived at the hands of Mr. Juan Maria Gutierrez from the Direction of Public Instruction of Colombia, in which it was requested the exchange of the official publications on the branch. It seems that it was considered shameful to reply that there was no newspaper there with which to exchange La Escuela Normal, and that circumstance had a notable influence (as we see in the last January issue) on the reappearance of El Monitor, which is an excellent newspaper*<sup>13</sup>.

In its ninety-five years of publication, it is considered that it also fulfilled the function of promoting political discourse, ideological positions and establishing pedagogical exchanges with other countries.

### **The Normal School. Official Newspaper of Public Instruction, Colombia.**

The first publication of the newspaper *La Escuela Normal. Periódico Oficial de Instrucción Pública* took place on January 7, 1871. It was organized in a series of 26 issues, each of 16 pages, "directed by Manuel Mallarino, in turn in charge of the General Directorate of Public Instruction"<sup>14</sup>. Its objective was to strengthen public instruction in the 19th century. It was distributed free of charge in public schools and published 7 volumes, the last one at the beginning of 1879.

In number one, once the organic decree of primary public instruction was cited, the regulations of the newspaper were determined in fifteen articles, of which the following stand out:

*The Normal School will be published on Saturdays of each week, and when the needs of teaching so require, it will also be published on Wednesdays.*

*Art. 2. The Normal School will consist of ten and six pages in folio, with two columns. Of each number the copies that are necessary will be thrown according to the established in the article 17 of the organic decree of the primary Instruction. (...)*

*Art. 3. As many copies of each issue of The Normal School shall be sent to the States of the Union as may be necessary for distribution to the public schools, libraries and scientific societies established therein.*

*The subscription to the Normal School shall be one peso and fifty cents per semester, which shall be paid in advance and shall be received by the administrators (...)*

*No other notices shall be published in the Normal School than those which, in the judgment of General Directorate, may have some importance for public instruction or for industry.*

*Art. 15. The Normal School will exchange with all national and foreign newspapers*<sup>15</sup>.

13 LEN, vol. VII, no. 267, May 20, 1876, 56.

14 Marlén Rátiva Velandia, Diana Elvira Soto Arango and Sandra Liliana Bernal Villate, "Formación de educadoras en la Escuela Normal Nacional de Institutoras. 1900 a 1930", in Diana Elvira Soto Arango, Marlén Rátiva Velandia and José Pascual Mora García (comps.), *Culturas políticas y resiliencia en la educación*, (Tunja: Editorial UPTC, 2022), 22. [librosaccesoabierto.uptc.edu.co/index.php/editorial-uptc/catalog/download/185/224/4328?inline=1](http://librosaccesoabierto.uptc.edu.co/index.php/editorial-uptc/catalog/download/185/224/4328?inline=1)

15 LEN, vol. I, no. 1, January 7, 1871, 1.

The other articles of the decree refer to accounting, the delivery of the newspaper, the percentage of profit for the administrators, the rendering of accounts by the general agent and the exact accounts of the surplus.

The newspaper contained the following sections: *correspondence; the federalist; popular instruction. Normal course. From the primary instructors; varieties; lessons; object lessons*<sup>16</sup> (for the use of teachers and intended for children between 6 and 14 years of age); *news about the sovereign states* (now departments); *curiosities; inventions*; the latter alternated in each issue.

In some volumes there were collaborations of the preceptors; biographical notes such as those of José (Joseph) Lancaster<sup>17</sup>, Andrés Bell<sup>18</sup>; notices for the preceptors, supervisors and citizens in general; publications of Andrés Bello<sup>19</sup> and Domingo Faustino Sarmiento. It is considered important to mention that in volume III of the newspaper *La Escuela Normal* of January 6, 1872, the editor stated:

*The present issue marks the beginning of the second year of this newspaper. The idea of its foundation and the sound views that dictated it, have already received the unanimous applause of the true friends of popular education, both in the Nation and in foreign countries: proof of this are the constant requests for complete collections of the newspaper addressed to the General Directorate of Public Education. Thus it can be said that, in respect, the aspirations of the National Executive Power are fulfilled (...)*<sup>20</sup>.

After this, and as mentioned above, the newspaper was exchanged for *El Monitor Común*, which were similar in their names, objectives and sections of the publication. For Loaiza, the name of a newspaper ends up being

*(...) the first evidence of a link with a cultural legacy, with a code of written communication in which the newspaper and the writers occupied a central place in society (...) they were names that suggested with what intention they decided to situate themselves in society and what fundamental purposes they conferred on it*<sup>(21)</sup>.

Thus, *El Monitor de la Educación Común* and *La Escuela Normal. Periódico Oficial de Instrucción Pública* sought its positioning in the educational field as a bet for the pedagogical and administrative strengthening of public instruction. This is confirmed in the first volume and issue of *La Escuela Normal*, stating that "The newspaper will form a true normal school that should serve to complete the education of teachers, giving them all kinds of instructions related to their profession"<sup>22</sup>.

16 LEN, vol. II, no. 39, September 30, 1871, 618.

17 LEN, vol. II, no. 37, September 16, 1871, 590, and its continuation in LEN, vol. II, no. 39, September 30, 1871, 623.

18 LEN, vol. II, no. 42, October 21, 1871, 661, and its continuation in LEN, vol. II, no. 43, October 28, 1871, 679.

19 LEN, vol. II, no. 45, November 11, 1871, 709.

20 LEN, vol. III, no. 53, January 6, 1872, 1.

21 Gilberto Loaiza Cano, *El lenguaje político de la república. Aproximación a una historia comparada de la prensa y la opinión pública en la América española, 1767-1830*, (Medellín: Makina Editorial, 2020) 182.

22 LEN, vol. I, no. 1, January 7, 1871, 3.



According to Tonon<sup>23</sup>, who quotes Sartori, the objective of the comparative method is the "search for similarities and dissimilarities. Since the comparison is based on the criterion of homogeneity; (...) what belongs to the same genus or species is then compared"<sup>24</sup>. In turn, Saviani considers that what is sought is "to examine simultaneously, in order to know the similarities, differences or relations"<sup>25</sup>. It should be clarified that in the newspapers being compared, the criterion of the year of publication is not met. In Argentina, the first issue of *El Monitor* appeared in 1881, ten years after the newspaper *La Escuela Normal* and its time of existence surpassed it. The comparison lies in the functionality they had in their respective countries and specifically in the training and updating of teachers, which made them a means of pedagogical dissemination that transcended information of an administrative nature.

In this sense, our objective is to present the historical, documentary and comparative analysis of the two newspapers published at the end of the 19th century in Argentina and Colombia, based on the three units of analysis that we established as axes<sup>26</sup> that made the comparison possible: the role of women in public instruction, the pedagogical and didactic renovation, and the curricular organization. These units organize the development of the article.

## The role of women in public education

In the first issue of the newspaper *El Monitor de la Educación Común*, Domingo Faustino Sarmiento presented the balance of the monitoring of schools in terms of real estate, supplies, enrollment, teachers' salaries, and economic difficulties. It is precisely in this last aspect where the concern for the high investment in schools with low enrollment is identified:

*Today it costs 26,000 fuertes to teach a thousand children to read and write, and their parents would have them teach the same amount, for their own interest and situation. Can the National Government deny its subsidy to any school embryo that registers less than fifty pupils?*<sup>27</sup>

Faced with this situation, the solution proposed was to lower costs by paying the teacher less, "preferring women to men for teaching. In Santiago the teacher earns 50 nominal pesos because the men earn 80. In Jujuy they earn 25 pesos, which a better way of doing"<sup>28</sup>. Likewise, it was proposed to spread primary education "(...) by

23 Graciela Tonon, "The use of the comparative method in qualitative studies in political science and social sciences: design and development of a doctoral thesis", *Kairos. Journal of Social Issues*, 15, no. 27 (2011): 2.

24 *Ibid.*, 2.

25 Dermeval Saviani, "História comparada da Educação algumas aproximações", *História da Educação* 5, n.° 10 (2001): 6.

26 José Rubens Lima-Jardilino, "Formação de professores na América: notas sobre história comparada da educação no século XX", *Formação Docente. Revista Brasileira de Pesquisa sobre Formação Docente*, 2 n.° 2 (2010): 54-67. <https://www.revformacaodocente.com.br/index.php/rbpfj/article/view/13>

27 National Teachers' Library (BNM), *The Monitor of Common Education (EMEC)*, 1, no. 1 (1881): 9.

28 *Ibid.*



women, who would adapt themselves more than men to the circumstances and conditions of their country (...)”<sup>29</sup>, and added:

*(...) because of our customs all careers are closed to them, and not all of them marry in Jujuy, teaching opens a way for them to support themselves with their own dignity and immense benefit to society (...) the Women's Teacher Training Colleges that Congress has created in all the Provinces will soon provide the towns with female teachers. This movement was initiated in the United States for the same reasons that are advised here, for reasons of economy. The needs of women can be more limited than those of men*<sup>30</sup>.

In addition, in the same issue of the magazine she gave her point of view on female teachers coming from Normal Schools in the United States:

*The women teachers who came here from the United States at the request of the Government, although very few in number, showed a greater capacity for teaching than our male students in the Normal Schools; because, by reason of their sex, they are more apt to govern children than men. It is not for women's schools that female teachers are employed, but for men's schools*<sup>31</sup>.

Likewise, in a report from Philadelphia, he expressed:

*The system of employing women as school teachers has not only given the best results, but has produced the greatest economy. The same system has been followed on a large scale in several of the State of Pennsylvania, and during the past year active investigations have been made into its success. [...] We must promise ourselves before long to find nothing in the teaching of our Schools but women throughout the State, except perhaps in large high schools for boys where the presence of a Principal is thought necessary*<sup>32</sup>.

The , in the performance of their duty, also demanded payment of their salaries from the Government, by means of a petition in which they indicated the closure of the San Luis Graduate School because they were owed eight months. The teachers (Figure 1) said that the payment received did not correspond to the one reported in the payroll, since the value of the school's rent was added to the payroll.

---

29 *Ibid.*

30 *Ibid.*

31 *Ibid.*,9.

32 *Ibid.*,10.

**Figure 1.** List of female teachers signing the petition in Argentina

Enriqueta L. Lucero de Lallemand, Directora, empleada en la educación desde 1857.
Luisa Saá, Profesora del 2º año, empleada en la I. Pública desde 1873.
Rosa Figueroa, Profesora del 1er. año, empleada en la I. Pública desde 1871.
Tomasa Fernandez, Profesora de la Escuela Infantil, empleada desde 1867.
Josefina Saá, Profesora del 4º grado, empleada en la educación desde 1878.
Bernabé Moreno, Profesora del 3er grado, empleada en la educación desde 1875.
Urbana Moreno, Profesora del 2º grado, empleada en la educación desde 1874.
Gregoria Sarmiento, Profesora del 1er grado empleada en la educación desde 1880.
Rosario Adaro, Ayudante de G. Infantil, empleada en la educación desde, 1879.

Source: National Library of Teachers (BNM)<sup>33</sup>

In that same issue of the newspaper it was indicated that the payment should have been recognized by the Board of Education, but this "objected to the enormity of the salaries of those same teachers, advising to reduce them by half"<sup>34</sup>, and from what is said later on, the solution to such a situation was to close the school definitively:

*Teachers who wish to imitate such an example should be advised not to leave this area, in order to obtain justice, without demoralizing teaching (...) It fortunate that the Graduate Schools of San Luis, whose salaries were considered excessive by the Superintendent of Schools<sup>35</sup>, have been closed.*

In spite of mentioning that women played an important role in public education in Argentina, it can be observed in the report submitted for the province of Tucumán that it was men who directed the largest number of schools in 1881 (Table 1).

**Table 1.** List of male and preceptors, province of Tucumán, Argentina.

CATEGORY	QUANTITY
Provincial school directorate	Preceptors 21
	Preceptors 7
Directorate of schools of the municipality	Preceptors 38
	Preceptors 11

33 National Library of Teachers (BNM), EMEC, 1, no. 2 (1881): 54.

34 National Library of Teachers (BNM), EMEC, 1, no. 2 (1881): 53.

35 *Ibid.*

CATEGORY	QUANTITY
Schools Department of the Municipality of Monteros	Preceptors 9
	Preceptors 5
Management of private schools	Preceptors 30
	Preceptors 10
Directorate of National Normal Schools	Preceptors 5
	Preceptors 1

Source: National Library of Teachers (BNM)<sup>36</sup>

Table 1 shows that a woman directed one of the normal schools in Argentina in 1881. By the year 1882 this number was increasing, thus: director of the Escuela Normal de Maestras de la Capital, director of the Escuela Normal de Maestras de la Provincia de San Juan, "sub-preceptor of the Escuela no. 2 de Santa Lucía, sub-preceptor of the Escuela n.º 12 de la Concepción, sub-preceptor of the Escuela n.º 6 del Socorro, sub-preceptor of the Escuela n.º 9 del Pilar, sub-preceptor of the Escuela n.º 5 de la seccion 4<sup>37</sup>.

In the Colombian case, in spite of recognizing that women could be teachers, their training at an early age in girls' schools was based on the distribution of "hours of work between the instruction of such branches and the teaching of needlework, domestic economy and other exercises that are particularly suitable for women"<sup>38</sup>, some managed to become directors of asylum rooms in which "children of both sexes from two to six years of were admitted. (...) who are distinguished by their docility and good character (...) up to the age of seven years"<sup>39</sup>. For this designation, it was necessary to meet the requirements of "ladies of impeccable conduct, who have the intelligence, instruction and softness of character indispensable for the care and teaching of children of tender age"<sup>40</sup>.

They also served as inspectors, their task was to visit sick children, talk to parents about "the character and conduct of their children; of the defects and faults that deserved their particular attention, and they will be in contact with the benefactors and public officials to deal with the most urgent needs"<sup>41</sup>, a task that in was assumed by the director. During the visit, the inspectors paid attention to the children's health care, the practice of methods and exercises, and the supervision and discipline of the director and ladies of the service.

Another position held by women was that of deputy director of the women's department of the central school, who worked "under the direction and supervision of the Director of the School."<sup>42</sup> Unlike what happened in Argentina, the salaries (Figure 2) of men and women in public education in Colombia did not have any type of distinction.

36 National Library of Teachers (BNM), *EMEC*, 1, no. 5 (1982): 142.

37 National Library of Teachers (BNM), *EMEC*, 1, no. 12 (1882): 366-337.

38 LEN, vol. I, no. 1, January 7, 1871, 5.

39 LEN, vol. I, no. 2, January 14, 1871, 19.

40 *Ibid.*

41 *Ibid.*, 19-20.

42 LEN, vol. I, no. 3, January 21, 1871, 36.

**Figure 2. Salaries of public education employees in Colombia.**

Sueldos.

**Art. 276. Los empleados de Instrucción pública gozarán de los siguientes sueldos anuales:**

El Director jeneral.....	\$ 1,600
El Secretario de la Direccion jeneral.....	960
Cada uno de los adjuntos traductores i redactores de textos i publicaciones de ensenanza....	800
Cada uno de los escribientes.....	384
Los Directores de la Instruccion pública de los Estados.....	1,200
Cada uno de los oficiales adjuntos a las oficinas de éstos.....	400
El Director de la Escuela central.....	1,600
Los Directores de las Escuelas normales....	1,200
Los Subdirectores de la Escuela central i de las normales.....	960
Los profesores especiales, doscientos cuarenta pesos por cada clase que rejenten.....	240
Los sirvientes.....	120

Source: LEN<sup>43</sup>

It should be noted that in Colombia, in the Organic Decree of Public Instruction of November 1, 1870, Chapter VI, Article 277, it was established that salaries would be defined "in accordance with the laws of the States; but in no case shall they be less than following annual allocations"<sup>44</sup> (Figure 3)

**Figure 3. Monthly allocations for public education in Colombia**

<b>NORMAL.</b>	<b>37</b>
Cada Director de una Escuela superior....	\$ 480
Cada Director de una Escuela elemental....	384
Cada Subdirector de Escuela superior.....	240
Cada Subdirector de Escuela elemental.....	192
Cada Director de Escuela rural.....	192

Source: LEN<sup>45</sup>

In congresses held between 1882 and 1892, proposals were made to reform the educational system, among which were the equal inclusion of women's education, free access to the professions, and the creation of institutes of secondary education.

The role of women in public education was important for the consolidation of the educational system in Argentina and Colombia. This recognition occurred gradually, as they assumed greater responsibilities as teachers, mothers and wives; however, this was not proportional, since working conditions were different from those of men in terms of pay, allowances and hierarchy.

43 LEN, vol. I, no. 3, January 21, 1871, 37.

44 *Ibid.*, 37.

45 *Ibid.*, 37.



## Pedagogical and didactic renewal

The newspaper *La Escuela Normal* from its beginnings proposed that it would be a repertoire of everything related to teaching and, therefore, the means for pedagogical and didactic renovation as a reference for teachers. In its publication would be found:

1. Writings whose purpose is to defend the interests of public education and promote its progress;
2. The most notable works of the Societies and authors;
3. The reports of the Directors of Public Instruction of the States and the useful observations that school teachers communicate to the General Directorate, on methods, texts and other matters relating to instruction;
4. Detailed news about the organization and progress of public education in other countries;
5. The teaching texts adopted by the General Directorate;
6. Articles on history, geography, statistics, legislation, agriculture, commerce, literature, language of the country;
7. Writings that tend to popularize literary knowledge and scientific knowledge applicable to industry and the arts;
8. Composition and recitation exercises;
9. The teaching programs developed by the General Management;
10. Theses proposed to the teachers and students of the various schools, and the solutions to these theses<sup>46</sup>.

In addition, "the radicals were concerned with dignifying the teacher, beginning with continuous education and training"<sup>47</sup>, which was guaranteed by the publication of the newspaper and its distribution in all schools.

On the other hand, it is considered that the newspaper *El Monitor* had "an important role in the pedagogical and didactic renovation, by putting into circulation proposals of the 'new school' in other latitudes (...), which appeared to the eyes of the reading public, as part of the editorial line of the Council"<sup>48</sup>. Some messages from the executive sought to highlight the work carried out and the efforts to propose "new teaching methods and programs, which through frequent inspection are being put into practice"<sup>49</sup>, highlighting the number of schools opened and belonging to the Government, the enrollment, the low costs resulting from the decrease in teachers' salaries, and the opening of the Normal School for Women, as well as the "new school for women"<sup>50</sup>.

46 *Ibid.*, 37.

47 Diana Elvira Soto Arango, "Legislación e imaginarios sociales en el escalafón y los salarios de los educadores de primaria en Colombia. 1952-1994," *Revista Historia de la Educación Latinoamericana*, 15, n.º 21 (2013): 239. [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamericana/article/view/2472/2336](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/view/2472/2336).

48 National Library of Teachers (BNN), *EMEC Review*, 3.

49 National Library of Teachers (BNN), *EMEC*, 1 no. 3 (1881): 88.



as a benefit to "provide all our primary schools with competent teachers who will make the sacrifices made to enlighten the people truly fruitful"<sup>(50)</sup>.

One of the proposals presented by Francisco Alsina and Florentino Serrey through a bill was to "introduce order, method and unity in teaching, regularity in administration and some improvements in the rent system"<sup>51</sup>. Pedagogical conferences were implemented, since it was considered that "improving the teacher perfects the school"<sup>52</sup>, to work on the following topics:

*Character and moral conditions that should adorn the Schoolmaster; organization and discipline to be adopted in schools; practical and modern systems to be adopted for the teaching of reading, mental and written arithmetic, writing and drawing, grammar, geography and moral history; intuitive method, its development and application in the various sections of a school; and objective teaching, its development*<sup>(53)</sup>.

Thus, in the pedagogical congress of 1882, the director of the Normal School of Paraná, José M. Torres, expressed the need to establish schools with a more perfect character, with principles of morality and science, in which the following would be taught

*(...) practice both the multiplication table, (...) in which the lives of the great virtuous are extolled for admiration and example, especially the life and character of Jesus Christ, as the most sublime model of benevolence and purity, (...) Civic Instruction is given*<sup>54</sup>.

In addition, it was emphasized that there was no doubt that "both the paper weaving exercises, which form the weaver's chain, and the drawing exercises, or what is called "picado" (...) initiate children in an art, which will be very useful to them later, discipline the movements of their hands, educate their eyesight, and exercise their patience"<sup>(55)</sup>.

When speaking of the didactic renovation, it was identified that a high of teaching was not to be memorized, as expressed in three rules established by the General Directorate:

1. The display must be simple, logical and correct;
2. No method shall be adopted which tends to produce the result of developing memory at the expense of understanding, nor to inculcate in children a purely mechanical knowledge;
3. It must be kept in mind that children's intelligence must be cultivated by following a path that puts them in a position to discover for themselves the rules, motives and principles of what is being learned<sup>(56)</sup>.

50 *Ibid.*, 89.

51 *Ibid.*, 89.

52 *Ibid.*, 143.

53 *Ibid.*, 143.

54 *Ibid.*, 145.

55 National Library of Teachers (BNM), EMEC, 1, no. 6 (1882): 162.

56 LEN, vol. 1, no. 1, (1871): 6.

In language teaching, students would demonstrate the appropriation of knowledge through exercises in recitation, writing and composition of texts, for which teachers would develop in them "the spirit of analysis, synthesis and comparison, and teach them to express with accuracy and simplicity what they have well conceived"<sup>(57)</sup>.

Another way of guaranteeing the renewal and continuous training of teachers was based on translations of lessons from languages such as English, German and French, which was adopted in both newspapers, thus "training the educator was established from the international viewpoint of advanced countries"<sup>58</sup>. One of these cases is in the newspaper *La Escuela Normal*, whose translation appears in the section "objective lessons" as a "gradual series for children from 6 to 14 years of age and objective teaching treatise for the use of teachers (...)"<sup>59</sup>, whose application and study was recommended by the Director of Public Instruction of the State, Mr. Enrique Cortés.

These lessons proposed a method based on three principles: the first, observation through the five senses to perceive everything that is around as a basis for "procuring ideas"; this would be "the primary object of education".<sup>60</sup> The second refers to what is discovered through the intelligence; in this case, the teacher is not allowed to say the characteristics or concepts before the students have explored the object. "That is, to *conceive* the idea before expressing it"<sup>61</sup>. And the third corresponds to the attentive, detailed, patient observation of objects, this being "the basis of the sciences, and knowledge has no other faithful auxiliary than observation"<sup>62</sup>.

The first lesson sought to exercise the perceptive faculties, paying attention to the qualities that the senses discovered and the expansion of vocabulary. Lessons two and three exercised the conceptual faculties to remember the impressions caused to the senses by the objects. In the fourth lesson, the faculties of order and classification were worked on based on similarities and differences, analogies and comparisons. The fifth corresponded to reason and judgment, establishing the relationship between cause and effect, utility and application, "language or the faculty of expression is cultivated, [...] ideas are expressed in simple words"<sup>63</sup>.

Likewise, teachers were requested:

- Avoid acting mechanically.
- Prepare the lessons (outline) with the design of the lesson indicating the points to be exercised and the way in which the object of teaching should be treated.
- To record the successes and failures of the lessons.
- Avoid repeating lessons.

57 *Ibid.*, 5.

58 Diana E. Soto Arango, "Legislación e imaginarios...", 239.

59 LEN, vol. II, no. 39 (1871): 618.

60 *Ibid.*

61 *Ibid.*

62 *Ibid.*

63 *Ibid.*, 619.



- Use different models to work with students
- Select the essential points of the lessons and go deeper into them, going from the elementary and simple to the difficult and complex.
- "To seek to enter into the minds of his pupils; to become aware of their present state and to consider what they know, in order to obtain a firm basis from which he can proceed teach them the unknown and the new."<sup>64</sup>

In , there were elementary lessons for schools in areas such as Agricultural Chemistry, Geology, Science, History, Cosmography, Physical Education, Philosophy, Botany, Arithmetics, Pedagogy, Religion, Astronomy, Geometry, etc. Arithmetic problems were also published, being considered "a model worthy of recommendation to teachers for the simplicity of the writing and the subjects to which they refer"<sup>65</sup>, since they learned by applying it to the practical cases of life.

In the newspaper *El Monitor de la Educación Común*, the results of a bidding process for the purchase of material were published; the following were identified as pedagogical material: sacred history and geography books, Calkins alphabets, objective teaching manuals<sup>66</sup>, scientific notions, popular education, primary books, Sarmiento reading methods, and Mandeville books,<sup>67</sup> "Pestalozzi pedagogy, preceptor's manual, grammatical analysis, cardinal arithmetic"<sup>(68)</sup>.

In the manual of objective teaching it is detailed that education should begin with visual exercises, because "What is seen is more readily engraved in the memory than a description or enumeration heard a hundred times"<sup>69</sup>. This is similar to the objective lessons proposed in Colombia, in which observation is the principle for the acquisition of knowledge, as proposed by Pestalozzi<sup>70</sup>, when he proposed "the method of objective teaching characterized by being based on intuition and direct contemplation of objects to oppose them to the memoristic and verbalistic systems"<sup>71</sup>; Rousseau<sup>72</sup>, when mentioning that education was "characterized by experimentation through the sensory and observation of nature; the tutor should generate interest through questions or observation and inquiry to capture their attention, search for answers and thus generate curiosity and taste"<sup>73</sup>, and Herbart, who proposed "that observation was the basis of all practical activity of the teacher and led to diversity, as opposed to homogeneity"<sup>74</sup>.

64 *Ibid.*, 620.

65 *Ibid.*, 624.

66 Norman A. Calkins, *Handbook of Objective Teaching or Elementary Instruction for Parents and School Teachers. primarias* (México: Librería de "La ENSEÑANZA", 1880).

67 National Library of Teachers (BNM), *EMEC* 1, no. 6 (1882): 173.

68 *Ibid.*, 174.

69 Calkins, *Handbook of Objective Teaching*, 5.

70 JOHANN E. Pestalozzi, "The Evenings of a Hermit," in *On Education*, edited by Emmanuel Kant, Johann E. Pestalozzi and Johann Wolfgang von Goethe (Madrid: Daniel Jorno Editor, 1911), 125-126.

71 Marlén Rátiva Velandia, *La Escuela Normal Superior de Cartagena de Indias*, 18.

72 JEAN Jacques Rousseau, *The Emille or Education* (Madrid: Alliance, 1998).

73 Marlén Rátiva Velandia, "La Escuela Normal Superior de Cartagena de Indias", 53.

74 *Ibid.*, 54.





This manual establishes some principles on which object lessons are based, the teacher must investigate: "the nature of the spirit, its condition in childhood, its natural means of development and the most appropriate procedures to obtain a convenient discipline of its faculties"<sup>75</sup>, which is achieved from the leading role of the senses for the knowledge of the world; the stimulation and development of the perceptive faculties from primary school, fixing "the impressions in the intelligence by means of the representations that language supplies"<sup>76</sup>; the intelligence, which develops from the recognition of differences and similarities of objects, classification, association and experimentation; In addition, it must take into account sensation, perception, observation, comparison, memory and imagination, as mental faculties that are very active in children; the pleasure of studying and curiosity, which are those that mobilize children to learning; likewise, teaching must cause pleasure to children; attention is achieved when curiosity is awakened, the love for activities and their development in short periods of ; it is educated from the simple to the complex, the known to the unknown, and from facts to causes.

Calkins considered that this method would make education pleasant for children and its importance lay in the fact that "the most important period of education is that which takes place in the elementary school. For this reason all those who devote themselves to the teaching of children should have a special aptitude for it"<sup>77</sup>. The method was complemented with lessons to educate the senses, to approach shapes, colors, numbers, measurement, size, time, sound, language (phonetic and objective methods), the human body, religion, and moral education. The teacher had the manual as a guide for the development of his classes in which the topics, exercises and tips for the work were indicated.

In the two periodicals it is identified that the publication of instructions, lessons and manuals had the purpose of contributing to teacher training and updating, which was characterized by the study of standards, repetition of models, the use of methods that were in vogue, observation, reflection and research. In spite of the historical moment, the consolidation of a proposal to be developed in the classrooms and to tend to its modernization was always a goal.

In this sense, pedagogical and didactic renewal was determined by the instructions published in the newspapers, which are understood as possibilities for teachers to change and improve their teaching work, curricular updating and cognitive adaptation; Perhaps, for some, the control exercised by the State so that educational policies would be implemented according to its own interests in the fulfillment of ideals; in turn, the imposition of methods and contents by the State seeking the homogenization of education, or what we find today as "single curricula".

75 Calkins, *Handbook of Objective Teaching*, 9.

76 *Ibid.*, 9-10.

77 *Ibid.*, 16.



## Curricular organization

It is important to note that the newspapers under comparison socialized the organization of public instruction, which in this unit of analysis we refer to as curricular organization. This determined the training that future teachers would receive and what they were expected to do in the classroom. In relation to training in Teacher Training Colleges, we identified some research that have addressed it and that would broaden our analysis: Báez<sup>78</sup>, Figueroa<sup>79</sup>, Quintero<sup>80</sup>, Rabazas<sup>81</sup>; Rátiva<sup>82</sup>; Rátiva and Lima-Jardilino<sup>83</sup>, Rátiva, Lima-Jardilino and Soto<sup>84</sup>, Rátiva, Soto and Bernal<sup>85</sup>, Triana<sup>86</sup>, and Valencia<sup>87</sup>. Its approach is based on the pedagogical history of the Normal Schools, the guidelines established for public instruction, the contributions made training from an international perspective and the German missions, the curricula for

- 78 Miryam, Báez Osorio, "Las Escuelas Normales y el cambio educativo en los Estados Unidos de Colombia en el periodo radical, 1870-1886", (Doctoral Thesis), Universidad Pedagógica y Tecnológica de Colombia- RUDECOLOMBIA, 2002. Myriam Báez Osorio, "Las Escuelas Normales de varones del siglo XIX en Colombia", *Revista Historia de la Educación Latinoamericana* n.º 6 (2004): 179-208. Miryam Báez Osorio, *Las Escuelas Normales y el cambio educativo en los Estados Unidos de Colombia en el periodo radical, 1870-1886*, Tunja: Editorial Universidad Pedagógica y Tecnológica de Colombia, 2004. Miryam Báez Osorio, "Las Escuelas Normales colombianas y la formación de maestros en el siglo XIX", *Revista EccoS* 7, n.º 2 (2005).
- 79 Claudia Figueroa, "La Escuela Normal de Colombia y los Institutos Anexos 1936-1951", (PhD thesis), Universidad Pedagógica y Tecnológica de Colombia, 2012. Claudia Figueroa, "La Escuela Normal Superior y los institutos anexos. Aportes pedagógicos, investigativos y de patrimonio histórico cultural en Colombia (1936-1951)", *Revista Historia de la Educación Latinoamericana* 18, n.º 26 (2016).
- 80 Yolvi Javier Quintero Cordero, "Modelo pedagógico de desarrollo de los modos de Actuación pedagógicos profesionales en el plano de Contraste del programa nacional de formación de Educadores" (Doctoral thesis), Instituto Pedagógico LatinOameriCanO y Caribeño, 2011.
- 81 Teresa Rabazas Romero, *Formación pedagógica del profesorado de las Escuelas Normales en España: origen, evolución y textos (1857-1901)* (Doctoral thesis), Universidad Complutense de Madrid, 1995. Teresa Rabazas Romero, "El pensamiento pedagógico normalista durante la Primera Restauración Borbónica", *Historia Educativa* n.º 17 (1998): 274.
- 82 Marlén Rátiva Velandia, "Teacher training at the Escuela Normal Superior de Cartagena de Indias from 2002 to 2010," *Revista Brasileira de Pesquisa sobre Formação de Professores* 11 n.º 22 (2019): 111-124. <https://revformacaodocente.com.br/index.php/rbfp/article/view/285/221>.
- 83 Marlén Rátiva Velandia and José Rubens Lima Jardimino, "Universitarización de la formación docente en la Escuela Normal colombiana", *Revista Historia de la Educación Latinoamericana* 24 n.º 38 (2022). [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamericana/article/view/13570](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/view/13570)
- 84 Marlén Rátiva Velandia, José Rubens Lima Jardimino and Diana Elvira Soto Arango, "Formación docente en perspectiva decolonial: narrativa de educadores normalistas", *Revista Iberoamericana de Educación Superior* XIII n.º 37 (2022), <https://www.ries.universia.unam.mx/index.php/ries/article/view/1311>
- 85 Marlén Rátiva Velandia, Diana Elvira Soto Arango and Sandra Liliana Bernal Villate, "Formación de educadoras en la Escuela Normal de Institutoras. 1900 a 1930," in *Culturas políticas y resiliencia en la educación*, compiled by Diana Elvira Soto Arango, Marlén Rátiva Velandia and José Pascual Mora García, Tunja: Editorial UPTC, 2022).
- 86 Alba Nidia Triana Ramírez, "Formación de maestros rurales colombianos 1946-1994, (Doctoral thesis), Universidad Pedagógica y Tecnológica de Colombia, 2012. Alba Nidia Triana Ramírez, "Training of Colombian rural teachers 1946-1994. Universidad Pedagógica y Tecnológica de Colombia," *Revista Historia de la Educación Latinoamericana* 14, no. 18 (2012).
- 87 Carlos Hernando Valencia Calvo, "Las Escuelas Normales de Manizales y la formación del magisterio. First half of the 20th century" (Doctoral thesis), Universidad Pedagógica y Tecnológica de Colombia, 2004. Carlos Hernando Valencia Calvo, *Las Escuelas Normales y la formación del magisterio. First half of the 20th century*, (Manizales: Universidad de Caldas, 2006).

The closing of Normal Schools to create pedagogical institutes that would be in charge of teacher training.

Regarding the education of children, in the newspaper *La Escuela Normal* of October 7, 1871, it was decreed that, based on the request made at the meeting of preceptors, public schools would be elementary primary schools, which implied that the education of children was in "reading, writing, arithmetic, the legal system of weights and measures, elements of the Castilian language, composition and recitation exercises, general notions of geography or national history and public and private morality"<sup>(88)</sup>. Also proposed was the reading of passages in verse or prose "reading all at once and then one by one"<sup>(89)</sup>; in writing, compositions on familiar matters, correction of spelling; moral lessons in accordance with the principles of piety, justice, truth, humanity, benevolence, tolerance and purity; the teaching of religious education by a parish priest.

The study day was divided into two sessions, one in the morning and one in the afternoon, as shown in Table 2:

**Table 2. School organization 1871 in Colombia**

Session	Time	Class
1	6.30 a 7	Reading and Spanish grammar
2	7 a 7.30	Weights and measures; composition and recitation; private and public morals, alternating.
Rest 15 minutes		
3	7.45 a 8.30	Arithmetic
4	9.30 a 9.55	Reading in print
5	9.55 a 10.20	Slate writing
6	10.20 a 10.45	Numbers or elements of arithmetic
10:45 a.m. to 11:00 a.m. Break		
8	11 a 11.25	Manuscript reading
9	11.25 a 12	Notions of history, geography, civility and private and public morality.
10	12 a 12.30	General meeting. Rectification.
11	12.30 a 1	Religious instruction, gymnastics on the site, jumping exercises, running, swings, etc.
12	1 a 2	General writing class
13	2 a 2.30	Hygiene
14	2.30 a 3	For advanced students, geography and national history. For beginners, arithmetic

88 LEN, vol. II, no. 40 (1871): 629.

89 *Ibid.*



Session	Time	Class
15	3 a 3.30	For advanced students, arithmetic and writing with special reference to spelling. For beginners, reading and writing

Source: LEN<sup>90</sup>

While for the girls' schools, gymnastic exercises were replaced by sewing, embroidery and other activities appropriate to the sex; sessions 3 and 12 alternated one day of subject matter and "another day of needlework, home economics and other exercises appropriate to their sex"<sup>91</sup>. In addition, it was recommended to the teachers that the students explain the meaning of the sentences with their own words, pay attention to the comprehension of what they read, dictate a special class to the monitors to instruct them in the subjects and in their duties, and present a report of what had been done in a meeting scheduled for the second Sunday of January of the following year.

Figure 4 shows the model table of a week of study organized for six days a week in the morning and afternoon. In the last two columns are the subjects for advanced (a) and beginners (p).

Figure 4. Weekly work model table

**MODELO.**

CUADRO de trabajos para la semana que principia hoy 2 de octubre.

DÍAS.	6.30 7	7 7.30	7.45 8.30	9.30 9.55	9.55 10.20	10.20 10.45	11 11.25	11.25 12	12 12.30	12.30 1	1 2	2 2.30	2.30 3	3 3.30
1-LUNES	Lectura.	Moral.	Aritmética.	Lectura.	Escritura en pizarra.	Conocer los números.	Lectura en manuscrito.	Geografía.	Recitaciones. Exámenes en lectura.	Religion por el Cura.	Escritura general.	Higiene.	a-Historia patria. p-Aritmética.	a-Escritura. p-Lectura.
2-MARTES	Gramática.	Penas nacionales.	Id.	Id.	Id.	Id.	Id.	Moral.	Id. Examen en aritmética.	Jimnasia.	Id.	Lectura.	a-Geografía. p-Aritmética.	a-Aritmética. p-Escritura.
4-MIÉRCOLES	Verbo.	Componer cartas.	Id.	Leer en el cuadro 1*	Escribir palabras.	Id.	Id.	Historia patria.	Recitación. Exámenes en historia patria.	Religion por el señor N. N.	Id.	Números.	a-Historia patria. p-Lectura.	a-Escritura. p-Escritura.
5-JUEVES	Lectura.	Moral.	Id.	Id.	Escritura. Mayúsculas.	Números.	Id.	Urbanidad.	Examen en lectura. Puntos.	Ejercicios militares.	Id.	Higiene.	a-Geografía. p-Aritmética.	a-Aritmética. p-Escritura.
6-VIERNES	Gramática.	Melidas.	Id.	Id.	Id.	Id.	Id.	Geografía.	Recitación. Examen en lectura.	Religion por el Cura.	Id.	Id.	a-Historia patria. p-Aritmética.	a-Escritura. p-Lectura.
7-SABADO	Repaso de Gramática.	Decretar la plaza del lugar.	Id.	Id.	Id.	Repaso de la semana.	Id.	Moral.	Recitación. Examen. <i>ad libitum.</i>	Clase de monitores. Jimnasia.	Id.	Id.	a-Geografía. p-Aritmética.	a-Aritmética. p-Lectura. Repaso. Repaso.

Source: LEN<sup>92</sup>

In the same issue of the LEN newspaper, a proposal for reforms to the educational system appears, which highlights: first, in the model schools, whose task was to train instructors for the direction of primary schools, the normal course of pedagogy should be taught, being mandatory for students over 15 years of age. Second, the realization

90 LEN, vol. II, no. 40, October 7, 1871, 630.

91 *Ibid.*, 630.

92 *Ibid.*, 631.

of the census<sup>93</sup> of girls in the first half of 1872 to declare the education of girls compulsory at the expense of the State Treasury.

In the following issue appears the establishment of rural schools so that "the children of the countryside receive some instruction; the distance from the towns and the dangers to which they are exposed on the roads make it impossible to force parents to send them to schools"<sup>94</sup>, a responsibility that was in charge of the State Government along with the identification of the places for their establishment.

In relation to the method, it was proposed: "it is up to the Directors of Public Instruction to impose it (...) let us try its application to the teaching of the subjects that for now should be the object of primary instruction"<sup>95</sup>, which refers to reading, writing, arithmetic and the native language, and grammar. It was proposed to abolish books in some subjects with the premise that "we must keep in mind that everyone who knows a thing knows how to define it, the child who knows how to add will know how to define the sum (...) that is to say, he will do it in his own way and not as it is in the book"<sup>96</sup>. For reading, it was proposed to avoid memorization of texts, since it was an indicator that students did not know how to read; in writing, to avoid copying books and to tempt them to play (use sand to write on it); arithmetic and the national language should be practical subjects; and in grammar, not to teach the philosophy of language. Therefore, the teacher should:

- Avoid reading before so that they repeat afterwards, this leads to memorization.
- Read to them single words, skipped and then in order.
- The books they read should be appropriate to their age and read with intonation; this will help them to understand the meaning of what they read.
- Teach them to use the pencil first and then the pen.
- Do not advance in the strokes until the elementary strokes are learned, first the elementary strokes and then the combination.
- Write the letters in different sizes until they find the natural size letter.
- Teaching arithmetic using the board and each student with the blackboard to learn numbers.
- Teach unit, ten and hundred and other operations through material, not through books.
- In arithmetic class the children had to stand in a row with the intention of advancing in order to become the head of the line, which is done from the corrections of the activities.
- In grammar the teaching of parts of speech, verb conjugation.

93 School censuses of students were also presented in the EMEC Newspaper. National Teachers' Library (BNM), *The Monitor of Common Education (EMEC)*, 1, no. 9 (1882). 271-277.

94 LEN, vol. II, no. 41, October 14, 1871, 642.

95 *Ibid.*, 645.

96 *Ibid.*, 646.



In , as an incentive to the best students, it was proposed to publish their names in the official newspaper, with an honorable mention, and to read their names in front of the children and at the first session of the municipality. At the end of each year, prizes (books, medals, mentions) would be awarded to the first place and to others according to their merits.

In *El Monitor* it is identified that in the Normal Schools the training received was in "Reading, Writing, Grammar, Arithmetic, Geography, Religion, Lessons on objects, Handwork"<sup>97</sup>, which served for the teachers to go to the Application Schools where they practiced "the art of teaching"<sup>98</sup>. This assignment was not very different from the one taught in Colombia.

As was the case in Colombia, the curricular organization in men's and women's schools differed in the distribution of time in some subjects and in the fact that women spent five hours on work, which was determined for their performance at home.

### Figure 5.

#### *Hourly intensity for girls' and boys' schools*

1° PARA LAS ESCUELAS DIURNAS DE VARONES	2° PARA LAS ESCUELAS DE NIÑAS
Lectura, cuatro horas por semana.	Lectura, tres horas y media por semana.
Escritura, cuatro id. id.	Escritura, tres id. id.
Gramática, cuatro id. id.	Gramática, dos id. id.
Aritmética, cuatro id. id.	Aritmética, tres id. id.
Geografía, dos id. id.	Geografía, una id. id.
Doctrina Cristiana, una id. id.	Doctrina Cristiana, una id. id.
Historia Argentina, una id. id.	Historia Argentina, una id. id.
Constitucion, una id. id.	Higiene, media id. id.
Geometría, una id. id.	Moral, media id. id.
Moral, media id. id.	Labores, cinco id. id.
Higiene, media id. id.	

Source: BNM<sup>99</sup>.

As Scanlon states, the difference is that the subjects are oriented to prepare men for work, while for women they are directed to "their mission in the home (...) greater emphasis is given to domestic subjects at the expense of 'intellectual' ones. Female teachers are required to have less knowledge than male teachers and are paid a third less"<sup>100</sup>. This situation changed with the passage of time, women began to assume more responsibilities and were able to occupy positions that were intended for men, as in the case of the directorships and sub-directorships of the teacher training colleges.

The curricular organization was determined by the distinction made between education for men and women; in both countries the priority was the processes of reading, writing, mathematics and ethical and moral education. It was possible to establish that the time

97 National Library of Teachers (BNM), *EMEC*, 1, no. 11 (1882): 331.

98 *Ibid.*, 330.

99 *Ibid.*, 340.

100 Geraldine SCANLON, "Women and Public INSTRUCTION: from the MOYANO law to the II Republica," *History of Education* 6 (1987): 194.

(dedication to the study of subjects) constitutes a great difference in the two countries, and the care of the body through physical activity was only identified in Colombia.

## Conclusions

The newspapers fulfilled several functions, one of them was to inform about the events that took place, the progress and difficulties of the educational system, enrollment, opening and closing of schools, salaries, investment in supplies and furniture, hiring of teachers, among others. On the other hand, to instruct, train and update teachers in teaching methods, subjects and strategies. , to carry out pedagogical exchanges between countries to strengthen and modernize the educational system, of which it was identified that the newspapers disseminated material from the United States, Chile, Ecuador, Great Britain, Europe, Edinburgh, Germany, Argentina, Switzerland and Canada. The interest of the two countries in exchanging newspapers is highlighted.

We now consider it important to address the three units of analysis. The first, the role of women in public instruction as an important engine for the development of the educational system, in which we highlight the search for equal conditions in access to education, training, employment, occupation in different positions in the teaching profession, salary; although this was achieved only until the end of the century and extended even to the first three decades of the twentieth century, but it pushed them to continue fighting; in fact, at present the number of women teachers continues to increase and exceeds that of men teachers.

As previously stated, the role of newspapers was fundamental to enable the instruction, training and updating of teachers, since, in terms of pedagogical and didactic renovation and curricular organization, it was expected that teachers' practices would change according to the indications provided. Among the great similarities in the proposal presented in the newspapers are, on the one hand, the importance of observation in the teaching-learning processes, in which analysis, description and comparison are linked, and on the other hand, the international vision to bring new proposals, which were presented in the newspapers and disseminated both in Argentina and Colombia.

The reasons why the newspapers did not continue are not clear, but it is presumed that two situations led to their abolition; one of them was the economic factor, in the newspaper *La Escuela Normal* there are several notices in which it is reiterated the notification to the debtors about the importance of making the payments of the subscriptions. The second reason is due to the State's lack of interest in continuing to finance the publications. Undoubtedly, as a documentary source, the two newspapers play an important role in the development of research on topics related to teaching models, educational plans, educational management, teacher training, pedagogical practice, history of educational institutions and even the hegemonic power of the media, to name a few.

In summary, the newspaper, taken as a historiographic document that was the object of study, allowed us to understand its contributions to the training and updating of teachers, and to the information on the functioning of the educational system.



It would be interesting to think about the possibility of having a periodical at the service of teachers, which would encourage writing and reflection on their teaching work, and which in the not too distant future would be the subject of study. It would be interesting to think about the possibility of having a newspaper at the service of teachers, which would encourage writing and reflection on teaching work, and which in the not too distant future would be the object of study.

Authors' contribution:

Marlén Rátiva Velandia: research, conceptualization, methodology, visualization, writing (draft and original); José Rubens Lima Jardilino: conceptualization, writing (draft and original).

### Financing

The article is a product of the project entitled "The place of teacher training schools in teacher education. Comparative study in Ibero-America", which is part of the postdoctoral stay at the Universidad Pedagógica y Tecnológica de Colombia, under the direction of Dr. Diana Elvira Soto Arango and the co-direction of Dr. José Rubens Lima Jardilino.

### Conflict of interest

The authors declare that they have no conflicts of interest.

### Ethical implications

The authors declare that this article has no ethical implications in writing or publication.

## Bibliographic References

- Báez Osorio, Miryam, "Las Escuelas Normales y el cambio educativo en los Estados Unidos de Colombia en el periodo radical, 1870-1886". PhD Thesis, Universidad Pedagógica y Tecnológica de Colombia-RUDECOLOMBIA, 2002.
- Báez Osorio, Miryam, "Las Escuelas Normales de varones del siglo XIX en Colombia". *Revista Historia de la Educación Latinoamericana* n.º 6 (2004): 179-208. [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamericana/article/view/2379](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/view/2379)
- Báez Osorio, Miryam. *Las Escuelas Normales y el cambio educativo en los Estados Unidos de Colombia en el período radical, 1870-1886*. Tunja: Editorial Universidad Pedagógica y Tecnológica de Colombia, 2004.
- Báez Osorio, Miryam, "Las Escuelas Normales colombianas y la formación de maestros en el siglo XIX". *EccoS Magazine* 7, no. 2 (2005): 427.
- Luis Ángel Arango Library (BLAA). *La Escuela Normal LEN*, volume II, no. 41. Bogotá: BLAA, October 14, 1871.





National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 1 (September 1881). [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?mon=1&vt=n&dir=90900003&num\\_img=1&num\\_fin=5](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?mon=1&vt=n&dir=90900003&num_img=1&num_fin=5)

National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 2 (November 1881). National Library of Teachers (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 3 December 1881). National Library of Teachers (BNM). *The Monitor of Common Education (EMEC)*, 1 no. 5 (February 1882).

National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)*, 1 no. 6. (March 1882). [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num\\_img=90900003\\_0173-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=250&modo=](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num_img=90900003_0173-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=250&modo=)

National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)* 1, no. 8 (1882): 225. [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num\\_img=90900003\\_0225-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=150&modo=](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num_img=90900003_0225-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=150&modo=)

National Library of Teachers (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 9 (1882). [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num\\_img=90900003\\_0255-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=150&modo=](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num_img=90900003_0255-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=150&modo=)

National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 11 (1882): 331. [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num\\_img=90900003\\_0331-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=175&modo=](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num_img=90900003_0331-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=175&modo=)

National Teachers' Library (BNM). *The Monitor of Common Education (EMEC)*, 1, no. 12 (1882): 366. [http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num\\_img=90900003\\_0366-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=175&modo=](http://www.bnm.me.gov.ar/ebooks/reader/reader.php?dir=90900003&num_img=90900003_0366-00&mon=1&vn=s&vi=s&vt=n&vp=s&vv=s&vh=s&c=&zoom=175&modo=)

Calkins, Norman A. *Manual de enseñanza objetiva ó instrucción elemental para los padres de familia y maestros de escuelas primarias*. Mexico: Librería de "La Enseñanza", 1880. <https://beceneslp.edu.mx/pagina/sites/sites/default/files/Manual%20de%20ense%20ense%20C3%B1anza%20objetiva%20C3%B3%20instrucci%C3%B3n%20elemental%20para%20los%20padres%20de%20familia%20y%20maestros%20de%20escuelas%20primarias%20.pdf>

Figuerola, Claudia. "La Escuela Normal de Colombia y los Institutos Anexos 1936-1951." PhD Thesis, Universidad Pedagógica y Tecnológica de Colombia, 2012.

Figuerola, Claudia. "La Escuela Normal Superior y los institutos anexos. Aportes pedagógicos, investigativos y de patrimonio histórico cultural en Colombia (1936-1951)." *Journal Historia de la Educación Latinoamericana* 18, no. 26 (2016): 157-181.

The Normal School (LEN). Vol. I, No. 1, January 7, 1871. <https://babel.hathitrust.org/cgi/pt?id=umn.31951000971501h&view=1up&page=root&size=100&seq=9&num=1>

The Normal School (LEN). Vol. I, No. 2, January 14, 1871. <https://babel.hathitrust.org/cgi/pt?id=umn.31951000971501h&view=1up&page=root&size=100&seq=25&num=1>

The Normal School (LEN). Vol. I, No. 3, January 21, 1871. <https://babel.hathitrust.org/cgi/pt?id=umn.31951000971501h&view=1up&page=root&size=100&seq=41&num=1>

The Normal School (LEN). Tomo II, n.º 37, September 16, 1871, 590. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20Septiembre%2016%20de%201871.pdf?sequence=22&isAllowed=y>

The Normal School (LEN). Tomo II, n.º 39, September 30, 1871, 618. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20Septiembre%2030%20de%201871.pdf?sequence=24&isAllowed=y>

The Normal School (LEN). Volume II, No. 40, October 7, 1871. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20October%207%20of%201871.pdf?sequence=16&isAllowed=y>



- The Normal School (LEN). Volume III, No. 53, January 6, 1872. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/188/La%20Escuela%20Normal.%20Bogota%20enero%206%20de%201872.pdf?sequence=2&isAllowed=y>
- The Normal School (LEN). Volume II, No. 42, October 21, 1871. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20Octubre%2021%20de%201871.pdf?sequence=18&isAllowed=y>
- The Normal School (LEN). Volume II, No. 43, October 28, 1871. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20Octubre%2028%20de%201871.pdf?sequence=19&isAllowed=y>
- The Normal School (LEN). Volume II, No. 45, November 11, 1871. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/187/ESCUELA%20NORMAL.%20Bogota%20Noviembre%2011%20de%201871.pdf?sequence=13&isAllowed=y>
- The Normal School (LEN). Volume II, no. 49-50, December 16, 1871. <https://repositorio.uniatlantico.edu.co/handle/20.500.12834/187>
- The Normal School (LEN). Vol. V, No. 158, January 10, 1874. <https://repositorio.uniatlantico.edu.co/handle/20.500.12834/187>
- The Normal School (LEN). Vol. V, No. 159, January 17, 1874. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/189/ESCUELA%20NORMAL.%20Bogota%20Enero%2017%20de%20de%201874.pdf?sequence=3&isAllowed=y>
- The Normal School (LEN). Volume VII, No. 267, May 20, 1876. <https://repositorio.uniatlantico.edu.co/bitstream/handle/20.500.12834/191/ESCUELA%20NORMAL.%20Bogota%20Mayo%2020%20%20%20de%201876.pdf?sequence=7&isAllowed=y>
- Lima-Jardilino, José Rubens. "Formação de professores na América: notas sobre história comparada da educação no século XX". *Formação Focente. Revista Brasileira de Pesquisa sobre Formação Docente*, 2, n.º 2 (2010): 54-67. <https://www.revformacaodocente.com.br/index.php/rbfp/article/view/13>. <https://www.revformacaodocente.com.br/index.php/rbfp/article/view/13>
- Loaiza Cano, Gilberto. *The political language of the republic. Aproximación a una historia comparada de la prensa y la opinión pública en la América española, 1767-1830*. Medellín: Makina Editorial, 2020.
- Pestalozzi, Johann E. "The Evenings of a Hermit." In *On education*, edited by Emmanuel Kant, Johann E. Pestalozzi and Johann Wolfgang von Goethe. Madrid: Daniel Jorno Editor, 1911.
- Quintero Cordero, Yolvi Javier. "Pedagogical model for the development of professional pedagogical modes of Performance in the Contrast plane of the national program of Educator training". PhD Thesis, Latin American and Caribbean Pedagogical Institute, 2011.
- Rabazas Romero, Teresa. "Formación pedagógica del profesorado de las Escuelas Normales en España: origen, evolución y textos (1857-1901)". PhD Thesis, Universidad Complutense de Madrid, 1995.
- Rabazas Romero, Teresa. "El pensamiento pedagógico normalista durante la Primera Restauración Borbónica". *Historia Educativa* n.º 17 (1998): 251-288.
- Rátiva Velandia, Marlén. "Teacher training at the Escuela Normal Superior de Cartagena de Indias from 2002 to 2010." *Revista Brasileira de Pesquisa sobre Formação de Professores* 11 n.º 22 (2019): 111-124. <https://revformacaodocente.com.br/index.php/rbfp/article/view/285/221>.
- Rátiva Velandia, Marlén, Diana Elvira Soto Arango and Sandra Liliana Bernal Villate. "Formación de educadoras en la Escuela Normal Nacional de Institutoras. 1900 a 1930". In *Culturas políticas y resiliencia en la educación*, compiled by Diana Elvira Soto Arango, Marlén Rátiva Velandia and José Pascual Mora García, 21-44. Tunja: Editorial UPTC, 2022. <https://librosaccesoabierto.uptc.edu.co/index.php/editorial-uptcc/catalog/download/185/224/4328?inline=1>
- Rátiva Velandia, Marlén. "The Escuela Normal Superior de Cartagena de Indias, a history under construction. A look at the pedagogical practice from 1998 to 2010." PhD thesis, Universidad Pedagógica y Tecnológica de Colombia, 2017.

- Rátiva Velandia, Marlén and José Rubens Lima Jardilino. "Universitarización de la formación docente en la Escuela Normal colombiana." *Journal Historia de la Educación Latinoamericana* 24 n.º 38, 2022. [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamerican/articulo/view/13570](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamerican/articulo/view/13570)
- Rátiva Velandia, Marlén, José Rubens Lima Jardilino and Diana Elvira Soto Arango. "Formación docente en perspectiva decolonial: narrativa de educadores normalistas". *Iberoamerican Journal of Higher Education* XIII n.º 37 (2022). <https://www.ries.universia.unam.mx/index.php/ries/articulo/view/1311>
- National Teachers' Library. *Review, El Monitor de la Educación Común*. Buenos Aires: BNM, n.d. [http://www.bnm.me.gov.ar/proyectos/medar/publicaciones\\_educativas/fondos\\_historicos/monitor\\_revista\\_elmonitor.pdf](http://www.bnm.me.gov.ar/proyectos/medar/publicaciones_educativas/fondos_historicos/monitor_revista_elmonitor.pdf).
- Rousseau, Jean Jacques. *El Emilio o de la educación*. Madrid: Alianza, 1998.
- Saviani, Dermeval. "História comparada da Educação algumas aproximações". *História da Educação* 5 n.º 10 (2001): 5-16. <https://seer.ufrgs.br/asphe/articulo/view/30500>
- Scanlon, Geraldine. "Women and public instruction: from the Moyano law to the Second Republic." *Historia de la Educación* 6 (1987): 193-207. [https://gredos.usal.es/bitstream/handle/10366/79441/La\\_mujer\\_y\\_la\\_instruccion\\_publica\\_de\\_la\\_la\\_.pdf?sequence=1](https://gredos.usal.es/bitstream/handle/10366/79441/La_mujer_y_la_instruccion_publica_de_la_la_.pdf?sequence=1)
- Soto Arango, Diana Elvira, Marlén Rátiva Velandia and José Pascual Mora García (comp). *Political cultures and resilience in education*. Tunja: Editorial UPTC, 2022. <https://librosaccesoabierto.uptc.edu.co/index.php/editorial-uptc/catalog/download/185/224/4328?inline=1>
- Soto Arango, Diana Elvira. "Legislation and social imaginaries in the scale and salaries of primary school educators in Colombia. 1952-1994". *Journal Historia de la Educación Latinoamericana*, 15, n.º 21 (2013). [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamerican/articulo/view/2472/2336](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamerican/articulo/view/2472/2336)
- Triana Ramírez, Alba Nidia. "Training of Colombian rural teachers 1946-1994." PhD thesis, Universidad Pedagógica y Tecnológica de Colombia, 2012.
- Triana Ramírez, Alba Nidia. "Formación de maestros rurales colombianos 1946-1994". *Journal Historia de la Educación Latinoamericana* 14, no. 18 (2012): 93-118. [https://revistas.uptc.edu.co/index.php/historia\\_educacion\\_latinoamerican/articulo/view/1619](https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamerican/articulo/view/1619)
- Tonon, Graciela. "The use of the comparative method in qualitative studies in political science and social sciences: design and development of a doctoral dissertation." *Kairos. Journal of Social Issues* 15, no. 27 (2011): 1-12. <https://revistakairos.org/la-utilizacion-del-metodo-comparativo-en-estudios-qualitative-in-science-politics-and-social-sciences-design-and-development-of-a-doctoral-thesis/>
- Valencia Calvo, Carlos Hernando. "Las Escuelas Normales de Manizales y la formación del magisterio. First half of the XX Century". Doctoral thesis, Universidad Pedagógica y Tecnológica de Colombia, 2004.
- Valencia Calvo, Carlos Hernando. *Teacher Training Colleges and teacher training. First half of the twentieth century*. Manizales: Universidad de Caldas, 2006.