

An Introduction to

MEXICO

& the
Role of
Women

INTRODUCCIÓN
DE MEXICO Y
EL PAPEL DE LA
MUJER

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Introduction



My name is Celina Melgoza Marquez. My first last name comes from my father, and my second last name comes from my mother. I do not have a middle name. I was born in a small town in Guanajuato, Mexico, on November 19, 1971.

I always take a day off after my birthday when I am in Mexico, to celebrate the Mexican Revolution of 1821 against the former President, Porfirio Diaz, who was in power for 30 years.

My family has 12 people. My father's name is Ramon Melgoza Guillen and my mother's name is Juana Maria Marquez Venegas. My sisters and brothers are Angelica (31), Ramon (30), Gerardo (28), Jaime (27), Maricela (24), Veronica (23), Olivina (21), Gustavo (19), and Daniel (17). My mom says that all she remembers from her first years of marriage was being pregnant.

Angelica and Olivina are married. Olivina has a 4-month-old baby boy. My brother, Gerardo, has a 2-year-old girl.

As a typical Mexican family, my father was the provider and my mother managed the finances. My father did not have the opportunity to go to high school. My mother did have the opportunity, but my grandparents told her that she did not need to go to school to be a homemaker.

My mother and father had common roles when I was growing up. Males represented the strong sex, the provider of the family. Women's activities were extremely limited and tied to the family. My friends' parents took the same path as my parents; their families were as big or bigger than mine.

My father always gave us as much as he could; he encouraged us to attend school. I graduated from high school in July 1989. By that time, my older sister was attending the university, and I had five younger brother and sisters attending school, from elementary school through high school, with only my father's economic support. As a result, I decided to start working to help my family. However, I wanted to go as far as I could with my education, so I moved to the city of Guanajuato. With the guidance of my sister, Angelica, I got a job as a secretary at the University of Guanajuato and took evening English classes. In summer 1992, after working as an assistant to the Spanish Summer Program of West Virginia University, I got a scholarship from WVU and the University of Guanajuato for three weeks of English training. My trip to Morgantown was an awakening. I now had the chance to be the English teacher I always wanted to be. That awakening was difficult for both me and my family. We had to face several difficulties and break social and cultural rules for me to come.

Now, thanks to the support of the West Virginia Community Educational Outreach Service scholarship, I have taken a big step in my educational career. I strongly believe that learning and teaching another language is much more than just translating words. A foreign language is the bridge that connects people's feelings, beliefs, and behaviors. Thanks to the West Virginia Community Educational Outreach Service, I one day will be able to share my understanding of another culture. Having knowledge of another culture helps you appreciate your own.

Just as I went through changes growing up, Mexico has changed, too. Now, young couples have only two or three children, and more and more women are able to attend school and become part of the work force. Men are getting more and more involved in what used to be women's work. One of this booklet's objectives is to present the role of women in Mexico.

Guanajuato

Guanajuato also is the name of one of Mexico's 31 states, with a population of around 77,300. Guanajuato is located geographically in the center of Mexico; in the north is the border with San Luis Potosí, in the east is the border with Querétaro, in the south is the border with Michoacán, and in the west is the border with



Jalisco. The state represents 1.54 percent of the country's territory, having 30,460 square kilometers. It sits 2,000 meters above sea level. Guanajuato's weather varies, according to altitude. The temperature ranges from a high of 36° Centigrade to a low of 3° Centigrade. The average temperature is 18° Centigrade.

Guanajuato's main Indian tribe was the Chichimecas, which was a mixture of Pames, Guamares, Guanaxuas, etc. The Chichimecas enjoyed hunting and gathering. The word "Guanajuato" comes from the Purepechas dialect *Quanaxhuato*, which has two meanings: mountain place of frogs (*lugar montuoso de ranas*) and place of many hills (*lugar de muchos cerros*.)

The state of Guanajuato played an important role in Mexican history, particularly during the independence movement. The town of Dolores Hidalgo was the birthplace of the movement. Father Miguel Hidalgo y Costilla was the first great leader of the movement to overthrow Spain.

On September 16, 1810, he issued "El Grito de Dolores," a declaration of independence that became the rallying cry of those struggling for freedom. However, it was another 11 years before that the independence finally was achieved.

The state's economy depends on four main cities: León, Celaya, Irapuato, and Salamanca. The four cities each contribute a specific resource to the state, which is reflected in the state's economy. León, important for its industry and trade, is well known as the shoe capital (*la capital del calzado*). The shoe production is high quality, and shoes are exported to several countries. Celaya is known as the Door of Gold (*la puerta de oro*) because of its great industrial development. Irapuato is known for its great strawberry production, one of the nation's most important crops. Salamanca is famous for its oil (*refinería*).

The state capital has the same name, Guanajuato. Founded in 1548, Guanajuato became one of the most important cities in New Spain (*Nueva España*) because of its silver. For a while, the enormous strike at the Valenciana Mine supplied more than half of all the silver received by the Spanish monarchs. Several nearby silver mines, as well as some gold and lead deposits, are still producing, such as the San Bernabé and Rayas silver mines. Some of the church altars in Guanajuato are made of gold.

Guanajuato is one of the cities declared as a city of Cultural Patrimony for the Humanity (*Patrimonio Cultural de la Humanidad*) because of its architecture and its role in Mexico's independence. It also is known for its industry as well as its original traditions and legends.

In addition to the beauty of its colonial architecture, Guanajuato is different from other Mexican cities in other ways. It is characterized by its tunnels and alleys. The tunnels are narrow and one-way. Some of them are so narrow only one car can pass, and other cars cannot be parked on the side. Recently built tunnels have parking spaces for use in emergencies.

The steep, narrow alleys were meant to be explored on foot. Some of the alleys are more visited than others, because of their legends or myths. For instance, the Alley of the Kiss (el callejón del beso) represents a tragic story between a poor man and the daughter of a rich man. When the father discovered the relationship between his daughter and the poor man, he killed his daughter instead of accepting their love.

The Legend of the Trick (el truco) is a story of a man who played cards in a bar every evening. One day, he played with the devil; he bet his wife and lost her.

Other alleys hold legends, and all those legends contribute to Guanajuato's uniqueness.

Guanajuato also is important for its uncommon traditions, such as the Friday of Pain (Viernes de Dolores), in memory of the Virgin of Pain. This celebration occurs on the Friday before Holy Friday. It is believed that the Virgin of Pain is the mother of the miners; therefore, this is the only day that women are allowed to visit the mines. On Thursday night before this celebration, it is traditional to dance at any of the dance halls in the city. Around 5 a.m., people meet in the Union Garden (Jardín Unión) where the men give flowers to the women. This day is also known as the Day of the Flowers (día de las flores).

Another tradition is the Opening of the Dam (apertura de la presa). On this day, the state governor opens the door of the dam. Afterward, everybody enjoys the food, music, and night-time fireworks. Traditionally, it rains hard on this day.

The biggest cultural event is the annual International Cervantes (Festival Internacional Cervantino). In the early 1950s, students from the University of Guanajuato presented skits (entremeses) based on the work of Spanish author Miguel de Cervantes at the Plaza de San Roque. The festival has grown ever since, and, for two to three weeks in October, Mexican and international actors, dance companies, and symphony orchestras perform at plazas and in theaters across the city.

Guanajuato, a center of national and international tourism, contains many government offices and the state university.

The 255-year-old University of Guanajuato has students from different parts of the country, but primarily from the state of Guanajuato. The university has numerous exchanges with different United States universities, including West Virginia University. These two universities exchange students in civil engineering, philosophy, psychology, agriculture, and foreign language departments.

The University of Guanajuato is one of Mexico's foremost universities. Since it was opened by Jesuits in 1732, at the request of Spain's King Philip V, it has been in almost continuous operation. In 1945, the school became a state university.

Ten years later, a modern, new addition with interconnecting patios and open-air hallways was built, complete with a Moorish-style facade. The city's cultural arts showcase, it offers theater, symphonies, and student performances.

Population

Mexico's population is notable. During the last 25 years, the Mexican population almost has doubled. By 1970, the population was 48.2 million people, with an equal number of men and women (24.1 million each).

By 1990, the total population had grown by 33 million people, totaling 81.2 million. The number of women was higher (41.3 million) than men (39.9 million).

In the last census in 1995, the population reportedly was 92.2 million people. This shows that the population almost has doubled since 1970. Of the total population in 1995, 44.9 million were men and 46.3 million were women.

The difference between men and women by 1995 is reflected in almost all the nation's 32 states. Eight states have more women than men.

For instance, the Distrito Federal has the highest difference between men and women; for every 100 men, there are 108.3 women. Guanajuato has a difference of 106 in favor of women. The opposite is true in Quintana Roo, which has more men than women. For every 100 men, there are 94.6 women.

Some states have more population than others. The most populous state is Mexico State, with 11.8 million people, of which 5.8 million are men and 5.9 million are women. The second most populous state is the Distrito Federal, with 8.5 million; 4.07 million are men and 4.4 million are women.

It is important to note that most Mexicans live in the central part of the nation. In 1970, 58.6 percent of the population lived in urban areas. By 1995, 73.5 percent lived in urban areas (an area with 2,500 people or more). Women represent 51.2 percent, and men 48.8 percent. This means that for every 100 men living in an urban area, there are 105 women.

Marital Status

In a way, marital status represents the rights and responsibilities of men and women in the Mexican culture. These rights and responsibilities reflect the population's social levels.

Divorce statistics show that more women than men are divorced. Women represent 11.4 percent, and men represent 3.7 percent of dissolved marriages. The average age of a divorced person is around 36 years. One possible cause for the higher percentage of divorced women could be the emigration of men following divorce.

The average marrying age of the population used to be 16 years old. However, by 1995, both sexes started marrying later, with the national average marrying age being 20 years old for women and a little more than 23 years old for men. The older marrying age results from people pursuing higher education and careers.



Mexicans living in cities with more industrial development wait longer to marry. For instance, in the Distrito Federal, the average marrying age for men is older than 24 years, and the average marrying age for women is more than 21 years old.

On the other hand, in less developed states like Chiapas and Yucatan, men get married two years sooner (22) than the men in the capital, and women get married two and half years sooner (18.5) than women in the capital.

This statistic shows that people get married younger in the southern states of Mexico, such as Chiapas, Campeche, Guerrero, Oaxaca, Quintana Roo, Tabasco and Veracruz, than those living in Central Mexico: Distrito Federal, Jalisco, Nuevo Leon, Tamaulipas, and Colima. (See the map of Mexico on page 12.)

Couples living in Quintana Roo get divorced at a younger age, compared to the rest of the nation. There, the average divorce age is 31.5 years for men and 31.9 years for women.

In Zacatecas, couples get divorced at an older age. There, men get divorced at an average age of 42.6 years and women at an average age of 40.9 years.

The states with higher divorce rates are the Distrito Federal and Morelos, which have a 9.4 percent rate. The state with the lowest divorce rate is Guanajuato, with 5.6 percent. The national divorce rate among people older than 12 years is 7.7 percent.

Statistics also show more women get divorced than men in Mexico. Of divorced people over 12 years old, 11.4 percent are women while only 3.7 percent are men. In the Distrito Federal and Morelos, 15 of every 100 women are divorced while 4 of every 100 men are divorced.

Childbearing

A woman's childbearing rate is related directly to her and her mate's educational, social, and economic conditions. According to the studies, a woman's childbearing years are between the ages of 15 and 49. Therefore, any childbearing study of Mexican women must consider their age, place of residence, educational level, and economic status.

By 1995, the female population aged 15 to 49 years old numbered 24.5 million, or 52.9 percent of the total female population. They represented 26.8 percent of the national population.

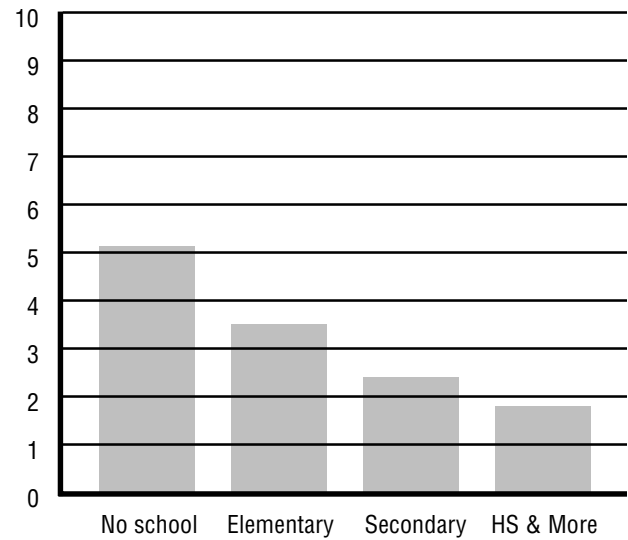
The higher number of women and the age of the female population are two important elements in childbearing. However, divorce and birth control methods have resulted in fewer children born each year.

In 1976, 5.7 children were born per woman. Ten years later, that number had decreased to 3.8 children per woman, a decrease of 33 percent. From 1987 to 1995, the rate decreased from 3.8 to 2.8 children per woman.

The education level of a nation's citizens affects the country's birthrate. An increase in the educational level corresponds to a decrease in the birthrate. The difference between women who attended school and women who did not attend school is 2 children.

The birthrate difference between women who attended elementary school and women who attended secondary school or higher is 1 child. Women who did not attend school have, on average, 3.4 more children than women who attended at least some school.

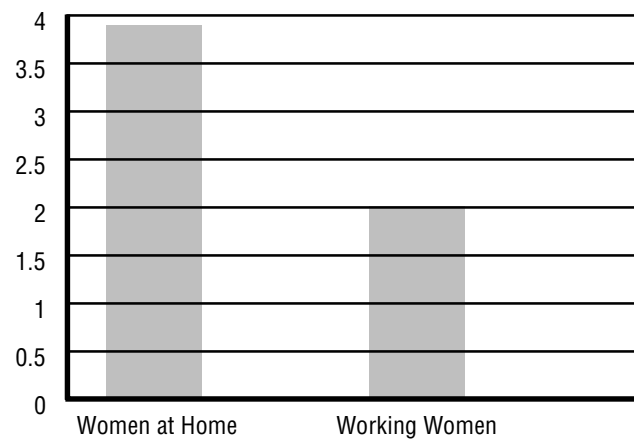
Births to Women by Educational Level in 1990



Employment also has affected the childbearing rate of Mexican women. As women started becoming part of the work world, more were motivated to use birth control. As a result, women combining work with their responsibilities as mothers and wives had fewer children.

Another important aspect affecting childbearing in the nation is the living standard. In the 1970s, rural women each had around 7.8 children, and urban women had only 5.7 children. This is a difference of almost 2 children. By 1991, the birthrate had decreased to 4.6 children per woman in rural areas and to 2.8 children per woman in the urban areas.

Number of Births per Family





Possible reasons for rural women's higher birth-rate are limited access to services and limited information about birth control methods.

By 1995, the average number of children per woman had decreased to 2.8. This fertility decrease can be attributed to sociocultural factors, such as women's educational level, employment, and birth control use.

Registered births in Mexico in 1985 numbered 2.6 million and, in 1995, 2.8 million, an increase of 4.4 percent. In Mexico, as well as in the rest of the world, more males are born than females.

The states of Chiapas, Oaxaca, Puebla, and Zacatecas have higher birthrates (3.7 - 3.4). In contrast, the Distrito Federal, Nuevo León, and Baja California Norte have lower rates (2.3 - 2.2). These states are three of the most industrialized areas in Mexico.

Education has a large impact on a woman's birthrate. Education motivates women to improve their lifestyles and work activities.

For example, an adolescent girl's educational possibilities are reduced greatly when she becomes pregnant. In most cases, girls quit school. They are pressured by their families or suffer discrimination at school.

Sixty percent of uneducated women have a child before age 20, while only 10 percent of women with a high school education have a child before age 20.

Education

During the last 25 years, the literacy rate of the Mexican population has increased noticeably. The percentage of boys between 6 and 14 years old who know how to read and write increased from 66.2 percent to 85.6 percent between 1970 and 1995. The percentage of girls who could read and write increased from 66.8 percent to 86.4 percent between those years.

Reading and writing are fundamental. An individual's progress at school, in the family, and in society in general depends on this ability.

Women have an advantage over men in literacy. Literacy statistics show that more girls than boys know how to read and write.

Some states in Mexico have a higher percentage of literate children of both sexes. For instance, in the states of the Distrito Federal, Mexico, Nuevo León, and Coahuila, the percentage of both sexes having the ability to read and write is around 90 percent for ages 6-14 years.

In the states of Aguascalientes and Tlaxcala, 90 percent of the girls can read and write. In some states, including Guerrero and Veracruz, less than 80 percent of children ages 6-14 years have these abilities. Most Mexican states have a higher percentage of girls who know how to read and write. An exception is the state of Chiapas, which has a difference of 1.5 percent in favor of boys.

A child's ability to learn how to read and write is dependent on the development of the area where they live. Some places have more pressing needs and have not been able to give priority to education.

The size of the city or town affects the literacy of children between the ages of 6 and 14 years. For example, in a town with less than 2,500 people, only 77.4 percent of the boys, and 78.2 percent of the girls know how to read and write. In cities of 15,000 people or more, 90.5 percent of boys

and 91.1 percent of girls know how to read and write.

Mexico has increased its education efforts throughout the entire nation the last 25 years. By 1970, for every 100 men 15 years old, 22 did not know how to read and write. By 1995, of every 100 men from the same age group, only 8 did not know how to read and write.

Women experienced a similar change. In 1970, 33 of every 100 women did not know how to read and write. By 1995, only 13 of every 100 women were unable to read and write. This was a noticeable improvement. The illiteracy rate of 29.6 percent dropped to 12.7 percent, a reduction of 16.9 percent. For men, the rate was 21.8 percent; that number declined to 8.4 percent, a difference of 13.4 percent.

The population's illiteracy rate according to sex showed some variations according to the city size. For instance, in rural areas with populations of less than 2,500 people, there are more illiterates. The male percentage rate is 18.5 percent and the female rate as high as 27 percent. In contrast, urban areas with populations of 15,000 have illiteracy rates of 3.7 percent for males and 6.4 percent for females.

Although the number of women who attend school has increased noticeably, women still are perceived as inferior to men. Women are still the targets of discrimination in Mexico.

The illiteracy rate for people 15 years and older has decreased. For instance, of the population aged 15 to 24 and 25 to 44 years old, the percentage of illiterate people is only 0.5 percent for males and 3.6 percent for women. However, for those aged 45 to 59 years old, the difference is higher—13.9 percent for men and 22.8 percent for women.

In the 60 years and older group, the illiteracy rate is 26.2 percent for males and 37.7 percent for females.

On the other hand, in the states of Distrito Federal, Nuevo Leon, and Baja California,

illiteracy rates are 4 percent for males and 5 percent for females. The states of Guerrero, Chiapas, and Oaxaca have illiteracy rates of 16 percent for men and 20 percent for women.

These differences represent variations between rural and urban areas. In rural areas, the illiteracy rates of people 15 years and older are 18.5 percent for men and 27 percent for women.

In urban areas with more than 15,000 people, the illiteracy rates are 3.7 percent for men and 6.4 percent for women.

School attendance increased noticeably from 1970 to 1995. In 1970, 65.6 percent of males attended school; by 1995, that number had increased to 92.9 percent. The increase in school attendance by women went from 63.3 percent in 1970 to 91.4 percent in 1995.

These statistics show the increase in school attendance during the last 25 years. School attendance increased by 28.1 percent for women, and 27.3 percent for men.

However, more girls than boys 6 to 14 years old still are excluded from the educational system.

School attendance statistics for 15- to 24-year-old men show they have a higher attendance rate. In 1995, 31 of every 100 men aged 15 to 24 years attended school. On the other hand, among women of the same age group, only 28 of every 100 attended school.

The attendance rate of the 15- to 24-year-old population decreased 0.9 percent for both sexes from 1990 to 1995.

The Distrito Federal has a higher attendance rate for people aged 15 to 24 years. The rate is 42.6 percent for men and 40.8 percent for women. In the state with the lowest attendance rate, 20.4 percent of men and 18 percent of women attend school.

More people in the states of the Distrito Federal (45.4 percent) and Nuevo León (43.1 percent) pursue higher education. The states with lower attendance rates for higher education are Oaxaca

(16 percent), Chiapas (16.2 percent), and Zacatecas (17.1). These percentages represent less than one-fifth of the male population attending postsecondary school.

More women attend secondary school in the Distrito Federal (43.6 percent), Nuevo León (39.5 percent), and Sonora (31.95). On the other hand, fewer women attend secondary school in the states of Chiapas (12.8 percent), Zacatecas (14.7 percent), and Oaxaca (14.9 percent).

On the national level, 50 percent more men than women attend school.

The social level of a nation is affected by the education of its people. Mexico has seen a noticeable increase over the last 25 years in those attending school after age 15. While more men than women attend school, the increase of women going to school is greater than the increase for men. These statistics reflect that women have had more access to school in the last 25 years than in the past.

Unfortunately, in the states of Chiapas, Guanajuato, Guerrero, Hidalgo, Oaxaca, and Zacatecas, women, on average, have a lower level of basic education. On average, women attend only 6 years of school. Therefore, the basic education level of these states is inferior.

The population's access to the educational system and the number of years of education of citizens impact their social and economic well-being.

Work World

In Mexico, males and females used to have specific and separate roles. Traditionally, men were providers and women did the domestic work. During the past few years, however, the roles of men and women have changed noticeably. The increase in the number of women working outside the home is proof. For instance by 1970, 17 of every 100 women age 12 years and older worked in economic activities outside the home. By 1995, 25 years later, 35 of every 100 women age 12 years and older worked outside the home.

Although women have contributed a lot in the work world, it is important to note that women contribute at home with the family. A total of 92.3 percent of women age 12 years and older do domestic work.

Men and women work together to maintain the family unit, satisfying the economic and social needs of the family. As a result, some men do domestic activities while some women work outside the home.

The nation's survey of work (1995) reported 64,000 million people age 12 years and older were employed in the work force. Of these, almost 31 million were men, and less than 33 million were women. Part of the population contributes economically, and others take part in activities not related to the economy. Therefore, 35.6 million people are economically active, while 28.4 million focus their activities in the domestic and educational area.

Of the economically active population, 55.2 percent also participate in other activities without economic repercussions. Of the nonworking population, 10.9 percent focused their activities in study, 22.3 percent combined study and domestic activities, 61.3 percent focused completely on family development through domestic activities, and 5.5 percent took part in activities not economically related.

Work & Related Activities: A Comparison of Men & Women

Kind of Activity	Total	Men	Women
Pop., Age 12 & Older	63.9	30.8	33.1
Working Population	35.5	24.1	11.4
Work	15.9	15.0	.85
Work & Study	1.15	.98	.22
Work & Home	17.14	7.42	9.71
Work, Study, & Home	1.34	.71	.63
Nonworking Pop.	28.42	6.71	21.71
Study	3.08	1.95	1.13
Home	17.41	1.15	16.26
Others	1.5	1.23	.34

Although Mexico has seen considerable change in the roles of men and women over the last 25 years, it is important to mention that a high percentage of the population continued holding traditional roles by 1995; women are housewives and men are the protectors.

For example, of the more than 9 million men combining their work outside the home with different activities, 8.1 million do domestic activities. Almost a million men study while working. Women who combine economic activities with domestic activities represent 97.7 percent. Only 2.1 percent combine study and outside-the-home activities. However, women do an average of 10 more hours of work per week than men.

Males & Females at Work

Based on the type of work that men and women do, it is possible to perceive the following:

Three of every 10 men work in agriculture while two of every 10 men work in crafts or as laborers.

On the other hand, of women who work outside the home, 23.2 percent are saleswomen, 3.4

percent are secretaries, 11.6 percent do domestic work, 10.8 percent work in agriculture, and 10.4 percent work in crafts and labor.

Home

In order to take care of family necessities, the family gets together and divides the responsibilities among family members. In Mexico, it is traditional to give authority and responsibility to the father, or to the oldest male or “jefe” of the family.

For example, for every home with a woman “jefe” (head) in 1970, there were six homes with men “jefes.”

On average, more than the 50 percent of the men serve as “jefe,” while less than 9 percent of the women are “jefes.” Therefore, authority in Mexican society traditionally has been held by the men. Men are in charge of the family direction. Women only take this responsibility when the men have left home.

The number of male and female “jefes,” however, depends on age. For instance, from age 20 to 60, 95.3 percent of the men are “jefes” of the family. On the other hand, the number of female “jefes” increases in the age group of 60 years and older. A total of 29.3 percent of the female population in this age range serve as “jefe” of the family. This increase is due to separations, divorce, and widowhood.

Another variable influencing the gender of the “jefe” is marital status. By 1995, 95.1 percent of the male “jefes” were married or had a female partner. In the female population of “jefes,” 47.7 percent were widows and 22.3 percent were separated.

As a result, the families with a female “jefe” live in lower economic and social conditions, because those families (1.9 million homes) have a single parent. For every 5 single-parent families, 4 are directed by women “jefes.” A total of 84.5 percent of these homes are located in urban areas while only 15.5 percent are in rural areas.

Observations

Throughout the years, the role of women in Mexican society has undergone several changes. Mexican women are much more active now than 25 years ago, as are women in the rest of the world.

Education has impacted the role of women in Mexico. Now, more and more women are able to attend school, a trend that has influenced Mexican society. Every day, more women graduate from high school and even college. A great number of women are in the workplace doing activities that used to be done solely by males. It now is not unusual to find women working as business owners, engineers, politicians, or journalists. When I was a child and attending school, for example, the directors were mainly men, and the mathematics and science teachers were men. Now, it is not surprising to find females as school directors and science and mathematics teachers.

With a higher educational level, men and women have opened their minds to accept one another's potential. Although the population's attitude is changing, there still are a great number of people who believe in different roles for males and females. The new generation does not recognize the role differences that existed while I was growing up, however. In many ways, I feel that I belong to the older generation, when women could not do several things. Now, women are able to participate in almost everything.

This change in roles can be seen in the development of women's aspirations and expectations. For instance, women wait to get married so they can attend school. Women with less education tend to marry younger than women who graduate from high school or college. Women with a higher education have more expectations from



life. Women with limited educational opportunities tend to see marriage as a goal of their personal development.

Another important part of a Mexican woman's life is childbearing. Women used to have several children; today, women have fewer children. Women are involved today in several other activities that motivate them. This change is seen in both urban and rural areas.

Unfortunately, a high number of women still neglect to attend school, especially if their parents believe that women do not need to be educated to succeed in married life.

After 25 years, women have been able to become part of the work world while attending to their responsibilities at home. Women are more involved in their nation's development. They contribute knowledge, strength, and dedication.

What will be the role of women in the next 25 years? Women probably will not be restricted from being a part of a specific activity or work area. Men and women will work side by side as a great, unified team.

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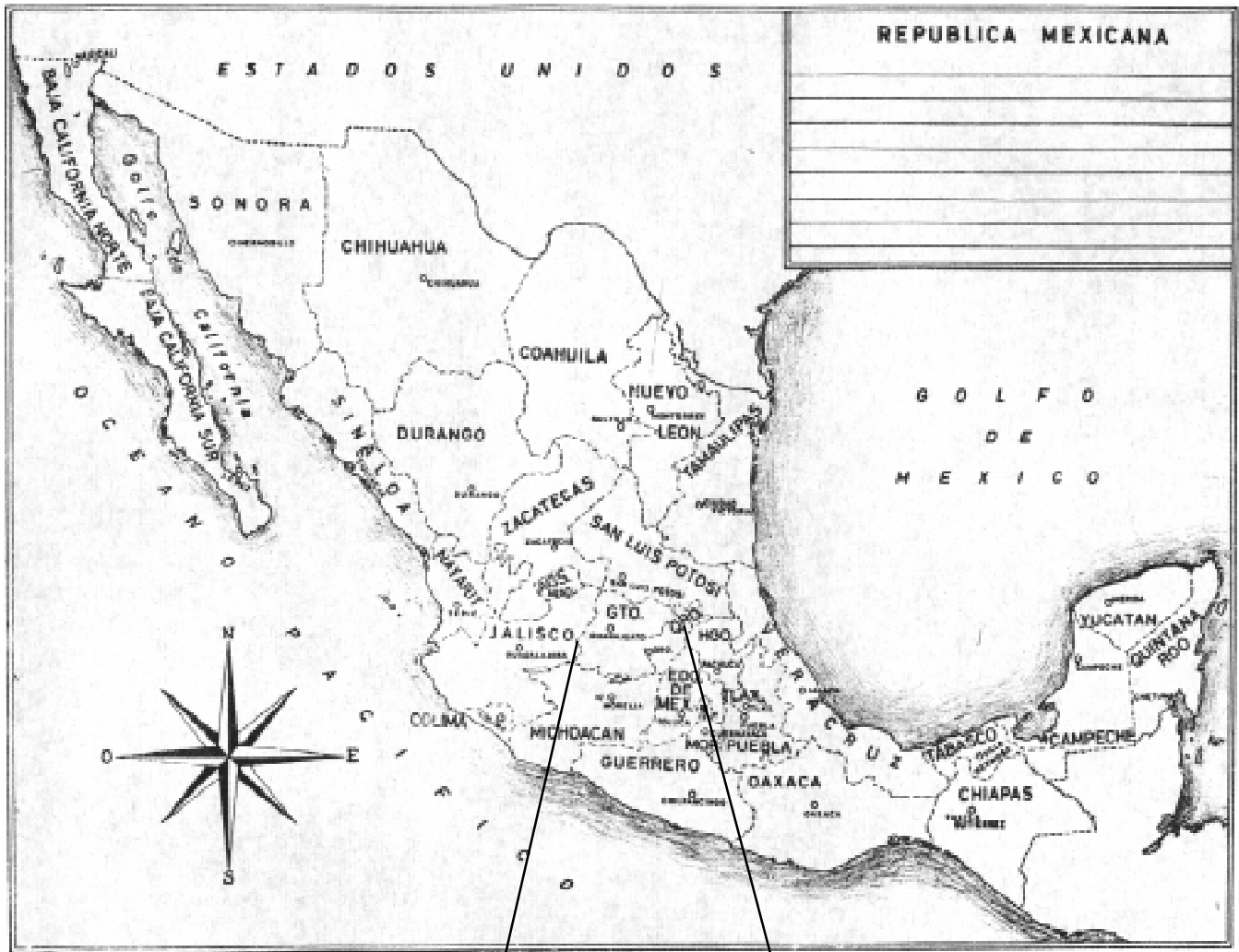
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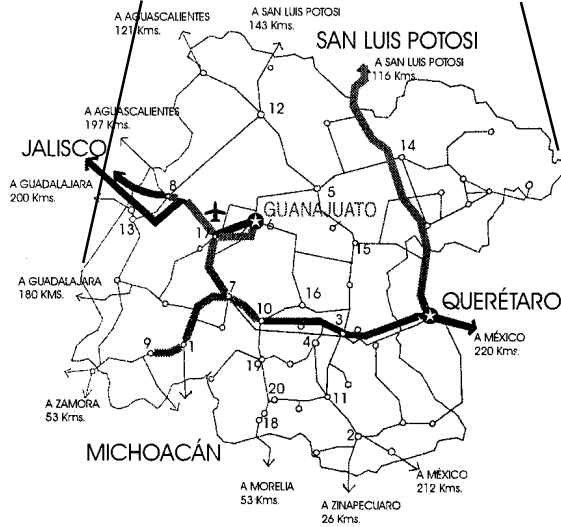
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