

Mexican Affairs

Governor Dehesa is ~~now seventy years~~ Chicago, January 31, 1914. and not strong enough to endure the hardships of a Mexican prison. Something should be done to protect him.

Data prepared by Professor C. J. Chamberlain:
This matter has come to the notice of the University
Teodoro A. Dehesa, for many years Governor of
from the fact that for ten years Governor Dehesa actively
the State of Vera Cruz under the Diaz regime, has
forwarded the researches of members of the University
been arrested for real or alleged participation in a
faculty, who were doing investigation in Mexico.
plot to overthrow Huerta.

Ex-Governor Dehesa is not only a well educated man himself, but he realized that education of the masses must be the salvation of Mexico. He established schools, open even to the poorest, and also developed an efficient State Normal School and a technical school which has done much to build up an artizan class.

Under the direction of principals and teachers, I visited all these schools and must say that Governor Dehesa is a bold and able educator.

I believe that he has the real interests of Mexico at heart and that he would be a valuable man in re-organizing that country.

In proof of his loyalty to his country is the fact that during nearly twenty years of opportunity as Collector of Customs at the Port of Vera Cruz and as Governor of the State of Vera Cruz, he has not become rich.

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MEXICAN LETTER

APRIL 20th, 1915.

BULLETIN NO. 52.

Issued by the Mexican Bureau of Information, Suite 334, 17 Battery Place, New York City.

To the Editor: Kindly use the matter in this bulletin as liberally as your space will permit. We supply this service free of charge. Please place this office on your exchange list if you desire to receive our regular bulletins.

A Protest from the Catholic Priests in Mexico

against the agitation of exiled Mexican Prelates and the American Clergy in the United States in favor of American Intervention.

* * *

To Venustiano Carranza, Chief of the Constitutionalist Army and in charge of the Executive Power of the Union:

"We, the undersigned Catholic priests of the Archbishopric of Mexico, take pleasure in stating that it is with regret and disapproval that we have seen a number of Catholic refugees in foreign countries, acting on the advice and under the influence of an Association which, with the pretext of protecting the Catholic Cause, has long been trying to interfere in our national affairs, address a petition to a foreign Government for protection of the Church of Mexico. We protest to you that none of us have taken or will take part in these measures which we consider anti-patriotic and unnecessary. It is true that we have to lament several injuries in persons and things pertaining to the cult and service of the Church, but we consider all this a sad consequence of the Revolution which has affected our Country in its very foundations, and which, on tearing up many harmful elements, sweeps away at the same time, with irresistible force, others which are harmless; but we confess that on the part of the most distinguished personalities of the Revolution, we have received attentions for which we are thankful, and many times also, the guarantees to which we are entitled as Mexican citizens.

"We trust, therefore, without resorting to any foreign power, to succeed in obtaining all the guarantees and rights consistent with the laws that govern us, which will permit us, far from all political action, to devote ourselves to the moralization of the poor and to the pacification of our Country, on the bases of the respect which is due to the constituted authority and of fraternity of all the Mexicans.

"Please accept this manifestation of our feelings and of our gratitude and respect." -- Following are the signatures of the Catholic priests:

Dr. Antonio J. Paredes, Vicar General of the Archbishopric of Mexico; José Cortés (Rector); Silvestre Hernández; Clemente M. Córdoba; Francisco E. Alvarez; Manuel Rodríguez F.; Eduardo D. Paredes; Bruno Martínez; Guillermo Trischler; Gerardo Anaya; Agustín Alvarez; Domingo Rojas; Felipe de la O; Manuel Cadenas; Alberto Gosca.

The following adhesion should be added on to the document:

"We, the undersigned, Spanish priests residing in Veracruz, adhere in the part which regards us to the statement made by the Mexican priests."

Signatures: Pedro Medina; Leonardo Peñalva; Roque M. Zorrilla; Sebastian Baz; Jacinto Arriaga; Lino M. Garcés; Marcelino Balcells; Vicente E. Miguel; Santiago Camps, and others.

* * * *

MEXICAN LETTER

BULLETIN NO. 52.

APRIL 30th, 1915.

Issued by the Mexican Bureau of Information, Suite 334, 17 Battery Place, New York City.

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"We, the undersigned, Spanish priests residing in Veracruz, adhere in the part which regards us to the statement made by the Mexican Priests."
Signatures: Pedro Medina; Leonardo Parades; Rodolfo M. Zentella; Sebastian Ruiz; Jacinto Arriaga; Lino M. Garde; Martiniano Balcasas; Vincente E. Miguel; Santiago Camp, and others.

University of Cincinnati
Office of the President

Mex. Com.

The twenty-third of April
nineteen hundred and fifteen.

CONFIDENTIAL.

Dear President Judson:

I now enclose
you the minutes of the conference in
New York. I hope you will have time
to look these minutes over and also
to read some papers I am going to
send you for consideration before the
meeting.

In a former letter I gave
the date of the meeting as May the
sixth. Please take note that this
should be Friday, May the seventh,
2:30 P. M. at the office of the Car-
negie Foundation in New York.

Very sincerely yours,

Charles D. Dehner

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

Enclosure.

University of Minnesota
Office of the President

The twenty-third of April
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Respectfully,
University of Chicago,
Chicago, Illinois

Enclosure

THEODORE H. PRICE

24 SOUTH WILLIAM ST.

NEW YORK

TELEPHONE 4275 BROAD

CABLE ADDRESS HAZYPRICE

165
April 24, 1915.

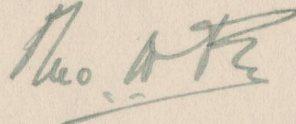
15 WALL ST.

My dear Sir:

I have received from Dr. Dabney today a copy of the minutes of the conference held on the 14th inst. in this city for the consideration of the Mexican situation. In them it is stated that "On motion of Dr. Mitchell the meeting adjourned to meet on Friday the 7th of May at 2:30 PM." There was, you may perhaps recollect, more or less discussion as to whether this meeting should be held on the sixth or seventh of May. My recollection is that the sixth of May was finally agreed upon, and thinking that Dr. Dabney may have made a mistake I have telegraphed to Dr. Rowe and have his reply stating that the date finally set for the meeting was Thursday, May 6th at 2:30 PM, and not May 7th. At Dr. Dabney's request I am, therefore, writing you to set the matter straight.

I earnestly hope that you can be present at the next meeting of the conference, which is to be held on Thursday, May 6th at 2:30 PM at the offices of the Carnegie Foundation for the Advancement of Teaching, No. 576 Fifth Ave., New York City.

Yours very truly,



Treasurer

Dr. Harry R. Judson,
C/O University of Chicago,
Chicago, Ill.

DR. H. PRICE
NEW YORK
1234567890
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Yours very truly,

W. H. P.

Treasurer

Dr. H. Price
C/O University of Chicago,
Chicago, Ill.

Chicago, April 26, 1915

Dear Sir:-

Your favor of the 24th inst. is received.

President Dabney wrote me that the conference would be in New York on the 7th of May. I note from your statement it is to be on the 6th. I shall be at "The Homestead", in Hot Springs, Virginia, for some days, and shall hope to be able to go on to New York to attend the conference. It is possible, as I wrote President Dabney, that I may not be able to do so.

Very truly yours,

H.P.J. - L.

Mr. Theodore H. Price,
15 Wall St., New York City.

Chicago, April 26, 1915

Dear Sir:-

Your favor of the 24th inst. is received.
President Barney wrote me that the conference would be in
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Mr. Theodore N. Price,
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PROTESTANT MISSION SCHOOLS IN MEXICO.

By G. B. Winton.

Educational work has from the first been an important part of the propaganda of the various Protestant boards (mostly American) sustaining work in Mexico. These missions were established, most of them, in the 'seventies and early 'eighties. In those days there was only a beginning of public schools, and anything that the missionaries would undertake in the way ~~mm~~ of schools was heartily welcomed. The people were pleased, and even the government looked with favor on these undertakings.

Mission schools have naturally fallen into three general groups (1) the primary day schools, (2) the mixed primary and secondary school, with both boarding and day pupils, the work sometimes advancing to include high school or preparatory grades, and (3) the special schools, usually normal and theological.

Of these groups the first gradually gave way, especially in the centers of population, before the advancing efficiency of the public schools. It is still employed, however, to great advantage by many of the mission stations in the villages and smaller towns. The demoralization resulting from current revolutions will bring a renewed demand for these simple and effective agencies. The cost ~~m~~ is slight, the chapel or rented hall used for worship serving also as schoolroom, and a young Mexican teacher having entire ~~m~~ charge. These schools reach ~~mmmmmmmm~~ children of the very poorest classes, the people who have no social standing to ~~maxim~~ sacrifice, and result often in developing most promising material in most unexpected quarters.

Boarding schools for girls have been especially effective. Mexican families like to have their daughters in an institution~~/~~ where they are both taught and cared for. These girls' schools, of which almost every denomination sustains several Mexico, have succeeded in reaching well-to-do families~~/~~ as ~~mm~~ has no other mission agency. The teaching of English and of music, as well as the scientific and modern instruction in other branches, has commended them to intelligent and educated citizens. They have been distinctly the most attractive institutions of their class. The public schools

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Of these groups the first gradually gave way, especially in the centers of population, before the advancing efficiency of the public schools. It is still employed, however, to great advantage by many of the mission stations in the villages and smaller towns. The democratization resulting from current revolutions will bring a renewed demand for these simple and effective agencies. The cost is slight, the chapel or rented hall used for worship serving also as schoolroom, and a young Mexican teacher having entire charge. These schools reach ~~millions~~ children of the very poorest classes, the people who have no social standing to ~~maintain~~ sacrifice, and result often in developing most promising material in most unexpected quarters. Boarding schools for girls have been especially effective.

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for girls are generally looked upon as plebian, and the Catholic institutions were rather inefficient. In only a few of the larger cities were there private ~~and~~ seminaries. Thus it has come about that these schools have been well patronized by people able and willing to pay substantial fees for tuition. The work ranged from the primary and even kindergarten upward, rarely extending above the eighth grade, and was projected on the American plan, and, in many instances, carried on in ~~English~~ English.

Boarding ~~and~~ schools for boys have not been equally popular. With the same outlay they might have done practically as well. But the women's boards of the churches devoted their funds almost exclusively to girls' schools, where^{as} there was no similar organization to concern itself with schools for boys. Money for such institutions was not easy to get. It was difficult to make them anything like self-sustaining. Parents were more willing to let boys take their ~~own~~ chances in the public schools. Besides, there were, relatively, a larger number of private schools for boys, including especially commercial schools, and there was less objection to having boys on the streets going to and from day schools. Nevertheless, not a few successful boys' schools were carried on -- mixed boarding and day schools, usually. They graded up rather better perhaps than the schools for girls, as boys consumed less time in music and other extras. Still, very few of them carried any appreciable number of boys through high school grades.

The missionary institutions that did this high school or preparatory work -- usually on the basis of the American plan of grading, though the French system is employed by most of the Mexican state schools -- were for the most part those of the third class, the special schools for training preachers, teachers and other workers. Two or three really excellent normal schools for girls were developed. They adopted usually the standard state program of studies, and their graduates became accepted and acceptable teachers in the public ~~and~~ schools. Of ~~these~~ these graduates there was never to be had a tithe of the number demanded.

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The training schools for ministers and other workers -- the sexes remaining rigidly separated through the whole course of schools -- have usually been compromise institutions. They were designed to bring about prompt and practical results, and their courses of study were ~~mm~~ usually a mixture of preparatory, college and theological branches, in such proportions as seemed to the managers to promise the best outcome. Some of them attempted rather formal seminary courses, usually, it must be allowed ~~mmmm~~ on a rather flimsy foundation. In others emphasis was given primarily to the ~~m~~ usual high school and early college subjects.

Such were the Protestant educational institutions in Mexico. It is to be feared that the wars have pretty effectually wrecked them, especially the most substantial and prosperous class of them, the girls' boarding schools. However, many of these owned valuable properties, and doubtless they will be rapidly rehabilitated when peace returns. These Protestant educational plants, especially the boys' schools, have exercised an influence on the life of the people all out of proportion to the ~~m~~ outlay of money and the attention which they have received. The number of real leaders coming to the front during recent disturbances, on the basis purely of personal merit, who got their training in ~~mmmmmm~~ evangelical schools is most surprising. It shows that had Mexico had for the past three decades one or two genuine colleges, their influence in the present crisis would be decisive. Doubtless the effects of the training of large numbers of girls are equally substantial and valuable, though not so readily appraised.

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Confidential

PLAN FOR SURVEY OF MEXICO

Submitted by G. B. Winton.

Four years of revolutionary disturbances have reduced Mexico to an abnormal state. Any report on conditions now prevailing there must be made with unusual discrimination and examined with minute care. Not only does the fighting, which still continues, make personal investigation on the ground difficult and even hazardous, but it has also cut off nearly all the ordinary sources of information. State and municipal organizations have become demoralized, the ordinary functions of their several departments are interrupted, statistics have not been gathered, and there is consequently a general death of data.

It follows that the basis for present study will have to be ^{ly} large/the official reports for the decade 1900-1910, the period immediately preceding the series of revolutions. Even these data should be scrutinized with care. They represent a dominant Federal administration, which despite its long continuance and apparent stability, was at the end of that decade about to go upon the rocks of popular disapproval.

The statistics and other data of the last years of the Diaz administration are available in the United States. A chart of conditions in Mexico, educationally, industrially and commercially, can therefore be framed from them in our country as well as on the ground. For social and economic conditions, recourse will have to be had to the ~~gamm~~ first-hand knowledge of persons familiar with Mexico. Of these -- former residents of that republic -- there are many now accessible in this country.

As for present conditions, they are, as has been suggested, abnormal. They will have to be sketched, at best, in rough outline only. In some respects they constitute, no doubt, a special appeal to the good will of our people. Yet they must not be ~~manmam~~ presented as either normal or permanent. While observation on the ground would perhaps make the presentation of their appeal more vivid and poignant, it is not essential. In their main phases they are pretty well known already.

Confidential

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My suggestion, therefore, is that the Committee on Survey secure the services of a competent authority on Mexico, outline to him the points on which information is desired , supply him with funds for obtaining such special reports and data as he may need, and charge him with the task of classifying, coordinating and editing the material thus accumulated into a unified report. Six ~~months~~ months -- a year at most, -- should be sufficient time for this.

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THEODORE H. PRICE

24 SOUTH WILLIAM STREET

NEW YORK

TELEPHONE 4275 BROAD
CABLE ADDRESS HAZYPRICE

15 WALL ST.

April 28, 1915.

5/5/15

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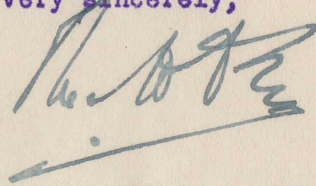
Went
Comm.

My dear Doctor Judson:

I am in receipt of your kind letter of the 26th of April. I sincerely hope you can be present at the conference, to be held in New York at the office of the Carnegie Foundation, No. 576 Fifth Avenue, at 2:30 P. M., May 6th. I have reserved a room for you and some of the other gentlemen who expect to attend that conference at the Hotel Gotham, corner of 55th Street and Fifth Avenue, New York, N. Y.

Perhaps, I have not made it clear in my previous letters that the Committee is provided with funds out of which they hope to be allowed to defer the traveling and hotel expenses of all those who are good enough to attend its meetings.

Yours very sincerely,



Dr. Harry Pratt Judson,

c/o "The Homestead,"

Hot Springs, Virginia.

THEODORE W. PRICE
NEW YORK
TELEPHONE 4110 DUNDAS
CABLE ADDRESS: THEODORE
12 WALL ST.

April 28, 1918.

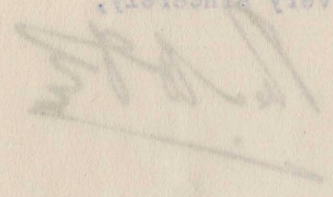
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N. Y.

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THEODORE H. PRICE
~~24 SOUTH WILLIAM ST.~~
NEW YORK
TELEPHONE 4275 BROAD
CABLE ADDRESS HAZYPRICE

15 WALL ST.

May 10, 1915.

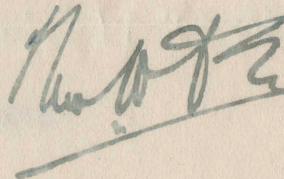
38

My dear Doctor Judson:

Allow me to express my pleasure at having met you at the Hotel the other morning. I have apprised the other members of the Mexican Committee of your sympathy with their purposes and have had much pleasure in telling them that you would consider going to Mexico with them if the trip can be arranged.

Our present plan is to start sometime between the 20th of June and the 1st of July. Mr. Doheny is very anxious that the members of this Conference should not be at any expense in connection with his activities and I hope you will not fail to send me a memorandum of any traveling expenses that may be properly chargeable to us, so that I may be able to promptly remit.

Yours very sincerely,



Dr. Harry Pratt Judson,
c/o University of Chicago,
Chicago, Ill.

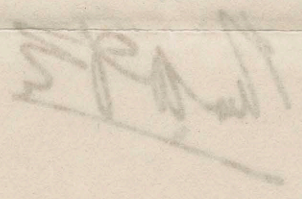
JONE H. PRICE
NEW YORK
15 WALL ST.

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that I may be able to promptly remit.

Yours very sincerely,



Dr. Harry Price Johnson,
c/o University of Chicago,
Chicago, Ill.

Chicago, May 12, 1915

Dear Mr. Price:-

Your favor of the 10th inst. is received. I shall be interested to know as early as possible the details as to the Mexican trip. My own engagements will keep me until the last week in June. So far as the expense of this last conference is concerned, there is nothing whatever that I could charge to the Committee, and hence there is nothing to pay.

With best wishes, I am,

Very truly yours,

H.P.J. - L.

Mr. Theodore R. Price,
15 Wall St., New York City.

Chicago, May 12, 1918

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Mr. Theodore E. Price,
15 Wall St., New York City.

THEODORE H. PRICE

15 WALL STREET
NEW YORK

TELEPHONE 4040 RECTOR
CABLE ADDRESS HAZYPRICE

Mexico
Ulex. 18
June 1, 1915.

My dear Doctor Judson:

I enclose clipping from the New York Evening Post of Saturday last in which an authority who is described as a resident of the City of Mexico for the past twenty years emphasizes the need of educating the Mexican people as a condition of intelligent government. These views coincide so definitely with those that have been expressed at our various conferences that I thought they would interest you. I am printing them in my own paper, COMMERCE AND FINANCE, together with some editorial remarks thereon and have instructed that a marked copy of that paper shall be sent you tomorrow.

Yours very sincerely,

Theodore H. Price

Dr. Harry Pratt Judson,
c/o University of Chicago,
Chicago, Ill.

EDDIE H. PRICE
15 WALL STREET
NEW YORK
TELEPHONE EAST 8-1000
CABLE ADDRESS: EDDIE H. PRICE

EVENING

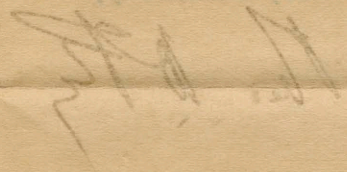
IN A CONDITION
OF ABSOLUTE CH
LETTER FROM

June 1, 1913.

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report will be sent you tomorrow.

Yours very sincerely,



Dr. Harry Price Jackson,
c/o University of Chicago,
Chicago, Ill.

IN A CONDITION OF ABSOLUTE CHAOS

LETTER FROM MEXICO CITY PRE-
SENTS SHOCKING PICTURE.

Mexicans Themselves Beginning to
Believe that They Cannot Restore
Peace Without Aid of the United
States—Crops Destroyed, Stock
Driven Off, Tools and Machinery
Burned and Starvation Threatening
All Over the Republic.

[The following letter is written to the
"Evening Post" by an American resi-
dent for twenty years in the City of
Mexico. For obvious reasons his name
is not disclosed. Without necessarily en-
dorsing his appeal for intervention by
the United States, we present it as a
truthful picture of conditions in the dis-
tricted republic.]

[Special Correspondence of The Evening Post.]
MEXICO CITY, (Undated).—The serious-
ness of the Mexican situation as it is re-
cognized by the Administration and people
of the United States, entitles it to the
earnest consideration of all citizens of
that country who are patriotic and hu-
manitarian; such investigation must have
an ethical, quite as much as an histori-
cal, basis, in order that just conclusions
may be reached.

It should not be a matter of surprise
to hear, as we often do, from loyal
Americans living in Mexico, expressions
of impatience with, and criticism of, the
policy of the Administration at Washing-
ton on this question. Nor should those
so expressing themselves be too harshly
judged by the defenders of that policy,
who are living in the United States, and
have not been peculiarly affected, or
suffered in any way, by the deplorable
conditions here. They have not seen as
have the former, the steadily increasing
hopelessness of any satisfactory solution
being brought about by the Mexicans
themselves. Neither should the charge
of self-interest be too strenuously in-
sisted upon as forming their basis for
criticism.

On the other hand, Americans in Mex-
ico should be charitable in judgment of
their fellow-citizens in the United States,
and should be careful not to be too ready
to attribute to them the advocacy of the
policy of "Peace at any price," for very
much depends upon the point of view.

It is almost universally believed here
that the political feature of the Mexican
question is fast becoming secondary to
that involving the lives of fellow-men.

AMERICANS FINANCIALLY RUINED.

It is time that the charge of self-in-
terest made against the Americans in
Mexico was abandoned. Nearly every
one of them has been practically ruined,
and recovery is absolutely impossible. The
little that they have left turned into gold
would hardly carry them to the border-
line of Texas.

Mexicans everywhere are recognizing
the hopelessness of the situation, and no
one can mingle with them without al-
most constantly hearing their pathetic
appeals for the United States to come to
their rescue, much as it hurts their pride
and fills them with shame to acknowl-
edge that they must be saved from their
own people; but what else can they do
when it is plain that the very life of the
nation is at stake? And now as the food
question becomes daily more and more
serious, and as they watch the constantly
increasing crowds of the poor at the re-
lief stations, which yesterday were so
great that they were compelled to use the
soldiers to disperse them, and hear them
clamoring for the necessities of life, fear
is increased to alarm. Daily a feeble ef-
fort is made by the authorities, through
the newspapers, to make it appear that
conditions will soon be better, when ship-
ping facilities can be improved, that then
stocks will be increased and prices low-
ered; but daily more difficulty is experi-
enced in finding supplies, and prices are
constantly advancing.

The revolution headed by Carranza has
become hydra-headed, and up to this
time the cutting off of one head has only
served to increase the number. Revolu-
tion has ceased, and it has become a fight
among the leaders for spoils. As was ob-
served by Zavala, "It is very easy to put
a country into combustion, when it pos-
sesses the elements of discord; but the

A Lesson of the European War



Registered,
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Once more, among countless times, has the great
food value of chocolate and cocoa been demon-
strated, both serving as a part of the rations of the
troops in ACTIVE SERVICE.

Baker's Sweet Chocolate

has always had this guarantee

"The ingredients of this Chocolate are guaranteed
to be pure cocoas of superior blend and sugar."

The genuine has this trade-mark on
the package, and is made only by

Walter Baker & Co. Ltd.

Established 1780

DORCHESTER, MASS.

difficulties of its reorganization are in-
finite."

A CONDITION OF UTTER CHAOS.

Nearly four and a half years have now
passed since the struggle began. The
country is bleeding at every pore, with
"No eye to pity and no arm to save." War-swept from one end to the other—
gathered crops have been consumed or
ruthlessly destroyed by one faction or the
other—homes desecrated, haciendas and
farms destroyed, machinery and farm
implements smashed or used to kindle
campfires, cattle killed or driven away,
work animals taken for service in the
field, and the growing crops used for pas-
torage or trampled down and destroyed.

Conditions in the cities and towns are
still worse; food supplies cut off or great-
ly diminished, and prices rapidly increas-
ing. One army enters and satisfies its
necessities, cupidity, and lust, only to
be driven out and replaced by another
with the same needs and the same de-
sires which must be satisfied; business
entirely destroyed and the majority of
business houses ruined; the money of the
country worth less than ten cents on the
dollar; war taxes levied by each faction
in turn, with additional fines for their
having complied with the imperative de-
mands of the former powers which were
backed by armed force, and under the
rule of martial law; and finally there
comes the decree that all import and
export duties shall be payable in gold.

Mexico City has been occupied and
evacuated six times already, with results
as stated, and many cities of the repub-
lic have suffered still more. None has
escaped, and the end is apparently as far
away as ever.

A committee of reputable residents of
Mexico City have reports from many of
the most reliable dealers in staple food
products throughout the Republic, that
indicate, beyond question, that within the
limit of three or four months from April
1st a condition of starvation will exist,
signs of which are rapidly appearing in
this city.

WALL OF PREJUDICE AGAINST UNITED STATES.

The geographical boundary between the
United States and Mexico is an almost
invisible line of more than 1,500 miles
in length, but the real division is a wall
of prejudice which up to this time has
proved well-nigh impregnable. Racial
differences and ignorance have built the
wall, and are constantly strengthening its
foundations. Intolerance is the prin-
cipal enemy to reconciliation. To pave
the way for this, one party must take
the first step, and the writer of this
letter, in common with practically all
other Americans here, believes that this
initiative should be taken by the stronger
and more enlightened nation.

In many parts of the Republic the na-
tives of Aztec descent remain in practi-
cally the same state of ignorance in which
the Spaniards found them; many never
having even learned the Spanish lan-
guage.

The character of the true Mexican, the
mixture of Indian and Spanish blood,
is not so easily analyzed. Proud, am-
bitious, vain, and superficially polite, but
with little interest in, or adaptation for,
business pursuits, with special tendencies
toward law and diplomacy, but theoretic-
al and impractical, they seem to be a
class by themselves.

These two classes constitute the 15,-
000,000 of Mexico's population. The first
claim, still, the ownership of the lands
by inheritance, and the privileged few of
the latter class claim it by royal favor,
purchase, and otherwise. About 10,000
haciendados of this class now hold title
to a very large percentage of all the land
in Mexico outside of the land owned by
the Government.

BITTERNESS OF THE LAND QUESTION.

An intensely bitter feeling has existed

for many years over this situation; for
which reason "the land question" has fur-
nished a popular shibboleth for ambitious
leaders, wishing to promote through rev-
olution, some selfish project, for which
they must secure a following. The mid-
dle and lower class of this mixed race,
the Mexican proper, have all the racial
characteristics of the upper class, but
lack both money and high educational at-
tainments, and are in a continual state of
unrest, always looking for some means or
pretext, by which to satisfy their resent-
ment against their more fortunate coun-
trymen. In order to accomplish this end
they incite the Indians to rebellion, by
promise of partition of lands, horses, cat-
tle, and farm implements, in addition to
privileges for looting their enemies the
rich; but when this is begun, distinctions
are forgotten and all suffer alike.

With these facts recognized, it is easy
to see why, as soon as the "iron heel" was
lifted and the people took the power into
their own hands, one revolution followed
another in rapid succession, and the thirty
years of abnormal peace under Porfirio
Diaz, peace maintained by force made no
change in the character of the people.

Is it not easy to discover also why pa-
triotism has always been at such a low
ebb? Why, that for more than four years
now the land has been rent by fratricidal
strife? Why there are to-day from four
to half a dozen leaders in the field, each
one fighting for first place, and each one
claiming to be the only saviour of the
country? Is it not natural, with the ex-
perience of many years of residence in
this country and a thorough knowledge of
conditions, that Americans and other for-
eigners here should lose faith in the abili-
ty of this people, unaided, to bring about
a righteous and permanent peace?

Patriotism has never won a revolution
in Mexico. No leader can gather about
him a respectable following except upon
promises of reward such as are generally
impossible of fulfillment. Madero had
scarcely made his entry into Mexico City,
before he was called upon to fulfil his
pledges, to partition the land and give
teams, cattle, and farm implements to
each peon, and to immediately enact laws
that would make the future life of each
one of them a luxury. His inability to

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STRAWS

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weaves to
choose from.

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Bangkoks is most
complete. Pana-
mas \$3.74, \$4.96
to \$100.00.

Macy's—
Men's Shop
Main Floor
35th St.
Entrance

comply, changed friends to foes, cost him
his prestige, and finally his life.

NEED OF A NEW EDUCATION.

After the abnormal peace under Diaz,
the quick return to the old revolutionary
conditions, which have always been the
normal ones, in Mexico, all unprejudiced
and right-thinking people of whatever
nationality, were convinced that the final
solution of both political and social ques-
tions could come only through the right
kind of education—not of one class, but
of all the people. This will be a question
of slow growth, and will require years
for its accomplishment, as beginning
must be made at the very foundation,
which must be of the most substantial
nature, a foundation of truth and right-
eousness which will reform the character
through right thought processes, that of
all, from the highest to the lowest, in
the nation. An education more of the
heart than of the brain. The right kind
of seed must be sown in the minds of the
children; then the tender plants must be
cultivated by peculiar ability and experi-
ence, and the harvest awaited with great
patience, but with unflinching hope.

A time of civil war seems inopportune
for instituting educational reforms, yet
its dreadful experiences often pave the
way for them, and may be the only
means by which a people can be pre-
pared to accept them in a spirit that will
lead to right results. Nowhere can be
found a prouder or more independent
people than in Mexico. The sovereignty
of the nation is to them a sacred thing.
They are quick to resent interference,
and suspicious of advice from a rival
Power; and, because of nature and train-

ing, cannot readily understand disinter-
ested motives in international relations.

NO FACTION REALLY REPRESENTATIVE.

The initiative of the United States to
break down the wall of suspicion and
prejudice, which already has existed far
too long, does not necessitate the con-
ciliation of all or any of the factions now
at war here; singly or collectively, they
form but a small proportion of the people
of Mexico—probably less than one per
cent. of the population of 15,000,000 have
been in any way actively engaged in the
revolution and deserve little considera-
tion. We in Mexico do not sympathize
with the theory that more than four-
teen and a half millions of people should
continue to suffer the horrors of war,
added to which will be the infinitely
worse condition of starvation.

It is not recorded that the American
people ever turned a deaf ear to appeals
of the suffering, their response has al-
ways been prompt and generous. Again
anxious eyes are turned in their direction,
helpless hands are stretched out, hearts
overflowing with sorrow and shame be-
cause of the dishonor brought upon their
country by the crimes of her own sons,
appeal to Americans to save the nation;
and very soon the cry of the starving
poor will reach them with an insistence
that will arouse the most indifferent lis-
tener.

Never has there been, and there may
never be again, so opportune a time as
the present, to show the Mexican people
that they have misjudged their northern
neighbors, and that, instead of the two
countries being natural enemies, they
are, as they should be, warm friends and
allies.

SAFE DEPOSIT VAULTS DIRECTORY

HAVE YOU EVER USED A
SAFE DEPOSIT BOX?
WHY NOT?

You Protect Your Money by keeping it in a bank;
You Protect Your Home and other Property by Insurance.
WHERE ARE YOUR VALUABLE PAPERS AND PERSONAL TREASURES?
ARE THEY SAFE?
They are not safe in your Home, in your Office, or Upon Your Person, and
INSURANCE POLICIES DO NOT COVER THEM
SAFE DEPOSIT VAULTS

provide the Best, Safest, and By Far the Most Economical Pro-
tection for these things. Ultimately you will find their use as
indispensable to you as **YOUR BANK ACCOUNT OR IN-
SURANCE POLICIES.**

and Addresses of following

PLANS TO HONOR OUR NATURALIZED CITIZENS

MISS F. A. KELLOR SUGGESTS NEW
OBSERVANCE OF FOURTH.

As Editor of "Immigrants in America Review," She Wants Independence Day Celebrated as Americanization Day with Appropriate Reception for Naturalized Citizens and Declarants — Prizes Offered for Best Suggestions.

Translation of the Declaration of Independence into the terms of a new declaration of citizenship and the observance of the Fourth of July as "Americanization Day" throughout the country are the two aims which the *Immigrants in America Review* wishes to inaugurate this year and make an annual feature of the national holiday. With this purpose in view, Miss Frances A. Kellor, editor of the *Review*, announces that a first prize of \$250, and a second prize of \$100, will be awarded to the two best papers on "What America Means and How to Americanize the Immigrant."

Each paper should include an appropriate programme for a Fourth of July citizenship celebration, and must be received by the *Review* at 95 Madison Avenue, New York, before June 25. The announcement proceeds:

"America has purposes, policies, standards, and ideals of naturalization; it stands for something—what is the purpose, policy, standard, and ideal it represents? Is it a land where men and women of many races follow various ideals of liberty and happiness, or have we a national character we can translate to the millions of immigrants in our land?"

Supplementing the campaign to popularize the idea of an Americanization Day with the public, Frederic C. Howe, Commissioner of Immigration at Ellis Island, has sent a letter to the Mayors of all our cities. In it he refers to the "New Voters' Day," which Philadelphia, Cleveland, Baltimore, and Los Angeles already celebrate as the last step in the naturalization of foreign-born aliens, the purpose of the reception being, he says, "to give dignity to the ceremony (of naturalization) and at the same time impress its meaning upon all citizens."

President Wilson recently went to Philadelphia to make an address at that city's reception to its new citizens.

The idea, explains Mr. Howe, originated in Cleveland last year in connection with the celebration of a "Sane Fourth." The names and addresses of all aliens admitted to citizenship during the preceding year were obtained from the clerks of naturalization and they were sent invitations to attend a reception. Each new citizen was presented with an American flag and a seal button of the city, with the word "Citizen" upon it. Patriotic music and speeches, one of them by one of the leading foreign-born citizens, were features of the programme. The Commissioner suggests in his letter to the Mayors that they appoint committees to organize similar observances on the Fourth of July this year.

Miss Kellor has issued an appeal and has signed it as editor of the *Immigrants in America Review*. It will be translated and appear shortly in the foreign language newspapers of this country. It reads as follows:

To Foreign-Born Citizens of America: In 1776 the Declaration of Independence set this country free and made it a haven for the oppressed of many lands who have come here seeking opportunity. In 1915, the Declaration of Independence is to be interpreted as a new Declaration of Citizenship.

We Americans and coming Americans, safe in the peace, prosperity, and strength of our country, seek some way in which to express as one people our appreciation of these blessings. It is therefore proposed that on the Fourth of July the American-born citizens hold receptions with appropriate exercises in honor of our naturalized fellow-citizens and declarants. On this occasion, we will all seek together to make this July the Fourth a day of inspiration and fulfillment to all citizens alike.

In order to do this, we need your ideas, your advice, and your active cooperation, and I shall be glad to receive your suggestions, for the National Americanization Day Committee.

A National Americanization Day Committee is soon to be appointed and will answer questions and confer with municipal authorities on the details of inaugurating and conducting suitable receptions.

Equitable rentals are more than reasonable

Considered in conjunction with the manifold advantages which the new Equitable structure offers to tenants, the Equitable rentals are more than merely reasonable—they are attractive.

There are some buildings in which space costs less, there are others in which space costs more, but there is no building in New York which offers so much for the money, or is so truly economical as the new Equitable structure.

All in all, advantage for advantage, dollar for dollar, the Equitable is the best proposition ever put before you, and our rental force will be glad of an opportunity to prove it.

Building now open for tenants

Equitable Building Corporation
120 Broadway

LAUNCHING OF NEW DESTROYER.

New Craft to Be Named for Capt. Jones, Naval Hero of 1812.

CAMDEN, N. J., May 29.—Mrs. Jerome Crittenden, of New York, great-granddaughter of Capt. Jacob Jones, who fought in the naval war with England in 1812, will christen a new destroyer after her distinguished ancestor this afternoon at the launching at high tide, at the yards of the New York Ship Building Company here. The Jones is of the largest type of destroyer. She is 315 feet 6 inches long and 30 feet 6 inches beam. Her depth is 17 feet 7½ inches, and her displacement 11,050 tons. She will four 21-inch torpedo tubes and four 4-inch 50-calibre rapid-fire guns. Her other outfit will be of the latest and best. Capt. Jones, for whom the destroyer is named, entered the navy in 1799, was promoted for bravery, and was in command of the ship when, on October 13, 1812, she engaged and captured the British frigate *Prolie*. He participated in several other encounters, and was awarded a Congressional medal for bravery. Mrs. Crittenden lives at Flushing.

TRAFFIC RULES, THEIR TOPIC.

Members of Safety-First Federation Will Meet at Detroit June 4.

The standardization of traffic regulations that may become general throughout the country, will be the principal subject for discussion at a meeting of the street-traffic committee of the Safety-First Federation of America to be held in Detroit, Michigan, June 4.

John Gillespie, Police Commissioner of Detroit, will preside. Under Commissioner Gillespie's administration Detroit has originated and put into effect many new safety-first ideas in connection with traffic regulations. In cooperation with Commissioner Gillespie, William G. Bryant, of the Detroit bar, has drafted a traffic ordinance, which recently became effective.

OBITUARY.

William Wood.

William Wood, for six years assistant postmaster of Brooklyn, died yesterday at his home, 263 Carroll Street, Brooklyn. He was forty-one years of age, and entered the postal service as clerk sixteen years ago. He was appointed to the place of chief clerk by Postmaster Francis Wilson and became assistant postmaster during the régime of Postmaster Edmund W. Voorhies.

Richard L. Gibbs.

Richard L. Gibbs, president of the lace importing firm of Richard L. Gibbs Company, Inc., at 200 Fifth Avenue, died suddenly on Thursday at his home, 153 West 46th Street. Mr. Gibbs was fifty-seven years old, and was prominently identified with the Masonic order. For twenty years he was connected with Belding Brothers & Co., a silk firm.

Mrs. Jane Roberts Archdeacon.

Mrs. Jane Roberts Archdeacon, widow of John Archdeacon, died suddenly Thursday night at the home of her son, the Rev. John Q. Archdeacon, in her

NEED CLOTHING FOR SERVIA.

Only Way to Fight Typhus, Says Relief Commission.

A million and a half pajamas and a million combination suits for women are needed in Servia, according to announcement by the Servian Agricultural Relief Committee of America. The Committee is asking for contributions of money and clothing.

"Enormous quantities of wash-clothing for men, women, and children are necessary if any perceptible progress is to be made to rid the country of typhus fever," says the announcement. "An accumulation of warm clothing should be started at once, in order that the tremendous need of new clothing for the coming autumn and winter may be supplied."

The Committee announces a shipment to Servia of hospital supplies valued at \$37,392.75, to Dr. Richard P. Strong, in charge of the American Red Cross Sanitary Commission, at Nish. In addition, forty-three cases of hospital garments, eighty-three cases of hospital supplies, and thirty-two cases of clothing were sent to the Servian Red Cross at Nish.

Twelve cases of hospital supplies went to Dr. E. W. Ryan, of the American Red Cross unit at Belgrade, one case of hospital garments and eight cases of supplies to Dr. Ethan Flagg Butler, at Gueglia, and one case of coats to the Sanitary Commission.

The Servian Agricultural Relief Committee, 70 Fifth Avenue, whose total receipts have reached \$68,170.79, acknowledged subscriptions of \$342, including gifts from Charles T. Crocker of \$200, and from Mrs. Seth M. Milliken of \$100.

The American Red Cross will ship on the steamship *Manhattan*, of the Atlantic Transport Line, to-day, for the British Red Cross, a consignment of miscellaneous garments and supplies, valued at \$7,000. The Eli Bates Red Cross Shop, Chicago; the Pasadena Chapter of the Red Cross, California; the Central Club for Nurses, New York city; the Maryland State Board, Red Cross, Baltimore; the Emergency Aid Committee, Philadelphia; the Princeton Chapter, Red Cross, New Jersey; the Church of the Heavenly Rest, New York city; the Rhinebeck Chapter, Red Cross, New York, and many other societies, and individuals contributed to this shipment specially designated supplies for England.

Contributions amounting to \$15,149.90 have been received since May 21 by Jacob M. Schiff, treasurer of the New York State Board of the American Red Cross. Total contributions to date are \$495,957.68. Gifts of \$100 or over are: Mrs. Jonathan Bulkley, \$500; James J. Goodwin, \$500; Bronx County Chapter, Red Cross, \$150; Riverdale-Spuyten Duyvil-Kingsbridge, Red Cross, \$110.

The Persian War Relief Fund, for which gifts should be sent to Edwin M. Bulkley, treasurer, Spencer Trask & Company, 25 Broad Street, has received new gifts of \$389.53, including one from Miss Katherine R. Williams of \$200.

127,250 Sacks of Flour for Belgians.

PITTSBURGH, Pa., May 29.—Mayors and burgesses of 28 towns in western Pennsylvania at a dinner here last night pledged 127,250 sacks of flour to be sent

VETERANS READY FOR MEMORIAL DAY MARCH

PARADE TO BE HELD ALONG
RIVERSIDE DRIVE.

Rear-Admiral Sigsbee, Retired, and Major-Gen. Wood to Review Column at Soldiers and Sailors Monument — Forty-four Grand Army Posts to Be Represented in Line—Plans for Annual Observances of Many Civil War Organizations.

Preparations for Memorial Day services and observances to-day were occupying the attention of most of the Grand Army posts and other organizations which will participate in the annual tribute to the men who served in the Civil and Spanish-American Wars, on Monday. Some ceremonies will take place to-morrow. The parade along Riverside Drive from 74th Street to 92d Street, made short because of the feeble condition of many of the veterans who will march, will be reviewed from a stand at the Soldiers' and Sailors' Monument at 89th Street by Rear-Admiral Charles D. Sigsbee, U. S. N., retired, who commanded the old battleship *Maine* when she was blown up in Havana Harbor in February, 1898; and by Major-Gen. Leohard Wood, U. S. A., commanding the Eastern Department at Governor's Island.

The column which will pass before them will comprise four divisions of Grand Army posts, forty-four posts in all, with an escort of regular Coast Artillerymen from the harbor forts, National Guardsmen from the city armories, naval militia, fifteen camps of Spanish War Veterans, ten garrisons of the Army and Navy Union, and ten cadet battalions. The grand marshal of the column will be Commander Sherburne C. Van Tassel of the Grand Army, with Col. Joseph B. Lord as his chief of staff. Major-Gen. John F. O'Ryan, commanding the National Guard troops, will review the column at West End Avenue and 92d Street after it turns east towards Broadway to disperse. Brig.-Gen. George R. Dyer, commanding the First Brigade, N. G. N. Y., and his staff will review the column at Broadway and 92d Street.

VISIT TO GRAVE OF FARRAGUT.

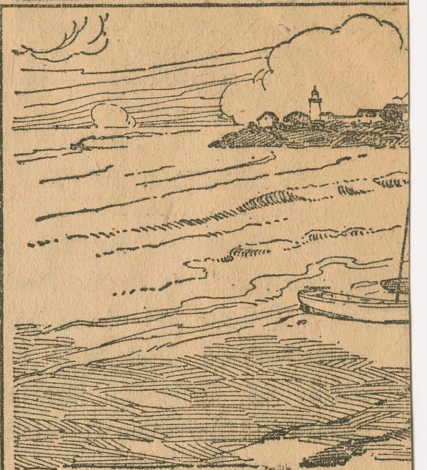
Among the observances of the day to-morrow will be a visit to the grave of Admiral David G. Farragut in Woodlawn Cemetery by the members of Farragut Naval Post No. 516 and Farragut Fleet, Port of New York Monitor Association, Naval Veterans of 1861-65, Port of Brooklyn, and Mrs. Ella Bixby Tent, No. 18, Daughters of Veterans. They will assemble at the entrance to the cemetery at Webster Avenue and 233d Street at half-past two o'clock, or five bells, in the naval parlance, in which the veterans couch their orders, and escorted by the associated Sunday-schools of Woodlawn Heights will march to the Farragut grave. Services will be held, with Capt. Henry F. Kearney, of the Farragut Fleet, presiding; and addresses will be made by the Rev. R. N. Birdsall, of the Woodlawn Heights M. E. Church, George Blair, and others.

In the evening at 7:30 o'clock the naval veterans will attend services at Grace Methodist Episcopal Church, West 104th Street and Columbus Avenue. Three members of the naval posts have died this year: Daniel Harris, served on the U. S. S. Franklin; William Bourne, served on U. S. S. Hartford, and Edward Fitzgerald, served on the U. S. S. Princess Royal.

Vocational School for Boys.

The Board of Education has authorized the establishment of a school to be known as the Brooklyn Vocational School for Boys. It will be located in the Cary Building, at Manhattan Bridge Plaza, Jay and Nassau Streets. Each pupil will have an opportunity to discover what branch of trade work he is best fitted to undertake.

**Astor
Trust
Company**



Good
\$50
Yet User

Note these amazing facts
Goodyear tires, as built this year, cost us \$500,000 more than if they were Goodyears.

That's because of improved
Yet this year's output will save some five million dollars less than 1914 prices.

That's because of a big increase made February 1st. It was a 45 per cent. increase, totaling 45 per cent.

Why Better Tires?

You ask why we add the cost of dollars in face of such reductions.

We have always added value. Our experts could discover. On research \$100,000 yearly improvements out.

Goodyears may pass Goodrich, but make sure that no rival can ever can.

What Extras Cost

Goodyear Fortified Tires embody many extras. Five of them are features found in no other tires.

Goodyear Service

American Tire Repair Co., 132 W. 4th St.
Anglo American Auto Tire Co., 334 W. 4th St.
The Anglo Tire Co., 237 W. 49th St.
Automobile Tire Co., 1625 Broadway
Auto Owners Supply Depot, 1773 Broadway
Banahan & Ackerman, 250 W. 47th St.
Geneva Bauman, 136 Lenox Ave.
Bloomingdale Bros., 59th St. and 5th Ave.
Belmont Auto & Storage Supply Co., 207 W. 4th St.
Brockner's Auto Supply Co., 216th St.
Leroy Brewster, 1790 Broadway.
Broadway Tire & Repair Co., 1691 Broadway.
Brownell & Kraft, 463 Sixth Ave.
Bronx Rubber & Auto Co., 385 E. 17th St.
Bryant Sales Co., 1997 Broadway.
Louis Burghardt, 136 W. 105th St.
Cedarhurst Motor Livery Co., 147 W. 24th St.
Century Garage, 9 W. 100th St.
S. W. Childs & Co., Inc., 3552 Broadway.
Circle Rubber Tire Co., 978 8th Ave.
J. B. Cohen & Co., 253 W. 58th St.
Colonial Rubber Specialty Co., 35 W. 4th St.
Consolidated Auto Supply Co., 207 W. 4th St.
Crane & Stendicke, 1912 Broadway.
Crescent Tire Company, 1777 Broadway.
I. Davega, Jr., Inc., 125 W. 125th St.
J. F. Driscoll, 148 W. 68th St.
E. J. Edmond & Co., 1783 Broadway.
James J. Fero, 796 Seventh Ave.
Field Baran Company, 1733 Broadway.
The Ford Sales Co., 55th and Broadway.
Lewis Gensler, 1790 Broadway.
Grand Concourse Garage Co., 19 Grand Concourse.
O. Goldberger, 376 Amsterdam Ave.
J. S. Griffin, Inc., 242 W. 41st St.
Hartford Tire Co., 1783 Broadway.
Haynes Auto Co. of New York, 1783 Broadway.

153
PAUL KENNADAY
780 PARK AVENUE
NEW YORK

January 2nd, 1917.

Pres. Harry Pratt Judson,
Univ. of Chicago,
Chicago, Ill.

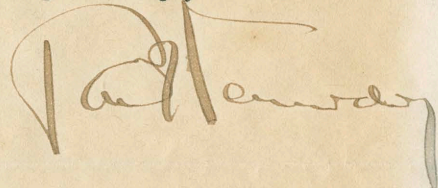
My dear Prof. Judson:

We are organizing what for the present we are calling the Mexican Cooperation Committee of One Hundred and we very much hope that you will be willing to serve as one of our National Committee.

An outline of our program and methods I enclose herewith and we shall appreciate it if you will give us your very frank criticism of this tentative draft. I also enclose a list showing our present membership and those we expect to have with us within a few days.

Our organization committee is meeting on Friday, the 5th. If it is possible for you to reply so that I can report your acceptance at that meeting, it would be a great convenience.

Yours very truly,



PAUL KENNEDY
180 PARK AVENUE
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Paul Kennedy

THE MEXICAN COOPERATION COMMITTEE OF ONE HUNDRED.

I Object.

The object of this Committee is the promotion of permanent friendly relations between the peoples of Mexico and of the United States.

II Program - Mexican.

Mexico's contact with the United States heretofore, has been with business men seeking profits to themselves. But Mexico is a Republic with her welfare accordingly resting upon the spread of education among her citizens. It is in the public school, then, rather than in business that the basis is to be found for lasting harmony and good will between the peoples of the two Republics.

The Peabody Education Board, In the United States the public is familiar with the aid which the General Education Board, and the Southern Education Board furnished ^{rendered} to the South ~~after the war~~. In the United States a proposal to work along similar lines in Mexico would undoubtedly meet with hearty approval and support.

In Mexico there is a wide-spread and keen desire among Mexicans to enlarge the present public school system of their country. Much has been accomplished already by the government and more is planned.

If it should prove acceptable to the government and to the people of Mexico to receive from their friends and well-wishers in the United States the offer of supplementary aid in educational matters:

(a) It is proposed to secure in the United States, as soon as possible, a sufficient fund to begin among the primary schools of Mexico, work patterned after that of the Jeanes Fund in the South. That is, with the approval of the Mexican government and when the means are in hand, it is proposed to engage specially trained teachers to regularly visit primary schools in Mexico in

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order to supplement and improve by counsel and example teaching methods wherever they are found to be in need of change. For this work there are available, in addition to Mexican teachers, American Spanish-speaking teachers familiar with Mexican modes of thought and sympathetic to Mexican ideals and national aspirations.

(b) While funds are being secured for the establishment of this work, a study will be made of the desirability and acceptability of securing funds in this country for agricultural demonstration work in Mexico such as that carried out under the General Education Board in the South.

(c) Investigation will also be made of the night schools for adults in operation in this country and Europe, to determine whether this form of teaching is adaptable and acceptable to Mexico.

(d) The founding by Americans of a small, well-equipped, non-sectarian school for teachers, with a full-time staff of instructors, might be of great value to Mexico at this time and might furnish a most agreeable proof of American good-will. It is proposed to investigate this subject carefully, with the view of presenting recommendations later, if the plan seems feasible and the fund required is not too large.

It would seem that such immediate and later assistance as that which the Committee has thus planned, would be of great benefit to Mexico in a field where Mexico's need is peculiarly pressing. It is believed that it would be an offering which could be presented without offence and accepted without hesitation. And it has in it the promise of large future development by the Mexicans themselves.

If it should prove further that the University authorities in Mexico should desire the assistance and advice of educators in this country in the extension of higher learning in Mexico, this Committee might well be the medium through which such work

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III. Program--American.

In the United States, the Committee's program is:

- (a) To serve as a bureau of information and central clearing house for all matters educational connected with Mexico;
- (b) To co-operate with all individuals or groups seeking the advancement of education in Mexico;
- (c) By systematic methods of publicity to present the truth and thus to break down current prejudices and misconceptions. To this end, when sufficient funds are in hand, the following plan is proposed:

- (1) Lectures by qualified recent students of Mexico, to be given in colleges, before Chambers of Commerce, men's and women's clubs, Y.M.C.As., etc.
- (2) Encouragement of the publication and wide circulation of reliable books, magazines articles and pamphlets. Such articles as that of President Dabney of the University of Cincinnati, which was published last March in the Outlook, should be printed in pamphlet form for distribution through the mails and at meetings.
- (3) A regular weekly service to newspapers throughout the country, furnishing to the larger papers authentic information combined with matter of "news value", and to the country, papers, "mats" and "boiler plate" material.

IV. Plan of Organization.

The plan of organization contemplated is:

- (a) Membership of various classes, paying from \$100. to \$1 in annual dues.
- (b) A National Committee of prominent men and women living in different parts of the country and serving in their communities as promoters of the Committee's work.
- (c) A Board of Directors chosen from the National Committee and serving as a connecting link between this Committee and other organizations working for the welfare of Mexico.
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Frans Boas, New York.

Crystal Eastman, New York.

Irving Fisher, New Haven, Conn.

Washington Gladden, Columbus, Ohio.

David Starr Jordan, Stanford, California.

Paul U. Kellogg, New York.

L. S. Rowe, Philadelphia, Pa.

J.W. Slaughter, " "

A.Y. Scattergood, " "

Stanley R. Yarnell, " "

Frederick Lynch, New York.

Ernest C. Moore, Cambridge, Mass.

Pres. Chas. W. Dabney
Univ. Cincinnati

Prof Paul Monroe
Columbia

Prof. Aug R. Murray
Columbia

Dr. Henry E. Bard
Pan-Am. Society

Prof E. C. Brown
Univ. N. C.

Invited to Join.

Henry Sloane Coffine, New York.

Paul Monroe, Columbia University, New York.

Mrs. J. Malcolm Forbes, Boston, Mass.

Mrs. Fannie Fern Andrews, " "

Charles F. Dole, Boston, Mass.

Paul R. Frothingham, Boston, Mass.

Miss Grace Abbott, Chicago.

Bishop Francis J. McConnell, Denver, Colorado.

President Livingston Farrand, " "

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" William A. Shonklin

" Rush Rhees, Rochester, New York.

" Charles F. Thwing, Cleveland, Ohio.

William I Hull, Philadelphia, Pa.

Thomas R. White, " "

John B. Garrett, " "

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Minutes of Conference, April 14, 1915.

An informal conference met at the office of the Carnegie Foundation for the Advancement of Teaching on April 14, 1915. The following persons were present:

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President Frank J. Goodnow
President Henry C. King
President Samuel C. Mitchell
Dr. John Bassett Moore
Dr. John R. Mott
Mr. Arthur W. Page
~~President Henry S. Pritchett~~
Dr. Leo S. Rowe
Mr. Theodore H. Price
President Charles W. Dabney.

President Pritchett, who was expected, was unavoidably detained and did not appear until the close of the meeting. President Dabney, by whose request those present had come together, suggested that Mr. Theodore H. Price state the inception of the idea which had led up to the meeting. Mr. Price submitted a written statement as follows:

"Through the instrumentality of some mutual friends, I made the acquaintance about six weeks ago of Mr. E. L. Doheny, President of the Mexican Petroleum Company. The interview was arranged to give me an opportunity of discussing with Mr. Doheny the Mexican situation. It was the outcome of a suggestion made in one of my published articles that the time had arrived when through unofficial intervention and moral suasion on the part of influential Americans, orderly government might be re-established in Mexico.

"Mr. Doheny expressed himself as very much interested in the idea and said that he would be glad to do anything in his power to forward such a movement. We had more or less conversation on the subject before he sailed for Europe on Saturday, March 20th. At one of our interviews, Dr. John Bassett Moore was present and may be able to confirm my statement as to Mr. Doheny's attitude in the matter.

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"In an effort to realize this purpose, I consulted with several friends, among them Dr. Dabney, to whose interest and co-operation, I am largely indebted for your presence here today. After more or less consultation with Dr. Dabney, we developed some suggestions that he will submit to you.

"That there might be no misunderstanding in regard to the matter, I cabled Mr. Doheny on March 30th stating that it was suggested that a preliminary conference of influential men should be held in New York to consider the situation and that it was hoped that this conference might be willing to select four or five competent observers to proceed to Mexico immediately for a preliminary survey; any subsequent action of the Conference to be based upon their report.

"I further stated in my cable to Mr. Doheny that since organized intelligent public opinion is prerequisite of free government, education should be the declared purpose of the Committee, that if the Conference was called, I felt that it should be clearly understood that any proceedings taken should be regarded as strictly private and confidential until publicity was authorized by the Conferees, and that it should be understood that any work undertaken should be solely in the interests of humanity.

"I also added that I thought it advisable that a fund sufficient to defray all expenses should be unconditionally at the disposal of the Conferees.

"In reply to this cable, Mr. Doheny wired: 'Approve proposed plan and guarantee cost'. I am thus circumstantial in reciting the genesis of the movement which has resulted in your presence here today, simply because my training as a business man has habituated me to careful statement in connection with important matters.

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"I feel that I am entirely justified in saying that Mr. Doheny's sole purpose in the matter is to do good. He is well acquainted with Mexico. He has made a large fortune out of his commercial operations in that country. He has in the past made one or two efforts to promote the cause of education in Mexico but they have not been successful because of the unsettled conditions there.

"He is an idealist. He believes that a very large proportion of the Mexican population will be responsive to any well directed and disinterested effort to establish orderly government and that there are many educated men in the Republic who will welcome any well meant and intelligently directed efforts to secure it. He realizes very fully the difficulties of the problem to the solution of which he hopes you will address yourselves, but he believes that it can be solved. He said to me that 'he liked to do things which other men thought impossible'.

"He fully realizes that he has invited your co-operation in the solution of a difficult problem and would impose no restrictions upon your methods or conclusions but he believes also that with enthusiasm and perseverance the problem can be solved and it is in this spirit and with this hope that I, in his name, welcome you here today."

President Dabney followed Mr. Price with an extemporaneous discussion of the conditions in Mexico and the purposes for which the conference had been called. He suggested that organization be postponed until after discussion of the situation and the opening for service, and recommended that in case definite work was undertaken, the Conference should make education its chief concern, though it was his hope that in forwarding this cause opportunity might be found to be helpful in other directions. He submitted a memorandum stating the object of the conference. (See below.)

Dr. Dabney was followed in turn by Dr. Bridge, Dr. Moore, Mr. Page, Dr. Mott, Dr. King, Dr. Mitchell, Dr. Goodnow and Dr. Rowe. Dr. Bridge expressed himself as in agreement with Dr. Dabney's views

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and confirmed what Mr. Price had said in regard to Mr. Doheny's desire to be unselfishly helpful. Dr. Moore told of the interview between Mr. Doheny, Mr. Price and himself, and of Mr. Doheny's willingness to finance a movement along the lines suggested. Mr. Page emphasized the desirability of making it clear that the purpose of the conference was essentially non-political. Dr. Mott expressed himself with great confidence as to the probable success of a campaign to promote the cause of education, provided no political or religious antagonisms were created. Dr. King expressed his agreement with Dr. Mott and made some suggestions with regard to the methods to be followed in connection with a preliminary survey of the situation, the arrangement of which had been suggested. Dr. Goodnow gave his views briefly as to the wisdom of avoiding any action that would seem to imply criticism of the Administration at Washington. Dr. Mitchell briefly expressed his belief in the benefit that would follow a well organized effort to promote the cause of education in Mexico. Dr. Rowe made a brief statement with regard to the present conditions in Mexico, the temperament of the people and the state of public opinion there.

The discussion thus commenced, continued informally until one o'clock, when the conference adjourned to luncheon in a private room at Delmonico's. During the lunch hour the discussion was continued, and the committee returned at about half past two o'clock to the office of the Carnegie Foundation.

It was then suggested by Mr. Price that the conference should formally organize itself. After discussion it was determined that those present should constitute a conference upon educational conditions in Mexico, but that this conference should not, for the present, organize in a formal way, but should continue as a voluntary association which might, by common consent, increase its membership as may seem desirable. It was determined, however, that from among the members of the conference a committee should be organized to be called "The Committee for the Study of Educational

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Conditions in Mexico", which should take charge of the active work. This was done and the following gentlemen consented to constitute this committee: President Frank J. Goodnow, President Henry C. King, President Samuel C. Mitchell, Dr. John Bassett Moore, Mr. Arthur W. Page, Professor Leo S. Rowe, Mr. Theodore H. Price and President Charles W. Dabney (Dr. Norman Bridge and Mr. John R. Mott suggested that their names be omitted from the committee for the present). The committee then organized by the election of President Charles W. Dabney as chairman, Mr. Arthur W. Page as secretary and Mr. Theodore H. Price as treasurer. Dr. Bridge and Mr. Mott were requested to sit with the committee.

The committee then adopted the following memorandum of the purposes of the organization presented by President Dabney at the opening of the meeting:

Object

1. To consider the advisability of forming a board or committee to direct a survey of educational conditions in Mexico.
2. To discuss plans for such a survey and
3. To discover men to make the survey.

The men selected should go to Mexico as soon as possible to

- a. Investigate conditions and make a report.

On motion of Professor Moore it was voted to add the following:

- b. In conducting their investigations, to give special consideration to existing educational agencies in Mexico, public and private, including corporations, societies, churches and individuals whose support and co-operation can be enlisted in the work of the committee.

Dr. Goodnow stated, and the committee concurred, that it was advisable for the committee to devote itself to a survey of educational conditions in the broad sense of the term and report on those in such a way that it would not involve the committee in any political discussions of the Mexican policy of the United States Government.

Dr. Dabney stated that it was understood that the committee is unofficial, independent of all political connections, free of commercial interests and has no relation to any faction or sect in the United States or Mexico.

Dr. Mott reported that a committee had been organized to consider methods of cooperation in Latin America of the missions and

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other similar agencies at work in the West Indies, Mexico and Central America and that this committee had selected persons to prepare reports under various heads. On its committee on education are a number of persons who might cooperate in making the proposed survey. Dr. Mott mentioned Mr. G. I. Babcock, Superintendent for Mexico, office, Mexico City, and Prof. S. Y. Esquivel of the Palma Institute at El Paso. At the request of the chairman, Dr. Mott agreed to send the committee the names of other persons from the list of those engaged in this work.

Prof. Moore suggested the names of Franz Boas, William R. Shepherd as possible agents for carrying on the survey. President Goodnow suggested the name of Harry S. Bard. President Dabney suggested ~~xxxxxxxxxx~~ Dr. George B. Winton of Vanderbilt University.

The chairman was requested to consider the names of other men to attend the next meeting of the conference and it was agreed that Dr. David Starr Jordan who had written a letter in response to the call for the meeting approving its purposes be invited to join the conference and its committee. At the request of the committee Dr. Bridge agreed to visit Dr. Harry Pratt Judson, President of the University of Chicago, and invite him to join the committee.

It was agreed that Dr. Rowe should make a plan of a survey to submit to the next meeting of the committee. Members of the committee were requested to consider the names of other persons competent to assist in the work of the survey.

On motion of Dr. Mitchell the meeting adjourned to meet on Friday, the seventh of May at 2:30 P. M.

Secretary

Chairman

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APPENDIX TO MEMORANDUM ON

"MEXICAN EDUCATIONAL SURVEY"

Submitted to the

Members of the Mexican Education Conference

by

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ELEMENTARY SCHOOLS

With the inauguration of President Juarez in 1858 the government undertook the formulation of a systematic plan for the development of primary education. Unfortunately, the provisions of the Constitution of 1857 did not give to the federal government the powers necessary to develop a national system of education. The framers of the instrument, in determining the distribution of powers between the federal and the state governments, followed in the main the provisions of the Constitution of the United States, but in so doing failed to realize that the states forming part of the federal system did not possess either the financial resources or the enlightened public opinion necessary to ensure the growth of a vigorous system of public instruction. It was taken for granted that inasmuch as under the political system of the United States, public education had reached a high degree of development under local supervision of the individual states, the same results would be secured in Mexico.

The period that has elapsed since the adoption of the Constitution of 1857 has served to demonstrate the error of this view. The limited income of most of the states has made it impossible for them to appropriate for public education even the amounts necessary to overcome the alarming illiteracy prevailing throughout the republic.

There is but little doubt that had the federal government been able to secure complete control of public education the system would have made for greater advances during the last half century. This is due primarily to the fact that the revenues and credit of the central government are far in advance of those of the individual states. Furthermore, the fact that the states have failed to develop a distinctive political life and that their administrative system is poorly organized, makes it difficult for them to secure the expert direction necessary for the growth of a vigorous system of public education.

The magnitude of the problem confronting the country can best be seen from an examination of the data relating to illiteracy. Significant as they are it is likely that they underestimate rather than

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exaggerate the degree of illiteracy that prevails.

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Persons 12 years or over, who can neither read nor write...	3,119,944	3,664,680	6,784,624
Persons less than 12 years of age who can neither read nor write.....	2,118,843	2,010,299	4,129,142
Persons concerning whom no information could be obtained....	76,438	89,564	166,002
Persons who can read and write...	1,273,325	906,263	2,179,588
Persons who can read but cannot write.....	163,568	184,335	347,903

In the central group of states, with 6,239,038 inhabitants, but 1,002,692, or about 15% of the total population can read and write. In the northern group of states, with a population of 1,174,341, but 287,777 can read and write. In the five Gulf states, with a population of 1,756,006, but ~~222~~ 280,087 can read and write, and in the states and territories of the Pacific Coast of a total population of 4,437,874, but 609,032 can read and write. These figures are taken from the census of 1900.

Although the federal government exercises no direct control over public education within the states of the union, there exists throughout the Republic practical uniformity in organization.

Primary instruction includes five years of elementary grade and two years of advanced grade. The course of study has been carefully worked ~~out~~ out, but the greatest obstacle to efficient service is the failure to pay adequate compensation to teachers. Even in the Federal District, where salaries are much higher than in the states, the principals of primary schools receive but \$730.00 per annum. The compensation of teachers ranges from \$328.50 to \$547.50 per annum, depending upon the degree of preparation and term of service. It is evident that with such low salaries, teaching as a profession does not offer much to allure young men and women, and it is not surprising that the government should find great difficulty in securing competent candidates for the available positions.

THE TRAINING OF TEACHERS

The inadequacy of the facilities for the training of teachers is a matter which has been dwelt upon by every writer on the educational

exaggerate the degree of illiteracy that prevails.

Total	Female	Male	
6,784,634	3,684,680	3,119,954	Persons 15 years or over, who can neither read nor write.....
4,129,143	2,010,299	2,118,843	Persons less than 15 years of age who can neither read nor write.....
166,003	89,564	76,438	Persons concerning whom no information could be obtained....
2,179,588	908,263	1,271,325	Persons who can read and write....
347,903	184,335	163,568	Persons who can read but cannot write.....

In the central group of states, with 6,239,038 inhabitants, but 1,002,692, or about 15% of the total population can read and write. In the northern group of states, with a population of 1,174,341, but 387,777 can read and write. In the five Gulf states, with a population of 1,756,006, but 280,087 can read and write, and in the states and territories of the Pacific Coast of a total population of 4,437,874, but 609,032 can read and write. These figures are taken from the census of 1900.

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system of Mexico. In some of the states in which normal schools exist the courses offered are so inadequate as hardly to deserve the name of normal courses.

During recent years a strong ~~effort~~ ^{effort} has been made in all the states, but especially in the Federal District, to improve this branch of the educational system. The improvement has been due in large part to the influence of the National Ministry of Public Education, and to the example set by the two excellent normal schools of the Federal District. The new building which has been erected for the men's normal school is thoroughly equipped and modern in every respect. In order to induce young men to enter the teaching profession the government has provided liberally for scholarships and stipends. The Normal School for women in the Federal District occupies an old building which is not adapted to its purposes. In spite of the inadequate accommodations, however, the school is doing excellent work, and compares ~~favorably~~ favorably with most of the normal schools in the United States.

The course of study in the normal schools covers a period of five years, and includes the following subjects:

Language
Arithmetic
Botany
Elements of Zoology
Composition
Drawing
Manual Training
Singing
Physical Training, and
(for the men) Military Drill

Second Year

Language
Algebra
Geometry
Elements of Physics
Elements of Physiology and Anatomy
Principles of Hygiene
Drawing
Manual Training
Physical Education
Harmony

Third Year

Language
Elements of Chemistry
Mineralogy
Elements of Psychology
Geography
Drawing
Manual Training
Harmony
Physical Education
Observation in the School of Practice

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Language
Algebra
Geometry
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Elements of Physiology and Anatomy
Principles of Hygiene
Drawing
Manual Training
Physical Education
Harmony

Third Year

Language
Elements of Chemistry
Mineralogy
Elements of Psychology
Geography
Drawing
Manual Training
Harmony
Physical Education
Observation in the School of Practice

Fourth Year

Spanish Literature
Logic
Geography
History of Mexico
Pedagogy
Physical Education
Observation and Instruction
in the School of Practice

Fifth Year

Literature
Ethics
Civics
General History
Civic Instruction
All the Natural and Physical Sciences
Pedagogical Organization
Discipline and Administration
History of Pedagogy
School of Hygiene
Physical Education

MANUAL, TECHNICAL AND VOCATIONAL TRAINING

In a country like Mexico, in which the native Indian population was for so many years kept in a condition of social subjection, bordering on serfdom, without any attempt to develop their economic efficiency, the need of the present day is a well-developed system of vocational and industrial training. During the colonial period, and in fact during the great^{er}/part of the nineteenth century, little or no attention was given to this phase of education. Today the statesmen and educators of Mexico realize that national effort must be concentrated on the problem of making the native Mexican a more efficient worker.

During the last fifteen years the movement for the introduction of manual training into primary schools, both in the Federal District and in the states, has acquired considerable force. The former Minister of Public Instruction in the Diaz Cabinet, Dr. Justo Sierra, saw clearly that the fundamental need of the great mass of the Indian population was the kind of training that would turn the attention of the younger men to the mechanical arts. Mexico lacks a native artisan class. The overcrowding^d of the legal and medical professions has become a serious problem and is traceable to the continuance of the ~~harmful~~ old Spanish prejudice against trade and commerce. This ~~harmful~~ tendency has been strengthened by the purely literary and classical character

Fourth Year

Spanish Literature
Logic
Geography
History of Mexico
Pedagogy
Physical Education
Observation and Instruction
in the School of Practice

Fifth Year

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of the ~~my~~ curricula of the secondary schools, which are moulded after the French system. The introduction of manual training, therefore, into the primary schools of the Federal District possessed a significance in Mexico far greater than in many other countries.

The influence of this change in the primary schools of the Federal District has been felt in all the states. Although but a beginning has been made in this direction, the important fact is that emphasis is now being laid on this type of training in the primary schools.

In the matter of vocational training, a beginning has been made in the Federal District, and also in some of the states, notably Chihuahua, but it is true that this movement is still in its ~~infancy~~ infancy. In the Federal District there is an excellent trade school for boys and another for girls.

The school for boys prepares for the following trades:

- Carpentering
- Wood Working
- ~~Iron~~ Iron Work
- Decorative Painting and Sculpture
- Electrical and Industrial Mechanics

For each of these, special courses are prescribed.

The School of Industrial Arts for Girls includes the following courses:

- Typewriting
- Bookkeeping
- Stenography
- Sewing
- Dressmaking
- Hatmaking
- Artificial Flower Making
- Embroidery
- Lace Making
- Wig Making
- Hair Dressing
- Domestic Science

In addition there are a number of courses taken by all pupils in natural history, physics and chemistry. In this school over a thousand pupils are registered. It is the purpose of the federal authorities to increase the number of these schools as rapidly as the resources of the government will permit.

COMMERCIAL EDUCATION

The introduction of commercial education, especially in its higher grades, is another of the recent changes in the system of

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The introduction of commercial education, especially in its higher grades, is another of the recent changes in the system of

public education. The first step in this direction was taken through the introduction of commercial courses in the higher grades of the primary schools of the Federal District. The next step was the establishment of a commercial section in the national secondary school and the final step in this movement was the establishment of a higher school of commercial education in the national capital. In the states but little has been done in this respect. Through the influence of a former Governor of Chihuahua, a commercial school¹ was established in the capital of that city. If the plans formulated for this school are carried out it will serve as a model for similar institutions in other states.

SECONDARY INSTRUCTION

The instruction corresponding more or less closely to the high schools of our American system is given in the so-called "Escuela Preparatoria" or Preparatory School. The organization, as well as the curricula of these schools, is patterned after the French "Lycee", and is designed to prepare students for the professional schools of the University. The system of secondary instruction is well organized in the Federal District, but represents the weakest part of educational system in the states. The most serious criticism to be made is the undue emphasis laid ~~up~~ on examinations and the failure to keep in close touch with the work of the pupil during the course of the scholastic year. In every subject, a series of printed questions is furnished the pupil and in most cases his ~~own~~ preparation consists in an attempt to memorize the answers to a disconnected series of questions, rather than to secure a broad grasp of any of the subjects. The result is that pupils pass through the "Escuela Preparatoria" with but a smattering of a great number of subjects, many of which are entirely beyond their mental ~~grasp~~ grasp.

A serious attempt has been made to reduce the number of subjects taught, and to require a more thorough training in a few fundamental courses. The course of study covers a period of five years and includes the following subjects:

First Year

Algebra
Mathematics
Geometry
Spanish

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First Year

Algebra
Mathematics
Geometry
Spanish

French
Drawing
Manual Training

Second Year

Advanced Mathematics
Spanish
French
English
Drawing
Manual Training

Third Year

Mechanics
Physics
Spanish
English
Drawing
Manual Training

Fourth Year

Chemistry
Mineralogy
Botany
Geography
English Literature
Spanish Literature

Fifth Year

Zoology
Elements of Anatomy and Physiology
Psychology
Logic
General History
Mexican History
Ethics
Spanish Literature

HIGHER EDUCATION

The movement for the ~~establishment~~ establishment of a university in Mexico was initiated by Charles V in 1551, but no courses were offered until 1553. From that time until the final abolition of this institution by the Juarez government in 1867, the only university organization existing in Mexico was under the direct control of the Catholic Church. As the demand for higher education, and especially for professional training, became more insistent the government established a series of independent professional institutions. The medical school, the law school and the engineering school^s grew up independently, each with its own Director responsible to the Minister of Public Instruction.

This form of organization proved unsatisfactory for many reasons but especially because it prevented the development of any unity of purpose in higher education and was a permanent obstacle to the growth of that university spirit which exerts so marked an

French
Drawing
Manual Training

Second Year

Advanced Mathematics
Spanish
French
English
Drawing
Manual Training

Third Year

Mechanics
Physics
Spanish
English
Drawing
Manual Training

Fourth Year

Chemistry
Mineralogy
Botany
Geography
English Literature
Spanish Literature

Fifth Year

Zoology
Elements of Anatomy and Physiology
Psychology
Logic
General History
Mexican History
Ethics
Spanish Literature

HIGHER EDUCATION

The movement for the maintenance establishment of a university in Mexico was initiated by Charles V in 1551, but no courses were offered until 1853. From that time until the final abolition of this institution by the Juárez Government in 1887, the only university organization existing in Mexico was under the direct control of the Catholic Church. As the demand for higher education, and especially for professional training, became more insistent the government established a series of independent professional institutions. The medical school, the law school and the engineering schools grew up independently, each with its own Director responsible to the Minister of Public Instruction.

This form of organization proved unsatisfactory for many reasons but especially because it prevented the development of any unity of purpose in higher education and was a permanent obstacle to the growth of that university spirit which exists so marked an

influence on the life and thought of the student body.

The necessity for closer co-ordination of university instruction became so pressing that the government finally decided to correlate the work of the several independent faculties in a university ~~mm~~ organization. The centennial anniversary of Mexican independence was made the occasion for the inauguration of ~~mm~~ this plan. Under the law of May 26, 1910, the existing schools of law, medicine, engineering and architecture were made integral parts of the new National University of Mexico. To this a graduate school was added, intended for the conduct of special research in every ~~mmmmmm~~ field of ~~mmmm~~ science. The National Preparatory School in the City of Mexico was also made an integral part of the new university organization.

The University is placed under the control of a President, designated as the "Rector" and a University council. This council is composed of the President of the University, the deans of the professional schools and the director-general of primary instruction. In addition, four members are designated by the Minister of Public Instruction and two representatives from each of the professional schools are elected by the respective Faculties. The student body is also represented on the University council by a provision which gives to the students in each of the professional schools the right to elect one of the ⁱⁿ number as their representative on the council. The council is given wide powers over university organization and administration, but the final authority in all important questions is vested in the Minister of Public Instruction. The official inauguration of the University took place on the 22d of September, 1910

EFFECT OF THE REVOLUTION ON PUBLIC EDUCATION

Private advices from Mexico all indicate that the revolution has played havoc with the educational ~~mm~~ organization of the country. The national capital has not suffered severely in this respect, but in the smaller towns and in the rural district, especially in central and northern Mexico, many of the schools have been ~~m~~ closed, and others have been kept open for ~~but~~ a brief period during the year. In some cases but a remnant of the former educational system remains.

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Confidential

EDUCATIONAL CONDITIONS IN MEXICO.

7 Mex. Comm.

I. Public Education.

The public schools of the country are conducted either by the various towns and cities, by the States or by the Federal Government.

A. - In many States the different towns and cities have charge of their own schools, attending to their financial and educational affairs. They do this either through local boards of education or through commissioners. In other States the towns and municipalities cooperate with the State government by allowing it to direct the technical side of education such as the selection of teachers, the forming of courses of study, the prescribing of methods, the ~~selection~~ selection of text books, etc., while the town attends to the financial affairs. An illustration of the first type is found in the State of Vera Cruz, of the second in the State of Coahuila.

B. - There are other States in which all the public schools are conducted by the State, leaving nothing for the various towns to do. Such has been the case in Zacatecas.

C. - The Federal Government takes entire charge of the public schools in the Federal District and Territories.

In regard to the Primary Schools the course of studies embraces four elementary grades and two higher grades, making six altogether. During the years 1889-90 there was held at the City of Mexico a Congress of Education to which every State of the union sent official representatives. This Congress formulated courses of studies for all the Primary Schools which almost all the States have adopted. As a result, there is at least uniformity in the number of years devoted to Primary Education.

There has been at least one Preparatory School in each of the States and one ^{at} ~~in~~ the City of Mexico. These schools correspond somewhat to the American high schools with two additional years, making six years altogether. Because the most famous professional schools, located at the City of Mexico, require a certificate from the Preparatory Schools for admission, the courses in these schools have been uniform all through the Republic. They have taken the course of