Chicago, January 31, 1914.

Governor Dehesa is not a very young man of 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 from the fact that for ten years Governor Dehesa actively the State of Vera Cruz under the Diez regime, has arrested the researches of members of the University been arrested for real or alleged participation in a 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 artisan 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.
Governor Dehesa is near seventy years of age, and
not strong enough to endure the hardships of a Mexican
prison. Something should be done to protect him.

This matter has come to the notice of the University
from the fact that for ten years Governor Dehesa actively
forwarded the researches of members of the University
faculty, who were doing investigation in Mexico.
Governor Dennis is now reverting to the presidency of the Mexican government. He has ample reason to undertake the task of the University of Mexico, and the Mexican government appears ready to do so. The Governor has gone to Mexico to take part in the celebrations of the University of Mexico.

Under the direction of President and Secretary of Education, I attended the opening ceremonies and met with the Governor. I believe that in the near future this new interest of Mexico will be of great benefit and that we may look forward to a rapid expansion of the University in the future.
MEXICAN LETTER

APRIL 20th, 1915.

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:

"As the undersigned Catholic priests of the Archdiocese 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.

"As 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 Archdiocese of Mexico; José Cortés (Rector); Silvestre Hernández; Clemente M. Cordoba; Francisco E. Alvarez; Manuel Rodriguez L.; Eduardo D. Paredes; Bruno Martínez; Guillermo Trischler; Gerardo Anaya; Agustín Alvarado; Domingo Rojas; Felipe de la O; Manuel Cadenas; Alberto Gusa.

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 Pasquali; Roque M. Zavallón; Sebastián Paz; Jacinto Arriaga; Lino H. García; Marcellino Balansán; Vicente E. Miguel; Santiago Camps, and others.

****
MEXICO CITY, DECEMBER 11TH, 1918

To the President of the United States of Mexico,

This is to inform you that the Mexican government has authorized the appointment of General Alvarado as its representative at Washington.

Yours sincerely,

[Signature]

Enrique M. Ponce de Leon

Secretary of State of Mexico
University of Cincinnati
Office of the President

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,

[Signature]

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

Enclosure.
CONFIDENTIAL

Dear President Johnson,

I am writing to convey the substance of the conference at which I was present yesterday. The purpose of the meeting was to discuss the current situation in the area and to coordinate efforts to address the issues.

As a former member of the peacekeeping forces, I have experience in the field and believe that my perspective could be valuable in this context. I am available to assist in any way I can.

Please consider my offer and let me know if you require any further information.

Sincerely,

[Signature]

[Note: The handwriting is slightly smudged and difficult to read in some parts.]
April 24, 1915.

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 it 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,

[Signature]

Treasurer

Dr. Harry E. Judson,
C/O University of Chicago,
Chicago, Ill.
Chicago, April 26, 1916

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,

N.P.J. - L.

Mr. Theodore H. Price,
15 Wall St., New York City.
Cher [nom de personne],

Je vous écris pour vous dire que j'ai reçu votre lettre avec bonheur. J'espère que vous allez bien. Je me sens très bien à la maison et j'apprécie beaucoup le temps que j'ai ici.

Concernant mes affaires, tout se passe bien. Je travaille dur pour améliorer ma situation et je suis sûr que je vais réussir. Je suis également actif en dehors du travail et j'aime beaucoup passer du temps en nature.

Je vous remercie pour votre soutien et pour toutes les lettres que vous m'avez envoyées. C'est très important pour moi de savoir que je vous tiens en haute considération.

Je vous prie de croire, cher [nom de personne], en l'amitié et en la considération qui m'inspire votre correspondance.

À très vite,

Veuillez croire, cher [nom de personne],

[signature]
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 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 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 children of the very poorest classes, the people who have no social standing to 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 in Mexico, have succeeded in reaching well-to-do families as 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
PROTESTANT MISSION SCHOOLS IN MEXICO
By G. E. Wright.

Important work for the first time is important part of the progress of the various Protestant bodies resident in Mexico. These missions have established a movement for the promotion of public education in the way of schools. These schools are successful. The missions are not only making an effort to support schools, and sympathy for the people who have a large measure of credit in the way of schools and public works. The people were pleased, and even the government looked with favor on these enterprises.

Mission schools have naturally fallen into these categories: (1) the primary or grammar schools, (2) the secondary or high schools, and (3) the special schools. Many schools are very well equipped and personnel, and to introduce high schools to Protestant churches and special schools, many schools are being built and equipped. These schools are naturally the most important to the people.

Of these schools, the first category have been very successful in the work of education. The schools of the nineteenth and early twentieth century are so-called "moral schools." They are taught by the missionaries in the schools and other places. The German influence in the schools and other places is strong. The people who have no schools in the mission areas, these schools are the only ones available. The people who have no schools in the mission areas, these schools are the only ones available.

Mexican families have been required to attend these schools of various kinds. They have been attended by many Mexican teachers and native colleagues. These schools have been attended by many Mexican teachers and native colleagues. The people have been required to attend these schools of various kinds.

The most effective introduction of their culture. The people have been introduced to the ideas and practices of the people. The people have been introduced to the ideas and practices of the people. The people have been introduced to the ideas and practices of the people. The people have been introduced to the ideas and practices of the people. The people have been introduced to the ideas and practices of the people.
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 female 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.

Boarding male 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 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 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 schools. Of these graduates there was never to be had a tithe of the number demanded.
The three objectives, education, mobility, and integration, were not only a key to the larger picture, but also a means to promote a society that values respect for people and willingness to contribute to society. The work was an exercise in the American dream, and in many instances, carried on in the Spanish language.

The three objectives, education, mobility, and integration, were not only a key to the larger picture, but also a means to promote a society that values respect for people and willingness to contribute to society. The work was an exercise in the American dream, and in many instances, carried on in the Spanish language.

While the same courses may have been beneficial in some schools, the differences in the quality of education were stark. The schools that provided a better education were often the ones with more resources. Money for education was not easy to come by. It was difficult to make the right decisions.

A larger number of Puerto Rican schools faced these problems, especially in the rural areas. The situation was not improving, and the problem was not limited to a few of the best or the worst. The situation was widespread, affecting millions of people.

The Mexican American population faced the same problems. Approval was not easy to obtain. The American Dream was a myth, and the reality was a struggle. The schools were not equal, and the opportunities were limited. The situation was complex, and the solutions were not simple.

For the three objectives, education, mobility, and integration, the work was an exercise in the American dream, and in many instances, carried on in the Spanish language.
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 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 on a rather flimsy foundation. In others emphasis was given primarily to the 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 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 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.
The Replacing Schools for Ministers and Other Workers

The same remains highly essential to the whole course of
schools -- few many pass examinations institution. That were
necessary to print out reports and research reports and teach

Best: to prove the past outcome some of them attempt to test
foster seminary course, naturally it must be shown where a test

It is impossible. In order to improve we must primarily to the
Weren't physics schools and early college opportunities.

Saw were the Protestant seminary institutions in Mexico.

It is to be noted that the men are not only attractive.

Especially the most attractive and conspicuous because of the
extensive promoting schools. However, many of these come within

beneath interest. These Protestant educational plants especially the
power schools have exercised an influence on the life of the
people. Since schools have been recession on influence on the life of the

will have to proportion to the activity of many and the attention
which they have received. The number of young teachers coming to the

There must be an emphasis on the part of the community to
make more extensive and more effective the training of future

Professor's influence in the training of future

Necessary: emphasis.
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 dearth of data.

It follows that the basis for present study will have to be largely 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 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 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.
PLAAN FOR SURVEY OF MEXICO

[Signature]

Sammuel of P. Winton

Your note of today concerning the survey of the coast line of Mexico.

I agree to your suggestion. Am ready to report on the condition of the surveying works.

The situation is such that we must deal with international agreements and examine with infinite care. Not only are the resources, both financial and natural, vast and abundant, but it is clear that these vast resources must be utilized efficiently. The shareholders have already stated their willingness to cooperate with the government in this matter. The administration has been faced with many difficulties, but has made every effort to overcome them. The situation at the present time is that we have to present a careful report. I have every confidence in the ability of our company to handle this matter.

The estimates are expected to be completed by the end of the year.

The situation is as follows: The work is being carried out by the United States government. The work in Mexico is being done by the Mexican government. The resources are owned by the government and are available to the public. The cost of the survey is estimated to be $2,000,000. The work is expected to be completed in 1910.

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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 -- a year at most -- should be sufficient time for this.
My suggestion is that the Committee on Survey
become the Servian of a competent authority on Mexico, outline to
him the points on which information is needed, supply him with
the reports of the special sections and make as he may need
and argue him with the text of the report. No criticism and self-
the material in this report into a unified report. Six
months a year of work is not a sufficient time
for this.
April 28, 1915.

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 defray the traveling and hotel expenses of all those who are good enough to attend its meetings.

Yours very sincerely,

[Signature]

Dr. Harry Pratt Judson,

c/o "The Homestead,"

Hot Springs, Virginia.
Mr. E. S. Morse

April 8th, 1919

I am in receipt of your kind letter of the 8th

of April. I sincerely hope you can be present at the con-

ference to be held in New York at the office of the

Council. A copy of the "The Life of My" is

already on its way to you, and I hope you will have time to

read it. I have heard a lot of you and some of the other

Council members express their congratulations at the honor

owed to you.

H. L. B.

P.S. I have not made up my mind in the meantime.

I hope that the Committee is planning with some care of

what they hope to do today to help the flooring and

metal exchange of all three and mere good money to attend

the meeting.

Your very sincerely,

H. L. B.
May 10, 1915.

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,

/o University of Chicago,

Chicago, Ill.
May 10, 1956

My dear Doctor Joubert,

I am writing to express my pleasure at receiving your letter of May 9th. I have been following the progress of your committee and I am very pleased to hear that the plans for the conference are moving forward.

I understand that the trip to Mexico can be arranged and that arrangements for the comfortable transport of the committee members will be made.

I am very much interested in the itinerary and the arrangements for the conference. I hope that the various events will be properly arranged and that the conference will be a success.

I am looking forward to the trip to Mexico and to the conference.

Yours very sincerely,

[Handwritten签名]

[Handwritten signatures]
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.
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, COMMERCIAL 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,

Dr. Harry Pratt Judson,

c/o University of Chicago,

Chicago, Ill.
The text on the page is not legible due to the poor quality of the image. It appears to be a letter or a note, but the content cannot be accurately transcribed.
LETTER FROM MEXICO CITY PRESENTS SHOCKING PICTURE.

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

[The following letter is written in the "Evening Post" for October 18, 1915, and is reprinted by special permission for ten years in the City of Mexico. For obvious reasons, it is not published. Without necessarily endorsing its opinions, we present it as a truthful picture of conditions in the disturbed republic.]

[Extracted Overview of The Evening Post.]

Mexico City, October 18—The situation in Mexico is so tragic that it cannot be summed up by the statements of those who have not been here. It is, however, so serious that any indifference to the problem looks like consorting with the enemy. The people are faced with conditions that are unprecedented in the history of the country. There is no question of whether a revolution has taken place. It is a revolution of the utmost magnitude, and its consequences are so severe that the nation is on the verge of anarchy.

[Letter from Walter Baker and Company, established in 1780, Dorchester, Mass.]

Baker's Sweet Chocolate has always had this guarantee: "The ingredients of this Chocolate are guaranteed to be pure essence of superior blend and sugar."

Visit the package, and it is made only by Walter Baker and Company, Ltd.

[Article from a newspaper, possibly Macy's, discussing the situation in Mexico.]

STRAWS—Senrits—The Hat rage of the year.

$1.24, $1.89, $2.74.

16 different blocks and weaves to choose from.

Our stock of Lefkorns, Panama, Milans and Banboks is most complete.

Macy's $3.74, $4.96 to $100.00.

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H ave 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. 

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

You can rely on them to provide the Best, Safest, and By far the Most Economical Protection for these things.

You will find their use indispensable to you. 

They can aid you in keeping your life insurance and bank accounts secure.
PLANS TO HONOR OUR NATURALIZED CITIZENS

RINN F. A. KELLOR SUGGESTS NEW OBSERVANCE OF POINTER.

As Editor of "Immigrants in America Review," she wants Independence Day Celebrated as Americanization Day with Appropriate Reception for Naturalized Declarants — Prices Offered for Best Suggestions.

Translation of the Declaration of Independence into the terms of a new declaration of citizenship and the observance of the "Americanization Day" throughout the country are the two things which Mrs. Rinna F. A. Kellor, of Chicago, Ill., wants to accomplish. This was the request she announced in her August number on "What America Means and How to Prolong It."

Each paper should include an appropriate programme for a Fourth of July citizenship celebration, and must be received by the Review at Munich, N. Y., on or before June 6. The announcement precede...

VETERANS READY FOR MEMORIAL DAY PARADE TO BE HELD ALONG RIVERSIDE DRIVE.

Best-Armed Signee, Retired, and Major-Gen. Wood to Review Column at Soldiers and Sailors Memorial.

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 occupied the attention of the Grand Army posts and other organizations which will participate in the observances to be held by local veterans to honor the men who served in the Civil and Spanish-American Wars on May 30. Some ceremonies will take place in the city.

The parade along Riverside Drive from 10th Street to 103rd Street will be the featured event. Because of the festive condition of many of the veterans who will march, they will be preceded from a stand at the Soldier's and Sailor's Monument on Riverside Drive by Vivian W. S. Wood, Major-Gen. of the Grand Army of the Republic, and a unit of the New York Police Force.

The column which will pass before them will be led by the Grand Army of the Republic posts, forty-four posts in all, with an escort of regular Coast Artillerymen from the Army in the city equipped in full dress uniform, and the city police, sentinels of the Army and Navy Union, in full dress uniform. The grand mar...
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,

[Signature]
Yours very truly,

[Signature]
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.

In the United States the public is familiar with the aid which the General Education Board, and the Southern Education Board furnished 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 Jeans 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
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
offered to support any increase in income of any mercy superintendents.

The work of the mission to Mexico, so far as relates to the support of

American Baptist-Evangelical Convention's ministers and missionary workers in Mexico itself is

transferred to the United States.

While it is true that some reserves for the support of

missionaries in Mexico may be met by contributions of the

Mission Society, the amount of such contributions to the

Missionary Board is too small to meet the needs of the

Missionary Board in the field.

(4) The amount of contributions to the Missionary Board's

methy-c ata is too small to meet the needs of the

Missionary Board in the field.

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Missionary Board in the field.

(20) The amount of contributions to the Missionary Board's

methy-c ata is too small to meet the needs of the

Missionary Board in the field.
might be made possible.

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.A., 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.

(d) An Executive Committee, the majority of whom shall be
resident in or near New York City so that they may meet together frequently to give personal direction to the affairs of the Committee.

(s) A paid secretary devoting all his time to the affairs of the Committee and reporting directly to the Executive Committee.
constitute in any New York City or State court, that may meet together

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Present Members.

Frans Boas, New York.
Crystal Eastman, New York.
Irving Fisher, New Haven, Conn.
Washington Gladden, Columbus, Ohio.
David Starr Jordan, Stanford, California.
Paul V. Kellogg, New York.
J.W. Slaughter, " "
A.Y. Scattergood, " "
Stanley R. Yarnell," "
Frederick Lynch, New York.

Henry Sloane Coffin, 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, " "
" Charles W. Dabney, Cincinnati, Ohio.
" William A. Shonklin
" Rush Rhees, Rochester, New York.
" Charles F. Thwing, Cleveland, Ohio.
Thomas R. White, " "
John B. Garrett, " "
Dr. Frank North, New York.
Present Members

[Handwritten addresses and names]

Henry Bloom College, New York
Panti Montrose, Columbia University, New York
Fred. C. Wood, New York

In Memoriam

[Handwritten notes]

Thank you, New York.
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:

Dr. Norman Bridge  
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.

"Briefly, he is sincerely anxious to do anything in his power to forward the cause of humanity and orderly government in Mexico.
and asked me during his absence in Europe to try and enlist the activities of a few influential men who would be willing to co-operate toward this end. He offered to pay all necessary expenses.

"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 Conferrees, 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 Conferrees.

"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."
any leads in getting the expense to a reasonable and equal
the activity of a large intelligent men who would do nothing
of computer nowadays. This may be at the end of
with experience
in an effort to outline the expense I am suggesting
Senator Irvine seems to me. We cannot let you
I believe I am in the United States. So far as I have
After all, we have an obligation to him, I must pay to
somebody that will amount to you.

That seems right on the statements in a recent to the
whether I made it. I don't know how and I have
everywhere that peaceful conference of industrial
enough to pay in New York to undertake the attention and
Then you have that peaceful conference might be willing to accept
for a better workable arrangement and the communication of the Governor
some to be passed your short report.

I believe there is an article in the opinion of the
recognized international body opinion to bring about of the
government. I recognize special the general Burke of the

Committee that I am suggesting was calling. I will be glad to
spend my energies and my energies on that and to conclude that
on account of exactly how may confidentially written
are written by any one to any other in the interests of

I do not mean that I disagree with anything that has been said

It is not that I have any objection to any of these methods of the

I do not perhaps to this article. It does not mean

I am not going to say anything in connection with the

if any of the methods of the

We do not say anything in connection with the

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We do not say anything in connection with the
"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
and confirmed that 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
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
Continued in Mexico. If you could spare me a copy of the report.

The committee, consisting of:

- Mr. John Anderson, H.R.
- Mr. John Smith, H.R.
- Mr. John Brown, H.R.

and others, have been working hard to ensure the committee meets its objectives.

The committee has organized an election for the president. The election was held on

December 12th, 19__.

As a result, Mr. Smith has been elected as president. Mr. Smith is a respected

member of the committee and has been with the committee for many years.

The committee thanks everyone for supporting the following recommendations:

1. To continue the maintenance of a record of committee meetings.
2. To achieve plans to keep a record of any
   of the meetings.
3. To keep the minutes of any meetings.

The next meeting is scheduled to take place on

January 2, 19__.

We are expected promptly to Mexico as soon as possible to

In accordance with the meeting, we have a report.

On motion of Mr. Anderson, it was agreed to make the following:

- In accordance with the recommendation of the committee, it is
   recommended that the meeting minutes be:
   - In accordance with the minutes, it is recommended that the committee
     maintain the following:

Dr. Johnson stated that the committee's recommendation shall be

in keeping with the report of the committee to Havana. The report of the committee

is in keeping with the report of the committee in Mexico.

This report shall be kept on file.
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. C. 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 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
APPENDIX TO MEMORANDUM ON

"MEXICAN EDUCATIONAL SURVEY"

Submitted to the

Members of the Mexican Education Conference

by

Dr. L.S. Rowe

University of Pennsylvania
APPENDIX TO MEMORANDUM ON

"MEXICAN EDUCATIONAL SURVEY"

Supplied to the

Members of the Mexican Education Conference

s

Dr. J. E. Rowe

University of Pennsylvania
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
With the termination of President James in 1889, the Country's government turned to the development of a systematic plan for the development of its economic resources. Unfortunately, the provisions of the Constitution of 1849 did not fully address the need for a comprehensive system of education. The failure of the railroads in the past few years has necessitated the establishment of a more effective system of education. This has led to the establishment of a system of public education that is now under the direction of the Committee on Elementary Education. The Committee on Elementary Education has been formed to consider the various proposals for the improvement of the system of education. This Committee has been charged with the responsibility of developing a comprehensive system of education that is adequate to meet the needs of the country.

The Committee on Elementary Education has been composed of representatives from various states, including the United States, Canada, and Mexico. The Committee has been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country.

The Committee on Elementary Education has been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country.

The Committee on Elementary Education has been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country. They have been working to develop a system of education that is adequate to meet the needs of the country.
exaggerate the degree of illiteracy that prevails.

<table>
<thead>
<tr>
<th>Persons 12 years or over,</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>who can neither read nor write...</td>
<td>3,118,944</td>
<td>5,684,620</td>
<td>8,784,624</td>
</tr>
<tr>
<td>Persons less than 12 years of age who can neither read nor write</td>
<td>2,118,543</td>
<td>2,010,299</td>
<td>4,129,842</td>
</tr>
<tr>
<td>Persons concerning whom no information could be obtained...</td>
<td>76,439</td>
<td>89,564</td>
<td>166,003</td>
</tr>
<tr>
<td>Persons who can read and write...</td>
<td>1,273,325</td>
<td>906,263</td>
<td>2,179,588</td>
</tr>
<tr>
<td>Persons who can read but cannot write</td>
<td>163,568</td>
<td>184,335</td>
<td>347,903</td>
</tr>
</tbody>
</table>

In the central group of states, with 6,238,038 inhabitants, but 1,002,892, 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 337,777 can read and write. In the five Gulf states, with a population of 1,759,006, but 280,087 can read and write, and in the states and territories of the Pacific Coast of a total population of 4,437,574, 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, 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
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 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 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
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 servitude, 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, or and in fact during the great 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 overrating of the legal and medical professions has become a serious problem and is traceable to the continuance of the older Spanish prejudice against trade and commerce. This tendency has been strengthened by the purely literary and classical character
of the 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. In the Federal District there is an excellent trade school for boys and another for girls.

The school for boys prepared for the following trades:

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

For each of these, special courses are prescribed.

The school 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
of the progressive curriculum of the secondary schools, which are maintained after the forced evacuation. The introduction of manual training, trade classes, and agriculture into the primary schools of the Republican districts became a matter of pride to the people. The influence of this change in the primary schools of the Republican districts was a profound effect on the philosophy of education. Although the importance of beginning and preparing for the future is often underestimated, the government took this into consideration.

In the matter of vocational training, a beginning was made in the Republican districts, and also in some of the state's native crafts. There were also efforts to train the population to fill in the meanwhile. In the Republican districts, there is an excellent trade school.

The scope of the problem for the following sections:

Certificate
Woodworking
Metalworking
Domestic Science
Cooperative engineering

For each of these, special courses are prepared.

The scope of the Institute, after the other sciences, is the following:

The courses:

Technical
Accounting
Secretarial
Economic
Dramatic
Artificial Flower Making
Embroidery
Carpentering
Blacksmithing
Metalworking

In addition to the number of courses taken, there is a certain percentage of practical application of the courses. There is the purpose of the government to increase the number of these courses as rapidly as the resources of the government will permit.

COMMERCIAL EDUCATION

The introduction of commercial education, especially in the higher grades, is a matter of the greatest importance in the system.
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 school 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 upon 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 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.

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
ECONOMIC INSTRUCTION

The introduction of economic instruction in the elementary schools of the community is a step forward in the development of the Preparatory School. The economic instruction, as well as the Preparatory School, is an integral part of the economic life of the country. It is therefore necessary to give economic instruction in the elementarystages of the educational system, in order to prepare the young people for their future economic responsibilities.

The economic instruction should be integrated with the other subjects taught in the schools, and should be given with the aim of preparing the students for their future economic life. The economic instruction should be given in a way that is relevant to the students' daily lives and that will enable them to understand the importance of economic principles and concepts.

The economic instruction should also be given in a way that is practical and that will enable the students to apply the economic principles they learn in real-life situations. The economic instruction should be given in a way that is engaging and that will motivate the students to learn more about economics.

The economic instruction should also be given in a way that is relevant to the students' future careers. The economic instruction should be given in a way that will enable the students to understand the economic aspects of their future careers and that will enable them to make informed decisions about their future careers.

The economic instruction should also be given in a way that is relevant to the students' future communities. The economic instruction should be given in a way that will enable the students to understand the economic aspects of their future communities and that will enable them to make informed decisions about the future of their communities.
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 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 Juárez 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 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 exerts so marked an
THE MOVEMENT FOR THE FOUNDATION OF A UNIVERSITY IN MEXICO was initiated by President A. I. G. in 1925, but on course were established a series of branches of education in Mexico which have been under the control of the government of the Mexican Republic. Now, the new system of education, which has been established, has become more complex and the government has been forced to take more active action in the field of education. The new system of education has been established by a law passed by the Congress of the Mexican Republic. This law has been enacted by the President and the Congress, and has been approved by the President. The new system of education is based on the principle that education is a fundamental right of all citizens. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status. The new system of education is designed to provide a comprehensive education for all children, regardless of their economic status.
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 organization. The centennial anniversary of Mexican independence was made the occasion for the inauguration of 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 field of 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 members 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 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 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.
The University of Mexico is the oldest educational institution in Mexico. It was founded in 1553 under the name of Real y Pontificia Universidad de Mexico. It has played a significant role in the education and intellectual development of Mexico. The university has produced many notable graduates and scholars who have contributed to various fields.

The University's history is rich with important events and figures. It has faced challenges such as political instability and economic difficulties, but has persevered and continued to provide quality education.

The university is composed of several faculties, including law, medicine, engineering, and the humanities. It offers a wide range of courses and programs to students.

The University of Mexico is an important institution in Mexico, and its contributions to the country's intellectual and cultural life cannot be overstated.
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 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 1888-90 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 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 courses of