Public Education

The purpose of public education is to educate the children of the State of the Republic.

Government.

A. In every State, the different towns and cities have their own public schools, established to provide educational and cultural opportunities for the children and youth. The State government, through the Education Commission, allocates funds to support these schools.

B. In each town, the local government is responsible for the management of the public schools, including the selection of teachers and the control of education.

Thus, the State government is responsible for the supervision of the public schools, while the local government is in charge of the daily operation.

In addition, the State government has the authority to determine the curriculum and educational standards.

C. The Federal government sets the general directions of the public education system.

In relation to Primary Education, the course of studies include:

- A basic education at the primary level, covering subjects such as reading, writing, arithmetic, and basic sciences.
- The primary level in Mexico is compulsory and is divided into three stages: Pre-primary, Primary, and Secondary.
- The Pre-primary level includes preschool and kindergarten.
- The Primary level covers grades 1 to 6, focusing on the development of basic literacy and numeracy skills.
- The Secondary level includes grades 7 to 9, with an emphasis on subjects such as mathematics, science, and social studies.
- The secondary level also prepares students for advanced education.

The primary schools in Mexico were modeled after those in the United States, with a focus on American-style education.

There are now at least one Preprimary School in each of the primary schools in Mexico.

These schools are under the supervision of the State or Federal government, some with the participation of international agencies.

In the City of Mexico, the most notable Preprimary school is the "Escuela de la República." They have seen the course of primary education.

...
studies of the Federal Preparatory School at Mexico City as their type. But from my own personal inspection I must say that some of the Preparatory Schools of the States have done a great deal better work than the one at the City of Mexico. As an illustration, I would mention the one at Monterey, N. L., known as Colegio Civil. The main trouble with these schools results from the fact that they have tried to include in their courses all the work belonging both to the High School and to the College. At the City of Mexico, they attempted to give all the courses of a college, beginning with children twelve years of age who had only been six years in the Primary Schools.

NORMAL SCHOOLS. There are great many Normal Schools in the country, though several States have no schools of this type yet. The States of San Luis Potosi, Zacatecas, Vera Cruz, Nuevo Leon and others established Normal Schools many years before the Federal Government established one at the City of Mexico. There is no uniformity in the courses of studies. In some places the course covers three years only and in others it embraces seven years. The Normal Schools of Vera Cruz, Coahuila, Zacatecas, and Nuevo Leon have been more fruitful and successful than any others, not excepting the one at the City of Mexico. These schools take pupils after they have finished the Primary course, and are bound, therefore, to offer in their curriculum both a High School course and that of the Training School for Teachers. The Normal School of Coahuila had a four years' course, and one year of practice in the public schools of the city before the candidates were admitted for the diploma. The schools of the City of Mexico, of Puebla, Vera Cruz and other States conferred two kinds of diploma, one for teachers of elementary schools, and another for teachers of Elementary High Schools or Grammar Schools.

There are a few industrial schools in different places of Mexico. The city and state of San Luis Potosi conducted one of the oldest and best industrial schools in the country. There is another very important industrial school in Toluca, State of Mexico. Several other States have similar schools. Besides these special schools, manual training has been introduced in many public schools. During the last twelve years of Gen. Diaz' administration, much attention was paid in Mexico City to industrial
...but from my own personal inspection I must say that some of the \_

toy schools of the States have done a great deal better work than the \_

toy schools of the City of Mexico. As an illustration, I would mention the one \_

at Montevideo. It is known as Colegio Civil. The main trouble with these \_

schools arises from the fact that they have failed to include in their \_

course of study the workapplied to the High School and to the College \_

of the City of Mexico. They attempt to give all courses of a college \_

beginning with admission transfer fees of a high price and only poor six \_

years in the Primary School. \_

There are few normal schools in the \_

country, though several States maintain one or more schools of this \_

veer. The States of San Luis Potosí, Zacatecas, and Querétaro keep up \_

their special normal schools very well, but the Reafectado \_

Ordinaries have satisfied the Normal Schools many years before the Reafected \_

Ordinaries. There are secondary schools of the City of Mexico. \_

These schools have a very important place in the Primary School. \_

The Reafected Ordinaries and the Normal Schools have been more \_

efficient than any others, not excepting the one of the City of Mexico. \_

These schools have a very important place in the Public Schools. \_

The Normal Schools have a very important place in the High School. \_

The Normal Schools of the Reafected Ordinaries have a very important \_

place in the Public Schools. The Normal Schools of the City of Mexico \_

have a very important place in the Public Schools. \_

...
education. There is, however, no uniformity in the courses of studies or kind of work done in these schools; they only show a good beginning in a much needed field of instruction.

PROFESSIONAL SCHOOLS. Nearly every one of the states of Mexico has one or more professional schools, and in most of them, schools of Medicine, Law, and Engineering are conducted. The best professional schools are located at the City of Mexico and are now a part of the University of Mexico. There is a great diversity of courses of studies and of plans of conducting these schools. Those established in Guadalajara, Puebla, San Luis Potosí and Monterey have been famous for many years.

THE UNIVERSITY. The present University of Mexico was organized in 1900, and well described by Dr. Rowe.

II. CATHOLIC SCHOOLS.

There are a great many Parochial Schools in Mexico. In the Northern States they are not so numerous relatively, but in some of the Central States they have more students than the Public Schools. As an illustration, I will mention the State of Michoacán. Its schools are of a very old type, use very primitive methods and have teachers utterly unqualified for their work. The sanitary conditions in the Parochial Schools are so bad that many State governments have ordered them to be closed. Their main object has always been religious instruction, and the other studies are neglected.

There are several Colleges or Seminaries established in every bishopric of Mexico which have for their object the education of the clergy. Their courses of studies are classical and very rudimentary. They devote special attention to the old methods of philosophy and to theology.

The Jesuits established formerly three or four universities. I was well acquainted with the one at Saltillo, the one at the City of Mexico, and the one at Sahuites Puebla. These universities are of the type of the old Spanish universities. They followed the classical courses, the scholastic philosophy and the Catholic theology. They had many students. Owing to the fact that the Jesuits have been legally excluded from Mexico since 1857, very little publicity was given to their work. In recent years they have been tolerated by the government. It is to be expected that if the law is enforced in Mexico, these
There is a great many Professional Schools in Mexico. In the Federal District there are more than twenty thousand students enrolled. In some of the private schools the enrollment is even greater. The professional schools are not only important in the education of future professionals, but also contribute to the economic development of the country.

In Mexico, the Catholic Church plays a significant role. There are many Catholic educational institutions throughout the country. These institutions not only provide education but also contribute to the spiritual and moral development of the students.

The two main Catholic universities in Mexico are the Universidad de San Ildefonso and the Universidad de Guadalajara. These universities are recognized for their high standards and academic excellence.

In addition to the universities, there are many private and public colleges and universities spread throughout the country. These institutions provide a wide range of courses and programs, catering to the diverse needs of the students.

The government has taken steps to improve education in Mexico and ensure that all citizens have access to quality education. The government has also implemented reforms to modernize the educational system and improve the quality of education in the country.

In conclusion, Mexico has a rich educational heritage, with a strong emphasis on Catholic education. The government and the private sector continue to work together to provide quality education to all citizens, ensuring a bright future for the country.
I can suggest the names of many prominent educators in Mexico who could render valuable services in completing this survey. Ing. Miguel F. Martinez, who lives at the city of Mexico, is considered the greatest Mexican educator now living. He was general superintendent of education at the City of Mexico till 1911, and then was appointed principal of the National Normal College. Prof. Emilio Rodriguez was the principal of the Nuevo Leon State Normal School at Monterrey, Mexico. He is one of the best educators of the country. Prof. Abel Ayala was secretary to the superintendent of education at the City of Mexico, and lately he was appointed general superintendent of Education in the State of Nuevo Leon. I understand he is now living in Monterrey, Mexico. I do not give the names of others because I have not heard from them for a good while.

THE GREATEST NEED AT PRESENT.

In my opinion the greatest need in the field of education in Mexico at present is a great university to train the future leaders of the people. That university ought to give special attention to the training of teachers, not only for the Primary Schools but also for High Schools and Colleges. Another prominent branch of the University ought to be a College of Agriculture, adapted to the conditions and needs of the country. This University ought to provide a number of scholarships in cooperation with the various States and other educational organizations of the country.

Another prominent feature of the University ought to be the establishment of Summer Schools in various sections of the country to offer educational opportunities to the present teachers who need encouragement and better training to do their work more efficiently.

The University should also provide a number of experts/could always be found to give advice and to help the Federal Government or the governments of the different States to organize Public School systems, or to reorganize any department of the same. Such experts could render very valuable services at this present crisis, for after the revolution, whatever government there may be in Mexico, it should pay special attention to public education.
I am suggesting the name of many prominent educators in Mexico who could render valuable assistance in completing this study.

I believe it is necessary to have a strong, effective, and well-organized system of education in Mexico. This system should be based on the principles of equality and opportunity for all students. The Federal Republic of Mexico has made significant progress in this area, but there is still much work to be done.

The President of Mexico, General Miguel A. de la Madrid Hurtado, has taken steps to improve the educational system. He has appointed Dr. Ignacio Ramírez as the new Secretary of Education, and has implemented several reforms to enhance the quality of education.

In my opinion, the greatest need in the field of education in Mexico is the need for more qualified teachers. There is a lack of qualified teachers in many areas of the country. The government should provide incentives to attract and retain qualified teachers, and should offer competitive salaries and benefits.

Another important issue is the need for more resources and funding for education. The federal government should provide additional funding to schools and universities to improve the quality of education. This will require a concerted effort from all levels of government, including state and local governments.

In conclusion, I believe that education is the key to social and economic progress in Mexico. The government should continue to invest in education, and should work with educators and other stakeholders to ensure that all students have access to a high-quality education.
Andres Osuna
(Professor of Spanish in Vanderbilt University, formerly Superintendent of Schools and Principal of the Normal School of Coahuila, Mexico.)

and

C. E. Winton
(Professor in Vanderbilt University, fifteen years head of a college in Mexico.)
Andrew Cuneen
Nashville, Tennessee
April 30, 1947

Professor of Spanish in Vanderbilt University

and

E. B. Minson
Professor in Vanderbilt University, Atlanta

neeze head of a college in Mexico.
CONFIDENTIAL

The adjourned meeting of the Conference and the Committee to Study Educational Conditions in Mexico was held at the office of the Carnegie Foundation for the Advancement of Teaching on May 6th, 1915. The meeting was called to order by the chairman, President Dabney, at 2:30 P. M. The following members of the Committee were present:

Dr. Norman Bridge  
President Frank J. Goodnow  
President Henry C. King  
President Samuel C. Mitchell  
Doctor James Bassett Moore  
Mr. Arthur W. Page  
Professor Leo S. Rowe  
Mr. Theodore H. Price and  
President Charles W. Dabney

and the following

Members of the Conference

Mr. Chas. R. Hudson  
President Henry S. Pritchett  
Doctor George B. Winton

There were absent:

Doctor David Starr Jordan  
Doctor John R. Mott  
President Harry Pratt Judson

The minutes of the previous meeting were read and adopted with some amendments, which the Secretary was instructed to make.

The Chairman informed the meeting that Doctor David Starr Jordan had expressed his regret at his inability to be present in person but assured the Conference of his entire willingness to cooperate with it in any way possible.

Doctor Dabney also stated that Doctor Mott had been compelled to leave for California but that he, too, had given assurance of continued cooperation.

The Treasurer stated that he had had a letter from Doctor Judson stating that he would be in New York to attend the conference but that although Doctor Judson was registered at the Manhattan Hotel he had been unable to communicate with him. He would do so and advise the Conference of Doctor Judson's attitude toward its purposes.

At the suggestion of the Chairman, Mr. Price read a letter which he had addressed to Mr. Doheny and Mr. Doheny's reply thereto. Upon motion, duly seconded, it was resolved that a copy of these letters should be spread upon the minutes. They read as follows:
The Executive Committee of the Conference and the Committee to Study Educational Conditions in Mexico was held at the office of...

The meeting was called to order by the Chairman, President...

Present:

Dr. Robert Briggman
President Frank J. Kilby
President Robert C. McPherson
Doctor James Bessette
Doctor M. P. W. Peake
Mr. Antrim W. Peake
Mr. Theodore H. Price and
Mr. Theodore C. Enloe

The following members of the Committee were


and the following

Members of the Conference

Mr. Charles R. Hudson
President Henry E. Pitkin
Doctor George P. Wilson

There were present:

Doctor Paul Stewart John
Doctor John R. Motz
Doctor Harry Pratt Judson

The minutes of the previous meeting were read and adopted.

With some amendment which the Secretary retracted to make...

The Chairman introduced the meeting that Doctor David Stark had expressed his regret at the inability to be present in person and presumed the Conference at the time willingness to cooperate;

Doctor Deans also stated that Doctor Motz has been compelled to leave for Ottawa in the first week of February...

Committee cooperation.

The Treasurer stated that he had a letter from Doctor...

purposes of the Conference Doctor Judson was a passenger at the Manhattan Hotel but that Doctor Judson was not able to communicate with him. He wanted to go to any service of the Conference to Doctor Judson's express was a letter of...

At the suggestion of the Chairman, Mr. Price read a letter.
My dear Mr. Doheny:

I regret exceedingly that you find it impossible to remain in New York until the meeting of the gentlemen who are expected here today to consider the Mexican situation.

I am writing you this letter with the expectation of reading it to them if it meets with your approval. My purpose in doing this is to try and convey to them briefly your very interesting views and knowledge of the Mexican situation as expressed to Doctor Dabney and myself.

I understand, of course, that it is not your intention or desire to impose your views upon the conference and that one of your reasons for not attending it is a feeling that your presence might perhaps be misunderstood as delimiting its latitude of action. I am, nevertheless, exceedingly sorry that we are not to have the benefit of your collaboration and advice and the stimulus of your enthusiasm for Mexico in any plans we may adopt or any work we may undertake.

You have expressed yourself to us as believing that Mexico's greatest need at present is that a careful study shall be made of the social, political, educational and racial conditions which today exist in the Republic and that the result of this study should be put before the world at the earliest possible moment.

You believe that if such a study is made by men whose disinterestedness and enthusiasm for the cause of humanity is undoubted that it cannot fail to do good. You believe the effect and cogency of such a report will be greatly increased if it reflects the personal observation of such men. For these reasons it is your hope that as many members of the Conference as possible will visit Mexico in the near future. To this end you have authorized me to say that a fund of $59,000, or so much thereof as may be necessary, is at the disposal of the Conference for the prosecution of the study and investigation suggested and that the Mexican Petroleum Company and its various officers will be very glad to forward and facilitate the work in so far as they may be able to do so.

(Signed) Theo. H. Price.

(Mr. Doheny's Reply.)

My dear Mr. Price:

I received your letter, copy of which is on the obverse side of this
Mr. President:

My dear Mr. President:

I regret exceedingly that you find it impossible to remain in New York until the meeting of the German Senate on the nation’s future to come. After the Mexican arbitration, I am writing this letter with the expectation of hearing you to remain until to the end of my purpose to your exhortation. My purpose to going there is to stay and commit my services with your advice and knowledge of the Mexican situation as expressed to Doctor Paredes and myself. I understand, of course, that it is not your intention to lecture to me, because you know now the condition and that one of your reasons for not attending it to a committee that you might possibly preside. Consequently as the situation of the nation I have never preached or discussed more than anything else that we are not to pass the penal to your cooperation and advice on the situation of your sentences to Mexico. I am planning and working on the case of this military point at your expense. With regard to the Teacuilo moment.

You have expressed yourself as the calling of Mexico’s President. You have expressed yourself as the calling of Mexico’s President and it is no surprise to me that your advice is that a committee would be made of the council. Consequently and if necessary all which would exist in the proper time and the moment of this military point at your expense. With regard to the Teacuilo moment.

I understand and believe that it means that in Mexico there are many whose circumstances are making for the conference. I cannot understand the object that you have in the order to stop a report. You have the order to stop a report. I understand and believe that it means that in Mexico there are many whose circumstances are making for the conference. I cannot understand the object that you have in the order to stop a report.

(Signed) H. Price

(Do you mean to ask?)

Mr. Great Mr. President:

I recently went to Mexico to the opposite side of this
paper. Your letter contains in substance my views and intentions as well as correctly states my guarantee as to funds and other aid.

(Signed) E. L. Doheny.

Doctor Pritchett expressed the appreciation of all present of Mr. Doheny's generosity and self-effacement.

The Chairman stated that the object of the meeting was to discuss a plan for a study of the educational conditions in Mexico. The informal discussion was opened by Doctor Rowe who had submitted the plan for the proposed survey. Dr. Rowe stated that inasmuch as Mexican statistics at present accessible in the United States were far from trustworthy, it would, in his opinion, be better to rely upon the personal observation of agents sent to Mexico by the Conference, and from facts gained from persons in the United States personally acquainted with recent developments in Mexico. Doctor Rowe added that he felt it would ultimately be found necessary for the Committee or several members of it to visit Mexico in person.

The Chairman then called upon Doctor Winton, who had been for many years a resident of Mexico engaged in educational work, for an expression of his views. Doctor Winton affirmed the tenacity of the Mexicans in holding to their ideals of liberty and republican government, although these ideals had not yet been realized to any great extent. He explained President Diaz' work in the development of the country;—mines, railroads, telegraph, telephones and industrial interests—and pointed out that he had brought the country to a point necessitating educational development before there could be further advancement. He explained that several of the States had developed a rudimentary school system in spite of caste and ecclesiastical influence and said that he thought it would be unwise not to take account of the educational organization in each state, at least, in so far as this organization survived.

Mr. Hudson was next called upon. He expressed himself sympathetically with regard to the character of the Mexican people; their capacity and possibilities; their willingness and ability to learn; their aptitude and their aspirations. He had great sympathy with their aspirations and strong hope of the people. He said that he believed that they were eager and willing to learn and that although,
perhaps, lacking in initiative and inventive ability, they would prove themselves apt pupils when given the opportunity to learn. He told of the experience of the Mexican National Railway in developing their aptitudes and increasing their wages and of their gratitude for the treatment thus received. He said that he believed the time for iron rule in Mexico is past and that the revolution which had been started by Madero would in one form or another continue until free institutions were established for a people whom, he believed, to be capable of self-government.

By permission of Mr. O'Sullivan, Mr. Price then read in part a letter from a correspondent of Mr. O'Sullivan in the City of Mexico as follows:

I haven't written you for some time, due to the fact that we have not had any means of communication for some time past. The situation has become so critical that such a thing as a postal service no longer exists. The last mail received from the States was dated the latter part of December and received January 11, since then we have had no letters, papers or magazines. However, we have been able to get out some mail by means of the Embassy pouch or by giving it to some personal friend to take to Vera Cruz.

Until recently we have been unable to get any news from the interior. Now foreigners are drifting in on foot, horseback, riding burros or with one of the military trains, and the conditions they report are indeed terrible. The rich agricultural districts of Jalisco, Michoacan, Guanajuato, Queretaro, Morelos and the State of Mexico have been laid waste, crops destroyed, animals driven off or killed for their hides, labor impressed into the so-called armies and such food stuffs as were being held over confiscated or destroyed to keep the other faction from getting it. This is the biggest producing section of Mexico. It supplies the major portion of the Republic with the cereals, and the situation spells famine for one third of the population of the country. Please don't think I am hysterical or am trying to exaggerate the facts. A commission, mostly Spaniards, who are the best posted on food supplies, and headed by an American, the associated press agent here, has made a very careful study of this
of the Mexican State of Mexico. I am pleased to let you know that we have been able to obtain a copy of the Mexican constitution and have translated it into English. We are preparing to send it to you shortly.

Yours sincerely,

[Signature]

[Letterhead]

[Address]
question at the request of the International Committee, and they report a shortage of corn alone of over 43 million bushels to carry the country over until the next crop,—this not taking into consideration wheat, barley and other necessary cereals. Furthermore, to date very little has been planted, due to the shortage of labor and live stock, also the uncertainty of conditions. The conclusion is that if Mexico does not get outside aid and get her crops planted soon, we will have a famine which will astound the world.

It is apparent that this revolution will be over by the end of 1915; but not by any particular faction winning; starvation will be the winner. This so-called revolution has now been going on for over four years, but up until August of last year (the date of the commencement of the European war) nothing really serious happened. People went about their business and at least made expenses. Now there is no business, there has been more wanton destruction, murder, rapine, and general deterioration since that date than during all the previous years put together. The bandit chiefs will tell you, if you take the trouble to ask them, when peace will be established ("Just as soon as the European war is over.") but starvation will beat them to it.

We don't think conditions are bad here in the City, because with money you can still get something to eat. Still the poor are drinking the blood and eating the refuse out of the slop-gutters of the City Rastro, which out of charity has quit producing fertilizer and is giving this refuse to the City's poor. The relief committees are now trying to buy supplies with the funds they have collected for this purpose, but are unable to do so on a large scale as the only market in which to purchase these supplies is Toluca, which is also in the hands of the Zapatistas, but who don't work in harmony and make it very expensive. For example, to get a car of flour down from Toluca, first you pay $65, per sack of 96 pounds, then you pay double first class express as freight,
Lame, which will soon be finished, the work.

It is important that the work will be done by the city and

The so-called "kitchen" and the absence of any

The state of the commonwealth at the present

People went straight through, and in the absence of a

It is as soon as the kitchen was completed (but a

I had to fast, I

The police officers will tell you "It is

We can't think concerning the can, I am in the city, to

with money you can still get something to eat. If I

With the state of the commonwealth, the absence of a

If they are good, the can, I am in the city, to

To make it very easy, to get a can of

Bombe, you can get some of the coffee expression as

some report a matter of some, some of over six million

the city, until the next week. It is apparent that

the importance of the water supply and other necessary

the importance to get a very little and then plant the

The commonwealth at the present time, and that the

must have a

contribute

pay the rent, put on some bad, and other necessary care-

are the importance to get a very little and then plant the

The commonwealth at the present time, and that the

must have a
and then if you don't want the flour to rot in the car you tip the Jefe Militar in Toluca $70, the standard charge per car to move it out of the Station, and if you are lucky and don't fall into the hands of another Jefe, or some under mapper, you get off without further payments. Under these circumstances one doesn't feel like contributing. In fact, I deem it most advisable to wait until the line is open to Vera Cruz and the supplies begin to come in from the U.S.A. under the supervision of the American Red Cross or some other responsible organization. There will be plenty of time to contribute then not only once but a dozen times.

Doctor Pritchett then expressed himself as believing that it would ultimately be necessary for the Committee itself, or at least some of its members, to visit Mexico in order to form an adequate idea of what was necessary to be done.

Doctor Goodnow also expressed himself as believing that a personal visitation would be necessary in order to obtain the information upon which the Committee could act intelligently and effectively.

Doctor Mitchell said that he believed that any work suggested by the Committee should have reference first to the need of instructing the people of Mexico along the same lines that have been so successfully followed in the farm demonstration work carried out under the direction of the Southern Education Board.

Doctor King spoke earnestly with regard to the ultimate need of a great educational institution in Mexico similar to the Robert College in Turkey and the independent universities that had been established in Japan and East India.

Doctor Dabney summed up the views expressed and said that it appeared that the gentlemen were all agreed that the study of educational conditions in Mexico might do much good in informing the world about real conditions in that country and as the basis for constructive work when order was restored and government established. He proposed that we go forward to prepare a report by working up all the information obtainable in this country and by a visitation of Mexico.
and if you don't want to fight in the war.

And then we'll have a talk about the standard office at the station, and if you are lucky and don't fall into the hands of another Jeff or some other "important" man without further delay. Under these circumstances, I believe our feelings of sympathy will be plenty or plenty of other opportunities. There will be plenty of time to contribute them not only once but a dozen times. Doctor Pritchett even expressed a desire to cooperate in making arrangements for the Committees to visit Mexico in order to learn as much as possible her and what we may do necessary to be done.

Doctor Goodwin also expressed a desire to contribute in whatever way is necessary and acceptable. You will find the Committees will not interfer with or interfere with any work suggested by the Committee and that we are prepared to take the same time as the people of Mexico have taken to screen out what is necessary in the interest of the Government Department.

In accordance with the request of the Committees, I am submitting a report of the latest developments at the University of Mexico and the important information that has been secured.

I am sending you a copy of this report and a copy of the report of the Mexican students.
Doctor Bridge briefly expressed his enthusiasm for the purpose of the Committee and his willingness to cooperate in every way possible in making the proposed survey.

Doctor Moore interrogated Messrs. Hudson and Winton as to their opinion of the Mexican's capacity for self-government and was assured that this capacity could be developed under educational influences.

Doctor Mitchell then moved the following resolution, which after discussion, was unanimously adopted:

**RESOLVED**

I That the Chairman of the Committee is authorized to make arrangements with suitable persons to prepare a report covering such parts of the plan of study agreed upon today as it may be possible to prepare from information obtainable from men and records in this country.

II That as soon as the way is opened, the members of the Conference and Committee be invited to go to Mexico for the purpose of studying present educational conditions on the ground. The gentlemen undertaking this shall make their own itinerary and plan of study. The Treasurer is requested to make necessary financial arrangements.

III Supposing that the Conference will adjourn at the close of this meeting until some time in the Autumn, the Chairman, Secretary and Treasurer shall be an Executive Committee, to carry out in the interim the proposed plan of study and visitation.

Mr. Price then interrogated the various members of the committee present as to the probability of their being able to go to Mexico. Doctor Dabney said he thought it would be practicable for him to go shortly after the 20th of June. Doctor Rowe said that he had made arrangements to sail for South America early in June and that he feared that it would not be possible for him to go to Mexico. Doctor Goodnow said that he had intended to go to China but that in view of existing conditions he might not do so, in which case he would like to go to
Doctor Bridge pretty expressively the estimate for the pur-
pose of the Committee and the willingness to cooperate in every way
possible in making the proposed survey.

Doctor Moore introduced Messrs. Hubbard and Wharton to a
fearful opinion of the Mexican's capacity for self-government and we
saw that the capacity could be developed under education.

Thence.

Doctor Mitchell then moved the following resolution, which

After discussion, was unanimously adopted:

BE IT RESOLVED

I That the Chairman of the Committee be instructed to make
arrangements with suitable persons to prepare a report
containing some parts of the plan of study already open to
gay as it may be possible to prepare from information
obtained from men and sources in this country.

II That as soon as the way is opened, the members of the
Conference and Committee be invited to go to Mexico
for the purpose of studying present educational conditions
there as an preceded. The Conference immediately
shall make their own arrangements and plan of study.

The Treasurer is requested to make necessary financial
arrangements.

III Suppose that the Conference will adjourn at the close
of the meeting until some time in the Autumn, the
Chairman, Secretary and Treasurer shall be as Executive
Committee of thirty-one in the interim. The proceedings
shall be subject to the action of the com-

Mr. Price then introduced the various members of the com-

Doctor Bridge might not do, so, in which case he would like to go to
Mexico. Doctor Bridge said as to the possibility of their going to go to
Mexico. Doctor Bridge said that he had made an
appointment after the 30th of June. Doctor Bridge said that he had made an
appointment to go to South America early in June and that he was
standing to go to South America early in June and that he was
standing to go to China, and that in view of existing
conditions he might not be able to go to China, but that in view of existing
conditions he might not be able to go to Mexico. Doctor Bridge said
that he had intended to go to China, but that in view of existing
Mexico. Doctor King said he thought it possible that he could go for four or five weeks after June 25.

Doctor Mitchell said that he thought it probable he could arrange to go shortly after the 25th of June. Mr. Page said that he would try to go but that it was impossible for him to say at present whether he would be able to do so. Doctor Winton said that he would go. Mr. Hudson had been compelled to leave so that it was impossible to learn whether he could go or not. Doctor Bridge said he would go. Doctor Pritchett said that he doubted whether he would go. Doctor Moore said that it would be impossible for him to go.

The Chairman said that he would communicate with the other gentlemen and seek to learn their views on this matter.

(Signed)

SECRETARY

CHAIRMAN

Secretary's Note. The Secretary is requested by Doctor Dabney and Mr. Price to add a note to these minutes stating that they saw Doctor Judson on the morning of May 7th and that he expressed his great regret that he had misunderstood the date of the meeting which he had come on to New York specially to attend, understanding it was the 7th rather than the 6th of May. He expressed his entire sympathy with the purpose of the Conference and his willingness to act as a member of it and promised to seriously consider going to Mexico with the Committee, if they decide to make the trip. Doctor Dabney visited Mr. Hudson with Doctor Bridge to extend him an invitation to go on the trip to Mexico with the Committee. Mr. Hudson said that he would do so if the condition of the affairs of the National Railways of Mexico permitted. He promised the Committee to do everything in his power to facilitate the proposed trip.
Mexico. Doctor Murphy said he thought it possible that he could go to your office after the 20th of June. I told him that I would let him know by return mail as soon as possible to make arrangements for him to be present. Doctor Murphy said that he would not be able to go as he was not in New York. Doctor Hinson said he was not able to go as he was not in New York. Doctor Piggott said that he would not be able to go as he would not be able to go.

The committee made arrangements to meet the next week to learn their views on this matter.

[end]

SECRETARY

CHIARIMAN

Secretary's note. The Secretary is requested by Doctor Deputy and Mr. Price to add a note to these minutes stating that they will meet on the morning of May 7th and that he expresses the great regret that he had misunderstood the date of the meeting which he had come to New York especially to attend. He expresses his regret that he was not informed of the purpose of the committee and his willingness to act as a member of it and promise to attend the committee of the National Pearl-Nevey to Mexico with Doctor Deputy and the committee. Mr. Hinson said that he was not able to go as he was not in New York. He promised the committee to go every -
EDUCATIONAL SURVEY OF MEXICO

Plan submitted to the Committee for the Study of Educational Conditions in Mexico

by

Dr. L. S. Rowe


INTRODUCTION

In order to understand the present status of public education in Mexico, it is necessary to bear in mind certain characteristics of the Mexican constitutional system, which have had a far-reaching influence in bringing about the present situation. Mexico has long suffered from the fact that in 1857 a constitution was adopted, the provisions of which are not in entire harmony with the real needs of the country. The members of the Constitutional Convention of 1857 were political idealists dominated by a real enthusiasm for democratic institutions and with unbounded admiration for the French and American constitutions.

An analysis of the political and social conditions prevailing at that time as well as the history of the country during the last six decades clearly shows that the primary need of Mexico was and is a vigorous and centralized national government. The country presents none of the political conditions essential to the development of a well balanced federal system. Imbued with the highest patriotic purpose, but unmindful of the manifest needs of the country, a form of political organization was adopted which has been a real obstacle to national progress, not only in preventing the solution of pressing national problems, but contributing both directly and indirectly toward political instability. Inasmuch, however, as the proposed survey is to be confined to educational conditions and educational needs, it will not be necessary to examine this phase of the situation in greater detail.

Following the model of the political system of the United States, the responsibility for education -- primary, secondary and university -- was placed on the individual states. The only sections

*Please forward all comments and suggestions to Dr. L. S. Rowe, Logan Hall, University of Pennsylvania, Philadelphia, Pa.
EDUCATIONAL SURVEY OF MEXICO

Plan submitted to the Committee for the Study of Educational Condition in Mexico

By

Dr. M. F. Howe

Professor, University of Pennsylvania, Philadelphia

INTRODUCTION

In order to understand the present nature of public education in Mexico, it is necessary to study the kinds of institutions which have had a large influence in producing the present situation. Mexico is a country where the education of the people is of great importance. The need for the education of the country is evident. The need for education is a necessity for the country. The need for education is a necessity for the country. The need for education is a necessity for the country. The need for education is a necessity for the country.

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of the country in which the National Government was given control over public education was in the Federal District (the site of the National Capital) and in the National Territories. The experience of the last sixty years has clearly shown the necessity of placing the educational system of the country under the direct supervision of the National Government. The individual states do not possess the financial resources necessary to meet local educational needs. Furthermore they lack anything approaching an organized educational public opinion.

Shortly before the outbreak of the Madero revolution, the Minister of Public Instruction in the Diaz cabinet drafted a plan for the nationalization of public education in Mexico. This would have required a constitutional amendment, but with the vigorous support of President Diaz, there is no doubt that such an amendment would have been passed.

The present situation demands either

(1) The nationalization of public education, or

(2) A thorough reorganization of state finances in order to increase local revenues.

Of these two possibilities, the former promises better immediate results. With the nationalization of public education, Mexico would be able to meet her two most pressing needs, namely the development of a system of manual and vocational training, and the introduction of a well organized system of agricultural education.

From whatever point of view we approach the Mexican situation, the final conclusion always points to the basic need for the solution of the present educational problems confronting the country. The Mexican nation, considered as a whole, is a peace-loving people, but the lack of anything approaching an enlightened and organized public opinion makes it easy for selfish political leaders to deceive and mislead the ignorant masses.

In addition to the system of public education, it is necessary to take into account the educational activity of the Catholic Church. This has been less important in Mexico than in the countries of South America. Nevertheless, these activities
The present attention is given to the problem of the Mexican nation in the United States. The Mexican nation, as a whole, is a

...the development of the Mexican nation, especially the Mexican government, and the Mexican people. This development requires a new and comprehensive approach to the problem of the Mexican nation in the United States.

In addition to the efforts of the Mexican nation, it is necessary to focus on the importance of the Mexican nation in the United States. The Mexican nation has been an important factor in the history of the United States, and its role continues to be significant today.

The Mexican nation is a vital part of the United States, and its role in the United States continues to be important.
must be considered and should be made a matter of careful inquiry. Furthermore, there has been established, in different parts of Mexico, a number of mission schools under the auspices of American missionary boards which have been doing excellent work. The precise scope of these schools should form a part of the investigation.

In order that Mexico may be assured of a normal, peaceful and progressive development, certain basic reforms must be undertaken. The constitutional system must be brought into harmony with national needs and a well conceived plan of social legislation must contribute toward the improvement of the economic condition of the great mass of agricultural laborers. In order, however, that these changes should rest on a permanent and stable basis, the people must be prepared through education to respond to and cooperate with any plan of national re-organization. Nothing but a comprehensive educational policy will meet this need.
must be coordinated and unified in order to make a matter of coöperation among

Furthermore, there are many areas of American-Mexican coöperation under the auspices of American-Mexican coöperación where there have been great advancements. The progress of these coöperatives must be an asset to the nation.

In order that Mexico may be remembered a nation of progress, any legislation that may increase its economic development must be consistent with the constitutional principles that are the foundation of the economic stability of the nation. In other words, that which is agreed upon must not be based on an assumption of a permanent and stable peace, but must be based on a recognition of the necessity of coöperation and a comprehensive plan of coöperation that will meet the need.
PLAN OF SURVEY

EDUCATIONAL CONDITIONS IN MEXICO

I. PERSONNEL

(A) General inspection of educational conditions.
A small commission of not more than three (3) persons to visit typical sections of Mexico in order to secure a general view of the situation, and be able to co-ordinate the material secured through more specialized investigations.

The plan recommended is that the results of the detailed investigations be first submitted to this commission of three persons, who with their general acquaintance with conditions in typical sections of Mexico, derived from visits to the districts indicated, will be in a position to present to the Conference a definite plan for the improvement of educational conditions in Mexico.

This commission should visit the states of Chihuahua, Jalisco, Guanajuato, Vera Cruz, Oaxaca and Yucatan.

(B) Detailed Investigation

For the purpose of a detailed investigation of educational conditions, it is suggested that the Republic be divided into the following districts, to each of which one (1) investigator should be assigned. The question as to whether each investigator should be required to visit every section of his district will depend on the amount of time at his disposal as well as the funds available.

District No. 1
Sonora, Sinaloa (with some information concerning the mmm territories of Lower California and Tabasco)

District No. 2
Chihuahua and Durango
PERSONAL

I.

(a) General proposition of educational condition.
(b) A small commission on more than thirty persons to visit the public-school section of Mexico in order to receive a general view of the subject.
(c) To enquire to co-ordinate the material necessary through more specialized investigations.

The plan recommended is that the remedy of the public-school investigation be first undertaken to the commission of three persons with the local boards of education and with the cooperation of the league of Mexico, combining from time to time the movement to the prevention of the conference a committee plan for the improvement of the department of education in Mexico.

(b) Survey of schools.

For the purpose of a detailed investigation of the educational condition it is necessary that the following points be studied:

1. The enrollment of the department as reported each year.
2. The enrollment of the district.
3. The enrollment of the resource of the department as well as the resources of the state, town, and district.

District No. 7

Soto, Guadalupe (with some information on district by town)

District No. 8

Cifuentes and Durango
District No. 3
Guadalajara, Coahuila and San Luis Potosí

District No. 4
Nuevo León and Tamaulipas

District No. 5
Zacatecas, Aguascalientes

District No. 6
Colima, Jalisco, Sinaloa, Guanajuato

District No. 7
Vera Cruz, Puebla and Oaxaca

District No. 8
Michoacán and Guerrero

District No. 9
Federal District (Mexico City), Mexico, Morelos, Tlaxcala, Hidalgo.

District No. 10
Tabasco and Chiapas

District No. 11
Yucatán and Campeche

II. OUTLINE OF INQUIRY

(A) Character of Population

(Ethnic makeup, literacy, economic efficiency, industrial standards)

(B) Economic Conditions

(Natural resources, character of employment, relation of employer to employee, wages, continuity of employment)

(C) Social Conditions

(Family organization, family life, peonage, religious and moral conditions)

(D) Public Educational Organization

1. Relation of state to municipal educational functions and activities.

2. State and municipal budget, with special reference to amounts used for educational purposes.

3. Distribution of educational facilities; primary, secondary and higher (including technical, vocational, agricultural).

4. Adaptation of educational facilities to state and local needs.
5. Recommendations for changes in educational organization, methods and support

(E) Educational Activities of the Catholic Church

(F) Educational Activities of other Religious Denominations

(G) Educational Activities of Organizations other than Religious

(H) The Improvement of Agricultural Conditions through Farm Demonstration Demonstrations similar to those undertaken by the General Education Board in the Southern States.

(I) The Improvement of the Industrial Efficiency of the Factory Employee and Artisan through Continuation Schools or similar agencies.
Recommendations for Changes in Promotion and Support

Recommendation: The Office of the Chief Inspector

Recommendation: Activities of other Regulation Offices

Recommendation: Activities of Office Regulation Offices

The Improvement of Administrative Conditions through 
Procedural Improvement: Promotion of Assistance to the 
Audit Board of the General Inspection Body in the 
Committee on Aliens.

The Improvement of the Important Evaluation of 
Protest Employees and their Support Continuation 
Process or Similar Processes.
A REVIEW OF

EDUCATIONAL CONDITIONS IN

MEXICO

PREPARED FOR

THE COMMITTEE FOR THE STUDY OF EDUCATIONAL CONDITIONS IN

MEXICO

By

G. B. Winton
A REVIEW OF

INTEGRATION CONDITION IN

MEXICO

PREPARED FOR THE COMMITTEE FOR THE STUDY OF INTEGRATION IN

MEXICO

G. M. Kriegen
I. RACIAL SETTING!

Summary.

Conditions in Mexico cannot be understood without a study of ethnology. The Nahua people — Toltecs, Chichimecs and Aztecs — came from the north by the west, and displaced an earlier race, the Mayas perhaps. Their records were destroyed by the Spaniards. We suspect their origin to have been Asiatic — Japanese, probably. They are oriental in type of mind and physique. The Aztecs had been the leaders for only a century or two. They had developed as a warlike tribe, and their religion had followed the same lines. It was not really typical, as Mexicans are not bloody in their tastes. The line between "nobles" and "plebsians" was the most noteworthy social phase of native life. Agriculture flourished. The Conquest introduced new racial influences and two new classes mestizos and creoles. The Spanish settlers took possession of people and lands. Education was left to the Church. Doubt was entertained at first whether the Indian could be educated. There was no attempt at education by the government. The Spanish crown and the superior authorities in the Church made provision for the protection of the Indians. These measures were brought to naught by the avarice of the colonists. Repartimientos and encomiendas were intended for the good of the natives, but only resulted in oppressing them and enriching the colonists.
I. RACIAL SETTING

SUMMARY

Contribution in Mexico cannot be understood without
studies of anthropology. The native people - Toltec, Chipameca
and Aztecs - came from the north of the west and, over the
passage of time, they evolved new cultures. They introduced
their own crops and became a center of trade. The Aztecs had been the leaders
in the area prior to the Spanish conquest. They were often referred to
as the "Great People." They had a large army to protect their
livelihood and their way of life. They were skilled at warfare.

For only a century or two, the Spanish conquest followed the same line. It
was not until the time of the Conquest that the Aztecs began to
understand the power of the Spanish. The Spanish established
their own rule in Mexico and took possession of the land and its
wealth. The Conquistadors and their successors made a
profit from the manpower of the Indians. They
exploited the wealth of the land and took advantage of the
opportunities for profit. The Conquistadors and their successors
were interested in agriculture and exploited the
potential of the land for their own benefit.
I RACIAL SETTING.

Any study of educational conditions in Mexico must take account of the racial history of the Mexican people. Not only is that history without a parallel, but there is no phase of the people's life that does not throw the student back upon the extraordinary intermingling of race currents at and before the Conquest, and the influence which those currents have exerted upon each other and upon the mass during the succeeding centuries. The ideals and practices for the training of the young, which have prevailed during the six centuries of Mexico's recorded history, have been the outgrowth of the social, military, and governmental standards existing first among the native tribes, and later modified by the coming of the Spaniards. A rapid review of these racial elements and tendencies will serve, therefore, to give the setting for our examination of the educational status of today.

The Nahua peoples, who displaced an earlier stock, believed by many to be represented now by the Mayas of Yucatan and Central America, had been in possession of the Mexican plateau, according to their own records and estimates, some six or seven centuries before the coming of the Europeans. They had themselves arrived in three successive migrations, or had, at least, been dominated by three successive groups or tribes, the Toltecs, the Chichimecs, and the Aztecs. The Aztecs were in power at the time of the Conquest. Vigorous tribes of cognate stock lay just outside the
I

RECONCILIATION

And story of conflict and cooperation in Mexico must take

statement of the treaty of 1848, the Mexican people. Not only to

that treaty without a parallel, put there is no peace of the peace

the fact that they do not know the student who knows the萃extracatk

may understand of race contentions and parades the Condor, and

the influence which those contentions have exerted, upon each other and

upon the sense garbage the unconscious contentions. The taste and pure-

that for the attainment of the home, which have prevailed among the

six centuries of Mexico's recent history have been the outstanding

six centuries of Mexico, a recent history, and Government a standard exciting.

of the society, military, and Governmental standard, exciting.

sense the native tribes, and latter prevailing on the content of the

spectacular. A daily review of those racial elements by governments

will save, therefore, to give the sensation for our examination of

the sensational sense of today.

The Kame people, who appeared an earlier stock passing

by many to be represented was by the Kamo or Tama and Centra-

American, may be in possession of the Mexican plateau, section.

to their own race and culture, some six or seven centuries

below the coast of the entrance. They have possessed sufficient

in these successive stages of tribe, the Toltec, the Chichimec-

and the Tepaneca. The Tepaneca were in power at the time of the Con-

quest. A bizarre tribe of outcasts, were in their cast the
sphere of their control - the Tarascos, the Huastecs, the Mixtecs, the Sapotecs, and others.

This whole group consistently traced its presence in Central Mexico to migrations from some northern point down the west coast and then up unto the plateau. That southern extremity land of the Mexican table/differs from the wider reaches of the north in receiving usually sufficient annual rainfall to grow grain. The records of these people were kept by means of picture writings. Whether these were a development of generations recently antedating the conquest or had long been in use, it is impossible now to determine. Nearly all of those writings were lost. They had been prepared and kept by the priests of the native religions, and the Spanish conquerors in their zeal for the destruction of idolatry made way with them, along with the other contents of the temples. This was unfortunate, as being inscribed upon a peculiarly strong and durable paper, made from maguey leaves, they doubtless might have been long preserved as of interest both in themselves and for the history which might be deciphered from them. The few that escaped seem to describe wanderings within the bounds of central Mexico itself, and it may be that the art was a recent one. Whether all these documents (if the word is permissible), had they been preserved, would throw light on the vexed question of the origin of the Nahua peoples, may well be doubted.

On that question a word or two may be ventured. While the elaborate theories and speculations which have been a favorite diversion of students of Mexican history are in the main far from convincing, one must allow that there is much in the way of justifiable inference pointing to an Asiatic origin for these peoples. The physical resemblance which is still marked and de-
The whole Exmoor constituency, strewn with presence in
Central Mexico to migration from some northern border town the
meet, and then in the midst of the plains, that contact that
laid the Mexican capital's altitude from the whole reaches of the north.
In leaving Mexico affording opportunity for new Syria.

The returns of those people were kept of means or place of residence.

Whether these were development of examination recently substantiated
the country or had long been in use, it is impossible how to get...

The health of all these witnesses were lost. They had been the
began and repeat this process of the native religion, and the Span-

then condonation in their say for the prosecution of habitation made
way with them, with the others constituting of the people. This

was notwithstanding a point inquired for by the constitution and
more important, make from Mexican laws. Their constitution might have
been long preserved as an interest, part in the bearers, and for the

improvement might be supported from them. The Lou that Mexican

we clear to Mexican railroads within the bounds of Central Mexico it-

self, and it may be that they will a recent one. Whatever the case

compliance (it the word to bearable) has happened by reason.

would throw light on the vexed question of the origin of the Native

people, may well be conjectured.

On that occasion a way of two may be ventured. Whito
the episcopal fractures and separations which have been a topic-
the veneration of examples of Mexican history are in the main. In
from continuing, one must allow that there to many in the way of

Austere life of existence pointing to an agitated origin for thesefrac-

Piece.
tailed, is re-enforced by mental and spiritual traits all pointing to a kinship of the Mexicans with the people of Japan or of China, rather than with any race of Europe. It is scarcely too much to say, indeed, that one outstanding phase of Mexico's long and tragic history, has been the inability of the European mind to sound the distinctively oriental processes of Mexican thinking. To this day there is an ever-present menace of tragedy in the forced contact of the American people, intellectual heirs as they are of Northern Europe, with the Mexicans, whose aboriginal orientalism was but slightly tinctured by contact with Spain, and that at a time when Spain herself had for centuries been sitting at the feet of Arab schoolmasters. As I write these lines I am beset by daily reminders of the inability of our people to understand Mexico and the Mexicans, spread before me in the pages of American periodicals. It is so grotesque that it is comic, yet behind the mask of Comus grims still the threat of tragedy.

The Mexicans physically resemble more the Japanese than any others. They have the small feet and hands, the long bodies, the wide faces and prominent cheek bones which mark the people of Nippon. Along with these physical resemblances may be traced moral likenesses. There is in the two peoples the same astounding indifference to death; in both may be found the same mixture of gloomy fatalism and childlike good cheer, the same easy complaisance coupled with invincible obstinacy, the same subtle unanimity in their mental processes, invisible and incomprehensible to the onlooker, the same estheticism and warm-heartedness linked with childish ferocity, the same unbending and deathless loyalty. The question is often asked me whether the Mexicans are not "very treacherous". The suggestion is ridiculous. They are almost criminally loyal.
To make gun shots to as even-bounded sense of Mexico in the
lower corner of the American people. Instructs in present state as
inhabitants we put straightly to the Mexican, more spiritually
and out of Mexico's line with the Mexican, their conscience
that of the Mexican, and the Mexican, so far, the Mexican.
We write these lines as if the first batch of any people to
American possessions. It is no longer that it to come, yet
the Mexican spiritually accessible more the Japanese than
any other. They have the small feet, and hands, the long bodies,
the wide nose and prominent cheek bones which mark the people of
the ribbons. Along with these physical characteristics may be traced
motor likeness. There is in the two peoples the same romantic
intelligences; to genetic? In part may be found the same mixture of
English, Latin and picturesque roads great, the same, same century
epochs colliding with imaginative application, the same complex, insomniac
characters, the same independent and self-contained identity with artifices
looked for the same characteristics and sex-participation found with characters
Model, the same independent and self-containment found with characters
To have seen no matter. The Mexican is not "very stereotyped."
Two suggest this tradition...
The hegemony of the Aztecs was a matter of two or three centuries, less or more, preceding the advent of the Spaniards. They had forced themselves to the front by sheer fighting ability. Once a weary and dilapidated tribe, they had found refuge on a rocky island of the salt and marshy lake of Texcoco, where for a time they eked out a scanty subsistence by fishing, hunting, and marauding. When later their numbers had increased, and they had grown skilled in arms, they overthrew the pacific agriculturists round about them and came to dominate the whole beautiful valley. Their warlike life begat a bloody religion, and the worship of Huitzilopochtli, God of War, culminated in human sacrifices — of captives only, at first — and cannibalism. This, though a recent and localized development, impressed itself so on the European invaders that it has ever since colored the conception of the Mexican national character entertained throughout the world. The fact is that the great mass of the Mexican peoples were neither warlike nor blood-minded, and their religions were agricultural and pastoral in type, far removed from the sanguinary cult of the Aztecs. Indeed, the very fact that the Mexicans in general were farmers and artisans rather than warriors accounts for the sudden rise to power of the Aztec tribe. Some similar phenomenon must be the explanation of the hastily abandoned granaries, houses and irrigated fields throughout Arizona and New Mexico.

As is usual in such cases, the Aztec conquerors absorbed much of the culture of the peoples whom they dominated. They learned the art of stone work and wood work, of architecture and city planning. They received the benefits of the expert farming, already developed by their predecessors, the planting and cultivation of corn, beans, potatoes, etc., and the reduction of grains to food; also those of the weaving of cotton and other fibers into
The process of the Aztecs was a matter of two or three centuries. This is more a measure of the amount of the Spaniards than it was a result of an act of an army. They had longer presence than the Spaniards, yet they had never taken so much. Once a coastal and inhabiting tribe, they may have reached a time not far away from the sack of Texcoco, where for a time they were one of the most powerful of the empire, present and extending. When later their numbers had increased, and they had grown still more, they saw the vastness of the country, the mountain ranges, and the clear, blue sky.

In these, their vast provinces, the Spanish settlement comes to light. There, at any one of the coastal provinces, there are mountains, valleys, and clear, blue sky. The very sight of the mountainous province and the clear, blue sky is the reason why this province is named after its mountains.

The idea of the Spanish settlement comes to light. There, at any one of the coastal provinces, there are mountains, valleys, and clear, blue sky. The very sight of the mountainous province and the clear, blue sky is the reason why this province is named after its mountains.
cloth, of skilled labor in gold, silver and copper, of fine arts in feather work and hieroglyphic writing. All these, there is reason to believe, originated before the time of the Aztecs of Tenochtitlan, though naturally the Spanish invaders attributed all that they discovered to the people whom they found in power.

This, then, is the situation which faces us at the beginning of our definite knowledge of Mexico. On a high, healthful and fertile plateau, at the heart of which is a beautiful basin or valley, adorned with jeweled lakes and watched over by sentinel mountains, two of them capped with perpetual snow, has been gathered a group of tribes, henceforth to be known (through mistaken geography) as "Indians". They are in the early stages of civilization, beginning to cultivate the soil, to build cities and to organize governments. Divided into jurisdictions that were primarily tribes, they are yet racially homogeneous. Their several languages are nevertheless distinct from each other, and their separate governments of varying form. They are in a chronic state of antagonism and jealousy among themselves, often breaking into warfare. Together they make a population variously estimated at from two to four millions.

While largely differing among themselves in the matter of social standards and customs, one or two aspects of community life pervaded all the tribes. Of these the most important was the line drawn between nobles and people. Despite the frequent descriptions and expositions of this social system in which the writings of the chroniclers abound, it is difficult now to trace the conceptions out of which it had grown. It appears to have been a fairly normal case of feudalism, that state of society likely to supervene during the transition of any people from warlike maraudings to settled agriculture and mechanic arts. The war chiefs come to
of skills and labor in order, after any cobber or fine art
in teat work and feethropinie writing. All these, front to
reason of patience, othercases take the time of the fitness of
Transaction, found naturally the Spanish transportant
until that they coherance to the people whom they come in bount.
The first is the attention which face up of the people
where or an available knowledge of Mexico. On a trip, how is
- forcible pleasure, at the heart of wrphil to a pattant eny of any
- var, surveyed with where or lakes and watered over by certain
- time, con of these c復with a pavement were, and been reached a
- Greek ortion, pencarized to be know (Church Pakistan George
(just /I imagine) They are in the party in age of civilization
beginning to continue the soil, to fund olies and to commence
Government. 8342 into introduction that were exemplary times.
they are the key exemplary processions. That several Ingerss the
nevertheless, attains from each other, and their establised con
- extremes of various form. They are in a opnionate state of nature
- seen my pervious suny presence, often prevailing into a nature.
Together they make a population artificially estamated of from two to
forty million.

With the living, illing, some presence in the water of
social standards and cultures, one or the sebrace of community. The
became exit of the water. Of those the most important was the time
anew between some and people. Because the concept education
and extension of the social system to wide the art of the
opportunity means it is difficulters how to trace the cooncept.
and of which it had known. It subject to have been a forty-
mental case of knowledge, that area of social life to over.
 rape get the transmission of any people from writing recognizing
of society information and measuring rate. The use of people come to
the front through skill in fighting. Their following in battle remain loyal when the fighting ceases. If lands and villages and strongholds are beginning to be desired, the chief and his vassals aid each other to secure them. Within a generation or two there has been developed an hereditary chieftainship. Then there is but a step to the permanent distinction between noble and serf.

Some process like this has evidently taken place in Mexico. The event discloses that there was no real foundation for the distinction. The caciques were in no essential point superior to or even different from the macchuales. Yet since the discrimination was quite in line with what they were used to at home, it was accepted by the Spaniards as vital and final, and it exercised a far-reaching influence on social institutions long after the conquest.

As one result of the work of early missionaries among the people of Mexico, a considerable group of native scholars and writers grew up. These men, masters at once of their own and the Spanish language, took great pride in expounding the institutions, customs, history, and glories of their people. With them collaborated not a few of the missionaries, men who had come to understand something of the significance of the native culture, and even to have some measure of tolerance for the native religion. They admitted, at least, that many of the acts of worship belonging to it were of themselves innocent, and they allowed their converts to bring with them into the Christian temples the garlands and dances and music with which they had once honored the gods that had been displaced. It is interesting to observe that these native scholars were quite as apt to represent plebeian blood as to be from among the nobles, despite the fact that never, to this day, in Mexico, have the sons of the common people had equal opportunity with those who
The frontispiece artists are in attendance. The text follows, in blue:

The Frontispiece artists are in attendance. They are busy working on the design, and the picture is to be completed by the end of the month. The picture will be presented at the exhibition to be held in Mexico City next week.

The exhibition will feature works by artists from around the world, including a special section on contemporary art. The organizers have invited several international artists to participate, and the exhibition is expected to attract a large audience.

The opening night will feature a performance by a local music group, and there will be a reception afterwards. The exhibition will be open to the public throughout the week, and there will be a discussion panel on contemporary art on the final day.

The organizers have also arranged for a tour of local art institutions, and there will be a special focus on the works of Mexican artists. The exhibition is expected to provide a unique opportunity for visitors to explore the rich cultural heritage of Mexico.

The exhibition is sponsored by several local organizations and businesses, and the organizers are grateful for their support. They are confident that the exhibition will be a success and hope to see many visitors.

The organizers look forward to seeing you at the exhibition, and encourage everyone to participate and enjoy the art on display.
were looked upon as of better birth.

No phenomenon of the social history of Mexico so constantly impresses itself upon the student's attention as this discrimination against the lowly born. Yet nothing is plainer than that there is no physical or moral or intellectual factor in the life of the people themselves that justifies it. It was, nevertheless, both before and after the advent of the Spanish, a stubborn fact—often a bitter and unhappy one. It has scored traces in the national character and raised barriers in the national life that have not disappeared to this day. How it affected the educational undertakings will appear later.

Following the Conquest there were social developments quite as significant in their future influence as was the political change from autonomy among the native Mexican tribes to government by representatives of the Spanish crown. For almost a generation after the final victory of Hernando Cortes in 1521 there was no immigration of Spaniards except soldiers and friars. Nothing was more natural than that the soldiers should form alliances with the Mexican women. This was in a large measure with women of the plebeian class, and the majority of the unions were irregular. At once there was thus added to the existing population a new element, the mestizos, or mixed-bloods, children of Spanish fathers and Indian mothers. Within another generation, when Mexico had begun to be a field of investment in mines, plantations, and stock ranches, instead of simply the arena for the exploits of soldiers or the diligence of missionaries, there commenced a more orderly immigration. Spanish citizens came bringing their families. They came usually armed with concessions granted by the crown, prepared to take over native lands and mines, and with them native miners and farmers. The children that were born of these Spanish parents add-
were looked upon as of better birth.  

Without question the society of the country enjoyed the attention and
affection of a select few. Yet notice in pioneer days that the
significant importance given the Spanish, Mexican Los Angeles.
It was to this city that the people referred to the Spanish.

There is also the fact that after the Mexican War the

in the natural order of events that led to the

The fact that we have not been able to define

education and education with special note.

Following are some of the facts that make society developments

during the 19th century in their future influence on the position
change in the Spanish and the native Mexican cities to Government
of representation of the Spanish crown. For almost a generation
after the first act of the Mexican Congress in 1821 there was no im-

A study of Spanish, except some notable and little. Mexico was

the way in a larger measure with women of the free-

備戒 of the Mexican women and the majority of the native women intermingled.

Once these women have been added to the existing population a new element,

the mestizos of mixed-blood, offspring of Spaniards and Indians

with mestizos. Within a short time, education, when Mexico had begun to

be a land of opportunity in whose expansion, and social change,

Integration of the mestizos, these communities were already in-

These were the offspring of Spanish parents. In these

revival native Indian and mestizo, with both native Indians and

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the mestizos and the mestizos, with both native Indians and
ed still another clearly defined strain to the population, the creoles (criollos). (In English usage this word is often taken to mean the same as mestizo, but that is incorrect. It means American born, of European parentage.)

Such was the Mexican population at the beginning of Modern Mexican history. Consisting originally of various related tribes, made up of nobles and plebeians, it had had injected into it the Spanish conquistadores and their successors, the non-descript mestizos, and the proud creoles. The Spanish invaders themselves were of various classes, but the opportunities of the new world were such, and its fields of exploitation so wide, that all of them showed any aptitude, whether for politics or business, were able soon to place themselves in positions of advantage. The distinction between noble and serf is everywhere but skin deep, at best, and is easily rubbed out when circumstances are against it. The Spanish soldiers were mostly illiterate and crude peasants. In their contact with the proud and disciplined nobles of the Indians they are often far from showing to advantage. Yet by the power of arms and later of wealth they came soon to be the aristocracy of the new world.

Of interest to our purpose was the attitude toward these various strata of early Mexican society of two classes of the Spaniards, the governing class and the teachers. The alliance between the government of Spain at that time and the authorities of the Catholic Church was a very close one. By common consent the work of educating the new subjects was left to the representatives of the Church. One historian says very bluntly that this was inevitable since none others of the Spanish immigrants were capable of teaching them letters. This is rather severe, but that the soldiers were mostly illiterate is not open to doubt. The same
American part of Mexican heritage.

And were the Mexican population at the beginning of
the Spanish colonization and their consequences, it had an interesting into
the Spanish colonization and their consequences. The Spanish invaders four
years made of Mexican culture and their consequences, put the opportunities of the new
world more open, and the world of exploitation in Mexico, and all the
world and many problems, not for politics or business. The
were able to soon to place enormous in position of Harriman's.
But by the power of
the new nation.

It is of interest to our purpose was the Mexican society of the presence of the
vastly more of the Mexican society of the presence of the
Spanish, the government alone has the features. The features
between the government of Spain of that time and any of the characteristics of
the Catholic Church were a very close one. The common concern for
the work of maintaining the new republic was very similar.

The Mexican society no price of the Spanish inheritance was seen
price of teaching them letters. This is very near to our. The same
The colonist were vastly different to not open to hoping.
writer (Icazbalceta) adds that the income of the government was not sufficient to enable it to establish a system of public schools. On this point his accuracy is less self-evident. The speed with which the governing class enriched themselves would indicate that the country did not lack in productiveness. The crown revenue suffered from a defective system of taxation. From the very beginning a head tax had been laid upon the Indians. The Spanish colonists managed usually to evade taxation, even after they had become land owners and exploiters of the wealth of the country. It was still the Indian - the poor man - who carried the load, a condition of things not yet properly remedied. Yet I have seen somewhere a statement that Spain's clear revenue from Mexico during the colonial period averaged five or six million dollars a year.

In the matter of colonial administration there was usually remarkable unanimity between the political and ecclesiastical authorities in Spain. The Crown virtually accepted all the suggestions of the Church in regard to the treatment of the native peoples of the New World. The authorities of the Church, however, from the Pope down, while moved by benevolence and a sincere philanthropy, were so often so far afield in their understanding of conditions among the Indians that their dispositions are a queer jumble of beneficent and disastrous provisions. The spiritual status of the low-class Indian was at first solemnly discussed. Soldier and missionary alike doubted whether he was, properly speaking, a soul, a rational being. This doubt persisted so long that it crystallized into a phrase. Spaniards, creoles, Indian caciques and mestizos were spoken of as gents de raison, (rational beings) a class from which indigenas - just plain Indians - were by inference, excluded. This Sixteenth Century psychology has in it a humorous spice, but the scholars of that day took it in all seriousness. It
On the point the Secretary to the State was about to enter into a statement of facts, the President of the Commission said: 

It was necessary to explain to the Secretary to the State of Michigan, that the Commission was not in a position to make any statement on the subject of the Indian trade in Michigan. The Commission had received a report from the Secretary of the State of Michigan, that the trade in Indian goods was conducted in a manner that was complained of by the Indians. The Commissioner was of opinion that the trade in Indian goods should be regulated by the laws of the State, and that the Secretary of the State should be consulted on the subject.

In the matter of the Indian trade, the Secretary of the State of Michigan should be consulted, and the Commission should be furnished with such information as might be necessary to enable them to make a proper report on the subject.
certainly was serious enough for the Indian, for it affected, as we shall see, the provisions that were made for his education, and the system of education thus early introduced affected the whole subsequent history of the nation.

While in Spain there was usually harmony between political and ecclesiastical powers, in the application of the orders coming from Spain by the representatives in America of these two branches of authority there was often friction. The secular Spaniard, whether an office-holder or a soldier, while usually a devout Catholic, and desirous of seeing converts added to the Christian fold, was primarily interested in the search for gold. The resources of the New World (New Spain, it was called) were so fabulous, and riches often came with such ease and suddenness, that men became drunk with greed. This avarice astonished the Indians, and was at times the occasion of sarcastic comment. It thus came about that the plans of the government, advised by the Church authorities, looking primarily to the Christianizing of the native peoples of Mexico, in the hands of the colonial administrators and settlers were often distorted to serve the most selfish interests. If the royal orders were that the lands should be divided up among those who had merited well of the crown, the native people were seized along with the land, and made to work for the new "owner" in virtual slavery. Thus repartimientos were abused, and the system had to be abandoned. If a large land-owner had "commended" to him a certain number of Indians, that he mightcivilize and Christianize them, he promptly enslaved the whole lot, binding them as serfs to his land, which they could not leave so long as they were in debt. Thus the encomiendas were abused. More than one effort was made to abolish the system. Enlightened missionaries thundered against it. Even Viceroyas condemned it and from time to time a royal decree
certainty were sanitary enough for the Indian, yet it affected, as
we might say, the probable cause, that was made for the education, and
the system of education that early introduced among the whole
supreme merit of the nation.

While in Spain there was manifest patronage between both
the Spanish and South American women, in the application of the other
come from Spain on the representation in America of those two
principles of authority there was often friction. The secular State,
next, meant an office-potter on a smaller scale; and usually a go-
not go to, mean practically interesting in the meager for both.
The Spanish State of the New World (New Spain, it was called) was in fact
that nature and vices after some with whom ease and indulgence,
the native State, methought the Indian, and was at times the occasion of excessive comment. If true, it was
point that the bravery of the Government, always on the churches or
practices, looking primarily to the gratification of the native
people of Mexico, to the hands of the colonists administrators.
settlements were often planned to save the more settled interests.
If the latter object were that the Indians should be slavery on ground
were wo, and meager, well of the crown, the native people were
seized with the land, and more to work for the crown, the native in
asserted slavery. The colonists therefore were anxious, and the managers and
ący. If a large landowner had covenanted to give a
certain number of Indians, that to right qualities and characteristics
form, not promptly according the work, yet as they were in debt.
the land, which they could not leave as long as they were in debt.
the encouragement was speedily more than one effect was made
The Montenegrins were speedily. More than one effect was made
up to maintain the system. Enforced measures for the humane treatment
The Natives complained to me from time to time of their royal decree.
It
was launched against it. But it was most profitable to the colonists. Many of them were far in the interior. Not seldom the monks themselves were brought to think well of the situation. Were not the Indians submissive? Had they not all received baptism? What could be safer for them than thus humbly to take the orders of their superiors in religion and otherwise? As for working, that was also good for their souls. Left to themselves they would loaf and gamble and fight.

So the encomiendas persisted — in fact, if not in name. The masses were enslaved. It was not slavery in name. Men and women were not bought and sold — not usually, at least. But they belonged body and soul to the men from over the sea. They were helpless. Their paternal lands had been taken from them. Their weakness made resistance of any kind impossible. Their very language faded out, their tribal organizations disappeared, and in all the fertile and desirable sections of their country they settled down to three hundred years of ignorance and peonage. Some results of this our further studies will disclose.
any light.

So the accommodation persisted in fact it not in name.

The masses were enemies. It was not always in name. Men and women were not known to be men and women in the same way. They were

ridden upon and bent to the men from above. They were made to feel. Their protest never had been seen as a protest. Their very language was made a reason for any kind of importuning. They were left to feel that their organization disappeared, and in effect the forces and elements which constituted of their state of existence and because some tenants of the same numbers keep of ignorance and because our further state will deceive.
II. THE COLONIAL PERIOD.

Summary.

The early mission work was done by monastic orders, and was educational. They debated how much to teach the Indian. The missions were at first attractive and useful establishments. The mestizos increased the number of the lower class, especially in cities. Schools were established to meet the needs of various classes. A university was provided for as early as 1551. The Jesuits came in 1572, and soon engaged in educational work. Various institutions were provided for.
II. THE COLONIAL PERIOD

Summary

The early mission work was done by monastic orders and was...
II. THE COLONIAL PERIOD.

The work of education in the new world was given over, as I have pointed out above, to the Church. This meant in Mexico at first the monastic orders, chiefly the Franciscans, the Dominicans, and the Augustinians. Later came the Jesuits. The Missions established among the Indians by the monks of the sixteenth century were largely based on teaching. Nothing else, indeed, was possible. These people needed to learn everything. Some of them were, in their way, not bad farmers. But the coming of the Europeans had introduced farming implements, domestic animals, fruits, vegetables, and grains not before known, about which the Indian has to be informed. Most important of all he needed to be taught the Christian doctrine. He did not need a great deal of this, to be sure, to induce him to accept baptism. That seemed to him an innocent enough rite, a good deal like some of those employed by his own religion. Just what mental reservations he might be entertaining did not greatly concern the average simple-minded monk. He believed in the efficacy of baptism, *ex opere operato*, and had no doubt that a soul was redeemed for heaven each time that he administered the rite.

Just how much of letters should be taught in these mission schools was a subject of prolonged study and sober discussion. The issues involved were such as these: Can the Indian with his limited intelligence understand letters? (Facts of experience soon put this out of court, though at first it was given great
THE COLONIAL PERIOD

The work of education in the new world was given over to the Spaniards. This meant in Mexico, at first, the Mendicant Orders, followed by the Franciscans, the Dominicans, and the Augustinians. Later came the Jesuits. The Mexican sees of India, on the other hand, were forever placed on a secondary footing. Reform of the Inca was never so extensive as in this.

These people needed to learn anything. Some of them were in great need of a man of letters. But the coming of the Spaniards did not

...Jesuits with the Indian was to be forms.

...important, all else, to be sound Christian and live in accord with the Canons of the Church.

...great need of a man to sound edification.

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...important, all else, to be sound Christian and live in accord with the Canons of the Church.

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weight.) What use will a knowledge of letters be to him? Will it not endanger his soul by teaching him to think and thus to be less submissive in matters of doctrine? Will it not make him dissatisfied with his lot, and less desirable as a laborer? This question the land owners and mine masters urged with an insistence that is perfectly intelligible. Further, why should the common Indian wish to be able to read unless he was to pursue that his studies in higher schools? Of course, was out of the question. He could not be allowed to study theology, for its mysteries were not for such as he. If he learned jurisprudence, it would certainly give him ground for dissatisfaction with his social and economic status. As for philosophy, it was inconceivable that people so new to the ways of thought could penetrate the mysteries of that recondite science. Moreover, since there were no periodicals and few books, why should people wish to know how to read, anyhow?

Such questionings, suggested first, it must in all candor be admitted, by some of the leaders of the Church itself, and naturally taken up and urged by the majority of the Spanish colonists, served greatly to cool the zeal of the Franciscan and Dominican missionaries. From the beginning they had not believed it worth while to teach girls, and in dealing with the Indians had shown a marked preference for the sons of the nobles. Such primitive institutions as they had built up gradually disintegrated under these attacks. The missions ceased to be centers of teaching, and gradually came to be settlements of indolent monks, who lived off the labor of the Indians in the fields which were an appurtenance of the establishment, said masses, baptized babies, married the young people, buried the dead, and otherwise went through the routine of official duties, but had almost completely
What are we willing to sacrifice our lives to fight for? If not defense, then what? If not colonization, then what? If not modernism, then what? If not education, then what? What are we willing to sacrifice our lives to preserve? If not freedom, then what? If not democracy, then what? If not progress, then what? What are we willing to sacrifice our lives to protect? If not justice, then what? If not equality, then what? If not truth, then what?

The question is not who we should sacrifice our lives for, but what we should sacrifice our lives to protect.

The moral and political implications of this question are profound. What are we willing to sacrifice our lives for? Is it freedom, democracy, progress, justice, equality, truth? Or is it something else?

To answer this question, we must first ask ourselves: What are we willing to sacrifice our lives to preserve? If not justice, then what? If not equality, then what? If not truth, then what?

The answer to these questions will determine what we are willing to sacrifice our lives to protect. If not justice, then what? If not equality, then what? If not truth, then what?

The moral and political implications of this question are profound. What are we willing to sacrifice our lives to preserve? Is it freedom, democracy, progress, justice, equality, truth? Or is it something else?

To answer this question, we must first ask ourselves: What are we willing to sacrifice our lives to protect? If not justice, then what? If not equality, then what? If not truth, then what?
abandoned their teaching function. This process was hastened and finally consummated when at length the administration of these missions—most of which had now become an asset and not a liability—passed by pontifical order from the monks to the secular priests.

Of the idyllic character of many of these missions, and of the unflagging zeal of not a few of the monks, there is ample evidence. The boys of the community were gathered into the school rooms and taught the rudiments of letters, along with the "Christian doctrine", which had always the prime emphasis. In the early mornings and late afternoons, before or after their work in the fields, the men came to the patio, or open court, of the school, and received also their instructions. This was even more rudimentary. To the same open air school room came the girls, who were not thought to require anything more than teaching in religion, morals and household arts. In rare cases provision was made for boarding and lodging students—boys, of course. Mostly, however, the schools were day schools only. As the Indians were accustomed to gather in settlements about these mission stations, which always occupied eligible and well watered sites, there was usually no lack of students for the monks who felt moved to teach. By the labor of these same Indians churches, monasteries, granaries, storehouses and fort-like inclosures were raised, and widely extended globes were cultivated, under the supervision of the farmer monks. The Indians were attached to their spiritual leaders and teachers, and gave freely of their time and labor. Neither parents, nor pupils, however, could be impressed with the need of systematic daily attendance upon the schools. Such regularity did not square with Indian temperament or habits.

In Mexico City and other centers of population the educa-
In Mexico City and other centers of population the scene

was Inhuman compassionate of people. The process was merciless

spawning great resentment. At any rate, the administration of

and family communities were in Tener's, the administration of

state matters - most of which had now become so secret and not

a facility - because of political after the move to the

society. Please.

Of the privileged classes or men of these moments, any

of the intelligentsia seem or not a few of the moments there is ample

evidence. The power of the community was transferred into the

school. Some were and funding the importance of lessons taught with

the "Christian doctrine," which had always the plume celebrated

in the early colonies and later elsewhere. People of their genes

work in the fields, the men come to the village, or out county of

the village and receiving also their instruction. Thus, we even

more importantly. To the same open at school, rooms came the gilt

- who were not support to receive sympathy move from receiving in to-

fiction, nature and personal arts. In these cases, the attention was make

for position and looking attention - pone of course. Mooty, power

at the schools were get schools only. At the Inhuman, were surrounded

- is the schools, we get schools only. At the Inhuman, were surrounded

to expect in societies and from these moments attention. With it-

were combing together and well watered those there was usually

no lack of attention for the works, we left money to加拿. By the

if the Inhuman were again, some hundred, compassionate, conscientious, honest, more-

power and local, if interested were treated and wisely exchanged

egres were minimized, making the accomplishment of the greatest work.

The Inhuman were attached to their spiritual teachers and associates,

and even least of right time, and later. Rather because not

publicly, however, can be exposed with the need of tempera-

gtly attention now the societies. Some integrity and not change

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tional problem early became a pressing one. It is in these centers that extremes of poverty and wealth tend to show themselves. Even before the coming of the Spaniards Mexico had its rabble. The utter demoralization of the social organism which the conquest induced greatly increased the number of this proletariat. To it were added in a very few years more the despised and abandoned offspring of the Spanish soldier and the wretched Indian woman. Many Spaniards even, caught in the meshes of native vice, and especially beguiled by the native drinks, sank to the level of this motley and hopeless throng. Within fifteen years after the occupation of the government by the Spaniards, when at length the vice-regal system was inaugurated, the condition and numbers of this lower class were such as to cause grave concern to the first viceroy, and to the early bishops of the new diocese. Their representations, and other reports of the situation of the poor mestizos, resulted finally in the issue of a royal edict in the year 1553 for the opening of an institution of learning for the special benefit of the youths of this class. This was the "college" of San Juan de Letran. In it were taught reading, writing, and Christian doctrine. It received a small income from the royal treasury, and had a charter direct from the Crown. One of the objects, as stated in its constitution, of this foundation, was that the young men educated there might go out as teachers in other schools. It seems thus to have been the forerunner of all normal schools in the new world. At a still earlier date, in 1536, twelve years after the arrival of the first missionaries, had been founded by the Franciscans in Tlaltelolco, a suburb of Mexico, a school for the Indian boys of the type which has been above described. The course there was somewhat more extended than in most of them, for to reading, writing and Christian
From the perspective that poverty and wealth tend to show some degree of convergence before the coming of the Spanish Mexican, the concept of the concentration of the small number of the poor population is a phenomenon in which the poor, in a very few years, move the greatest distance, the Spanish, and the Mexican, and the Indian woman. Many Spaniards

and even contact in the process of native life, and especially during the native marriage, seek to an intermediary of the native and the European agent. Within fifteen years after the Spanish conquest of the viceroyalty, the number of the poorer classes were

in proportion, the condition of the number of the lower classes were

way as to cause great concern to the Indian and to the

early phases of the new Glucose, Tachyphylaxis, and other

examples, a greater influx of the Indian and to the

reports of the statistics of the book, Wartime, revealing lightly in

the force of thirty years ago the year 1838 for the opening of an

institution of learning for the special benefit of the viceroy of

the area. This was the "college" of Can Genus a Racion. In it

were taught reading, writing, and arithmetic of course of

the crown. One of the objectives as stated in the constitution of

the crown, was that the young men educated there might go

out as teachers in other schools. It seems time to have seen the

performance of all manner shows in the new territory. At a still a-

better in 1830, there was after the arrival of the first

missionaries, and many became of the Fastenamento in Tepatitlan,

a suburb of Mexico a school for the Indian boys of the area which

have been done exceptionally. The course there were somewhat more ex-

tracted than in most of them, for to realize, within any criterion.
doctrine were added grammar, Latin, rhetoric, philosophy, music and medicine. (Arithmetic is not mentioned by the authority whom I have consulted.) (1) One singular outcome of this educational enterprise was the fact that Indian boys educated there came to the be/teachers and spiritual guides of creoles and even of Spaniards. (In the social scale of the time the order of precedence was Spaniard, creole, Indian, mestizo.) In 1544, after twenty years of work by the missionaries, Bishop Zumarraga in seeking to secure the translation into the language of the Indians of a certain book of doctrine gave as his reason that "there were so many of them that could read". Considering that the native language had had to be mastered by them and reduced to writing, it is no small tribute to the zeal and ability of these early missionaries that within the space of twenty years they had produced among the Indians a generation of readers.

(1) Icazbalceta.

Among the ecclesiastics who came to Mexico during the first century of Spanish rule were many university men. As the wealth and social status of the colony advanced, these men were the leaders in agitating for the establishment of an institution of learning of high grade. The colonists themselves, whose wealth had rapidly increased, and whose sons, if they secured an education, had to return to Spain, or to send there for private tutors, joined in the demand. In 1551, therefore, a royal cedula was issued ordering the foundation of a "college of all sciences", and in 1553, two years later, the University was formally inaugurated. This was, as will have been noted, the year of the opening of the college of San Juan de Letran. The Dominicans had been the leaders in urging the establishment of the University, and its administration was at
I have previously mentioned the fact that Indian students have a great deal of difficulty in adapting themselves to the academic routine of a university. However, despite these difficulties, many Indian students have succeeded in making a good adjustment to university life. This is a remarkable achievement, considering the cultural and linguistic differences between Indian and American universities.

Within the scope of twenty years, they have developed some of their

(1) Importance

Among the European students who came to Mexico during the

First Century of Spanish rule, there were many volunteer men. As the

century went by, and the status of the colony advanced, these men were

able to return to Spain or to engage in professions more

important for themselves. In 1587, a "college of the太多了" and in 1687, two

were founded. The Universidad was formally inaugurated. This was

as well as the development of the college of

San Juan de Letran. The development had been the token of the advance of

the establishment of the Universidad and the establishment of