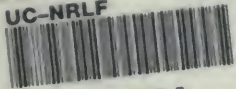


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Submitted in partial satisfaction of the requirements for the

degree of

MASTER OF ARTS

Part I. In Historical Order

in

Chapter I. The History of the Methodist

Education

in the

1. The Fundamental Training of Students

GRADUATE DIVISION

2. Also Services Open the Way For

of the

UNIVERSITY OF CALIFORNIA

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past and present school activities and school program of the
Episcopal Church, South, in seven volumes of the

Mexican Work

By

Cirinda Gerbin

A.B. (Occidental College) 1918

THESIS

Submitted in partial satisfaction of the requirements for the
EDUCATION DEPT.

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in

Education

in the

GRADUATE DIVISION

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The following series of publications which have
 appeared since the Journal of the D. S. P. has been
 listed of these various publications

INTRODUCTION

Because of her wealth of resources, her magnificent scenery, her varied climate, her quaint customs produced by the mingling of Indian and old-world races, her civilization which was already old and well-established when the Spanish conquerors landed on the shores of the new world, Mexico, through legend and story long has been regarded as the land of El Dorado.

Then came the cataclysmic revolution led by the ill-fated Madero, plunging the nation into ten years of strife and chaos; pushing the features which once fascinated and delighted far into the background and revealing in their stead grave weaknesses and glaring imperfections. There have been varying reactions to this changed Mexico. Some have had their faith shaken in her ability to develop into a self-governing nation. Some have washed their hands of her and turned away in disgust. Others have concluded that all Mexicans are cut-throats and bandits, and that as a nation, Mexico should be annihilated or subjected. Still others have maintained that what Mexico needs is opportunity; that if she is given co-operation and friendliness of attitude she may yet take her place among the

INTRODUCTION

Because of the wealth of resources, the agricultural economy, the varied climate, the varied customs and the mingling of Indian and old-world races, the civilization which was already old and well-established when the Spanish conquerors landed on the shores of the New World, Mexico, through legend and story long has been regarded as the land of El Dorado.

Then came the Catholic missionaries led by the ill-fated Indians, bringing the nation into two years of strife and blood; pushing the Indians with their spears and bows and arrows far into the background and revealing in their stead grove wilderness and glaring injustices. There have been varying reactions to this change.

Some have had their faith shaken in the ability to develop into a self-governing nation. Some have wanted their hands off her and turned east in disgust. Others have concluded that all Mexicans are not Indians and that, as a nation, Mexico should be annihilated or subjected. Still others have maintained that what Mexico needs is not autonomy; that it has given co-operation and financial assistance of all kinds she may yet take her place among the

nations.

The following titles of publications which have appeared since the downfall of the Diaz regime are indicative of these various attitudes:

"What is the Matter with Mexico?"

"Is Mexico Worth Saving?"

"Day-break or Delusion in Mexico?"

"Barbarous Mexico."

"A Tonic for Mexico."

"Mexico is Our Next Job."

"The Plot Against Mexico."

"Understanding Mexico."

"The Other Side of the Mexican Problem."

It is significant that the expressions from the pens of men who represent various Protestant Church Organizations in Mexico, have insisted vigorously that Mexico must be allowed to work out her own salvation as a nation, and have urged the necessity of a sympathetic and patient attitude on the part of the United States, instead of a drastic military policy.

The leaders of the Methodist Episcopal Church, South, are among those who have believed in Mexico and who continue to believe in her in spite of the dark pages in her recent political history; regarding the decade of revolution just past as incidental in her struggle to

The following list of publications which have appeared since the death of the late regime and indicate some of these various attitudes:

"What is the matter with Mexico?"

"Is Mexico to be saved?"

"The present in Mexico is what?"

"Mexico's future."

"A year for Mexico."

"Mexico in the next year."

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"Understanding Mexico."

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South, are among those who have believed in Mexico and who continue to believe in her in spite of the dark pages in her recent political history; regarding the needs of revolution just past as incidental in her struggle to

establish herself as a republic; considering it as the blind groping of a weaker nation to find her way along the "road to democracy."

Mere sympathy and feeling, however, drift into a weak sentimentality unless they be tempered with expression in vigorous constructive action. The question then arises: Has the Methodist Episcopal Church, South, made any contribution to the civic advancement of Mexico?

An examination of the entire field of activity of Southern Methodism is too extensive for the purpose of this study, therefore the subject is limited to a consideration of a portion of the educational phase of the work. It presents, A Study of the Past and Present School Activities and School Program of the Methodist Episcopal Church South, in Seven Centers of its Mexican Work. The purpose being to determine whether the Schools have contributed in the past to the development of civic progress in Mexico; to ascertain if the present institutions are contributing to Mexican Civic education; and finally to suggest what the procedure of these schools must be if they meet their future responsibility of stimulating, guiding, and co-operating in the development of Mexico as a democracy.

The method of attacking the problem is through an examination of the history of the schools with the objectives of finding what the motives were in founding them,

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how they developed, and the ways the cause of civic education was advanced through them. Detailed quotations are made from the sources, which consist of personal letters, from some of the founders of the schools, and the diaries and scrap books of the Rev. J. F. Corbin, a veteran missionary of the field, because much of the data here presented have been available to only a few individuals.

Following the historical sketch, the further procedure is a consideration of the present status and policies of the schools and their relation to civic thought as revealed through replies to a questionnaire, through current catalogues, through courses of study and through other church publications.

Having considered the past and the present, the next phase deals with the future problems and the factors inherent in these problems. The conclusion consists of specific suggestions based on modern educational theory regarding the future contributions the schools of the Methodist Episcopal Church, South, may make in the advancement of Mexico toward the goal of democracy.

Definition of Terms

It is essential that certain terms be defined at the outset. Civic education is to be regarded as a part of the wider term social education, and as meaning preparation

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Table of Contents

It is essential that certain facts be defined at the outset. Civic education is to be regarded as a part of the wider term social education, and as meaning preparation

for worthy group membership.

The form of group life in Mexico is nominally that of a democracy. Since 1821 when Mexico freed herself from the yoke of Spain, she has been endeavoring to establish herself as a democracy. In the face of inconceivable odds the people of Mexico have clung to the ideal of popular government. We are justified then in defining civic education for Mexico as preparation for group life in a democracy. The terms civic education and education for democracy may therefore be considered as interchangeable.

"Democracy is fundamentally a set of progressive ideas, ideals and purposes. It is a creed, based on the thesis that every human being is of infinite worth and has the power of growth. Government in a democracy is the mechanical means by which this creed is expressed. It is government of the people, by the people and for the people."

Corollaries of these facts are the affirmations:

That all human beings have the power of choice after deliberation. Upon this rests the belief in popular sovereignty.

That all are potentially free. This forms the basis for the principle of equal rights under the law.

That co-operative action is essential for the realization of the highest good to the greatest number.

This gives rise to the concepts of loyalty and responsibility,

for every group membership.

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basis for the principle of equal rights under law.

That co-operative action is essential for the

realization of the highest good in the greatest number.

This gives rise to the concepts of justice and responsibility

both of which are fundamental to group welfare."¹

Inseparable from American interpretation of democracy are the principles of liberty of conscience, freedom of worship, separation of church and state, freedom of speech, freedom of the press, and equal, though not necessarily identical, opportunity for education.

The Principles of the Methodist Episcopal Church,
South, 1917, 1918.

Since the days when John Wesley, the founder of Methodism, was preaching a message directed to the heart of man, and at the same time proclaimed "the world is my parish," Methodism has been ever and ever the most effective in our midst. Wesley taught that religion is not merely an abstract and a "heavenly experience" of man. That the individual must address love and devotion to God, and that he also a free moral agent, and as such should obey the law of God and His commandments. The objective aspect of religion is the recognition that God has placed Himself in the world relative to God, His outward life consists in the love of God, His righteousness and love of neighbor as of self, and that we should seek to realize the utmost of our privileges and responsibilities.

1. Lectures of Dr. Alexis F. Lange, University of California 1922. Course - Civic Education.

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and adapted to all." These methods from the beginning had a world-program. PART I The church may only partially realize the ideal. AN HISTORICAL SKETCH meeting, and among our place have often been but faintly accounted, the ideal has remained at the very CHAPTER I her doctrine.

The Entrance of the Methodist Episcopal Church,
South, Into Mexico.

with these principles as its heritage and its life extended.

Its work to the field of Mexico when the church was first

Since the days when John Wesley, the founder of Methodism, came preaching a message directed to the heart of man, and at the same time proclaiming "The world is my parish," Methodism has been both subjective and objective in character. Wesley taught that religion in its subjective aspect was a "Heart experience" of man. That the individual owed supreme love and devotion to God, but that he was a free moral agent and no force could compel him to yield this allegiance. The objective aspect consisted in the teaching that once man placed himself in the right relation to God, his outward life became characterized by moral rectitude and love of neighbor as of self, and that he would seek to extend to others the privileges and opportunities he himself enjoyed. The Methodists believed and taught that "the gospel was needed by all, meant for all,

and true his fidelity. It's mission, therefore...

PART I
AN HISTORICAL SKETCH

CHAPTER I

The Influence of the Methodist Episcopal Church
South, into Mexico.



Since the days when John Wesley, the founder of
 Methodism, was preaching a message directed to the heart
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 taught that "the gospel was needed by all, man for all."

and adapted to all." Thus Methodism from the beginning had a world-program. Though the church has only partially realized the significance of this teaching, and though her plans have often been but feebly executed, the ideal has remained at the very center of her doctrine.

It is natural, then, that American Methodism with these principles as an heritage should have expanded its work to the field of Mexico when the opportunity presented itself. The man who opened the way for the Methodist Episcopal Church, South, to enter Mexico was Alejo Hernandez.

Hernandez was born in the state of Aguas Calientes, and because his parents were wealthy and belonged to the Church party, they planned to educate him for the priesthood. He was sent to the Seminary and later to College. But he turned against the church, adopted infidelistic views and determined he would never become a priest. He ran away from college, joined the army against Maximilian, was later taken prisoner by the French and after much suffering and many hardships he found himself on the American border near Brownsville, Texas. While there, Seymoure's "Evenings with the Romanists" fell into his hands. He saw it was opposed to Romanism and consequently supposed it to be against all Christianity. He read it expecting it to confirm his infidelity. It's constant reference to the

and added to all." This position from the beginning
 had a wide program. Though the church has only partially
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It is natural, then, that American Episcopalianism

also finds techniques as an heritage which have expanded
 its work to the field of Mexico when the opportunity has
 suited itself. The man who opened the way for the Methodist
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 transferred his work to the state of Texas.

and because his people were willing and beloved to do
 their part, they pleased to educate him for the great
 part. He was sent to the Seminary and later to College.

But he turned against the church, adopted individualism
 and departed in youth never to return. He
 ran away from college, joined the army against Mexico.

was later taken prisoner by the Texans and after being sold
 into slavery was sent to the West Indies on the same ship
 as the famous "Amelia". This time, however, he was

"freed" and his "Amelia" fell into his hands. He was
 it was opposed to Episcopalianism and consequently opposed it to
 be against his Christianity. He tried to establish it to

collaborate his individuality. It's former reference to the

Bible aroused a desire to secure a copy in Spanish. This he succeeded in doing, and came to a knowledge of the Gospel. In addition, the allusions to protestant Christianity by Seymoure led him to go to Brownsville in search of a protestant service. Describing this experience he says: "I was seated where I could see the congregation, but few could see me. I felt that the Spirit of God was there, and, though I could not understand a word which was said I felt my heart strangely warmed. Never did I hear an organ play more sweetly, never did human voices sound so lovely to me, never did people look so beautiful, as on that occasion. I went away weeping for holy joy." ¹

Hernandez went back to Mexico to work among his people, but everywhere he met with abuse and opposition. Finally an American friend suggested that perhaps he would be better received if he should identify himself with some church. Acting upon this advice he returned to Texas and joined the Methodist Episcopal Church South at Corpus Christi. In 1871 he was received "on trial" by the West Texas conference. He was ordained by Bishop Marvin and appointed to establish a mission at Laredo, Texas. In 1872-73 he was appointed to Corpus Christi from which place he was sent in

¹ Scrap-book I of Rev. J. F. Corbin. Page 45, cols. 1 & 2.

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 appointed to Corpus Christi from which place he was sent to

I thought back I at my J. P. Berlin. Page 10, col. 1 & 2.

1873 by Bishop Keener to initiate the work in the City of Mexico.

A second man who played an important part in the entrance of Southern Methodism into Mexico was Sostenes Juarez. Before Hernandez had come into touch with Protestantism on the border, Juarez had come into possession of a Bible in French, brought over to Mexico by a priest in Maximillian's army. Upon reading it he said to himself, "This is a better weapon with which to fight the "Clero" ¹ than the Sword." ²

He organized a group of seven of his friends for the purpose of Bible study and worship. This voluntary association was known as "The Society of Christian Friends." They held services every week with Juarez as teacher and preacher. When Bishop Keener visited Mexico in 1873 with the purpose of establishing a church, at the Bishop's invitation, Juarez identified himself with the Methodist Episcopal Church, South, and became a preacher, remaining on the effective list till his death in 1891. The Bible and small desk which he used in the days of his ministry to the "Society of Christian Friends," together with the

1. Clero - clergy.

2. Winton. A New Era in Old Mexico. Page 190.

original manuscript regulations under which the group was organized, are now in the mission rooms at Nashville, Tennessee.¹

The following letter by Bishop John C. Keener gives an account of the beginning of the work in the City of Mexico. He says:

"Some thirteen years ago, (1873) I started from New Orleans for the City of Mexico. The purpose was slowly formed but unexpectedly to me during a missionary anniversary of the Louisiana Conference. Bishop Pierce had just finished speaking. I arose and added somewhat and alluded to the field of Mexico as ripe to the harvest, and cited the fact that I had seen a Mexican who had come out of Mexico in search of Christianity; and who had been mysteriously brought to Christ in Brownville, Texas, while worshipping in a Protestant audience; and that I had both seen and appointed him at the West Texas conference, only a few weeks before.

From the back of the congregation someone asked if I would go the City of Mexico if the money was pledged to pay my expenses. I answered 'Yes', and Brother Wamsley opened the subscription for raising a thousand dollars in gold by giving one hundred. The amount was soon made up.

1. Mexico To-day. Page 179. G.B.Winton.

original membership organization under which the group was organized, was now in the mission room at Seattle.

1887.

The following letter by Bishop John O. Sweeney

gives an account of the beginning of the work in the City

of Mexico. He says:

"Some thirteen years ago (1873) I started from

San Diego for the City of Mexico. The purpose was simply

to look out unexpecting to see during a missionary conference

any of the Southern Conference. Bishop Pierce had just

finished speaking. I arose and asked somewhat and visited

to the field of Mexico as well as the harvest, and did so

that I had seen a Mexican who had come out of Mexico in

search of Christianity; and had been specifically brought

to Christ in beautiful Texas, while working in a

Protestant mission; and that I had both seen and spoken

him at the last Texas conference, only a few weeks before.

From the back of the congregation someone asked if

I would go the City of Mexico if the money was pledged to pay

my expenses. I answered 'Yes', and Bishop Pierce wisely closed

the subscription for raising a thousand dollars in gold by

giving one hundred. The amount was soon raised up.

The following Sabbath morning I arose early and went down to the vessel. The craft was the Tobasco. It was intensely Spanish in its makeup; shape, crew, cabin, captain all had a Mexican imprint. At 8 a.m. she hauled in her lines and steamed down the river. This gave me full time for meditation. It was a venture under the spirit. I felt strangely alone. What I should do in a land where even the tongue was unknown was left to the opening of an unseen hand..... It so happened that the railroad was just opened and I went up to the City of Mexico on the first through train. The scenery of the Cordilleras repaid me for all the odors and motions of the Tobasco. The Southern Cross stood out over the land of the Aztec in brilliant significance - 'Mexico for the Savior.' Yet the first few hours in the city alternated between hope and fear. Sometimes it seemed impossible to make a lodgement with the slender resources at command. A good providence sent to my aid a poor man, Christian Ereme, a Swede, and a translator for Maximilian, who spoke English well. He found our noble Sostenes Juarez and brought him to me. It was through these two that I bought the old Chapel of the Capuchins on Fifth Street. Well, it was a great triumph as it was the first property bought by Methodism in Mexico. In two or three weeks I had

The following account regarding I avoid entirely
 sent down to the vessel. The craft was the Tanager. It
 was intensely quiet in its manner, except, of course, when
 again all had a sudden impact. At 8 a.m. she sailed
 in her line and steamed down the river. This gave me full
 time for meditation. It was a venture under the spirit.
 I felt strongly alone. That I should be in a land where
 even the fog was unknown was left to the opening of an
 unbroken land.... It happened that the vessel was just

opened and I went up to the City of Mexico on the first
 through train. The company of the Condorians seems to be low
 all the other and entire of the Tanager. The San Pedro Cross
 about out over the land of the Aztec in brilliant splendor
 'Mexico for the traveler'. For the first ten hours in the city
 alternated between hope and fear. Doubtless it would be
 possible to make a lodgment with the sister resources at
 command.

A good providence sent to my aid a poor man,
 Condorians from, a Swede, and a translation for description,
 and upon English will. He found that noble Condorians terms
 and brought me to me. It was through these two that I
 bought the old Chapel of the Condorians on Fifth Street.
 Well, it was a great triumph as it was the first property
 bought by foreigners in Mexico. In two or three years I had

arranged for repairing the chapel, had placed Alejo Hernandez in it and returned home." ¹

Hernandez and Juarez made a great impression upon Methodism in the United States. That one should have to come out of his native land in search of Christianity, and that the Bible was not accessible to the people of Mexico, stirred the church to action. Appeals for men and money to prosecute the work were sent throughout the church and met with success.

It had been feared when Hernandez was sent to Mexico City that the work along the border would die out entirely. But this was not the case for when the West Texas Conference met in 1874 three Mexican men who had come to a knowledge of the gospel presented themselves requesting admission "on trial." They were accepted and the Border Mexican District of the West Texas Conference was organized with Rev. A. H. Sutherland as Presiding Elder. ²

American Missionaries began entering the field both along the border and in the interior. These men came in response to a deep religious impulse and under the conviction that Juarez and Hernandez were typical of a group; that there were hundreds throughout Mexico who would accept the Christian

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1. Scrapbook (J.F. Corbin), Vol. I, page 13, col. 2.
 2. I.G. John, Handbook of Missions, page 253.

arranged for copying the original, and placed also in the
in it and returned same.

Documents and letters made a great impression upon
the people in the United States. That our people have to come

out of his native land in search of Christianity, and that
the Bible was not accessible to the people of Mexico, stirred

the spirit in Mexico. I speak for men and women to promote
the work here throughout the country and with success.

It had been feared with documents and sent to Mexico
City that the work along the border would die out entirely.

But this was not the case for when the first Texas Conference
met in 1894 at San Antonio and had come to a knowledge of

the Gospel presented themselves voluntary assistance for
trial. They were accepted and the Border Mexican District

of the first Texas Conference was organized with Rev. A. J.
Caldwell as presiding elder.

Various itineraries began entering the field soon
along the border and in the interior. There was soon in

response to a deep religious impulse and under the conviction
that Luther and Wesley were typical of a group; that there

were hundreds throughout Mexico and we in 1897 the Christian

1. Botsford (1897), Vol. I, page 15, col. 2.
2. I. J. Jones, Handbook of Mexico, page 22.

faith if they were but given the opportunity. The very nature of the tenets of the Christian faith which these men sought to promulgate, together with the heritage of ideals which was theirs, because they were citizens of a country where freedom of worship, liberty of conscience, access to the Bible, and the education of the people were inalienable rights, made them cry out against the conditions which they encountered in Mexico. The following illustrates the point in question:

"There is a class who are longing for the light. They are stretching out their hands and saying, 'Give us the light;' the Bible they hail as a book sent from God and read it with an avidity which would put us to shame. They are sick of Rome, weary of their heavy burdens and longing for something better.

We submit when the teachers of the dominant religion of a nation publicly burn the Bible, endeavor to keep the people in ignorance and encourage their blind dupes to assassinate ministers of the Gospel. Mexico is in need of missionaries. In the name of religion these teachers have withheld knowledge of the true God, taught idolatry, impoverished the people, enriched themselves, blunted the intellect, destroyed the conscience and impeded the progress of the nation at every step." 1

1. Article signed "A Missionary." Scrapbook (J.F. Corbin) Vol. I; page 45; col. 3.

... the very ... opportunity. The very ... of the ... which ... was ... together with the ... of a ... because they ... of a ... liberty of conscience, ... and the education of the people ... insupportable rights, ... The following ...

the point in question:

"There is a class who are longing for the light. They are stretching out their hands and saying, 'Give us the light.' ... it with an avidity which would put us to shame. They are ... of how, weary of their heavy burdens and longing for something better."

It would seem the teachers of the dominant religion of a nation ... people in ignorance and encourage their blind faith to cause ... in need of mission- ... In the case of religion these teachers have withheld ... knowledge of the true God, taught idolatry, immorality, ... people, ... the consolation and impeded the progress of the nation as every ..."

The plans to evangelize Mexico and extend the work and influence of the Methodist Episcopal Church, South, were far-reaching from the beginning, as is shown by an early report of A. H. Sutherland: "At the earliest possible moment I want to occupy Saltillo, the capital of Coahuila, and Chihuahua, capital of the State of the same name. I may safely say that there are fifty places where as many missionaries could be advantageously introduced in the four States of Mexico immediately bordering Texas--Tamanlipas, Nuevo Leon, Coahuila and Chihuahua. Besides, I am very anxious to extend our operations to the Pacific Coast along the borders of the two nations." ¹

The work developed rapidly and by 1884 there were 32 "mission stations" in the Mexican Border Mission and in 1885 it was organized into the Mexican Border Conference. ² The Central Mexican Mission with head quarters in the City of Mexico had under the leadership of Rev. J. T. Davis and later under Dr. W. M. Patterson a correspondingly rapid development. The report for 1884 shows that six districts had been organized under the direction of six competent Presiding Elders; that there was a membership of 1,614, a working force of

1. I.G. John. HandBook of Methodist Missions, page 256.
2. I.G. John. HandBook of Methodist Missions, page 269.

The plan is to organize the work and influence of the Methodist Episcopal Church, South, and the Methodist Episcopal Church, North, as is shown by an

early report of A. H. ... as the earliest possible

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The work developed rapidly and by 1888 ...

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1. I. G. Johns. Handbook of Methodist Missions, page 225.
2. I. G. Johns. Handbook of Methodist Missions, page 225.

6 missionaries, and 31 native preachers. This too was organized into a Conference, in 1886. ¹

Thus not only were the religious teachings extended to Mexico, but also the methods of discipline and organization of the Methodist Episcopal Church, South, were transplanted. For the Mexican preachers this meant experience and participation in the government of the church. For the church it meant greater effectiveness in the prosecution of its program. All of the forces were now marshalled for a greater advance. All was in readiness to make effective the condition so vividly expressed in an old Moravian version of the Lord's Prayer which substitutes for the phrase "Thy kingdom come", the expression "and that of His kingdom there shall be no frontier." ²

1. I.G. John. Hand Book of Methodist Mission, page 248.
2. J.A. Francis. Christ's Mold of Prayer.

6 missionaries, and 21 native preachers. This too was organ-

ized later a Conference, in 1886. 1

Thus not only were the religious teachings extended

to Mexico, but also the method of discipline and organization

of the Methodist Episcopal Church, South, were transplanted,

for the Mexican preachers had meant experience and partici-

pation in the Government of the church. For the church it

meant greater effectiveness in the prosecution of its program.

All of the forces were now marshaled for a greater advance.

All was in readiness to make effective the condition so vividly

expressed in an old Norwegian version of the Lord's Prayer which

substituted for the phrase "thy kingdom come", the expression

"and that of his kingdom there shall be no frontier." 2

1. I. H. Jones. HAND BOOK OF METHODIST MISSIONS, page 248.
2. S. J. A. Francis. Christ's Word of Prayer.

CHAPTER II

The Initiation of the Educational Program.

So rapidly had this work of the Methodist Episcopal Church, South, among the Mexicans advanced, and so many were the demands for the establishment of churches and the religious work, that the General Board of Missions had had neither money nor workers for any but the purely evangelistic phase of the work. The missionaries had hardly entered the field until they began to urge the need of schools. It was impossible for the General Board to meet the demand, but there was an organization which had been developing among the women of the church which was destined to meet this need. This organization had grown from a small local missionary society into a number of "connectional societies", and finally had gained such proportions as to be fully authorized and empowered by the General Conference of 1878 to organize under a constitution. The original name of this body was "The General Executive Board"; this gave place later to the title "Woman's Board of Missions." ¹

1. Haskin. Women and Missions, pages 20-21.

CHAPTER II

The initiation of the Educational Program.



In 1908 the Board of Christian Education in the Methodist Church, North, among the various educational and to many ways the standard for the establishment of churches and the religious work, that the General Board of Christian Education had not helped money nor energy for any part of the newly evangelistic phase of the work. The mission-aries had barely entered the field until they began to urge the need of schools. It was imperative for the General Board to meet the demand, but there was no organization which had been developing among the ranks of the church which was destined to meet this need. This organization had grown from a small local missionary society into a number of conventional societies, and finally had gained such proportions as to be fully authorized and empowered by the General Conference of 1908 to organize under a particular name of this body was "The General Executive Board"; this gave place later to the title "Women's Board of Christian Education."

As early as 1879, A.H. Sutherland, who was in charge of the Mexican Border District, began urging the great need of Christian education, and pleading that the children of Mexico should be included in the plans and purposes of the Woman's Board of Missions. Rev. Joseph Norwood took up the plea, and in 1880 Mrs. Norwood at Laredo and Mrs. Sutherland at San Antonio received some girls into their homes for instruction as a preparatory step towards the establishment of a school. ¹ Circumstances arose which made Laredo the place chosen for the school. Laredo had been the place selected for the establishment of the first religious effort when Alejo Hernandez began his labors, and it was but natural that it was chosen as the place in which to initiate the educational program. Throughout the entire history of the schools it is noticeable that the way each time for the establishment of the schools is blazed by the church. No sooner was the boundary of the religious effort extended and another outpost established than a corresponding development took place in the educational work. The development in territory to which this discussion is limited is bound up with the story of the development of the Mexican Border Mission alone, and consequently the discussion of the

1. Holding. A Decade of Missions, page 1.

is early as 1875, A. E. Dubois, who was in

charge of the Western Border District, began writing the

great mass of Christian education and pleading that the

children of Mexico should be included in the plan and

purpose of the Board of Education, Rev. J. J. ...

... took up the plan, and in 1880 Mr. ...

... and Mr. ... received some gifts into

... as a preparatory step towards

... of a school. Circumstances arose which

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development in the Central Mexican Mission is omitted. Laredo Seminary was the first school established, and the story of its development claims just attention.

CHAPTER III

The Establishment of Laredo Seminary.

In 1881 a piece of ground at Laredo, Texas, was granted to the Society of the Sacred Heart by the Rev. Miss Bourneton,¹ and here it was decided to establish the school for Mexican girls which had been founded, Miss Marie Williams and Miss Rebecca Tolson, both of Chappell Hill Seminary, Chappell Hill, Texas, were sent to the place. The erection of the building was delayed but in order of Miss Marie Tolson began a day school in Laredo and at the end of the year had more than 20 pupils. Miss Williams joined her and the school, which Marie Tolson conducted at Chappell Hill, Texas, and began the study of the language and customs of Mexico. She wrote from this place: "Mrs. Tolson conducted a Seminary school and we have now opened a day school. It is a very small one and remains in this place until the fall when it will be transferred by the end of the year when it will be opened very comfortably. I was from this place and a of the great people of Laredo very happy."

1. Forensic Journal of S.F. Corbin, vol. 1, p. 100.
2. Forensic Journal of S.F. Corbin, vol. 1, p. 100.

development in the Central Eastern Mission is outlined.
The Board's primary aim is to establish and the
study of the development of the mission.

CHAPTER III

The Establishment of Laredo Seminary.

In 1881 a piece of ground at Laredo, Texas, was donated to the Woman's Board of Missions by the Rev. Elias Robertson,¹ and here it was decided to establish the school for Mexican girls which had been so much desired. Miss Annie Williams and Miss Rebecca Toland, both of Chappell Hill Seminary, Chappell Hill, Texas, were sent to the field. The erection of the building was delayed but in spite of this Miss Toland began a day school in Laredo and at the end of the year had some 28 pupils. Miss Williams joined Mr. and Mrs. Norwood, missionaries then located at Concepcion.¹ There she began the study of the language and opened a school. She wrote from that place: "Mrs. Norwood conducts a Sabbath school, and we have now opened a day school. It is our intention to remain in this place until the building in Laredo is erected."² By the end of the year some 25 or 30 pupils were enrolled. It was from this group that 5 of the first pupils at Laredo were drawn.

1. Personal letter of J.F. Corbin. Oct. 1922.
2. Scrapbook. (Rev. J.F. Corbin) Vol. I; page 1, col. 1.

CHAPTER III

The Re-establishment of Laredo Seminary.

In 1881 a piece of ground at Laredo, Texas,

was donated to the Roman Catholic Board of Education by the Rev.

Ellis Robertson,¹ and here it was decided to establish

the school for Mexican girls which had been so much desired.

Mrs Anne Williams and Miss Rebecca Toland, both of Grapewell

Miss Seminary, Grapewell Hill, Texas, were sent to the site.

The erection of the building was delayed but in spite of this

the school began a day school in Laredo and at the end of the

year had some 28 pupils. Miss Williams joined Mr. and Mrs.

Robertson, also teachers then located at Grapewell Hill. There was

begun the study of the language and opened a school. The

school from that period "Mrs. Robertson conducted a Sabbath school

and we have now opened a day school. It is our intention to

locate in the same walls the building in Laredo is erected."

By the end of the year 28 or 30 pupils were enrolled. It

was from this group that a of the first pupils at Laredo were

drawn.

1. Personal letter of J. T. Gordon, Oct. 1888.
2. Newspaper (New York Herald) Feb. 11, 1881, p. 1.

"The building was completed and turned over for occupancy Oct. 13, 1882. We spent some time in furnishing it and trying to make ready for the opening of the fall session which opened the second Monday in November. We had only 9 Mexican and 4 American children at the beginning, but in a short time the school increased to 18, 7 boarding and 11 day pupils. The first few months were very trying for difficulties confronted us at every turn." ¹

Before the end of the year the enrollment increased to 28 with 18 of these being boarders. Mrs. Sarah Burford had been appointed to assist in the work. The school work now embraced English, music, reading, writing, arithmetic, grammar, spelling, geography and sewing. Because the Seminary was located in a suburb of Laredo and planned to cater to boarders, Miss Toland continued the day school which now had an enrollment of 60 pupils and was self-supporting.

At the end of the first year Miss Willfams was married to the Rev. J. F. Corbin and Miss Toland was placed in charge until Miss Nannie Holding of Kentucky was appointed Principal in 1883.

Bishop H. N. McTyeire visited the school in 1884, the following quotation giving the impression he received concerning Laredo Seminary:

"It is a busy place. Thirty children and more are

1. Scrapbook. (J.F. Corbin) Vol. I; page 7, col. 3.

The building was completed and turned over for occupancy Oct. 15, 1928. It spent some time in furnishing

it and trying to make ready for the opening of the fall session which opened the second Monday in November. We had only 9 teachers and 4 American children at the beginning, but in a short time the school increased to 15, 7 boarding and 11 day pupils. The first few months were very trying for

difficulties connected with every turn. Below the end of the year the enrollment increased to 25 with 18 of these being boarders. Mrs. Sarah Leonard had been appointed to assist in the work. The school work now embraced English, music, reading, writing, arithmetic, spelling, geography and sewing. Because the building was located in a suburb of Toronto and planned to cater to boarders Miss Toland continued the day school when not in school - and of 60 pupils and was self-sufficient.

At the end of the first year Miss Toland was married to Mr. A. J. Dewar and Mrs. Toland was placed in charge until Miss Bernice Childing of Toronto was appointed principal in 1930. Miss H. S. Schmale raised the amount in 1931 for further expansion giving the foundation as received operating under the same system. It is a very nice, thirty children and more are

making it lively in their own way, some playing in the sandy yard, some at recitation and one is nearly always at the piano practicing. It goes (the solitary piano does) from 6 a.m. till night, for many take a turn at it.

"This institution was enterprised by the Woman's Board two years ago. It occupies a square of ground--say two acres--in the upper suburb of the city. Within two hundred yards, and in full view from the upper verandas, flows the Rio Grande. The high bluff of Mexico's shore is seen from the yard level, and Macedonia stretches out her hand continually, 'Come over and help us.'

"Some of the girls are from Tama^ulipas and Nuevo Leon, States of the Republic of Mexico on this frontier; some from New Mexico, and others from the border towards Corpus Christi, and from Laredo..... I spent the morning in hearing the classes--spelling, reading, ciphering, and writing; in the last they excel. Half a dozen American children are mixed in with those of black straight hair and deep complexions. The American and Spanish blood seem to be equal at the black board and in other tests.

"We have just finished dinner, and for neatness and order in table manners, and for wholesome and savory table supplies, I doubt whether any female school north of the Colorado excels this. The fare is simple but very neatly served.

... in their own way, some playing in the sandy
yard, some at recreation and one is merely gazing at the
plane practicing. It goes (the solitary plane does) from
6 a.m. till night, for many days a week at it.

*This installation was interrupted by the woman's
Boris two years ago. It occupies a square of ground--
two acres--in the upper suburb of the city. Within two hun-
dred yards, and in full view from the upper residential, rises
the big building. The high part of Mexico's capital is seen from
the yard level, and beautiful stretches of her land embra-
cally. 'Come over and help me.'

*Some of the girls are from families and some
from, others of the Republic of Mexico on this frontier,
some from the states, and others from the border towards
Cuba, Central, and from Mexico.... I spent the evening in
reading the classic--epic, comedy, tragedy, and with
in the last few weeks. Half a dozen women children are
and in view of their bright hair and deep complexion
face. The expression and general aspect seem to be equal to the
black boys and in other parts.

*I have just finished dinner, and for minutes and
order in their manners, and for discipline and every Latin
spirit, I found several very young school girls of the Col-
lege school here. The fare is simple but very neatly served.

These girls are to be women; and as wives and mothers and housekeepers and teachers their Christian refinement will be permanently and widely felt. The Church is preaching a pure gospel in this way. It is a wise work, and far-reading."¹

A view of the way in which the school was steadily growing and extending it's influence is given by the following extract from correspondence from A. H. Sutherland. (1887)

"In 1884 the foundations of large and elegant additions were laid. The same are now finished and furnished under the most approved style. Besides these commodious and comfortable premises the Board has, with great propriety, purchased an adjoining block. Miss Holding has under her principalship (1) Miss Deliah Holding, (2) Miss Toland, (3) Miss Blanche Gilbert. The present number of pupils is 60. From the beginning there have been in the Seminary 238. Also from the beginning, five years ago, \$5,228 have been contributed by the patrons of the institution. There is surely presented to the Woman's Board of Missions, through it's agencies and appliances, a fair opportunity of testing the principle, 'Woman's work for woman.' Elevated womanhood for elevated humanity will find no exception among the impressionable but capable Mexicans.

1. Scrapbook. (J.F. Corbin) Vol. I; pages 25-26, cols. 2-4.

These girls are to be women; and as wives and mothers
and housekeepers and teachers their Christian education
will be necessarily and widely felt. The Church is grand
and we have hoped in this way. It is a new work, and the

workings*

A view of the way in which the annual was actually
given and executed is given by the following
lay report from housewives from A. B. (1887).
"In 1887 the formation of large and elegant ad-

ditions were made. The time was limited and furnished
under the most narrow style. Besides these conditions and
economic position the house was, with great propriety,
presented an unusual view. The building was built for

particularity (1) also (2) also (3) also (4) also (5) also
(6) also (7) also (8) also (9) also (10) also (11) also (12) also (13) also
100. From the beginning there have been in the building 100
also from the beginning, five years ago, four men were
constituted by the power of the constitution. There is

very present to the woman's board of education, through
its studies and appliances, a left opportunity of seeing
the principal, woman's work for women. It is a woman
for elevated industry will find no obstacle among the

International for special students.

"The test is being made under the most favorable conditions. The building is within a stone's throw of the river which divides the two nations. Within two miles there is a population of over 10,000 Mexicans. Half a mile away floats the flag which assures perfect liberty to work and perfect protection of rights. Add to these advantages those indispensable ones of educated, sanctified, and consecrated example, instruction, restraint, and inspiration, and what more is needed? The answer is easy and short--simply more time. The present conditions must be continued. But ere another five years shall elapse the light which all this time has been concentrating upon this focus shall begin to radiate and girls who have there grown into young womanhood will go forth to cheer with Christian virtues and superior endowments the dark homes and deep woes of their poor Mexican sisterhood."¹

The school was not limited to the girls. In spite of the prejudice among the Mexican people against co-education, Miss Holding decided to open the doors to the boys also. She states the reason for this in the following words: "We hesitated to overcome such old-settled convictions but our desire to see Christian education advance along all lines

1. Scrapbook. (J.F. Corbin) Vol. I; page 7, cols. 2-3.

"The fact is being made under the most favorable conditions. The building is within a stone's throw of the river which divides the two nations. Within two miles there is a population of over 10,000 Mexicans. Still a mile away from the city which assures perfect liberty to work and perfect professional rights. Add to these advantages those pedagogic ones of educated, sanctified, and consecrated example, instruction, respect, and inspiration, and the more is needed. The answer is easy and short--simply more time. The present conditions must be continued. For another five years until the light which all this time has been concentrating upon this locus shall begin to radiate and girls who have hitherto been in great measure left in the dark will be able to enter the Christian schools and superior schools and have the same and deep sense of their own Mexican character."

The school was not limited to the girls. In spite of the prejudice among the Mexican people against no-questions-asked policy decided to open the doors to the boys also. As stated the reason for this is the following: "The isolated systems with old-fashioned divisions for our desire to see Christian education advance along all lines

overcame our hesitancy." ¹ In 1891 the school became a chartered institution for boys and girls, by an act of the Texas legislature.

In 1891 ² the following branches of work were being offered: Instruction from the 1st to the 12th grades, special courses in art and music, sewing, actual participation in household duties for some of the girls, and military training for the boys; A branch day-school at Nuevo Laredo, and sewing and Bible classes for women in Laredo.

An intimate glimpse of the school life which is marked by a delightful home atmosphere is given in Miss Holding's book, "A Decade of Mission Life in Mexican Mission Homes". The author all unconsciously reveals her own personality which is striking in its rare combination of sympathetic understanding and quiet firmness. Reference is made to the building up of a school library, to the precedent of closing each school year with a school entertainment, to the establishment of the Laredo Missionary Band, to the organization of the True Blue Society, to the fact that as far as the boys were concerned their discipline was largely in the hands of the cadet officers under the supervision of a member of the faculty.

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1. Holding. A Decade of Mission Life. Pages 60-61.
 2. Holding. A Decade of Mission Life. Pages 166.

overcome our hesitancy. In 1881 the school became a
chartered institution for boys and girls, by an act of the
Texas Legislature.

In 1881 the following branches of work were being
offered: instruction from the 1st to the 12th grades, special
courses in art and music, reading, manual participation in
household duties for some of the girls, and military training
for the boys; a women day-school at Sweeny, Texas, and sewing
and Bible classes for women in Texas.

An outline of the school life under
control by a religious name is given in "The Building
Book." A record of school life is given in "The Building
Book." All unaccountably reverse has been generally
giving in the year completion of systematic understanding and
great interest. However it made in the building up of a
school library, to the provision of clothing worn school year
with a social enjoyment, to the establishment of the Texas
Primary School, to the organization of the Texas Blue Society,
to the fact that we have now no record their dis-
ciples are largely in the name of the order officers under
the approval of the Society.

1. Building. A Record of Mission Life. Texas 80-81.
2. Building. A Record of Mission Life. Texas 188.

Miss Holding remained in charge of Laredo Seminary for nearly thirty years. Under her administration the school grew from an enrollment of 30 to an enrollment of more than 300. Her successor, J. M. Skinner, Ph.D., has had experience both as a teacher and as an administrator. The school-plant now has seven buildings located on a campus of 26 acres and is valued at \$250,000.¹ The name was changed when Miss Holding retired to Holding Institute to honor her because she gave the full measure of devotion to its upbuilding, and because she had served in the capacity not only of Principal but also as the General Superintendent of the work of the Woman's Board as it pushed across the border and undertook new educational activities in Mexico. Because of Miss Holding's position and the strategic location of Laredo Seminary it took on the nature of a training school for missionaries. As the work became better known throughout the church, young women began volunteering for service in Mexico, and were sent to Laredo to learn the language and familiarize themselves with the methods and policies of the work, and thus prepare for further service in the extension of the activities of the Woman's Board of Missions. This made Laredo Seminary the Mother-Institution, and placed the responsibility of fostering and guiding the development of the work upon her.

1. Holding Institute Catalogue No. 1922.

This building remained in charge of Laredo Seminary
 for nearly thirty years. Under her administration the school
 grew from an enrollment of 30 to an enrollment of more than
 500. Her successor, J. W. Johnson, Ph.D., has had experience
 both as a teacher and as an administrator. The school-plant
 now has seven buildings located on a campus of 25 acres and
 is valued at \$250,000.¹ The name was changed when the school
 first refused to admit students to honor her because she gave
 the full measure of devotion to the uplifting, and because
 she had served in the capacity not only of principal but also
 as the direct supervisor of the work of the women's board
 as it existed across the border and under her own administration
 activities in Mexico. Because of this building's position and
 the strategic location of Laredo Seminary it took on the nature
 of a training school for missionaries. As the work became
 better known throughout the church, young women began coming
 feeling for service in Mexico, and were sent to Laredo to learn
 the language and familiarize themselves with the people and
 politics of the area, and then proceed for further service in
 the extension of the activities of the women's board of Mexico.
 This work leads directly to the same-education, and placed the
 responsibility of teaching and guiding the development of the
 work upon her.

1. Building Institute Catalogue 1921.

The home atmosphere and home-life which was developed at the Seminary was a great contribution to civic progress in Mexico, for it set a new standard of living for several hundred students who in turn went out to establish homes. Through actual participation in household tasks the students acquired skill, and learned how to work together. In addition to this co-operative action, they learned through actual experience the meaning of responsibility and reliability. The common ideals, common purposes and plans of the school inspired their loyalty. Loyalty to the small group, but under the proper guidance a certain measure of this was transferrable to a larger group, a great cause, and the dream of a better Mexico.

The greatest contribution which Laredo Seminary made to the social-civic advancement of Mexico was through her training department. Workers went forth to extend her influence all over Mexico. They went to teach by precept and example, and to hold aloft the torch of liberty to light the way for Mexico along the road to democracy.

1. Personal letter of J.F. Corbin. Dallas, 1926.
2. Personal letter of J.F. Corbin. Dallas, 1926.

The home atmosphere and home-life which was developed at the University was a great contribution to civic progress in Mexico, for it set a new standard of living for several hundred students who in turn went on to establish homes. Through actual participation in home-hold tasks the students acquired skill, and learned how to work together. In addition to this co-operative action, they learned through actual experience the meaning of responsibility and reliability. The common ideals, common purposes and plans of the school inspired their loyalty, loyalty to the staff of the school, and under the proper guidance a certain measure of love and responsibility to a larger group, a great cause, and the issue of a better Mexico.

The greatest contribution which Mexico University made to the social-civic advancement of Mexico was through her training department. Workers were trained to extend her influence all over Mexico. They went to towns by groups and examples, and to help with the burden of liberty to fight for the people along the road to democracy.

CHAPTER IV

The Founding of Colegio Ingles.



In 1883 Rev. A. H. Sutherland, the Superintendent of the Mexican Border Mission, realized a part of his dream of extending the out-posts of the Missionary activity of the Border Mission to Mexico. Mr. and Mrs. J. F. Corbin were sent in November of that year to open work in Saltillo, the capital of Coahuila. Mr. Corbin describes the educational conditions there in this way: "We found a large city with a few schools in rented rooms, not a real school house in the town. There were hundreds of children being taught by poorly equipped teachers." ¹ Mrs. Corbin, who before her marriage was Miss Annie Williams, the founder of Laredo Seminary, was convinced that a school would do great good among the people and so in April, 1884 ² she opened a school in her own home.

A sidelight is thrown on this educational situation in Saltillo by the following correspondence:

1. Personal letter of J.F. Corbin. October, 1922.
2. Personal letter of J.F. Corbin. October, 1922.

CHAPTER IV

The Founding of Colegio Ingles.

In 1883 Rev. A. B. Robertson, the Superior
of the Mexican Order Mission, realized a part
of his dream of assisting the out-ports of the diocese
activity of the Order Mission to Mexico. Mr. and Mrs.
J. P. Corbin were sent in October of that year to open
work in Saltillo, the capital of Coahuila. Mr. Corbin
described the educational conditions there in this way:
"I found a large city with a few schools in several towns,
not a real school house in the town. There were hundreds
of children being taught by poorly equipped teachers."¹
Mr. Corbin, who had a paragon and Miss Annie Williams,
the founder of Laporte Seminary, was convinced that a school
could do great good among the people and on April, 1884²
she opened a school in her own house.

A vital light is thrown on this educational situation
in Saltillo by the following correspondence:

1. Personal letter of J. P. Corbin, October, 1883.
2. Personal letter of J. P. Corbin, October, 1883.

"For a while Mrs. Corbin had a promising school with 15 pupils in attendance; but sickness caused her to abandon it, thus cutting off one of the most potent means of doing good. Her inability to secure another teacher has caused much disappointment to herself and the parents of the pupils. With a school house and an earnest teacher scores of pupils could be secured. There seems to be a general desire among all classes to have their children educated; and everywhere I come in contact with those who are anxious to learn English."¹

The demands were so urgent, that Mrs. Corbin again opened a school, in January 1886, and soon there ^{were} 36 pupils enrolled. The Rosebud Missionary Society contributed \$25.00 per month and this was used to pay a Mexican assistant. The Rosebud Society was a children's missionary organization directed by the Rev. John B. Laurens, "Uncle Larry", through his weekly letters in the Richmond Christian Advocate. This society was originated by the children in the home of a Methodist preacher. They appealed to Dr. Laurens in an open letter to see if other children could be interested in missionary work. The organization was first known as "The Children's Missionary Society". Later in response to the suggestion of "Uncle Larry", the name was changed to "The

1. M.C. Breeding. "Saltillo Mexico". July 24, 1884. Scrapbook. (J.F. Corbin) Vol. I; page 25, col. 2.

"For a while Mrs. Corbin had a promising school with 12 pupils in attendance; but she soon found her to be a failure. It was owing to the fact of the school being so small, and her inability to secure another teacher was a great disadvantage to herself and the parents of the pupils. With a school house and an efficient teacher better success could be secured. There seems to be a general desire among all classes to have their children educated; and everywhere I come in contact with those who are anxious to learn English. The demands were so urgent, that Mrs. Corbin again

opened a school, in January 1882, and soon there were 25 pupils enrolled. The Russian Missionary Society contributed \$25.00 per month and this was used to pay a Russian assistant. The

hosted society was a children's missionary organization directed by the Rev. John B. Lawrence, "Dona Lary", through his weekly letters in the Richmond Christian Advocate. His

society was organized by the children in the home of a Russian gentleman. They reported to Mr. Lawrence in an open letter to see if their children would be interested in mis-

sionary work. The organization was first known as "The Children's Missionary Society". Later in response to the suggestion of "Dona Lary", the name was changed to "The

Rosebud Missionary Society" in honor of little Miss Rosebud Campbell, its first President. ¹ In May, 1886, Miss Lelia Roberts, a graduate of the Sam Houston Normal College of Texas, was secured to take charge of the school of Saltillo, and the Rosebud Society paid her salary for the first two years. Miss Roberts had been in the field but a short time when she determined to place the school on a more permanent basis, first by adding a boarding department at the earliest opportunity, and second by getting the Woman's Board of Missions to adopt the undertaking.

Miss Nannie Holding, who was serving in the double capacity of Principal of Laredo Seminary and General Superintendent of the Mexican Work of the Woman's Board of Missions, approved of this plan and began to use all of her influence to consummate it. She visited the school, now Colegio Inglés, in 1887. The students enrolled numbered 43 and Miss Roberts was in need of an assistant. Consequently when Miss Holding returned to Laredo Seminary Miss Blanche Gilbert was sent to aid in the school at Saltillo. She was the first of a great number of teachers to be sent from the Seminary to build up the various schools in Mexico. Colegio Inglés was formally adopted by the Woman's Board in 1888 and a permanent property

1. Supplement. Rosebud Missionary Society. Sept. 1922.

Robert Himmelschlag Society, in honor of Miss Alice Campbell, its first President, 1 to May, 1886, Miss Alice Campbell, a graduate of the San Francisco Normal College of 1885, was elected in her charge of the school of Saltillo, and the Himmelschlag Society paid her salary for the first two years. Miss Campbell had been in the field for a short time and she believed it gave the school on a more permanent basis, first by adding a boarding department at the earliest opportunity, and second by giving the women's Board of Directors to adopt the undertaking.

Miss Annie Holting, who was serving in the double capacity of principal of Ladies Seminary and Normal Department of the Mexican town of the women's work of Saltillo, approved of this plan and began to see all of her influence in connection with it. She visited the school, now Colegio Ingles, in 1887. The students enrolled numbered 43 and Miss Campbell was

in need of no assistance. Consequently when Miss Holting returned to Ladies Seminary Miss Annie Holting was sent to aid in the school at Saltillo. She was the first of a great number of students to be sent from the Seminary to build up the various schools in Mexico. Colegio Ingles was formally adopted by the women's Board in 1888 and a permanent provision

1. Supplement, Ladies Seminary, Vol. 4, p. 182.

secured. Miss Roberts in her report to the Woman's Board of Missions for the year 1893 shows how the course was expanded:

"A normal department with a course of study to be completed in three years was added to our work. As teaching is the only avenue open to the women by which they can earn enough to be above want, we saw that our opportunity had come to prove to the people that we were ready, as far as possible, to meet their deeply felt need."¹

By persistent effort this department has been built up. The report of 1896 indicates a student body numbering 191, and two-fifths of the expenses of the school as being met by the income from the patrons. It has become the policy of a number of other mission schools to send their most promising students for teacher-training to the school at Saltillo.

That the work was not confined to this one phase is shown by Miss Roberts report in 1894: "Seventy-five poor children were taught in our free school, and there is one place where all, the high and the low, the rich and the poor meet together daily, and that is in our chapel services where God is worshiped and His Word studied. The work wherein my soul delights is that with the poor women. The number of

1. Haskin. Women and Missions. Page 141.

Report. The Report in her report to the Board's Board
of Missions for the year 1905 shows how the course was ex-

posed:

"A normal department with a course of study to be

completed in three years was added to our work. Its teaching

is the only avenue open to the women by which they can earn

enough to be above want, so that our opportunity had come

to prove to the people that we were ready, as far as possible,

to meet their deeply felt need."

By persistent effort this department has been built

up. The report of 1906 indicates a student body numbering 131

and the filling of the expenses of the school as being met by

the income from the patronage. It has become the policy of a

number of other mission schools to send their most promising

students for teacher-training to the school at Bellville.

That the work was not confined to this one phase is

shown by Miss Roberts' report in 1907: "Essentially the poor

children were taught in our free school, and there is one

piece more or all, the high and low ice, the rice and the poor

meat together daily, and that is in our dental services where

Not is recognized and the work studied. The work consists of

social activities in that also the poor women. The number of

those enrolled in our Bible and sewing class is 67. They meet me once a week on the shady side of the wall in one of our courts, as there is no other place."¹

That the school has been well-received by the government is demonstrated through the fact that a subsidy of \$100 (Mexican) per month was given through the influence of Governor Carranza. In addition it was the only Protestant school invited to have representation in the national Congress of Teachers in 1912.²

The school suffered during the Revolution as did all the educational work in Mexico. The Normal and Boarding departments were forced to close, although native teachers made strenuous efforts to conduct a day school. Miss Roberts made frequent trips into Mexico, and in this way the work was saved from complete demoralization. This quotation gives the conditions at the close of the Revolution: "When I returned to the building after an absence of five years, it was in a dilapidated condition, and almost bare of the furnishings I had left. I was told that at one time soldiers were stationed in it."³

The school opened, however, with bright prospects,

1. Haskin. Women and Missions. Page 142.
2. Haskin. Women and Missions. Page 143.
3. Personal letter. Oct. 7, 1922.

those enrolled in our Bible and sewing class in 1917. They
met as usual on the shady side of the wall in one of
our courts, as there is no other place.

That the school has been well-received by the

Government is demonstrated through the fact that a subsidy
of \$100 (Mexican) per month was given through the influence
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The school suffered during the Revolution as did all

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had left. I was told that at one time soldiers were stationed
in it."

The school opened, however, with bright prospects.

J. Fernandez letter, Oct. 7, 1932.
E. Rankin, Home and Abroad, page 143.
J. Rankin, Home and Abroad, page 145.

and the Report for 1919 shows an enrollment of 203 pupils. The dedication of a new administration building took place on Sept. 16, 1922. (Mexico's Independence Day.) "The inauguration program which took the place of honor on the official program of the day was held out of doors by reason of the fact that the auditorium included in the plans has not yet been constructed, and the crowd which attended numbered about 3,000. The Governor of the state of Coahuila presided, and on the platform with him sat forty officials of the city and state including the principal of the State Normal School and the State Superintendent of Education, also Honorable Frank Robinson, American Consul in Saltillo, Sr. José Rodríguez Gonzalez, the Technical Principal of the school and Miss Lelia Roberts, whose name the school now bears. The great body of people present were of the representative and substantial class who have caught a vision of the value of education and are eager to give their children the best opportunity possible even though ^{it} be at the cost of great sacrifice. Then too, there were hundreds of unlettered people who did not venture to come nearer than the street, who listened to the discourse with perfect attention, and no doubt many of them went away to wonder and think if these possibilities were really meant for their children also." ¹

1. Manuscript of article written for the Missionary Voice by E. Eldrige, Saltillo, Mexico. Sept. 1922.

and the report for 1910 shows an enrollment of 202 pupils. The dedication of a new administration building took place on Sept. 18, 1922. (Mexico's Independence Day.) The inauguration program which took the place of honor on the official program of the day was held out of hours by reason of the fact that the auditorium included in the plans had not yet been constructed, and the crowd which attended numbered about 2,000. The Governor of the state of Coahuila presided, and on the platform with him sat forty officials of the city and state including the principal of the state Normal School and the State Superintendent of Education, also Leopoldo Franch Robinson, secretary General of the Sr. José Rodríguez Gamaliel, the Technical Director of the school and also María Roberts, whose name the school now bears. The great body of people present were of the representative and substantial class who have caught a vision of the value of education and are eager to give their children the best opportunity possible even though it be at the cost of great sacrifice. Then too, there were hundreds of uneducated people who did not venture to come nearer than the street, and listened to the discourse with rapt attention, and no doubt many of them went away to ponder and think if there possibly was something new for their children also."

1. Manuscript of article written for the Missionary Voice by E. Kibler, Galileo, Mexico, Sept. 1922.

The new school building occupies a slightly location facing the beautiful Alameda near the sight of the State Normal School and the new Ateneo Fuente now under construction. It has been pronounced by competent judges to be the best educational structure in Mexico. Provision is made for up-to-date laboratories, domestic science equipment, and ample space for athletic and recreational activities. The value of the plant is \$200,000.

The program of the day included addresses by Dr. U. D. Baez, Director of the Benjamin Velasco College at Queretero^a, Judge Berlanga, Director of the Ateneo Fuente, and a formal speech of dedication by General Arnulfo Gonzalez, Governor of the State.

Miss Roberts' belief that the real service of the school to Mexico was in training teachers who would go forth to pass on to others what they had learned, has been demonstrated. "From a small enrollment and a small teaching staff the school has grown until it now has a student body of more than 375, with excellent prospects of attaining 500, and a faculty of 26 members. Seven of these are Americans and 19 Mexicans. Between 9,000 and 10,000 persons have been at one time and another matriculated for study; and among the ex-students ^{are} is listed one Governor, the wives of several Congressmen, Ambassadors, Consuls, and other prominent men. Several

The new school building occupies a slightly elevated

being the beautiful Alameda near the site of the State

Normal School and the new Alameda Normal now under construction.

It has been pronounced by competent judges to be the best

educational structure in the State. Provision is made for ex-

perimental laboratories, domestic science equipment, and ample space

for athletic and recreational activities. The value of the

plant is \$200,000.

The program of the day included addresses by

Dr. J. S. Lewis, Director of the Benjamin Franklin College at

Quincy, Iowa; Dr. J. S. Lewis, Director of the Alameda Normal, and

a formal speech of dedication by Senator Joseph P. Kamp.

Governor of the State.

Miss Roberts' belief that the best service of the

State is to be rendered in training teachers who would in turn

to pass on to others what they had learned, has been demon-

strated. "From a small enrollment and a small teaching staff

the school has grown until it now has a student body of more

than 500, with excellent prospects of attaining 1,000, and a

faculty of 25 members. Seven of these are Americans and 18

foreigners. Between \$100,000 and \$200,000 has been spent on

the building and another \$100,000 is being expended for study, and among the ex-

cellent students is listed one Governor, the wives of several Congress-

men, Ambassadors, Consuls, and other prominent men. Several

hundred teachers are teaching in all parts of the country." 1

The primary grades are co-educational though the rest of the school is restricted to girls. The elementary department is filled to its capacity, and the Normal department now has about 100 students. The courses offered consist of Normal, Bible, Domestic Science, Commercial, Music and Kindergarten training department. In connection with these is the school of practice in which students in the Normal department acquire experience in teaching before they receive their diplomas. Bible students do practical work in the city missions in several districts of Saltillo and also do evangelistic work in near-by towns.

Besides the contributions which were similar in many respects to those made by Laredo Seminary, Colegio Ingles has made a unique contribution to Mexico's advancement as a democracy by sending out several hundred teachers throughout the entire Republic. These teachers have gone forth to combat ignorance, the chief enemy of democracy. They have gone out in the spirit of highest loyalty to help make their nation a better and happier place in which to live.

hundred teachers are teaching in all parts of the country. The primary grades are so educational though the rest of the school is restricted to girls. The elementary department is filled to its capacity and the normal department has about 100 students. The courses offered consist of normal, Bible, Domestic Science, Commercial, Music and kindergarten training department. In connection with these is the school of practice in which students in the normal department acquire experience in teaching before they receive their diplomas. This students do practical work in the city missions in several districts of Seattle and also do evangelistic work in near-by towns.

Besides the contributions which were similar in respect to those made by Lando Seminary, College of Seattle made a unique contribution to nation's advancement as a demand they by sending out several hundred teachers throughout the entire Republic. These teachers have gone forth to combat ignorance, the chief enemy of democracy. They have gone out in the spirit of highest loyalty to help make their nation a better and happier place in which to live.

CHAPTER V

History of the Methodist Schools at Monterey.

The same year, 1833, that Mr. and Mrs. Corbin established the Southern Methodist work at Saltillo, Mr. and Mrs. J. D. Scoggins entered the field at Monterey. Here as before the religious activities had hardly begun until efforts were made to establish a school. The pioneer endeavors were carried on by Miss Hindershott, who opened a day school in August 1884,¹ and subsequently by Professor P. C. Bryce. The school was not, however, placed on a firm basis until 1889² when it was adopted by the Rosebud Missionary Society. Up to this time the Rosebuds had contributed to schools in Brazil, had supported a girl in China, and had aided several schools in Mexico. In 1889 they decided to concentrate on one country and Mexico was selected. A little later the Society decided to direct all of its efforts to this school at Monterrey. The reason Monterrey was selected was that as a young man Dr. Laurens had served with the American army in Mexico, and at that time he had been convinced that

1. Scrapbook. (J.F. Corbin) Page 8, cols. 3-4.

CHAPTER V

History of the Methodist Society of Monterey.

The year 1851, that Mr. and Mrs. Gordon
 established the consistent Methodist work at Salinas, Cal.
 and Mrs. J. H. Douglas entered the field at Monterey. From
 as before the religious activities had hardly begun until
 efforts were made to establish a school. The pioneer en-
 deavors were aided on by Miss Sinsheimer, who opened a
 day school in August 1851,¹ and subsequently by Professor
 P. W. Bruce. The school was not, however, placed on a firm
 basis until 1852² when it was adopted by the Board of Missions
 of the Society. Up to this time the house was not annexed to
 schools in Salinas, and reported a girl in China, and not
 about several schools in Mexico. In 1859 they decided to
 concentrate in one country and Mexico was selected. A little
 later the Society decided to direct all of its efforts to this
 school at Monterey. The same country was selected and
 that as a young man had returned and served with the American
 army in Mexico, and at that time he had been converted and

1. Berkeley, (U.S. Census) Page 5, Col. 3-4.

what the poor, ignorant Mexicans needed was the Bible and school-books and not bullets. One night while on picket duty on the heights overlooking Monterrey he made a vow that he would do some constructive work in behalf of Mexico. The years had passed yet he had not forgotten this pledge, and when the Rev. A. H. Sutherland made an earnest appeal to him to aid the school at Monterrey he directed the efforts of the children of the Rosebud Society into this channel.¹ The school was named Laurens Institute in his honor. The Rosebuds supported the school entirely for a number of years but eventually it was taken over by the General Board of Missions, though the Rosebuds continue to contribute to it.²

B. G. Marsh was selected by the Rosebuds in 1889 to conduct the work of Laurens Institute. Mr. Marsh held an A.M. degree from Trinity College, North Carolina, and had had several years experience both as a teacher and school administrator. The school was first conducted in a rented house on the corner of O'Campo and Rayones streets. This was not a favorable location, however, and the school was moved to a building on the Purissima Plaza. The first year the enrollment was small, there being 8 boys and 7 girls. But the school

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1. Supplement, Rosebud Missionary Society Program. Sept. 1922.
 2. Personal letter, B.G.Marsh. Sept. 13, 1922.

what the poor ignorant Mexicans needed was the Bible and school-books and not bullets. One night while on picket duty on the heights overlooking Monterey he made a vow

that he would do some constructive work in behalf of Mexico.

The years had passed yet he had not forgotten this pledge

and when the Rev. A. B. Gifford made an earnest appeal to

him to aid the school at Monterey he directed the efforts of

the children of the Pasadena Academy into this channel.¹

The school was named Lawrence Institute in his honor. The first

books supported the school entirely for a number of years but

eventually it was taken over by the General Board of Missions,

through the Pasadena Committee for Contributions to it.²

E. G. Luman was selected by the Board in 1888 to

conduct the work of Lawrence Institute. Mr. Luman held an

A. M. degree from Trinity College, North Carolina, and had had

several years experience both as a teacher and school administrator.

The school was first conducted in a rented house

on the corner of Grand and Raymond streets. This was not a

favorable location, however, and the school was moved to a

building on the Western Avenue. The first year the enrollment

was small, there being 8 boys and 7 girls. But the school

1. Supplement, Missionary Society of the Board of Missions, Sept., 1925.
2. Personal letter, E. G. Luman, Sept. 15, 1928.

began to grow rapidly and in 1891 the Rosebuds purchased the present site, a block of land one hundred meters square paying \$1500 for it. A three-story brick building was erected having seven school-rooms and two dormitories, and the school which now became both a day, and boarding school, was moved to its new home. The cost of the building was \$7000. (American currency). The school-rooms were well ventilated and well-lighted, and equipped with single folding desks, and slate black boards. Physical and scientific apparatus was also included in the equipment, all of this being shipped from the United States.

The work was entirely primary at first but after becoming a boarding-school the enrollment grew by leaps and bounds, and a corresponding expansion of the course of study became necessary. There were two complete courses in English covering the work of the Grammar and High schools. The Mexican government teachers presided at the final examinations, and signed all certificates of promotion.

After five years of work the school had 200 pupils in attendance, and the faculty consisted of 8 members. The Mexican teachers were graduates of the Normal School in Monterrey, and the American teachers had received their training in the United States.

begun to grow rapidly and in 1921 the Rosendals purchased

the present site, a block of land one hundred feet square

paying \$1500 for it, a three-story brick building was

erected having seven school-rooms and two classrooms, and the

school which now opened both a day, and evening school, was

opened in its new home. The cost of the building was \$7000.

(American currency). The school-rooms were well ventilated

and well-lighted, and equipped with single locking desks, and

black black boards. Physical and scientific apparatus was

also included in the equipment, all of this being shipped

from the United States.

The work was entirely voluntary at first but after

becoming a boarding-school the equipment was by leaps and

bounds, and a corresponding expansion of the work of study

became necessary. There were two complete courses in English

covering the work of the German and High schools. The

Mexican Government teachers provided at the final examinations

and signed all certificates of graduation.

After five years of work the school had 200 pupils

in attendance, and the faculty consisted of 12 members. The

session teachers were stationed at the school in

Honolulu, and the American teachers had received their train-

ing in the United States.

Because the school had grown so fast it was impossible to accommodate all the boarders who applied, and a cottage was constructed in 1897 at a cost of about \$5,000 (gold). This building was occupied by the Principal and his family and a number of the faculty thus making more rooms available for classes and boarders in the main building.

"There was the most intimate friendship between the officials of the government and the Principal and teachers of Laurens Institute. The Principal of the school for four years taught English, one hour a day in the "Colegio Civil del Estado", under the appointment of the Governor.

"Monterrey was chosen as an educational center because of its commercial supremacy, its liberality and friendliness of the government and people toward the Gospel, and for the promulgation of ideas of progress in business." ¹

Fletcher C. Campbell, a graduate of Randolph Macon College, succeeded Mr. Marsh in 1902. As a boy Mr. Campbell had been the youngest charter member of the Rosebud Society, and Miss Rosebud Campbell, the first President, was his sister. During his administration Laurens Institute made such rapid progress that a new building became a necessity. In 1907 the

1. Personal letter from B.G. Marsh. Sept. 13, 1922.

...the school had grown so fast it was

impossible to accommodate all the students who applied.

and a college was completed in 1897 at a cost of about

\$2,000 (gold). This building was occupied by the girls

and the faculty and a number of the faculty were making

not room available for classes and boarders in the main

building.

"There was the most intimate friendship between the

officials of the government and the principal and teachers

of various institutes. The principal of the school for four

years taught English, one hour a day in the "College Civil

del trabajo", under the supervision of the government.

"Romero was chosen as an educational center

because of its commercial importance, its liberality and

friendliness of the government and people toward the college.

and for the promulgation of ideas of progress in business."

Victor O. Campbell, a graduate of American Mass

College, succeeded Mr. Smith in 1902. As a boy Mr. Campbell

had been the youngest boarder member of the Normal Society,

and Mrs. Howard Campbell, the first President, was his sister.

During his administration various institutes were soon being

projected that a new building became a necessity. In 1907 the

1. Personal letter from O. O. Warner, Sept. 13, 1923.

Rosebuds supplied the funds for the erection of a three-story building which was named the "Virginia", and this provided 10 additional school-rooms and an auditorium with a seating capacity of 500 persons.¹

In 1908 Mr. Campbell was forced on account of ill-health to resign, and for several years the school went through a period of changing administration. In addition to these changes the school was frequently interrupted because of different revolutionary parties seizing the city. But through all this troubled time the school not once closed its doors, and the student body continued to grow.

In the general reorganization which took place in 1919 when conditions permitted the further prosecution of the work throughout Mexico, Laurens Institute was placed in charge of Professor Luz Marroquin, and was changed from a co-educational school to a boys' school exclusively.

Laurens Institute was founded with the purpose of extending the knowledge of American business methods and also with the purpose of training Christian workers, both of which it has succeeded in doing. In addition, because of the liberal attitude of the government and the friendly relationship which has existed between the government officials and the members

1. Manuscript. "Laurens Institute". Sept. 1922.

Resonance supplied the funds for the erection of a three-story building which was named the "Virginia", and this provided 10 additional school-rooms and an auditorium with a seating capacity of 200 persons.

In 1928 Mr. Campbell was forced on account of illness to resign, and for several years the school went through a period of changing administration. In addition to these changes the school was frequently interrupted because of different revolutionary parties seizing the city. But through all this period time was saved and also the school, and the student body continued to grow.

In the general reorganization which took place in 1919 when conditions permitted the further prosecution of the work throughout Mexico, various institutes were placed in charge of instruction in different parts, and was engaged from a co-ordination of school to a new school organization.

Various Institutes were founded with the object of extending the knowledge of various business methods and also with the purpose of training qualified workers. Some of which it has succeeded in doing. In addition, because of the liberal attitude of the Government and the friendly relations which have existed between the Government officials and the workers

1. "Educational Institutes". 1928.

of the faculty, from the founding of the school a mutual good-will has resulted which is the most potent factor in destroying suspicion, and friction which hinders advancement and progress. The contribution of this school has been three-fold: the development of religious and business leaders, and the achievement of better mutual understanding not only between officials and the school but between the officials and the cause which the school represents, and in the final analysis, between the officials and America.

with an enrollment of 24. The Report of the school for 1931 gives the enrollment for that year as 178.¹ The courses of study are in both languages; a consistent course in English or a composite course in Spanish. A representative of Trinity Instructional visited the school in 1931 and after a careful inspection reported the work as excellent.² The popularity of the English work is indicated by the fact that many of the parents request that their children be entered in classes where the work of English is spoken.³ In the spring of 1932 there were 20 graduates preparing for Definitive Religious work and 10 who were preparing to be teachers.⁴

1. Twelfth Annual Report Board's work, 1930, Chicago-Yolles-Carelli - Page 282.
2. Information For Leaders. Bulletin published by Board's Missionary Council April 1932. Page 4.
3. Information For Leaders. April 1932, Page 5.
4. 1932 Yearbook of the Board of Missions of the American Episcopal Church, South. Page 147.

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 ers, and the achievement of better mutual understanding not
 only between officials and the school but between the
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 the final analysis, between the officials and America.

Colegio Ingles-Espanol.

When Laurens Institute was converted from a co-educational institution into a Boys' School, the Girls' department was taken over by the Woman's Board which had obtained a good school property in Monterrey from an exchange of properties with the Church of the Disciples. Miss Dora Ingram opened the school in 1919 with an enrollment of 92. The Report of the school for 1921 gives the enrollment for that year as 179.¹ The courses of study are in both languages: A complete course in English, or a complete course in Spanish. A State representative of Primary instruction visited the school in 1921 and after a careful inspection reported the work as excellent.² The popularity of the English work is indicated by the fact that "many of the parents request that their children be entered in classes where not a word of Spanish is spoken."³ In the spring of 1922 there were 28 students preparing for definite Religious work, and 15 who were preparing to be teachers.⁴

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1. Twelfth Annual Report Woman's Work. 1922. Colegio Ingles-Espanol. Page 292.
 2. Information for Leaders. Bulletins Published by Woman's Missionary Council April 1922. Page 4.
 3. Information for Leaders. April 1922. Page 4.
 4. 1922 Yearbook of the Board of Missions of the Methodist Episcopal Church South. Page 140.

Collegio Inglese-Spanolo.

When Laurent Institute was converted from a co-educational institution into a boys' school, the girls' department was taken over by the women's board which had obtained a good school property in Monterey from an exchange of properties with the Union of the Republics. This new system opened the school in 1919 with an enrollment of 95. The report of the school for 1921 gives the enrollment for that year as 140.¹ The courses of study are in both languages; a complete course in English or a complete course in Spanish. A state representative of primary instruction visited the school in 1921 and after a careful inspection reported the work as excellent.² The popularity of the English work is illustrated by the fact that many of the parents request that their children be entered in classes where not a word of Spanish is spoken.³ In the spring of 1922 there were 120 students preparing for definite collegiate work and 10 who were preparing to be teachers.⁴

1. Twelfth annual report women's work. 1920. Collegio Inglese-Spanolo. Page 294.
 2. Information for teachers. Statistics furnished by women's executive board April 1922. Page 4.
 3. Information for teachers. April 1922. Page 2.
 4. 1922 Yearbook of the Board of Directors of the Collegio Inglese-Spanolo. Page 140.

The present facilities for boarding the girls are very limited but the demand is so great that this feature requires that more adequate provision be made for it.

Because Colegio Ingles-Espanol is such a young institution and is in the process of formulating its policies and plant, but little data concerning it are available. The general trend of the Reports to which reference has been made indicates that it is following much the same line as the other schools in courses offered, and ideals and standards maintained. The contributions it is making to Mexican civic advancement are the extension of educational opportunities to the girls of Monterrey and its vicinity, the preparation of teachers and young women who will serve as religious leaders in church work, and other benevolent enterprises. That the social life of the community is being touched in some measure is evidenced by the reference in Miss Ingram's report to the School Entertainments and Programs.¹ The greatest contribution the school is making is through the lofty ideals it maintains and inculcates. As yet this institution has not had the opportunity to fully demonstrate what its mission shall be in helping to establish Mexico as a democracy. More time must be given, that it may develop and grow stronger.

1. Twelfth Annual Report of the Woman's Council. Page 292.

The present facilities for teaching the girls are very limited but the demand is so great that this feature requires that more adequate provision be made for it.

Business College (Girls) - Bani is such a young

institution and in the process of formulating its policies and plans, but little data concerning it are available. The

general trend of the reports to which reference has been made indicates that it is following much the same line as the

other schools in courses offered, and ideals and standards maintained. The curriculum it is seeking to maintain girls

education are the extension of educational opportunities to the girls of Bani and the vicinity, the preparation

of teachers and young women who will serve as religious leaders in their own and other households and villages. This

the social life of the community is being touched in some measure is evidenced by the reference in Miss Ingram's report

to the school entertainments and programs. The greatest contribution to the school is being made through the girls' ideals

it maintains and instills. As yet this institution has not had the opportunity to fully demonstrate what the mission really

is in helping to establish homes in a democracy. Some time must be given, that is not given and give strategy.

1. Twelfth Annual Report of the Board of the Council, 1929-30.

CHAPTER VI

The Extension of the Educational Efforts to Durango

The most remote outpost of the Mexican Border Mission was established in 1885 when Rev. R. W. MacDonell, who had been serving in various places in the field, was sent to extend the work in Durango, a city of 25,000 inhabitants and located in one of the most inaccessible portions of the Republic. The state government was in the hands of the Church Party, but the local officials were liberal. So strong was the feeling, however, against those accepting the Protestant faith that their children were persecuted and forced to drop out of the public schools. The parents then appealed to Mr. MacDonell to do something for them. The situation was discouraging for he had no money, no books, and no teacher. His own time and strength were taxed to the limit. Miss Kate McFarren who was doing missionary work in Durango independent of any Board, heard of Mr. MacDonell's desire to open a school and offered to undertake the work. The school opened April 1887, and the first few years it was maintained by voluntary contributions from friends in the United States.

In 1888 Mr. MacDonell died at his post. After

The Extension of the Educational System to Durango

The most notable aspect of the Mexican Revolution was established in 1888 when Don J. P. McDonald, who had been serving in various places in the field, was sent to extend the work in Durango, a city of 25,000 inhabitants and located in one of the most inaccessible portions of the Republic. The state government was in the hands of the Church Party, but the local officials were liberal. So strong was the feeling, however, against those supporting the Protestant faith that their children were persecuted and forced to drop out of the public schools. The parents then appealed to Mr. McDonald to do something for them. The situation was discouraging for he had no money, no books, and no teacher. His own time and strength were taxed to the limit. What little money he was holding almost went in Durango independent of any board, board of Mr. McDonald's desire to open a school and offered to undertake the work. The school opened April 1887, and the first few years it was maintained by voluntary contributions from friends in the United States.

In 1888 Mr. McDonald died at his post. After

his death, in response to the urgent requests of the women of the South Georgia Conference who desired to extend the influence of this young missionary who had rendered heroic service, the school at Durango was adopted by the Woman's Board of Missions. In 1889 property was purchased and the School was named MacDonell Institute to honor the memory of this energetic and able man from Southern Georgia.

Miss MacFarren remained in charge until 1898 when Miss Ellie B. Tydings was made Principal. In spite of continued persecution MacDonell Institute continued to grow. The Corresponding Secretary of the Woman's Board reports: "The city of Durango while priest-ridden and fanatical is not openly so hostile as before. The gracious influences emanating from MacDonell Institute are being felt very sensibly, and while superstition still abounds the open Bible is no longer an unknown book." ¹

In 1910 Miss May Treadwell succeeded Miss Tydings, but she remained only a year, her place being taken by Mrs. Nellie O'Bierne in 1911. Mrs. O'Bierne's report (1911-1912) states: "Though we have had wars and rumors of wars our work has steadily grown. In September when we opened we had only 60 pupils. We have now passed the 200 mark." ²

1. Haskin. Women and Missions Page 146

2. Haskin. Women and Missions Page 147

his death, in response to the urgent requests of the women
 of the South Georgia Conference who desired to extend the
 influence of this young missionary who had rendered heroic
 service, the school at Durango was adopted by the women's
 Board of Missions. In 1889 property was purchased and
 the school was named Methodist Institute to honor the memory
 of this energetic and able man from Southern Georgia.
 Miss Holberton remained in charge until 1893 when
 Miss Eliza B. Ydinger was made principal. In spite of con-
 tinued opposition Methodist Institute continued to grow.
 The corresponding secretary of the women's Board writes:
 "The city of Durango with its wide-extended and fertile soil is not
 open to hostile as before. The previous influence exer-
 cised from Methodist Institute has done its very best, and
 and while opposition still abounds the open Bible is no
 longer an unknown book."
 In 1910 Miss May Trumbull succeeded Miss Ydinger,
 but she remained only a year, her place being taken by Mrs.
 Nellie O'Sullivan in 1911. Mrs. O'Sullivan's report (1911-1912)
 states "Through we have had wars and rumors of wars our work
 has steadily grown. In testimony where we stand we had only
 60 pupils. We have now gained the 200 mark."

I. Baird. Women and Missions page 147
 E. Baird. Women and Missions page 147

The war interrupted the work, but as soon as conditions permitted the school was re-opened. A glimpse of the difficulties involved is given from the following quotation from Miss Tydings who again took charge of the work in 1920.

"Years ago when I first came to Mexico, there was a through Pullman from St. Louis to Mexico City. This time instead of a Pullman, our train consisted of third-class coaches for which we paid first class fare. Many told me we were fortunate not to have to travel in box cars, as the numerous generals had taken possession of all the good coaches during the revolution. That was six months ago and I am glad to tell you conditions have improved wonderfully since then.

"When I reached here and saw everything in ruins it really made me sick for several days, and every time I would go out on the streets beggars of every description would beseege me -- some without arms or legs and almost all, blind. Of all the Americans here when I left, only two men remained, but of course my Mexican friends gave me a reception and cheered my heart with many loving words of welcome.

"We have about sixty-five rooms in the building and all were filled with broken furniture and rubbish. I

The war interrupted the work, but as soon as
conditions permitted the school was re-opened. A diploma
of the certificate involved is given from the following
petition from Miss Taylor who again took charge of the
work in 1900.

"Years ago when I first came to Mexico, there was
a strong feeling from St. Louis to make this
class instead of a full-time, our brain consisted of third-
class schools for which we paid first class fees. They
told me we were fortunate not to have to travel in the
cars, as the numerous generals had taken possession of all
the good coaches during the revolution. That was six
months ago and I was glad to call you conditions have im-
proved wonderfully since then.

"When I reached here and saw everything in ruins
it really made me sick for several days and every time I
would go out on the streets beggars of every description
would beset me -- some without arms or legs and almost all
blind. Of all the horrors here when I left, only two
men remained, but of course my Mexican friends gave me a
reception and cheered my heart with many loving words of
welcome.

"We have about sixty-five rooms in the building
and all were filled with women, children and children. I

began at once to look for workmen, and by August 9th we had enough school rooms ready to begin, and opened with 124 pupils.

"Durango has always been the most fanatical city in Mexico, and instead of becoming more liberal during the revolution, it is more priest-ridden than before. The priests themselves have visited from house to house, threatening all who dared to send to us, or work for us, and have had several vigilance committees at work ever since I came, but to date we have enrolled almost 250 pupils." ¹

Miss Case, Executive Secretary of Latin America (Woman's Board of Missions) visited Durango in 1919. A new property had been secured because of the need of enlarging the Institute. The property purchased consisted of several buildings with a large cock pit between. Miss Case wrote: "The cock pit has two stories and at one side there is a long room that could be used as an assembly hall. If the cock pit could be covered with glass it would serve as a gymnasium and also for a hall for closing exercises." ² Since the purchase of this property the school now has one of the best playgrounds in Mexico according to recent reports.

The success of MacDonell Institute in spite of the open opposition of the dominant church indicates the

1. Tydings. Florida Christian Advocate. "Our Great Work in Mexico. Jan. 1921.

2, Haskin. Women and Missions, page 146.

begin at once to look for workmen, and by August 20 we had
enough school rooms ready to begin, and opened with 100
pupils.

"Money was always hard to come by in this
in Mexico, and instead of learning more liberal during the
revolution, it is more trust-aided than before. The
private libraries have raised from 20 hours to 25 hours, three-
fourths all the time to read to us, or work for us, and have
had several vigorous committees of work since I was
but to date we have enrolled about 200 pupils."

Miss Carr, Executive Secretary of Latin America
(Women's Board of Education) visited Mexico in 1915. I was
property had been viewed because of the need of enlarging
the Institute. The property purchased consisted of several
buildings with a large back all between. Miss Carr wrote:
"The back pit has two stories and at one side there is a long
room that could be used as an assembly hall. If the back
pit could be covered with glass it would serve as a gym-

nasium and also for a hall for closing exercises." Miss
Carr's report of this property for the school was one of the
best playgrounds in Mexico according to recent reports.
The system of school instruction is quite of
the open character of the American system, although the

way the walls of prejudice have been battered down by the force of the ideals which the school was established to teach. The process has been slow and still more time will be necessary for the consummation of the work. The people have barely caught a faint vision of what liberty of conscience and the spirit of tolerance mean. But MacDonell Institute continues to promulgate these ideals. "The people who sit in darkness may yet see a great light."



any the will of the people have been battered down by the
force of the ideas which the school was established to teach.
The process has been slow and will not be over-
any for the consummation of the work. The people have
barely caught a faint vision of what is meant by democracy
and the spirit of tolerance. But the people are still
continuing to promulgate their ideas. The people are still
in darkness and yet see a great light.

CHAPTER VII

Southern Methodism Enters Chihuahua

The Establishment of Palmore College

In July 1885 we spent several ourselves in the

By the end of 1886, the expansion of the activ-
 ity of the Mexican Border Mission had surpassed Mr.
 Sutherland's expectations. Southern Methodism had been
 established at Saltillo, Monterey, Chihuahua, and had
 penetrated even into inaccessible Durango. A church was
 established in Chihuahua early in 1886, and in March of
 that year a few members were received and some children
 baptized. The parents expressed a desire for a school to be
 established so that their children might receive intellect-
 ual and moral training. Here again, the church blazed the
 way for the establishment of the school. Reverend G.G.
 Kilgore, the missionary in charge, in writing of the first
 attempt to start a school says: "We determined to begin a
 mission school at an early day. After many efforts and much
 disappointment and delay 'Uncle Larry' (the director of the
 Rosebud Missionary Society) came on a visit to Chihuahua in
 January 1888 and gave us an opportunity to tell him of our
 needs and show him the youngsters of our congregation

Palmore visited the city and became interested in the pro-
 In 1888-Book (J.F.G.) "New Blue Box" November 1887, Vol. 1

CHAPTER VII

Southern Methodist enters Chihuahua

The Establishment of Trinity College

By the end of 1888, the expansion of the activ-

ity of the Southern Border Mission had surpassed Mr.

Sutherland's expectations. Southern Methodism had been

established at Saltillo, Monterrey, Chihuahua, and had

penetrated even into Incesapampa Durango. A church was

established in Chihuahua early in 1888, and in March of

that year a few converts were received and some children

baptized. The parents expressed a desire for a school to be

established so that their children might receive intelli-

ent and moral training. Here again, the church played the

way for the establishment of the school. Reverend S. D.

Elmore, the missionary in charge, in writing of the first

attempt to start a school says: "We determined to begin a

school school at an early day. After many efforts and much

disappointment and delay 'Miss Leary' (the director of the

Board Missionary Society) made us a visit to Chihuahua in

January 1888 and gave us an opportunity to tell her of our

needs and show her the youngsters of our congregation.

needing food for mind and heart. He simply said: 'Something must be done. You must have some help', and just as soon as he reached his office, he sent us a check for \$100.

In July 1888 we opened school ourselves in the class room back of the church. A few days later Mr. Guadalupe Morales, a young man from La Cruz, took charge." ¹ The school passed through a period which was difficult indeed, as it was almost impossible to secure a permanent teacher. The room in which the school was begun was only 15 x 26, and this was far too small for its needs. Mr. Kilgore began to look for property which would be adaptable for a permanent school plant. "Uncle Larry" had selected Monterey as the place to center the interest of the Rosebuds, so it was decided to try to interest the Woman's Mission Board in Chihuahua. It was found that the property south of the Mission was for sale. Miss Holding and Mrs. Park, representatives of the Woman's Board, visited Chihuahua in 1888, looked over the property, and were in favor of securing it, but the Board failed to appropriate. Mr. Kilgore was ready to make any sacrifice to secure this valuable location, so in February 1889 he gave two personal notes and bought out one of the two owners. It was at this time that Dr. W. B. Palmore visited the city and became interested in the pro-

1. Scrap-book (J.F.C.) "Our Mite Box" November 1892, Vol. I (not mounted)

needing food for him and family. He simply said 'some-
thing must be done. You must have some help', and just
as soon as he reached his office, he sent me a check for
\$100.

In July 1888 we opened school ourselves in the
class room part of the church. A few days later Mr.
Gardner arrived, a young man from the city, took charge.
The school passed through a period when it was difficult indeed
as it was almost impossible to secure a permanent teacher.
The room in which the school was begun was only 12 x 28,
and this was far too small for its needs. Mr. Elliott began
to look for property which would be adaptable for a permanent
school plant. "Ora's lady" had selected Kennedy as the
place to center the interest of the Board, as it was de-
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so in February 1889 he gave the personal notes and bought out
one of the two owners. It was at this time that Dr. W. B.
Palmer visited the city and became interested in the pro-

posed plans for a school and a little later gave the funds to secure the property. When the Woman's Board met in May 1890, Dr. Palmore donated this property for a girls' school to be owned and operated by the Board.

The gift was accepted and Miss Augusta Wilson was sent in 1891 to serve as principal. In 1892 an appropriation of \$7,000 was made and a large fourteen room building was erected. The school was called, "Colegio Palmore", in honor of the donor. In 1894 Miss Elizabeth Wilson was appointed to take charge of the work. She had begun her missionary career under Miss Holding at Laredo in 1889. Miss Wilson remained at the head of Colegio Palmore until her death in 1916. During these years her co-worker was Miss Lucy Harper of Southwestern University, Georgetown, Texas. She too, had begun her missionary service at Laredo.

The scope of the work under the direction of these two missionary-teachers is shown in Miss Wilson's report in 1897. She says: "Our work embraces four departments, a pay school for girls, one for boys, and some outside pupils for English only. These, with the Woman's Work Missionary Society, two Sunday schools, a prayer meeting, some visiting and helping in the church services keeps us fully engaged." 1

1. Haskin. Women and Missions, page 149.

posed plans for a school and a little later gave the funds to secure the property. When the Board met in May 1888, Mr. Wilson donated this property for a girls' school to be owned and operated by the Board.

The gift was accepted and Miss Louisa Wilson was sent in 1881 to serve as principal. In 1882 an appropriation of \$7,000 was made and a large two-story brick building was erected. The school was called "College Park" in honor of the donor. In 1884 Miss Elizabeth Wilson was appointed to take charge of the work. She had been her missionary career under Mrs. J. H. J. in 1882.

Miss Wilson resided at the head of College Park until her death in 1885. During these years her co-ordinator was Miss Lucy Beyer of Northwestern University, Evanston, Texas. She too, had begun her missionary career at J. H. J.

The scope of the work under the direction of these two missionary-educators is shown in Miss Wilson's report in 1887. Her report "Our work embraces four departments, a day school for girls, one for boys, and some outside pupils for English only. There, with the women's work missionary society, two Sunday schools, a prayer meeting, some visiting and helping in the church services during an early season."

How the work continued to develop is given in this detailed report: "The work of our College ¹ is divided into three lines: a school pursuing the identical course of study used by the public schools of Mexico, and taught by Mexican teachers; a school in English using the grammar and high school courses of the United States taught by American teachers, and a Commercial school,² which has been the leader, example and cause of the establishment of six other commercial schools and departments in different states. The school has grown to its highest enrollment, 751. Since 1894, 111 students of the commercial school have received diplomas, 35 have received grammar school diplomas, 333 have received certificates and diplomas for completion of the regular instruction of the Spanish school. Meanwhile, 4,000 young people have come under the influence and have received something of the impress of Palmore College."³

Palmore has always received hearty endorsement from government officials. One governor of the State said about it: "Palmore College has lent valuable assistance to the people of Chihuahua in elementary and commercial education. Her professors are distinguished for their learning, their perserverance and their moral qualities. Her students

1. Any boarding school is called a "colegio" or "college" in Mexico.

2. Organized in 1902 under S.I. Esquivel, a graduate of Taredo and regognized as one of the educational leaders of Mexico.

3. Manuscript of A Report for the Kentucky Conference, 1910.

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in any boarding school is called a "college" or "college" in

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2. Organized in 1902 under S. I. Escobedo, a graduate of Yarebo

and recognized as one of the educational leaders of Mexico.

3. Manuscript of A Report for the Kentucky Commission, 1910.

are not only well equipped mentally, but are self-disciplined and correct in their relations with society." 1

Palmore was forced to close in January 1914, because of the ^{un}disturbed political conditions. In August of that year the Spanish department was re-opened in order to save the property and hold the people together. In August 1915, all the work except the boarding department was resumed. Four missionaries and four teachers from the city formed the faculty. The session was suddenly cut short by orders from the United States government for all Americans to retire from Mexico. Miss Wilson says in this connection: "We came with great reluctance. Our people had shown so much affection and hope for the college. The enrollment for the six weeks had been 177.

"The government of the past year and a half has been kind to us. We had every help and protection possible. Not only this, but the principle officials placed their children in our care. The kindness on the part of the administration just passed into history, is but a repetition of the protection, patronage and assistance we have received from every administration from the time of President Diaz to the present day, during the whole of our twenty-one years in Chihuahua, both from state and federal officials."2

1. ~~Manuscript~~ of A Report for the Kentucky Conference, 1910.

2. Manuscript of a Report. Miss Elizabeth Wilson. 1915.
El Paso, Texas

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received from every administration from the time of President

Wash to the present day, during the whole of our twenty-one

years in California, both from state and federal officials."

Summary of a report for the Faculty Conference, 1910.

Summary of a report. Miss Elizabeth Wilson, 1911.

When the Woman's Board resumed work in Mexico in 1919 the School at Chihuahua was re-organized. Through an exchange of property a new building was received from the Congregationalists and this was used for the boys boarding department. Reverend J. P. Lancaster was appointed principal and Miss Mary Massey, Associate Principal.

One of the buildings on the school compound was used to house the first settlement work of the Woman's Council when in 1919, "El Centro Cristians" was established.

Miss Massey, who became principal in 1921 includes the following facts in her report for that year. Palmore matriculated 380 pupils in all departments for the year.

"Our closing programs were attended by 1500 people each of the two nights. The Governor of the State attended the second night and gave out the certificates." ¹

Part of the contribution which Chihuahua has made to the furthering of civic progress in Mexico is summed up in a brief report made by a number of leaders of Southern Methodism in Mexico in which they say: "The ex-students of Palmore College are found in every great enterprise of the State of Chihuahua. More than 40 Christian homes have been founded by its students. More than 20 of its students have given acceptable service as teachers in Mexico. The best citizens of every political creed have placed their children

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 used to house the first settlement work of the Women's
 Council when in 1919, "El Centro Cristiano" was established.
 Miss Messy, who became principal in 1921 included
 the following facts in her report for that year. Before
 matriculated 580 pupils in all departments for the year.
 For closing program were attended by 1800 people each of
 the two nights. The Governor of the State attended the
 second night and gave out the certificate.
 Part of the description which Christianism has made
 to the territory of this province in Mexico is summed up
 in a brief report made by a number of leaders of Southern
 Mexico in which they say: "The extraordinary of
 Salinas College are found in every great enterprise of the
 State of Chihuahua. More than 50 divisions have been
 founded by its students. More than 50 of its students have
 given acceptable service as teachers in Mexico. The cost
 of every political crime have placed their children

under its tuition, and it numbers its friends by the thousands. It has touched every circle of society in the city and its influence is felt throughout the state."¹

In addition, Palmore College has made an enviable reputation in the development of commercial education. The department at Palmore was the direct cause of the establishment of six other commercial departments throughout the Republic.² By training young men and women to efficiently build up the commercial activities in Mexico, the school has helped in bettering economic conditions, and has thus contributed to the establishment of a more progressive Mexico.

The Methodist Missionary Conference, with headquarters at El Paso.

In January of this year the first school in open a school in El Paso with Miss Elizabeth Wilson, who had had over eight years' experience in the various schools of the Board of Missions. The school developed with remarkable rapidity, and in the class of the first year there were over 100 pupils. The result of the opportunity afforded by this work, Miss Wilson was:

"We have received such encouragement in the past as

1. A Protest to the Board of Missions on the "Cincinnati Plan" by the Missionaries of the Methodist Church, South, in Mexico. 1915.
2. Manuscript. Report by Miss Elizabeth Wilson. 1915.

under the golden, and it numbers the friends of the
movement. It has founded every circle of society in
the city and its influence is felt throughout the state.¹
In addition, Palmaro College has won an enviable
reputation in the development of commercial education. The
department of Palmaro was the direct cause of the establish-
ment of six other commercial departments throughout the
Republic.² By training young men and women to efficiently
build up the commercial activities in Mexico, the school has
helped to hasten economic evolution and has thus contri-
buted to the establishment of a more progressive Mexico.

1. Report to the Board of Directors of the "Cinco de Mayo"
Fund by the Trustees of the National Board,
Board, in Mexico, 1918.
2. Annals of the Board of Directors, 1918.

CHAPTER VIII

The Educational Activities Begun at El Paso

While the Southern Methodist forces had pushed across the Mexican border and had caused the missionary frontier to recede as far as Durango, a corresponding expansion had taken place along the border towards the Pacific Ocean, and down the western coast of Mexico. The field had become so extensive by 1890 that the Mexican Border Conference was divided, the western section becoming the Northwest Mexican Conference¹, with headquarters at El Paso.

In January of this same year the first efforts to open a school in El Paso were begun by Miss Blanche Gilbert, who had had some eight years experience in the various schools of the Woman's Board of Missions. The school developed with remarkable rapidity, and at the close of the first year there were some 124 pupils enrolled. Writing of the opportunity presented by this work, Miss Gilbert said:

"We have reached such proportions we can not do

CHAPTER VIII

THE EDUCATIONAL ACTIVITIES BEGUN AT EL PASO

While the European Methodist forces had pushed across the Mexican border and had caused the missionary frontier to recede as far as Durango, a corresponding expansion had taken place along the border towards the Pacific Coast, and down the eastern coast of Mexico. The field had become so extensive by 1820 that the Mexican Border Colonies was divided. The western section including the Northwest Mexican Colonies, with headquarters at El Paso.

In January of this same year the first efforts to open a school in El Paso were begun by Miss Hannah Gilbert, who had had some eight years experience in the various schools of the Women's Board of Missions. The school developed with remarkable rapidity, and in the close of the first year there were some 125 pupils enrolled. Writing of the opportunity presented by this work, Miss Gilbert said:

"We have reached with us a position we can not do

justice to our own work except in a regular school building. I have a fair prospect for an extensive boarding department which will support itself in a great measure. I have not known of as fine an opening anywhere."¹

Miss Gilbert continued the school until 1893. It was turned over to Miss Effie Edington, a graduate of Hollins Institute of Virginia in November 1894. The school continued to grow, but in spite of the bright prospects, it was closed in May 1897 because of the inability of the Boards to aid in supporting it.²

But the need was so great because the public schools were inadequate, and the number desiring to learn English was so large, that the Reverend J. F. Corbin, who was in charge of the work of the Methodist Episcopal Church, South, among the Mexicans at El Paso, determined to make another effort to found a school.

He secured Miss Frances Montague, who had served on the faculty of Palmore College, Chihuahua, to reopen the school, paying her a small salary from his own means.

In September 1901, the school was opened in rooms back of the Mexican Church then located on South Campbell

1. Scrapbook (J.F. Corbin) Vol. I; page 57, col.1

2. Diaries of Rev. J. F. Corbin, 1894-97

justice to our own work except in a regular school building. I have a fair amount for an extensive boarding school, which will support itself in a great measure. I have not known of any opening anywhere. The school was turned over to Miss Eliza Edington, a graduate of Rollins Institute of Virginia in November 1864. The school continued to grow, but in spite of the bright prospects, it was closed in May 1867 because of the inability of the Board to aid in supporting it.

But the need was so great because the public schools were inadequate, and the number desiring to learn English was so large, that the Reverend J. E. Gordon, who was in charge of the work of the Methodist Episcopal Church, South, among the Mexicans at El Paso, determined to make another effort to found a school. He secured Miss Frances Huggins, who had served on the faculty of Wilkes College, Chillsman, to teach the school, paying her a small salary from his own means. In September 1861, the school was opened in rooms

Street, the purpose being to teach English to the Mexican boys and girls and to bring them under the influence of the Gospel through Christian teachers and Bible study. It was called the Effie Edington School to honor the memory of Miss Edington, the former teacher, who had shown such love and interest in the Mexican children and who had greatly endeared herself to them. In 1900 she had served as a member of the Ruth Hargrove Institute at Key West, and had met a tragic death by drowning while in swimming with a group of teachers and pupils the day after school closed in June. ¹

The grades taught at first were the first and second, but the school increased to an enrollment of fifty by February 1902, and made the expansion of the course of study, and the securing of another teacher absolutely indispensable. Miss Jessie Burford was secured and remained as associate principal until 1920.

Two months after the opening of the school a new church located at Fourth and Stanton Streets was completed and the school was provided with new quarters in the large basement of the church. Later an annex was built which served as a home for the teachers and additional school rooms.

1. Diaries of J. F. Corbin 1900-1901.

Street, the purpose being to teach English to the children
boys and girls and to bring them under the influence of
the Gospel through Christian teachers and Bible study. It
was called the Little Kingdom School to honor the memory
of Miss Edington, the former teacher, who had shown much love
and interest in the children and who had greatly
enriched herself in them. In 1900 she had served as a
member of the Bethany Institute at Day West, and had
not a single hour of absence while in connection with a
group of teachers and pupils the day after school closed in
June.

The grades taught at first were the first and
second, but the school increased to an enrollment of fifty
in February 1903, and made the expansion of the course of
study, and the securing of another teacher absolutely in-
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ed as associate principal until 1900.

Two months after the opening of the school a new
church located at Fourth and Jackson Streets was completed
and the school was provided with new quarters in the large
basement of the church. Later an annex was built which
served as a home for the teachers and additional school
rooms.

In 1908 the school was changed from a co-educational plan to a school for girls. This plan proved very successful, and for several years, because of the lack of room, many pupils were turned away. In 1918 a fine property on San Antonio Street, nine blocks from the center of the business district was purchased, and a boarding department was begun. The average annual enrollment had then grown to 200 pupils.

The school plant consists of three buildings which provide school-rooms, dormitories, rooms for the faculty members, a large dining room, and an assembly hall to be used for school entertainments, recitals, etc.

The course of study is the same as that of the public schools of El Paso through the Junior High School. In addition, Spanish composition, reading and grammar, together with Mexican history are required from the third grade on through the upper grades.

A serious problem in the early years was holding the girls beyond the fourth grades. "Every inducement possible was held out by the teachers to encourage the pupils to finish at least the eight grades of the course then adopted by the school, but they wanted only a speaking knowledge of English in order to get employment. Gradually, however, a few began to aspire to complete the course, and

In 1903 the school was changed from a co-educational plan to a school for girls. This plan proved very successful and for several years, because of the lack of room, many pupils were turned away. In 1913 a fine party on San Antonio Street, nine blocks from the center of the business district was purchased, and a boarding department was begun. The average annual enrollment had then grown to 300 pupils.

The school plant consists of three buildings which provide school-rooms, laboratories, rooms for the faculty members, a large dining room, and an assembly hall to be used for school entertainments, recitals, etc.

The course of study in the same as that of the public schools of El Paso through the Junior High School. In addition, Spanish composition, reading and grammar, together with Mexican history are required from the third grade on through the upper grades.

A serious problem in the early years was holding the girls beyond the fourth grade. "Every inducement possible was held out by the teachers to encourage the pupils to finish at least the eight grades of the course than adopted by the school, but they wanted only a speaking knowledge of English in order to get employment. Gradually, however, a law began to require to complete the course, and

now for eight consecutive years a class has finished and gone on to high school." ¹ In addition, six girls have continued their work in American colleges.

The purpose as stated by the catalogue of the school is given in these words: "It is the purpose of the faculty to give to students a vision of the opportunities for life service, and inspire them to have a part in the great program." ²

Effie Edington has had a double mission in the past, for some of her students have gone back to the Mexican people as teachers and religious workers, while many others have married and made their homes in El Paso and other places in the United States. Effie Edington has prepared those who have returned to their own people for service, and she has aided those who have remained to adjust themselves to American life and ideals. The greatest contribution which is in process of being ^{made}, is the number of girls who have continued their work in high schools, and who have made unusual records in their work. They have helped some of the Americans who are greatly in need of Americanization to a new appreciation of the Mexican. In addition, six girls were in American colleges last year preparing for greater usefulness in Mexico. When Mexico is in such need of real leadership this service is of supreme value to her civic well-being.

1. Catalogue Effie Edington School, 1920
2. Catalogue Effie Edington School, 1920

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gone on to high school. In addition, six girls have
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The purpose as stated by the organizers of the
school is given in these words: "It is the purpose of the
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for life service, and inspiring them to have a part in the
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Mexican people as teachers and religious workers, while
many others have married and made their homes in El Paso
and other places in the United States. Ellie Edington
has prepared those who have returned to their own people
for service, and she has aided those who have remained to
adjust themselves to American life and ideals. The great-
est contribution which is in process of being made is the number
of girls who have continued their work in high schools and
who have made unusual records in their work. They have
helped some of the best women who are presently in need of
Americanization in the preparation of the Mexican. In
addition, six girls were in American colleges last year pre-
paring for greater usefulness in Mexico. When Mexico is
in such need of real leadership this service is of supreme
value to her civil well-being.

CHAPTER IX

The Further Development of the Educational Work
at El Paso.

El Paso was early recognized as a strategic center because of its location as the "gateway" to Mexico. The Methodist Episcopal Church, South, consequently adopted the plan of concentrating effort on equipment there. With a strong church organization and the development of Effie Edington Girls' School, the work was early placed on a substantial foundation. But in 1912 because of the liberality of Mr. Millard Patterson, an attorney of El Paso, a boys school was made possible, and the work was greatly advanced. Though Mr. Patterson is a member of the Church of the Disciples, he made this generous gift to this, a sister denomination, that a suitable monument to the memory of his deceased wife might be established. Mrs. Patterson was a member of the Southern Methodist Church and had for many years been deeply interested in developing a native ministry for Mexico. The school was called "Lydia Patterson Institute" to honor her memory.

In December, 1912, Mr. Patterson acquainted Rev. J. F. Corbin, then Superintendent of the Western Mexican Mission *which included El Paso*, and enlisted his help in securing a suitable

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strong church organization and the development of El Paso

San Rita School, the work was early placed on a substantial

foundation. But in 1912 because of the liberality of Mr.

Walter Patterson, an attorney of El Paso, a boys school was

made possible, and the work was greatly advanced. Through

Mr. Patterson is a member of the Board of the District, he

made this generous gift to this, a sister denomination, that

a suitable monument to the memory of his deceased wife might

be established. Mr. Patterson was a member of the Southern

Methodist Church and had for many years been deeply interest-

ed in developing a native ministry for Mexico. The school

was called "Walter Patterson Institute" in honor of his memory.

In December, 1912, Mr. Patterson acquired Mr.

J. F. Corbin, soon superintendent of the Western District. Mr.

Corbin, who had been in the ministry for many years, was

CHAPTER IX

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In December, 1912, Mr. Patterson acquainted Rev. J. F. Corbin, then Superintendent of the Western Mexican Mission, which included El Paso, with his plan of erecting a building for the Mexican work, and enlisted his help in securing a suitable

CHAPTER IX

The Further Development of the Educational Work
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J. E. Corbin, then superintendent of the Western Mexican mis-

sion, which included El Paso, with his plan of erecting a

building for the Mexican work, and enlisted his help in secur-

ing a suitable

location. Sometime after this President Madero's death occurred, and seemed to make a profound impression upon Mr. Patterson, and his interest in developing Christian leaders for Mexico was greater than ever.¹

The deed to the property which was presented to the Board of Missions December 4, 1913, gives the purpose of the school in this form:

"The property conveyed by this instrument is to be used for the education and religious training of boys and young men, and as soon as may be convenient, for the preparation of young men to preach the gospel of Christ in Mexico."²

In June, 1913, Bishop H. C. Morrison appointed J. F. Corbin to superintend the erection and equipment of the building, and to organize a school as soon as feasible. Miss Norwood Wynn, who had been Principal of one of the schools of the Womans Board of Missions in Mexico, was secured to begin the work. The school was opened on September 9, 1913 with six boys. The school was conducted in the chapel of the Presbyterian Church until the Institute was completed in November of the same year. By Spring the enrollment had reached 100 and another teacher was employed.

In July, 1914, Rev. Laurence Reynolds, a graduate of Southern Indiana Normal, and who had been in charge of a

1. J.F. Corbin. Manuscript. Lydia Patterson Institute., Oct. 1914.

2. J.F. Corbin. Manuscript. Lydia Patterson Institute. Oct. 1914.

location. Some time after this President Wilson's death occurred and seemed to have a profound impression upon Mr. Patterson and his interest in doing good Christian leaders for Mexico was greater than ever.

The deed to the property which was presented to the Board of Missions December 4, 1915, gives the purpose of the school in this form:

"The property conveyed by this instrument is to be used for the education and religious training of boys and young men, and as soon as may be convenient, for the preparation of young men to preach the Gospel of Christ in Mexico."

On June 1, 1915, George E. U. Hoffman reported to J. F. Corbin he supervised the erection and equipment of the building and to organize a school as soon as feasible. Miss Harwood Ford, who had been principal of one of the schools of the Women's Board of Missions in Mexico, was ordered to begin the work. The school was opened on September 9, 1915 with six boys. The school was conducted in the chapel of the Presbyterian Church until the building was completed in November of the same year. By during the enrollment had reached 100 and another teacher was employed. In July, 1916, Rev. Lawrence Reynolds, a graduate of Southern Indiana Normal, and who had been in charge of a

J. F. Corbin, Executive, Lydia Patterson Institute, Oct. 1915.
J. F. Corbin, Executive, Lydia Patterson Institute, Oct. 1915.

school for boys in San Luis Potosi, was appointed President of the Institute. By his broad vision and indefatigable labor the school had developed until it had a student body of 475 members in the Spring of 1922. In addition to the original building which is a three-story building, modern in every respect, is an Industrial Annex which was completed in 1921. This building provides additional dormitory accommodations, school-rooms, an auditorium with a seating capacity of 25,000 persons, a large gymnasium, dressing and shower rooms, a swimming pool, club-room, additional administration offices, and an entire floor for automobile, carpentry, tailoring, and printing shops. The school plant is now worth more than \$150,000.

The service which Lydia Patterson Institute has rendered Mexico has been a large one. During the political disturbance in Mexico thousands of Mexicans took up their residence in El Paso. Many of the boys of these families were placed in the Institute that they might learn English under conditions which were not so radically different from those to which they had been accustomed. Many of these boys were from homes of the upper class Mexicans, and may become the leaders of Mexico in the future. The principles and ideals of the Institute if incorporated into their lives will aid in the development of a democratic Mexico. The Institute was founded

school for boys in a n this ~~country~~ was appointed president of the Institute. By its broad vision and indefatigable labor the school had developed until it had a student body of 475 members in the Spring of 1922. In addition to the original building which is a three-story building, modern in every respect, is an industrial annex which was completed in 1921. This building provides additional dormitory accommodations, school-rooms, an auditorium with a seating capacity of 25,000 persons, a large gymnasium, dressing and shower rooms, a swimming pool, club-room, additional administration offices, and an entire floor for automobiles, carpentry, tailoring, and printing shops. The school plant is now worth more than \$150,000.

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for the training of ministers, and in 1921 there were about 20 young men preparing for this service. In extra-curriculum^{ar} activities, the school has demonstrated the appeal which the team-game may have for Mexican boys. In basket-ball the school has developed champion teams for several consecutive years.¹ This type of work is entirely new to the Mexican boys but they have shown marked adaptability in this line. The Night-school for clerks and other workers has rendered excellent service. It is impossible to estimate the extent of the good accomplished, but it is certain that in the past few years several hundred have had the opportunity of learning to read and write in their own language, while others have been taught the English language. These benefits derived from the work of Lydia Patterson Institute have been for the advancement of civic progress both in Mexico and in the United States. The interdependence of the two nations due to their close proximity demands mutual aid and a better spirit of co-operation, therefore the school which helps bring this about fosters the real spirit of democracy.

1. School catalogue. 1920-21.

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 20 young men preparing for this service. In extra-curricular
 activities, the school has demonstrated the special which the
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 and in the United States. The independence of the 1910
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 bring this about fosters the real spirit of democracy.

CHAPTER X

The Establishment of Wesleyan Institute.

The rapid development which has characterized the missionary activity of the Methodist Episcopal Church, South, among the Mexicans, has made frequent reorganization of conferences and other governing bodies necessary. In 1914 one of these changes became imperative. Because of the disturbed political conditions in Mexico, thousands of Mexicans came to the United States. This great influx of refugees placed an added responsibility upon the church to minister to their needs, and in order to do this effectively it became necessary to organize the work among the Mexicans of West Texas, south of the Pecos River, into "The Texas Mexican Mission."¹ No sooner had this reorganization taken place than the need of a training school for Christian workers within the bounds of the Mission began to be urged.² These efforts finally culminated in the founding of the Mexican Methodist Institute, now Wesleyan Institute. Property which

1. Mission in this sense is an organization similar to a conference, but with one or two privileges of the conference restricted. Such as the right of voting by delegates in the "General Conference" which meets each quadrennium and in the supreme governing body of Methodism.
2. Personal letter. E.B.Vargas. Oct. 1922.

CHAPTER I

The Development of the National Council

The rapid development which has characterized

the missionary activity of the Methodist Episcopal Church,

South, among the Saxons, has made frequent reorganization

of conference and other governing bodies necessary. In

this one of these changes became imperative. Because of the

disrupted political conditions in Texas, a provision of ex-

istence was for the United States. This first failure of

reform passed on about responsibility upon the church to

minister to their needs, and in order to be able effectively

it became necessary to organize the work among the Saxons

of West Texas, south of the Red River, into "the Texas

Western District." ¹ In answer to this reorganization

came the need of a training school for Christian workers

within the bounds of the West. It was to be urged. ² Thus

efforts finally culminated in the founding of the Texas

Methodist Institute, now called Institute. It was called

1. Whether in this sense is an organization similar to a
conference, but also one or two divisions of the
conference transferred. When as the right of voting by
delegate in the "General Conference" which meets each
yearly and in the upper governing body of the church.

had formerly been used for a private school for American boys was purchased for \$15,000. It was located in West End, a suburb of San Antonio, Texas, and consisted of three buildings, with four acres of ground, including one of the best athletic fields in San Antonio.

The school was opened October 15, 1917, with 11 pupils, this number increasing to 50 before the end of the year. The Rev. J. A. Phillips and four assistants made up the faculty. G. A. Manning, who had served for eighteen years in various capacities in the Methodist school at Puebla, succeeded Mr. Phillips as Principal.

Mr. W. W. Jackson, a graduate of Southwestern University, Georgetown, Texas, became President in 1921, and under his leadership the school has grown to an enrollment of 71, 59 of these being boarders. This is capacity attendance and more room is a necessity.

The work of this school is characterized by the flexibility of its curriculum since it is especially designed to meet the needs of two types of students: (1) boys who have had the training offered by the public schools of Mexico and who are handicapped by their lack of English; (2) mature young men who are planning to return to Mexico as preachers and Christian workers.

One of the chief aims of Wesleyan Institute is the

had formerly been used for a private school for American boys and purchased for \$15,000. It was located in West End,

a suburb of San Antonio, Texas, and consisted of three buildings, with four acres of ground, including one of the best athletic fields in San Antonio.

The school was opened October 13, 1917, with 11 pupils, this number increasing to 60 before the end of the year. The Rev. J. A. Phillips and four assistants made up the faculty. G. A. Manning, who had served for sixteen

years in various capacities in the Methodist school at Pueblo, succeeded Mr. Phillips as principal.

Mr. E. E. Jackson, a graduate of Northwestern University, Chicago, Texas, became principal in 1921 and under his leadership the school has grown to an enrollment of 71, 23 of these being boarders. This is a very good attendance and more room is a necessity.

The work of this school is characterized by the flexibility of its curriculum since it is especially designed to meet the needs of two types of students: (1) boys who

have had the training offered by the public schools of Mexico and who are handicapped by their lack of English; (2) native young men who are planning to return to Mexico as preachers and Christian workers.

One of the main aims of this school is to provide in the

giving of an easy command of both English and Spanish. The chief contributions which Wesleyan has yet made have been the Christian leaders it has developed, and the facilitating of the adjustment of the Mexican boys to American customs and methods. This latter reacts in a very decided way upon the attitudes of the Mexicans toward the Americans. Sympathetic interest such as this school demonstrates, assures more cordial relationship eventually between the United States and Mexico. For when Mexico begins to have real confidence in the neighborliness of the United States; and Americans become socially intelligent enough to appreciate the capacity of the Mexican, then a new day of good-will and co-operation will dawn for the two nations.

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 Mexico. For when Mexico begins to have real confidence in
 the neighborliness of the United States, and Americans become
 socially intelligent enough to appreciate the capacity of the
 nation, then a new day of good-will and co-operation will
 dawn for the two nations.

CHAPTER XI

Summary of the Civic Value of the Past
School Activities of Southern
Methodism in Seven Centers
of Mexican work.

Because of the very nature of its postulates concerning the supreme worth of the individual human being, the freedom of the will and the right of choice, the necessity of a supreme loyalty to God and love of neighbor as of self, Methodism has always fostered democracy and furnished a medium well suited to the establishment of a better social order. The American Methodists who entered Mexico linked with these tenets of their faith the American interpretation of democracy as expressed in the principles of liberty of conscience, separation of church and state, access to the Bible, and equality of opportunity for education. It was but natural then that as they established churches, they should also provide schools. One of the fundamental needs of a democracy is an intelligent citizenship. For as society has grown more and more complex and the interdependence of individuals and groups has increased, it has become essential for the welfare of the group that its component parts be intelligent and informed. Because of the increased

CHAPTER XI

Summary of the Study Value of the Text
School Analysis of Content
Material in Lesson Content
of Lesson Text

Because of the very nature of the individual

concerning the subject matter of the individual lesson
being, the freedom of the will and the right of choice.

The necessity of a common ideal to get and give to
neighbor as of self, education can always be found in

activity and furnished a better will suited to the nation

establishment of a better social order. For American individualism

was entered nation linked with these concepts of their Latin

the American individualism of democracy as expressed in

The principles of liberty of conscience, separation of church

and state, access to the Bible, and equality of opportunity

for education. It was not until then that we copy ourselves

churches, they should also provide schools. Can be the low-

democratic needs of a democracy is an intelligent citizenship.

For as society has grown more and more complex and the inter-

dependence of individuals and groups has increased, it has

become essential for the welfare of the group that its members

may be intelligent and informed. Because of the increased

complexity of living, the opportunities for face to face contacts have diminished. To secure concerted thought and action the larger, more complex group has been forced to resort to the use of the printed page, the delegation of powers and the employment of representatives. Coöperative action and the achievement of like-mindedness, therefore, demand intelligent citizens. Mexico was in dire need of help in wrestling with her tremendous problem of an illiterate citizenship. The schools of the Methodist Episcopal Church, South, rendered a real service to her because they gave instruction in the use of the tools of knowledge and assisted in the attack upon her illiteracy. But the historical sketch of the schools reveals other contributions such as the formation of habits, attitudes and ideals, which sent the boys and girls forth better prepared to participate in the group life in which they found themselves. Because these contributions deal largely with ideals it is impossible to measure their extent. Since democracy itself is a system of beliefs and ideals ever changing and ever progressing, this study does not lend itself to minute mathematical measurement. The kinds of habits, the types of attitudes, the character of ideals together with their reaction upon conditions as they existed and their possible influence upon progress toward democracy, are the real measures of the work done.

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There were two types of civic values contributed by the schools of the Methodist Church, South, in Mexico. The first of these was developmental, the second projective. By developmental contributions are meant those which were more or less incidental to the experience of the pupil in the school and home, such as the formation of habits, of neatness and order, the acquisition of skill in household tasks, the appreciation of the value of co-operation in daily routine, the appreciation of the dignity of work and the development of reliability through assumption of responsibility. By the projective contributions are meant those which were purposeful and consciously directed. Of this type was the training of American workers at Laredo, who were to go forth to further develop education throughout the Republic. Also the vocational training in commercial lines and for the teaching profession in this category. The development of these teachers is indicative of the great service which these schools have rendered in helping to bring about better conditions for all the womanhood of Mexico. The schools have taught the supreme value of the individual; they have taught the responsibility of the women of Mexico in uplifting the nation; in addition they have stressed the subjective side of Christianity, linked with the objective phase which stresses the relation between religion

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and conduct, with the result that the womanhood of Mexico has been raised to a higher level. Degradation and ignorance are being dispelled and today many purposeful young women of vision are entering various fields of activities to share in the task of making Mexico a better and happier nation.

Another projective contribution made by these schools was the breaking down of racial and religious prejudices and the introduction of a measure of tolerance. Closely akin to this service is the one which the schools along the border are rendering through the interpretation to Mexico of the ideals of democracy as exemplified in the United States, and through the encouragement of a patient and friendly attitude on the part of Americans.

The chief projective contribution which these seven schools have made is the sense of responsibility which they have inculcated in the students to help make Mexico a great Christian nation. The supreme purpose in the establishment of the schools has been the development of efficient, intelligent Christian leaders. The records of the young men and women of Palmore College are but typical of a greater group who have gone forth to promote the advancement of Mexico.

The outstanding contributions then, which the schools under consideration have made to the civic advancement of

and constant, who can realize that the attainment of Mexico has been raised to a higher level. Longevity and vigor have been being discarded and today many possessors young women of vision are entering various fields of activities in order to the task of making Mexico a better and happier nation.

Another progressive contribution made by these schools was the breaking down of racial and religious prejudices and the introduction of a measure of tolerance. Closely allied to this service is the one which has been along the border and through the interior of the United States, and through the encouragement of a patient and friendly attitude on the part of Americans.

The chief progressive contribution which these schools have made is the sense of responsibility which they have inculcated in the students. It has been a great Christian nation. The express purpose is the establishment of the schools has been the development of military, political Christian leaders. The records of the young men and women of various colleges are but typical of a greater group who have been to provide the advancement of Mexico. The outstanding contribution then, which the schools have made is the civic advancement of

Mexico are: a higher standard of living and a conception of the importance of the home, habits of co-operative action, increased loyalty, increased sense of individual and group responsibility, improved condition of womanhood, the development of commercial and teacher training, a diffusion of the spirit of neighborliness, and, finally, the supreme contribution of young men and women keenly alive to the possibilities of Mexico, who have gone forth motivated by lofty religious principles and high moral and civic ideals to give of their ability and effort to further Mexico's advancement. Thus have the schools of the Methodist Episcopal Church, South, aided Mexico in her progress along the road to democracy.

study; the study presents -----
schools which have effected large practical results in the
policies.

Mexico was a higher standard of living and a comparison
of the importance of the home, habits of co-operative work,
increased loyalty, increased sense of individual and group
responsibility, improved condition of womanhood, the develop-
ment of executive and leader training, a utilization of the
spirit of neighborliness, and finally, the highest contribution
of young men and women ready also to the possibilities of
Mexico, and have been further solidified by forty religious
institutions and high moral and civic ideas to give of their
ability and effort to further Mexico's development. They were
the models of the national educational system, which
Mexico is her progress along the road to democracy.



PART II
INTRODUCTION

The Present Status of the Schools.

To have achieved a measure of success in the past, but places greater responsibility upon the schools to function in the present. This section of the subject deals with a consideration of the present status of the schools and their relation at present to the advancement of Mexico as a democracy. The first portion of the section is devoted to facts which were obtained through a questionnaire; the second has to do with the present course of study; the third presents three movements outside of the schools which have affected their present conditions and policies.

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PART II
INTRODUCTION

The Present Status of the Schools.

To have achieved a measure of success in the past, but place greater responsibility upon the schools in the present. This work on the subject deals with a consideration of the present status of the schools and their relation to the advancement of Mexico as a democracy. The first portion of the work is devoted to facts which were obtained through a series of interviews; the second has to do with the present status of the study; the third presents three movements outside of the schools which have affected their present condition and policies.

A QUESTIONNAIRE

PART II

THE PRESENT STATUS OF THE SCHOOLS.

CHAPTER I

The Questionnaire.

The questionnaire which is given in full on the following page, was sent to the nine schools in the seven centers under consideration, and was accompanied by a personal letter to each of the principals, explaining why the material was desired, and requesting them to send school catalogues, courses of study and additional announcements and school circulars. Seven of the questionnaires were filled out and returned. In addition to the material requested a number of the principals sent manuscript reports and descriptions of the present conditions in the schools. The hearty co-operation of these seven principals facilitated the work appreciable. Some of the facts concerning the two schools not replying have been secured through the Annual Reports of the Mission Boards and have been included to make the facts as nearly complete as possible.

Director _____
 District _____
 School _____

PART II

THE PRESENT STATUS OF THE SCHOOLS.

CHAPTER I

The Questionnaire.

The questionnaire which is given in full on the following page, was sent to the nine schools in the survey centers under consideration, and was accompanied by a personal letter to each of the principals, explaining why the material was desired, and proposing terms on which special surveys, courses of study and additional answers might be secured. Seven of the questionnaires were filled out and returned. In addition to the material received a number of the principals sent supplementary reports and descriptions of the present conditions in the schools. The hearty co-operation of these seven principals facilitated the work appreciably. Some of the facts concerning the schools not visiting have been secured through the annual reports of the district boards and have been included to make the facts as nearly complete as possible.

A QUESTIONNAIRE

1. Name of School _____

2. Name of Principal _____

P. O. Address _____

3. Indicate by Check Mark whether Boys () Girls () or
Co-ed () School

4. State Number of Members on Faculty _____

5. State number of Members on Faculty who have as their
highest degree: A. B. _____ B. S. _____ B.D. _____
M. A. _____ Higher Degrees _____ Normal School _____
Diploma (Not included above)

6. Do you require members of Faculty to attend Normal or
College Summer Sessions? Yes _____ No _____

7. How many days was your school actually in session in 1921-
1922? _____

8. In your Marking System how do you designate:
Very Superior Work _____ Inferior Work _____
Superior _____ Very Inferior _____
Good _____ Entirely Unsatisfactory _____

9. Check the following extra-curricular activities, which
have a place in your School Program and list any
additional ones:

Boy Scouts _____ Girl Scouts _____ Camp Fire Girls _____
Orchestra _____ Girls Glee Club _____ Temperance Soc. _____
Debating _____ Boys Glee Club _____ Literary Society _____
Student Volunteers _____

A SCHEDULE

1. Name of School _____
2. Name of Principal _____
3. U. S. Address _____
4. Indicate by Check here whether Boys () Girls () or Co-ed () School _____
5. State Number of Pupils on Roll _____
6. State Number of Pupils on Roll who have an Official Degree: U. S. _____ U. S. _____ U. S. _____
7. E. A. _____ Higher Degrees _____ Normal School _____ (Not included above)
8. Do you require members of Faculty to attend School or College Summer Sessions? Yes _____ No _____
9. How many days was your school actually in session in 1921-1922? _____
10. In your existing system how do you designate:
Very Superior _____ Superior _____
Very Inferior _____ Inferior _____
Good _____ Indisposed _____
11. Check the following extra-curricular activities which have a place in your school program and list any additional ones:
Boy Scouts _____ Girl Scouts _____ Camp Fire Girls _____
Preceptors _____ Girls Glee Club _____ Temperance Soc. _____
Debate _____ Boys Glee Club _____ Literary Society _____
Student Volunteer _____

ENROLLMENT BY AGE & GRADE

State the Number in each grade, distributing the enrollment according to ages:
 Total number of students enrolled during scholastic year ----- 1921-1922.

	6 yrs. of Age		7 yrs.	8	9	10	11	12	13	14	15	16	17	18	19	20
	or	under														
Kindergarten																
First Grade																
Second																
Third																
Fourth																
Fifth																
Sixth																
Seventh																
Eighth																
Ninth																
Tenth																
Eleventh																
Twelfth																
Normal Training																
First Year																
Second																
Third																
Fourth																

How many of the Total Number Enrolled are boarding pupils? _____

State below number enrolled in Evening Classes Exclusively:

Cooking	Millinery	Commercial	Carpentry	Sewing	English
10	11	12	13	14	15

Year end of the total number employed in following cities

Year	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930
Boeing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Commercial	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Government	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Total number of employees employed during following years

Year	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930
Boeing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Commercial	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Government	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

1911-1930

State the number in each grade, distinguishing the employees according to year

Discussion of the questionnaire

10. Do you give all pupils a Physical Examination?

Yes _____ No _____

11. Is a School nurse a Member of your Staff? Yes _____ No _____

12. Check the following Sports in which you have teams:

Foot-ball () Base-ball () Basket Ball ()

Tennis () Hand-ball ()

13. Have you an alumni association? Yes _____ No _____

Number of members _____

Of the 9 schools 5 had girls' schools particularly, while 2 more are primarily for girls though boys are admitted in the lower grades. 3 are for boys exclusively and 1 was unclassified. There is not a school named in the list against recommendation that the schools have had had to be persuaded to introduce the plan.

Table I gives the replies to this question and in addition, the enrollment for 1921-22 together with the average number of days worked. These facts were obtained from the second copy of the questionnaire which called for the enrollment of the 1st grade. The replies varied so much in extent that only the girls could be used. The enrollment schedule for 1921-22 is also given although the facts were not obtained from the first copy.

10. Do you give all pupils a Physical Examination? _____

Yes _____ No _____

11. Is a School nurse a member of your staff? Yes _____ No _____

12. Check the following books in which you have lessons:

Foot-ball () Base-ball () Basket Ball ()

Tennis () Hand-ball ()

13. Have you an alumni association? Yes _____ No _____

Number of members _____

Discussion of the Questionnaire.

Question 1 and 2. Since these merely record the name of the institution and the name and address of the principal, they do not require discussion.

Question 3. Segregated or Co-educational Schools.

Girls' schools	2
Boys' schools	3
Girls' schools, but accepting boys in the lower grades	2
Co-educational	2

Of the 9 schools 2 are girls' schools exclusively, while 2 more are primarily for girls though boys are accepted in the lower grades, 3 are for boys exclusively and 2 are co-educational. There is such a deep rooted prejudice in Mexico against co-education that few attempts have been made by the Methodists to introduce the plan.

Question 4. Faculty and Enrollment.

Table I gives the replies to this question and in addition, the enrollment for 1922-23 together with the present number of boarders. These facts were obtained from the second page of the questionnaire which asked for the enrollment by age and grade. The replies varied to such an extent that only the totals could be used. For comparative purposes the enrollment for 1921-22 is also given though the facts were gathered from reports.

Discussion of the Questionnaire.

Question 1 and 2. Since these merely record the name of the institution and the name and address of the principal, they do not require discussion.

Question 3. Segregated or Co-educational Schools.

Girls' schools	3
Boys' schools	3
Girls' schools, not accepting boys in the lower grades	3
Co-educational	3

Of the 9 schools 3 are girls' schools exclusively, while 3 more are primarily for girls though boys are accepted in the lower grades, 3 are for boys exclusively and 3 are co-educational. There is such a deep rooted prejudice in Mexico against co-education that few attempts have been made by the educators to introduce the plan.

Question 4. Faculty and Enrollment.

Table I gives the replies to this question and in addition, the enrollment for 1922-23 together with the present number of students. These facts were obtained from the second page of the questionnaire which asked for the enrollment by sex and grade. The replies varied so much in extent that only the totals could be used. The comparative purposes the enrollment for 1921-22 is also given though the facts were obtained from re-

Table I

School	No. on Faculty	Enrollment 1922-23	Boarders 1922-23	Enrollment 1921-22
Holding Inst.	19	320	250	437
Roberts College	26	375	82	460
Palmore College	--	--	--	335
Effie Edington	10	105	19	182
MacDonell Inst.	14	220	20	284
Laurens Inst.	21	220	20	290
Ingles-Espanol	--	--	--	175
Lydia Patterson	19	252	44	475
Wesleyan Inst.	10	--	--	70
Total	119	1492	425	2708

The total number of faculty members reported was 119. The total enrollment for 1922-23 is 1,492 of which 425 are boarders. The enrollment for the year 1921-22 was 2,708. At first glance it would seem the schools were not holding their patronage but the reason for the difference in enrollment between last year and this is rather to be found in the fact that the records for 1921-22 are more complete, and in

Table I

School	No. on Faculty	Enrollment 1981-82	Hours 1981-82	Enrollment 1982-83
Holding Inst.	10	250	250	437
Scott's College	25	275	25	480
Palmer College	--	--	--	235
Ellis Station	10	105	10	182
McDonnell Inst.	14	280	20	284
Lewis Inst.	21	220	20	220
Indiana-Seymour	--	--	--	175
Lydia Patterson	10	225	24	473
Wesleyan Inst.	10	--	--	70
Total	119	1455	155	2708

The total number of faculty members reported was 119. The total enrollment for 1981-82 is 1,405 of which 435 are students. The enrollment for the year 1982-83 was 2,708. At this place it would seem the schools were not holding their meetings but the reason for the difference in enrollment between last year and this is rather to be found in the fact that the records for 1981-82 were not complete, and in

colleges and normals "when possible" which means when workers are at home on leave, or return to the United States for their vacations.

Question 7. Length of School Session.

The replies showed a range of from 165 days to 210 days, no two schools having the same length of session. A partial explanation of this is to be found in the fact that 3 states of Mexico are represented and the state of Texas. The state and national holidays consequently vary for the different schools and the sessions begin and close at different times. This does not, however, account for the fact that the three schools in Texas have sessions varying from 165 days in length to one of 180 days.

Question 8. Systems of Marking.

The replies for 7 schools showed that 5 employ distinct systems of numerals and the 2 remaining schools use letters A, B, C, etc.

Question 9. Extra Curricular Activities.

Number of schools which have:-

Orchestras	2	Temperance Societies	1
Debating Societies	3	Literary Societies	5
Student Volunteers	8	Recreational Club	1
Boys' Glee Clubs	2	Y.M.C.A. Tri C	1
Camp Fire Circles	2	Y.M.C.A. Four Square Club	1

colleges and universities" which means when workers are at home, on leave, or return to the United States for their vacations.

Question 7. Length of school session.

The register shows a range of from 188 days to 210 days, no two schools having the same length of session. A partial explanation of this is to be found in the fact that 2 states of Mexico are represented and the state of Texas. The state and national holidays consequently vary for the different schools and the session begins and ends at different times. This does not, however, account for the fact that the three schools in Texas have sessions varying from 188 days in length to one of 199 days.

Question 8. System of teaching.

The register for 7 schools shows that a single direct system of instruction and the 6 remaining schools use various systems.

Question 9. Extra-curricular activities.

Number of schools which favor:

1	Y.M.C.A. Four Square Club	1	Organized
1	Y.M.C.A. Y.W.C.A. Y.W.O.B.	1	Boys' Glee Club
1	Recreational Club	1	Student Organizations
1	Library Societies	1	Reading Societies
1	Wagoner Societies	1	Oratorical

Y.M. C.A. Hi Y 1	Entertainments	Society,
	Christmas)	
Dramatics 1	Thanksgiving)	
	Patriotic)	
	Commencement) 9	

There is a range of 16 different types of activities reported. The activities which are not included in the school program of any of the schools are Boy Scouts, Girls' Glee Clubs and Girl Scouts. The most widely organized activity is that of the Student Volunteers for missionary life service. Eight schools are stimulating this movement. The reason for this is readily understood, for the schools are distinctly religious organizations. In addition, the Woman's Missionary Council has a field secretary who visits the schools and directs the work of the Volunteers. The Literary Societies are the next in point of number of organizations, there being 5 schools which promote this feature. Debating is fostered by 3 schools, Boys' Glee Clubs by 2, Camp Fire Circles by 2, while dramatics, a temperance society, a recreational club and three clubs of the Y. M. C. A. are each included in the programs of but 1 school. One feature which is a part of the extra curricular activities of all the schools is the school entertainment. Christmas, Thanksgiving, patriotic holidays of both Mexico and the United States, and the Commencement season are observed with appropriate festivals and programs. The range of activities vary within the individual schools from a school which has six activities, including a

Y.E.O.A. N.Y.	1
Trustees	1
Y.E.O.A. N.Y.	1
Trustees	1
Y.E.O.A. N.Y.	1
Trustees	1
Y.E.O.A. N.Y.	1
Trustees	1

There is a range of 16 different types of activities reported. The activities which are not included in the school program of any of the schools are Boy Scouts, Girls' Club and Girl Scouts. The most widely organized activity is that of the Student Volunteers for missionary life service. Eight schools are sponsoring this movement. The reason for this is readily understood, for the schools are distinctly religious organizations. In addition, the women's Missionary Council has a field secretary who visits the schools and directs the work of the volunteers. The literary societies are the next in point of number of organizations, there being 5 schools which promote this feature. Debating is fostered by 3 schools, Boys' Club by 2, Camp Fire Girls by 2, while dramatics, a temperance society, a recreational club and chess clubs of the Y. M. C. A. are each included in the program of just 1 school. One feature which is a part of the extra-curricular activities of all the schools is the school observance. Christmas, Thanksgiving, patriotic holidays of both states and the United States, and the Commonwealth awards are observed with appropriate activities and programs. The range of activities vary within the individual schools from a school which has six activities, including a

Camp Fire, Literary Society, Orchestra, Debating Society, Student Volunteer Band and Temperance Society, to a school which reports the work of the Student Volunteers as its only organized extra curricular activity.

Question 10. Physical Examination.

Of the 7 replies 6 were negative and 1 affirmative, showing that but 1 school is in the position to adequately guide the physical development of its students.

Question 11. School Nurse.

The replies indicate that only 1 school out of the 7 have a nurse who is a member of the staff.

Question 12. Athletics.

5 schools have baseball teams, 6 schools have basketball teams, 4 schools have tennis teams, 3 schools have handball teams and 1 school has a track team.

The replies indicate that all of the schools but one have athletic teams, and nearly all have teams in three sports. The school at Durango has the greatest number of different teams which is to be expected since one of the best playgrounds in Mexico is a part of the school campus.

Question 13. Alumni Associations.

But 1 school out of the 7 reported an alumni association. The lack of this organization in Mexico may be attributed to the late political disturbances and to the fact that many former students have come to the United States. This does not however explain the case of the schools in the United States.

Case First, Literary Society, Glee Society, Debating Society, Student Volunteer Band and Temperance Society, is a school which reports the work of the Student Volunteers as the only organized extra-curricular activity.

Question 10. Physical Examination.

Of the 7 replies 6 were negative and 1 affirmative, showing that 1 school is in the position to adequately guide the physical development of its students.

Question 11. School Nurse.

The replies indicate that only 1 school out of the 7 has a nurse who is a member of the staff.

Question 12. Athletics.

3 schools have baseball teams, 6 schools have basketball teams, 4 schools have tennis teams, 3 schools have handball teams and 1 school has a track team.

The replies indicate that all of the schools but one have athletic teams, and nearly all have teams in three sports. The school at Memphis has the greatest number of different teams which is to be expected since one of the best playgrounds in Mexico is a part of the school campus.

Question 13. Alumni Association.

Out of 7 schools only 1 reports an alumni association. The lack of this organization in Mexico was in striking contrast to the large number of alumni associations and to the fact that only former students have come to the United States. This does not however explain the case of the schools in the United States

The questionnaire brings to light three outstanding needs of the schools. The first of these is standardization of administration. This is made evident by the varying requirements on the qualification of teachers, and the lack of stimulus of their further training while in service. The need is further made apparent by the different systems of marking and the varying length of school sessions. The second need shown by the questionnaire is that of health education. It is deplorable that only one school gives all pupils a physical examination and still only one other has a school nurse as a member of its staff. To adequately develop the pupils physically, their abilities and disabilities must be known. In addition, the correlation between success or failure in school work and the health of the pupil is becoming more and more widely realized, and the school must take the health of the pupil into account, stimulating and supervising correction of physical disability whenever possible. The third need revealed through the questionnaire is an adequate system of following up of the alumni. Only one school out of the seven had an Alumni Association. Much of mutual benefit is being lost because of the failure of the schools to link those who go out from them to their program and activities. To do this would inspire a deeper loyalty to the school and assure greater service to the community.

The questionnaire brings to light some interesting needs of the schools. The first of these is standardization of administration. This is made evident by the varying results on the qualification of teachers, and the lack of aims of their further training while in service. The need is further made apparent by the different systems of training and the varying length of school sessions. The second need arose by the questionnaire is that of health education. It is desirable that only one school gives all pupils a physical examination and still only one other has a school nurse as a member of its staff. To adequately develop the pupils physically, their abilities and disabilities must be known. In addition, the correlation between success or failure in school work and the health of the pupil is becoming more and more widely realized, and the school must take the health of the pupil into account, stimulating and supervising correction of physical disability whenever possible. The third need revealed through the questionnaire is an adequate system of following up of the pupils. Only one school out of the seven had an alumni association. Most of which health is being lost because of the failure of the schools to link these who go out from them to their progress and activities. To do this would require a greater loyalty in the school and more frequent service to the community.

Though the needs mentioned above were brought out through the questionnaire, it is not to be concluded that the schools are made up of needs alone. The extra-curricular activities reported show that the schools are trying to enrich the experience of their pupils and are providing means of greater development than just the purely scholastic. Some of the individual schools might well extend the range of the activities provided, but the fact that extra-curricular activities have been introduced into Mexican student life is noteworthy, for they are an innovation as far as Mexican students are concerned. The fact that athletics are included in the work of the schools also indicates a progressive attitude. Mexico has never had a great national game and the Mexican youth have consequently missed much which would develop fair-play, the team spirit, and good sportmanship. The further extension of this type of activity will mean much for Mexico. Other phases of the work of the schools were given through catalogues, announcement and courses of study which were requested in the letter accompanying the questionnaire, and are treated in the next chapter.

Through the needs mentioned above were brought out through the questionnaire, it is not to be concluded that the schools are made up of needs alone. The extra-curricular activities reported show that the schools are trying to realize the importance of their needs and are providing means of greater development that just the purely academic. Some of the individual schools might well extend the range of their activities provided, but the fact that extra-curricular activities have been introduced into Mexican student life is noteworthy, for they are an innovation so far as Mexican students are concerned. The fact that athletics are included in the work of the schools also indicates a progressive attitude. Mexico has never had a great national game and the Mexican youth have consequently missed much which would develop fair play, the team spirit, and good sportsmanship. The further extension of this type of activity will mean much for Mexico. Other phases of the work of the schools were given through self-issues, announcements and courses of study which were repeated in the latter accompanying the questionnaire, and are treated in the next chapter.

CHAPTER II

The Curricula.

The catalogues and announcements of the school show a general uniformity in the work offered. All of the schools in Mexico offer two complete courses. One is an English course which comprises work from the kindergarten through high-school, and is identical in scope with the work offered in the corresponding grade in the public schools of Texas. The second course is identical with those offered in the Mexican public schools, and is organized on the same plan. The elementary grades are divided. The first, second, third and fourth grades comprise the Primary work; the fifth and sixth grades make up the Superior or higher school. The Preparatory school consists of five grades and is correlated with the Mexican professional schools. In addition to these two types of work, special commercial courses including stenography, book-keeping, commercial law and commercial arithmetic are offered by all of the schools in Mexico and three of those on the border. Normal training, which includes such subjects as Psychology, Education, Methods, Practice Teaching, Spanish, English, and the review of grammar school subjects, forms part

CHAPTER II
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The curriculum and announcements of the school show a general uniformity in the work offered. All of the schools in Mexico offer the complete course. One is an English course which comprises work from the kindergarten through high-school, and is identical in scope with the work offered in the corresponding grades in the public schools of Texas. The second course is identical with those offered in the Mexican public schools, and is organized on the same plan. The elementary grades are divided. The first, second, third and fourth grades comprise the primary work; the fifth and sixth grades make up the preparatory or higher school. The preparatory school consists of five grades and is correlated with the Mexican preparatory schools. In addition to these are types of work, special commercial courses including stenography, book-keeping, commercial law and commercial arithmetic are offered by all of the schools in Mexico and those of those on the border. Normal training, which includes work subjects as psychology, education, health, practice teaching, Spanish, English, and the review of grammar school subjects, forms part

PART A

of the work of Holding Institute, Roberts College and Laurens Institute. In addition several of the schools are rendering great service through night commercial and English courses as well as courses for adult illiterates. The work offered by the Southern Methodist schools along the border is identical with that done from the first grade through the high-school in the public schools of Texas. In addition most of the schools require Spanish grammar and composition, and Mexican History from above the third grade. Special courses in Bible, Christian Ethics, church history and theology are offered in certain of the schools.

Since all of the schools give courses identical with those offered by the public schools of Texas, the subjects taught and the grade in which they are taught are shown by Chart A as given in the public schools of El Paso.

Reading	1	2	3	4	5	6	7	8	9	10
Spelling										
Writing										
Arithmetic										
Science										
History										
Geography										
English										
Spanish										
Religion										
Music										
Physical Education										

Organization of Courses

The first grade work consists of reading, spelling, writing, arithmetic, science, history, geography, English, Spanish, religion, music, physical education.

El Paso Public Schools, 1901.

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 Institute. In addition several of the schools are conducting
 great services through night commercial and English courses as
 well as courses for adult illiterates. The work offered by
 the Government Vocational schools along the border is identical
 with that done from the first grade through the high-school
 in the public schools of Texas. In addition most of the
 schools prepare Spanish grammar and composition, and Mexican
 History from above the third grade. Special courses in Bible,
 Christian Ethics, church history and theology are offered in
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Since all of the schools give courses identical with
 those offered by the public schools of Texas, the subjects
 taught and the grade in which they are taught is known by
 report as given in the public schools of El Paso.

CHART A

Course of Study for the Elementary Grades of Texas Public Schools

Subjects	Grades						
	1st	2nd	3rd	4th	5th	6th	7th
Arithmetic	X	X	X	X	X	X	X
Civics							X
Drawing	X	X	X	X	X	X	X
Geography			X	X	X	X	X
History					X	X	X
Language	X	X	X	X	X	X	X
Manual Arts					X	X	X
Music	X	X	X	X	X	X	X
Physical educ.	X	X	X	X	X	X	X
Phonics	X						
Physiology					X		
Reading	X	X	X	X	X	X	X
Spelling			X	X	X	X	X
Writing	X	X	X	X	X	X	X

Description of Courses ¹

Arithmetic is given from the First grade through the Seventh. The First grade work consists of numbers - counting to 100 by 10s and 5s, learning Roman notation to XII, addition

1. Handbook for Teachers. El Paso Public Schools. 1921.

TABLE A

Course of Study for the Elementary Grades of Texas Public Schools

Subject	Grade				
	1st	2nd	3rd	4th	5th
Arithmetic	X	X	X	X	X
Grammar					
Reading	X	X	X	X	X
Spelling					
History					
Science					
Geography					
Health					
Physical Education					
Music					
Art					
Foreign Languages					
Industrial Arts					
Home Economics					
Character Education					
Other					

Readings of Courses

Arithmetic is given from the first grade through the seventh. The first grade work consists of numbers - counting to 100 by 10's and 5's, learning Roman numerals to X, addition.

1. Response for Teachers. El Paso Public Schools, 1921.

and subtraction facts through 7, telling time, measurements by feet and inches, liquid measurement. The succeeding work increases in difficulty though always based on the child's experience. Addition, subtraction, multiplication, division, fractions, decimals, square-root, percentage, all receive attention, and acquisition of skill in the use of these fundamental processes is the objective.

Drawing is also taught in every grade with the objective of helping the child to appreciate and observe beautiful things around him, and to cultivate the artistic sense by studying good design and good color combinations.

Language is a third subject which is required in all grades. In the lower grades language lends itself to laying the foundations for later work in history, civics, good manners, physiology, hygiene, nature study and geography. This is done through informal talks, stories, poems and language games. In the upper grades more stress is placed on grammar and composition and drill in written expression by the pupils.

Physical Education is the fourth subject which is given in all grades in the Texas public schools. It is given by all of the mission schools under consideration but one. It consists of organized games, corrective exercises, etc.

Reading. The work of the first two grades in reading consists of imparting knowledge of the mechanics of

and subjective tests known as "rating tests" measurements
 by test and index, which measurement. The ascending and
 increase in difficulty though always based on the child's
 experience. Addition, subtraction, multiplication, division,
 fractions, decimals, square-root, percentages, all require
 attention and acquisition of skill in the use of these funda-
 mental processes in the objective.

Drawing is also taught in every grade with the
 objective of helping the child to appreciate and create
 beautiful things around him, and to cultivate the artistic
 sense by studying good design and good color combinations.

Language is a third subject which is required
 in all grades. In the lower grades language tests lead to
 laying the foundation for later work in history, civics, good
 literature, psychology, hygiene, nature study and geography. This
 is done through literary talks, stories, poems and language
 games. In the upper grades more stress is placed on grammar
 and composition and drill in written exercises by the pupils.

Physical Education is the fourth subject which
 is given in all grades in the form of physical exercises. It is
 given by all of the physical agencies under consideration but
 one. It consists of organized games, corrective exercises, etc.
Reading. The work of the first two grades is
 reading consists of learning knowledge of the symbols of

reading; from the third grade and above the objective is to teach thought comprehension and appreciation. The methods involve both oral and silent reading. Basal texts supplemented by juvenile stories are used, together with memorizing of standard poems.

Music. The aim in teaching music which is also a required subject from the First grade through the Seventh grade, is to give appreciation and a fair rendition of good music through individual effort in singing, sight reading, and listening lessons. Goodbreathing habits, sense of rhythm, clear enunciation, strong feeling for tonality, concentration of thought and discrimination in expression, are all goals in this subject.

Writing. The Palmer Method of writing is that required throughout the grades. The object is to give skill in muscular movement penmanship until the process becomes a fixed habit and becomes automatic.

Spelling. The informal teaching of spelling begins in the Low First Grade when the pupils are taught their phonetic work. But the formal teaching of spelling begins in the Third and continues throughout the elementary grades. The real test of good spelling, however, is in other written work and is to be merely supplemented by the use of a speller and practice upon lists of words.

reading; from the third grade and above the objective is to
 learn through comprehension and appreciation. The methods
 involve both oral and silent reading. Basic texts supplemented
 by juvenile stories are used, together with memorizing of
 standard poems.

Music. The aim in teaching music is to
 a required subject from the first grade through the eighth
 grade, is to give appreciation and a fair realization of good
 music through individual effort in singing, sight reading,
 and listening lessons. Understanding habits, sense of rhythm,
 clear articulation, strong feeling for melody, concentration
 of thought and discrimination in expression, are all goals in
 this subject.

Writing. The primary method of writing is that
 required throughout the grades. The object is to give skill
 in muscular movement permanently until the process becomes a
 fixed habit and becomes automatic.

Spelling. The informal teaching of spelling
 begins in the low first grade and the pupils are taught their
 phonetic words. But the formal teaching of spelling begins in
 the third and continues throughout the elementary grades. The
 real test of good spelling, however, is in other written work
 and is to be entirely unobtrusive.
 By the use of a spelling book
 practice upon lists of words.

Geography. The object of teaching geography is to give the child knowledge of the earth as the home of man. The study begins with a consideration of the child's surroundings, school, city, etc., progressing from local to state, then to national, then to world conditions under which men and nations live. The chief groups of knowledge which the child should get are: (1) knowledge of location, distance, direction; (2) climate and seasons; (3) natural resources; (4) industries; (5) sources of food, clothing and shelter; (6) travel and transportation; (7) people and places.

History. is begun in the Fifth grade and continues through the Sixth and Seventh grades. As given in the Texas schools, the work in the Fifth grade has to do with the colonizing of America; the Sixth grade work is devoted to Texas history; while the Seventh grade takes up the study of United States history since the Revolution. The aim of this work is to give enough facts of history as to serve for a foundation for later work, to give intelligence in reading current books, magazines, etc., to develop an appreciation of those who have made present civilization possible, and to inspire intelligent patriotism.

Civics. The study of Civics is given in the Seventh grade. The object is to give the pupil an insight into what the government does for the people such as protecting

Geography. The object of teaching geography

is to give the child knowledge of the earth as the home of man. The study begins with a consideration of the child's surroundings, school, city, etc., progressing from local to state, then to national, then to world conditions under which men and nations live. The chief groups of knowledge which the child should acquire are: (1) knowledge of location, distance, direction; (2) climate and seasons; (3) natural resources; (4) industries; (5) sources of food, clothing and shelter; (6) travel and transportation; (7) people and places.

History. is begun in the fifth grade and con-

tinues through the sixth and seventh grades. It gives in the fifth grade, the work in the fifth grade and is devoted to the study of the United States history since the Revolution. The aim of this work is to give enough facts of history as to serve for a foundation for later work, to give intelligence in reading current books, magazines, etc., to develop an appreciation of those who have made present civilization possible, and to inspire intelligent patriotism.

Civics. The study of Civics is given in the

seventh grade. The object is to give the pupil an insight into what the government does for the people and to protect

life and property, providing for education, safe-guarding health, guaranteeing liberty and equality of opportunity, constructing roads and streets, and providing a mail and money system. The school and city furnish the closest units and are studied first; later attention is directed to state and national systems.

Physiology. Hygiene, rather than physiology and anatomy, is the central theme of this course which is offered in the High Fifth only. The chief object of the course is to get the child to incorporate good health habits into his life.

Manual Arts. For the boys this work consists entirely of wood-work and is given in the three upper grades. For the girls it consists of sewing in the Fifth and Sixth grades and cooking in the Seventh grade.

This description of courses gives a general idea of the English curriculum of the Mexican schools of the Methodist Episcopal Church, South. There are doubtless many adaptations necessary, because of the problems peculiar to the individual schools, but this in general is the scope of the work. None of the catalogues mention manual training for boys and only two provide domestic science instruction.

Efforts were made to get copies of the courses of study of the Mexican public schools, both of the Federal District and Chihuahua, but they were not obtainable. A copy of

life and property, providing for education, self-governing institutions, guaranteeing liberty and equality of opportunity, reconstructing roads and streets, and providing a well and sound system. The school and city furnish the closest units and are studied first; later attention is directed to state and national systems.

Physiology. Hygiene, rather than physiology and anatomy, is the central theme of this course which is offered in the high school only. The chief object of the course is to get the child to incorporate good health habits into his life.

Manual Arts. For the boys this was made entirely of wood-work and is given in the three upper grades. For the girls it consists of sewing in the fifth and sixth grades and cooking in the seventh grade.

The description of courses gives a general idea of the general curriculum of the various schools of the Methodist Episcopal Church, South. There are, however, many adaptations necessary, because of the problems peculiar to the individual schools, but this is general in the scope of the work. Some of the outstanding features are noted for boys and girls in the preceding general description.

There were made to get copies of the course in each of the various schools, both of the various Episcopal and Methodist, but they were not obtained. A copy of

the course of study of the State of Sonora ¹ was secured and though it is not to be considered as accurately describing the work as offered in other states in Mexico, it is of interest for the purpose of comparison. The following chart gives the subjects by grades for both the Primary and Higher school:

CHART B

Course of Study of the Elementary Grades of the State of Sonora

Subject	Primary Grades				Higher School	
	First	Second	Third	Fourth	Fifth	Sixth
Arithmetic	X	X	X	X	X	X
Drawing	X	X	X	X	X	X
Civics		X	X	X	X	X
Geography		X	X	X	X	
Geometry	X	X	X	X	X	X
History		X	X	X	X	X
Language	X	X	X	X	X	X
Music	X	X	X	X	X	X
Morals and manners	X	X	X	X	X	X
Nature Study	X	X	X	X		
Physical education	X	X	X	X	X	X
Physiology					X	X
Science(gen.)					X	X
Writing	X	X	X	X	X	X

L. Programa Detallados de Educacion Elemental del Estados de Sonora. Mexico 1920.

TABLE B

Courses of Study of the Elementary Grades of the State of Kansas

Subject	Elementary Grades			High School
	First Grade	Second Grade	Third Grade	
Arithmetic	X	X	X	X
Drawing	X	X	X	X
Dictation		X	X	X
Geography		X	X	X
History		X	X	X
Language		X	X	X
Music	X	X	X	X
Reading and Spelling	X	X	X	X
Science		X	X	X
Physical Education	X	X	X	X
Physiology		X	X	X
Spelling		X	X	X
Writing		X	X	X

The description of the courses given in Chart B are practically identical in method and approval as those of Chart A. It is to be noted, however, that the Mexican course includes other subjects than those given in the course of study of Texas. The inclusion of Geometry is startling and is to be explained on the grounds that "formal discipline in its full meaning never had a better home" ¹ than in the Mexican education of the past, and though the rest of the courses indicate progressive educational thought, the study of geometry has been retained. The General Science course as described corresponds with the exploratory courses in the Junior High Schools in the United States and includes: physics, chemistry, botany, zoology and agriculture. Two years are devoted to physiology and hygiene. In addition the girls are given a special course in the relation of the home to society as a part of their work in civics.

The course in Spanish if properly given offers equal advantages in developing the pupil as the course in English under the same conditions. The spirit throughout both seems to be that the subjects were made for the child, not the child for the subjects.

1. Barranco. Mexico--It's Educational Problems and their Solution. Page 63.

The description of the courses given in Chart B

are practically identical in method and approval as those of Chart A. It is to be noted, however, that the earlier course includes other subjects than those given in the course of study of Texas. The inclusion of geometry is striking and is to be explained on the grounds that "formal discipline is the full

meaning given to a certain name" as in the National standards of the past, and though the rest of the courses indicate progressive educational thought, the study of geometry has been retained the general scheme course as described corresponds with the

exploratory course in the Junior High schools in the United States and includes physics, chemistry, biology, sociology and agriculture. Two years are devoted to psychology and hygiene.

In addition the girls are given a special course in the relation of the body to society as a part of their work in civics.

The course in Spanish is properly given either equal advantage in developing the pupil as the course in English

under the same conditions. The spirit languages seem to be that the subjects were made for the child, not the child for the subjects.

The following Chart gives a typical High School Course of Study in the English department:

CHART C

High School Course ¹

First Year	Second Year	Third Year	Fourth Year
Eng. (Grammar Comp. Lit.)	Eng. (Comp. & Rhetoric)	Eng. (Comp. & study of current Period.)	Eng. (Hist. of Eng. Lit.)
Ancient Hist.	Med. & Mod. Hist.	Short story, drama	Spanish (Lit. of Spain & Amer.)
Algebra	Plane Geometry	Spanish	U.S. History
Spanish	Latin or French	Hist. of English	Advanced Alg. & & Trig.
Bible	Physics	Solid Geom.	Trigonometry
Music	Spanish	Review of Alg. Latin or Fr.	Latin or French
Phys. Educ.	Bible	Geology and	Geology and Min.
Physiology	Music	Minerology	Bible
	Physical Ed.	Bible	Music
		Music	Physical Educ.
		Physical Ed.	

The program above is composed of required and elective subjects. Eighteen units are required for graduation and must include:

4 units ² of English	1½ units of Geometry
2 " " History	2 " " Modern language
2 " " Algebra	2 " " Science

1. High School Course as given by Prospectus of Lydia Patterson Institute, El Paso, Texas.
 2. A unit is reckoned as a subject which has a 45 min. recitation period 5 days a week throughout the year.

The following chart gives a typical High School

Course of Study in the English Department:

CHART C

High School Course I

First Year	Second Year	Third Year	Fourth Year
Comp. & Grammar (Comp. & Grammar) Lit.	Comp. & Grammar (Comp. & Grammar)	Comp. & Grammar (Comp. & Grammar) Lit.	Comp. & Grammar (Comp. & Grammar) Lit.
English	English	English	English
Algebra	Algebra	Algebra	Algebra
Geometry	Geometry	Geometry	Geometry
Physics	Physics	Physics	Physics
Chemistry	Chemistry	Chemistry	Chemistry
History	History	History	History
Latin	Latin	Latin	Latin
Art	Art	Art	Art
Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education

The program above is composed of required and elective subjects. Elective units are required for graduation and must include:

2	Algebra	2	Units of Geometry
2	History	2	Units of English
2	Physical Education	2	Units of Science

1. High School Course as given by Department of Public Instruction

It seems that a course of this type for Mexican students over emphasizes English. It is to be noted that these courses do not provide for the teaching of civics unless it be included in the History of the United States. Also vocational work is lacking. It seems largely academic in purpose and scope.

CHART D

Program of Studies of the Preparatory Department
of Official Schools of State of Nuevo Leon.¹

First Year	Second Year	Third Year	Fourth Year	Fifth Year
Drawing	Drawing	Drawing	Analytical Geom.	Calculus
Spanish	Spanish	Spanish	Public Sp.	General Hist.
French	French	Physics	Mexican Hist	Natural Hist.
Arithmetic	English	Geography	Lit.(Span.)	
Latin	Algebra	English	Minerology	Logic
	Greek	Geometry	Chemistry	Ethics
		Trigonometry		Psychology
Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.

1. Translated from "Bases Organicas", "Instituto Laurens".
Monterrey, Mexico. 1922.

It seems that a course of this type for students
 students over emphasizes English. It is to be noted that
 these courses do not provide for the teaching of civics unless
 it be included in the history of the United States. Also
 vocational work is lacking. It seems largely academic in
 purpose and scope.

ANNEX D

Program of Studies of the Preparatory Department
 of Official Schools of State of New Jersey

First Year	Second Year	Third Year	Fourth Year	Fifth Year
Reading	Reading	Reading	Analysis	Calculus
Spanish	Spanish	Spanish	Latin	Latin
French	French	French	Latin	Latin
Arithmetic	Algebra	Geometry	Trigonometry	Calculus
Latin	Algebra	Geometry	Trigonometry	Calculus
	Geometry	Trigonometry	Calculus	Calculus
Physical	Physical	Physical	Physical	Physical
Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
History	History	History	History	History
Government	Government	Government	Government	Government
English	English	English	English	English
Art	Art	Art	Art	Art
Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education

1. Translated from "New Jersey", "Public Schools",
 Newark, N.J., 1922.

The work of the preparatory school is five years in length, covering the work of the High school and beginning the work which corresponds to that given by the Junior College in the United States. The Chart given above indicates the following requirements:

Drawing 3 yrs.	Latin 1 yr.	Science 3 yrs.
Spanish 3 yrs.	Greek 1 yr.	History
French 2 yrs.	English 2 yrs.	Logic 1 yr.
Mathematics $5\frac{1}{2}$ yrs.	Geography 1 yr.	Ethics 1 yr.
		Psychology 1 yr.

Because methods of presentation are so important in teaching, it is difficult to evaluate subjects from their description as given by announcements and catalogues. The examination of the subjects which are being taught in the schools of the Methodist Church, South, in these seven centers of Mexican work, reveal certain general tendencies which may easily be considered. The elementary work both in English and Spanish with the exception of the Geometry offered in the Spanish course, are based on sound educational theory beginning with the child's experience and appealing definitely to his interests. The secondary work is more academic in nature and seems to exist more for the sake of the subject than for the pupil. Though the courses have been expanded to include a

The work of the preparatory school is five years

in length, covering the work of the High school and beginning the work which corresponds to that given by the Junior College in the United States. The course given above indicates the

following requirements:

- Writing 3 yrs.
- Latin 1 yr.
- Science 3 yrs.
- Spanish 2 yrs.
- History 1 yr.
- French 2 yrs.
- English 2 yrs.
- Logic 1 yr.
- Mathematics 2 yrs.
- Geography 1 yr.
- Science 1 yr.
- Psychology 1 yr.

Because of the nature of the curriculum and the length of the course, it is difficult to determine exactly how much description is given by announcements and catalogs. The examination of the subjects which are being taught in the schools of the Methodist Council, Boston, in their several countries of origin are, reveal certain general tendencies which may easily be gathered. The elementary work done in English and Spanish with the exception of the geometry offered in the Spanish course, are based on sound educational inquiry beginning with the child's experience and repeating itself in the interests. The secondary work is more scientific in nature and seems to exist more for the sake of the subject than for the pupil. Though the courses have been expanded to include

number of the natural sciences they are lacking in the social sciences. Other needs which are brought to light are those of vocational, and health education. Also if the schools are to function more adequately in the up-building of Mexico nationally, a greater stress should be placed on the Spanish course of study. The greatest civic values in the present course are to be found in such subjects as history, geography, and civics, and in the continuation of teacher training, commercial departments and preparation of ministers and other Christian workers.

Thus the schools are continuing to contribute to the advancement of Mexico by developing students who are more socially intelligent and by continuing to develop leaders. The present condition of the schools is further shown by the subsequent consideration of three important factors outside of the schools themselves.

1. The Mexican Constitution, Ed. Oswald, Mexico, 1920, 1925-26, page 784.

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 building of Mexico itself, a greater stress would be
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 sions in the present course are to be found in such subjects
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 teacher training, commercial, experiments and preparation of
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Thus the schools are continuing to contribute to
 the advancement of Mexico by developing students who are
 more socially intelligent and by continuing to develop
 factors. The present condition of the schools is further
 eased by the substantial contribution of these important
 factors outside of the people themselves.

CHAPTER III

Three Movements Which Have Affected the
Present Status of the Schools.

The present policies and conditions of the schools under discussion are being affected to a marked degree by three great movements outside of the schools themselves. The first of these is the post-war conditions. The political disorders forced nearly all of the schools to close, though heroic efforts were made by many of the native teachers to keep at least the day schools in session. Beside this interruption of school activities, loss of property was incurred which necessitated the repair and refurnishing of practically all of the buildings. Though these circumstances greatly impeded the progress of the schools, the promulgation of the Mexican Constitution of 1917 at Queretere had an even greater effect. This Constitution was drafted and superimposed upon Mexico by the "Carranzistas" and was "radically anti-clerical, anti-foreign, anti-monopolistic and pro-labor in spirit." ¹ So drastic were some of the measures that it was feared the schools would be compelled to discontinue.

¹ The Mexican Constitution. R.G.Cleland. Mexican Yearbook, 1920-21, page 74.

CHAPTER III

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General Status of the Schools.

The present policies and conditions of the

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this interruption of school activities, loss of property was

incurred which necessitated the repair and refurbishing of

practically all of the buildings. Though these circumstances

greatly retarded the progress of the schools, the conditions

of the Mexican Revolution of 1911-1917 at Queretaro had an even

greater effect. This Revolution was brutal and unjust.

Based upon hatred by the "Carranzistas" and was "radically

anti-clerical, anti-Yankee, anti-monopolistic and pro-

in spirit." ¹ No greater war was of the character than it

was found the schools could be expected to experience.

1. The Mexican Revolution, R. O. Williams, National Education,
1920-21, page 78.

Article 3¹ prohibits the establishing or directing of primary schools by a religious corporation, and also provides that no religious instruction shall be given in the primary grades. Fortunately the subsequent changes in administration prevented the execution of these laws, for the validity of the constitution has been in question for several reasons. Its caption announces it to be an amendment of 1857, but that document states explicitly that no revolution shall make it void and that it can only be amended by action of Congress and ratified by a majority of the State Legislatures. This procedure was ignored by the Constitutionalist who instead summoned a Constitutional Convention to which only those who had supported the Constitutionalist Revolution were admitted.² The present administration has proceeded upon the assumption that these laws are harmful to Mexico's development and do not represent the will of the people. The officials therefore are fostering the educational work. In certain local communities, however, the policies of the schools have been modified. In some cases religious instruction has been restricted entirely to the Secondary grades and Bible study has become elective rather than required. Since a semblance of law and

1. Constitucion de los Estados Unidos de Mexico. 1917.

2. Mexican Constitution. R.G.Cleland. Mexican Yearbook. 1920-21. Page 112.

Article 27 would be established or directed of
 primary schools by a religious corporation, and also pro-
 vides that no religious instruction shall be given in the
 primary grades. Fortunately the subsequent changes in the
 administration prevented the enactment of these laws, for the
 validity of the constitution has been in question for several
 years. The entire consensus is to be an amendment of
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 of Congress and ratified by a majority of the State legis-
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 assumption that these laws are binding in Mexico's development
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 and activity in the secondary grades and this activity has become
 elective rather than required. Also a condition of law and

1. Constitution de los Estados Unidos Mexicanos, 1917.
 2. Mexican Constitution, E.O. United States, Mexico, 1917.
 1880-81, page 128.

order has been restored in Mexico there is an increased eagerness for educational opportunities. The schools are thus furnished with an unprecedented opportunity for service ¹ and the work is prospering in spite of the unfavorable conditions under which it was resumed. Though it seemed at first that the post-war effects were going to prove detrimental to the work of the Southern Methodist schools in Mexico, that has not been the case, for the new spirit of liberalism and the eagerness of the Mexican people for educational opportunity is giving the schools an unprecedented opportunity to contribute to the up-building of the nation.

A movement which prepared the way for the schools to discharge this greater obligation effectively was begun while all the educational activities were at a standstill during the disturbed conditions of the revolutionary period. Practically every protestant denomination had schools and religious work

1. Report of Woman's Missionary Council 1922.

1. Central, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

order has been restored in it, also there is an increased
 eagerness for additional opportunities. The schools
 are thus furnished with an unprecedented opportunity
 for service and the work is progressing in spite of the
 unfavorable conditions under which it is resumed. Though
 it seemed at first that the post-war efforts were going
 to prove disappointing in the work of the Southern Methodist
 schools in Egypt, and we had been the case, in the new
 spirit of liberalism and the expansion of the Egyptian people
 for educational opportunity is giving the schools an unpre-
 cedented opportunity to contribute to the up-building of
 the nation.

a movement which preserved the way for the schools to
 discharge their greater obligations. It is noteworthy that
 all the educational activities were at a standstill during the
 disturbed conditions of the revolutionary period. Practically
 every government organization was inactive and religious work

in Mexico, and though the most cordial relations existed between the various missionaries, a conviction had been growing that some co-operative action in dividing the territory should be taken to eliminate over-lapping and thus make possible extension of the work to unoccupied territory. In 1914 at Cincinnati a meeting of the representatives of the Mission Boards of the various denominations drew up what was known as the "Cincinnati Plan" for the distribution of territory for Mexican Missionary activity. Because the plan was premature and was destructive rather than constructive regarding the work of the Methodist Episcopal Church, South, it met with a storm of protest from the workers in the field.¹ Conventions for working out plans agreeable and mutually beneficial to all denominations were held in Panama in 1916 and in the City of Mexico in 1918. The General Conference of the Methodist Episcopal Church, South, in 1918 approved and confirmed the final plan which allotted to Southern Methodism the northern states of Mexico, comprising Nuevo Leon, Coahuila Durango, Chihuahua, Northern Sonora and Northern Tamaulipas, a section having a population of 2,225,000 persons.² By 1919 all the workers of the Methodist Episcopal Church, South, had been withdrawn from the territory relinquished to other denominations, exchange of properties had been arranged and

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1. Leaflet, "A Protest to the Mission Board of the Methodist Episcopal Church, South," - 1916 El Paso, Tex.
 2. Quarterly Bulletin "Mexico" - April 1920. The Inter Church Movement in Mexico.
 3. Bishop James Cannon Jr. Leaves from my Notebook. Nashville Christian Advocate. Feb. 24, 1922.

in Mexico, and though the most cordial relations existed between the various organizations, a conviction had been growing that some co-operative action in dividing the territory should be taken to eliminate overlapping and thus have possible extension of the work to unoccupied territory. In 1914 at Cincinnati a meeting of the representatives of the Mission Boards of the various denominations drew up what was known as the "Cincinnati Plan" for the distribution of territory for Mexican Missionary activity. Because the plan was premature and was destructive rather than constructive regarding the work of the Methodist Episcopal Church, South, it was not a step, or growth from the workers in the field. Conventions for working out plans separately and actually beneficial to all denominations were held in Panama in 1915 and in the City of Mexico in 1918. The General Conference of the Methodist Episcopal Church, South, in 1919 approved and confirmed the final plan which stated in southern Methodist the northern states of Mexico, comprising New Mexico, Colorado, Oregon, California, Northern Nevada and Southern Texas, a region having a population of 5,000,000 persons. By 1919 all the workers of the Methodist Episcopal Church, South, had been withdrawn from the territory relinquished to other denominations, exchange of properties had been arranged and

I. Lister, "A Report to the Mission Board of the Methodist Episcopal Church, South" - 1918 El Paso, Tex.
 E. G. Gentry, "Mexico" - April 1920. The Inner Church.
 E. G. Gentry, "Mexico" - 1920. The Inner Church.
 E. G. Gentry, "Mexico" - 1920. The Inner Church.
 E. G. Gentry, "Mexico" - 1920. The Inner Church.

complete reorganization effected. Bishop Cannon who is in charge of the Mexican work of the Southern Methodist Church sums up the beneficial results of the new arrangement in the following way: "A compact, contiguous, but limited territory permits a careful, thorough study of the task to be accomplished, frequent conferences among the workers at small cost of time and money, the concentration of men and money at strategic points and the development of the work from these natural centers into all the surrounding country."¹ The educational work was affected in the following way: Roberts College at Saltillo, MacDonell Institute at Durango, and Laurens Institute at Monterrey remained in the hands of the Methodist Episcopal Church, South. At Chihuahua a property belonging to the Congregationalists was relinquished by them and converted into a dormitory for the boys of Palmore College. At Monterrey property which had formerly been used for a girls school by the church of the Disciples was relinquished and made possible the establishment of Colegio Ingles-Espanol.² This zoning of territory places the schools along the border in direct connection with those in Mexico and consequently tends to make the work more unified. Dr. E. H. Rawlings, a Secretary

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1. Bishop James Cannon Jr. Leaves from My Notebook. Nashville Christian Advocate February 24, 1922.
 2. Report of Woman's Missionary Council 1922.

economic organization effected. Bishop Cannon was in
 charge of the various work of the Southern Methodist Church
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 the following way: "A modest, well-organized, but limited parti-
 cularly permits a careful, thorough study of the task to be
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 cost of time and money, the concentration of men and money
 at strategic points and the development of the work from these
 natural centers into all the surrounding country." The ob-
 jective work was effected in the following way: "The
 College at Dallas, Southern Institute at Orange, and
 various Institutes at various points in the hands of the
 Methodist Episcopal Church, South. At Chickasha a property
 belonging to the Congregationalists was relinquished by them
 and converted into a dormitory for the boys of Lahoma College,
 its conference property which had formerly been used for a girls
 school by the church of the District was relinquished and made
 possible the establishment of Central Ladies Seminary." This
 school of territory placed the schools along the border in
 direct connection with those in Texas and consequently tends
 to make the work unified. Dr. J. E. Hawkins, Secretary

1. Bishop James Cannon Jr. leaves from St. Louis.
 2. Report of Bishop's Commission, February 24, 1928.
 3. Report of Bishop's Commission, January 1928.

of the Board of Missions of the Southern Methodist Church points out the responsibility thus laid upon the Southern Methodist Churches and schools in the following words: "We have not only become responsible for the evangelization of this territory but in accepting this border position we have become the guardians of the moral relations existing between Mexico and the United States."¹ The division of territory placed a grave responsibility upon the Methodist Church, South for it is now left to represent Protestantism in Northern Mexico. The new plan, however, by eliminating overlapping and facilitating administration has made success more possible.

The same General Conference which approved the division of territory also endorsed a third movement which has had a marked influence on the execution of the plans for the conduct of the work. This movement is known as the Centenary of American Methodist Missions. It was organized to commemorate the completion of one hundred years of foreign missions, covering the years from 1819-1919. The celebration has been world wide and has included all branches of American Methodism. Preliminary steps were taken in 1916² to form plans for this movement but the final arrangements were not completed until 1918 when the

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1. Pell Adventures in Faith in Foreign Lands, Page 208.
 2. 1922 Yearbook. Board of Missions of the Methodist Episcopal Church, South, Page 3.

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The same General Conference which approved the division
 of territory also endorsed a third movement which was held a
 united conference on the question of the plans for the conduct
 of the work. This movement is known as the "Movement of Inter-
 den Methodist Missions." It was organized to commemorate the
 completion of one hundred years of foreign missions, covering 25
 years from 1819-1919. The celebration has been world wide and
 has included all branches of American Methodism. Preliminary
 steps were taken in 1918² to form plans for this movement but
 the final arrangements were not completed until 1918 when the

1. Full address in Faith in Foreign Lands, page 208.
 2. 1922 Yearbook, Board of Bishops of the Methodist Episcopal
 Church, South, page 3.

Centenary commission composed of committees from both the Methodist Episcopal Church, South and the Methodist Episcopal Church outlined the procedure. The plan as carried out by the Methodist Episcopal Church, South involved (1) cooperation in a survey of the mission fields of the world, (2) the placing of greater emphasis upon the resources of the church through the promotion of the recognition and practice of stewardship in life and substance, and (3) a campaign to raise \$35,000,000 during the five year period, January 1919-1924.¹ Information from the survey of the mission fields became available and as the facts concerning conditions throughout the world became known Methodism awoke to a new sense of world-responsibility. Significant of this fact was the pledging of the \$35,000,000 in a little more than a week. Plans were made for the building of hospitals, settlements, churches and schools in every field throughout the world. In addition to the money contributed volunteers for life-service were increased both at home and abroad. One of the greatest effects of the Centenary has been the participation in the movement by the various churches in the foreign fields. Mexico has had her share in the great undertaking. The Mexican people of the Methodist Church, South have increased their giving three-fold and 173 have volunteered for Christian

1. Leaflet, Centenary of American Methodist Missions.

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 the Methodist Episcopal Church, South involved (1) cooperation
 in a survey of the mission fields of the world, (2) the placing
 of greater emphasis upon the resources of the church through
 the promotion of the recognition and practice of stewardship in
 life and substance, and (3) a campaign to raise \$25,000,000
 during the five year period, January 1919-1924. Information
 from the survey of the mission fields became available and as
 the facts concerning conditions throughout the world became known
 Methodists awoke to a new sense of world-responsibility. Significant
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 eign fields. Mexico has had her share in the great undertaking.
 The Mexican people of the Methodist Church, South have increased
 their giving three-fold and they have volunteered for Christian

service. The churches at Saltillo, Monterrey, Chihuahua, Durango, El Paso and San Antonio have become entirely self-supporting. Bishop Cannon in writing of the importance of the Centenary says: "Of course we could have reorganized our Mexican work but it would have taken twenty years to do what we will do in four."¹ The askings from the Centenary for hospitals, for social settlements for church buildings, for schools and workers for Mexico was \$1,000,000, in round numbers, \$750,000 from the churches in the United States and \$225,000 from the Mexican churches.² The educational institutions have received enthusiastic support in their part of the Centenary drive, and their patrons have contributed liberally. The schools have secured better equipment and are in a position to meet the demands of the work as never before. The following summary indicates some of the benefits which the schools have received through the Centenary.

1. Holding Institute, Laredo Texas has secured a new school hospital and before the Centenary movement is concluded will have additional buildings.

2. Roberts College, Saltillo, Mexico -- a new site

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1. Cannon - "Leaves from My Notebook." Nashville Christian Advocate, February 24, 1922.
 2. Cannon, "Leaves from My Notebook." Nashville Christian Advocate, February 24, 1922.

The situation at the University of California, Monterey, California, for the year 1952 and San Antonio have become entirely self-sufficient. During the year in writing of the importance of the University says "of course we could have maintained our own self-sufficiency but it would have taken twenty years to do what we will do in four." The savings from the University for hospital for social assistance for church buildings, for schools and for the year 1952 was \$1,000,000, in round numbers, \$750,000 from the Government in the United States and \$250,000 from the Mexican Government. The educational institutions have received similar support in their part of the University drive, and their patrons have contributed liberally. The schools have received better equipment and are in a position to meet the demands of the work as never before. The following summary indicates some of the benefits which the schools have received through the

University.

1. Building Institute. The Government has secured a new school hospital and before the University movement is completed will have additional buildings.
2. Medical College, California, 1952 -- a new site

1. Bureau - "Leaves from the Hospital, California University
 1952, January 24, 1952.
 2. Bureau, "Leaves from the Hospital, California University
 1952, January 24, 1952.

and a new administration building valued at \$200,000.¹

3. Laurens Institute, Monterrey, Mexico -- a new dormitory costing \$30,000.²
4. Palmore College, Chihuahua, Mexico -- new buildings at the old site \$60,000.²
5. MacDonell Institute, Durango, Mexico -- a new school plant \$50,000.
6. Effie Edington, El Paso, Texas -- a new school plant \$40,000.³
7. Lydia Patterson Institute, El Paso, Texas -- a new industrial annex, \$90,000.⁴
8. Wesleyan Institute, San Antonio, Texas -- new equipment, \$35,000.

Thus, over \$500,000 has been invested in the educational work alone and a new era consequently is at hand for the schools. The underlying thought in the Centenary movement has been to secure money and workers to adequately equip and man the field and the movement is meeting with

1. Cannon. Leaves from my notebook, Nashville Christian Advocate, Feb. 24, 1922
2. Report of the Board of Missions, 1922. Methodist Episcopal Church, South, page 139.
3. The Centenary Making Good. Missionary Voice, May 1920
4. Leaflet. "Lydia Patterson Institute a Missionary Special".

and a new administration building valued at

1
\$800,000.

2. Lawrence Institute, Monterey, Mexico -- a new

2
dormitory costing \$30,000.

4. Jaime Bellas, Culiacan, Mexico -- new build-

5
ings at the site \$20,000.

5. McDonald Institute, Durango, Mexico -- a new

school plant \$80,000.

6. Elia Higgins, El Paso, Texas -- a new school

7
plant \$40,000.

7. Louis Patterson Institute, El Paso, Texas -- a

4
new industrial annex, \$20,000.

8. College Institute, San Antonio, Texas -- new

equipment, \$25,000.

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the schools. The underlying thought in the Government's con-
sideration has been to secure money and workers to adequately
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1. Census. Letters from my notebook, Nashville Christian
League, Feb. 22, 1922
2. Report of the Board of Directors, 1922. Methodist Episco-
pal Church, South, page 136.
3. The Government's Policy. Christianity Today, May 1922
4. Letter to Louis Patterson Institute a University Special.

success in both respects. Figures on the number of new workers entering Mexico are not available, but there were 202 ¹ new missionaries sent to all fields during the quadrennium 1918-1922, and a good portion of them have entered Mexico.

The outstanding effects of the centenary have been that more money, more workers and better equipment have been secured to prosecute the work. Methodists at home and in foreign lands have realized a new sense of world-responsibility and have united in a great forward movement. The schools in Mexico have been placed in a position as never before to aid in the advancement of the nation. ¹

The centenary movement together with the zoning of the field of Mexico and the new spirit of liberalism resulting from the revolution, have placed the schools of the Methodist Church, South, in a position of great responsibility. The door of opportunity has been flung open wide, for the Mexican people are more eager than ever before for educational opportunity, the efforts of the schools have been focused on a definite field and more money, equipment, and workers have become available than ever before in the history of Methodism.

1. Report of the Board of Missions, Methodist Episcopal Church, South, 1922. page 14

essence in both respects. Figures on the number of new
 workers entering Mexico are not available, but there were
 808¹ new establishments set up all things during the period
 1918-1922, and a good portion of these have entered
 Mexico.

The outstanding elements of the century have been
 that more money, more workers and better equipment have been
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 foreign lands have traveled a new sense of world-responsibility
 and have united in a great forward movement. The schools
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1. Report of the Board of Missions, Methodist Episcopal Church,
 South, 1922, page 14

CHAPTER IV.

Summary of the Present Status
of the Schools.

The present conditions of the schools has been shown through the results of the questionnaire, an examination of the present Course of Study, the effect of the post-war conditions in Mexico, the division of territory by the various denominations having missionary activity in Mexico, and the Centenary movement. Though the schools have introduced many new extra-curricular activities and are performing a real service through their efforts, there is much room for further development in this field. The team-spirit and appreciation for fair play are being stimulated through the introduction of team games and will be increasingly important, for Mexico has never had a great national game. The great needs which have been brought to light by the questionnaire are those of health supervision, the conservation of the interest of the alumni, and the standardization of the administration of the schools. The examination of the course of study added to these the need of vitalizing the program of secondary work and the expansion of vocational training. The commercial work, the teacher training, and

CHAPTER IV.

Summary of the Present Status
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The present condition of the schools has been shown through the results of the questionnaire, an examination of the present course of study, the effect of the present conditions in Mexico, the division of territory by the various departments having practically nothing in Mexico, and the necessary movement. Through the process have introduced many new extra-curricular activities and the performing a real service through their efforts, some in such form for further development in this field. The present and appreciation for this play are being accumulated through the introduction of new games and will be largely important. For Mexico has never had a great national game. The great needs which have been brought to light by the questionnaire are those of health supervision, the cultivation of the interest of the student, and the expansion of the administration of the schools. The examination of the course of study added to those the need of widening the program of secondary work and the expansion of vocational training. The commercial work, the teacher training, and

the courses preparing for the ministry and other Christian service are continuing to send young men and women out prepared to aid in the advancement of the nation. The elementary work seems to be based upon sound educational theory and the courses if properly given are rich in civic values. The three movements outside of the schools have prepared them to meet the new needs which added responsibility and greater opportunity present.

... in Mexico, there has been successful in a ...
... the ideals of democracy in the ...
... continuing in ...
... progress but ...
... in the future greater. ...
... a consolidation of the future procedure of ...
... the educational progress of the ...
... in Mexico it is ...
... guiding, and ...
... a democracy, ...
... necessary to ...
... the first plan of the ...
... of ...
... educational needs of ...
... important ...

The course prepared for the Ministry and other Christian
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 elementary work seems to be based upon sound educational
 theory and the courses if properly given are rich in value
 indeed. The true movement outside of the schools have
 prepared also to meet the new needs which added responsibility
 and greater opportunity present.

PART III

INTRODUCTION

The Future Educational Program of the Methodist
Church, South, for Mexico.

CHAPTER I

Because of its very nature, democracy builds upon the past, ministers to the present, and provides for the future. For the schools of the Southern Methodist Church in Mexico, then, to have succeeded in a measure in diffusing the ideals of democracy in the past, and to be continuing to contribute to Mexico's present civic progress but makes the challenge to serve in the future greater. This portion of the discussion consists in a consideration of the future procedure of the educational program of the Methodist Episcopal Church, South, in Mexico if it fulfills its mission in stimulating, guiding, and cooperating in the development of Mexico as a democracy. To adequately meet the needs of Mexico it is necessary to understand what those needs are; therefore the first phase of the subject deals with a brief discussion of some of outstanding political, economic, social and educational needs of Mexico, while the conclusion presents suggestions regarding the educational program to meet these needs.

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PART III
INTRODUCTION

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PART III

The Future Educational Program of the Methodist Church, South, for Mexico.

CHAPTER I

Some Outstanding Needs of Mexico.

Politically, Mexico today is face to face with a grave situation. She is passing through a period of reconstruction after ten years of strife and lawlessness. Those who took part in the revolutions were of varying types, "intellectuals, liberals keenly alive to the country's needs, men of reactionary principles seeking to serve personal ends by joining the victors; adventurers and politicians anxious for office; lawless men of every sort who saw in the turmoil and confusion of civil war an opportunity for loot and plunder such as their fathers had enjoyed before the days of Diaz. Finally there was a great host of peons and Indians fighting for vague ideas of liberty and justice, whatever that might mean, or out of the instinctive delight in revolution so deep bred in certain classes of Mexicans." ¹ The present administration must still deal with all of these classes of people, but fortunately, the great

1. Cleland. Mexican Year Book. 1920-21. Page 70.

The Future Educational Program of the Technical
 Classes, 1930-31, Vol. 10.

CHAPTER I

Some Outstanding Years of History.

Historically, we know today to have to face with

a grave situation. We are passing through a period of
 reconstruction after ten years of strife and lawlessness.

Those who took part in the revolution were of varying

types, "intellectuals, liberals, people who were to the

country's needs, men of revolutionary principles seeking to

serve personal ends by joining the victors; adventurers

and political leaders for office; lawless men of every

sort who saw in the current and confusion of civil war an

opportunity for loot and plunder such as their fathers had

enjoyed before ten days of 1918. Finally there was a great

host of peasants and Indians fighting for vague ideas of liberty

and justice, whatever that might mean, or out of the feeling

for belief in revolution as deep bred in certain classes of

peasants. The present administration must deal with

all of these classes of people, but particularly, the great

majority of the Mexican people are weary of war and longing for peace. It remains to be seen, however, whether Obregon will be able to control the reactionary forces long enough to weld the nation together. "He is confronted with perplexing problems from every conceivable sphere, from the domains of foreign policy, as well as from internal legislation, constitutional law, national economy railways, waterways, labor, finance, and the army."¹ In short, Mexico must be changed from a revolutionary republic to a well-ordered community. The chief problem in bringing this about is to transform her citizens into a group, conscious of the needs of their country and ready to bear their share of responsibility in bringing about the progress of the nation. For too many of them have become conscious of the rights of the individual, but because of ignorance and the lack of experience in government, have not yet comprehended the duties involved and the responsibility the exercise of these rights entail.

Many causes of the political unrest in Mexico have roots which run far back in the past--economic and social conditions. One of the greatest causes of economic suffering was the system of large land holding by the rich, and the accompanying evil of the system of peonage. The rich had become

1. Dillon. Lit. Digest. Dec. 24, 1921.

majority of the Mexican people are weary of war and longing for peace. It remains to be seen, however, whether Congress will be able to control the reactionary forces long enough to hold the nation together. "It is complicated with perplexing problems from every conceivable aspect, from the domain of foreign policy, as well as from internal legislation, constitutional law, national economy, railways, waterways, labor, finance, and the army." In short, Mexico must be changed from a revolutionary republic to a self-directed democracy. The chief problem in bringing this about is to transfer her citizens into a group, conscious of the needs of their country and ready to bear their share of responsibility in bringing about the progress of the nation. For too many of them have become conscious of the rights of the individual, but because of ignorance and the lack of experience in government, have not yet comprehended the duties involved and the responsibilities of the exercise of these rights.

Many phases of the political situation in Mexico have been noted in the past in the past-economic and social conditions. One of the greatest causes of economic suffering was the system of large land holdings by the few, and the accompanying evil of the rights of property. The first step has

richer and the poor poorer. The common people were suppressed and downtrodden. It is no wonder, then, that when they became aware of their rights they became intoxicated with the idea of freedom. They must be taught now that they also have duties to perform. This agrarian question was one of the main issues in the recent revolution, and though the power of the large land holder has been broken, the Mexican people are now at a loss to know what to do with the land, for the mass of laborers are unskilled in farming and in industry. A recent analysis of laborers in Mexico attributes the lack of skill to lack of training, apathy, improvidence, lack of ambition, and in turn attributes these causes to the more fundamental causes of an economic and social nature. Among these are lack of industrial and primary education, the land tenure systems, alcoholism, malnutrition and the great number of "fiestas" or religious holidays.¹ Mexico is rich in economic resources, and her chief industries are mining, stock raising, agriculture and manufacturing. But because the people have been ignorant and untrained other nations have secured control of these resources and exploited them. The following information illustrates the point in question.

1. Mexican Year Book. 1920-21. Page 339.

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1. Mexican Text Book, 1920-21, page 100.

In 1919 of the capital engaged in mining:

77% was American capital
13% was British
5% was Mexican
1½% was French.

It cannot be denied that the development of industry by foreign capital has had some beneficial results such as the paying of higher wages and the consequent raising of the standard of living, but it is only just and right that the Mexicans should be educated and placed in the position to manage and develop their nation themselves.

The first attempt to establish a national system of education was made in 1896 when a ministry of education was established and the system was made free, secular, and nominally compulsory for children between 6 and 12 years of age.¹ The states were left, however, to use their own discretion in following the plans as adopted in the Federal District. Consequently the system was not developed in many of the states. Today Mexico is facing a tremendous educational problem. Of a population of 16,000,000 it is estimated that between 70% and 80% are illiterate. The Mexican schools both public and private will accomodate a million people. In 1910 about 900,000 were reported in attendance in all the schools in Mexico; this is less than one-fourth of the

1. Mexican Year Book. 1919. Page 125.
2. Mexican Year Book. 1919. Page 62.

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1919 was American capital
1918 was British
1917 was Mexican
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1. Mexican Year Book, 1919, page 186.
2. Mexican Year Book, 1918, page 82.

estimated school population. In addition the educational problem is further complicated by the racial differences, the intense regionalism, the lack of adequate communication and transportation and by the lack of a common language, since many of the Indian tribes in remote places continue the use of their dialects.¹ In spite of these discouraging facts, efforts are being made to meet Mexico's educational needs by instituting a system of public education, and many efficient leaders have advanced various plans for meeting the situation. "Mexican authorities are familiar with modern pedagogy and their schemes are usually based on up-to-date principles. What their system needs is stability with gradual adaptations to the peculiar conditions that confront them, so as to make the system more practical and the methods of instruction more thorough. Mexicans themselves do not hesitate to say that their present system is too superficial."² At present there is no fixed source of school revenue. Some states use a land tax for raising school funds while others employ a poll tax. There is little uniformity in furniture and equipment, in the Mexican public schools since many of the buildings were obtained by confiscating the property of the Catholic Church. In addition there are very few text-books in Spanish.³ Mexico must devise adequate means

1. Cox. Mexican Year Book. 1920-21. Page 371.

2. Cox. Mexican Year Book. 1920-21. Page 370.

3. Cox. Mexican Year Book. 1920-21. Page 371.

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1. Cox, Mexican Year Book, 1980-81, page 271.
 2. Cox, Mexican Year Book, 1980-81, page 270.
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of building up an effective system of public education which will weld the nation together by providing a common language, common ideals and purposes, and prepare the people to become efficient citizens in a democracy.

Another social problem which is confronting Mexico today is that of the health of the nation. The extreme fatalism of the people makes it impossible to enforce quarantine laws, consequently epidemics are common. In addition malnutrition is wide spread because of the general prevalence of ignorance. A recent investigation of health conditions in Mexico states that there is four times as much sickness and death among the Mexicans as a whole, as among Americans. That malaria, venereal diseases, tuberculosis, yellow fever, typhus, hook-worm and small-pox have taken a tremendous toll.¹ Still another authority in commenting upon the exceedingly high rate of infant mortality states that more than one-half of the children die before their seventh year.² One of Mexico's greatest tasks then is to institute methods of conserving the health of her citizens.

In attempting to provide educational systems for any group it is necessary to know something of the characteristics of the group. The Mexicans are no exception to the rule that

1. Mexican Year Book. 1920-21. Page 339.

2. Thompson. People in Mexico. Chapter II.

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of ignorance. A recent investigation of health conditions in

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deafness as in the United States, as much tuberculosis, that

measles, typhoid fever, cholera, typhus fever, typhoid

fever, and other diseases have taken a tremendous toll.¹ Still

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1. *Education for Mexico*, 1920-21, Page 229.
2. *Education for Mexico*, Chapter II.

"nature does not rhyme her children" ¹ and there are as varying kinds of personalities among the Mexicans as among other nations, but there are also certain outstanding national characteristics which are noticeable. The Mexicans are courteous, kind, generous and warmhearted, but they lack the stability, directness, energy, and strong moral purpose of the Anglo Saxons.

One reason for this lack of high ethical standards is due to the utter divorcement of conduct and religion as taught by the dominant church. The new spirit of liberalism which has resulted from the Revolution has caused hundreds to turn away from the church. Some are drifting about dispensing with all religion while others are searching for a religion which will be consistent in teaching and practice. Much of the unrest in Mexico is due to the spiritual and religious needs of the people. Psychologically, the Mexicans are impulsive, imaginative and highly emotional. They are artistic in temperament and an aesthetic appeal obtains a ready response from them. They are patient and docile when dealt with sympathetically and are capable of great loyalty, but their proneness to emotionalism makes them excessively sensitive and a great amount of tact is required in dealing with them. They are patriotic to the soul, but they need to be guided into intelligent action to prevent this feeling from becoming mere sentimentalism.

1. Emerson.

"nature does not know her children" and there are an
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In the face of the many political, economic and social shortages revealed in this brief presentation, it is nothing short of remarkable that the people of Mexico have held so stubbornly to their dream of democracy. If democracy were a static form of government where perfect justice, perfect loyalty, and perfect unity obtained, then indeed Mexico would be a complete failure as a democracy. But democracy is a set of progressive ideas, ideals, and purposes, and though Mexico may have fallen short of those ideals in many respects, she is committed to the creed of democracy. She is on the road to democracy and merits every assistance to speed her on the way.

In the face of the many political, economic and social problems revealed in this brief presentation, it is nothing short of remarkable that the people of Mexico have held so steadfastly to their dream of democracy. If democracy were a magic form of government where perfect justice, perfect loyalty, and perfect unity obtained, then indeed Mexico would be a complete failure as a democracy. But democracy is a set of progressive ideas, ideals, and purposes, and though Mexico may have fallen short of these ideals in many respects, she is committed to the road of democracy. She is on the road to democracy and will never hesitate to speed her on the way.

CHAPTER II

Suggestions for the Future Educational Program
of the Methodist Episcopal Church, South,
in Seven Centers of Its Mexican Work.

A forward look reveals many ways in which the educational program of the Methodist Episcopal Church, South, may contribute in the future to Mexico's advancement toward the goal of democracy. Because of the degree of success which the Southern Methodist Schools have had in the past in promoting democracy, and because of their present improved equipment and enlarged staff they are in the position to make a still greater contribution to Mexico's advancement. The mission schools have blazed the way for the development of education in Mexico. The time has now arrived for the establishment of an efficient school system to be maintained and operated by the government. By maintaining an attitude of helpful co-operation and by making their own system more effective the mission schools may stimulate and aid the advancement in the government system of education.

The first suggestion for the future procedure of these schools is one which would prove of distinct service in this regard. The political, social and economic conditions in Mexico have been changing rapidly in the last few years;

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educational theories and methods have also been making many advances of late, while the schools which seek to minister to society have tended to be conservative and have not changed so rapidly. If the Mission Board of the Methodist Episcopal Church, South, would secure a committee to make a survey of the conditions in the nation and in the schools and suggest methods of reorganization of the school program in order to meet the needs brought to light, it would prove of great benefit. The committee should be composed of representative Mexican citizens conversant with the conditions in the nation, of educational experts, and of experienced workers from the schools, in order to secure a comprehensive consideration of the situation. Such a survey and reorganization would result in the application of modern educational methods to Mexico's own peculiar problems. The adoption of new methods in the mission schools would in time affect the work of the government schools and thus the entire program of education in Mexico would be advanced. #1

A second suggestion is based upon the findings of the questionnaire sent out for this paper. Each of these schools is working entirely independent of the other while much of mutual benefit could be realized if they were brought into a unified system. This could be done by the appointment by the Board of Missions of the Southern Methodist Church, of a Superintendent of Education whose duties would be to

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supervise and administer the educational program of the entire field. The compactness of the territory since the recent zoning of the mission work in Mexico would facilitate the administration of the field. By centralizing the administration of the educational program, the requirements as to the qualification of teachers, the length of school term, the methods of grading, and the course of study could be stabilized and made more effective, as direction and unity of purpose would be secured.

These two suggestions have to do with the organization and administration of the work and as is always the case with administrative problems it would take time to put them into effect. Though eventually the survey and the appointment of a Superintendent of Education would be of utmost value in directing the educational program of the Methodist Church, South, the possibility of securing this action is somewhat remote. There are, however, certain immediate needs which are so evident that the individual schools could begin to meet them at once.

The following specific suggestions are made with two great functions of education as determinants of action. These functions are based on two forces which are always operative in society. The first of these is the force which is always working to produce unity and solidarity and known as integration. The second is a force which is always working to destroy unity and is known as differentiation. Education in meeting the needs of

supervise and coordinate the educational program of the entire field. The competence of the faculty since the recent closing of the school now in Mexico would facilitate the administration of the field. By centralizing the administration of the educational program, the requirements as to the qualifications of teachers, the length of school term, the system of grading, and the course of study could be established and made more effective, as direction and unity of purpose would be secured.

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society, of necessity, must take on something of the characteristics of both of these forces. By the creation of certain common habits, attitudes and ideals it exercises its integrating function, and by taking into account individual differences and capacities it employs differentiation.

The integrating force which should direct the educational efforts of the Southern Methodist schools in Mexico in the future may be stated in the terms of the Master Objective of civic education for any democracy, which is: "to produce a forward-looking creative citizen who believes in democracy, and who is prepared to share its responsibilities and make a contribution to its further development." ¹ There are seven great objectives of all education as stated by the Commission on the Reorganization of Secondary Education in the United States, and because the attainment of these objectives results in the development of the highest type of citizenship for a democracy they are here set up as the objectives which the schools of the Methodist Episcopal Church, South, should strive to attain in its future educational program for Mexico. These objectives are:

1. Health
2. Command of the fundamental processes
3. Worthy home-membership
4. Vocation training
5. Citizenship
6. Worthy use of leisure
7. Ethical character 2

1. Lectures of Dr. Alexis F. Lange. University of California. 1922.
2. Cardinal Principles of Secondary Education. Bul. 35, pp. 10-11.

...of necessity, must take on something of the character
 of a... by the... of certain
 common habits, attitudes and ideals in order to integrate
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 and... it enjoys differentiation.

The... force which should direct the...
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 the... These objectives are

1. Health
2. Command of the fundamental processes
3. Working homo-sociality
4. Vocational training
5. Citizenship
6. Social use of leisure
7. National character

1. Lecture of Dr. Alice Y. Lange, University of California.
 2. Cardinal Principles of Secondary Education, Bul. 18, pp. 10

Though integration and differentiation take place in each of these types of education, some of them place more emphasis upon one or the other function. All of the schools should stress the conservation of health, the use of the fundamental processes, worthy home membership, good citizenship, and worthy use of leisure, and the development of ethical character. Vocational education, however, demands varying types of training, and consequently stresses differentiation.

Health education is of great importance because health determines the vitality of a nation. With public health conditions in such a deplorable state in Mexico, it becomes increasingly important for the schools to adopt a program from the kindergarten through the entire school which will train the pupils in correct habits of health. The delightful health rhymes, plays and games of the Child Health Organization of America captivate the children at once and secure their cooperation in striving to reach certain health standards. If this literature were translated into Spanish it would prove equally effective with the Mexican children. In addition each school should give a thorough physical examination to every pupil and secure the early correction of physical disabilities. A school nurse is of great importance in any community, but the value of having one as a member of the school staff in Mexican communities where it is difficult to secure medical attention cannot be over-estimated. The last phase of the health work

Though integration and differentiation take place in each of these phases of education, none of these phases is exclusive of the other function. All of the schools should stress the observation of health, the use of the fundamental processes, worthy home work, good citizenship, and worthy use of leisure, and the development of ethical character. Vocational education, however, demands varying types of training, and correspondingly stresses differentiation. Health education is of great importance because

Health education is the vitality of a nation. If the public health conditions in which a developable state is placed, it becomes increasingly important for the schools to make a program for the children through the entire school years will give the pupils in correct habits of health. The religious health aspect, play and games of the Child Health Organization of America emphasize the children as one and secure their education in striving to reach health and happiness. All the literature was translated into Spanish if would prove equally effective with the Spanish children. In addition each school should give a thorough physical examination to every pupil and secure an early correction of physical disabilities. A school nurse is of great importance in any community, but the value of having one as a member of the school staff is well recognized where it is difficult to secure medical attention should be over-estimated. The last phase of the health work

should include a physical education department which should direct the physical development of the pupils through exercises and games, and wholesome recreation.

Command of the fundamental processes. All of the schools should continue the training in the use of the fundamental processes, such as reading, writing, arithmetical computation and the elements of oral and written expression. The extension of the ability to use these tools of knowledge will be of great aid to Mexico. For the tremendous rate of illiteracy must be decreased if Mexico is to become a well-ordered democratic community. Greater stress, however, should be placed on the work in Spanish. For it is essential that a common language be developed and maintained in Mexico. English has always been popular and there will be an increasing demand for it because of the growing interdependence between the United States and Mexico. English should therefore be taught but it should be taught as a foreign language. Mexico must be built upon a citizenship which has a common means of communication, common ideals and common purposes.

Worthy home-membership. The training for worthy home-membership is important for both boys and girls. Home making is composite in nature, and the boys and girls should be taught that it must be carried on as a partnership. There are certain responsibilities and obligations to be met as well as the many benefits to be enjoyed. There are certain social, educational,

should include a physical education department which should direct the physical development of the pupils through various games and exercises, and physical recreation.

Content of the Fundamental Courses. All of the

essential courses should be training in the use of the fundamental processes, such as reading, writing, mathematical computation and the elements of oral and written expression. The extension of the ability to use these tools of knowledge will be of great aid to the child. Yet the fundamental tools of literacy must be mastered if the child is to become a well-

ordered democratic citizen. Greater stress, however, should be placed on the work in Spanish. For it is essential that a common language be developed and maintained in Mexico. English has always been popular and there will be an increasing demand for it because of the growing interdependence between the

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Early Read-Composition. The training for writing comes

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and moral standards to be maintained in common and in addition each must contribute to the enterprise. The man's distinct responsibility is to furnish the financial means for the maintenance of the home, while the woman's share in the undertaking is the conduct and management of the home. The woman, then, is to be considered a home-maker in a peculiar sense. Because home-making is so essential to the welfare of society, and because the majority of Mexican girls marry and become home-makers, all of the schools of the Methodist Episcopal Church, South, should provide special training in this field. Since home-making is complex and includes various types of work, training in home-making should be far more inclusive than the proverbial cooking and sewing courses. It should include: child care, home nursing, the selection, preparation and serving of food, the care of the house and its equipment, the selection and construction of clothing and the expenditure of the family budget in the wisest and most economical way. In short, the girls who are to guide the future destiny of the homes of Mexico should be trained to be efficient producers and consumers.

Vocational training. The object of vocational training is to give each individual the means of earning a livelihood. It is essential that every one in a democracy be able to "pull his own economic load", and contribute to the economic well-being of society. There are varying types of vocational

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 being of society. There are varying types of vocational

education: prevocational training and vocational guidance; continuation and part-time vocational training; and full-time vocational training. The Southern Methodist Schools, under discussion, should include the prevocational training and vocational guidance in the upper grades of the elementary work. The evening schools should take care of the part-time and continuation work. The full-time vocational program should be enlarged and developed in the secondary department. Vocational education offers the greatest opportunity for the exercise of the function of differentiation. in the schools. Because of their past development these are circumstances around practically all of the schools which place them in a position to develop some special phase of vocational training.

In commercial training Palmore College, because of its past achievement in this line, might develop a more extensive program and specialize as a school of commerce. Because of the well equipped play ground and gymnasium at MacDonell Institute located at Durango, the training of physical education directors and teachers could readily be made a special feature. Organized play is almost unknown in Mexico and the preparation of workers to pioneer in the field of recreation and play ground work would be of great civic value to the nation. Colegio Roberts with its well established Normal department should develop and extend teacher training, for the demand in the future for teachers will far surpass the supply. Lydia Patterson

education: professional training and vocational guidance; continuation and part-time vocational training; and full-time vocational training. The Committee believes that, under discussion, should include the professional training and vocational guidance in the upper grades of the elementary work. The evening schools should take care of the part-time and continuation work. The full-time vocational program should be enlarged and developed in the secondary department. Vocational education offers the greatest opportunity for the acquisition of the function of differentiation in the schools. Because of their past development these are circumstances about which finally all of the schools which have been in a position to develop some special phase of vocational training.

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Institute, with its new Industrial Annex, is in the position to develop automobile mechanics, carpenters, printers, tailors and various types of industrial workers. Mexico is in need of skilled workers, and Lydia Patterson would render a great service in not only preparing young men to enter the various occupations but also by the development of some of them as teachers of industrial subjects.

Colegio Ingles-Espanol at Monterrey could render a great service to Mexico by turning its attention to the training of Public health Nurses. A Southern Methodist hospital is located at Monterrey and a correlation of the two institutions would be mutually beneficial. The later years of the Spanish preparatory department which corresponds with the Junior College in the United States, could be so arranged as to correlate with professional training.

The work of Laurens Institute, also at Monterrey, if developed along commercial lines and training for mining engineering would serve two great needs of the community.

Monterrey is one of the most active commercial centers in Mexico. In addition there are two large smelters at Monterrey which handle the output of the mines of five states.¹ If Laurens Institute would arrange to correlate its work with some college of mines it would render a great service.

1. Information for Leaders - "Monterrey an Industrial Center."
Page 3.

...with the new industrial areas, in the position
 in view of scientific medicine, chemistry, physics, biology,
 and various types of industrial workers. Mexico is in need of
 skilled workers, and the Government would prefer to train
 workers in the city preparing young men to enter the various
 occupations but also by the development of some of them as
 teachers of industrial subjects.

...College of Industrial Engineering at Monterrey will receive a
 great service to Mexico by training its students in the fields
 of Public Health Engineering, Industrial Engineering, Chemical Engineering,
Metallurgical Engineering and a correlation of the two positions
 would be mutually beneficial. The latter type of the Spanish
 engineering education which contrasts with the latter type
 in the United States, could be arranged as to coincide with
 professional training.

The work of Mexican institutions, also at Monterrey, is
 developed along commercial lines and training for mining eng-
ineering would serve the great needs of the community.
 Mexico is one of the most cotton consuming countries in
 Mexico. In addition there are two large industries at Monterrey
 which handle the output of the mines of five states. If
 Mexican institutions would arrange to combine the work with the
 output of mines it would render a great service.

Agricultural training. Because of Mexico's rich agricultural resources this phase of vocational training should receive marked attention. The agrarian problem has been of grave importance in the past, but it will prove to be even a greater problem in the future if the land which has now become available is not tilled. The fact that the men of the nation neglected the cultivation of the crops during the revolution has caused untold suffering in Mexico. They have gone back to their farms but they are using the old methods of tilling the soil. The adoption of modern methods in farming will only be secured in Mexico when efforts are directed to the teaching of agriculture. The Southern Methodist Church should therefore develop this branch of education as soon as possible. The present schools are not located favorably for the development of this work but there are rich lands in many of the northern states of Mexico which are available. Upon the development of farming depends Mexico's future economic development, and it cannot longer be neglected if Mexico is to advance as she should.

By sending out workers who may make their contributions to the development of Mexico in commerce, industry, mining, agriculture and the professions, the school will render a great service in the progress of the nation, for economic conditions are essential for the well-being of society.

Citizenship. There are three distinct types of objectives to be attained in the development of good citizenship.

Agribusiness Training

agricultural resources this phase of vocational training
 should receive marked attention. The agrarian problem has been
 of grave importance in the past, but it will prove to be even
 a graver problem in the future if the laws which have now become
 obsolete are not revised. The fact that the men of the nation
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 longer be neglected if Mexico is to advance as she should.
 By sending out experts and men make their contribution
 to the development of Mexico in commerce, industry, mining,
 agriculture and the professions, the school will render a great
 service in the progress of the nation, for economic conditions
 are essential for the well-being of society.

Efficiency. There are three distinct types of ob-
 jectives to be attained in the development of good citizenship.

The first of these is the development of certain emotional objectives such as: the disposition to voluntarily cooperate, the love of fair play, the exercise of civic judgment, the development of loyalty and neighborliness. The second is the development of certain knowledge objectives, such as knowledge concerning civic conditions and institutions. The third objective is that of the establishment of certain standards of conduct, such as consciousness of responsibility.

This three-fold development is dependent upon the whole educative process but the knowledge objectives may be reached in a special way through the study of certain subjects. For geography, history, economics and civics properly taught may develop social intelligence, the realization of a large group consciousness, and a knowledge of the frame work of government.

This type of instruction should be given by all the schools for Mexico is in need of socially intelligent citizens. The people of Mexico must not only be naturally conscious but they must come to an understanding of the place of their nation in its relations to the rest of the world. The schools on the border have been in the past rendered a distinct service in encouraging friendly relations between Mexico and the United States. With the development of improved means of communication and transportation the interdependence of the two nations is increasing thereby throwing an added responsibility upon these

The first of them is the development of certain emotional objectives such as the disposition to voluntarily cooperate, the love of fair play, the exercise of civic judgment, the development of loyalty and neighborliness, the respect for the development of certain knowledge objectives, such as knowledge concerning civic conditions and institutions. The third objective is that of the establishment of certain standards of conduct, such as conscientiousness of responsibility.

This three-fold development is dependent upon the whole educative process but the knowledge objectives may be treated in a special way through the study of certain subjects. For geography, history, economics and civics properly taught may develop social intelligence, the realization of a larger civic consciousness, and a knowledge of the broad work of government. This type of instruction should be given by all the schools for Mexico in the need of socially intelligent citizens. The people of Mexico must not only be universally educated but they must come to an understanding of the place of their nation in its relations to the rest of the world. The schools on this continent have been in the past rendered a distinct service in encouraging friendly relations between Mexico and the United States. With the development of improved means of communication and transportation the interdependence of the two nations is increasing thereby creating an added responsibility upon these

schools to develop international friendship and mutual good will.

Training for the Worthy Use of Leisure. The extra curricular activities such as Student Government, Camp Fire Circles, Boy Scouts, Girl Scouts, dramatics, school athletics, literary societies, photo, science and modern language clubs, furnish some of the most effective means for the development of loyalty and cooperative action. Through participation in these various activities the tastes of the pupils are developed and they learn how to use their leisure time. The extra curricular activities of the Southern Methodist schools should be expanded and enriched so that the students would form habits of properly spending their leisure, and would become so interested in certain types of recreation and enjoyment that after they leave school they would exercise proper self-direction in the use of leisure. The development of the aesthetic arts would be another valuable means of directing the Mexican boys and girls in the use of leisure. The Mexican people are artistic in temperament and they respond at once to an aesthetic appeal. Because of their innate love of beauty their taste and appreciation should be cultivated and developed. In addition many have artistic ability and this should be so directed that they might contribute to society through the arts.

Ethical Character. Education which equips the indi-

schools to develop instructional materials and manual work

will.

Training for the World Use of Leisure. The extra

curricular activities such as dramatic movement, group play

circles, boy scouts, girl scouts, dramatic, manual activities,

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to society through the arts.

Physical Character. Education which helps the indi-

vidual physically and intellectually to take his place in life, but which sends him forth unprepared to meet the moral issues in life fails in its chief mission. All education should seek to send forth individuals who have the highest ethical ideals and who will seek to square their lives by those ideals. Any type of educational training which ignored the moral nature of man places a weapon in his hand with which to fight against society. Because of the present complexity of life an individual to be prepared for worthy group membership must have a sense of moral values, must be able to make clear-cut moral judgments, and maintain proper relations with his fellows. In a democracy where each exist for all and all for each the sense of moral obligations is indispensable. It is in this field of ethics that the schools of the Methodist Church, South in Mexico will make their greatest contribution. The primary reason for their establishment was for the spreading of Christianity. The very nature of their fundamental teaching that religion is subjective and objective means that they will seek to bring their students into the right relation to God and their fellowmen. In addition because of the sense of responsibility which these students will obtain many will go forth in the fields of social service, and the ministry to extend to their people a knowledge of a living Christ, in contrast with the dead Christ of Romanism; and that there is an intimate relation between religion and conduct. The

virtual physicality and intellectual activity in the same way
 like, but which would be the first step towards the new
 phase in life which is the ideal. All education should
 seek to lead to this ideal and have the highest ethical
 ideals and also will seek to spare their lives by those ideals.
 The type of educational training which ignored the moral
 nature of man places a weapon in his hand with which to fight
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 of living Christ, in contrast with the dead Christ of Romanism;
 that
 there is an intimate relation between religion and conduct. The

ideals of democracy are based on Christian ethics. Both affirm the supreme worth of the individual, the interdependence of human life, the need for the spirit of neighborliness, and the necessity of a realization of moral obligation. Thus, in teaching and spreading the Christian faith the cause of democracy will be advanced and the social order improved.

Through the development of the seven elements of good citizenship as stated here as the objectives for the future educational procedure of the schools of the Methodist Episcopal Church, South, the schools will help the future citizens of Mexico to answer five important questions:

1. What about a home?
2. What about making a living?
3. What about my obligation to the nation?
4. What about my relation to my fellow man?
5. Whom shall I serve with my whole heart? ¹

Thus, will the schools seek to develop the forward looking creative citizen for democracy and consummate the work of the past and present, and so aid in preparing Mexico to take her place among the nations of the world where she may share in the great task of building for World Union and World Peace.

1. Lectures of Dr. L. A. Williams, University of California, 1922.

ideas of democracy are based on Christian ethics. Both
 affirm the supreme worth of the individual, the interdepen-
 dence of human life, the need for the spirit of neighbor-
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 order improved.

Through the development of the seven elements of
 good citizenship as stated here as the objectives for the
 future educational program of the schools of the Methodist
 Episcopal Church, South, the schools will help the future
 citizens of Mexico to answer five important questions:

1. What about a home?
2. What about having a living?
3. What about my obligations to the nation?
4. What about my relation to my fellow men?
5. What shall I do with my whole life?

These, will the schools best to develop the toward
 looking relative citizens for democracy and contribute the
 work of the past and present, and to all its progress
 Mexico to take her place among the nations of the world
 where she may share in the great task of building for
 world Union and Peace.

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