

1-1-1927

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Recommended Citation

Walter, Paul A.F.. "First Meeting of the New Mexico Educational Association." *New Mexico Historical Review* 2, 1 (1927). <https://digitalrepository.unm.edu/nmhr/vol2/iss1/7>

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FIRST MEETING OF THE NEW MEXICO
EDUCATIONAL ASSOCIATION

(Address before the History and Social Science Section of
the New Mexico Educational Association at Santa Fe,
November 5, 1926.)

PAUL A. F. WALTER

Three points should be emphasized in introducing my subject: "The First Meeting of the Educational Association of New Mexico." They are not new but they bear repetition, they are general and yet material to this and other papers of this meeting.

1st. Modern historical research concerns itself primarily with the study and analysis of culture movements. Chronological data and biographical detail are of consequence in so far as they are aids in such study and analysis. A great and significant culture developed for a thousand years and more, here in the Southwest, without leaving us a single date or name. Yet, we have been able to construct a connected story of the people, their civilization, their arts and handicrafts and draw significant lessons from them. It is evident that it is important to learn the causes of the inception, development and decline of a culture;—it may be merely interesting to know the exact date and names or places of the incidents in the march of events.

2nd. The teaching of local and contemporary history should precede the study of general, and possibly national, history. We love our vales and hills and the source of true patriotism is always local. The significance of events which have happened about us and have moulded our environment and opinions is of primary importance in helping to determine our relation to the body politic, to the world, and in the interpretation of all history.

3rd. The history of education in the Southwest re-

mains to be written and it is more important relatively than the history of our wars or of our governors. Our historical writers occasionally have devoted a chapter to education,—but to them the term merely meant the history of our present school systems. They have overlooked the fact that here in New Mexico for two thousand years and more youth has been taught by its elders. Sometimes it seems to us who study American anthropology, that the methods of education of the Pueblo Indian, a thousand years ago, were better adapted in some respects to his needs, his environment, a rational philosophy, than are the methods of today adapted to the youth who must go out and make his own terms with life. The methods of education, in part visual by means of miracle plays, of the Franciscans in our early missionary history, and the teaching of youth under the Spanish regime, taken as a whole, seem to have resulted in stronger moral fibre than does the teaching of this day when parents have abandoned that field altogether to the schools. Even in the parochial school system one must concede advantages which thus far the public school system does not offer, with a result that is lamentable should we accept the daily news items in our papers as a cross-section and criterion of the culture and civilization of today.

Be that as it may, we recognize that the first meeting of the Territorial Educational Association held in Santa Fe during the last days of the year 1886 marked the beginnings of a movement in education which has resulted in giving the commonwealth an excellent, modern school system. The beginnings were rather insignificant and the setting for them not very propitious. Santa Fe, the capital city, although it boasted of putting on metropolitan airs, as was stated in the *Santa Fe Daily New Mexican*¹ a few days before that convention, was nevertheless merely a village of scarce five thousand people who lacked the facilities and improvements that make it such a charming place

1. *Santa Fe Daily New Mexican*, December 29, 1886.

of residence today. It is true, the new Capitol which was later burned by incendiaries, had just been completed. It was a Doric temple, four stories high, set down amidst one-story, adobe, flat-roofed houses. There had been built facing the public plaza, the first two-story brick business building, now the Masonic Hall, which was the special pride of the community, but there were only a few board sidewalks, no paved streets, no sewage system, few modern conveniences. The Territory itself had passed the 100,000 mark in population,² but on the entire east side there was no settlement of consequence. School houses were few and far apart and the revenue raised for schools would not be sufficient today for the school expenditures of the smallest of New Mexico's thirty-one counties.

Still, Santa Fe was a busy and crowded place in the December days of 1836. The Territorial legislature was in session and we read in the *New Mexican*³ that an excursion of seven hundred people, in nine Pullman sleepers, was due to arrive. That the convention was not altogether welcome, we learn from the debates in the legislative House.⁴ Representative Kuchenbecker offered a resolution that the free use of the House chamber be granted the Association for holding its sessions for three evenings. After spirited discussions, Mr. Davis moved to amend, naming Chief Justice Long and others as responsible should the house or its furniture be in any wise marred or injured, and prohibiting the charge of any admission fee by the Association. Mr. Leandro Sanchez, of San Miguel, made an able speech against the amendment, speaking eloquently of the need of stimulating interest in educational affairs in New Mexico, and advocating the adoption of Mr. Kuchenbeckers' motion. Mr. Fort and Mr. J. L. Rivera also spoke in support of this motion, and Messers. Davis and Dame of Santa Fe, and Mr. F. P. Chavez of Rio Arriba opposed it quite as

2. Census 1880 gives population as 119,493.

3. *Santa Fe Daily New Mexican*, December 31, 1836. Also *idem*, December 13 and December 16, 1836.

4. *Santa Fe Daily New Mexican*, December 29, 1836.

strenuously. The motion prevailed by the close vote of 13 to 10. The Association met only once in the Hall.

There was a feeling locally that this new movement was aimed against the Church schools and against the employment of the servants of the Church as teachers in the schools.⁵ It was also feared that the building up of a public school system would result in heavy taxation;—still, there were staunch defenders.

On the day before Christmas, forty years ago, the *New Mexican*⁶ published the following editorial which I feel certain from its style, was written by the late Colonel Max Frost, although he was not then as yet officially connected with the paper:

The existing school system can be greatly improved, and no time should be lost in so doing. We shall make a few suggestions, which we hope the legislature will heed.

A responsible head should be provided for. To that end, the office of territorial superintendent of schools should be created; he should have complete control of the system and of the county superintendents, and should have an office at the capital.

A normal school for the education of teachers should be established. The school districts should be authorized to determine the levy of taxes for school purposes, and should have the power to borrow money and issue bonds to pay for the erection of school houses, and to levy a specific tax for payment of same.

Funds should be apportioned amongst the counties and districts according to actual attendance of children. County school superintendents should be under the supervision and control of the territorial superintendent. Fines collected and poll taxes paid within any school district should be expended in that district. A uniform system for teaching and a uniform course should be adopted and enforced in all public schools.

If these suggestions are adopted and the present law

5. *History of New Mexico*, Pacific States Publishing Co. (1907), pp. 53 and 245.

Leading Facts of New Mexican History, R. E. Twitchell, 1912, p. 321

Old Santa Fe, Vol. I, No. 3, pp. 248 (New Mexico under Mexican Administration, Lansing Bloom).

6. *Santa Fe Daily New Mexican*, December 24, 1886.

amended accordingly, great benefit will result from such action and our territory will then have a very good and useful school system.

Three days later, Governor Edmund G. Ross, a famous and unique figure in Western history, in his message to the legislature dared to advocate woman's suffrage in educational affairs on equal terms with man's suffrage. One can imagine what a furore this created. That portion of his message dealing with public education had been inspired by those who fathered the Educational Association, and it may be well worth repeating even at this time, as it was in part the foundation upon which our present school system has been reared. Said Governor Ross:'

In this country the functions of government rest with and upon the people. They constitute in an essential degree the government. The officials are simply the agents who are selected for the performance of specific duties of administration. They are responsible to the people for the methods through which they discharge that trust, and by our ordinances are wisely required periodically to render to the people an account of their stewardship and receive judgment. The citizen is sovereign, responsible only to himself and to his country for the exercise of that function of sovereignty. He owes the duty to his country as well as to himself to exercise that function with integrity, intelligence and courage. If he is reckless, ignorant or indifferent in its exercise, he perpetrates a crime which can not but return in disaster, in the form of misgovernment, to both his country and himself. The duties of citizenship constitute a sacred obligation which no man can consistently or rightfully ignore so long as he accepts the protection of the law. It is the citizen who creates the law and establishes all the ordinances of government, political, social, and religious.

It therefore becomes a pre-requisite, in this of all countries, that intelligent education shall characterize all the walks of life, and to see that this is properly inculcated in the youth of the state, is the highest duty and most sacred function of government. Ignorance is slavery,—

7. *Santa Fe Daily New Mexican*, December 27, 1886.

intelligent education is freedom. No community can prosper, and no nation can long preserve its liberty, that fails to provide for the education of its youth. No man can be properly equipped for the intelligent discharge of the duties of citizenship without a reasonably thorough common school education, and that education the state owes it to itself for its own protection, as well as to its youth, to provide.

While the existing school law is a marked improvement upon what has preceded it, there are yet some defects, to which I desire to invite your attention, and to suggest methods for their remedy:

1st. Provide for a territorial superintendent of public instruction, with an office at the capital, who shall have the usual jurisdiction of such an officer, as at present there is no head to the system, and it consequently lacks that organization and coherency necessary to give it force and effect.

2nd. Establish a normal school for the education of the teachers. The great embarrassment to the successful institution of public schools, at this time, is the want of competent teachers, possessing not only proper educational acquirements fitting them to teach others, but also the necessary training for the preservation of discipline and the art of successfully imparting their knowledge to others.

3rd. A general act authorizing the school districts, under proper regulations and restrictions, to determine the amount of taxation that shall be levied for the ensuing year for school purposes, and the power to create school district bonds for the erection of school houses and to levy a specified tax for payment therefor.

4th. That all fines imposed by justices of the peace, and all poll taxes, be appropriated to the support of educational institutions in the school district in which such fines are imposed and such poll taxes collected.

5th. That section 1098 compiled laws of 1884 be amended so as to provide for the apportionment of county school moneys in August and February, instead of June and December, as now, which would require such apportionment after instead of before the settlements of collectors with the treasurers and county commissioners. As now, school moneys are practically withheld from school use several months in the year, to the detriment and embarrassment of the schools.

Also amend section 1198 so as to provide that the an-

nual report of the school directors shall include the average actual attendance of children of school age during the year, as upon these reports depend the official correctness of educational statistics.

6th. Apportion the school moneys of the county and district according to actual attendance.

7th. Provide for women suffrage in school affairs, on equal terms with manhood suffrage. This proposition I consider one of paramount importance to the successful administration of any public school system. The education of the children of the community can not be intrusted to safer hands than their mothers, for it is they who have most at stake in the proper moral and scholastic education of their children, and in the preservation of that degree of public order which only such education can best promote and conserve.

With these emendations to our public school system, together with such others as the wisdom of the legislature will naturally suggest, I have faith that in a very few years New Mexico will be able to present for the emulation of her sister states, a system of public education of splendid and effective usefulness, and that instead of being pointed to, as now, as an illustration of illiteracy, her people will take rank with the highest in educational attainments, as they now do in loyalty, in manhood, and in daring enterprise.

Just a brief reference to the history of school systems in New Mexico preceding the first convention of the New Mexico Educational Association. Historian B. M. Read tells us that the first school in New Mexico was established in 1599 by the Franciscans. This same chronicler^s states that as early as 1721, an educational convention was held in Santa Fe to consider ways and means to establish public schools in all the pueblos as well as Spanish settlements, in accordance with the command of the Spanish King. Every settlement was ordered to cultivate a corn field for the benefit of the teacher.

In 1812, Santa Fe, Albuquerque, Taos, Belen, San Miguel, and Santa Cruz were reported to have a public school. In Santa Fe the teacher was paid \$500.00 a year; in Albu-

s. B. M. Read, *Illustrated History of New Mexico*, (1912) pp. 326 and 533.

querque and Santa Cruz, \$300.00, while in the other places the emolument was \$250.00 a year.⁹

In 1825, the Territorial Deputation granted Rev. Sebastian Alvarez a salary of \$1000.00 annually, as superintendent of schools of Santa Fe. Don Francisco Ortiz, offered free of rent for ten years a building in which the school was to be held. In 1846, but one public school with one teacher was reported in New Mexico, which at that time also included Arizona. In 1850 a public school law was defeated by a popular vote of 4981 to 35. It was in 1859 that the legislature imposed a tax of fifty cents for each child; the justice of the peace to employ a teacher, and to require attendance from November to April. The probate judge was to act as superintendent. After the Confederates had evacuated Santa Fe and the Federal troops had again taken possession of the capital, the office of superintendent of schools of New Mexico was created by legislative act in 1863,¹⁰ and the governor, the secretary, Bishop Lamy and the supreme court judges composed a territorial board of education. However, the superintendent's duties were perfunctory and in 1874, in order to give him enough to live on, he was also made territorial librarian. As late as 1885, the year before the first educational convention, W. S. Burke, superintendent of schools of Bernalillo county, which at that time included what is now portion of Sandoval and McKinley counties, said in his report:¹¹ "There is not a school in the county owned by the district. All the schools thus far organized are conducted in rooms or in buildings owned by churches or societies." The Santa Fe Academy, founded in 1867, was incorporated in 1878; the Albuquerque Academy a year later, and the Las Vegas Academy in 1880,—the census year in which it was reported that New Mexico had 162 schools, 46 school

9. *Ibid.*, p. 535.

10. *History of New Mexico*, Pacific States Publishing Co. (1907) page 247.

11. *Ibid.*, p. 248 .

buildings and an average attendance of 3150 or less than twenty per school. Says one of our histories:¹²

In 1886 when the school law was inadequate and unfavorable to the spirit of development, when there were no schools worthy of the name, private institutions were struggling for existence, and educational interests were at a low ebb, it was suggested that the few scattered educators be called together and organized for united effort in pushing forward the cause of education in this great neglected portion of our country. From the small seeds planted then, has grown a thrifty tree whose branches overshadow the entire Territory. That self-appointed committee corresponded with others interested in education and called a meeting for Santa Fe in the holidays of December, 1886, when the present Association was organized. Its conventions have been held in the triangle of Santa Fe, Las Vegas and Albuquerque with marked development from year to year in the character of its work, with large gains in attendance and increasing improvement and influence as a factor in shaping the educational settlement of the Territory. The Association has used its power for better school legislation and the adoption of desirable text books. Its work in general is that of the older state associations and has the same objects in view in the raising of the teaching profession to a higher standard, and the advancement of educational interests and the cultivation of the social element among its workers. The distances to travel to reach a point of meeting in New Mexico are very great compared with many states, but our educators as a rule are wide awake to the needs of their work and meet the expenses of time and travel to attend the association's meetings in a way which is a credit to the Territory.

However, growth was slow and it was in 1891 before the first adequate educational statute became a law.¹³ Amado Chaves was chosen the first territorial superintendent under this enactment and it is a pleasure to note that he is still among us, active, and keenly alive to the educational advancement of the present day. In 1894 there were 324 male and 222 female teachers, a total enrollment of 21,471,

12. *Illustrated History of New Mexico*, Lewis Publishing Co. (1895), pp. 121-122.

13. *Leading Facts of New Mexico History*, R. E. Twitchell, (1912), pp. 507-508.

and an average attendance of 16,987, or five times the attendance of fourteen years before.¹⁴

The movement for the organization of the present Educational Association had its inception forty years ago.¹⁵ During the territorial fair at Albuquerque in the fall of 1886, several educators from Santa Fe, including Elliott Whipple, superintendent of the Ramona Indian School at Santa Fe, Col Wm. M. Berger and others, went to Albuquerque and there discussed with C. E. Hodgkin, F. E. Whittemore and others a territorial organization. This was followed by a meeting in the office of Colonel W. M. Berger, in December, 1886.

Many of us remember Colonel Berger as a knight-errant in many movements for the advancement of community and commonwealth. Together with the late Governor L. Bradford Prince, he probably organized more societies and associations and incorporated more companies for civic and public improvements, than any other individual so far in New Mexico history. He was in the movement that resulted in the founding of the University of New Mexico in Santa Fe, the Ramona Indian School, and other institutions which owed to him and Governor Prince their inception. He was an early advocate of woman's suffrage and prohibition. In fact, it is curious to read¹⁶ that even forty years ago, at the same time as the Educational Association was organized, Don Guadalupe Otero and E. A. Dow organized a branch of the Catholic temperance movement and that the Right Reverend J. B. Salpointe formulated the rules and regulations for the society. Colonel Berger was engaged in the practice of law in Santa Fe, and at the meeting in his office, it was resolved "that the time had arrived in the history of New Mexico when some action shall be taken with the view of organizing a Terri-

14. *Illustrated History of New Mexico*, Lewis Publishing Co. (1895), p. 112.

15. *History of New Mexico*, Pacific States Publishing Co. (1907), p. 122.

16. *Santa Fe Daily New Mexican*, December 28, 1886.

torial Educational Association" and the following resolutions were adopted:¹⁷

Whereas— We acknowledge in the foundation of all civil governments and associations one of the chief cornerstones should be popular and free education to all mankind, and

Whereas—The advancement of educational interest in any State or community can best be accomplished through regularly organized efforts, whose only and sole aim shall be to advise, counsel and direct the best modes and methods whereby the advantages, privileges and opportunities which are attainable may be utilized and directed for the general good of all concerned, therefore, be it

Resolved—That a convention to be composed of all persons in the territory interested in educational matters be convened at the city of Santa Fe, on Tuesday, December 28, and continue until the 30th inst., for the purpose of organizing as suggested a territorial association.

A program was formulated at this initial meeting. The first session of the committee on the entertainment of guests was held on Thursday evening, December 23rd,¹⁸ at the office of J. K. Livingstone over the Second National Bank, located in that first brick business block on the plaza, of which Santa Fe was so proud, and which is still one of the more pretentious structures facing the Palace of the Governors.

The Association met in the First Presbyterian Church on Tuesday afternoon, December 28th. The *New Mexican*¹⁹ reports that even more educators were present than had been anticipated. However, the auditorium of the church at that time did not hold more than a hundred people, and not more than forty school people were in attendance. An organization was effected with Professor R. W. D. Bryan, graduate of Lafayette College, an Arctic explorer, government astronomer with the ill-fated Hall Polar Expedition, who was head of the Albuquerque Presbyterian Indian

17. *Santa Fe Daily New Mexican*, December 7, 1886.

18. *Ibid.*, December 23, 1886.

19. *Ibid.*, December 30, 1886.

School in 1886, as president. Mr. Bryan's son looked in upon the convention yesterday, and we regret that Mrs. Bryan could not be with us today. E. L. Cole was elected secretary and Miss Carothers, treasurer. Telegraphic greetings were received from the Indian Educational Association and acknowledged. The *New Mexican*²⁰ assures us in its report that the enthusiasm and the interest shown by all, removed all doubt anyone might have felt as to the success of the movement.

Chief Justice E. V. Long, who is one of the few survivors of that first meeting, presented clearly and forcibly, so the report says, the need of popular education, especially in New Mexico. I had hoped that this grand old man, who is still active in public affairs, would come over from Las Vegas to attend this session. I conversed with him pleasantly but a few days ago. More than ninety years of age, his tall, willowy form is as straight as an arrow, his eye keen as that of an eagle and his intellect as sparkling as it was in those early days when he made a name and fame for himself on the supreme bench of the commonwealth.

The need of history in the schools was emphasized in a paper on "The Place of History in the Schools." It was given by P. F. Burke, superintendent of the Government Indian School at Albuquerque. Plans for a government Indian School at Santa Fe were under way in 1886; the first buildings of St. Catherine's Indian School were nearing completion. Another veteran of the New Mexico Educational world, Dean C. E. Hodgkin, whom we have the good fortune to have here, and who reviewed so delightfully, yesterday afternoon, incidents of that first meeting, spoke on the following afternoon, and presided at a class exercise. Later he presented a paper, "The True Basis of Determining Methods." Dean Hodgkin was at that time on the faculty of Albuquerque Academy, and soon thereafter became the first superintendent of Albuquerque's schools, the Academy being merged into the public school system.

20. *Ibid.*, December 30, 1886.

Later, Mr. Hodgkin went to the University, where he long served as dean. At the present he is editor of the *New Mexico School Review*, New Mexico's only periodical devoted exclusively to educational interests. As editor of various University publications, as educator, philosopher, and leader in civic and educational movements, this youthful appearing, kindly veteran has merited the encomiums of our Association, and the gratitude of the commonwealth.

E. L. Cole, principal of the Preparatory Department of the University of New Mexico (Santa Fe) had for his subject on Thursday forenoon, December 30, "Temperance Instruction in School." W. H. Ashley, principal of the Las Vegas Academy, spoke on the "Elements of Successful Teaching." "The Function of the Public School" was the subject of F. E. Whittemore's paper. He was then principal of the Albuquerque Academy. President Bryan had as his topic "The Education of the Indian," and in the light of modern discussion of the Indian—who is as much of a problem as he ever was—it is to be regretted that we do not have the text of that address, which undoubtedly was an able one. Had he lived, Mr. Bryan would have been 74 years old. He died more than ten years ago.

Santa Fe in those days had a kindergarten, and Mrs. S. E. Carpenter, who had charge of it, staged a kindergarten exercise in which her youthful charges acquitted themselves admirably. For many years thereafter kindergartens had only intermittent place in Santa Fe or anywhere else in the state. Miss L. A. Carothers, principal of the Santa Fe Academy, gave a class exercise in geography, while Miss M. E. Dissette, at present in the United States Indian School service at Chilocco, but then teacher in the Ramona Indian School at Santa Fe, was in charge of a class exercise by her Indian girls. I had hoped that Miss Dissette would be here today. Her enthusiasm and work among Indian youth are still being prized by the federal authorities and she is untiringly active in educational affairs.

The evening session in the new Capitol must have been inspiring. On Wednesday evening, December 29th, the Hon. J. P. Victory, later attorney-general of the Territory, delivered an address, taking for his subject "The Public School," and was followed by Mr. J. M. H. Alarid, who spoke in Spanish on the same topic. That it had its effect is evident, for on the following day, Judge N. B. Laughlin introduced in the state legislature Council Bill No. 2, to create the office of Territorial Superintendent of Public Schools,²¹ which covered some of the recommendations which had been made by Governor Ross.

It is also recorded that Walter J. Davis presented a vote of thanks to the members of the House from the Territorial Educational Association.

On the evening of December 30th, President Bryan made another inspirational address "Battling with Icebergs." A reception to the visiting delegates followed—and that it was a brilliant affair goes without saying. It was in the hey-day of Santa Fe as a military post, and the city prided itself on its military band concerts, and the splendor of its social events.

I hold in my hands the printed program of this meeting of forty years ago. It was presented to the Historical Society by Col. W. M. Berger thirty years later. To those who took part in that first meeting its sight will no doubt bring poignant memories. We find among those on committees for the entertainment of this convention, Hilario Ortiz, a lawyer who died several years ago, Mrs. M. Jeune Warner, who for many years was organist of the Presbyterian Church, Rev. O. J. Moore, Mr. Thomas, Mrs. Church, Miss Rowland, and others.

It may be of interest to know that in those days, too, the A. T. & S. F. Railroad granted a one and one-fifth fare for the round trip, that the committee on entertainment was prepared to direct delegates to suitable board-

21. *Ibid.*, December 30, 1886.

ing places at reasonable rates, and that the delegates from the south, returning home, had to wait all day at Lamy for their belated train. Dean Hodgkin tells how the delegates climbed the peak from which the sandstone for the new Capitol had been quarried, and amused themselves by rolling boulders down the steep hill.

It was a modest enough beginning, but the Association even then had visions of growth and progress, as well as of the triumph of the ideals it espoused. That this faith has been justified is abundantly demonstrated forty years after by this convention of which we are a part.

The following is a reprint of the program, of which only two copies are known to have been preserved, one in the archives of the New Mexico Historical Society and the other in the possession of Dean C. E. Hodgkin:

PROGRAMME

December 28 to 30, 1886.

Tuesday, December 28, 3 p. m.—Organization of Association.

Tuesday, 7:20 p. m.—Citizens' Meeting.

Address of Welcome by Hon. E. G. Ross, Governor.

Address by Hon. E. V. Long, Chief Justice, Subject, "The need of the hour."

Wednesday, December 29, 10 a. m.—Address by the president-elect.

"The Elements of Successful Teaching," by W. H. Ashley, (Principal of Las Vegas Academy).

"The Place of History in the Schools," by P. F. Burke, (Superintendent of Government Indian School, Albuquerque).

Wednesday, 2 p. m.—"Orthoepy and Reading," with class exercise, by C. E. Hodgkin, (Teacher in Albuquerque Academy).

"The Function of the Public School," by F. E. Whittemore, (Principal of Albuquerque Academy).

Discussion opened by Elliot Whipple, (Superintendent of Ramona School).

Wednesday, 7:30 p. m.—Citizens' Meeting.

Address by John P. Victory, Esq. Subject, "The Public School."

Address in Spanish by J. M. H. Alarid, Esq.

Thursday, December 30, 10 a. m.—"Temperance Instruction in the School," by E. L. Cole, (Principal of Preparatory Department of the University of New Mexico).

Kindergarten Exercise, by Mrs. S. E. Carpenter, (Santa Fe Kindergarten School).

"The Education of the Indian," by R. W. D. Bryan, (Superintendent of Albuquerque Indian School).

Thursday, 2 p. m. Class Exercise in Geography, by Miss L. A. Carothers, (Principal of Santa Fe Academy).

Class Exercise with Indian Girls, by Miss M. E. Dissette, (Teacher in Ramona School).

"The True Basis for Determining Methods," by Prof C. E. Hodgin.

Election of Officers and Miscellaneous Business.

Thursday, 7:30 p. m.—Lecture by Prof. R. W. D. Bryan. Subject, "Battling with Icebergs."

Social Reception to Delegates by Santa Fe Citizens.