MACKENZIE COLLEGE
President's Report to
THE BOARD OF TRUSTEES
1907
Annual Letter (A translation)

MACKENZIE COLLEGE AND THE ESCHOOLA AMERICANA

To the Parents of our Pupils:

The school completes today its 37th year and the college its 17th. The school will be closed until the 3rd and the college until the 6th of next February.

The enrollment for both establishments will begin on the 27th of next January, at the office of the school, Rua S. João 139, where the undersigned will be found every week day from 11 in the morning to 3 in the afternoon.

When pupils already enrolled are not able to return on the opening day, they must notify the director in advance, otherwise the places will be considered vacant.

During the year just closed the enrollment was 695, of both sexes and all ages from 5 to 28 years. Of Brazilian parents, 427; Italian, 109; German, 36; Portuguese, 29; French, 23; English, 20; American, 18; Syrian, 14; and of other nationalities, 10. 490 belonged to the male sex and 205 to the female. Of this number 453 were full pay; 113 part pay, and 149 entirely free. This places the number of those who have passed through school and college during the 22 years of the present administration at 11,364; of which number 2442 day pupils and 405 boarders were wholly free.

Nine students of the college finished the Civil Engineering course with credit and have been certified to the Regents for diplomas; nine completed the Higher Commercial course and received their diplomas issued by the college; eighteen finished the Maturity course and received the certificate, and forty pupils of the school completed preparatory studies and were certified to for entrance into the college in 1908.

As in previous years we had a small percentage of students and pupils of light weight, but the great majority in both institutions were sober, good students and received marked benefit from their studies and from the regime, thus honoring the devoted efforts of the body of teachers, to whose wise and intelli-
gent co-operation, as well as to the solidarity and sympathy of
the parents we owe the good results obtained and to whom, once
more, I offer sincere thanks.

We received during the year a valuable reinforcement from
the United States in the shape of three professors; two from
Lehigh University, for the Civil Engineering course, and one
from New York, for the Higher Commercial course.

In a rapid journey to Europe and the United States, we had
another opportunity of visiting important institutions of learn-
ing and of observing everywhere the growing interest in the
great question of popular education. This is the magna question
of today in the whole world. Even the Orient is awakening from
its sleep of centuries and seeking Occidental education, and
wild Abyssinia is making the teaching of children obligatory.

In Europe education is being remodelled and anachronisms
eliminated, in order to adapt education to the multiple demands
of modern life. Great thinkers are insisting upon instructing
all the people, not only instruction but the education in the
sense of character building. An eminent American educator
lately said:

"Popular education should not only aim to
preserve the culture and efficiency which
we have inherited from our fathers, but
to develop and increase them; and to make
public instruction embrace all human in-
terests, always pursuing knowledge with
scientific methods, establishing intimate
relationship between the educative pro-
cesses and the duties of citizenship, in
order to preserve the spirit of genuine
democracy and develop patriotic citizens."

This is the American ideal and it is from this point of view
that we follow closely the development of education in the United
States and in our own State of São Paulo with liveliest interest
and sympathy. Here the government has shown that if it is the
guardian of the child, it is not in a paternal sense, but in
that of assuming the responsibility and recognizing the right
of the child to demand the best opportunity to prepare himself
to exercise his best powers in society. The educator assumes
before society great responsibility, seeking the solution of
of new and difficult problems of vital interest. One of these problems is that of finding a just and logical correlation of the subjects taught, in order to obtain the best and most symmetrical development of the student.

In recent years we have understood better the psychological and historic functions of mathematics as developing the intellectual side of culture. It is only through the study of mathematics that we can produce that complete adjustment of mental forces that will best fit the students for the complete demands of modern life. For this reason we continue to attach great importance to mathematical studies instead of the old "Humanistic." Another problem, not less difficult, is that of discipline in its larger sense, having in view not so much the convenience and order of college and school, as the good of the student. How shall we give to the older student that wide liberty which he needs for the proper development of a sense of personal responsibility and at the same time prevent the abuse of liberty? How can we make the student have a keen sense of his duty without developing a false idea of his rights? How can we associate liberty with a profound respect for law and constituted authority? These are elements very essential to the development of citizens of a Republic. We adopt the American system of giving wide liberty, demanding a corresponding responsibility.

The question of physical education, quite as important as the intellectual, is fraught with perplexity. During the coming year we intend to reorganize athletics, giving a wider scope to this part of college life, safeguarding at the same time the legitimate interests of an institution of education.

The moral element, so intimately related to spiritual life, continues to receive the greatest attention. Convinced that simple instruction without the ballast of sound moral principles constitutes a danger for society, we continue, without sectarian bias or proselyting methods, - far from being indifferent in religious matters, but avoiding fanaticism, - to seek the foundations of sound morals in the simple and loving precepts of
SYNOPSIS OF MISS HILL'S REPORT

For the Year ending November 12th, 1907.

Arithmetic

The members of the primary department have been teaching most of the arithmetic this term.

PRIMARY DEPARTMENT

Branches Taught

English

The English work improved very much during the second term.

The third and fourth grades have been taught by two sisters whose parents were educated in America and came here as missionaries.

English was spoken in the home, and the girls became familiar with it from childhood. They have succeeded in making the children understand and answer questions in English regarding pictures, objects, and reading matter.

In the first and second grades, somewhat more time has been given to English than during the first term. The same teacher is in charge as before. By the use of pictures, the children have learned the names of many objects, and can give simple sentences regarding what they see, following the Sautoir method so far as practicable.

Geography

During the second term, the children in the first, second, and third began to keep a daily weather calendar as a preliminary study to geography.

The formal instruction in geography begins with the third year. After the change of teachers in that grade, referred to elsewhere, the modern method of studying home geography and pursuits, instead of beginning with definitions, was successfully carried out through the remainder of the term. The children made small bricks, roof and floor tiles, and candles; and did simple weaving in the class. The methods used in the city factories for manufacturing various articles in every day use were explained and illustrated with samples of materials used, as brooms, brushes, dusters, iron beds, woven spring mattresses, iron castings, felt hats, wool and cotton weaving, gas manufacture, etc.
Arithmetic

The members of the normal class have been teaching most of the arithmetic this term.

The beginning class in the first grade has been taught by the Speer Method, working with lines, surfaces, and solids to obtain the fundamental ideas of relative magnitude, before dealing with numbers. This method has also been used as supplementary work in the advanced classes of the first year, and also in the second grade.

Handwork

The simple handwork - paper folding and weaving - was continued from last term in the first and second years, and now the children show considerable ability in using their fingers.

After the first month, a little was done in the third grade, mostly in connection with the Prang drawing book, using a bit of material left over from a supply of long ago. In drawing, the new teacher taught the children that the figures in the book are not for copying, but should be used simply as suggestions in drawing similar designs from real objects. This was difficult in the beginning, as it was the first time work of that kind had been attempted; but by the close of the term, there was a marked improvement in observation and execution.

At the time the handwork was put into the third grade, it was also given once a week in the fourth.

Teachers' Preparation

The majority of the teachers are not willing to spend time outside of actual school hours in preparatory work. Therefore their teaching is not so satisfactory as it would be if the work were prepared in advance.

NORMAL CLASS

Membership

This class has been the same throughout the year, except that one was appointed to fill a vacancy in the Primary Department.
Methods

Arithmetic method was continued throughout the year. Geography method was also extended throughout the year. In the early part, the class made several trips to factories to see the actual manufacture of articles in common use in the home.

Teaching

The members of the class have all had some practice this year in teaching arithmetic. In addition to this subject, six have taught the handwork in the first and second rooms; two have taught English in the third and fourth grades; three have had reading; two writing and dictation; and one a class in French in the Advanced Department.

Excursions

In the beginning of the term, the plan of short excursions was continued from the preceding semester, - one afternoon in the week and occasional Saturdays (for long distances). Visits were made to two picture exhibitions, two or three historical sites; and some factories; brick and roof tile; floor tile; broom, including brushes and feather dusters; iron beds and springs.

In every instance the proprietors showed and carefully explained the different stages of manufacture, and gave us samples of material to use in the children's classes. Permission was obtained to visit the gas works, an iron foundry, pin factory, glass works, shoe factory, and several large weaving plants. Mr. Rufus Loomis was personally paying the carfare in order to give the students a little broader outlook and more information regarding the industrial life of the age.

Personal Effort

The practice teachers are faithful workers, and do their best. Their mistakes or failures are the result of not fully grasping educational principles in so short a course of training, or of inability to see many things occurring at the same time.
They are not lazy nor stubborn. They are willing to be corrected, and after having their attention called to an error rarely fail a second time in the same way. Their lessons are prepared before entering the class-room, and material at hand for illustration. The greatest drawback is that they have no really first-class teacher to observe. They still need guidance in making out and preparing lessons, and criticism of their work.

Respectfully submitted,

(Signed) Maud C. Hill

São Paulo, November 22, 1907.

Good work has been done from a pedagogical stand point. We have made no effort to make the school pay or to seek pupils, but have steadily pursued the plan of accepting those who come and of doing the best possible work. The teaching force has been:

Miss Walter
Miss Jimmy Kolb
Miss Minnie Hill
Miss Mary Owens
Miss Aquiles Empuras, part of the year only.

The total enrollment was 78, of which 40 were of Protestant parents and 38 of Catholics. Brazilian, 36; Italian, 11; American, 7; and German, 4. Entirely free, 28; part-pay 11, and full-pay, 39.

FINANCES:

Receipts:
Funds from permanent funds 4,600.00
In Bittai, books etc 4,600.00

Disbursements:
Salaries 3,800.00
Household expenses 1,150.00
Repairs and Taxes 410.00
Travel 192.00
To balance 1,650.00

Deficit which will be more than covered by unsolicited accounts 1,650.00

This is the point where the daunting native church is the most violent and urges the Catholic clergy, makes the strongest opposition. The church was in danger of losing the school property by not being able to fulfill the conditions of the will and a suit to dispossess was threatened, when we stepped in and made the long-term contract. We are obliged to keep up the school, if Miss Walter does not return we shall certainly need a woman for her place.

São Paulo, December 14th, 1907.