

REPORT ON VISIT TO COLOMBIA

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## INTRODUCTION

What are the clues to the South American mind and the general social picture?

When the Spanish explorers began their penetration and conquest of America in the early 16th century\* they found the ideal country for pure exploitation.

European adventurers - not settlers accompanied by their families but armed marauders with traditional feudal fearlessness, heightened by religious zeal, conquered the New World for their king and their church - - a conquest amazingly swift, but extraordinarily deceptive. The nature of the country and the characteristics of the native Indians imposed upon the conquerers conditions which have affected radically, and to this day, the degree and nature of the Latin dominance over that part of the New World.

The country was, and is, too vast, travel too difficult, maintenance of communications too unprofitable -- before these physical disadvantages centralized authority has failed in South America generation after generation: Administrators were spread too widely over huge areas. The old story repeated itself: central authorities attempted to span the great distances by attempting to secure obedience from distant lieutenants through threats and penalties, and their domination became either intolerable or ineffective. What was known as "liberty" was only a name for relief from the angry cruelties and amazing stupidities \*\* of a defeated central authority.

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\* Quesada entered what is now Colombia in 1536.

\*\* stupidities - e. g. - For a long period in the 18th century Spanish law forced all goods for South America to pass through Panama; goods from Cadiz for Buenos Aires had to pass first across the Isthmus, thence to Callao, and then in long delayed caravan journeys over the Andes and the plains of the Argentine to Buenos Aires.

The governing classes of one region were too far removed from those of another district to build up the traditions of loyalty or to practice friendly coöperation. The social solidarity of the conquerers could not survive the new prosperity. Consequently the history of North ~~and~~<sup>and</sup> South America has been one of excessive individualism, of feudal loyalty, but not cooperation among equals, ~~and~~<sup>of</sup> the dominance of the "jefe" instead of the ~~the~~<sup>example</sup> of a leader. Significantly the newspapers of today have taken over the word leader bodily from English for there is no Spanish word which expresses such a function.

Nor is geographical diffusion of the Latin race the only clue to the social picture in South and Central America. Conquest of the Indians was relatively easy. They were not exterminated (though their leaders frequently were of course) nor pushed into segregation in specified reserves: they were enslaved outright or in thin disguise and their Spanish masters, wherever European women could not come and live, began the long course of being absorbed by the race they conquered. An extensive biological dilution of the European race has taken place, a dilution the natural result of isolation and the difficulties of travel. In consequence many regions have been populated by a mulatto and mestiço group which cannot be compared with the Latin side of their ancestry in ability and traditions. If the Spaniards had found a smaller area in which to expand, adapted in point of climate and perhaps

less seductively rich in gold and gems and slave labor, we should have seen the development of a New Spain more closely comparable to the mother country in social organization, and retaining more closely the imprint and character of the European social fabric. We should have seen a slower settlement of New Spain, but by a uniform race. A boat load of Europeans would have colonized an area and propagated there social order and <sup>sense of responsibility for each other</sup> ~~solidarity~~ rather than spread over a vast area with an almost explosive violence only to lose or vastly to weaken their traditions of social solidarity after a generation of freebooting and miscegenation. Instead the vast distances separated the ambitious settlers, the tropical climate made them loath to bring their families, so that in one valley after another, in one district, even in one country after another the adventurers set up separately orders of tyrannous domination over the natives. Nor was this a process characteristic only of the first 100 or 200 years. The whole of South America today with its 7,598,000 square miles (North America 8,559,000 square miles) has about the population of Japan. Settlements of virgin territory are still to be made in Colombia, whose thirteen persons to the square mile is an average from which different areas vary widely. In this racial and geographical diffusion of the Latin people all traditions that have to do with social solidarity and community cooperation were, and are still, being greatly modified by this method of settlement and this extreme dilution of the original stock.

Another factor which has diminished the sense of responsibility to the community and the tradition of public service, especially in Colombia, is the character of the Catholic Church in this country. From the outset the Church has so jealously guarded not only educational institutions but all movements connected with public charities that the idea of charities independent of the Church for their support is still strange and phenomenal to the Colombian mind. Many a rich Colombian prefers approbation of the Church to the regard of his fellowmen or posterity, and if benefactions are to be made at all the church receives them. This influence continues. Large grants are given by the government to the Catholic church for the maintenance of ordinary schools, schools for orphans, hospitals, asylums, et cetera, and such institutions extremely rarely receive aid that is not either from religious or government sources.

At the same time that geographical and racial factors have tended to keep the Latin American people from learning to cooperate with <sup>each</sup> other and evolve a highly organized and close-knit social order, their individual independence upon Europe has been in many ways greatly intensified. The independence of the South American must never be interpreted as an independence based upon self-reliance or self-sufficiency. It is rather an independence of other South Americans. For 300 years the rule of the New World in politics, religion, industry and commerce was the almost exclusive monopoly of the Europeans. Before 1817 in Spanish South

America, of 602 captains general and governors, 588 had been Spaniards. Things European have to this day in <sup>Colombia and</sup> Brazil a connotation of being superior and authoritative. And this is even more true perhaps of intellectual matters than of fashions or manufactured articles. People cannot look to Europe for instruction and authority in learning, in religion, and in commerce for 300 years without forming habits of deference and a submissive and admiring attitude which <sup>does not</sup> ~~will~~ vanish upon a declaration of mere political autonomy. It is important to realize the absolute dependence of South America upon Europe.

The Republic of Colombia has an area of 440,846 square miles in which is scattered very unevenly a population of 5,855,000. This averages thirteen to the square mile (France 194; United States 36). It is an area larger than the states of Texas and Montana together, an area three times the size of Germany, with less than 1/10 of Germany's population. Only 20% of the country is under cultivation, and in 1920 there were only 890 miles of railroads in the entire country. Three large systems of mountain ranges running north and south occupy with their foothills and slopes 2/3 or more of the country, and largely due to these <sup>physical</sup> ~~these~~ difficulties Colombia is a <sup>(and)</sup> ~~country~~ where travel is extremely difficult and communication slow and uncertain. There is not the slightest doubt that enormous inherent physical wealth exists in these isolated tropical valleys and temperate mountainsides. The world's platinum now comes from Colombia; the world's emeralds are found there; iron, limestone and fine coal are close to each

other in the highland near Bogota. Even oil fields are being opened in the Magdalena Valley. The great variety in altitude allows a wide range of agricultural products. Bananas, sugar cane and European grains are all easy of cultivation; the best coffee in South America comes from Colombia. But transportation difficulties, a scant and ignorant population, the dangers of tropical life, an extreme isolation, and more than all these an ignorant government together with a decidedly chauvinistic attitude on the part of the Colombian people, have prevented and will continue to prevent rapid immigration or the growth and development of highly organized native communities ~~in Colombia.~~

In any question of granting concessions to foreign capital to exploit their natural riches, the Colombians are governed in the last analysis by the fear that the concessionaires will obtain so much power that the sovereignty of the country will in reality pass into the hands of foreigners. Nor is this attitude confined to the field of commerce and industry. A similar fear of competition from the foreigner exists among the professional classes, and experience shows that difficulties have always been put in the way of the doctor or protestant teacher who attempts to settle in Colombia. The more rich and independent Colombians have traveled enough to know how dense is the ignorance among their own lower classes, how extreme their poverty and how powerless their economic resources in labor, and physical and mental capacities, when compared with European or North American peoples. This realization serves only to intensify the Colombians'

intransigent conservatism at the same time that it heightens his sense of inferiority and his conviction of the superiority of the foreigner in everything.

It is said that 33% of the population are white, 47% mesticos and mulattos, and 20% Indians and negroes (census 1912). My impression was that 10% more nearly represents the white and 33% the Indians and negroes. There is no middle class. The professional men are recruited from the pure white dominant group. It is essential to realize that this relatively small group of pure whites of Spanish origin are the land-owning, directing element in an extremely large and sparsely settled country; that their social traditions do not lead them to believe that success comes from continued, steady, patient work; that economically they are largely parasitic upon the negro, Indian and mestico working class; and that their past experience has led them to expect an easy but precarious living from the exploitation of the ignorant peasantry and the extremely fertile country.

The highland in which Bogota is located bears a peculiar relation to the rest of Colombia because of its altitude of 8000 feet, the great fertility of its soil, its perfect adaptation to European settlement, its natural resources in coal, salt and limestone, its history and its exploitation by means of railroads connecting with the Magdalena River. It is unlike the rest of Colombia in topography -- a high level plain. Communication between ~~the~~ its inhabitants is extremely easy; social life and cooperative under-

takings are not hindered by difficulties of transport and communication; and perhaps more important than anything else, the climate is such as to favor the survival and even the continued renewal through immigration of a purely European stock. Politically too, the sabana\* has attracted the leaders from all over Colombia to the national capital, Bogota. Thus Bogota and its surrounding sabana represent the highest range of social development in the whole republic, and enterprises and ideals which are successful in Bogota cannot be attempted with any promise of success in other parts of the country, especially in the tropical lowlands.

It is not possible to present here a study of the history and influence of the Catholic Church in Colombia. Suffice it to make only the following points:

1. Of all South American countries, Colombia is most thoroughly under the control of the Roman Catholic Church. The contrast with Brazil in this particular is striking.
2. The Conservative party at present in power owes its prestige, not to say its existence to the support of the Church in small towns and hamlets of the country and cannot be expected to offend the papal nuncio or the archbishop in any matter important to them.
3. The church has considered schools, asylums, hospitals and other philanthropic institutions to be one of its acknowledged fields and receives state moneys for the support of these institutions under its own direction. It is extremely jealous of its control of education in all forms. It has shown itself bitterly

\* the upland plain

opposed to American protestant schools; has blocked non-catholic educational institutions of Colombian origin; and has prevented at all times any liberal tendencies to initiate educational reform in Colombia.

4. The Colombian government has entered into a formal concordat with the Papacy, the more important clauses of which are the following:

Article 2 reads: "The Catholic Church shall preserve its full liberty and independence of the civil power; it can exercise freely all its spiritual authority and ecclesiastical jurisdiction and conform its own government to its own laws."

Article 3 states: "The canonic legislation is independent of the civil law and forms no part of it; but it shall be solemnly respected by all the authorities of the Republic."

Article 11 pledges the Church to cooperate with the Government in missions, education and charity.

Articles 12 and 14 provide: that public education and instruction in schools, colleges and universities shall be organized and directed in conformity with the dogma and morals of the Catholic Church. "The government shall impede the propagation of ideas contrary to Catholic dogma and to the respect and veneration due to the Church in the instruction given in literary and scientific as well as other branches of education."

5. Power of the Church at present in Colombia is supreme, and no school or educational movement could be successful against its opposition.

In regard to the political and governmental system in Colombia the following points are important:

1. The president through his power of nomination or dismissal point-blank of any servant of the nation on the government pay-roll possesses dictatorial power as long as he remains chief

of the party in power and is not opposed by the Church.

2. Difficult transportation, the extreme individualism and instability of the Colombian, and the extreme ignorance of at least 70% of the population make a perfect medium for the unreliable and unprincipled politicians whose irresponsibility and dishonesty are the curse of the Colombian people.

3. Public opinion as we know it in the United States does not exist in Colombia to curb the folly and injustice and faithlessness of the politicians.

#### EDUCATION

General -- Difficulties of communication, the traditional individualism of the social order and the dense ignorance of the large proportion of the population impose great burdens upon education in Colombia. Intelligence of the leaders is above question, but the intense literary culture of a small group of the élite in Bogota is of scant significance in resolving the problem of national education unless indeed its effect is to plunge those in power into an even more intense pessimism. The chasm between the cultivated whites and the rest of the population is enormous.

Statistics on education throughout Colombia are unreliable because political implications of truth-telling in official reports are grave. If an official is paid to report yellow fever in his remote district, then from time to time he reports yellow fever unless instructed not to. The official

Colombian Bluebook reports for 1922 in Colombia 25% illiteracy; reports of visitors and trained students of education give it as 70-80%.

School Administration -- In the United States government, Bureau of Education Bulletin No. 44, G. W. A. Luckey gives a valuable resumé of education in Colombia. He says (1) "At the head of the education system of Colombia, acting in behalf of and amenable to the National Government, is the Minister of Public Instruction, with large executive and appointive powers. He is one of the eight cabinet officers and exercises supervision and control over the public schools, high schools, colleges and special institutes, as the National School of Commerce, the National School of Fine Arts, and the National Academy of Music;" and (2) "There is also a national council of education. At the head of each of the 14 state departments is the director general of public instruction, and at the head of school affairs in the territories is a school inspector or supervisor. There are local, departmental, and national school inspectors, and municipal boards of education. The departments and municipalities, as well as private individuals, can maintain establishments of primary and secondary education, but both public and private secondary schools must conform to regulations and apply to the Ministry of Public Instruction for the right to issue the diploma of bachiller (bachelor)!"

Primary Education -- Primary education is gratis, but it is not compulsory - not even on the statute books. It is largely a department

(provincial) affair. Mr Luckey states in Bulletin #44 "There are two courses of study, one for rural schools and the other for urban schools. In urban conditions there are separate schools for each sex, the course of study being divided into three parts called elementary, intermediate and superior. The length of the course in both rural and urban schools is three years; but very few children, especially in rural communities, continue in school for three years, and more than half of the children throughout the Republic do not attend school at all. Few, if any, of the graduates of the primary schools enter the secondary schools for further education. Of primary education three-fourths or more is publicly provided and less than one-fourth privately provided; in secondary education the proportion is changed, only about one-third of the secondary schools being publicly provided and two-thirds being maintained by private venture -- church or lay. Less than half of the school buildings are municipally owned, the majority being rented for school purposes and poorly adapted to such needs. Subjects of study in rural schools are reading, writing, arithmetic, religion, geography, good manners, sewing, and less arithmetic for girls; in urban schools, religion, reading, writing, drawing, singing, object lessons, calisthenics, arithmetic, sewing for girls, geography, and history of Colombia, elementary science, and notions of physics"

Secondary education -- Quoting from Mr Luckey "Secondary education

is under the immediate direction and control of the National Government. It is given in governmental normal schools, of which there are usually two in each department, one for boys and one for girls; colegios, liceos, and institutos. The latter institutions have sprung up as special fitting schools for ~~higher and professional education, and are all pay schools for~~ higher and professional education, and are all pay schools (open to both interns and externs) attended by ambitious students of the better classes. The usual type is the national colegio, which usually maintains both primary and secondary courses; the former of three or four years and the latter of five or six years, the entire course of nine years leading, on successful examination, to the bachelor's degree in letters or science. This is the usual form of secondary education and is quite distinct from and independent of the primary schools. The time element leading to the bachelor's degree is three years short of that required for graduation from our high schools, but the pupils are, on beginning, probably a year older, of a selective class, and the subject matter, in some lines, is more extended, though considerably less so in others." \*

\* Of the 283 "colegios" in existence in 1921, only two, the National School of Commerce in Bogota, and the Colegio de San Luis Gonzaga in Zipaguira, are supported by the central government. The rest are either private schools or are supported by the departments, although many of them receive sub-

sidies from the government, amounting in 1921 to \$48,840.50, and scholarships worth in the same year \$44,633.70. Only 42 of these schools have the right to grant the diploma of "bachiller."

\*Private secondary schools must apply to the Minister of Public Instruction for the right to grant the diploma of "bachiller" which is required for entrance to any institution of higher learning. This diploma, and the examination on which it depends, should not be confused with the American degree of Bachelor of Art or Sciences, as seems often to be done judging from the way in which writers translate it. It is instead exactly similar to the "baccalaureate" diploma and the title, not degree, of "bachelier" granted in France and other European countries to students who pass the final examinations of the secondary schools. It may be equivalent to more or less than American high school graduation, depending on the status of secondary and higher education in any particular country.

\*The right to issue the diploma of "bachiller" is granted to a private secondary school in Colombia on the following conditions:

1. The petition must have the approval of the proper ecclesiastical authority and that of the Director General in Public Instruction in the departments, and of the School Inspector or Supervisor in the intendencias.

2. The official course of study must be adopted.
3. The syllabus and regulations and the list of teachers must be submitted to the Ministry for approval and revision.
4. No person may be appointed as a teacher who does not possess certain qualifications.
5. The school must be regularly established and suitably located, with a laboratory equipped for the demonstrative teaching of physics and chemistry.
6. It must offer the academic course in science as well as in philosophy and letters.

\*Decree No. 1122 of August 5, 1922, issued new regulations governing the granting of this diploma, and the following course of study must be given by official or private schools having the right to grant the diploma of "bachiller."

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.
Religion - - - - -	-	-	?	-	-	-
Apologetics - - - - -	-	-	-	-	-	3
Spanish:						
Grammar & Composition - -	5	5	-	-	-	-
Spelling - - - - -	5	-	-	-	-	-
Rhetoric & Hist. of Lit. -	-	-	5	-	-	-
English - - - - -	-	-	-	5	5	-
French - - - - -	-	5	5	-	-	-
Latin - - - - -	-	-	-	5	5	-
Geography:						
General - - - - -	5	-	-	-	-	-
Of Colombia - - - - -	-	3	-	-	-	-
Cosmography - - - - -	-	-	-	-	-	3
History:						
Of Colombia - - - - -	-	3	-	-	-	-
Ancient - - - - -	-	-	-	3	-	-
Modern - - - - -	-	-	-	3	-	-
Civics - - - - -	-	-	-	-	-	2
Mathematics:						
Analytical & Com. Arith. -	5	5	-	-	-	-
Accounting - - - - -	-	-	5	-	-	-
Algebra - - - - -	-	-	-	5	-	-
Plane & Solid Geometry - -	-	-	5	-	-	-

\*from material HWY

(Continued)	1st	2nd	3rd	4th	5th	6th
Forward	20	21	20	21	10	8
Physics - - - - -	-	-	-	-	5	-
Chemistry - - - - -	-	-	-	-	-	5
Natural History: Zoology, - physiology, hygiene, botany, geology - - - - -	-	-	-	-	5	-
Philosophy:						
Logic - - - - -	-	-	-	5	-	-
Cosmology, psychology - -	-	-	-	-	5	-
Theodicy, ethics, philo. of law - - - - -	-	-	-	-	-	5
Experimental psychology - -	-	-	-	-	-	5
Total	20	21	20	26	25	23

Higher Education -- Again quoting from Mr Luckey. "There are two federal institutions of college rank, the National University of Bogota, with schools of law, medicine, dentistry, and engineering; and the National Schools of Mines of Medellin. There are also a number of state or departmental universities, as follows: The University of Bolivar, at Cartagena, the University of Antioquia, and the recently founded (1919) Women's University, at Medellin; the University of Narino, at Pasto; the University of Cauca, at Popayan; and the University of Magdalena, at Santa Marta. In Bogota, the capital, are also national schools of agriculture, fine arts, and the conservatory of music. Entrance to the above universities is on examination after graduation from the colegios or secondary schools."

The government budget for 1923 follows. But little weight can be attached to the figures, for instruction in most cases is supplemented by small funds from the Catholic Church,

and expenses ~~are~~ seldom tally with the budget.

\* Government Budget - 1923

	<u>Pesos</u>	<u>Percentage</u>
PUBLIC INSTRUCTION - - - - -	1,251,306.48	5.0
Government - - - - -	8,354,658.40	33.7
Foreign Affairs - - - - -	535,658.41	2.2
Finance - - - - -	2,132,581.86	8.6
War - - - - -	2,819,233.28	11.4
Agriculture & Commerce - - -	1,438,538.00	5.8
Public Works - - - - -	2,345,687.07	9.5
Treasury - - - - -	5,898,941.50	23.8
Total	<u>24,776,605.00</u>	<u>100.0</u>

The great lack felt by the Minister of Education is in the system of education and in the impossibility of securing, at present salaries, or indeed in any way, an adequate teaching force. During the time of my visit the catholic clergy openly criticized the government's plan for educational reform to ameliorate the situation and frequent reference was made to the concordat which exists between the Republic of Colombia and the Vatican, entrusting to the Church final authority in matters of primary and secondary education. The Church directs the primary and secondary schools, receiving from the government subventions for the purpose in the latter schools, but the quality of these schools varies very widely -- from poor to scandalous. Inasmuch as the Conservative government owes its tenure of power to the support of the church in rural Colombia, it is not extremely likely that any radical modification in education will be forthcoming in Colombia within a generation.

In November 1923 talk was current in Bogotá of a foreign commission to be contracted by the government to study the Colombian educational system and report to the President. The Vatican had from the outset indicated that the commission was to be composed exclusively of catholics. I have since learned that the Vatican has further stipulated that these catholics are not even to come from a non-catholic country, and Belgium has been decided upon instead of the United States as originally planned.

RESUME OF MEDICAL EDUCATION

19

Seriously isolated and difficult of access but in a region exceptionally healthful and stimulating considering its tropical latitude of 4<sup>h</sup> N., there is situated in Bogota the only promising medical school in Colombia. It is the most generously supported single school in an ill-supported educational system of a backward South American government. Its policy, its personnel, its administration are directly dependent upon the president of the nation, but he is bound in these matters to observe the indications of the Catholic Church -- and history shows the Church to have been not inactive in medical school affairs.

General secondary education in Colombia is so poor that students entering the medical school show wide divergences, and yet an almost uniformly inadequate, preparation in the natural sciences. In the medical school the tradition and spirit of the instruction emphasizes the lecture and the examination. The professors are all, except the professor of anatomy who receives \$120 a month, practitioners of medicine and their salaries of \$45 to \$60 a month explain why they cannot afford giving the time to teach. Instructors receive \$10-\$30 a month and only undergraduates are available at such pay. The professor bends his energies and limits his responsibility to lectures and examinations. Demonstrations by assistants are next in importance, then individual instruction and last of all practical work by the student himself. The instructors are all inadequately prepared and their unreliability necessitates a prodigious amount of examinations conducted by the professors. Over 2400 individual examinations are held annually.

Though the new building is not yet complete nor likely to be for 5-10 years it could be adequate if among the faculty there existed clear notions of what sound medical education is, and some familiarity with modern methods of teaching. Both preclinical and clinical courses are characterized

by totally inadequate emphasis upon the value of laboratory work done by the student under competent supervision. The clinical facilities are not taken advantage of, largely through ignorance of methods successful elsewhere, and this defect will be more glaring when the new hospital buildings come into use during the year 1924.

The dependence of the school upon the government is indicated by the relation of the income from students' fees, \$16,000, to moneys received from the government, \$58,000. It is apparent also that to administer a 6 year medical school for 400 students on a budget of \$80,000 indicates ignorance on the part of the Government of the importance and cost of medical education. This attitude of the Govt, together with the ignorance of effective teaching methods on the part of the faculty are at the root of the difficulties of medical education in Colombia. One other serious obstacle can not be overlooked; the Colombian professors are jealous of their reputations and their dignity, and foreign professors, I was assured without inquiry, would not be tolerated in the chairs at present occupied by Colombians, (though new chairs with temporary foreign professors would be welcome).

- NEEDS. 1. *The patient development of a well trained native teaching force.*
2. The medical school needs to free itself from the domination of the Church as regards policy and the naming of personnel.
  3. Through endowments, raised at least in part locally for chairs in the school, a beginning needs to be made to establish the school as an institution in part free from the ups and downs of government finance. Such endowments would stimulate more adequate support from the Govt. for other items, especially if they secured recognition and approval, from outside the nation.
  4. When the present teaching hospital goes into its new quarters there is a real need for improvement in reorganizing the clinics on modern lines. Furthermore it is possible that a pathologist attached to the hospital

with opportunities to teach but no title that would offend the professors could be found.

5. A "Young Turk" party of graduates who have had experience abroad would in ten years do the most to improve the teaching, the relations and the influence of the medical school in Bogota.

Although the climate of Bogota is favorable to hard work and although the improvement of medical education at some point between Mexico and Brazil would be of value especially in solving the problem of training public health personnel, no recommendation is made for assistance to the Faculty of Medicine at Bogotá for the following reasons:

1. By its geographic location it will always be relatively difficult of access and hence in its interests and in its influence limited.
2. The characteristic original settlers' indifference to community welfare and disinclination for teamwork at the expense of the individual has been intensified by exploitation of an inferior and defenceless Indian stock. Classes of society (merchants, clergy, rural landowners, peasantry) are so widely divergent in most of their interests that the words "the common good" seem almost a mockery. Not only widely divergent but closely balanced against each other, and this deadlock of divergent if not opposing interests is exceedingly slow to change. This divergence of interests and disinclination for teamwork paralyze every educational activity with which I came in contact even in Bogotá.
3. The Colombian has a strong sense of his own inferiority -- and it fuses with his fear in a deep distrust of the foreigner, especially the American. No valuable non-sectarian movement or institution was seen in Bogotá which is not being maintained by Colombians who have received their inspiration from England, United States or France. Such an institution as McKenzie College in Sao Paulo is at present impossible in Colombia.
4. The stand-pat relation of the Catholic Church to education, and the total inadequacy of Colombian secondary education as a basis on which to build an adequate medical training make the scope of any attempt to improve the school at Bogotá extremely wide and full of opposition against which no foreign agency could be expected to succeed.