



MINISTÉRIO DAS RELAÇÕES EXTERIORES
RIO DE JANEIRO.

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Problemas de ensino no
campo dos estudos lati
no-americanos.

MINISTÉRIO DA EDUCAÇÃO E SAÚDE
SERVIÇO DE COMUNICAÇÕES
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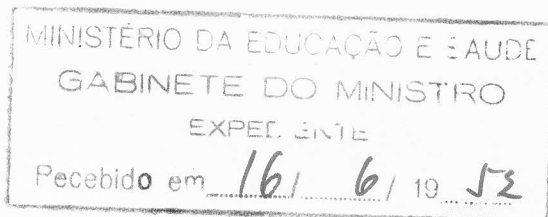
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O Ministério das Relações Exteriores cumprimen
ta o Ministério da Educação e Saúde e tem a honra de remeter-
lhe, em anexo, um exemplar do relatório da discussão, em mesa
redonda, dos problemas de ensino no campo de estudos latino-a
mericanos, realizada na União Pan-americana em Washington, a
1º e 2 de abril de 1952.

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Rio de Janeiro, em 3 de junho de 1952.



Do S. A. Educ.
de ordem
Chefe do Gov.

19.6.52

REPORT OF THE ROUND TABLE DISCUSSION ON PROBLEMS OF TEACHING
IN THE FIELD OF LATIN AMERICAN STUDIES HELD AT THE PAN AMER-
ICAN UNION, WASHINGTON, D. C., ON APRIL 1 AND 2, 1952

In order to exchange views concerning the problems of teaching in the field of Latin American studies, the Department of Cultural Affairs organized a round table meeting which was held at the Pan American Union on April 1 and 2, 1952. Dr. Alceu Amoroso Lima, Director of the Department of Cultural Affairs, wrote to the following institutions in the Washington area, asking them to suggest the names of those members of their faculties who would be interested in participating in the meeting:

George Washington University
Catholic University of America
Howard University
University of Maryland
Georgetown University
American University

The Presidents of these institutions suggested the following individuals:

George Washington University

Henry Grattan Doyle
Henry Emmert
Rafael Supervia
Alberto Vásquez

Catholic University of America

Margaret J. Bates
Manoel Cardozo
Henry W. Spiegel
Dorothy F. Sullivan

Howard University

Eunice D. Lee
Merze Tate
Mark Hanna Watkins
Marie V. Wood

University of Maryland

John H. Frederick
Frank Goodwin
F. Webster McBryde
R. G. Steinmeyer
William Van Royen

Georgetown University

Tibor Kerekes
John H. McDonough
William A. Reid

American University

Thomas E. Cotner
Harold E. Davis
Donald M. Dozer
Ruberta M. Olds
Zoe Wythe

In addition, the University of North Carolina, Pennsylvania State College and Duke University expressed their interest in participating in the discussions. Their respective representatives were Professor Harold A. Bierck, Professor Gerald Moser and Dr. John M. Fein. Wilson Teachers College, Minor Teachers College, and the College of St. Catherine of St. Paul, Minnesota were represented as well. Also attending were members of the National Education Association, the U. S. Office of Education, the District of Columbia Board of Education, the Hispanic Foundation of the Library of Congress, the U.S. Department of State, and the Institute of International Education.

The purpose of this meeting was to discuss and exchange experiences related to problems of teaching in the field of Latin American studies and to determine what cooperation the Pan American Union could offer to solve existing problems.

It was suggested that each Committee of the Round Table conduct its dis-

cussion according to the following agenda:

1. advantages and disadvantages of the texts now in use;
2. supplementary reading;
3. exchange of professors;
4. teaching aids;
5. organization of Latin American area programs and their effect upon teaching;
6. cooperation that the Pan American Union can offer to solve existing problems.

At the opening session in the Hall of the Americas, Dr. Alceu Amoroso Lima greeted the members of the Round Table and stressed the importance of its work, pointing out the fact that the Pan American Union was eager not only to cooperate with universities in this country and to make available information regarding Latin America, but also to further the exchange of information among Latin American countries themselves and with the United States.

Dr. William Manger, Assistant Secretary General of the Organization of American States, addressed the group, expressing his approval of the meeting and offering his wishes for its success. He emphasized the fact that the colleges and universities of the United States have a heavy responsibility in keeping the Americans abreast of conditions in Latin America.

Dr. Alceu Amoroso Lima acted briefly as Chairman during the election of officers. Dean Henry G. Doyle, of The George Washington University, was chosen unanimously as President and Roberto Esquenazi-Mayo, Secretary.

Immediately after, three Committees were formed: 1. Political and Social Sciences; 2. Languages and Literature; and 3. History. Dean Doyle, acting

as Chairman pro-tempore in each Committee, presided over the election of a Chairman and a Secretary. In the Committee on Political and Social Sciences, Dr. Charles Fenwick, of the Pan American Union, was chosen as Chairman and Professor Mark Hanna Watkins, of Howard University, Secretary. Dr. Marjorie Johnston, U.S. Office of Education, was elected Chairman of the Committee on Languages and Literature and Mrs. Eunice D. Lee, of Howard University, Secretary. Professor Harold H. Bierck, University of North Carolina, and Mr. Maury A. Bromsen, of the Pan American Union, were elected, respectively, Chairman and Secretary of the Committee on History.

The three Committees held discussions during April 1 and 2 and presented a synopsis of their deliberations and recommendations at the plenary session on the afternoon of April 2.

Mrs. Estellita Hart, of the Division of Education, Pan American Union, prepared a working paper entitled Survey of the Present Status of Latin American Studies in Institutions of Higher Education in the United States. Dr. Ralph E. Dimmick wrote an account of the services available at the Pan American Union, through its different Departments.

In the closing plenary session the Department of Cultural Affairs of the Pan American Union presented the following resolution:

The First Round Table Discussion of Problems of Teaching in the Field of Latin American Studies, held at the Pan American Union, Washington, D.C., on April 1st and 2nd, 1952,

Considering:

That there is a need for the creation of an inter-university seminar on the Americas by the universities of the Washington area, with the cooperation of the Hispanic Foundation and the Pan American Union;

That this inter-university seminar will enhance interest in Hemisphere relations among students and scholars;

That this inter-university seminar will be an experiment in American higher education;

That it will benefit studies on Latin America, and professors and students interested in this area;

Resolves:

1. That a non-credit seminar on Latin American studies be established on an experimental basis, for selected graduate students;
2. That professors from the universities of the Washington area, and representatives of the Hispanic Foundation and the Pan American Union be invited to plan this seminar and provide its leadership;
3. That a chairman of the seminar be elected by the group itself;
4. That the seminar meet regularly at the Pan American Union;
5. That, on the basis of the first year's work, a proposal be presented to the respective universities that this seminar appear in their catalogues.

This resolution was adopted unanimously and the Department of Cultural Affairs will endeavor to carry out the task of forming such a Seminar.

Dr. Alberto Lleras, Secretary General of the Organization of American States, addressed the closing session. He expressed his satisfaction with the meeting and stated that it fulfilled an important function of the Pan American Union. One of the best means of promoting the exchange of information between Latin America and the United States, he said, would be found in closer cooperation between the Pan American Union and the professors and teachers who have the responsibility of meeting students regularly. The speech was received with great enthusiasm.

Dean Henry Grattan Doyle, then, declared the round table discussion closed.

The reports, as submitted by the respective secretaries, will be found in the following pages.

Roberto Esquenazi-Mayo
Secretary General
of the Round Table

REPORT OF THE COMMITTEE ON LANGUAGE AND LITERATURE OF THE ROUND TABLE
ON TEACHING PROBLEMS IN THE FIELD OF LATIN AMERICAN STUDIES

The report of the Committee on Language and Literature of the Round Table on Teaching Problems may prove to be unique in that our discussion was not confined to the college level. It was the consensus of this group that our main problem centers around the level at which the foreign language is first introduced in the schools of the United States. Before a foreign literature can be studied with appreciation, the language in which that literature is expressed must first be mastered, and mastery of a foreign language, like the mastery of any other skill, requires time and uninterrupted practice. It has long been felt, therefore, by specialists in the language field that foreign languages should be taught at the earliest possible level. Pioneers in this endeavor of presenting the foreign language on the elementary level have repeatedly pointed out that the young child acquires a more rapid mastery of the language because he is free of fixed speech patterns, he is uninhibited in his approach to learning, and his powers of imitation are keener. At the first session, therefore, the Committee confined its discussion to the teaching of Spanish on the elementary level, particularly in the States which border upon Mexico, where experiments on this level have advanced sufficiently to permit certain well-rounded conclusions. Those delegates with knowledge of and experience in teaching in these areas contributed much significant information regarding the success, as well as in some instances the shortcomings, of projects carried out in these regions. The experimental programs of San Diego, Los Angeles, Seattle, St. Louis, and of the State of Texas were outlined, and discussion centered about public reaction to and results obtained in these experiments. Among the more significant conclusions reached are these:

1. From the pupil's point of view, all of the programs have been successful. It is significant that the earlier the language is begun, the greater the success seems to be.
2. Snafes in such programs seemed to have been administrative for the most part, arising from poor planning, engendered by over-enthusiasm, lack of well-qualified teachers, and suitable teaching materials.
3. Languages on this level, as indeed on any level, can be successfully taught only by specialists trained in the field.
4. In a world grown suddenly small, foreign languages belong in the scheme of General Education.
5. Experiments on this level have proven that young children can learn to speak a foreign language, within certain limitations, without complex and highly technical, grammatical terminology.

6. As to which foreign language should be taught, the matter should be left entirely with administrators to decide which language is most popular and most advantageous in a particular area. This thought gave rise to the important observation that for too long foreign language teachers themselves have defeated their own purposes by establishing keen rivalry between particular languages.

The Committee received with enthusiasm the announcement that beginning next year, on a purely voluntary basis, foreign language instruction will be introduced on the elementary level in the schools of the District of Columbia, patterned after the experiment in Los Angeles.

Spanish, rather than Portuguese or French was chosen by the Committee, as a point of departure for its discussions, because, according to surveys it is the most popular modern language taught in the United States as a whole, and because it is the language of the majority of our neighboring Latin American republics. It was strongly recommended, however, that we encourage the expansion of the study of Portuguese, especially in connection with Latin American area studies.

The afternoon session of the Committee on April first was dedicated to an enthusiastic discussion of the problems confronting the teacher of foreign languages on the secondary level. In the discussion of objectives, it was significantly noted that the former gearing of objectives in the foreign language field to college entrance requirements is gradually on the decline in view of the discarding of these requirements by many colleges and universities in the United States. To impart a functional knowledge of the foreign language, through an aural-oral approach, for the future use of the language in the vocational and academic world, and for the richer use of leisure time, is the important objective on the secondary level at the present time.

Satisfaction was expressed over the text now in use for Spanish on the secondary level, El Camino Real. There followed a valuable discussion on the use of realia, particularly of the many worthwhile films available for use on all levels, and of extra-curricula activities, clubs in particular, as an important means of stimulating and keeping alive interest in the foreign language. It was suggested that the Pan American Union might act as a clearing house for making further films and other realia available to the schools in cooperation with language teachers.

In view of recent trends toward the practical in Education, concern was expressed for the future of foreign languages in the high school, since their practical aspect is the common point of attack in questioning their validity in the curriculum. It was felt, however, by members of this Committee that if attention were directed to the fact that two years of a foreign language are still required in the average Lib-

eral Arts college to meet requirements for the Bachelor's degree, more students would study foreign languages in the high school. Because foreign languages are no longer required for entrance into many colleges and universities and because, as a result of this, they are electives on the secondary level, there has grown a widespread misconception regarding the importance of foreign languages in the secondary curriculum. The foreign language teacher on all levels of instruction should be deeply concerned over the fact that enrollment in foreign languages is dropping in the secondary schools to the extent that teachers of these languages, in many and increasing instances, are being forced to teach other subjects out of their field. Foreign language teachers on the college and the high school levels must be brought closer together in a united effort to combat adverse criticisms and growing misconceptions--or face a crisis in years to come.

The opinion was expressed that there should be unified thinking and steadfast cooperation among all foreign language teachers--teachers of the modern languages, as well as teachers of the classical languages. Too long has a sense of rivalry existed among language teachers who have been prone to place the importance of learning one language above that of another; too long have foreign language teachers shunned the responsibility of popularizing the need for all languages rather than some specific language or some specific group of languages. If foreign languages are to take their rightful place in the General Education concept, the foreign language teacher must leave his "ivory tower" and popularize in a realistic way the advantages to be derived from the study of all foreign languages. It is significant that foreign languages are the one subject-matter area not represented in the N.E.A., yet the journal of this organization could be a valuable instrument for popularizing the need for foreign language study.

The recommendations of the Committee in regard to instruction on the secondary level are these:

1. That a concerted effort be made to influence the present National Federation of Modern Language Teacher's Associations to unite with the National Classical Association, possibly through the N.E.A., in order to effect a unified foreign language association.
2. That high school counselors and home room teachers be urged to impress upon high school pupils the importance of the study of foreign languages on the secondary level.
3. That the Pan American Union be asked to encourage and initiate television programs to promote the teaching of foreign languages and to act as a clearing house or guide in cooperation with language teachers in the area, in the selection and more widespread use of worthwhile foreign language films.

The morning session on April second was devoted entirely to teaching problems on the college level and an attempt was made to limit discussion as far as possible to the outline originally suggested by the Pan American Union. The Committee agreed upon the following recommendations:

1. That the Hespelt, Anthology of Spanish American Literature, is the best of its kind now in use, but that more anthologies of this kind are needed for both Spanish and Portuguese in order to afford a broader field of selection.
2. That more individual texts be edited with notes in inexpensive paper bound editions. It is to be noted that omission of such luxury items as vocabulary and exercises was preferred by this Committee in order to keep expense at a minimum. Texts suggested for such editions follow:
 - a. El periquillo sarniento
 - b. Martin Fierro
 - c. Facundo
 - d. Works of Tomas Carrasquilla of Colombia
 - e. Raza de bronce of Arguedas
 - f. Plays of Florencio Sanchez
 - g. Plays of Gertrudis de Avellaneda
 - h. Poetry of Post-Modernism
 - i. Poetry of the Contemporary Period
3. That the Committee on Language and Literature give full and hearty support to the proposed plan of the Pan American Union to publish annually a list of best books from Latin America.
4. That encouragement be given to the project of the recording of contemporary works, now being made by the Hispanic Foundation of the Library of Congress, with the hope that these recordings may be made available on discs or tapes to school libraries.
5. That there be published a new and more up-to-date outline of Latin American literature.

In reference to teaching aids it was recommended:

1. That this Committee urge the publication of a revised edition of Dean Doyle's valuable Handbook for Teachers of Spanish and Portuguese, originally published in 1945.

2. That more "made materials" by native speakers, of the graded variety, be furnished for college reading on the elementary and intermediate levels or that further material interesting to students of these levels be edited, with the stipulation that such material contain real life situations reflecting Latin America.
3. That the Committee urge that there be published a good Spanish reference grammar for English-speaking students on the advanced level--a grammar similar to the Ramsey grammar, or a revised edition of this same work, a good index being an indispensable feature, but without grammar exercises.

In reference to area programs and their effect upon teaching, it was recommended:

1. That Latin American area programs be more closely integrated, and that language and literature departments take a greater initiative in promoting this integration.

In regard to research problems on the college level, the Committee makes the following recommendations:

1. That there be compiled a union list of Latin American newspapers containing literary sections.
2. That a comprehensive index to periodical literature be compiled according to author and subject. A continuation of the Grismer Bibliography and its possible extension to other fields was suggested.
3. That a guide to research in progress in Latin America be compiled.
4. That the Committee urge the compilation of a bibliography of completed M. A. theses and Ph. D. dissertations in language and literature written in the United States, in the Latin American field since 1900, and the establishment of a system whereby such a list could be kept up to date.
5. That the Pan American Union keep urging governments to establish and encourage the exchange of students, teachers, and professors, not only in the social and political sciences, but in language and literature as well, with special attention paid to short-term grants.

6. That the matter of the transfer of credits in regard to exchange students be studied in order that exchange students may not be placed at disadvantage upon return to their respective countries.
7. That a compilation be made of information on research in progress in Latin America in the fields of language and literature.

Sincere thanks are expressed by members of the Committee on language and literature to the Pan American Union for the privilege of participating in this Round Table on Teaching Problems in Latin American Studies. The Committee has expressed the hope that not only will future conferences of this kind be held in this area, but that similar Round Tables will convene throughout the United States.

Respectfully submitted,

Eunice D. Lee, Secretary

Members of the Committee

Dean Henry Grattan Doyle, George Washington University,
Chairman pro tempore
Dr. Marjorie Johnston, U. S. Office of Education, Chairman
Mrs. Eunice D. Lee, Howard University, Secretary
Dr. Margaret Bates, Catholic University
Mrs. Catherine Gardner, Wilson Teachers' College
Prof. Frank Goodwin, Maryland University
Mr. Clyde McDuffie, D. C. Public Schools, Division 2
Prof. Rafael Supervía, George Washington University
Prof. John M. Fein, Duke University
Dr. Marion Elizabeth Carter, Miner Teachers' College
Mr. Arthur E. Gropp, Pan American Union
Dr. Ralph E. Dimmick, Pan American Union
Miss Ruth M. Stauffer, D. C. Public Schools
Mrs. Mary Louise Strong, D. C. Public Schools, Division 2
Dr. Alberto Vázquez, George Washington University
Miss Elsie Brown, Hispanic Foundation
Miss Ruberta M. Olds, American University
Mrs. Zoe Wythe, American University
Dr. Gerald Moser, Pennsylvania State College
Mr. José E. Vargas, Pan American Union
Miss Emilie Margaret White, D. C. Public Schools, Division 1
Dr. Roberto Esquenazi, Pan American Union

REPORT OF THE
COMMITTEE ON POLITICAL AND
SOCIAL SCIENCES

The Committee on Political and Social Sciences held its sessions around the table at the Northern end of the Hall of the Americas.

At the morning session on April 1, 1952, Dr. Charles G. Fenwick was elected temporary Chairman, Mark Hanna Watkins, Secretary, and Miss Marial Johnson, Assistant to the Secretary. This sitting was devoted to a discussion of the first two topics on the suggested agenda: (1) "Advantages and disadvantages of the texts now in use" and (2) "Supplementary reading."

A.- Dr. Davis commented on the books in Political Science, and indicated that while there are very good English texts in the field of Latin American history, there are comparatively few in Political Science and Sociology for this area. A survey is needed to determine the best resources and specific needs in these fields. The useful English texts that are available for offering courses relating to government and politics in Latin America are limited practically to two, each of which has serious deficiencies. These are Professor Christensen's recent book and that of Professor McDonald. The latter is a political history rather than a study of political life and institutions, political parties, etc., and shows a lack of basic investigations of political behavior, and in the former, a selection of readings, there is virtually nothing which enables one to analyze the organization and operation of political parties. The books referred to are Asher Norman Christensen (ed.), Evolution of

Latin American Government: a Book of Readings. New York: Henry Holt and Company, 1951, and Austin Faulks McDonald, Latin American Government and Politics. New York: Thomas Y. Crowell Company, 1949.

We need books that indicate the nature of the problem of government in Latin America and that explain Latin American political behavior in terms of its total cultural setting, books that would help us to gain some clear notion of what constitutes and makes possible the development of efficient, reasonably suitable, operating democracies. Studies in political science by Latin American nationals are highly desirable, but few.

B. In the field of social work in the Latin American area, the materials available are few. (Dr. Sullivan.) There are publications in Spanish and Portuguese which are concerned with specific problems, and in the English language there is almost nothing. We must depend upon reports distributed by the Division of Labor and Social Welfare of the Pan American Union, those which come from the Children's Bureau (U.S.A.), and data made available through surveys conducted by the United Nations.

C. We do not have a single comprehensive text in Latin American economics. (Dr. Spiegel.) Latin America in the Future World is the only book which utilizes other than English sources, but its chief interest is in standards of living. Seymour Harris book on economic problems is not used at present. Hanson's book gives us an analysis as well as a description of the data. This and Gordon's book are the two, among the most recent, that are the most comprehensive. A question which arises is "Do the books written in English show the interests and attitudes of Latin American economists?" Economic science in Latin America is about a half cen-

tury behind that in the United States. It would be quite useful to have more basic studies of the economic life of their own countries by Latin Americans themselves. This, of course, is pertinent with reference to other fields as well, but probably is more applicable to the field of the social sciences than to any other. (Davis.) Some students' dissertations that now are being written show hope of progress along these lines.

Dr. Taylor's book (Amos E. Taylor) would surpass anything yet produced if the difficulties of its publication can be overcome. Several countries have not yet been covered. The data on Peru are rather complete, and the way is being prepared gradually for more comprehensive studies in Latin American economics. In order to present a comprehensive work, a person should be familiar with the entire area, but a single person faces the practical difficulty of devoting adequate time to each of the countries.

The best works in Latin American economics are specialized studies. (Dr. Taylor.) It is very difficult for one student to cover the whole field and, because of its diversity, it is not easy to treat Latin America as a unit.

In the course of the discussion, reference was made to the following books:

Gordon, Wendell C. The Economy of Latin America. New York: Columbia University Press, 1950.

Hanson, Simon G. Economic Development in Latin America: an Introduction to the Economic Problems of Latin America. Washington: Inter-American Affairs Press, 1951.

Harris, Seymour E. Economic Problems of Latin America. New York:

McGraw-Hill Book Co., 1944.

Olson, Paul R. & Hickman, C. Addison. Pan American Economics. New York: J. Wiley & Sons, 1943.

Soule, George H., Efron, David, and Ness, Norman T. Latin America in the Future World. New York: Farrar & Rinehart, 1945.

Wythe, George. Industry in Latin America. New York: Columbia University Press, 1945.

_____ An Outline of Latin-American Economics. New York: Barnes & Noble, 1946. (College Outline Series.)

_____ Brazil, an Expanding Economy. New York: Twentieth Century Fund, 1949.

D. Anthropological literature (Watkins) on Latin America in general is concerned more with aboriginal cultures than with present-day life. For cultural anthropology (sociology), no single book encompasses the field of Latin America. Those listed in the mimeographed Survey of the Present Status of Latin American Studies in Institutions of Higher Education in the U. S. by the Pan American Union are of three kinds: (1) Those that really are not concerned with this area, or only incidentally touch it (Herskovits, Kroeber?, Radin), (2) Those which primarily study the pre-Columbian peoples and cultures or treat Indian culture autonomously (Bennett and Bird, Morley, Steward, Vaillant), and (3) Those which, though concerned with the contemporary world of mixed peoples and cultures, are rather localized (Smith, Smith and Marchant, Taylor, Whetten).

It would be practically impossible to present in a single text more than superficially the cultural anthropology of present-day Latin Ameri-

ca. The following list of books, including some of those listed in the Survey as now in use, may be suggestive, but only suggestive, of the kind of selection which might be made in order to cover both the older Indian period and the present-day situation of Indo-Euro-African assimilation and acculturation:

Older Period (and Indian Life)

Bennett, Wendell C. & Bird, Junius B. Andean Culture History. New York: American Museum of Natural History, 1949. (Handbook Series, No.15.)

Morley, Sylvanus G. The Ancient Maya. Stanford: Stanford University Press, 1946.

Steward, Julian H. (ed.). Handbook of South American Indians. (Smithsonian Institution, Bureau of American Ethnology, Bul. 143, 6 Vols.). Washington: Government Printing Office, 1946-1950.

Vaillant, George C. Aztecs of Mexico. Garden City: Doubleday, Doran & Company, 1941.

Tax, Sol (ed.). The Civilizations of Ancient America (Selected Papers of the XXIXth International Congress of Americanists). Chicago: The University of Chicago Press, 1951. (Not entirely in English.)

Present-day

Freyre, Gilberto. The Masters and the Slaves. New York: Alfred A. Knopf, 1946.

Gruening, Ernest. Mexico and Its Heritage. New York: The Century Company, 1928.

Herring, Hubert & Weinstock, Herbert (eds.). Renascent Mexico. New York: Covici-Friede, 1935.

Lewis, Oscar. Life in a Mexican Village: Tepoztlán Restudied. Urbana: The University of Illinois Press, 1951.

Leyburn, James G. The Haitian People. New Haven: Yale University Press, 1941.

Redfield, Robert. Tepoztlán, a Mexican Village. Chicago: The University of Chicago Press, 1930.

_____ The Folk Culture of Yucatán. Chicago: The University of Chicago Press, 1941.

_____ A Village that Chose Progress: Chan Kom Revisited. Chicago: The University of Chicago Press, 1950.

Simpson, Eyler N. The Ejido, Mexico's Way out. Chapel Hill: The University of North Carolina Press, 1937.

Smith, T. Lynn. Brazil, People and Institutions. Baton Rouge: Louisiana State University Press, 1946.

_____ and Marchant, Alexander (eds.) Brazil, Portrait of Half a Continent. New York: Dryden Press, 1951.

Tax, S. (ed.). Heritage of Conquest. Glencoe, Ill.: The Free Press, 1952.

_____ (ed.) Acculturation in the Americas (Proceedings and Selected Papers of the XXIXth International Congress of Americanists). Chicago: The University of Chicago Press, 1952. (Not entirely in English.)

Taylor, Carl C. Rural Life in Argentina. Baton Rouge: Louisiana State University Press, 1948.

Whetten, Nathan L. Rural Mexico. Chicago: The University of Chicago

Press, 1948.

E. For the geography of Latin America, four texts appear in the Survey, but James' book is the only one that has proved satisfactory. (Dr. McBryde.) It is to be noted that it is used as a text in sixteen of the schools. Nevertheless, it is elementary and not very useful in connection with research work. Carlson's book is similar, but less satisfactory. In the James book, the approach is limited for teaching purposes, and some sections are misleading. The section on Brazil is the most complete and the most accurate in the text. More basic work is necessary if a really useful book is to be produced. A desire has been expressed to have an atlas based on census data, but such data either lacking or extremely unreliable for many of the countries. There is need for a text on the economic geography of the region. Even for the individual countries, there are very few adequate geographies. There has been good work in cartography, which in Latin America has received considerable attention, but geography as it is conceived of in the United States is practically absent. Data which might be provided by the countries themselves, the Organization of American States, and the Pan American Institute of Geography and History would be of great help and prevent egregious errors on the part of those who prepare texts.

The books referred to in the discussion are:

Carlson, Fred A. Geography of Latin America. New York: Prentice-Hall, 1936.

James, Preston. Latin America. New York: The Odyssey Press, 1942; revised edition, 1950.

Listed on the Survey, but of little use for Latin America:

Smith, Joseph R. & Phillips, M. Ogden, North America.

New York; Harcourt, Brace & Co., 1942.

AFTERNOON

For the afternoon meeting, Dr. Harold E. Davis was elected permanent chairman. Discussed were topics 3 ("Exchange of professors"), 4 ("Teaching aids"), and 5 ("Organization of Latin American area programs and its effect upon teaching"). During this session, most of the attention was centered on the exchange of students and teachers, with emphasis upon the implications of the exchange program with reference to the development of scholarly interest and research work in the Latin American field. The program should operate in both directions, so as to meet the need of having United States citizens acquire direct experience in Latin America similar to that of persons from Latin America who come to the United States. Most of the exchange thus far has involved Latin Americans who came as students to universities in the United States. Often they have come with a greater interest in the courses than acquaintance with concrete data needed for the advancement of studies. It would seem desirable to have more Latin Americans come as professors and teach the subjects in the United States, so that they might stimulate interest and develop studies and research projects to be undertaken by persons of both areas. It would be well, also, if there were more opportunity for students to combine their studies with practical experience; i. e., some kind of program of internship is desirable.

The program of exchange of students should include special provisions

for their particular needs--their limitations in using a foreign language, for example--and there should be opportunity for them to apply what they have learned by engaging in further research and public service when they have returned to their respective countries of origin.

There is need for more graphic materials which can be used in the study of political, economic, and social life in Latin America. In this connection, visual aids, such as objectively produced documentary films, special maps and charts, would be useful.

April 2, 1952

For the meeting of April 2, 1952, Miss Mary Ellen West joined the group as assistant to the secretary. This session was centered on topic 6: "Co-operation that the Pan American Union can offer to solve existing problems," such as those which had come to light in the previous discussions.

Dr. Fenwick indicated that the Department of International Law, Pan American Union, can supply lists of states which have ratified treaties, that it publishes a year-book containing the texts of laws (especially commercial laws) and other legal documents, and keeps a register of meetings and conferences of various kinds.

The question of academic credit for exchange students was raised. In this connection, it was mentioned that the United States Office of Education has the responsibility of evaluating credits, but that the Pan American Union might supplement the work. It was felt that the Pan American Union might assist universities in their agreements with universities in other countries, and that a meeting might be called, including crediting

agencies and educators, to discuss the problem of credit exchange. The need for inter-university agreements was stressed; that is, they might make arrangements for such problems as that of having special courses for exchange students, etc.

With respect to the need for textbooks, it was recommended that the Pan American Union assist in making a compilation of "liberty documents" of the American States, and that documents of foreign relations of Latin American countries and on the inter-American system should be made available. It was also felt that an archive of conferences, publications, etc., well catalogued and indexed, would be of great value to scholars writing textbooks; that an exchange of microfilmed documents might supplement the archives, that a series of usable and systematic volumes on diplomatic relations would be extremely helpful to the scholar, and likewise would a bringing together of documents on the inter-American system, including basic teaching material about the system, be useful for teaching purposes. Research work in source materials might be recommended to universities in Latin America, and the assistance of university presses, the Carnegie Endowment, etc., might be sought.

In connection with teaching aids, it was felt that governments might be approached by the Secretary General for slides, films, charts, etc., which would interpret Latin American life to the United States. It was also felt that the Pan American Union might contact certain agencies, such as the Ford Foundation or Carnegie, and make them aware of the need of such graphic materials from Latin America, in the hope that they might carry out some projects along these lines.

Dr. Taylor spoke about the contributions that might be made by the Department of Economic and Social Affairs, outlining the different kinds of activity in the Department and the possible contributions from each. He stated that reports that are provided by the Economic and Social Council for working documents are not for general distribution and that they are always subject to change. They deal with current problems, such as emergency transportation, price controls, etc. He felt that reports resulting from seminars held by the Division of Labor and Social Affairs would be very much worthwhile, as they represent discussions by specialists concerning the various problems which each country faces. They are, in other words, more than working documents. Also, the work done to help the Latin American countries to develop consistent, accurate statistics will in the long run aid teaching immensely. This work usually results from decisions made by other agencies as, for instance, the Statistical Institute. Data derived from the work of the Technical Assistance branch would also be valuable, such as that being done in the fields of housing, training of students in economic and financial statistics, and training of directors of cooperatives. Also, studies on certain individual countries are available, but the Department of Economic and Social Affairs will contribute the most with reference to problems of current importance, general social import, technical assistance, etc., rather than comprehensive reports dealing with the economy of a particular country.

Dr. Taylor mentioned the necessity of a compilation and analysis of the social security legislation in Latin America.

Dr. Heft suggested that graduate students and interns might work with

some of the materials mentioned by Dr. Taylor, and give them some systematic order so that they might be used in courses of instruction.

The Committee feels that it would be desirable to have other occasional meetings of this type, and wishes to make the following recommendations concerning its deliberations:

1. It was recognized that certain general textbooks are needed for the teaching of subjects in the Latin American field, specifically, an analytical book on Latin American government and politics, a book on social thought in Latin America, a book on the social sciences in Latin America, a book on the inter-American system, a book on social work and schools of social work in Latin America, and a book on social conditions and movements. And it was recommended that the Pan American Union might render assistance in making available the kinds of documents which scholars could utilize in the preparation of such books, the specific kinds of materials desirable being (a) "liberty documents" of the Latin American States, (b) documents on the international relations of various countries of Latin America, such as correspondence in foreign relations, (c) documents on the inter-American system, (d) the exchange of microfilmed documents, and (e) a list and guide which would indicate the types and locations of documentary materials that are now available at the Pan American Union. It was recommended, further, that the Pan American Union might call these needs to the attention of Latin American scholars and other scholars working in the Latin American field.

2. The Pan American Union might also assist in the bringing together of useful documents which could be employed for teaching. In this respect,

it might address itself to the various governments regarding the possibility of making available charts and other visual aids for teaching purposes. It might also call to the attention of certain agencies the need for such materials and for financial assistance in their preparation.

3. It was felt that there might be some general improvement in the program involving the exchange of students and teachers, particularly for the purpose of stimulating interest in social studies and in the greater use of data from the Latin American field in the development of such studies, particularly by Latin American scholars.

In this connection, some kind of program of internship would be desirable. It was suggested, also, that there might be a project for translating certain English texts into the languages spoken in Latin America.

The exchange program should also be especially designed to satisfy the needs, language and otherwise, of students, so that they might derive greater benefit from their experience.

Finally, in connection with the program of exchange is the question of the evaluation and transfer of academic credit from one country to another, and it was suggested that the Pan American Union might supplement the work now being done by the United States Office of Education in this respect and give its assistance to universities that are working on this problem in their relations with other universities.

4. The Committee recommends the continuation of the organization and occasional meeting of groups such as the present one.

Respectfully submitted,

Mark Hanna Watkins, Secretary
Assisted by

Miss Marial Johnson

MEMBERS OF THE COMMITTEE

<u>Name</u>	<u>Institution</u>	<u>Field</u>
1. Daniels, Marietta	P. A. U.	Library
2. Davis, Harold E.	American Univ.	History & Poli. Science
3. Dozer, Donald M.	American Univ.	History
4. Ewing, Enrique E.	Personal	Lecturer, Inter- national Relations
5. Fenwick, Charles G.	P. A. U.	Director, Dept. of International Law
6. Francis, Lesley	Radcliffe College	History
7. Harrison, John	National Archives	Latin Amer. Specialist
8. Heft, David	P. A. U.	Chief, Section on Edu- cational Interchange, Division of Education.
9. Johnson, Marial	P. A. U.	Music & Visual Arts
10. Kiser, Margaret G.	P. A. U.	Information
11. Kline, James D.	Inst. of Inter'l. Ed.	
12. Liden, Conrad H.	U. of Maryland	Vocational Agriculture
13. McBryde, F. W.	U. of Maryland and Bureau of Census	Geography
14. McDonough, John H.	Georgetown Univ.	International Relations
15. McNicoll, Robert E.	George Washington Univ.	Latin American History
16. Neel, Virginia	Nat'l Ed. Ass'n.	Social Sciences
17. O'Reilly, F. Warren	Personal	International Relations
18. Parks, E. T.	Department of State	
19. Spiegel, Henry Wm.	Catholic Univ.	Economics
20. Steinmeyer, R. G.	U. of Maryland	Political Science

- | | | | |
|-----|-----------------------|----------------|------------------------|
| 21. | Sullivan, Dorothea F. | Catholic Univ. | Social Work |
| 22. | Tate, Merze | Howard Univ. | History |
| 23. | Taylor, Amos E. | P. A. U. | Direc. Dept. Economics |
| 24. | Van Royen, W. | U. of Maryland | Geography |
| 25. | Watkins, Mark H. | Howard Univ. | Anthropology |
| 26. | West, Mary Ellen | P. A. U. | Music & Visual Arts |

REPORT OF THE
COMMITTEE ON LATIN AMERICAN HISTORY

The round table discussion of this Committee, which concerned itself with existing problems and needs in the field of Latin American history teaching, followed the items suggested by the agenda. The group met during the morning and afternoon of April 1, and elected Mr. Harold A. Bierck as chairman and Mr. Maury A. Bromsen as secretary.

The discussion began with the rendering of opinions about the textbooks most commonly employed by teachers in the field today. The principal attention of all speakers was focused upon their defects and disadvantages rather than their commendable features. The conversation on this matter was interwoven with remarks concerning present-day interest and conditions in the general field of Latin American studies, especially history. An effort was made to ascertain what direct or indirect bearing such factors might have upon the type of textbook best suited to existing needs.

The opinion was expressed by several of the participants that in some textbooks a disproportionately large portion is devoted to the discovery and colonial periods. It was generally agreed that not more than one-third of a textbook covering the general history should deal with the pre-independence era. One speaker voiced the opinion that somewhat more attention than hitherto should be paid the pre-conquest period and that the historian should not be excused from a rudimentary knowledge of Latin American anthropology.

Several members of the round table felt that a textbook might be divided chronologically according to the following periods; (a) conquest and colony; (b) independence; (c) post-independence to the 1860's; (d) the 1860's to date. There was conflicting opinion as to the relative amount of space which should be advantageously devoted to the period of the wars of independence and their immediate aftermath. There was an agreement of opinion, however, that the author's approach, depending upon whether it were chronological or schematic, would be the deciding factor in the amount of space devoted to each period. The chairman pointed out that the role of social, economic, diplomatic and political problems vary in importance at a given time in different countries. There was agreement upon this viewpoint. It was then concluded that far greater attention should be given to the modern and contemporary periods in textbooks.

Mr. Cardozo expressed the opinion that one might, perhaps, teach a survey course in Latin American history without employing a textbook by basing instruction upon a carefully selected program of readings to supplement classroom lectures and discussion. He also made the suggestion, which met with general approval at the meeting, that it would be well not to try to make students in the undergraduate general course learn the history of all twenty republics, but rather to have them concentrate on a few countries.

A strong feeling predominated the discussions that current textbooks devoted excessive attention to political factors, and that, therefore, to achieve a more just and harmonious balance, greater emphasis should be placed upon social, intellectual, and economic trends. It was pointed out that the general trend in textbooks dealing with the history of the United

States and Europe has been ever increasingly away from the political and diplomatic emphasis and move toward the cultural.

The secretary of the group expressed the belief that, in general, the professional level of specialists in the field was not, until recently, quite up to the standards of those teaching and writing the history of other areas of the world. He asserted that many so-called "specialists" in the field had enjoyed neither adequate undergraduate or postgraduate training. Mr. Bierck, Mr. Cardozo and Mr. Parks contested this observation, calling attention to the fact that the general level of professional preparation was no superior among historians interested in other areas and that the relative number of truly distinguished teachers and productive scholars was small among all groups of historians. The obligation placed upon non-Latin Americanists to teach Latin American history part time, coupled with the lack of opportunities for Latin Americanists to carry out original research, were recognized as important factors contributing to present-day deficiencies in professional standards and achievements.

The chairman explained the growth of the Latin American studies programs at the four southern universities which have been assisted by the Carnegie Corporation. He regarded their accomplishments as well established and felt that now the question of further growth in the field was the problem of the near future. He mentioned the stimulating periodic meetings at which representatives of the four universities discussed their respective Latin American studies programs.

Brief attention was devoted to the interest in Latin American history at the secondary school level. Several members of the group agreed that

high school courses in the field should be encouraged. A better prepared high school graduate would help facilitate college and university teachers in their work. The chairman made the observation that he found it somewhat easier to instruct Latin American history on the West Coast than in the East, attributing this to the Spanish tradition existing in the former region.

The question of the need for and the kind of supplementary reading needed by teachers and students was another important matter of discussion. It was agreed by those participating that the publishing of this type of material was of marked importance to both teacher and student. It would serve, moreover, as a means of advancing research in the field. It was asserted that the very writing of textbooks could advance no faster than the production of monographic material in Latin America and the United States.

There was general recognition that a need existed for a new volume of readings in English of significant documentary material in the history of Latin America. The recently published two-volume work compiled by Vicente Lecuna and edited by Harold A. Bierck, Selected Writings of Bolívar, was pointed out as another kind of useful supplementary readings. It was suggested, too, that some of the volumes containing observations by foreigners visiting Latin America during the course of her colonial and modern history -- works that have, in many instances, become expensive collector's items -- should be made available in modern editions. Such contemporary accounts, which throw a wealth of light upon contemporary social, economic and political conditions, should be published (in English

translation when the original is in another language) with scholarly introductions and explanatory notes.

The value of the "Inter-American Historical Series," formerly published by the University of North Carolina Press, entered the general discussion. It was felt by at least two of the speakers that these volumes were of marked value to the teaching of Latin American history, since they made available in English at least one general history of several countries. Although the difficulty of finding good up-to-date one-volume histories for some countries was recognized, it was suggested that in some cases a general history combining two or more works might prove a solution to the problem.

There was a general feeling throughout the last half-hour of the final session that the Pan American Union could prove a more effective agent as a funder of publishing, both in the United States and Latin America, of material in English, Spanish, Portuguese and French which might serve as worthwhile supplementary reading for course instruction, as well as a stimulant to advances in the field of Latin American historical research. It was recommended that the Pan American Union should foster the publication of a series of scholarly biographies of the eminent leaders of Latin America's past.

The following participated in the meetings:

Mr. Harold A. Bierck, Jr. (University of North Carolina)
Mr. Manoel Cardozo (The Catholic University of America)
Mr. Tibor Kerekes (Georgetown University)
Mr. E. Taylor Parks (Department of State)
Mr. J. Manuel Espinosa (Department of State)
Mr. Bernard H. Nelson (Miner Teachers College)
Miss Marie V. Wood (Howard University)
Mr. Maury A. Bromsen (Pan American Union)

The resolutions adopted by the Committee on History are the following:

RESOLUTIONS

1. It is evident that there is a marked need to revive diminishing interest in colleges and universities in the field of Latin American history.
2. Courses in Latin American history should be encouraged in those liberal arts institutions which do not at present offer them.
3. There exists a need for a college textbook surveying the general history of Latin America, one which would place greater emphasis upon:
 - (a) social, intellectual and economic factors;
 - (b) the modern and contemporary period.
4. Greater encouragement must be given authors, editors and publishers to make available various types of supplementary reading in English and/or Spanish. A need exists for the following publications:
 - (a) anthologies of readings making available in English translation outstanding private and public documentary material;
 - (b) English translations of both general and monographic histories;
 - (c) scholarly biographies (in English and/or Spanish) of the eminent leaders in the political, social, economic and intellectual history of Latin America.

5. The exchange of capable professors should be encouraged in every way possible.
6. The need for such teaching aids as films, charts and maps must be studied and recommendations to remedy made by committees of experts in the field.
7. Adequate funds should be made available to permit teachers in the United States to visit Latin America. Such funds should have no other purpose than to assist such teachers to familiarize themselves with the land and people.
8. Since private foundations are not supporting to the degree necessary historical research in public and private archives, some provision should be made to make possible financial grants to both United States and Latin American teachers for this purpose.
9. Since it has been observed that students studying in the Latin American area programs in the United States frequently risk future employment opportunities, the Committee suggests that reconsideration be given the traditional type of departmentalized study, which may, moreover, be more in keeping with the needs of the teaching profession.
10. The Pan American Union should play a more active role in encouraging teaching and lecturing in the field of Latin American history in high schools, colleges and universities. It should also help solve the publishing needs of teachers and students interested in this subject either through its own publications program or by fostering other organizations and institutions in the United

States and Latin America to engage in similar publishing activities. More specifically, the Committee should like to have the Pan American Union encourage:

- (a) a series of scholarly biographies of leaders who contributed substantially to the political, social, economic and intellectual development of Latin America;
- (b) a series of accurately edited English translations of selected general and monographic historical works;
- (c) the publishing of contributions to all fields of history in Latin America. Such material would not only constitute an important type of supplementary reading;
- (d) greater concentration (than in recent years) upon interesting individuals and institutions in the United States in the field of Latin American history;
- (e) the preparation of a bibliographical guide which would be useful to both teachers and scholars in the field.

Maury A. Bromsen
Secretary

"UNIAO PAN-AMERICANA"

WASHINGTON-1952.

(Ocupação na A. Latina)

-1952-

Proc. n. 64

A Sr. Lúcia Marques Pinheiro

24-VI-52

(Nelson Romão)

L. Dito:

No presente processo, o L. Ministro
de Estado dos Relações Exteriores
envia a este Ministério o relatório
da mesa Redonda sobre problemas de
ensino relativos aos estudos latino-americanos
(línguas, literatura, história, geografia, sociologia etc.).
Pois que o relatório deveria ser incorporado
a uma das bibliotecas deste Ministério,
talvez de preferência a do IVLP.

Pis, 27 de junho de 1952

Luís Soares (L.S.)

Ao Sr. Diretor do Insp.

30-VI-52

(Nelson Romão)

Ao Prof. Gustavo A. La Lanza em 30/7/52

Misericórdia