

# INTER-AMERICAN FRIENDSHIP THROUGH THE SCHOOLS

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## Foreword

**T**HAT WORD *Pan-Americanism* is increasingly resounding throughout the schools of this country. What does it mean to the millions of boys and girls in these schools of the United States? How can it be made to hold a still deeper meaning and significance?

The U. S. Office of Education, in line with its basic purpose to "show the condition and progress of education in the several States and Territories and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems," is presenting this report with a view to giving some answers to the above questions.

The report is based upon a research study conducted by the Office of Education for the specific purpose of ascertaining the extent of inter-American studies that are already a part of the school curriculum. Replies of school administrators to the questionnaire form the basic information from which material in this bulletin was developed.

As the author points out, however, "the central purpose of the investigation was to discover the curriculum-learning opportunities and patterns of teaching relative to the development of inter-American understanding that are to be found in the elementary and secondary schools of the United States." It is hoped that the discovery and presentation of some of these opportunities and patterns of teaching will assist in furthering the constructive understanding of inter-American relations. It is also hoped that wider opportunities and a greater number of patterns may develop throughout the schools in the months ahead.

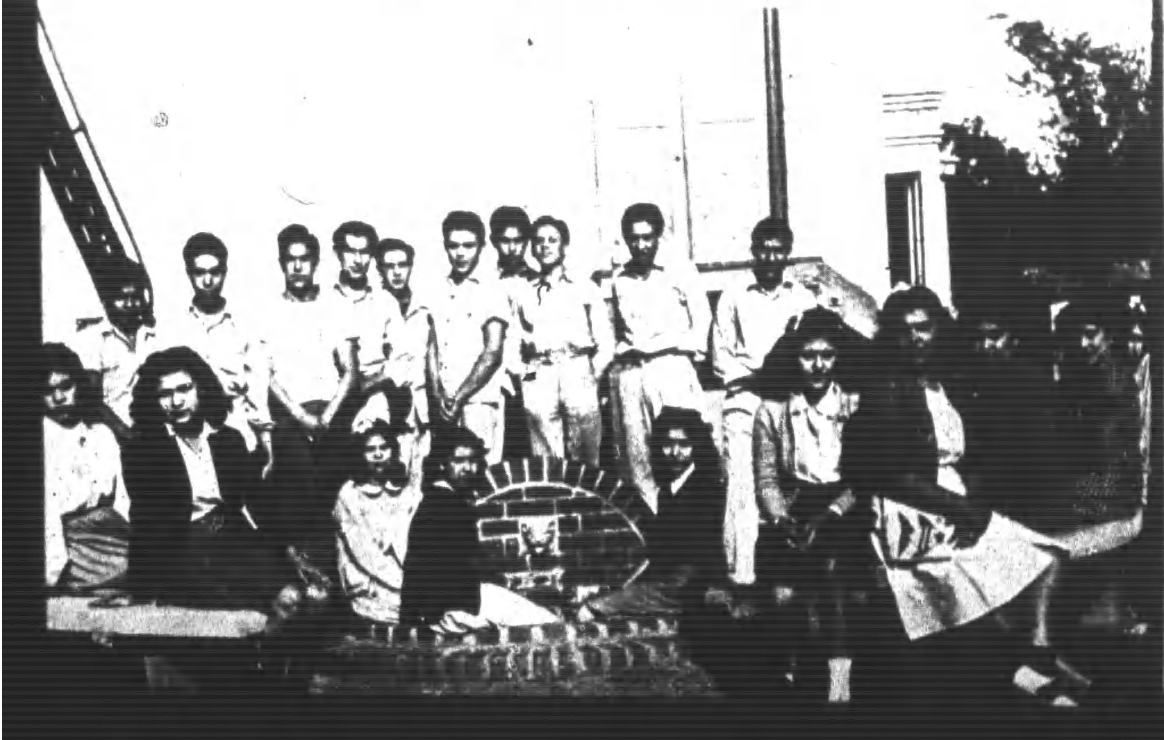
Cooperating with the author, Verna A. Carley, Professor of Education, University of Maryland, were the following staff members of the U. S. Office of Education: Walter S. Deffenbaugh, Chief, American Schools Division; Helen K. Mackintosh, Senior Specialist in Elementary Education; and Carl A. Jessen, Senior Specialist in Secondary Education. The Office of Education wishes to express its appreciation to the many school administrators who, through supplying illustrations and descriptive material, and their replies to inquiries, helped make this bulletin possible.

BESS GOODYKOONTZ,  
*Assistant U. S. Commissioner of Education.*



Good-will tours bring Mexican boys and girls to the United States.

A Latin-American club in a Southwestern State.



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## Inter-American Friendship Through the Schools

### Introduction

**“WE HAVE** on this continent these broad plains, mighty rivers, steaming jungles, majestic mountains—the chance of centuries to build the greatest single area of peace, freedom, and liberty that the world has ever seen. The Americas—united in spirit and purpose—cannot be disappointed of their peaceful destiny. So may the day come when Pan America can lead a distracted world into permanent peace and brotherhood.”

\* \* \*

Thus Simón Bolívar speaks to the children of the United States. He speaks to them over a public address system in a high-school assembly program. He speaks to them from records transcribed for class use. His words are the inspiration of editorials in school newspapers and magazines, and are the keynote of pageants and plays. Read in English or in Spanish, his message, as well as others of like import, serve to impress upon the youth of North America the common idealism that exists between the peoples of the North and the South.

In school publications, in club and assembly programs, as well as in class study, the pupils meet the heroes of American liberty. They hear young Bolívar swear solemnly to free his people from Spanish tyranny. They see Washington striding through the snow at Valley Forge. They follow Hidalgo and Juárez, Sucre and Santander, Moreno and O'Higgins along the road to democratic independence. They cross the Andes with San Martín. They live with Lincoln in his struggle for human liberty. They describe these experiences in Spanish and in English. They study, discuss, and dramatize them in classes, in assemblies, and in clubs. They organize pan-American leagues and forums. They correspond with youth in southern lands, and receive messages of good-will in return. They fill the exhibit cases in the school halls and libraries with the flags of the 21 republics, with serapes and embroideries, with silver, glass, and pottery of the South American artists. They sing *La Paloma*, *Estrellita*, and *Cielito Lindo*. They dance the rumba, fandango, and bolero, the conga and the tango, the cueca and joropo. They listen to radio programs from the other Americas, and broadcast over shortwave to their southern friends.

\* \* \*

An editorial in the *Webster Echo*, the high-school paper of Webster Groves, Mo., expressed the situation this way: "Posters, displays, programs—the whole school is Pan-American conscious \* \* \* Why? 'Because Pan-Americanism means something around Webster.'"

\* \* \*

To what extent does pan-Americanism *mean something* around the various schools in the United States? This was the question in the minds of the staff of the U. S. Office of Education in addressing an inquiry form to the administrators of public schools to ascertain the extent of inter-American studies in the schools. The specific questions contained in the inquiry are listed below:

- Is Portuguese taught in your schools?
- What is the number of pupils in each grade taking Spanish and the total enrollment in those grades the first semester of 1940-41?
- How many pupils are this year for the first time receiving instruction in Spanish? How many pupils took Spanish for the first time last year?
- In what grade is Spanish first introduced?
- How many schools under your supervision have in recent years extended their offering: (a) By starting Spanish in earlier grades than formerly? (b) By adding 1 or more years of Spanish study?
- What changes in offerings, in teaching methods, etc., are contemplated in your schools with regard to Spanish and Portuguese?
- How many elementary and secondary schools under your supervision offer courses in: International Relations, Pan-American Relations, Pan-Pacific Relations, or others of similar type?
- What are the titles of units and the grade level at which each is offered of units or courses which schools under your supervision offer on other American republics (their history, their geography, their government, their literature, their art, their music, their products, etc.)?
- What are the activities in your community, either within or outside the schools, which are designed to develop understanding and heighten appreciation of the literature, language, culture, economic conditions, history, characteristics, occupations, and general achievements of the peoples inhabiting other American countries? Report the names of school clubs, lay organizations, exchange of correspondence, assembly programs, radio programs, entertainments, special showing of films, museum visits, etc.

\* \* \*

The replies of school administrators to these questions form the basis of this report.

In response to the inquiries sent to 6,623 administrators of school systems in the United States, there were 2,471 replies (37 percent) received in time to be tabulated for this report. Of this number 671 (27 percent)<sup>1</sup> stated that Spanish was being taught and gave the enrollments of classes. One-half of the schools reporting (1,250 school systems) indicated that, although they did not offer Spanish, they provided a study of the other Americas in various other courses given

<sup>1</sup> Twenty-nine additional administrators indicated that Spanish was being taught, but did not furnish all the information necessary for inclusion in the tabulation.



in the English language. There were 521 replies (21 percent) in which no study relating to the other American republics in Spanish or in English was reported.

It is recognized that the responses to the inquiry cannot be regarded as representative. The replies probably came for the most part from schools in which the staffs are active in this area of study and interested in the subject under investigation. While from the statistical angle the replies may not be representative, from another point of view, namely, that of the central purpose of this study, there is a strong likelihood that the replies furnish an adequate sampling. The central purpose of the investigation was to discover the curriculum-learning opportunities and patterns of teaching relative to the development of inter-American understanding that are to be found in the elementary and secondary schools of the United States. The replies from schools in which the staffs are most sensitive to this problem would, therefore, be quite likely to include most of the learning situations of this sort that are being sponsored in the schools.



Pan American Building offers art inspiration to school pupils.



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## Chapter 1: Studying of the Languages of the Other Americas

**T**O WHAT EXTENT are the English-speaking students of the United States studying the language of their Latin American neighbors? Assuming that it is through the medium of communication, oral or written, that common understanding can be developed, misunderstanding eliminated, and friendship fostered, we naturally ask to what extent is this avenue of friendship, the knowledge of the language of our neighbors, being developed in our schools today?

### Study of Portuguese.

Only one school system, Oakland, Calif., reported the teaching of Portuguese in the day schools. In February 1941, three classes of Portuguese were started in the night schools in Washington, D. C. San Rafael, Calif. also has introduced a course in Portuguese in the night school this year, chiefly for the reserve officers in the area. Two school superintendents indicated that they were considering offering Portuguese in the fall of 1941.

### Study of Spanish.

Administrators of 671 school systems (27 percent of those replying) reported that Spanish was being taught in their schools. Reports that Spanish was being taught came from all but 2 of the States, New Hampshire and North Dakota. From Texas, 74 school systems were reported to have Spanish in the curriculum. The number from each State reporting the teaching of Spanish is as follows:

Texas.....	74	Kentucky.....	10
California.....	59	Georgia.....	10
Pennsylvania.....	49	Louisiana.....	10
New Jersey.....	47	Arkansas.....	9
Ohio.....	38	Alabama.....	9
Florida.....	32	Indiana.....	9
Oklahoma.....	32	Iowa.....	8
Colorado.....	29	Connecticut.....	7
New York.....	25	Mississippi.....	7
Massachusetts.....	22	Montana.....	7
Kansas.....	21	North Carolina.....	7
Illinois.....	17	Wyoming.....	7
Tennessee.....	14	Arizona.....	6
Missouri.....	13	Virginia.....	6
New Mexico.....	13	West Virginia.....	6
Michigan.....	11	Idaho.....	5
Washington.....	10	Minnesota.....	5

Wisconsin.....	5	Delaware.....	2
Nebraska.....	4	Maine.....	2
South Dakota.....	4	Maryland.....	2
Utah.....	4	Vermont.....	1
Nevada.....	3	New Hampshire.....	0
Oregon.....	3	North Dakota.....	0
Rhode Island.....	3	District of Columbia.....	1
South Carolina.....	3		

When we examine these reports by regions, we find that the largest number of schools reporting the teaching of Spanish is in the West South Central region. The number of school systems in each of the various regions reporting the teaching of Spanish is as follows:

West South Central.....	125
(Arkansas, Louisiana, Oklahoma, Texas.)	
Middle Atlantic.....	121
(New York, New Jersey, Pennsylvania.)	
East North Central.....	80
(Illinois, Indiana, Michigan, Ohio, Wisconsin.)	
Mountain.....	74
(Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming.)	
Pacific.....	72
(California, Oregon, Washington.)	
South Atlantic.....	69
(Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia.)	
West North Central.....	55
(Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.)	
East South Central.....	46
(Alabama, Kentucky, Mississippi, Tennessee.)	
New England.....	35
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.)	

Reports indicating that Spanish was included in the curriculum came from schools in all city-size classifications as well as from county and rural school districts. The number of school systems in each city-size classification reporting the teaching of Spanish is as follows:

Group I.....	62
(Population, more than 100,000.)	
Group II.....	120
(Population, 30,000-99,999.)	
Group III.....	137
(Population, 10,000-29,999.)	
Group IV.....	226
(Population, less than 10,000.)	
Group V.....	126
(County and rural school systems.) <sup>1</sup>	

<sup>1</sup> These include chiefly the schools of Florida, Louisiana, and West Virginia, which are organized on a county unit basis.

It will be of interest, next, to inquire into the amount and nature of the Spanish offering in these schools throughout the United States.

### **Enrollments in Spanish Classes in Grades 1-8.**

In only a relatively small number of school systems is Spanish being taught below the ninth grade. It is interesting to note, however, that the schools which are teaching it in the eighth grade of the elementary or junior high schools are widely scattered in the various sections of the United States and in cities of various sizes. Enrollments of eighth-grade pupils in Spanish were reported in 68 school systems from Mobile and El Paso to New York and Newark, from Winter Park to Highland Park, from San Bernardino to Boston.

An even smaller number of schools systems reported offerings in Spanish below the eighth grade. The 10 school systems reporting the teaching of Spanish in the seventh grade were: Beverly Hills and Fresno, Calif.; Gainesville, Fla.; which has an exploratory language course which includes Spanish; Boston, Mass.; Alamogordo, N. Mex.; Garden City and Tarrytown, N. Y.; Martin's Ferry, Ohio; Selinsgrove, Pa.; and Austin, Tex.

With the exception of Dover, Del., where Spanish is taught in the sixth grade, only Texas schools reported the study of Spanish below the seventh-grade level. Victoria, Tex., is experimenting in one school only in teaching Spanish to all pupils in the first, second, and third grades. Pearsall and Yoakum, Tex., offer Spanish in the lower grades.

Of unusual interest is the city-wide program initiated in 1940-41 in Corpus Christi, Tex. Five thousand one hundred and eighty-four of 6,356 pupils in grades 2 through 6 are studying Spanish. The following description of the program was contained in the report prepared by R. B. Fisher, Superintendent of Schools, Corpus Christi, and of E. E. Mireles, coordinator of Spanish in that school system:

It was clear that if we were going to gain the good will and cooperation of the Latin-American countries, the best way to do it would be through the language.

The 71 teachers of Spanish in the grades are organized under the direction of the coordinator into a Spanish Institute where the material, the teaching procedure, and the general program are discussed. In each school there is a head teacher for Spanish and a pan-American club sponsor. A 15-minute period daily is devoted to Spanish. In the classes the children are learning the language; in the pan-American clubs they learn the history, traditions, and customs of the people. An attempt is therefore made to provide a thorough program of good-will and understanding among the peoples of the Western Hemisphere.

The proper arrangement of material had to be made, the choice of vocabulary was important, and right standards for each grade had to be decided upon. All grades started on the same level of work. The material prepared for teachers use was divided into prescribed vocabulary with common expres-

sions and supplementary word lists which would provide an adequate margin for individual progress in each grade and in each group.

The problem of sufficient teachers capable of teaching Spanish could have been a deterrent had such been permitted; the need of proper text books could have been a financial problem, since those which were needed were not furnished by the State. But those who were interested in this program meant business and adopted the motto, "Let's get started with the resources now at our command, and if we are right, better ones will be secured." The teachers are helped in the meetings of the Spanish Institute, in individual conferences with head teachers, and in the Spanish classes of the Corpus Christi night school conducted by the coordinator.

In the majority of cases the children have gotten their parents interested in the Spanish study, and not a few parents are learning with the children "at the breakfast table."

Five separate adult classes meet three times each week for Spanish instruction. The Junior Chamber of Commerce offers, in addition, classes to its members. The Texas State Teachers' Association and the Texas Congress of Parents and Teachers have passed resolutions favoring the teaching of Spanish in elementary grades. The president of the State University has offered every facility of the University including the assistance of professors of Latin-American studies and the aid of the Extension Service to assist the program of the teaching of Spanish in the schools.

So we are all learning Spanish in Corpus Christi! Si, senior.

### **Enrollments in Spanish Classes in High School.**

Table I shows for cities of various sizes and for counties the number and percentage of pupils enrolled in Spanish courses in grades 9 through 12 during the first semester of 1940-41. In the schools in cities of more than 30,000 population (groups I and II) which reported, the heaviest enrollment is to be found in the ninth grade; in smaller cities (group III) the largest percentage of pupils in Spanish courses is in the tenth grade. In group IV cities the percentage enrolled in Spanish is almost the same in the ninth and in the tenth grades. In some school systems in which there is a junior and a senior high school, Spanish is not offered in the junior high school and is begun in the tenth grade of the senior high school, which may account for the variations noted above. There is a marked decrease in enrollments in the eleventh and twelfth grades in schools of all city sizes.

It is interesting to note that a larger percentage of pupils is enrolled in Spanish in the smaller than in the larger cities. The percentage in group IV cities is 17.8; in group III, 13.1; in group II, 13.7; and in group I, 10.2.

Table 2 shows, for the school systems reporting, the percentage of pupils enrolled in Spanish in each of the regions of the United States.<sup>2</sup> The largest percentage (21.7) of Spanish enrollments is to be found in the West South Central Region which includes Arkansas, Louisiana, Oklahoma, and Texas. The Mountain States of Montana, Idaho,

<sup>2</sup> Note that table 2 deals with grades 7-12. Consequently the numbers and the percentages are different from those given in the total column of table 1.

Table 1.—Enrollments in Spanish courses in grades 9-12 in 671 city and rural school systems

Grade	Cities by population												Total					
	Group I (100,000 and more)			Group II (30,000-99,999)			Group III (10,000-29,999)			Group IV (2,500-9,999)				County and rural schools				
	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Num-ber taking Spanish	Per-cent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Num-ber taking Spanish	Per-cent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Num-ber taking Spanish	Per-cent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Num-ber taking Spanish	Per-cent taking Spanish		Total enrollments in grades in which Spanish is taught <sup>1</sup>	Num-ber taking Spanish	Per-cent taking Spanish		
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9	312,351	57,944	18.6	33,401	6,871	20.6	20,943	2,769	13.2	17,431	3,559	20.4	19,814	3,132	15.8	403,940	74,275	18.4
10	321,641	37,120	11.5	73,499	12,368	16.8	35,138	5,438	15.5	23,305	4,847	20.8	18,729	3,361	17.9	472,312	63,134	13.4
11	267,338	11,965	4.5	65,551	7,745	11.9	32,328	4,326	14.0	21,952	3,764	17.2	19,119	2,430	12.7	406,267	20,470	7.5
12	190,462	3,004	1.7	50,830	3,473	6.8	23,509	1,964	8.4	14,574	1,566	10.8	10,772	833	8.7	280,147	10,940	3.9
<b>Total</b>	<b>1,041,792</b>	<b>116,033</b>	<b>10.2</b>	<b>223,261</b>	<b>20,497</b>	<b>12.7</b>	<b>111,918</b>	<b>14,697</b>	<b>13.1</b>	<b>77,302</b>	<b>12,796</b>	<b>17.8</b>	<b>64,033</b>	<b>9,556</b>	<b>14.4</b>	<b>1,562,066</b>	<b>179,819</b>	<b>11.4</b>

<sup>1</sup> Respondents were asked to give the total enrollment for a grade, only if Spanish were offered in that grade in the school system.

## 10 INTER-AMERICAN FRIENDSHIP THROUGH THE SCHOOLS

Wyoming, Colorado, New Mexico, Arizona, Utah, and Nevada, have the next largest regional enrollment, 19.7 percent. In the Pacific States (California, Oregon, and Washington) 15.7 percent of the total enrollment of the grades in the school systems reporting are taking Spanish. An almost equally large percentage (15.3) is reported in the East South Central States. The largest proportion of pupils in Spanish classes is therefore to be found in the Southern and Western States. This is rather to be expected because it is this area of the United States which has the largest Spanish-speaking population and which provides the greatest number of opportunities for students to communicate in Spanish either with their Spanish-speaking friends in the United States or with their neighbors across the border. The Atlantic coast regions—the South Atlantic and the Middle Atlantic—have the next largest percentages, 12.9 and 11.1, respectively, while the Spanish enrollments from New England and from the East and West North Central regions cluster around 7 percent.

It is recognized, of course, that certain individual States to a large extent influence the comparative position of the region with regard to the percentage of pupils enrolled in Spanish. The large percentage of pupils in Spanish classes in Texas influences the total regional average

**A Spanish class serves a luncheon featuring Latin-American foods.**



in favor of the West South Central region. Colorado, New Mexico, and Arizona have heavier proportionate enrollments in Spanish than have the other States in the Mountain region. The percentage of pupils in Spanish classes in California is equal to that reported by Washington and Oregon together. And though the percentages for the East North Central (7.7) and the West North Central (7.3) regions fall below that for the United States as a whole (11.7), Illinois and Missouri within these regions report percentages equal to that of the average of the Nation.

Less difference in percentages of enrollments in Spanish is noted among the cities of different sizes than among the schools of all sizes in different geographic locations. Thus it is seen that geographical location rather than size of city influences the decision to offer Spanish.

Table 2.—Enrollments in Spanish classes in grades 7–12 for the first semester, 1940–41, reported by 671 school systems in the various regions of the United States

Region	Number of school systems reporting	Total enrollment in grades in which Spanish is offered <sup>1</sup>	Number taking Spanish	Percent taking Spanish
1	2	3	4	5
West South Central	125	146,474	31,722	21.7
Mountain	74	69,326	13,065	19.7
Pacific	72	214,899	33,697	15.7
East South Central	40	39,866	6,085	15.3
South Atlantic	69	85,550	11,042	12.9
Middle Atlantic	121	649,839	72,330	11.1
New England	35	120,700	9,457	7.8
East North Central	80	394,810	30,497	7.7
West North Central	55	149,346	10,912	7.3
<b>Total</b> .....	<b>671</b>	<b>1,867,810</b>	<b>218,897</b>	<b>11.7</b>

<sup>1</sup> Respondents were asked to give total enrollments only for the grades in which Spanish was being taught.

### Enrollments in Spanish Classes of "Other" Students Not Classified in Grades 1–12.

Administrators report a considerable number of "other" students, not classified in grades 1–12. These are variously referred to as special or unclassified students, post graduates, and, in the Western States particularly, as junior-college students within the city system. This group does not include adult or evening-school classes. The reports show that 10.7 percent of this group are enrolled in Spanish classes. This percentage closely approximates the 11.7 enrolled in Spanish classes in grades 7–12 (table 2). Moreover, as table 3 shows, the percentages do not vary markedly among the cities of different sizes.

**Table 3.—Enrollment of "other" students in Spanish classes for the first semester, 1940-41, reported by 671 city and rural school systems**

City and rural school systems	Number of "other" students enrolled in the school system	Number taking Spanish	Percent taking Spanish
1	2	3	4
Group I	142,508	15,297	10.1
Group II	7,942	966	12.8
Group III	4,726	429	9.1
Group IV	3,685	362	9.7
County and rural	1,605	146	9.2
<b>Total</b>	<b>160,466</b>	<b>17,200</b>	<b>10.7</b>

### Trends in Enrollments in Spanish Classes 1939-40 and 1940-41.

For the school systems reporting, table 4 shows the percentage of increase in enrollments in introductory Spanish classes in 1940-41 over those in 1939-40. The 22-percent increase in enrollments in Spanish classes in 1940-41 seems to suggest that the present world crisis presumably has had a marked effect in stimulating interest in our South American neighbors and in the study of Spanish. In some areas the enrollment has increased by more than one-half. It is significant that an increase is reported in each region, and that the increase ranges from 55.7 percent in the West South Central to 2.6 percent in the Mountain region. Reports from the West South Central region, which according to table 2, showed the largest percentage of pupils enrolled in Spanish, again in table 3 shows the largest percent of increase in enrollment in 1940-41 over the 1939-40 enrollments. The increase in pupils enrolled in Spanish in the elementary grades in Texas probably accounts in considerable measure for the gain within this region. In marked contrast, however, the Mountain and the Pacific regions which ranked second and third in table 2 are ninth and seventh, respectively, in rank order of regions showing the greatest gains in Spanish enrollments within the last year. The percentage of pupils studying Spanish in these two regions has been consistently high, and there is no indication of any spurt during the past year comparable to that in Texas. The region in which the second largest gain in Spanish enrollment took place in 1940-41 is the West North Central region in which was noted on table 2 the smallest percentage of pupils enrolled in Spanish courses. The increased interest and activity of this region, however, has been reported chiefly from Missouri. The third largest gain reported is in the East South Central region, and New England is fourth in the reported gain in Spanish enrollments.

Table 4.—Number of pupils reported taking Spanish for the first time in 1939-40 and in 1940-41 in the various regions of the United States

Region	Number of pupils taking Spanish for first time		Percent increase
	1939-40	1940-41	
1	2	3	4
West South Central	10,193	15,875	55.7
West North Central	4,286	6,662	55.4
East South Central	2,432	3,117	28.2
New England	1,889	2,354	24.6
Middle Atlantic	24,349	29,896	22.8
South Atlantic	3,946	4,842	22.7
Pacific	13,741	15,127	10.1
East North Central	13,207	13,695	3.7
Mountain	6,017	6,171	2.6
<b>Total</b>	<b>90,660</b>	<b>97,720</b>	<b>22.1</b>

### Trends in Enrollments in Spanish in 202 School Systems in 1933-34 and in 1940-41.

The 1940-41 reports of 202 school systems were selected for comparison with the survey of *Offerings and Registrations in High-School Subjects in 1933-34*.<sup>3</sup> These reports were examined in an effort to determine the trends in Spanish enrollments in these schools for a period longer than the last 2 years. Data were available from 23 school systems in group I cities, 21 in group II, 81 in group III, and 77 in group IV. Table 5 shows the increase or decrease in Spanish enrollments in these school systems.

In the 23 group I cities, though there was a decrease of 0.5 percent in the total number of pupils enrolled in the schools reporting, there has been an increase of 4.9 percent in the number of pupils studying Spanish. Group II cities report an 11.1 percent increase in total enrollments and a corresponding 8.2 percent increase in the number of Spanish pupils. Though cities in groups III and IV report 34.7 and 38.1 percent increases, respectively, in total enrollments, both groups show a decrease in the percentage of pupils studying Spanish, group III with 1.7 percent decrease, and group IV with 16.3 percent decrease.

A specific illustration of the trends in enrollment over a larger period is reported by Philadelphia:<sup>4</sup> "The trend of first-year foreign language enrollments has changed sharply during the year ending October 1940. With one exception (Spanish) these changes are acceleration of the downward trend of the preceding years \* \* \* For the year ending October 1940, the losses in French, German, and

<sup>3</sup> U. S. Department of the Interior, Office of Education Bulletin 1938, No. 6.

<sup>4</sup> Philadelphia Teachers Association. *The News Letter*, February 1941.

Table 5.—Increase or decrease in enrollments in Spanish in 202 school systems in 1940-41 compared with 1933-34

Grade	Group I cities						Group II cities						Group III cities						Group IV cities					
	1934		1941		1934		1941		1934		1941		1934		1941		1934		1941		1934		1941	
	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Percent taking Spanish	Total enrollments in grades in which Spanish is taught <sup>1</sup>	Number taking Spanish
1	23,014	1.300	6.5	20,428	1,340	6.6	21,777	1,340	25.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3
2	59,814	12.959	21.7	51,032	13,184	25.8	7,700	1,838	23.9	6,008	1,521	25.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3
3	79,009	10.204	12.9	69,108	9,498	13.7	13,423	2,152	16.0	15,218	2,144	14.1	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3
4	59,564	3.504	5.9	65,955	4,119	6.3	10,928	992	9.1	12,438	1,399	10.8	8,721	1,422	13.1	21,400	4,120	19.3	21,400	4,120	19.3	21,400	4,120	19.3
5	43,214	812	1.9	49,322	1,513	3.1	7,050	312	4.4	9,257	645	7.2	3,640	253	6.9	16,769	1,418	8.5	1,878	165	8.8	5,815	658	9.1
6	1,342	12	.9	5,943	546	9.4																		
7																								
8																								
9																								
10																								
11																								
12																								
Other																								
<b>Total</b>	<b>382,897</b>	<b>26,791</b>	<b>10.9</b>	<b>361,706</b>	<b>20,710</b>	<b>11.5</b>	<b>20,101</b>	<b>3,204</b>	<b>13.5</b>	<b>43,471</b>	<b>3,770</b>	<b>13.2</b>	<b>57,746</b>	<b>11,763</b>	<b>19.3</b>	<b>77,749</b>	<b>11,097</b>	<b>14.3</b>	<b>23,237</b>	<b>7,277</b>	<b>21.3</b>	<b>27,000</b>	<b>6,093</b>	<b>14.99</b>
<b>INCREASE</b>																								
<b>Numbers</b>																								
<b>Percent</b>																								

<sup>1</sup> Respondents were asked to give the total enrollment for a grade only if Spanish were offered in that grade in the school system.

Latin enrollments amount approximately to as much as the loss for the preceding 6 years. French enrollments are 14 percent lower; German, 36 percent; Latin, 9 percent. Spanish enrollments, however, have shown a sharp increase of 16 percent \* \* \* The sharp change in the trend in the past year will no doubt be associated with the international situation. Apparently parents and children foresee closer relations with Latin America. At least enrollments in Spanish seem to be increased at the expense of those in the other languages."

### **Numbers of Years of Spanish Offered.**

Thus far we have been dealing principally with the enrollment of pupils in Spanish courses. Now we are concerned with the number of years Spanish is offered in the schools and the changes in number of course offerings which have occurred.

One-third (33.6 percent) of the 671 school systems which reported the teaching of Spanish are offering 4 years or more of Spanish. Nineteen schools offer 5 years, and eight report 6 years of Spanish in their curriculum at or below the twelfth grade. Well over one-fourth of the schools (27.7 percent) are offering 3 years, and another fourth (26.2 percent) are offering 2 years. Only 10 percent of the schools

Junior museum group presents "The Marvelous Medicine,"  
a historical pageant of Peru.



report offering but 1 year. Usually, these are just introducing the course into the curriculum and plan to offer an advanced course in 1941-42; or in small schools they are alternating 1 year of Spanish with a second year or with 1 year of another foreign language. In addition, 19 school systems report that Spanish is taught in their junior colleges.<sup>5</sup>

### **Extended Curriculum Offerings in Spanish, 1940-41.**

Ninety-eight administrators report that they had in 1940-41 made 1 or more additional years of Spanish available for pupils wishing to pursue the study of the language. These additions are reported by 24 superintendents in group I cities; 15 in group II; 18 in group III; 33 in group IV; and 8 in county or rural school systems.

Seventy-one superintendents report that they have made Spanish available earlier in the pupil programs by placing it 1 year earlier in the curriculum. Such a change in 1940-41 is reported in 19, 26, 9, and 17 school systems in group I, II, III, and IV, respectively. None of the county or rural systems so reported.

The earliest grade in which Spanish was usually taught in the schools in 1940-41 is the ninth. In 274 school systems Spanish is first offered in the ninth grade. In 225 systems it is first made available in the tenth grade; in 82 systems it is not introduced until in the eleventh; in one, in the twelfth; and in one, in the thirteenth year in the junior-college curriculum. In 66 schools it is offered as early as the eighth grade; in 10 in the seventh; and in 5, below the seventh.

### **Changes in Offerings in Spanish Contemplated for 1941-42.**

In response to the question, "What changes in offerings are contemplated in your schools with regard to Spanish?" 137 administrators report that they are "definitely planning" to add Spanish to the curriculum in 1941-42. Twenty-five write that they plan to "extend the offering in Spanish"; 24 more state that they expect to offer it as a ninth-grade subject, and still others plan to offer an additional year in the tenth, eleventh, or twelfth grades.

Ninety-four administrators are "seriously considering" offering Spanish for the first time in the fall of 1941. Several are making surveys of the demand; others are discussing the question in administrative or curriculum meetings.

Several school faculties are planning to restore Spanish to the curriculum after its discontinuance, in some schools as far back as 1920, but in more cases since the depression years of 1933-34. In contrast, 14 superintendents indicate that they are considering discontinuance of the teaching of Spanish in 1941-42 because of the lack of demand

<sup>5</sup> Administrators of 45 school systems list courses in Spanish for postgraduates, but do not indicate whether or not these are in addition to other course offerings.

for the subject. In 16 school systems there is a definite possibility of Spanish being introduced into the elementary grades. Courses in Spanish conversation, in commercial Spanish, and in Spanish stenography are also under consideration as well as courses in Spanish for non-college-preparatory students; these will emphasize the culture of the people rather than the grammatical structure of the language. Five administrators are contemplating offering Spanish to adults in night school.

### **Changes in Emphasis and Methods in the Teaching of Spanish.**

Administrators recognize that the teaching of the mechanics of a language will not in and of itself develop good will toward, and an understanding of, the people for whom it is the mother tongue. The widespread study of foreign languages on the European continent has grimly illustrated to the educators of the United States the inadequacy of linguistic study alone in developing international friendship. This realization is clearly evidenced by the responses of educators to the question, "What changes in emphasis in the teaching of Spanish are contemplated in your school?"

The replies are overwhelmingly in favor of:

(1) An increased emphasis upon understanding and appreciating the culture of the South American people. No other change in method or content is reported so frequently as that of stressing the knowledge of the people, their ideals, their customs, their literature, art, music, dance, their geography, and industries. Stated conversely, the changes contemplated definitely predict less emphasis on the linguistic and more on the cultural. Many add that they plan to emphasize more the culture of South America and less the culture of Spain, which has tended to dominate textbooks and courses in the past.

(2) A reinforcement of this understanding of the culture of the America to the south by a more direct emphasis upon developing an understanding of inter-American relations and upon the fostering of pan-American good will. If this is to be the outcome of our teaching, it must be provided for definitely in our learning situations, with opportunities given pupils to study the facts, to discuss the issues, and to develop the attitudes and appreciations fundamental in such relationships.

(3) An increased emphasis upon conversation. It is hoped that Spanish may be taught as the living language of a large number of our neighbors. Attention to Spanish-American pronunciation in this increased oral work is recommended by some.

(4) More opportunity for reading for pleasure with opportunity for extensive reading in English as well as in Spanish on subjects relating

to South America is advocated by a majority of the responding administrators.

(5) The introduction of noncollege preparatory courses in Spanish on a functional nontechnical basis is being planned in a large number of schools.

Other changes contemplated are:

(6) A more extended use of radio, recordings, films, contacts with Spanish-speaking people in the community, newspapers and magazines, excursions, and correspondence with children of Latin America.

(7) The organization and promotion of Spanish clubs, pan-American forums, assembly programs, and other activities emphasizing inter-American friendship.

(8) Greater correlation of the work of the Spanish classes studying Latin-American culture with that of geography, art, dance, music, history, literature, and other classes.

### Examples of Changes in Emphasis.

It is evident, of course, that the changes contemplated in some schools are well under way in others. In some schools certain of these emphases are already accomplished facts and curriculum committees are exerting every effort to translate others of these goals into practice. A few examples taken from Spanish courses will illustrate some of the changed emphases.

The following examples illustrate the increased cultural emphasis:

There is an adage which runs "To know a person is to like him." Upon this thesis the Spanish course of San Jose (California) is based. An intellectual awareness of our geographical neighbors seems more pertinent and necessary than ever before. However, there must be more than just an awareness. There must be a real basis of understanding. It is recognized that these understandings grow from the knowledge and the appreciation of a people and their culture, their lives, and as far as possible, their hopes and aspirations as evaluated in the light of their environmental needs, past and present.<sup>6</sup>

Detroit offers a survey course in Spanish culture to students who are taking a commercial or general course and wish some knowledge of Spanish and the Spanish-speaking countries and their contributions to civilization. "Through an understanding of the customs, temperament, and environment of these peoples, the students will become better neighbors of the Spanish-speaking countries south of the United State."

Even in college preparatory Spanish classes, such as those in the Palo Alto (California) High School, time is allotted to the study of our America neighbors. A 15-week period is devoted to Central and South America, and an 11-week period to Mexico. The following material is covered for each country as thoroughly as time will allow:

<sup>6</sup> McDonnel, Eleanor. *The Contribution of Foreign Language Instruction to Social Understanding.* (ms.)



Geography—races; general history; economic conditions—products, industries, needs, etc.; legends, life and customs of the people; religious and secular holidays. Magazines, newspapers, stereographs, films, flags, maps, posters, radio, victrola, piano, games, dancing, and lectures are used in this study. The classes recently have made recordings of their own singing of Spanish songs.

In the Spanish classes of Rockville, N. Y., a continuous emphasis is placed on cultural information throughout the 3 years of Spanish. In Spanish I familiarity with the geography, products, and holidays of South and Central American countries is stressed. In Spanish II there is a more intensive study of the products, history, and geography. In addition, the life of the people, their outstanding artists, musicians, and the dance forms typical of various countries are studied. In Spanish III more of the reading is done in Spanish, and pupils make individual studies and report on outstanding leaders, such as O'Higgins, Morelos, Hidalgo, and Sarmiento; famous authors, Blanco-Tombona, Darió, Rodó; and noted artists, Quiros, Orozco, Covarrubias, Salas, Rivera. In each of the 3 years there is stressed an alertness in finding current newspaper references to these countries and to inter-American relations.

The study of Latin American countries is a part of the regular course of study for the Spanish classes in the New Castle Senior High School in Pennsylvania.

We try to become acquainted with these people, their history, their geography, and their customs, in order that we may better understand and appreciate them. To promote friendship, some of our students write letters to boys and girls in these countries. They ask each other about their country, families, movies, banks, schools, sports, and they exchange pictures and sometimes small gifts. A former teacher of the school who is now teaching in South America spent an entire day with our Spanish classes telling them about the countries and answering their numerous questions. We have sent three yearly subscriptions to the Spanish Reader's Digest, one to Panama, one to Argentina, and one to Ecuador. In addition we are placing the magazine in our own school library. We are recommending to our Spanish students, books in English about South America, and we are furnishing material to be used in classes other than Spanish. And finally, and probably most important of all, we are learning to speak their language, Spanish.

The following are descriptions of noncollege-preparatory courses in Spanish:

Philadelphia has introduced informal courses in Spanish in the seventh grade of the junior high school. These are 3-hour-a-week courses, affording an easy and informal approach entirely by the direct method and giving the pupil enjoyable and profitable contact with the language before beginning the more formal study in the ninth grade.

In East Aurora High School in Aurora, Ill., the largest enrollments in Spanish classes are in the noncollege classes in which the culture of

the South American countries is studied thoroughly. Pupils make beautiful notebooks on various aspects of the culture and read many books and magazines in English. Films, radio, and recordings also are used extensively.

Houston, Tex., has developed a series of general courses in Spanish.<sup>7</sup> The following quotation indicates some of the more important purposes aimed at in these courses:

The main purpose of these courses is to stimulate an interest in Spain and Spanish-America in order to give the student a broader outlook, a greater appreciation, and sympathy for his own country and civilization. It is hoped that this background will project itself into the larger field of pan-Americanism, with an appreciation of the value of the latter in the Western World today. It is hoped that the student will acquire some knowledge of the history and geography of Spain and Spanish America; something of their cultural contribution to the world, as represented by their painting, literature, music, dances, architecture, science and invention; something of their people, their aspirations, their social, political, and economic conditions.

It is hoped that the student will have sufficient knowledge at the conclusion of the course to recognize examples of Spanish music when heard on the phonograph or radio, pictures of world-famous Spanish or Spanish-American monuments, and to identify a reasonable number of personages outstanding in the historical or cultural development of Spain or Spanish-America.

It is hoped that the student will develop the ability to speak Spanish understandably, to understand short sentences in spoken Spanish, and to read simple Spanish.

<sup>7</sup> Curriculum Bulletins. General Courses in Spanish I, II, III, and IV, Houston Public Schools, Houston, Tex.

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## Chapter II: Studying the Culture of Our Southern Neighbors Through English

**M**OST OF the 671 school systems in which Spanish is taught also are offering opportunities for students to study the culture of our Spanish and Portuguese-speaking friends in courses other than Spanish. In addition, 1,250 administrators reported that, though Spanish is not being taught in their school systems, opportunities are provided for the study of other American republics through the medium of English. These opportunities are provided in special courses and in units of work of other regularly organized courses in the curriculum.

### Special Courses.

Of the courses specifically designed to acquaint pupils with our southern neighbors,<sup>1</sup> *Latin American Relations* was mentioned most frequently. *Pan Pacific Relations* courses were referred to by approximately half as many administrators and by those chiefly from the Pacific and Southwestern States.

Though not so specifically named, the course most frequently referred to as dealing with the other American republics was *International Relations*. Courses so named are offered in a considerable number of schools, and increasingly larger proportions of time are given to inter-American relations. Courses in *Latin American History*, *South American History*, and *Spanish Civilization* are being offered in a small number of schools. Units under the same names as these courses are to be found in the various social science courses of other schools.

### Examples of Special Courses.

The course in *Latin America* in the high school of Tulsa, Okla., begins with the geography, the physical features of the countries, and the characteristics of the people. The history of the explorers and the conquistadors, of colonization, and of independence movements are then considered. Following this general introduction, each of the countries is studied in detail. The course concludes with a study of inter-American relations.

<sup>1</sup> Question 5 of the inquiry form was: "How many schools under your supervision offer courses in *International Relations*, *Pan American Relations*, *Pan Pacific Relations*, and others of similar nature?"

Question 6 asked for a report of titles of units or courses in which instruction is offered on the history, geography, etc., of the republics to the South.

It is believed that units on *Pan American Relations* included in other courses as well as complete separate courses on the subject were frequently checked in question 5; for the responses from 663 elementary and 288 secondary schools that were offering courses in *Pan American Relations* seemed unusually high.

Altoona, Pa., has developed a senior high-school course in *Latin American History*, around the problems of hemispheric solidarity: geographic environment and racial components and the problem of unity; nationalism and democracy since the World War; economic problems of hemispheric solidarity in establishing an economic regionalism of the States of the Western Hemisphere that will be mutually helpful; the pan-American movement; cultural ties in the Western World and how they can be developed.

The District of Columbia has an elective course for high-school juniors or seniors in *Latin American History* which aims: (1) To give pupils a knowledge and appreciation of the history, culture, and civilization of Latin America as a background for an understanding of current American relationships. (2) To develop a feeling of copartnership and of common responsibility in the solution of the problems of the Western Hemisphere. (3) To create a realization of the growing significance of Latin America in the economic and political affairs of the world. (4) To awaken a sympathetic interest in the problems faced by Latin-American peoples in working out their political, economic, and social well-being. Main topics considered are:

- I. How the Development of Latin America Has Been Affected by the Basic Factors of Geography, Native Inhabitants, and European Background.
- II. How Latin America Was Explored and Colonized.
- III. How the Latin-American Nations Gained their Independence. Heroes and Reforms.
- IV. How Latin America has Developed Since Independence. The People, Social Life, Cultural Development, Economic Life, Political Institutions, International Relations.

Singing Spanish songs.

- V. How the Latin-American Countries and the United States are Being Drawn Closer Together. Obstacles to Closer Relationships. Efforts Toward Cooperation, Planning for the Future, Economic, Political, and Cultural Relationships and Problems.

### Units and Lessons in Other Courses in the High School Curriculum.

Both elementary and secondary schools report the inclusion of units on other American republics in the regular courses of various departments of the curriculum. It is interesting to note that these units appear somewhere in practically every department of our high-school system, though the administrators indicated that units on our southern neighbors were included most frequently in their social studies courses. History courses (world, American, or United States) were reported with the next greatest frequency. Courses in geography (commercial, economic, and world) usually contain units on Latin America. In current events courses the most recent developments in Latin America are studied. Moreover, units on our American neighbors were reported by administrators in all of the following courses as well: Modern, ancient, European, California, and Texas history; consumer education; commerce and industry; economics; problems of democracy; world problems; contemporary world affairs; national defense; sociology; civics; government; world literature; general language; Latin; French; art; science; home economics; music, chorus; and band.

Thus we see that in literature, in the social studies, and in practically any department of the high school, pupils may be found studying a unit on other American republics. The following list illustrates the variety of the titles of units submitted by administrators: Nations as Neighbors; The Americas; Spanish-American Culture; The Defense of the Western Hemisphere; Our American Neighbors; South American Literature; The Artists of South America; Latin-American Music; The Dances of our Southern Friends; the Monroe Doctrine; Reciprocal Trade Treaties; Products of South America; The People of the South American Republics; American Nations at Work; Explorers and Discoverers of the Americas; The Age of the Conquistadors: Each of the republics also was listed as the subject of a unit of work.

### Examples of High-School Units.

Among the problems studied in an American History class in Reading (Pennsylvania) High School, was one related to inter-American friendship. The unit, *Complications Involved in Arriving at a True Pan-American Understanding*, consisted of the following general topics:

- I. Isolation: The meaning of isolation:  
Isolation and the Monroe Doctrine.  
The Monroe Doctrine and pan-Americanism— old interpretation,  
new interpretation.

- II. The Panama Canal: Early interest in an isthmian canal:  
The American Government constructs the Canal.  
The Canal in American diplomacy and defense.
- III. Our Caribbean Sea policy:  
Economic imperialism.  
Application of the Monroe Doctrine.
- IV. Pan-Americanism.
- V. Culture of South America.
- VI. *Good Neighbor* policy and hemisphere defense.

In some schools in Los Angeles and Sacramento, Calif., and in Phoenix, Ariz., there are reported integrated courses in English, Social Studies, Art, Music, and Spanish, which include study of the culture of the other American peoples and inter-American relations. Two to three hours a day usually are given to these courses.

In other schools, such as Evander Childs in New York City, a conscious effort is made by each department in the school to contribute to the understanding of South America. The pan-American program at Evander Childs has developed from an extracurricular activity of the Spanish department to one of greater emphasis in class instruction on other American republics and, finally, to an integrated school-wide program of education for inter-American friendship. A faculty council on pan-American activities sponsored and coordinated the activities of Pan American Week during which every department made an appropriate contribution to inter-American understanding.<sup>2</sup>

The *Accounting and Business Practices* classes reported a pan-American conference by telephone, cable, and radio. Pupils in *Business Arithmetic* studied the reports of exports to and from the republics of North America. In *Art*, pupils designed tapestries inspired by Mexican murals; decorated maps; painted wooden bowls in the direct manner of the Mexican and Guatemalan artists; created costumes for the Pan American ball; dressed dolls in national costumes; made posters announcing Pan American Week; created silver jewelry, copper wall plates, linoleum surfaced boxes, and decorative tiles; designed and constructed the stage setting for the assembly program *From Desert to Snow Capped Mountains*, and exhibited in corridor display cases examples of many arts and crafts. Moreover, they were helped to become sensitive to the fact that "fine art relationships—unity, balance, rhythm, and harmony—must be translated into a recognition of and an aspiring toward fine relations among men and nations. Its counterpart in the fine interrelationship incumbent upon men and nations, calls for concerted, intercooperative efforts toward unity and harmony in activities of mutual concern. The complementary character of economic life of the North and the South

<sup>2</sup> This material is taken from a mimeographed bulletin, *Education for Inter-American Friendship*, issued by the Council on Pan American Activities, Evander Childs High School, New York City.

American republics bears comparison with complementary elements in art which, judiciously combined, make for a more complete, better balanced unit."

Pupils in *Biology* read *Caribbean Treasure*, *Jungle Peace*, *Green Mansions*, and other books of this type, reported on animals and plants of South America, studied famous biological experiments in connection with malaria and yellow fever conducted in Panama and Cuba and reported on the William Beebe expedition to Pan America. Besides giving book and news reports and writing essays, the pupils in *English* had quiz programs and radio programs. They described distinguished men, such as Bolívar, O'Higgins, Juárez, and San Martín; discussed pan-Americanism and the present world crisis; and debated unsolved problems of inter-American relations. They studied avenues of communication and evolved a plan for removing prejudice through understanding and knowledge. The *French* department showed the place of the French language in the other American republics.

*Physical Education* groups became acquainted with pan-American athletic games and inter-American Olympics. They agreed that the spirit of athletics and its associations can be used to advantage in promoting pan-American friendliness and good will, and they were particularly interested in inter-continental competitions. *Dance* groups demonstrated representative dances in the assembly program. The *Home Making* department considered *Man's interdependence on man* in a study of food products which originated in Latin America, and of the Latin American products necessary to the North American home. *Latin* pupils discussed the derivation and meaning of the words *Pan America* and *Latin America*, compared Bolívar with Cicero, and Washington as *pater patriae*. In *Mathematics* classes pupils made maps on scale, found distances between important cities, and estimated lengths of rivers. They made graphs and interpreted statistics concerning population, exports, and imports. *Shop* pupils discussed the importance of Central and South American mahogany. The *Physical Science* department interpreted Pan-American relations, especially as they are determined by the natural resources of the various countries. The possession of great deposits of saltpeter by Chile; the cause of war between Chile and Bolivia; the relation of saltpeter to the last war and its importance today; the expropriation of foreign oil fields in Mexico; silver resources in Mexico; cryolite; whole oil rubber; copper in Chile; tungsten in Bolivia; asphalt in Trinidad; petroleum in Venezuela and Colombia—these and a study of other resources served to impress the pupils with the economic interdependence of the Americas. This problem was further considered by *Economics* classes which investigated the significance of Latin American trade to each of us, what we buy and what we sell

to other American republics, the results when trade is strangled, and the effects of trade agreements.

One class in *Social Science* wrote and presented a dramatic radio script, *Somewhere in South America*. In the play representatives of three generations at a family reunion talked of the place of their Hispanic continent in the world of today and especially of its relations with the Anglo-American republic to the north. A *Spanish* class prepared and sent an address to the youth of Hispanic America. The first response came from a school in Camaguey, Cuba. Accompanying the students' letters was an album of pupils' work in art and composition, a Cuban flag, and a letter from the Cuba Parent-Teachers Association. Replies were received from almost all Latin American countries. The pupils in the *Spanish* class had practical evidence of how young high-school students can contribute to the building of better inter-American relations. This project demonstrated to them the possibility of participation by the people in the implementation of the good neighbor policy.

A culminating activity of Pan American Week was a pageant, *The Americas*, depicting the exploration, the settlement, the development, and the cultural contributions of the Americas. Dramatized episodes included: The massing of the Flags; The Arrival of the Peasants from the Old World; Declaration of Independence; The Monroe Doctrine; Bolivar; The Treaty Signed by Mexico and the United States; The Eight Conferences; The Twenty-one Nations; The Arbitration of Difficulties between Argentine and Chile; Religious Tolerance; Cultural Contributions; The Pan American Union; The Fiftieth Anniversary Celebration.

A rhythm band aids realistic living in a unit on Mexico.



### Units and Lessons in the Elementary Schools.

In the elementary schools units on other American republics are to be found chiefly in geography classes, according to the reports of the administrators. In cities of every size and every region the knowledge and understanding of the other Americas are being emphasized in geography courses, referred to variously as South American Geography, Geography of Central America, Mexican Geography, Commercial, Industrial, Living, Human, or World Geography. The study of other Americas is provided in social science courses as well; Social Living, World History, Civics, Current History, American History, Texas History, World Review, and World Problems courses are all checked by administrators. In several schools study of geography and history is being correlated. A few administrators indicated that units on our American neighbors are offered in Reading and in Home Economics.

Units on Mexico are most frequently referred to by the respondents to the questionnaire. These occur in cities of every classification. Other units mentioned are: Nations as Neighbors; South American Neighbors; Good Neighbors to the South; Nations at Work; Our Place in the World Today; The United States and World Relations; Interdependence of Countries; International Relations; Latin American Countries; Latin American Culture; Modern America; Pan American Relations; Better American Relations; Pan Pacific Relations; American Lands and People; Peoples of South America; South American History; Latin American Music; Latin American Literature; Latin American Art; and Foods from Far Away. Each of the republics also is frequently listed as the subject of a unit of study.

### Examples of Units in the Elementary Schools.

#### OUR NEIGHBORS IN SOUTHERN LANDS<sup>1</sup>

##### *8A Geography,<sup>2</sup> Seattle Public Schools*

Unit I. Introduction to southern lands through a study of our own State of Washington.

- A. The work begins with a regional study of the pupils' own State so that at the start there is built up a fund of first-hand experiences, contacts, and interests helpful to the understanding of distant lands and peoples.

<sup>1</sup> This material is taken, and greatly condensed, from a mimeographed guide for teachers, *Our Neighbors in Southern Lands, 8A Geography Social Studies Curriculum, Seattle Public Schools.*

<sup>2</sup> Though the introduction is through geography, the historical development is established by giving some explanation of how things came to be as they are. Reading, dramatization, composition, music, art, and physical education are arranged to afford opportunities for emotional expression, to make this study a living thing.

B. Introduction to southern lands. General knowledges to create interests and background for the study of southern lands.

1. Foreign trade of the State of Washington with southern lands.
2. Relative positions and latitudes of southern lands as compared with Washington.
3. Comparison of regions forest, dry farming, orchard, cattle and climatic regions.

Unit II. South America.

A. Topics for study.

1. General survey.
2. The northern countries.
3. The eastern countries.
4. The western countries.
5. Looking backward.

B. Emphasis in the development of each region.

1. The kind of people and what they are doing, including their methods of transportation.
2. The outstanding geographic features of the region, such as winds, rainfall, temperature, surface, features, plant and animal life.
3. Concrete illustrations of the relation of the people and their way of living to natural conditions.
4. Comparisons with similar regions in the State of Washington and other sections of the United States.
5. The contribution of the people to the rest of the world.
6. Future possibilities.

C. Suggested approaches.

1. World-trade map on which pupils may determine the countries which assist us in satisfying our wants.
2. Visual aids: Slides relating to climate, vegetation, animal life, and tropical products; the motion picture film, *The Continent of South America*.
3. *Skyways that Link the Americas*, *Scientific American*, December 1932.

D. Suggested learning activities in the development of the unit. (Each of the following is fully developed in the guide.)

1. Geographic tools and study techniques to be developed.
2. Points of emphasis in the development of content of each region.
3. Selected readings on each region.
4. Understandings to be gained.
5. Suggested activities which will tie in with other work and strengthen understandings and basic skills: English activities, art activities, map studies, spelling and vocabulary, home environment study, graph work, picture study, and study of the interdependence of nations.

Unit III. Mexico and other Caribbean lands.

A. Topics for study.

1. General survey.
2. Mexico.
3. Central America and the West Indies.
4. Looking backward.

B. The development of the topics follows the same general procedure as in Unit II.



Children dramatize Mexican home life.

A seventh-grade geography project on *Mexico* in East Grand Rapids, Mich., provides for the study not only of the geography, but also of folk customs and festivals, food, dress, songs, and dances, art and handicraft, games, and amusements. In addition, there is a unit on Spanish words and phrases, greetings, expressions of courtesy, expressions relating to school activities, numerals, days of the week, months, time, weather, and colors, and simple Spanish songs and poems.

The following are suggested problems and topics for study in a unit on *Mexico*<sup>5</sup> in the elementary schools of Santa Barbara, Calif.:

- What have the Spanish and Mexican cultures contributed to the Santa Barbara area?
- How does the topography and geography of Mexico affect its living conditions?
- How have we influenced Mexico in conserving and developing its natural resources?
- How have the Mexicans contributed to the Fiesta in Santa Barbara?
- How do the people of Mexico enjoy themselves? The Plaza, horseback riding, fiestas, holidays, promenades, motoring, singing, dancing, at the hacienda, theaters, at the market?
- Do the Mexican children play the same games as the children in Santa Barbara?
- Do the Mexicans have sports as we do? Bull fights, cock fights, bird dances, displays of horsemanship?
- What are the living conditions in Mexico? Shelter, food, clothing, health?
- What has the Spanish-Mexican culture contributed to us? Shelter, food, clothing, health, education?
- How have we changed the Spanish-Mexican culture as to their shelter, food, clothing, health, education?
- Why do Mexicans speak Spanish?
- What are the forces of nature which make communication difficult in Mexico?
- What are the means by which messages are sent in Mexico?
- What have we taken from the Spanish-Mexican culture? Speech, literature, art?
- How have we influenced them as to their communication? Use of radio, press, telephone, telegraph, libraries, mail, air mail, movies?
- How does their improved means of communication give them an increasing control over nature?
- What are the industries of Mexico? Farming, mining, fishing, forests, textiles?
- What are their products and methods of production? Coffee, oil, pottery, maguey, henequen, chicle, cotton cloth?
- What raw products has Mexico brought to us? Oil, copper, silver, gold, lumber, tropical fruits, and plants?
- How are the products distributed and where sold?
- Does Santa Barbara get any of Mexico's products?
- What handicrafts are developed in Mexico, and which of the products are sent to Santa Barbara?
- How does a Mexican market compare with a Santa Barbara market?
- How do the Mexican people transport their products to market? Human carriers, carreta, navigable rivers and boats.
- Why are the burro and oxen so important to the Mexican people?
- How is the carreta used?
- Where does the District Federal Highway run?
- How do Santa Barbara people go to Mexico?
- How is Mexico governed?
- Compare the privileges of living in Mexico and in the United States.
- How are the spiritual needs of the Mexican people satisfied?

<sup>5</sup> Santa Barbara Instructional Material Bulletin, Series II, No. 6-e. How Have Some Certain Cultures Contributed to the Development of the Santa Barbara Area? Mexico. A source preview for the fourth-grade level, developed by teachers for teachers' use.

What have the Mexicans brought to Santa Barbara in a spiritual way?  
Missions.

How do the Mexicans express themselves artistically? Painting, frescos, murals; flower gardens; handicrafts, pottery, toy-making, weaving, basketry, decorative ornaments, clothing, leather work, metal work; music, dances.

Numerous integrative experiences are suggested for the development of the understanding necessary for the solution of these problems in this study of Mexico. The following list illustrates the variety of suggested activities:

Reading, discussing, listening to talks and stories, viewing movies, pictures, stereopticon slides, and various types of maps; making a paper pulp map of Mexico in relief, measuring, estimating, and counting in the making of the map, reporting, collecting pictures, etc.; planning a trip through Mexico, tracing routes and figuring the cost via airplane, time, distance, etc., of the trip; painting a mural; writing poems and stories; planning a fiesta, dramatizing the fiesta, learning Mexican songs and dances, making Mexican instruments, listening to Mexican music, creating Mexican rhythm, and making costumes for the fiesta; writing a play, making puppets to enact the play, making stage and scenery for puppet play; playing Mexican games, making a crayon of a bull fight, a cock fight, a bird dance, and horsemanship; making notebooks on life in Mexico, including the necessary research and illustrations; arranging a Mexican exhibit, writing stories about girls and boys in Mexico, planning and constructing a large diorama of a Mexican hacienda; constructing a peon's home, making adobe bricks, making furniture and dolls depicting the life carried on in the peon home; making a loom, weaving a serape on the loom; making sleeping mats; growing corn, squash, peppers, and tomatoes in the school garden, making a cacti garden; preparing and serving a Mexican dinner; dramatizing legends; making excursions around Santa Barbara to observe the use of patios, wrought iron decorations, tiled roofs, etc.; making an excursion to a Mexican shop to note clothing, foods, potteries; listing Mexican and Spanish words we use; listening to phonograph records of Mexican songs and dances, using castanets and tambourines to mark the time, learning Mexican songs and dances; locating industries on a map; planning a Mexican market; making pottery, designing and painting it; drying and painting gourds for market; dramatizing a Mexican market day with their products; comparing Mexican and American money; looking for current events; listening to news broadcasts; listening to story of Mexican Independence Day; planning a Christmas festival; visiting the Santa Barbara Mission.

References to helpful readings are given with each of the suggested activities. The last section of the teacher's source unit contains a bibliography for teachers, a list of other source materials, a children's bibliography, lists of records and films in the visual education department, and copies of children's poetry and songs.

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### Chapter III: Types of Student Activities Employed in Developing Inter-American Friendship

**A**CTIVITIES which have as their objective the development of inter-American good will may be found in the extracurricular program in one school and in the formal courses in another. They may be confined solely to a Pan-American Day program, or they may permeate the curriculum throughout the school year. Movies may be utilized for assemblies and club programs, for community entertainments, and for class presentation in the development of a unit of work. Excursions may be a school, a club, or a class activity, taken in school time or after school hours.

Though these activities may defy precise classification as curricular or extracurricular, it is of interest to note the extent to which administrators reported that they are being used to develop inter-American understanding and good will.

#### **Assemblies, Pan American Day Programs, Entertainments, and Illustrated Lectures.**

The use of the assembly period to develop inter-American friendship was reported by administrators in 238 secondary and in 110 elementary school systems. In addition, specific references were made to Pan American Day or Pan American Week programs in 65 secondary and 17 elementary school systems, though the use of assemblies for Pan American Day programs was undoubtedly implied by many of the administrators who listed *Assemblies* without designating any particular program. The use of illustrated lectures was reported in 45 secondary and 17 elementary school systems. Travelers, professional lecturers, consuls of the Latin-American republics, returned missionaries, and exchange students and teachers were listed among those who had lectured in the schools. Several superintendents referred to lecturers using exhibits and movies or colored slides who had spoken at schools in the city or county system. School entertainments with pan-American themes were mentioned by administrators of 28 high-school and 13 elementary-school systems.

These assembly programs and entertainments were sponsored by Spanish clubs and classes, by the student council, by assembly clubs, and by various other organizations. Programs with pan-American themes were given monthly in some schools and only once a year in others. In many reports the Pan American Day program was the only activity of this sort indicated; administrators frequently ac-

knowledge of the assistance and inspiration they had received for these programs from the materials distributed by the Pan American Union. Some of the programs referred to in the reports were: *March of Time* subjects; a quiz program on facts about Latin America; a Spanish play; massing of the flags, with pupils dressed to represent each republic; Latin-American music or dancing; and movies or slides on Latin America. For larger audiences operettas, pageants, festivals, and plays with Latin-American themes were referred to most frequently.

Red Bluff (California) High School has celebrated Pan American Day since 1938. In 1938 the program was comic. *Un Norte Americano en Mejico* illustrated the use of correct Spanish and gave opportunity for the use of Mexican realia and the dramatization of Mexican customs, but it also stressed some of the naive mistakes of tourists from the United States. The 1939 program provided the historical background of pan-Americanism, concluding with a pageant of the flags and the anthems of each republic. *Important Pages in the History of the Americas* was the theme of the 1940 program. The story was narrated, with representative scenes highlighted on the stage, from the voyages of exploration and the struggle for independence, to the modern Pan American Union, concluding with the symbolic

A pan-American junior college banquet is the setting for a lively Spanish dance.



*Christ of the Andes.* On Pan American Day, 1941, Red Bluff pupils made a *Musical Tour of Latin America* and enjoyed the sound film, *Flying the Lindberg Trail*. Red Bluff as well as other schools reported that pupils have made sets of the pan-American flags, complete with stars, coats of arms, etc., for pan-American programs.

Pan American Day was celebrated by the pupils of Hillside (New Jersey) Senior High School with a program including a playlet, *Tit for Tat*, and a pageant, *Flags of America*, with each republic represented by a senior at a meeting of the Pan American club.

The Pan American Student Forum and Les Beaux Arts Club of Central High School, Oklahoma City, Okla., combined to present *Americana* in the school assembly to celebrate Pan American Day. *Americana* included a portrayal of Alaska, the United States, Mexico, Central America, and South America. In cooperation with the speech and language departments, pupils wrote the dramatizations for each region. As many as possible of the Mexican children of the high school were used in the cast, and others acted as advisors. The program started with a recitation of *Americana*, an original poem written for the occasion by a former English teacher of the high school. For each country represented on the program which followed there was an appropriate musical selection and a dance, a radio drama, and a living picture posed in color. For Central America there was *Indian Trail*, by Anton Dvorak, a Mayan dance, and the picture, *Mayan Mural*, the detail of which was taken from the Mayan ruins. In the South American part of the program the tango was danced by two pupils, and the picture was *A Gaucho of the 30's*. For Mexico, *Estrellita* was sung; *Los Viejitos* was danced; and the picture, *Peasants*, was posed from a mural of Diego Rivera. The finale of the program was the picture, *Christ, the Redeemer*, posed by a pupil.

In many schools the Pan American Day program is not an isolated affair. It has been the culminating activity of units of work in classes studying other American republics and has represented a correlation of art, music, social sciences, English, and dramatics, as well as other activities.

Pan American Day was a Spanish dress-up day at Herbert Hoover Junior High School in San Jose, Calif. All students and faculty members wore appropriate costumes. The Spanish Club acted as advisors on costumes for the younger children, and for their benefit had preceded the event by exhibiting a series of sketches on Spanish-American costumes. The library had a special display of the flags of the pan-American countries, and featured the newer books on the Americas. The main bulletin boards carried posters on pan-American subjects made by the art classes. The social science classes put their finished charts, illustrated maps, and graphs on display. The exhibit cases in the main corridors were filled with Spanish regalia, each article having been labeled through the cooperation of the students in the commercial department.



During the noon hour a Spanish luncheon was sponsored by the school cafeteria. Spanish foods were served; the students made their own tortillas. Spanish classes had planned and made the table decorations and provided suitable entertainment.

Later in the day the High Nine Spanish classes presented a Spanish play for the student body and for the parents. Members of the Low Nine class, dressed in Mexican costumes, acted as ushers. In preparation for the play, the stage scenery had been built and costumes had been made. Two of the more important costumes were made and beautifully embroidered by WPA Mexican helpers, but the research concerning how the costumes should be made had been the responsibility of the class. Less important costumes had been made by the class. Invitations written in both Spanish and English had been made and sent home to the parents, and colorful programs had been prepared.<sup>1</sup>

The pupils of Webster Groves (Missouri) High School, celebrated Columbus Day as well as Pan American Day and other holidays of our southern friends. The public address system in the assembly was used for the introduction of the Columbus Day program:

There is a part of the Western Hemisphere which, until a few years ago, attracted very little of our attention. But with the lights of civilization and progress being extinguished elsewhere in the world, our attention has come home, and we have looked to the south of our borders. There we see Latin America. There, if we look more closely, we will see a group of countries and peoples with a heritage common to our own— an unquenchable desire for freedom. We will find it fascinating to look into the history of this heritage, the history of Latin America.

This we plan to do in our assembly today.

Then followed in dramatic succession the dream of Bolivar for this continent—"the chance of centuries to build the greatest single area of peace, freedom, and liberty that the world has ever seen"—and dramatic episodes in the struggle of this brave new world to realize the dream, to wrest this continent from the oppressive domination of the old world, and to promote pan-American activities to the end that "The Americas—united in spirit and purpose—cannot be disappointed of their peaceful destiny."

### **Club Activities.**

Club activities for the development of inter-American understanding were found almost exclusively in the secondary schools, and were referred to by administrators more frequently than any other activity employed in the high schools for the purpose of furthering inter-American friendship. Reports of 319 school systems stated that there were Spanish clubs in the high schools. In addition, 92 indicated the organization of pan-American clubs. The larger the school system, the more frequently reference was made to the existence of these clubs though administrators of schools in cities of all sizes reported

<sup>1</sup> McDonnel, Eleanor. The Contribution of Foreign Language Instruction to Social Understanding. (ms.)

Spanish and pan-American clubs. Picturesque names were frequently given to these organizations: Los Hidalgos, Los Gauchos, Los Torco-dores, Los Viajeros, as well as El Círculo Español, Los Compañeros Españoles, the Spanish Singing, the Spanish Art, and the Mexican Dance Club.

In a number of schools not having special Spanish or pan-American clubs, activities were fostered in other clubs. Some of the clubs referred to as featuring pan-American programs of study were the following: Assembly, Commercial, Radio, Young Citizens, Inter-national Relations, Travel, Foreign Correspondence, Foreign Policy, Foreign Traders, Geography, History, Stamp, Scrapbook, Debate, Library, Art, Language, Music, Glee Club, Dramatics, Literature, Junior Red Cross, Hobby, Forum, Pen and Pencil, Museum, Social Service, Social Science, Current Events, Friendship, Girl Reserves, and Leisure Reading. In some of the schools, home-room programs also included inter-American subjects.

The programs of pan-American and Spanish clubs which were included in the reports of cooperating schools represent every kind of activity: *Pan American Day* programs for the school and for community groups; opportunity to converse in Spanish and to learn about other American countries; Spanish banquets; excursions to places of interest; exhibits, publication of newspapers and magazines; and collecting and editing songs from south of the border, etc.

The club in the John Harris High School of Harrisburg, Pa., has corresponded with pupils of other American republics, made the pup-pets, and produced a puppet-show of Cervantes' *La Gitanilla*; learned the folk dances; made travel books; decorated Christmas greetings with South and Central American themes; sponsored a school fiesta; participated in a quiz program; and presented programs on: The Kitchen and Cookery of Mexico, Famous Artists, The Guadalupe Day Fiesta, Christmas in Latin America; a demonstration of serape weaving, and an exhibition of different serape types.

A pan-American club may consist simply of a group of pupils in one school organized around this center of interest, or it may be affiliated with other groups of similar interest in various parts of the United States. The pioneer organization, the Pan American Student Forum, started in Dallas, Tex., in 1927, by November 1940 had chapters in 57 cities of 9 States, Colorado, Georgia, Idaho, Indiana, Missis-sippi, New Mexico, Oklahoma, Texas, and California, as well as chap-ters in the Canal Zone, Costa Rica, Mexico, and Panama. It has had four national and two inter-American conferences. The pre-able of the constitution of the Pan American Student Forum states its purpose:

We, the American students of the Spanish language, Latin-American His-tory, American History, Commercial Geography, and Economics, in junior

high schools, senior high schools, junior colleges, senior colleges, and universities; teachers of these subjects; and other public-spirited citizens of the United States of North America, and its possessions; believing as we do in the dawn of a new era, and in the necessity of the furtherance of the teachings of this era, which lay down the principles of justice, mutual understanding and better cooperation between the people of different countries and nations; and, realizing that it is to the advantage of all the peoples of North America, Central America, South America, and the Islands of the West Indies, to live and work together in a spirit of peace, good will, and concord, do hereby organize ourselves into a permanent association for such purpose, under the following Constitution: \* \* \*

*The American Student* is the official organ of the Pan American Student Forum. A national committee prepared a mimeographed bulletin full of suggestions for programs, including: Music; Literature and Travel; Geography of the Americas; International Relations; Reports of Local Club Programs; Pan-American Studies; a chart for evaluation of chapter activities; correspondence among students; coordination of club and class activities; and the use of radio activities of the Forum.

*Meet the Americas*, was a 30-minute radio program sponsored by the Pan American Student Forum each Sunday over Station KRLC, Lewiston, Idaho, which sustained it as a public-service program without charge. After the theme song, *Pan Americana*, and the announcement: "For the next thirty minutes forget the strife and turmoil of Europe and join with us in a friendly expression of peace and security for the Americas," there followed a sketch of some of the facts of history as well as up-to-the-minute news of the American republics.

The program of the Lewiston, Idaho, chapter of the Pan American Student Forum will serve as an illustration of the activities conducted within local units. Their *Invitation to Learn* program included weekly meetings to consider not only each republic but also problems of inter-American cooperation such as, *Pan American Cooperation in the Field of Agriculture*, *Cultural Cooperation with Latin America*, and *From Yankee Imperialism to Good Neighbor*. The activities of students sponsored by their teachers, however, are carried beyond weekly programs, and are correlated with various courses in the school. A student bulletin explains this development in the following manner:

At the present time, much is heard about providing for the safety and the well-being of the United States. This is but a natural activity now that the totalitarian governments of Europe and Asia threaten the peace of mind of our citizens. Perhaps the most important plank in our foreign policy today deals with hemisphere defense. There are certain problems connected with United States relations with Latin America which are proving hard to solve. No wonder that this is so. Just stop to consider for a moment the colossal ignorance of the average citizen of our country on matters concerning our sister republics. It is time that we included considerable information about ALL of the Americas. . . . Our educational institutions have overlooked, in most cases, the opportunity to study the culture of Latin America. We study

about France, Holland, Rumania, Russia, and many other lands, but little is done to study the literature, the history, the political set-ups, the commerce, the music, and the art of countries whose roots extend as far back as our own."

\* \* \* The Pan American Student Forum will sponsor several activities which will present in an enjoyable manner some very valuable and basic knowledge. The students who take Spanish, United States History, and American literature are eligible for membership in this club. The Spanish unit will meet each 2 weeks on Monday (2 and 4 weeks), the history and literature unit will meet each week on Tuesdays, and the international relations group will meet on call. Student members of the Pan American Student Forum may attend any one or two of these groups each week. Class credit will be given for the educational programs held by the club; no credit for business or other meetings.

The program of the Spanish classes in cooperation with the Forum is explained in another bulletin:

The most difficult phase of our training, in Spanish, is the conversation. We all realize that we could learn to talk Spanish much quicker if we could listen to radio programs, go to theaters, converse, read signs, and do business in Spanish—24 hours in the day, if we chose. The average set-up is too artificial to stimulate the students. The student does not try very hard, in most cases, either. We have tried several things on a small scale. This quarter, the Spanish groups will use a modified workshop, called *El Taller*. Students will be assigned on committees of three or four each. Each committee will select a theme, such as: *A grocery store*—where people come to buy—to sell—to return unsatisfactory goods—and to gossip; *a railroad station* where people arrive late—buy tickets—read—meet relatives, etc.; *a library*; *a radio station*; *tailor shop*; etc. Each committee will be prepared each Friday to have *El Taller* (the workshop). They will furnish such necessary physical equipment to carry out the theme. The rest of the class will play minor roles (assigned the day before). ALL CONVERSATION IN SPANISH. The fourth hour (Spanish II) will set up the shop and the material will also be used by the Spanish I group the fifth hour.

Cooperation with the United States history and civics classes was provided through the Individual-Advancement Study plan. Each pupil was freed from class routine and was allowed to do individual research on a topic of his choosing. Many of the topics chosen were on cultural and economic cooperation with other Americas: Chile; Rio de Janeiro; Venezuela; Know Ecuador (and all of the other South American countries); Mexican Art; Latin American Music; Educational Trends in Latin America; Greater America; Conferences on Inter-American Relations; Good Neighbor Tours; Inter-American Highlights; and World Citizenship.

The Pan American Student League of New York is an official organization of the New York City Schools. A monthly page in *La Prensa*, a Spanish-language newspaper in New York City, has been devoted to the activities of the clubs making up the league. The coordinating council, which acts as a committee of the whole and as a clearing house, is divided into subcommittees on literature, art, music, visual aids, elementary, junior, and senior high-school programs.

The Pan American Student League has spread, and now has chapters in Florida, in Illinois, and in other States. Webster Groves (Missouri) High School has a Pan American Student League which publishes a bulletin, *Panorama*. Excerpts from editorials of this student paper illustrate the seriousness of pupil purpose:

I wonder if pan-Americanism is only a report on schools in Latin America, or sports in Peru, or the history of the Pan American Union? It seems to me that there is a lot more than this involved; that the type of pan-Americanism we want will not be based merely on reports gathered from a 10-year-old book; it will not come from vague talks about culture or inter-American good spirit; nor will it come from viewing excellent movies. Not that these things aren't important.

Pan-Americanism is much more than merely a league of American nations; it is more than governmental unity. It is not something which can be brought about by a decree or by presidential proclamation. Rather, it is a state of mind, a deep-seated mutual understanding between the people of North and South America. It is an appreciation of one another's common virtues and problems. Pan-Americanism is an ideal which is important in the life of every American. For we are fast realizing that if the United States or any other American nation is to survive, it must be banded together with the other American countries. True continental solidarity will always be impossible without true pan-Americanism.

In the Southwestern States in which there is a large pupil group of Mexican descent, school clubs have been formed to meet their needs and interests. Some of the administrators reported that in their schools in which there is a goodly proportion of children whose parents were born in Mexico, or Central or South America, there exists a unique laboratory for developing understanding and good will. By becoming better acquainted with these children and by working side by side with them on problems of common concern within the school community, all of the school children are being prepared for the larger cooperative undertakings of the Americas.

The program for children of Latin-American descent operated by Abraham Lincoln High School in Los Angeles stresses a 2-way relationship. Boys and girls of Latin stock are helped to develop a healthful self-esteem and to feel a racial pride in their culture; their fellow pupils are helped to appreciate the culture of the other Americas and the contributions that the countries south of us have made to our own culture. All of the pupils in this cosmopolitan group, therefore, are helped to develop a sense of tolerance and respect for cultural differences, and a sense of unity of idealism and purpose in achieving common goals, which is, after all, the essence of pan-Americanism.

Boys and girls of Latin parentage sometimes have experienced difficulties in adjustment and have found matters of deep concern in their racial and national backgrounds. The guidance program of Abraham Lincoln High School has been directed toward relieving such tensions and conflicts and toward helping these adolescents solve the

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problems arising in their personal, social, and civic relations. A Mexican society in the school is one of the most active clubs. Another group of pupils of Latin-American descent became interested in problems of adjustment, and a *Personality* group was formed to give them the opportunity to study their problems under guidance. They were helped to improve their appearance, to develop their talents, and to beautify their homes with materials within their means.

Socially useful work projects, an integral part of the Lincoln High School program, have provided these pupils, along with the others, opportunities to develop socially sensitive leaders among the group. They have assumed responsibilities for extending recreational opportunities of children; assisting social service workers in the district; helping with Sunday School work; aiding the sick in hospitals by telling stories; writing letters; or visiting the lonesome and forlorn. They have helped to eradicate illiteracy in their neighborhood and have cooperated with civic improvement groups by demonstrating the making of low-cost home furnishings. In Lincoln High School they have helped the unadjusted by extending friendship, have oriented the newcomer, and have participated in other equally important tasks.

Several regional Mexican-American youth conferences have been

"That's where my letter goes."

held in southern California. At the conference at Fullerton in December 1940, the topic, *Adjustments to be Made by Mexican-American Youth*, was discussed and discussion groups followed with the topics: *Health Problems, Club Problems, High School Problems, and Hobbies.*

### **Inter-American School Correspondence.**

A piece of paper, pen, and ink can easily bridge the distance between the Americas when at each end there is a boy or girl who has developed a correspondence friendship with another student of his own age \* \* \* With emphasis upon appreciating and understanding our neighbors of this Hemisphere, there is increased interest on the part of American boys and girls in getting to know each other by the pen and paper route.<sup>2</sup>

Individual pupils, clubs, classes, and committees within classes were carrying on inter-American school correspondence, according to the reports of the administrators. Not only were the pupils in Spanish clubs and classes corresponding with youths in other American republics but pupils in home rooms, in French, English, Latin, social science, and geography courses also were doing so. In some elementary schools, writing letters to children in another country was part of the unit of work in the study of that country. One third-grade group in the United States exchanged letters with a third grade in a Canal Zone school. In one school alone 300 pupils in English and foreign language classes were reported to be corresponding with pupils in other republics. They ask about each other, about their countries, families, movies, schools, and sports. They exchange pictures and sometimes small gifts. A Peruvian girl recently has written to her friend in New Castle, Pa., asking her what she would like for a graduation gift. She wants "to share in her so very important day." A boy from Argentina wrote, "We are firm to defend, together with all the Americans, the democratic ideals."

According to the reports, pupils corresponded with relatives in the southern lands, with personal friends, and with a former teacher now teaching in South America who is arranging the contacts with the children there. Most of the contacts which administrators reported, however, were arranged through agencies which sponsor correspondence between children of different lands. Administrators referred to the Junior Red Cross Correspondence programs more frequently than to those of any other agency. Junior Red Cross correspondence groups were reported in 81 secondary and 215 elementary school systems. It was interesting to note that reference to the Junior Red Cross correspondence was made almost four times as frequently in elementary as in secondary schools by administrators in cities of smaller sizes (less than 30,000 population). Reported less frequently by administrators of the larger cities, inter-American pupil correspond-

<sup>2</sup> Mackintosh, Helen K. Pen and Ink Friendships for the Americas, *School Life*, July 1941.

ence under the direction of the Junior Red Cross appeared about equally often as a high-school and as an elementary activity.

Probably as important as the letters themselves in developing inter-American friendship are their accompanying materials and illustrations that are bound into portfolios and exchanged. Descriptions and illustrations of school life; of distinguishing facts about their communities; phases of national life; holiday observations; sports and amusements; birds and trees; hobbies; transportation and communication, and of famous authors and artists were examples of the types of materials exchanged between children of the Americas. They served not only as a source of knowledge of another country but also as a means of developing real friendships among the children whose artistic efforts and careful research were so much appreciated.

Other agencies besides the Junior Red Cross sponsoring inter-American correspondence referred to by administrators with much less frequency were: International Friendship League, El Eco, Peabody Foundation for International Educational Correspondence, Student Forum on International Relations, Student Letter Exchange, The Caravan, The Mail Box of The Christian Science Monitor, and The Foreign Friends' Club of the Cleveland Press.<sup>3</sup>

### **Moving Pictures.**

The increasing use of visual and auditory aids in education was clearly indicated in the number of times administrators referred to the use of movies, radio, records, etc., in connection with the studies of the other Americas in their schools. By means of moving pictures pupils made motor trips to Mexico and flying trips to Rio; they went through the locks of the Panama Canal; they explored archaeological treasures, witnessed the preparation of coffee, visited the Incas, and saw the homes, the schools, the arts and crafts, and the people of Latin American lands.

Two hundred fifty-four administrators indicated that moving pictures were being used in the secondary schools and 194 reported their use in the elementary-school system for the purpose of enriching the studies of other American republics. About equal proportions of the schools in cities of various population were reported to be using movies in classrooms, in assemblies, in clubs and for school entertainments.

In some school systems educational films are owned and are made available throughout the year in the audio-visual aid department. Other schools rent or borrow films for use on certain occasions or for the development of specific units of work. The Pan American Union, State universities, State departments of education, State museums, the Pan American Airways, and the Grace Line were frequently listed as the sources from which the schools obtained the films. In many

<sup>3</sup> *Ibid.*, for the addresses of those agencies as well as for description of the services they supply.



cases travelers who lectured to the school children showed the films that they had made on their journey.

A number of schools also indicated the use of colored slides in connection with their work on other American republics. In one county system a set of beautifully colored slides belonged to the circulating library of the county schools.

### Radio and Recordings.

A much smaller number of schools reported the use of the radio than the use of films in the development of inter-American studies. There were 88 specific references to the use of the radio in the secondary schools and 68 in the elementary schools.

"Wonder why Rio is so faint this evening?"



The reports also indicated a most interesting variety of uses of the radio. The broadcasts of the *School of the Air* were most frequently listed. By means of these broadcasts, pupils traveled to *Cathay*, to *The Man-Made Islands of the Aztecs*; *With the Incas over the Andes*; to *The Land Without Lakes or Rivers*; and to *The Gateway from the Wilderness*. In the *Americans at Work* series, they heard of the many products which are produced in South America. The *Tales from Far and Near* included their favorite stories of *Pandler, the Inca Boy*; *Manga, the Napo Indian*; and *Xochital, the Brave Young Aztec*. They followed the series of *This Living World* with forum and panel discussions on the topics of the broadcasts: Pan Americanism, Hemisphere Defense, Trade Agreements, Inter-American Communications, Pan American Relations, The Monroe Doctrine, and the American Way.

Radio scripts of *Brave New World* also were used in the development of the work. The script as well as recordings of *Americans All—Immigrants All*<sup>4</sup> have been used in the radio hour at Abraham Lincoln High School in Los Angeles. The recordings of the broadcast were used with various school and community groups, but for the radio hour, the pupils presented *Americans All—Immigrants All* from the script, using their own music, sound effects, and voices, after "understudying" the factor of the recording. Music pupils selected phonograph records to enhance the dramatic significance of the incidents. The program of *Our Hispanic Heritage* was especially significant because so large a proportion of the pupils in Lincoln High School are of Spanish or Spanish-American descent.

Pupils also were reported to have broadcast their own programs. The Pan American Student Forum of Lewiston, Idaho, sponsored and participated in a series of 31 consecutive Sunday evening programs, *Meet the Americas*, over Station KRLC. In Barrington, Ill., the senior class participated in a radio broadcast discussion of *The Panama Canal*. In San Jose, Calif., the *Spanish* pupils were invited to contribute a special pan-American program over their local station. In order to select the participants for this broadcast each pupil was given an opportunity to perform over the schools' public address system. From these try-outs the pupils were able, without seeing the performers, to select the ones who would prove most effective in the broadcast.

New York City has organized a series of school radio programs dealing with the countries of South America, at which a representative of the consulate of the various countries is interviewed by high-school pupils. The schools of Cleveland, Ohio, conducted a series of radio

<sup>4</sup> A series of radio programs broadcast in 1939 under the auspices of the U. S. Office of Education, now available in script and in recordings from the Federal Radio Education Committee in cooperation with the U. S. Office of Education, Washington, D. C.

programs during 1940-41 over WBOE. One program was entitled, *Pan American Friendship Strengthened by Communications*. Other programs used recordings from *This Living World* series. In Schenectady, N. Y., a weekly short-wave radio program is put on by the schools of the county, addressed directly to a South American audience. Pupils of Elgin, Ill., broadcast a quiz program on *Pan American Relations* over WMRO, in Aurora, Ill.

Pupils in Sequoia Union High School, Redwood City, Calif., overcame the difficulty of finding an appropriate radio program at the time it was needed for class use by making recordings of radio scripts. Using the script of *Great Names in Latin American History*, for example, pupils made a recording which was then made available for other *Pacific Relations* classes. Pupils did the announcing, participated in the cast, and performed all the technical duties necessary in making the recording.

### Phonograph Recordings.

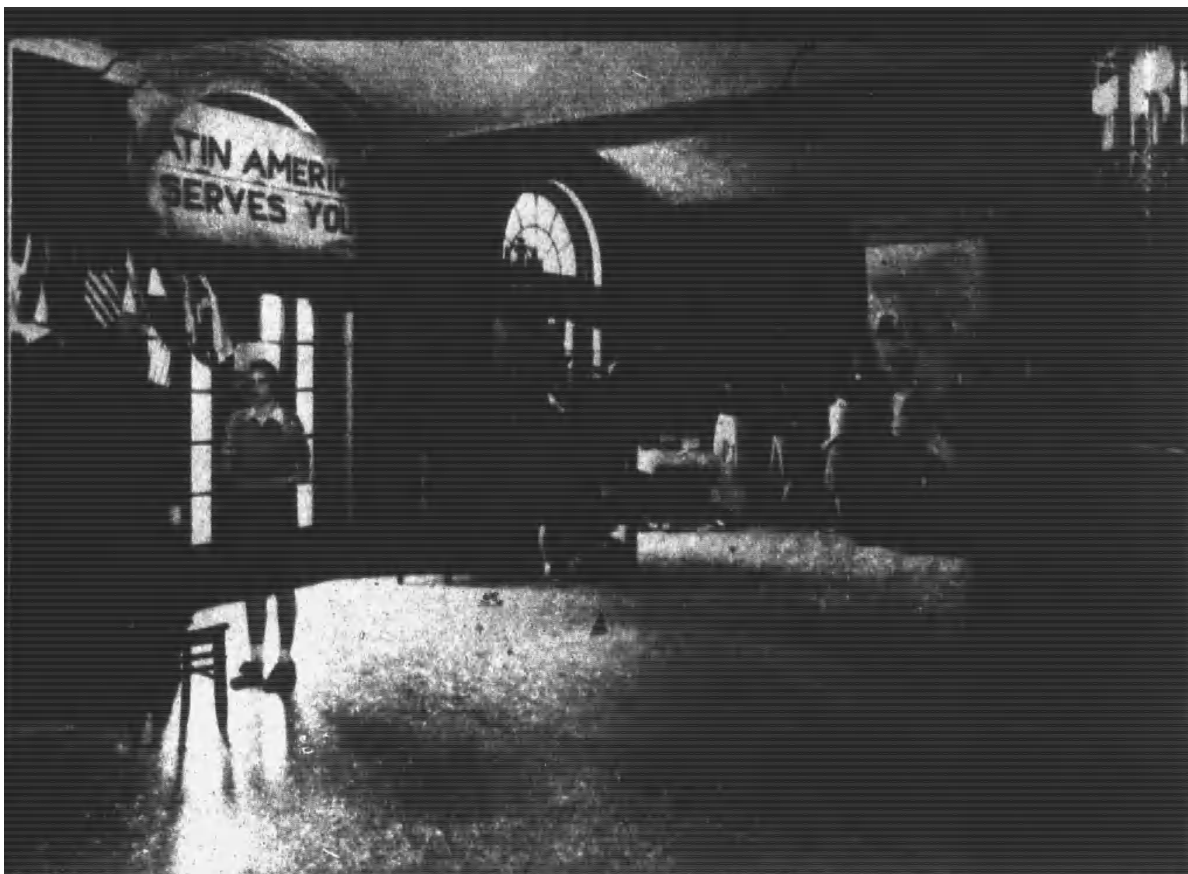
The use of phonograph records was reported by a relatively small number of schools. They were, however, employed in a great diversity of uses. They were used primarily to acquaint the pupils with the folk music and songs, the symphonies, and the national anthems of the other American republics. A few administrators indicated that records were being used to help pupils with their Spanish pronunciation. Some schools have a library of records in their audio-visual departments; in other schools, records are owned by the Spanish or the music department. Administrators also referred to the fact that clubs had purchased records for school use with proceeds from entertainments.

### Newspapers and Magazines.

There are several Spanish-language daily newspapers published in cities of the United States which have a large-Spanish-speaking population. Administrators reported the use of these newspapers as well as papers published in other American republics. Special features in other newspapers, such as the *Foreign Friends' Column* of the *Cleveland Press*, were also mentioned. Bulletin boards devoted to news of the other Americas and regular class reports on the latest news regarding inter-American relations were to be found in a large number of elementary and secondary schools.

Newspapers published for school use, such as the *Observer* and the *Scholastic* featured articles on other republics which were widely used, according to the reports. In *My Weekly Reader* elementary school children followed *Tom Trott in South America*. The magazine of the American Junior Red Cross which so many students receive also carried many articles concerning our neighbors to the South.

As was noted in preceding sections, numerous Spanish classes and



"Latin America Scrvs You," a school exhibit.



clubs have published newspapers and magazines. These have served not only to provide experience for the pupils in Spanish classes but also to acquaint other pupils in the school with the cultural developments and to promote inter-American friendship.

Besides the special publications of Spanish clubs or classes, many of the school newspapers have devoted a column or an edition to activities in the school or to the culture of the other Americas. *The Murphy Hi Times* of Mobile, Ala., chose Latin America as the subject of the special spring issue. The reporters did extensive research for the 14-page issue, utilizing the books in the library, and interviewing the consuls and residents of Mobile as well as teachers who had traveled in the southern republics. The purpose of the paper was to inform its readers of the importance of the other Americas. The paper had a wide circulation: 2,250 copies in the high school; 1,000 copies sold on downtown streets; and approximately 300 copies mailed to high schools in both Americas and to prominent Government and educational officials both in the United States and elsewhere. To stimulate careful reading the staff of the newspaper offered prizes for the four best essays entitled, *What I Have Learned About Latin America from the Special Issue of the Hi Times*.

### Exhibits.

Bulletin boards and exhibit cases in the halls or libraries displaying photographs, books, stamps, maps, charts, posters, and handicrafts from the other Americas were referred to by administrators of schools in cities of all sizes and in all parts of the United States. In some of the schools an exhibit was the culminating activity of weeks of study and represented the cooperative efforts of several departments or classes in the school.

As a culminating activity of a coordinated unit of work of the American History and Spanish classes of the Theodore Roosevelt High School of Des Moines, Iowa, the pupils presented an extensive exhibit on the theme, *Latin America Serves You*. The exhibit emphasized the many ways in which the welfare of the United States was related to that of our southern neighbors. Sections of the exhibit were: Latin America in Defense; Latin America in Industry; Latin America in Medicine; Latin America and Food; Latin America in Fashions; Latin America in Sports; Latin America in Entertainment; Latin America in Travel. Materials for the exhibit were collected from local people, from the Commission on Inter-Cultural Relations, and from relatives living in the countries studied. A boy's school in Honduras contributed to this exhibit not only a display of native products but also an unpublished song dedicated to the Theodore Roosevelt High School by an outstanding composer of Honduras. More than 2,000 people visited the high-school exhibit.



Pupils watch a Mexican artist at work.

Students enjoy Mexican food.



Pupils of Sebring, Fla., prepared for their county fair an exhibit which included the flags, emblems, maps, and handicrafts of the various republics.

References frequently were made to the use by the schools of exhibits in the various city museums or libraries. Among those which had been visited by school children and listed by the administrators were: The Hispanic Museum in New York; the American Museum of Natural History of New York; the Museum of the Pacific Southwest; the Museum of the University of Pennsylvania; the museums of Newark, Detroit, Toledo, Cincinnati, St. Louis, and Davenport; the Children's Museum of Boston; the Enoch Pratt Free Library of Baltimore and the art galleries of Chicago, New York, Kansas City, and San Diego. The excellent exhibits of the Latin-American republics at the World's Fairs in New York City and in San Francisco were visited by many groups of school children from surrounding areas, according to reports of superintendents.

The Toledo Museum of Art, for example, provided exhibits and lectures—and moving pictures on some of the subjects—to many groups of school children. Topics included: The American Indian and his Arts; American Indian Pottery; Ancient American Art; Aztec Art, Songs, Dances, and Costumes; Chiriquan Pottery; Inca Art; Latin American Music; Mayan Art; Mexican Art; and Mexico's Painters. There also was exhibited a Peruvian collection of furniture, painting, and other objects of art. A Spanish painting exhibition was presented in connection with Toledo's program for developing friendly relations between North and South America.

At the University Museum of Philadelphia in 1940-41, approximately 5,000 school children attended the exhibits and lectures on Tropical Life, Indians of South America, and Civilizations Discovered by Pizarro and Cortez. Motion pictures and lantern slides accompanied the lectures and displays.

### **Excursions.**

Education for inter-American friendship was not limited to the classroom or to the schools. Pupils in certain of the schools explored the resources of their neighborhood and of their community, and organized excursions beyond the community to gain first-hand experience with various aspects of North and South American culture.

Mention already has been made of visits to museums, libraries, and art galleries by groups of pupils from both elementary and secondary schools. All the pupils of some schools visited the Latin American exhibits at the World's Fairs. Bus loads of pupils went to places of historic interest in Texas. Hundreds of pupils attended regional or national conferences of Pan American Leagues, Pan American Student Forums, the Junior Red Cross, and other groups promoting inter-

American friendship. Groups from schools attended Spanish movies, ate in Spanish or Mexican restaurants, visited homes and buildings illustrative of Spanish-American architecture and design. They visited Mexican markets and shops that displayed Mexican products. They watched the artists creating pottery and baskets, and weaving serapes. They visited the Pan American Union and the legations of the American republics. Arizona, California, and Texas children crossed the border to visit Mexican children and then, in turn, were hosts to their Southern friends.

The high-school art class of Hyattsville, Md., visited the Pan American Union and made sketches of motifs, symbols, and costumes displayed there. These they later adapted into tile motifs, a frieze for a room, designs for costumes, jewelry and pottery, and a mural for the school cafeteria. The mural included the parakeets, the banana tree, and the tropical fruits and birds which they had seen at the Pan American Union.

### Other Activities.

On April 18, 1941, the Kansas City Junior College held its eleventh annual Pan-American banquet. The guests included consuls from the American republics, former students, friends from the Mexican colony, parents and friends of the students, and representatives from each of the city and neighboring schools.

The Spanish club of the Davenport (Iowa) High School sponsored a tri-city Spanish banquet on February 27, 1941, for pupils from Davenport, Moline, and Rock Island. Inter-American friendship was emphasized in the program.

Central High School, Oklahoma City, Okla., dedicated its 1941 year-book to pan-Americanism. A letter from Secretary of State Cordell Hull was featured on the dedicatory page, and the bonds that unite the Americas were stressed throughout the book.

The commencement program of East High School, Aurora, Ill., had as its theme, *The Good Neighbor Policy*. One pupil spoke on Canada, one on Central America, and one on South America. Each discussed the historical, economic, and cultural ties among the Americas. The decorations and the music for the program represented all the Americas.

The graduates of Jackson High School, Jackson, Mich., presented a panel, *The Court of the Democracies*, at their commencement program. Seniors representing Cuba, Brazil, Bolivia, Argentina, Peru, Venezuela, Chile, Mexico, the Dominican Republic, Canada, Colombia, and the United States, each presented the need for inter-American unity in building a world of peace and liberty.

The summer playground program of Allentown, Pa., in 1940 was developed around the music, songs, dancing, and games of our Southern neighbors. The final program, dedicated to inter-American friend-





"Court of the Democracies," a commencement pageant summarizing a unit of inter-American experience.

ship, was participated in by 8,000 children and attended by 10,000 parents and friends.

Basketball contests have been held between pupils of Van Horn, Tex., and Chihuahua, Mexico. This year a girls' team from Mexico City played the girls' team at Van Horn. Following the game the Mexican girls were taken to points of scenic interest in Texas.

Oklahoma City sponsored a good will trip to Mexico City in connection with the football game played between the high-school team of Oklahoma City and the Y. M. C. A. team of Mexico City. In preparation for the trip a series of meetings was held in order to give the pupils an adequate background for appreciating some of the features of the trip. Discussions included: The geographic features of the country and the scenery of the trip; a brief history of Mexico City; the National Cathedral; the National Museum; Chapultepec Castle; the Floating Gardens; and the Pyramids of the Sun and Moon. Upon their return the experiences of the pupils on the tour as well as the exchange of correspondence which ensued were utilized in the various classes.

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## Chapter IV: Teacher-Education for Inter-American Friendship

**I**N ORDER to promote changes in the curriculum to include greater emphasis on inter-American friendship, administrators recognized the importance of helping teachers to become equipped with the necessary attitudes, information, skills, and other resources. The reports of the cooperating administrators stated that they were contemplating (1) carefully selecting teachers who would be able to initiate these anticipated changes; (2) encouraging teachers in the system to travel and to attend summer school in other countries and to avail themselves of the numerous opportunities in the United States to extend their knowledge of the Americas; (3) adding new texts and library books, films, records, and other equipment; and (4) working with curriculum revision committees to assist teachers in providing for these desired changes in the curriculum.

The American Association of Teachers of Spanish has afforded leadership in advocating the change of emphasis in Spanish classes which these administrators are eager to achieve in their schools. At their nineteenth annual meeting the association unanimously adopted the following resolution:

Whereas interest in the Spanish-speaking peoples of the Americas is one of the chief reasons for the study of the Spanish language in the United States; and

Whereas the promotion of mutual understanding among the republics of the Western Hemisphere is an important aim of the Spanish curriculum in secondary education: Therefore be it

*Resolved*, That the American Association of Teachers of Spanish recommend a greater emphasis upon Spanish-American culture, preferably at levels of schooling where it will reach the maximum number of students.

Several illustrations were reported of programs of in-service teacher education designed to help teachers of an entire county or school system to adopt instructional materials and to organize activities which would promote inter-American good will.

Reference already has been made to the teachers' Spanish institute of Corpus Christi, Tex., and to the teachers' instructional guide books on inter-American topics developed by committees of teachers for the use of all the teachers in Seattle, Santa Barbara, and other places. Reference to audio-visual departments in some school systems, and to circulating film and record libraries in others, indicate ways in which school departments are assisting teachers in giving children enriched acquaintance with the other American countries.

The Kane County Teachers' Institute in Aurora, Ill., on February 7, 1941, had as its theme, *Inter-American Understanding Through the*



Teachers get the "feel" of working with materials as they create Mexican pottery.

*Classroom.* There was an exhibit of pan-American handicrafts and books; a Spanish luncheon was served; music, songs, and dances of the Americas were part of the program. After general topics had been presented to all of the county teachers, discussion groups were organized around three topics of special interest: Language, Arts and Folk Ways, and People of the Land. Applications then were made to the problems of instruction regarding the other American republics in all of the various areas of the curriculum.

The institute for rural teachers held at Granite Falls, Minn., under the auspices of the State department of education, was devoted to the other Americas. A suggested outline was given to the teachers which was further elaborated and discussed by them in their faculty meetings throughout the year. The Florida State Extension Division maintained a readers' circle for teachers. A number of books on the reading list were concerned with other American republics. Part of each session of the teachers' institute at Santa Barbara was devoted to developing skills on the part of the teachers themselves. A large group made Mexican pottery. Murphy High School, Mobile, Ala., has a Latin-American faculty interest group. Many superintendents reported local teachers' meetings devoted to a discussion of the place of inter-American education in the curriculum.

## Chapter V: Community Education for Inter-American Friendship.

**T**HE SCHOOL program of education for inter-American friendship should not be thought of as isolated from the community program. Just as education is more than schooling, so education for inter-American friendship encompasses more than that provided by the curriculum of the school. References have been made repeatedly to the contributions of parents and friends to the program of inter-American studies in the schools and to illustrations of pupils and teachers reaching out to utilize the resources of the community or of even larger area. A realistic consideration of education for inter-American friendship must include the totality of youth's experiences, what attitudes prevail in the home, in the neighborhood, in the church group, and in the community toward inter-American relationships, and what activities are participated in by parents, relatives, neighbors, and friends to develop understanding and good will toward the other Americas. Do the child's total experiences supplement or detract from the school curriculum in its efforts to foster inter-American friendship? Are the seeds of friendship sown by the school falling by the wayside? Are they cast among thorns of prejudice or indifference on the part of parents? Or are they falling upon good ground and yielding fruit a hundredfold?

In considering what community activities for inter-American friendship were reported by administrators, we turn from an examination of what activities pupils engaged in to a consideration of the inter-American activities in which adults participated. We realize that what affects the one cannot leave the other unchanged.

It is to be noted that the following reports of activities of community organizations in developing inter-American understanding and good will were made by school administrators and not by the organizations themselves. The reports probably reflect to some extent the impact of the various community programs upon the school. The fact that the largest proportion of reports on inter-American activities were made by administrators of the smaller cities might reflect a greater degree of integration of the school with the smaller community, or it may mean that there was such a multitude of activities in the large cities as to defy enumeration by the school administrator. The activities listed by administrators who did report on this item, however, probably illustrate the variety of types of activities which may be found in communities sensitive to the problem.

Perhaps it was because the administrators knew the programs of

the Parent-Teachers Associations best that they referred with greatest frequency to the inter-American activities of this organization. They reported general programs of the Parent-Teachers Association which were devoted to obtaining better understanding of the culture of the other Americas, as well as to the study sections, book-review and travel sections of this association which dealt with inter-American topics.

The inter-American program of the Rotary Club was reported with the next greatest frequency by administrators, especially by those of the smaller size cities. Reference was made to the sponsorship by Rotary of pan-American clubs composed of 22 pupils chosen by their fellows, each representing 1 of the 22 countries of the Americas. Lectures, institutes of international relations, and community forums on pan-American topics were also provided by the Rotary Club in various cities. Other service clubs sponsoring inter-American activities which were reported by school administrators were Lions, Exchange, and Kiwanis. The American Legion and the Chamber of Commerce also were mentioned.

The programs of special organizations such as Latin-American councils, Spanish clubs, Spanish-American leagues, the Good Neighbor forums and pan-American forums, unions, societies, clubs, councils, or study groups were entirely devoted to developing inter-American understanding and good will. On the other hand, community forums and international relations or foreign policy groups, which were frequently reported, discussed only occasionally pan-American topics. An illustration of this type of activity was the presentation of *Our Relations With Latin America* by the Five Towns Community Forum of Long Island, N. Y.

The citizens' study centers of the Young Men's Christian Association were referred to because of their programs related to the other Americas. The group at Greenfield, Mass., discussed *Our American Neighbors* and considered the factors affecting pan-American relations. Motion pictures as well as discussions on other American republics were provided in the New York City associations. In Chicago, Ill., the Central Y. M. C. A. College organized a Pan-American Good Neighbor Forum which arranged for lectures and the exchange of books, sponsored inter-American correspondence, and published and distributed a bimonthly publication in English and another in Spanish, designed to awaken and foster inter-American friendship.

Among the women's groups most frequently mentioned were the American Association of University Women, with its study groups on international relations and the National League of Women Voters, with its foreign policy groups discussing *Cooperation with Latin America*.

Other women's groups were reported by administrators to be devot-

ing some attention to inter-American relations. Clubs of all types—book, business and professional, college, literary, culture, music and art, and many more—were reported to be studying some aspect of pan-American culture.

Church groups also were concerned with inter-American relations. One church in Arkansas sponsored a trip to Mexico of more than 50 high-school pupils. Another organized a Mexican youth conference. Various adult church groups conducted forum discussions on pan-American problems. Missionary societies also were found to be active.

Programs on other American republics of the various organizations were in many cases open to the public and were therefore a means of all-community education for inter-American friendship. Illustrated lectures, moving pictures, and entertainments were the most frequently mentioned programs. For several years Fort Morgan, Colo., has had community festivals celebrating Independence Day of Mexico (September 15) and other important Mexican holidays.

Exhibits, special lectures, and study programs on the other Americas were provided at museums, libraries, and art galleries in certain communities. The Newark Museum presented a series of exhibitions on *Our Southern Neighbors*. The exhibits on Ecuador, Peru, and Bolivia included a *Review of the Past* which gave, by means of objects, photographs, and maps, a synopsis of the precolonial and Spanish colonial civilizations of the three countries. A *View of the Present* was devoted to the geography, resources, industries, and arts of these countries, and the daily life of their peoples. The Enoch Pratt Free Library of Baltimore conducted a series of lectures and exhibits featuring the literary masterpieces, history, art, and economics of *Our Neighbors to the South*.

Padua Hills at the base of the Sierra Madre Mountains, three miles north of Claremont, Calif., has been organized to foster and encourage interest in the arts and customs of early California and Mexico, and to promote friendly relations between the United States and Mexico and other American countries. Folk plays of Mexico and early California are given daily, Spanish and Mexican meals are served, and handicrafts are made, exhibited, and sold. In this way Mexican young people have been given an opportunity to express their artistic ability, to appreciate their fine heritage, and to preserve the folk music, folk dances, and customs that might otherwise be lost. Visitors to Padua Hills, including groups of school children as well as adults, are given the opportunity to become acquainted with and to appreciate the art and customs of Mexico.

Mission Inn of Riverside, Calif., has a program of inter-American relations. The inn is visited by hundreds of school children as well as by adults. The director lectures to clubs and to groups of school

children on the political, economic, and cultural life in the neighboring republics, and gives lessons in Spanish emphasizing scenes and customs of Spanish-speaking America.

There were numerous reports of adults in the community studying the Spanish language as well as pursuing courses in English on other American republics and pan-Pacific relations. Among other groups the American Association of University Women was sponsoring classes in Spanish for adults. Some school administrators in cities of all sizes and in all sections of the United States reported the teaching of Spanish in adult or evening schools. Instruction was provided by the Work Projects Administration, by the high-school Spanish teacher, or by a prominent Spanish-American citizen of the community. Washington, D. C., had 25 Spanish classes of 40 students each in night schools in 1940-41. Riverside, Calif., offered courses in Spanish to adults in response to a request from 240 Army officers from March Field. Columbus, Ga., also had a course for officers at Fort Benning. Other schools responded to the demand for Spanish courses in preparing employees of large industrial establishments in their cities who were to be sent to South America. Stamford, Conn., offered 3 years of Spanish in the adult school. The Stamford courses aim "to stimulate a friendly and intelligent interest in the peoples and countries of Latin America and to increase the growing spirit of neighborliness and understanding between the United States and Latin-American countries."



## Chapter VI: Inter-American Friendship can be Developed Only as a People's Movement

**T**HE ESSENTIAL qualities of true Pan-Americanism," according to President Roosevelt,<sup>1</sup> "must be the same as those which constitute a good neighbor, namely, mutual understanding, and through such understanding, a sympathetic appreciation of the other's point of view. It is only in this manner that we can hope to build up a system of which confidence, friendship, and good will are the cornerstones."

The task of building "confidence, friendship, and good will" in this present day is one of tremendous proportions and one of imperative need. In speaking of this before the Argentine Scientific Society in Buenos Aires, Harold Benjamin said:

We are realists, we can recognize clearly that the teaching of international good will, friendship, and understanding is a formidable task. The bombs which fall sickeningly tonight in the streets of London or Berlin, the stuttering cough of the machine guns in Albania and Rumania, and the ferocious hatreds which seem always ready to flame across the frontiers of the old world tell us in precise manner how difficult is the teaching of warm-hearted sanity in a world of madmen. Yes. It is difficult. It is heart-breaking. It is a task at which many peoples have failed utterly. It is possible, furthermore, that this task cannot be done in the Americas. I say possible, but I do not believe it. I believe that in our Americas this task can be carried to successful conclusion. The peoples of this continent have in the past done very difficult things against tremendous obstacles. They can do the same thing again and again if they will guard the will to understand, the spirit to help, and the faith to trust each other.<sup>2</sup>

The mandate to the schools in educating for inter-American friendship is obvious. The efforts of many schools in meeting the challenge have been described in the preceding pages. Faith in the ultimate success of schools in developing inter-American friendship was expressed in a bulletin of the Evander Childs High School of New York City.<sup>3</sup>

The unity of the American people—"E Pluribus Unum"—is largely the achievement of the public school. Its program of Americanization has meant education for the common welfare and the common defense; it has built our national consciousness out of the greatest heterogeneity of national origins; it has imbued us all with the American Dream to strive for the Ameri-

<sup>1</sup> Pan American Day Address, 1933.

<sup>2</sup> English translation by the author, Harold Benjamin, of the University of Maryland, of a paper read before the Argentine Scientific Society in the Hall of the Argentine North American Cultural Institute, Buenos Aires, April 1, 1941.

<sup>3</sup> Education for Inter-American Friendship, issued by the Council on Pan American Activities, Evander Childs High School, New York, N. Y.

can Way of Life in ever more equitable proportions for all Americans  
\* \* \*

Our people are now entering upon the responsibilities and privileges of citizenship in a GREATER AMERICA. Again the public school must undertake to educate our youth for their civic role in an American Society coextensive with the New World. As our public schools have educated for loyalty to the Federation of States and for cooperation among their citizens, so they must now, in addition, educate for loyalty to the Union of Twenty-One Republics and for fraternity among their peoples.

In the dispatch of this responsibility the schools have a definite obligation to fulfill within the larger community as well in cooperating with all groups of people in the promotion of inter-American good will. Ben Cherrington points out that education for inter-American friendship is essentially a people's movement:

It was acknowledged by all at Lima, at the Eighth Pan American Conference in December 1938, that it is not enough for governments in their official relations to follow the good neighbor policy, indispensable as that is; it is necessary that the peoples themselves shall become good neighbors.

The peoples of the Americas must know each other. Their history, their outlook on life, their ideals and aspirations, their finest creations of mind and spirit— all these they must share in common. In other words, international cultural relations with us is essentially a people's movement. In this movement education inevitably must play a leading role.<sup>4</sup>

Education for inter-American friendship involves the teaching of Spanish and Portuguese and of units in English on the other Americas; it includes intercontinental correspondence, excursions, and club activities; but it implies more than that. It involves the many friendships among the children of the Americas, among their fathers and mothers, and among the laborers and the professional people, among all of the peoples of the 21 republics, who, though differing in race, color, or creed, are united by a spirit of mutual understanding, helpfulness, and cooperation, which is the essence of pan-Americanism.

<sup>4</sup> Cherrington, Ben M., National Education Association address, July 1939, San Francisco, Calif.

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## Bibliographies

The number of bibliographies on the other American republics is rapidly increasing. Among those already issued are such ones as:

**American Library Association.**

Latin America: Books for North American readers. Compiled by Betty Adler. Chicago, The Association, 1940. 15 p.

Latin America: Books for young readers. Compiled by Jean Gardiner Smith. Chicago, The Association, 1941. 14 p.

**National Education Association. Research division.**

Latin American backgrounds; a bibliography of 497 references. Washington, The Association, 1940. 74 p.

**Pan American Union.**

Motion picture films on Latin America. Washington, Pan American Union, 1940. 8 p.

Motion picture films available through the Pan American Union. Washington, not dated.

Partial list of Latin American music obtainable in the United States with a supplementary list of books and a selective list of books and a selective list of phonograph records. Compiled by Gilbert Chase, Library of Congress. Washington, Pan American Union, 1941. 36 p.

Sources for Latin American music. Washington, Pan American Union, 1940. 4 p.

In addition, the U. S. Office of Education, as a part of its inter-American program, has a number of lists on Latin America in course of preparation. Several are bibliographies on Latin America suitable for elementary and secondary school pupils; some are lists of other teaching materials for the study of the other American republics and the sources of such materials.

"Our Latin American neighbors want to be neighborly. So do we. We both need to get better acquainted, in order to overcome the isolation which has resulted from distance, geographical barriers, differences of language, and of cultures. This increased spirit of true neighborliness cannot be brought into being all at once by Federal agencies. It must be based on insight, understanding, and education of the rank and file of citizens in the United States. The schools can and will do their part to develop that understanding."

—*Hemisphere Solidarity* (Pamphlet No. 13)  
Education and National Defense Series  
U. S. Office of Education