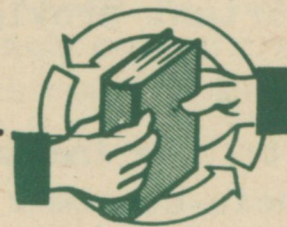


# Education Newsletter



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## INDIAN EDUCATION PROGRAM FOR THE LAKE TITICACA BASIN

By: Lloyd H. Hughes  
Education Officer

The Lake Titicaca Basin, located on a high plateau in southeastern Peru and northwestern Bolivia that ranges in altitude from 12,500 to 13,000 feet, is the home of an ancient Indian civilization, antedating that of the Incas by several hundred years. The builders of the first civilization in this area were the Aymarás who located their capital and stronghold at Tiahuanacu along the shores of Lake Titicaca. Remains of Tiahuanacu and other cities of the Aymará civilization can still be seen from the islands and promontories of the lake. The conquest of this civilization was one of the first steps in the development of the great Inca Empire, which controlled Ecuador, Peru, Bolivia and northern Chile when the Spaniards first arrived in this area.

The Spanish Conquest flowed around and hemmed in the Aymarás, but made little actual impression on them. Today the culture of the Aymarás is only superficially different from that of their ancestors. They live in small villages and maintain a communal form of land tenure in spite of many attempts by Bolivia and Peru to introduce private land tenure. Predominantly subsistence farmers, the Aymarás support themselves by crops of barley and potatoes and by raising domestic animals of various types.

The survival of the Lake Titicaca Basin as a separate cultural entity in spite of its being cut in half by an international boundary is an excellent example of the persistence of a native culture in the face of threats of conquest and dominance by Western civilization. Political boundaries in such a situation are meaningless,

and if they were wiped out the communities of the Aymarás would be only superficially affected. All of this has an application to education. The situation in the Lake Titicaca Basin calls for a unified educational system for the Indians living there, for it could not be expected that Bolivia and Peru, left to their respective views of the kind of education needed, would organize the same kind of program or develop the same kind of curriculum.

Recently, through the efforts of Ernest E. Maes and J. Graham Sullivan, Special Representatives of the Inter-American Educational Foundation in Bolivia and Peru respectively, the two governments became convinced of the necessity of unified educational administration in this region, and steps were taken to enlist the cooperative support of the Ministries of Education of the two countries in the development of a unified rural education program for the entire basin of the lake. The first step in this direction was a conference in Arequipa, October 26 to November 1, 1945, attended by Dr. Luís E. Valcárcel, Minister of Education of Peru; Major Jorge Calero, Minister of Education of Bolivia; J. Graham Sullivan and Ernest E. Maes.

This meeting grew out of conversations between Mr. Maes and Mr. Sullivan in regard to the rural education program developed in Bolivia under the leadership of Mr. Maes. During these conversations the two men became convinced that a unified education program should be developed for the Lake Titicaca Basin, because the whole area has similar cultural, economic, educational and demographic problems. They firmly believed



that the identity of the two countries required the development of a joint educational program.

The Ministers of Education of the two countries at the meeting in Arequipa agreed that such a cooperative program was feasible and during this meeting signed a convention, the most important provisions of which are as follows:

First: The Indian problem is a national one of socio-economic, sanitary, transport, agrarian, educational and juridical character, and the cooperation of all public organizations

not to be classified by social groups and are to be called simply rural schools.

Fourth: The education and instruction given by these schools shall be fundamentally of agricultural character, and shall emphasize agricultural activities, stock-raising and related industries.

Sixth: It is our opinion that the rural school should function for all rural inhabitants without regard for distinctions of age, sex, or social conditions.



A typical group of Aymará Indians.

(I.I.A.A. PHOTO)

of the two republics is essential if it is to be solved.

Second: It is our opinion that the Indian should not be incorporated into the life of the nation, as most entities dealing with this problem suggest; but that western civilization must adapt itself to the life of the Indian, respecting and enriching....this group that has contributed brilliantly to universal culture.

Third: The schools of the two nations are

Twelfth: The signatory ministers, taking into account the geographic and social unity of the Lake Titicaca Basin, agree to develop a coordinated program for this region and to suggest to their respective governments cooperation in the following matters:

- a. In a social study of the rural population by groups of specialists of each one of the two countries within their respective jurisdiction and in



interchange of the results of the studies.

- b. In a campaign of health and agricultural education for the rural peoples of the Lake Titicaca Basin to be collaborated in by all agencies of each country that deal with health and agricultural services.
- c. In a revision of educational legislation that will facilitate the evaluation and interchange of credits and titles issued by educational authorities of the two countries.

In order to put these recommendations into effect, and in order to develop a unified educational system on both sides of the international frontier, a conference of rural teachers of Bolivia and Peru was held in Huarisata, Bolivia, December 19 to 24, 1945. [Delegates to the conference were listed in the January *Newsletter*.]

In the preliminary discussions it was agreed to adopt the Bolivian *Núcleos Escolares Campesinos* as the type of rural school in the Lake Titicaca Basin, because it is better adapted to the social and geographic conditions of that area than any other type of school.\* It was also agreed that instruction should begin in the native language of the students, but that the process of *castellanización* should begin immediately and that instruction should be given entirely in Spanish as soon as the students have mastered that language.

Among other things the conference recommended:

1. That adequate steps be taken in each country to provide for the training of a competent body of rural teachers.
2. That a tax be levied on absentee landlords to increase the funds available for rural education.

3. That a coordinating committee composed of representatives of the Ministries of Education, Agriculture, and Health of each country under the presidency of the respective Ministries of Education be set up to coordinate the rural education activities of the three ministries in each country and the activities of each country in the Lake Titicaca Basin.
4. That national activities in nutrition and housing be extended to rural areas through rural schools.
5. That rural education in both countries merit the coordinated attention of all departments so that the rural problem can be solved in the shortest possible time.
6. That the owners of haciendas and mines be obliged to provide, in addition to a rural school, a dispenser and a dispensary to be attached to each school.
7. That the campaign for the literacy, *castellanización* and cultural improvement of the adolescent and adult *campesinos* be intensified.
8. That rural teachers be assigned salaries commensurate with the cost of living and the importance of their vocations.
9. That common textbooks in reading, writing, agriculture and health be prepared for use in both countries.

A program of studies providing for instruction on four levels was adopted by the group at Huarisata. The four levels of instruction agreed on were: (1) kindergarten for children from ages four to six, (2) preparatory grade for children from six to seven, (3) elementary grade for children from seven to twelve, and

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\* These *núcleos* consist of a number of small schools grouped around a large central school. The central schools are located in the larger towns and the smaller schools are scattered among the Aymará villages. In the smaller schools an effort is made to teach the three R's and to relate education to community life, and

in the central schools the children are taught trades, scientific farming, home economics, and other technical subjects. The teachers in the central schools also act as supervisors, giving professional counsel and guidance to the teachers in the outlying towns.



(4) complementary and pre-vocational grade for children twelve to fourteen. A complete curriculum, including objectives, activities, and subjects of study was also prepared.\*

The Foundation has high hopes for this program. It is well-planned, functional, related to the life and culture of the Aymará, and has the enthusiastic support of the Bolivian and Peruvian Ministries of Education. A cooperative

educational program so conceived and supported should result in many improvements in the material and cultural aspects of life in the Lake Titicaca Basin. Its vitality is derived from the fact that it attempts to bring the Aymará and the natural resources of their communities together in a dynamic way that will result in a better and more satisfying life, which, in my opinion, is the job that the functional school sets for itself.

## ACTIVITIES OF THE WASHINGTON STAFF

George S. Sanders, Specialist in Vocational Education on the Washington staff, returned June 12 from a six-week trip to Buenos Aires, Asunción and Rio de Janeiro. In Buenos Aires Dr. Sanders conferred with the Foundation's Consultant, *Frederick W. Dickens*, on the exchange aspects of the Special Program and the development of vocational training and physical education in Argentina.

The trade school near Asunción was the subject of discussion between Dr. Sanders and *Ralph I. Choplin*, Special Representative in Paraguay. Construction of the school is about to begin.

*J. E. Englekirk*, Special Representative in Brazil, accompanied Dr. Sanders on visits from Rio de Janeiro to Porto Alegre, Curitiba, Belo Horizonte and São Paulo to observe industrial

schools, their facilities and equipment. These Dr. Sanders judged to be excellent, commenting that much of the equipment is made right in the schools. Also visited were agricultural schools in the area.

Dr. Sanders left June 14 for Colorado and California to locate and interview personnel for vocational and agricultural positions on the field staffs in Paraguay and Brazil.

*Edmund Murphy* resigned his position as Education Officer to accept work with the Institutes Section of the Division of Cultural Institutes and Libraries of the Department of State.

*Note: For Clifford Prator's trip, see section on Honduras.*

## STATUS OF THE COOPERATIVE EDUCATIONAL PROGRAM

### BOLIVIA

Since the actual reorganization of the rural education system, administered by the Cooperative Educational Program and effected on the basis of the *Núcleos Escolares Campesinos*, the number of Central Schools has increased from 18 to 41, and the unitary schools dependent on the Central Schools have increased from 132 to 729. For each of the approximately thousand rural teachers working under the Nú-

leos, material has been prepared including a guide for the teachers as well as detailed teaching instructions for the various aspects of the new rural curriculum. The guide is based on the division of the rural school day into a five-hour program in health education and agriculture. *Zebedeo García*, Rural Education Specialist of the Peru field staff, was in La Paz in May, working with the Bolivian staff on the preparation of the guide which will also be used for Peruvian rural teachers.

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\*Copies of the curriculum plan will be available for distribution to interested persons.



On June 15 all the personnel of the Department of Rural Education of the Ministry of Education, the Cultural Service for rural areas, *Ernest E. Maes*, Special Representative, and *Albertano C. de Baca*, Rural Education Specialist on the Bolivian field staff, initiated a trip to all the Rural School Centers in the Departments of Cochabamba, Oruro, Potosí, Chuquisaca and Tarija. A total of 23 Centers will be visited; another eight in the Department of La Paz are scheduled for a later trip. It is expected to spend an average of five days of intensive activity at each Center.

The plan of operations during the trip is as follows: Each Central School will have called together all the teachers of its sectional schools. In each Center the teachers of the most important sectional schools, numbering from 10 to 20 in each case, will have arranged for five-man committees of parents to attend. To the teacher and committee of each school will be given the equipment necessary to achieve a school lunch program. (It is planned to organize this portion of the Program in approximately one-half of the sectional schools of all the Central Schools.) The delegation from the Ministry will then give a demonstration of teaching methods to be applied in the new curriculum. The Rural Cultural Service will par-



Vaccinations at the Rural School Center.

ticipate by showing health films, organizing vaccination campaigns, and demonstrating privy construction.

Follow-up work on this activity as well as general supervision of the new curriculum in the sectional schools will be effected by personnel of the Central Schools who are agricultural and health education teachers especially trained for this work under the Program. Training of these supervisors was accomplished with the cooperation of the Inter-American Cooperative Public Health Service and the Escuela Superior de Agronomía of the University of Cochabamba. It is hoped that the Cooperative Educational



A rural parent group typical of those cooperating in courses of the Rural Cultural Service.





Rural inhabitants await the showing of health films.

Program will provide for continued health and agricultural training for supervisors as they are needed.

The Cultural Service for Rural Areas is a supplementary project of the Cooperative Educational Program. Its courses are based on films provided by the Information Department of the United States Embassy and on theatrical folkloric groups. The first field trip of this service was made March 18 to 23 to Caquiaviri where one of the School Centers is located. Health movies, skits, and short puppet plays were presented in the auditorium of the Center, in conjunction with classes of the rural health teachers. Six performances were given and attendance ranged from 300 to 400. The spectators, consisting of rural school students, other rural inhabitants, and natives of the village, were satisfied and impressed with both types of showings, particularly with those in which their native tongue, "Aymará", was spoken. Brief explanations in "Aymará" preceded the showing of those films in which the language was not used.

The Director of the Center described this first trip as constituting a truly exceptional and unforgettable experience for the region. As a result of the information imparted through

the films and skits, it was possible for the Experimental Clinic, established there by the Inter-American Cooperative Public Health Service, to vaccinate more than 900 Indians of the area against small-pox, without any trouble whatever.

The survey of the hacienda Belén, a finca owned by the Bolivian Development Corporation, and being converted into the largest livestock and agricultural experimental station in Bolivia, was completed during March. A complete study was made of social and economic conditions of the hacienda, the first of eight detailed studies which are contemplated for four haciendas and four communities of the Altiplano and valleys of Bolivia. The two field workers employed on this project are under the supervision of Mr. Maes, the primary purpose of the project being to further orient the educational program.

The hope of the directors of the project is that the eight studies together will describe a complete section representative of the rural organization of the geographical regions mentioned, which constitute not only one third of the entire country but also include 85% of the total population. Moreover, these detailed



studies will provide social and economic statistics on such a wide area as to furnish the basis for complete statistics.

Dr. Olen Leonard of the Office of Foreign Agricultural Relations is assisting the field workers on this project for a six-month period. Dr. Leonard is collaborating in connection with the experimental station which is being established jointly by the Bolivian and United States Departments of Agriculture.

## BRAZIL

The program of rural education during the first quarter of its activities has been one of preliminary study and planning. Staff members have held many conferences with national and state officials who have universally manifest both deep interest and cordial cooperation in the proposed program.

Appointments to local offices related to the rural program are as follows: Minister of Agriculture, *Neto Campelo*; Superintendent of Agricultural Teaching, *Itagiba Barçante*; and *José Eurico Dias Martins*, Director of Vegetable Production Service. Dr. Itagiba, who acts as Superintendent of the Comissão Brasileiro-Americana de Educação das populações Rurais (CBAR), has demonstrated a strong emphasis upon practical rather than theoretical training. The CBAR operates under the jurisdiction of the Ministry of Agriculture which supervises all practical rural schools.

In preparation for various projects, *J.E. Inglekirk*, Special Representative, and *John B. Griffing*, Chief of Party for the Rural Education Program, made several trips to the States of Minas Gerais and Rio de Janeiro in company with Federal and State officials. Preliminary operations have actually begun at the practical agricultural schools at Pinheiral in the State of Rio de Janeiro.

In negotiation with *Oscar Guedes*, former president of the CBAR and with *Dr. Dias Martins*, an agreement has been made whereby the eleven centers for training young men in practical agriculture or in tractor operation will be absorbed into the present program. This transfer secures the future of these units under the supervision of rural education authorities.

In the field of vocational and industrial education, specialists are beginning to arrive

in Rio de Janeiro to begin their activities on the field staff. *Louis L. Valone*, Specialist in Shop Supervision, *Louis B. Beres*, Specialist in Teacher Training, and *Otto Schlesinger*, Specialist in Guidance, who have been under contract with the Ministry of Education and Health during the past three years, returned to the United States for a three-month period of vacation and orientation preliminary to taking up their new duties under the Cooperative Educational Program. Mr. Valone and Mr. Beres returned to Rio during May, and Mr. Schlesinger is expected in July. *John E. Hansen*, Specialist in Visual Aids, also arrived during May.

Mr. Schlesinger conducted a course, "Educational and Vocational Orientation" in São Paulo from February 20 to March 2, 1946. Organized under the auspices of the Foundation for the São Paulo State Department of Education, the course had an enrollment of 107 primary, secondary and normal school teachers divided into four groups. Mr. Schlesinger developed the course by discussion methods, including study and criticism of the discussions. São Paulo educational authorities considered the course an important contribution toward the improvement of the local educational system. The teachers were well satisfied with the course and were especially pleased with the group-discussion method of approach, used here for the first time in São Paulo. The course itself is one of the first in educational orientation to be offered in the state. As a direct outcome of the course, a center of studies on orientation was organized to encourage research in the field and to promote the teaching of orientation courses in the schools.

## CHILE

*Gordon R. Mirick*, Assistant Director of Schools and School Experimentation at Teachers College, Columbia University, arrived in Santiago April 20 to serve as Consultant in Mathematics on the field staff. Dr. Mirick is also Executive Director of the Curriculum Service Bureau for International Studies and author of several books on Mathematics.

## COSTA RICA

In a report covering activities during the period from May, 1945 through February, 1946, *F.J. Rex*, Special Representative, gives a comprehensive picture of the development of the Cooperative Educational Program.





The President of Costa Rica, *Teodoro Picado Michalski*, interested in the Cultural Mission project, visits a workshop demonstration class.

Dr. Rex devoted his first months in Costa Rica to acquainting himself with the country geographically, economically, socially and culturally. He travelled by car, on horseback, on foot, or canoe to visit the schools and meet the teachers and children of rural Costa Rica.

Costa Rican climate and soil, though benevolent, have not been scientifically exploited to provide a proportionately high rural standard of living. In rural areas there is a high infant mortality and parasitic diseases and malaria infect most of the children; the majority of rural children outside the Meseta Central (Central Plateau) rarely go to school beyond the fourth grade. A strong urbanization movement, encouraged by improved communications and roads, has caused young people to move away from rural communities. Rural teachers number among this group in search of better opportunities and higher pay, and replacements for them are few due to the small number of annual graduates from the two-year normal school.

With these factors in mind, the Cooperative Educational Program in Costa Rica has for its objectives the improvement of rural education and rural life, and several projects have been developed to this end.

The first project is concerned with the reorganization of the Department of Cultural Missions of the Ministry of Education. This unit provides a type of rural extension service administered by a group of 12 Normal School

graduates distinguished by their ability and capacity for cooperation. The group, with practically no supplies and equipment, but with great resourcefulness, conducts rural school workshops of one to two weeks' duration in the isolated rural regions of Costa Rica. Giving demonstration lessons, the teachers work in the morning with the students, in the afternoon with teachers, and at night with adults in the community. The workshops are primarily concerned with health education and school health service, the activity program, manual arts, school gardens, work with clay and fibers, music, and community recreation.

Reorganization of the Department consisted of putting the teaching group "on wheels" by the purchase of two army shop trucks with complete equipment for health education and school health service, wood-working machinery, a power unit for the use of teaching films and the running of saws, lathes, and drills necessary for repairing or remodeling small school buildings and furniture. One of the trucks is used to transport personnel, their folding cots, and a portable navy kitchen. The kitchen is used for home economics and nutrition demonstration by the Home Economics Specialist on the staff, *Dolores Morales*. It is planned for Miss Morales to take with her three of the most outstanding students in the last year of the Normal School for experience and training in this kind of work. *Canuto Trujillo*, Agriculturalist, who joined the field staff in June, is training agriculture teachers for supervision of the 500 school gardens of the rural schools.

The second project provided for assistance in the establishment of a Summer School for rural teachers of the province of Heredia which terminated March 9. Subjects emphasized were agriculture, health education, the activity program, manual arts, home economics and nutrition, physical education for boys and physical education for girls. Teachers successfully completing the course were given credit for a year's service.

This was the first summer school on the American plan ever to be organized in Costa Rica, and it introduced to teachers the opportunity to discuss professional and personnel problems in open forums. For the first time in teacher education in Costa Rica, there was written in the Agreement for this project a clause requiring punctual and regular attend-



ance, the submission by each teacher of a project for the coming year, and several final tests of a practical nature.

Project Number Three is a follow-up program for the Summer School, organized to help the schools put into practice what the teachers learned during the summer. Since few rural schools have agricultural equipment for school gardens, few facilities for home economic activities and industrial arts, no organized school lunch program, and little equipment for using produce of the school gardens in the schools, the project will supply to a certain number of schools the supplies and equipment needed to realize the possibilities of the school gardens and the home improvement program. The equipment consists of pots and pans, stoves and tableware, spades, rakes and cultivators, sprayers, and tool boxes for manual arts work.

The Indian population of Costa Rica, numbering 5000, is scattered in four different tribes over almost inaccessible regions in the north and south. Only one tribe speaks Spanish and maintains regular contact with the white population. Thus a fourth project has been drawn up in the field of Indian education, specifying the development of a model school and the training of teachers of Indians in the southern part of Costa Rica. Dr. Rex is working on this project with *Mrs. Doris Stone*, who has spent many years in ethnological studies of Latin American Indians and who has succeeded in securing the passage of a law establishing reservations for the remaining Indian population. The project is a difficult one because of the inaccessibility of the territory, language difficulties, and low teachers' salaries.

*Hernán Zamora*, the Minister of Education, Dr. Rex describes as a genuine educator as well as a linguist, poet, lawyer, brilliant speaker, and able politician. Dr. Zamora's prime concern is for the improvement of rural education and rural life in his country.

At the suggestion of Dr. Rex, the Foundation extended to Dr. Zamora an invitation for a five-week study trip in the United States last fall. Accompanied by Dr. Rex, Dr. Zamora limited his trip to a study of rural education and conditions in the southeastern part of the U.S. where rural conditions have certain similarities to those in Costa Rica. He observed agricultural schools on the primary and secondary levels and made a study of teacher-training in this country.

The urban situation also merits attention because of rapid industrialization and electrification of the Central Plateau. To meet increasing problems of urbanization and the need for technically trained workers, schools must consider changes in their programs. For this reason, Dr. Rex has been appointed to work on several educational commissions concerned with the improvement of the secondary teacher-training program and the articulation between elementary and secondary education.

Dr. Rex was asked by the Minister of Education to prepare a confidential report on the secondary education program and on the value of the Bachelor of Arts examinations given at the end of the fifth year of the secondary school period. To evaluate the achievement of the secondary schools, the Special Representative was appointed as delegate of the Minister to the Examiners Board of the Colegio Superior de



The shop trucks prepare to leave for a Cultural Mission workshop.

Señoritas (San José Girls High School). Subsequently he prepared two questionnaires dealing with reactions of the graduates to their secondary school experience and with their major and minor concerns at the Colegio.

Also at the request of the Minister of Education, Dr. Rex is acting as Consultant to the Commission on Primary Education, the Commission on Secondary School Reform, and to the Commission on the Relations between School and Community.

Dr. Rex, in addition, provides consultation service to teachers, supervisors, and principals on special problems in their districts, and supervises the distribution of materials requested.



Concerning home economics and home demonstration activities in the program, Dr. Rex wrote in a more recent letter:

"The opening of the school lunch program in the Province of Heredia was quite an interesting affair. Despite the fact that the day was very rainy, not a single child was missing from school. Miss Morales is working every afternoon in Heredia with about 60 teachers in two groups to build up a better understanding of nutrition and health work. Next week she will go with the Department of Cultural Missions to the tropical towns of Orotina and San Mateo."

#### DOMINICAN REPUBLIC

George J. Greco, Special Representative, recently spent five days in Puerto Rico interviewing personnel for the technical field staff in the Dominican Republic. Two selected were Angel Ginorio, who will be technician in vocational education, and Luis Sambolin, who will work as technician in physical education.

During the week of March 25 to March 31, Virginia Geiger, English Teaching Specialist, made an inspection trip with Mercedes Jones, one of the supervisors of the English Section, to the towns of Los Llanos, San Pedro de Macoris, Santo Mayor, El Seibo, Higüey and La Romana. They observed 52 English classes, held personal, school, and general conferences, and presented demonstration classes.

Miss Geiger commented: "Throughout the trip we were impressed by the attitude of cooperation, interest and great enthusiasm shown by the directors and English teachers alike. They want to learn, to watch our methods, and to discuss their problems. Everywhere the teachers begged us to remain in their schools for a longer period of time, and everywhere they welcomed our suggestions."

"On several occasions we had an opportunity to visit classes after the teachers had watched our demonstration classes, and we found notable improvement. They were following a lesson plan, putting their supplementary material to good use and using English more extensively in the classroom.

"We were conscious, during the entire trip, of the influence of the English program and par-

ticularly of previous *cursillos* [courses]. In schools where directors or teachers had attended the *cursillos*, we found the supplementary material well used, the lessons better organized and the pupils more enthusiastic about their work.

"We noted that a great lack of textbooks prevails in the schools. In many classrooms only the teacher has the book. Two solutions to this problem were found. In San Pedro de Macoris, Doña Luisita de Frappier requires her pupils to copy the reader, chapter by chapter, from the library. In La Romana, Don Tiburcio Millán, Director of the Normal School, has built up a school library containing a large number of the standard textbooks. At class time the pupils use the books, and after class they go to the library to prepare the next lesson.

"We feel that these inspection trips are well worthwhile, not only because of the information we gather for the English Section, but also because of the assistance and encouragement we are able to give the teachers."

A special activity performed by Miss Geiger has been the preparation of a tentative course of study for English in Dominican commercial schools. The study plan has been discussed with English teachers, and other meetings with them are planned in order to make revisions and modifications where needed. The teachers will thus have the opportunity to discuss all aspects of the program on the basis of their actual classroom experiences.

Five lessons were given in March to the English teachers of Ciudad Trujillo. The first two covered English word order and allowed the teachers to apply the rules they had been studying. The third lesson illustrated the objective method of teaching vocabulary. Fruits and vegetables were brought to class and the teachers set up a miniature market as a basis for conversation and vocabulary review. Values of the objective method were discussed afterwards. The fourth lesson included a review of demonstrative pronouns, study of methods of teaching them, and an analysis of interpretative reading of English poetry. Irregular verbs and practice in interpretative reading were undertaken in the last lesson. In the absence of Miss Geiger this lesson was presented by Mrs. Ruiz and Mrs. de Lemos, members of the class.



A total of eight advanced radio lessons were broadcast during March. Two of these were presented by Mr. Watland in the absence of Miss Geiger. Miss Geiger has revised 25 advanced radio lessons and assisted in the revision of elementary radio lessons for the third transmission of that series.

## EL SALVADOR

The Departmental Institutes for Elementary Teachers, an outgrowth of the Vacation Institute for Elementary and English Teachers held in January and February, have been carried to completion by the Supervisors of all the Departments. The Institutes consisted of study groups of teachers, organized by the departmental Administrative Officers to spread the new reading and English-teaching techniques adopted as a result of the Vacation Institute. The Cooperative Educational Program provided assistance for these sectional Institutes by sending a small teaching staff to each one. This mission was composed of *Ruth A. Huber* who was in charge; *Beatriz Antillón*, specialist in advanced reading techniques; *Evelyn Johnstone*, teacher of primary reading techniques; and *Esteban Ulloa*, recently appointed National English Supervisor. Sr. Ulloa's activities with the Mission constituted the principal follow-up work of the English teaching phase of the Vacation Institute, and the efforts of the other three instructors provided follow-up action in elementary education. The procedure during the visits of the mission was begun by demonstrations by Sr. Ulloa with an English class, and by Miss Antillón or a local teacher with a reading class. The demonstration period was followed by a large discussion group, and that, by smaller discussion groups and a later conference. Mrs. Huber carried with her the materials to be distributed among the Supervisors and their assistants.

As an outcome of the Vacation Institute and the work of those who attended, there is now an average of four teachers in each Department using the new reading method. Sr. Ulloa at the end of April had given demonstration classes or otherwise initiated the teaching of English in the fifth and six grades of 32 schools. (The teaching of English in the higher elementary grades is an innovation provided for in the revised curriculum plan which evolved from curriculum discussions at the Vacation Institute.) For many teachers in these schools, Sr.

Ulloa arranged for refresher classes conducted in several towns and in the capital city. Sr. Ulloa prepared and distributed to all Departmental Supervisors the first ten English lessons which were in turn distributed among the English teachers. Reading material and charts in mimeographed form have also been prepared by the National English Supervisor.

An increase of interest in education among teachers and parent groups has also been attributed to the effectiveness of the Vacation and Departmental Institutes.

## HONDURAS

*Clifford H. Prator*, English Teaching Specialist of the Washington Staff, was in Tegucigalpa, Honduras from April 6 to 28 to participate in the vacation workshop for Honduran teachers of English which he planned and set up in consultation with *Virginia Hightower*, the Minister of Education and the Special Representative during his visit to Tegucigalpa in February. A forthcoming report will describe the workshop as a whole.

Dr. Prator's chief responsibilities were teaching the course in pronunciation and guiding the work of the discussion group on curriculum-revision.

Aims of the pronunciation course were to improve the accent of the teacher-students so that they may better serve as a model for their own students, and to supply the teacher-students with the tools and techniques they will need in teaching pronunciation to their classes. The course began with diagnoses of pronunciation difficulties of each student based on readings from a set of specially prepared sentences. Individual written analyses of difficulties were then made and presented to each student. Faulty pronunciations revealed by the analyses were tabulated to find the most common failings of the entire group in order of frequency, and the work of the class was organized around these demonstrated points of weakness. The chief reliance for improving the pronunciation of the teacher-students was on imitation of the teacher model, with recourse when necessary to analytical aids such as phonetic symbols and physiology of speech production. When theoretical material was judged necessary, it was introduced in the form of generalizations arrived at inductively, stated simply, and, whenever possible, formulated by the students.



The curriculum-revision group, of which Dr. Prator acted as chairman, was composed of twelve Honduran teachers as well as several members of the workshop faculty. Early in the discussions it was decided to limit plans to a course of study for first-year English. Work began by destructive criticism of the existing course of study, and formulation of problems. As soon as a plan of constructive action had been worked out the group was divided into sub-committees on subject matter, activities and realia, structure, vocabulary, methods, pronunciation, examinations, and administrative recommendations. Each sub-committee made a written report on its work which was accepted or amended by the entire group.

The course of study thus drawn up was submitted to the Ministry of Education in the form of a recommendation. The course is based on the assumption that no grammar text will be used during the first year of English instruction. The work of the class will be largely oral, and during the first two or three months the only materials used will be realia, sentence strips, pictures, flash cards, etc. Later, simple readings will be introduced to give desired information, build vocabulary, and serve as a basis for conversation. It is felt that the course of study itself will give sufficient guidance as to choice of vocabulary and the structural patterns which are to be taught.

#### PERU

A six-month training course is scheduled to commence functioning in Puno, Peru on July 1, to prepare personnel for the supervision of the Rural School Centers of the Lake Titicaca region as part of the joint educational program between Bolivia and Peru. The Supervisor-students will receive instruction in community organization related to the improvement of schools, agricultural methods, homes, and general conditions of the region. *Zebedeo Garcia*, Specialist in Rural Education on the Peru field staff, planned and organized the course.

The Ministries of Agriculture, Public Health, and Development have agreed to cooperate with the Ministry of Education and the Cooperative Educational Program in carrying out this program.

A committee composed of Puno community leaders has been appointed to cooperate further

in the development of the program. The Ministry of Education will furnish vehicles for the transportation of instructors and students attending the courses and for field trips.

The course, to be held at the Granja Salcedo School near Puno, contains four major divisions:

- (1) Agricultural course for 20 supervisors from Peru and 5 from Bolivia.
- (2) Sanitation and Social Service course for 20 supervisors from Peru and 10 from Bolivia; 20 students from the Ministry of Health of Peru are also enrolled.
- (3) Community Organization, Lesson Planning, and the Preparation of Teaching Materials for all registrants.
- (4) Home Industries course. The course, for 20 supervisors of Home Industries, will be given in Lima by Truman Bailey of the Inter-American Development Commission and will also start on July 1.

The Ministry of Education has appointed *Julián Palacios*, Director of Rural Schools in Peru, to direct the course. Sr. Palacios has been in Puno for two months making preparations for the training school. Instructors appointed are:

*Engineer Fidel Flores* - Agriculture course;  
*Dr. Jose Marroquín* - Health and Sanitation course.

Lesson Planning, Preparation of Teaching Materials and Practical Educational Guidance are to be given by the following:

*Astete Maraví*, *Antonio Valer*, and *Padre Inkrata* in Reading, Writing, Arithmetic and Agriculture;

*Cristina Ráez*, *José Portugal*, *Dr. Juan Felipe Arce*, *Dr. Icocheo*, and *Dr. María Marina*, in Sanitary and Social Service.



## SPECIAL PROGRAMS

### ARGENTINA

Cyrus T. Brady, Jr. on April 30th made effective his resignation as Consultant of the Foundation for the special program in Argentina. Mr. Brady, for twenty-five years a resident of Argentina and well-known in educational and scientific circles, worked with educators, maintaining liaison between them and the Cultural Relations Officer of the Embassy and the Consulates. His office served as a clearing house for requests received by the United States Embassy and the Asociación de Difusión Interamericana from Argentine educators in the United States, for sample books and other teaching materials, and for professional consultation

and guidance on the elementary, secondary, and normal school levels.

Frederick W. Dickens has replaced Mr. Brady as Consultant. He will also continue his specialized work in physical education for the Foundation, acting as consultant in that field to teachers and other educational personnel and assisting in the preparation of lecture and other material for use in schools. For 25 years Mr. Dickens has worked in Argentina, devoting himself to the improvement of the physical, intellectual and moral standards of Argentine youth.

## VISITING EDUCATORS

### ARGENTINA

Juan Mantovani arrived in Washington June 9 to spend two and one-half months in this country as guest of the Foundation. Professor Mantovani is accompanied by his wife, Fryda S. de Mantovani, poet and critic of children's literature. Señora de Mantovani is interested in women's activities, publishing houses, and children's literature in the United States.

Professor Mantovani, whose specialized studies have been in the fields of pedagogy and philosophy, was a schoolmaster and professor in a Buenos Aires normal school during his earlier career as a teacher. From 1928 to the present he has been Professor of Educational Science in the University of Buenos Aires. From 1938 to 1941 he was Minister of Public Instruction of the Province of Santa Fé. He has been Inspector of Education and director of various educational institutes in Argentina, and has visited cities and institutions abroad as special lecturer. Professor Mantovani has published writings on education, art and philosophy from 1930 to the present time.

Prior to his visit to the United States, Professor Mantovani was visiting Professor of Pedagogy at the Facultad de Humanidades of the University of San Carlos in Guatemala City. He afterwards visited educational institutions in

Mexico and, more recently, presented a series of lectures at the University of Habana.

In this country he is visiting educators and educational institutions in Washington, D. C. and at the Universities of Pennsylvania, Princeton, Columbia, Yale, Harvard, Michigan, Chicago and California. Professor Mantovani, a student of Sarmiento, is especially interested in the University of Michigan and other places where Sarmiento was honored during his diplomatic assignment in this country.

### BRAZIL

Hygino Aliandro was awarded the travel scholarship to the United States offered by the Foundation to the outstanding teacher of English in attendance at the fourth seminar of English teachers held in São Paulo January 10 to February 11 by the União Cultural Brasil-Estados Unidos and the Foundation.

Professor Aliandro is the first president of the recently founded Associação Paulista dos Professores de Inglês. Besides his post of Executive Secretary of the São Paulo Cultural



Institute, he holds the positions of Assistant Professor of English at the Faculdade de Filosofia of the University of São Paulo, Professor of English Language and Literature of the Faculdade de Filosofia, Ciências e Letras of Campinas, and member of the board of directors of two secondary schools in São Paulo. He has also been a teacher of English and French in various high schools. As a member of the Centro de Estudos Inter-Americanos he has given lectures on North American literature and authors.

Professor Aliandro in 1941 was graduated from the Faculdade de Filosofia, Ciências e Letras of the University of São Paulo in the Department of Classic and Modern Languages. He has performed special work in English at the Sociedade de Brasileira de Cultura Inglesa for which he received recognition from the British Government. He was also cited for outstanding work in the first Summer Seminar for teachers of English held in São Paulo. His publications include "An English Course" (for secondary schools); "A Medical Course of English"; and a translation of Emil Ludwig's "How to Treat the Germans."

The objectives of Sr. Aliandro's trip are to study the organization, administration, objectives and accomplishments of modern language teaching, to observe the teaching of English as a secondary language, to observe the teaching of United States literature, and to establish contact with writers, critics and professors in these fields. He will visit Washington, D. C., Baltimore, Philadelphia, Chicago, New York, Boston, and Ann Arbor, Michigan and will observe classes at the Universities of Michigan, Chicago, Northwestern, Columbia and Harvard.

*Herta Thea Puhlmann* of Santa Maria, Rio Grande do Sul, was awarded the travel scholarship offered by the Foundation to the outstanding teacher of English from the English Teacher Institute held in Porto Alegre from January 14 to February 2 and sponsored jointly by the Instituto Cultural Brasileiro-Norte-Americano of Porto Alegre and the Foundation.

Srta. Puhlmann was educated at the Colégio Centenário in Santa Maria where she received her primary, secondary and normal school training. She has held English teaching positions at the following schools: 1932-44, Colégio Centenário; 1944, Escola Normal "Oswaldo Aranha", Alegrete;

and 1945, Escola Normal "Olav Bilac", Santa Maria.

Srta. Puhlmann plans to attend the summer session at the English Language Institute, Ann Arbor, Michigan.

*Benjamin Iglésias Pendas* (Brother Gabriel) of Salvador, Bahia, received the scholarship awarded at the English Language Seminar held in Salvador from February 9 to March 2 under the auspices of the Associação Cultural Brasil-Estados Unidos and with the cooperation of the Foundation.

Brother Gabriel, a member of the Order of Marists, has been a teacher for the past twenty years and has travelled extensively in Europe. He is at the present time a teacher of English at the Marist Colégio N. S. da Vitória, one of the largest and most highly regarded secondary schools in Bahia. Brother Gabriel has also been director of the school since 1943, and for six years prior to that he was director of the Marist school in Maceió.

He will take courses in English, and has indicated that in addition he would welcome the opportunity of visiting Catholic secondary schools, especially those of the Marist Order.

*Elza Thereza Rubem Nina* is the candidate selected from the English Language Seminar held in Rio de Janeiro February 11 to March 2 under the auspices of the Instituto Brasil-Estados Unidos and sponsored by the Foundation.

After her *colégio* studies, Srta. Rubem Nina from 1937 to 1940 attended the Universidade do Distrito Federal, now the Faculdade Nacional de Filosofia, where she took the special training courses for teachers of English. While at the University, she was a member of the Anglo-Brazilian Cultural Society. In 1944-45 she attended Dr. Morton Zabel's lectures on American literature given at the Faculdade Nacional de Filosofia and also Dr. William Rex Crawford's lecture-course on American civilization given at the Instituto Brasil-Estados Unidos. Srta. Rubem Nina was a member of the English Language Seminar of 1945 and is a member of the Instituto Brasil-Estados Unidos.

From 1942 to 1944 she taught English and English and American literature at the Faculdade de Filosofia, Ciências e Letras of the Instituto Santa Ursula, where she was assistant to Dr. Abgar Renault. At the American school in



Rio de Janeiro in 1942 she taught Portuguese and Brazilian literature, and she has given private instruction in Portuguese and in English under the auspices of the Instituto Brasil-Estados Unidos. Currently she teaches English and English and American literature at the Faculdade de Filosofia of the Universidade Católica, where she is assistant to *Dr. Paulo C. Machado da Silva*.

Srta. Rubem Nina's stay will include visits to the larger centers in the East and Middle West and special university studies in American language and literature and in speech. She is particularly interested in American literature and in observing American life.

*Elmar Gonçalves Queiroga* was given the scholarship from the English Language Institute of Belo Horizonte, held February 11 to March 2 and promoted and sponsored directly by the Foundation with the cooperation of the State Department of Education of Minas Gerais. This Institute was under the direction of *Dr. M. Gordon Brown* of the U. S. Office of Education who was on loan to the Foundation in Brazil for the entire period of the Institute activities.

Sr. Queiroga will study English and is also interested in visiting cultural centers and observing American life. Because of his position as a division chief of the Public Archives of Minas Gerais, he would like particularly to see similar organizations in the United States.

Sr. Queiroga received his secondary training at Ouro Preto and at the School of Engineering in Belo Horizonte. In the field of English, he began as a private teacher and later taught at the Faculdade Brasileira de Comércio; he is now a registered teacher of English at Colégios Santo Agostinho and Anchieta in Belo Horizonte. Sr. Queiroga has written articles on Brazilian archives and has translated various items from English into Portuguese and from Portuguese into English.

*Dr. Paulo Cesar Machado da Silva*, Professor of English Language and English and North American Literature, returned to Brazil in March after three months of study and observation in universities and cities all over the country. Professor Machado, writer of several English language texts, first Scholarship Award winner of the Seminar for Brazilian teachers of English and first President of the Brazilian Association

of Teachers of English, studied modern language associations in the United States, observed the teaching of English as a secondary language and the teaching of United States literature, and met with writers, critics, and professors of literature in this country.

#### CHILE

*Hector Soza*, agricultural educator, returned to Chile in June following three months of observation of agricultural schools, experimental stations, and cooperatives in the chief geographical regions of the United States.

#### ECUADOR

*Ernesto Guevara Wolf* and *Emilio Uzcátegui*, guests of the Foundation for a year of study, returned to Ecuador in March.

Drs. Wolf and Uzcátegui both studied at the English Language Institute in Ann Arbor, Michigan before pursuing their separate studies in the field of secondary education.

#### HAITI

*Olga Samson* and *Marie Lise Fils-Aimé* have returned to Haiti after a period of study in the fields of elementary school administration, and teacher training. Mlle. Fils-Aimé resumed directorship of the Normal School on her return, expecting to make reorganizational changes in the light of her experiences in the United States. Mlle. Samson has been assigned to directorial duties over the campus Primary School and will teach the Normal School course in Methods. She is also supervising activities of the second-year students who are now beginning their practice teaching in the schools of Haiti.

*Yvonne Mathon*, invited on a study trip to this country by the Foundation was compelled by illness to return to her home in Haiti during May. Mlle. Mathon, a teacher at the Ecole Professionnelle "Elie Dubois", was specializing in Social Sciences at Fisk University, and had been in this country since October, 1945.



## PERU

Returning to Peru during the last several months, on completion of their periods of study as guests of the Foundation, were *Enrique Laroza*, former Minister of Education, *Augusto Villacorta*, vocational teacher, *Alfonso Rivero Ferro*, Professor and founder and President of the Association of language Professors of Peru, *Victor Moya-Méndez Acevedo*, Professor, and *Angélica Zavala de Rojas*, Director of English Teaching in Peru.

Engineer Laroza visited schools, met with American educators, and in particular studied vocational education programs in the United

States. Señor Villacorta observed vocational teaching methods with emphasis on the development of materials and curriculum construction in vocational education. Señor Rivero studied the organization of boys' clubs and group activities in schools. He also took social courses at the University of California and lectured before many groups of the subject of Inter-American relations. Señor Moya-Méndez attended the English Language Institute at Ann Arbor, Michigan and studied vocational school administration at schools in the west. Señora Zavala de Rojas studied English for one year at the English Language Institute.

## BOOKS SENT TO THE FIELD

*When Our Town Was Young.* Stories of North Salem's Yesterday. Edited by Frances Eichner and Helen Ferris Tibbets. The Country Life Press, Garden City, N. Y., 1945.

The making of this attractive book became a community project in which the oldsters provided information and the youngsters were occupied with weaving the facts into interesting stories. The content includes an introductory chapter giving origins of the book, and a collection of stories of pioneers, churches, schools, transportation, industries and other phases of early life in the community. There are many interesting photographs and sketches, directions for three historical tours of North Salem among them. The experiences of these boys and girls offers a challenge to other communities in the way of an interesting and worthwhile project.





## Education Newsletter



WASHINGTON 25, D.C.

July 1946

### ACTIVITIES OF THE WASHINGTON STAFF

Sallie B. Marks, Materials Specialist, attended the annual conference of the American Library Association held in Buffalo from June 16 to 23. Emphasis of the meeting was on the library's part in world affairs, which was stated to be generally the provision of information and attitudes that will enable people to think and act as world citizens, and not as American citizens only.

Of special importance to those interested in children's books was the announcement of the Newbery Medal winner, Lois Lenski, for her Strawberry Girl, judged the most distinguished contribution to children's literature written in 1945. Miss Lenski presents the American scene as lived by the American child. The winners of the Caldecott Medal, given for the most distinguished illustrated children's book of 1945, were Maud and Miska Petersham, who

produced The Rooster Crows, a book of American rhymes and jingles.

Porter Claxton, Specialist in Agricultural Education, returned to Washington July 4 after spending nine weeks in Guatemala assisting in the workshop for rural primary teachers in the Cakchiquel region.

Mr. Claxton conducted the class in agricultural education, in which he stressed the role of agriculture in rural education and methods of teaching agriculture to children. During the latter part of the course his students were divided into committees to formulate an agricultural course of study for the first three years of the rural primary schools in the Cakchiquel area. Mr. Claxton reports that the student-teachers were highly enthusiastic about their first chance to work together on their own problems in rural education.

### STATUS OF THE COOPERATIVE EDUCATIONAL PROGRAM

#### BOLIVIA

The training course for Bolivian and Peruvian rural teachers opened at Puno, Peru the first part of this month. Albertano C. deBaca, agriculturalist on the Bolivian field staff, drove the sixteen Bolivian selectees to Puno and he will assist in setting up the courses there. Toribio Claire, head of the Department

of Rural Education of the Ministry of Education, is accompanying Mr. deBaca.

The rural teachers selected to train at Puno are:

La Paz district: Jorge Sologuren, Crisóstomo Cordero, Clemente Mamani, Braulia de Garibaldi, Nazario Luna, Alicia Etchenique, Benigna



Ayala, René Mollinedo, Hugo Alcoreza and José Escobar.

Cochabamba district: Walter Camacho, Julio César Crespo, Carlos Avila, Guillermo Canedo, and Bertha de Canedo.

Tarija district: Oscar Aparicio.

## BRAZIL

William C. Tucker, for three years technical advisor in horticulture and pomology to the National Service of Agricultural Research of the Brazilian Ministry of Agriculture, arrived in Rio de Janeiro May 13 to serve as specialist in practical agriculture on the staff of the cooperative program in rural education.

Mr. Tucker received the B. S. degree in horticulture and pomology from Oregon State Agricultural College and has had experience in laboratory, research and practical work in his field. Before his experience in Brazil he was superintendent of the soil department of a California citrus orchard.

Before leaving for Brazil Mr. Tucker spent a period of orientation in this country studying recent agricultural research applicable to Brazil and teaching methods used in practical agricultural schools. His itinerary included trips to schools in Kentucky, Tennessee, Alabama and Puerto Rico.

Sigurd Johansen, Associate Professor of Sociology at New Mexico Agricultural and Mechanical College, arrived in Rio de Janeiro June 28 to serve on the staff of the rural program in Brazil as rural sociologist. Aside from teaching experience, Dr. Johansen has a background of rural sociological research work in Spanish-American villages of the Southwest. He was graduated from the University of Minnesota with the B. A. and M. A. degrees in sociology, and received the Ph. D. degree in sociology from the University of Wisconsin.

Bernard L. Petty left his position of Assistant Chief of the Purchase and Shipping Section in the Washington office to accept the post of Assistant Business Manager for the staffs of the rural and vocational programs in Brazil.

Under the program of rural education, activities during April and May consisted in

further organizational work and trips to the field for conferences with state officials and observation of agricultural schools.

John E. Englekirk, Special Representative, from April 5 to 17 visited agricultural and industrial schools in the states of Ceará, Maranhão, Pará and Amazonas in northern Brazil.

During the latter part of April Dr. Englekirk, Itagiba Barçante, Superintendent of Agricultural Education in the Ministry of Agriculture, and John B. Griffing, chief of party for the rural program, travelled to the southern state of São Paulo to study the feasibility of cooperation in a program of rural education in that state. Dr. Griffing made two visits during April to the Federal agricultural school *Aprendizado Agrícola "Nilo Peçanha"* at Pinheiral in the state of Rio de Janeiro where the establishment of a model rural community center has been tentatively initiated. Here an extensive commercial garden, being developed under the reorganizational work of Clovis Garcez, is giving excellent practical training to boys at the school. Sr. Garcez was formerly technician in Brazil for the program of the Food Supply Division of the Institute of Inter-American Affairs.

A special conference was held with the representatives of the SAPS (Nutrition and Social Welfare Service) to plan cooperation with that organization in providing home demonstration agents for community center activities in the agricultural schools. An agreement was reached whereby the cooperative program would select young women for training in the School for Home Demonstration Work at Fortaleza. This plan will be mutually advantageous to both organizations as it will permit the rural program to cooperate in the maintenance of the school originally organized under its auspices.

A trip to the southern states of São Paulo, Parana and Rio Grande do Sul was made during the latter part of May to discuss cooperative rural programs with those states.

As a result of discussions with local authorities and observation on these field trips the staff learned that the basic need for reform in agricultural schools lies in the selection of students and the training methods employed. Dr. Griffing submitted to the leaders in São Paulo a treatise on a basic



philosophy of agricultural training as an aid to harmonious thinking in planning reforms.

#### CHILE

*Carleton Mason*, Supervisor of the Teaching of Social Studies in New York City schools, arrived in Santiago July 9 to serve as consultant in social sciences to the Chilean commission on secondary education reform. Dr. Mason studied at Columbia University and has had twenty-three years of teaching experience.

#### DOMINICAN REPUBLIC

As the initial step in one phase of the Cooperative Educational Program in the Dominican Republic a project agreement was drawn up in June providing for a study of the teaching of health and physical education in the schools of the Republic and of the recreational activities being undertaken in the schools. These studies will serve as the basis for modifying the existing programs of health, physical education and recreation. Summer courses for teachers of each of these subjects, preparation of supplementary teaching materials, and the building of teachers' reference libraries are further provisions of the project. The over-all purpose of the project is to build up a nucleus of local technicians and teachers to work with the Foundation staff as a unit in making recommendations for the coordination and integration of the programs of health, physical education and recreational activities in Dominican schools.

To administer this project there will be a staff, to work under the supervision of the Special Representative and Servicio Director *George J. Greco*, consisting of a specialist in the field of health, physical education and recreational activities who will be technician-in-charge, and two local assistant-technicians who show promise of becoming leaders in the field and who may eventually assume responsibility upon the withdrawal of the technician-in-charge.

A project in the field of vocational education for boys is also in preparation. The objectives and plan of operation for this project are similar to the above except that they apply to vocational education.

The course given for English teachers at the Ateneo Dominicano in the capital city closed on May 17. Classes, conducted by *Virginia Geiger*, were held on Fridays from 5:00 to 6:00 P.M. beginning February 8. Forty-eight teachers were enrolled and a total of fourteen lessons were given. Visiting lecturers were *Ernesto Scott* and *LaVerne Beeler*.

During the months of April, May and June Miss Geiger gave a total of 21 advanced English lessons by radio. Some of the English teachers assisted Miss Geiger by broadcasting those lessons scheduled during her absence from the city. Mr. Scott gave twelve beginning radio lessons in April and *Mercedes Jones* assumed charge of elementary radio lessons in May, giving a total of eleven lessons during that month and nine in June. Several of the English lessons were postponed due to transmission difficulties.

On inspection trips Miss Geiger visited extension courses in San Cristóbal and Baní where she observed classes, met all the pupils, and discussed their work with the teachers. Increased enrollment in the English extension courses were shown in April and May. Extension courses in all cities officially closed for the summer May 30.

In April and during the first part of May Miss Geiger completed her inspection trip to the east, and made a trip to the south where she visited English classes of all schools in six cities. On these trips Miss Geiger presented demonstration classes to the teachers and gave them model lesson plans to use as a guide in their classes.

In the last week of June Miss Geiger, together with several members of the Embassy staff, made a trip to various towns of the Dominican Republic and to Port-au-Prince, Haiti. In the Republic she followed up recent inspection visits and met the directors of seven normal schools, discussing with them their English program and various problems which had arisen during the school year. In Port-au-Prince she held conversations with the Cultural Relations Attaché, and discussed the Haitian English program at length with *John Matheus* and *Emile Brun*.



## ECUADOR

The four-month Seminar and Workshop for Teachers of English of Quito came to an end June 15. Commencement exercises were held in the Colegio Normal "Manuel Cañizares" at 10:00 A. M. The Minister of Education, *Marco Tulio González*, presented the diplomas to the teacher-students.

Preceded by similar seminars in Guayaquil

gram of studies. To accomplish these ends, courses in conversation, composition and pronunciation were given as well as demonstration classes in methods of teaching reading. The workshop phase consisted of a discussion group on a new course of study and a work group on the preparation of simple teaching materials.

The conversation class employed games and discussions on educational topics as subject



*Dr. Marco Tulio González*, Minister of Education, presents diplomas to the English Seminar-Workshop graduates. In background is *Hazel Messimore*, director of the course.

and Cuenca, the Quito seminar was organized under the auspices of the Cooperative Program and the National Council of English Teachers, and had the assistance of the Instituto Pedagógico of Quito, the national institutes "Mejía" and "24 de Mayo", and the Centros Ecuatoriano-Norteamericano and Ecuatoriano-Británico. *Hazel Messimore*, English Teaching Consultant on the Ecuadorian field staff, directed the course.

The purpose of the workshop-seminar was to give further technical training and a more practical approach to English teachers, to prepare teaching materials, and revise the English pro-

material. The composition class wrote on the subjects discussed in the conversation class, and included studies of the verbs say, tell, talk and speak. The pronunciation class used voice recordings as a basis for study and as a means of practice they employed choral and connected reading.

As an outcome of the demonstration classes, the teacher-students agreed to incorporate the teaching of reading in their courses beginning with first-year English. The course of study workshop drew up a program for the study of English in the first year of the *colegios* of Ecuador. It includes a statement of objectives,





The workshop Materials Exhibit held in the Centro Ecuatoriano-Norteamericano.

explanation of procedures in oral expression, written expression, pronunciation, and structure. It also contains a list of over 400 basic vocabulary words chosen from the Interim Report of Fife, the Basic English list, and words thought necessary by the committee on vocabulary and content. This course of study was based insofar as possible on materials now available in Ecuador.

Suggestions were also made for the teaching of structure and content for the second, third, fourth, fifth, and sixth years of study. Miss Messimore wrote a proposed syllabus for the teachers on the teaching of English pronunciation during the first three years of the six year course in the *colegios* of Ecuador, assuming that pronunciation should be functional in the more advanced years of English instruction.

Great interest was shown in the materials workshop. The group produced visual aids and reading material which later became the property of the teacher who made them, for use in his own class. The culminating point of the work of this group was an exhibit in the Centro Ecu-

toriano-Norteamericano on June 8, attended by at least 250 persons. One room was filled with pamphlets and materials which were distributed to the public, while another contained an exhibit of visual aids, books and pamphlets. Visitors also had the opportunity to hear the results of the four months' work of the teachers in the field of phonetics by listening to the first and second recordings they had made. General satisfaction with the improvement made by the teachers was expressed by many persons.

The Centro Ecuatoriano-Norteamericano has invited the teachers to become its members, where they will have the opportunity to meet for conversation classes and roundtable discussions once a week. The teachers, anxious to continue studying English after the close of the seminar, have appointed a committee to meet with the staff of the Centro to make arrangements for the course.

The teacher-students of the seminar on June 27 organized themselves into the Pichincha Chapter of the Ecuadorian Teachers of English. The chapters at Cuenca and Guayaquil, organized



at the termination of their seminars, and the new chapter provide a method of uniting the English teachers so they may know of further opportunities and aid offered them in their field.

To aid the English teachers in the provinces, approximately 50 packets of reading materials and professional aids have been sent to them. The materials included mimeographed sheets on the history of methodology, the teaching of reading, grammar, and written English, the preparation of reading materials, the Thorndike work frequency lists, a study of United States life and civilization, oral work and conversation, tests and measurements, two-word verbs, and reading materials.

#### EL SALVADOR

*Lawrence C. Bock* joined the staff to serve as specialist in elementary education. Mr. Bock will study educational conditions and needs on the elementary school level in the rural and urban areas of El Salvador, and assist in the introduction of effective teaching methods and instructional materials through workshop programs.

*Wanda G. McLenighan* has resigned her position as Administrative Assistant to the Special Representative. *Marian Kellogg* arrived in San Salvador in July to replace Mrs. McLenighan.

#### GUATEMALA

The program of rural education to be carried out under the cooperative agreement between the Foundation and the Ministry of Education has as its objective the establishment of a system of nine regional rural normal schools, each of which will have an orientation functional in terms of the culture and economy of the surrounding community and which will use the language of the region. Santa María Cauqué in the Department of Sacatepéquez has been officially approved as the site for the First Regional Rural Normal School. The planning and establishing of this first school is the

principal function of the Cooperative Educational Program in Guatemala. Until the buildings of the school are constructed and ready for occupancy, the school will operate in temporary quarters at the School for Elementary Teachers located on the Finca "La Alameda" near Chimaltenango.

A six-week workshop has been conducted at La Alameda to train a selected group of rural teachers of the Cakchiquel language-speaking region in the theory and methods of a rural community school, and to serve as a basis for the selection of about thirty scholarship students who will compose the first class and a part of the faculty of the Regional Rural Normal School. The workshop will constitute the first six weeks of the school year and the Normal School will open soon after the close of the workshop.

The chief aim of the workshop was to have the teacher-students prepare a three-year elementary curriculum in the subjects which they teach. The Foundation field staff and local specialists composed the faculty of the workshop.

*Victoria de Sánchez* arrived in Guatemala City June 20 to act as consultant in basic subjects on the field staff. Mrs. de Sánchez is director of remedial work in the Las Vegas, New Mexico school system. She is experienced in demonstration class work with elementary teachers as related to reading methods, social studies, science, health and other subjects, and in the construction of teaching materials. She has worked with bi-lingual and English-speaking children as teacher and principal in New Mexico elementary schools, including one school where community relationships were emphasized. Mrs. de Sánchez studied at New Mexico Highlands University where she was granted the A. B. and M. A. degrees.

*Anna Nolan Clark* and *Louis Hernández* recently arrived in Guatemala City to join the staff of the Regional Service Bureau for Central America.\* Mr. Hernández, who will be specialist in physical education and community recreation, is athletic supervisor of the Bernalillo County

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\*The Regional Service Bureau consists of a group of five specialists in teaching materials, basic subjects, physical education and community recreation, English teaching, and small industries and handicrafts, and a director. This group supplements the staffs of the Cooperative Educational Program in Central America.



elementary schools in New Mexico. He has been a teacher of Spanish, and director of athletics in secondary schools in California and New Mexico.

Mrs. Clark has been with the Indian Service of the U.S. Department of the Interior for fifteen years, working as a teacher and as a textbook writer and educational supervisor. She has also taught in the in-service training summer school sessions of the Indian Service for several years and has assisted in curriculum-planning conferences throughout the country. Her publications include numerous books for children as well as various stories in children's book series. In the Indian Service Series she has written books in English-Navajo, English-Sioux, and English-Spanish.

### HONDURAS

A complete report on the First Institute for Teachers of English in Honduras, submitted by its director, is the basis for the following account.

The Institute was held in the Normal School for Girls at Comayaguela, from April 8 through April 27. A joint project of the Ministry of Education and the Inter-American Educational Foundation, it had the cooperation of the Honduran Institute of Inter-American Culture. Objectives of the course were: (1) to give the English teachers an opportunity to extend their knowledge of the language, and their ability and confidence in speaking it through emphasis on pronunciation and accent; (2) to present to them by means of demonstration classes the most recent methods of teaching modern languages and to allow them practice in these methods; (3) to explore ways of producing inexpensive but effective instructional materials, utilizing local resources; (4) to formulate, by democratic discussion, suggestions for the revision of the course of study for first-year English in the national schools.

Students were twenty-four administrators and teachers from secondary and private schools, selected by the Ministry of Education to represent the seventeen departments of Honduras. The



Teacher-students and Faculty of the Honduran Institute for English Teachers. Faculty (seated), left to right: Virginia Hightower, Clifford Prator, Evelyn Blair, and Reginald Reindorp.





Materials Group at Work. Institute for English Teachers, Honduras.

work schedule was from 7:45 to 12:00 A.M., Monday through Saturday, and from 2:30 to 6:00 P.M., including a free period, Monday through Friday. Two types of activity, classes and workshop groups, were closely integrated to produce a compound work unit. In the interest of greater personal attention, the student body was divided into three groups.

The Foundation furnished the services of three full-time staff members: *Virginia Hightower*, English Teaching Specialist on the Foundation's Regional Service Bureau for Central America, *Clifford Prator*, English Specialist of the Washington office, and *Reginald Reindorp*, Special Representative in El Salvador. The Cultural Institute furnished the services of *Evelyn Blair*. Miss Hightower organized and directed all activities connected with the Institute, gave the demonstration classes, taught two classes in conversation, and directed the materials group. Dr. Prator together with *Clay J. Daggett*, Special Representative in Honduras, drew up the prospectus and gave assistance in organizing the Institute. Dr. Prator also taught two classes in pronuncia-

tion and led the discussion group on curriculum revision. Mr. Reindorp was chairman of the discussion which followed the demonstration class, taught a class each in conversation and pronunciation, and worked with the contents, methods, and recommendations committees of the curriculum revision group. Dr. Blair was instructor for the three classes in composition and advised the committee on examinations of the curriculum revision group.

Valuable cooperation in the work of the Institute was given by the Minister of Education, *Angel G. Hernández*; the acting director of the normal school in which the course was given, *Cecilia de Alonso*; *Fred Warren* of the United States Information Service; and *James Webb*, Cultural Relations Attache of the Embassy.

Recommendations made to the Minister of Education as a result of discussions and suggestions of the teacher-students are as follows: (1) that a technical advisor in the field of secondary education be selected from the teachers in attendance at the Institute, whose chief responsibility it would be to prepare and dis-



tribute teaching materials to all schools of the republic;\* (2) that the program of first-year English, prepared by the curriculum revision group, be adopted for the school year of 1946-47 by all schools; (3) that the Institute be repeated each year as long as necessary for the training of Honduran English teachers, and that personnel be selected from the teachers who attend to establish a department of languages in a normal school or in the University for the continued training of English teachers; (4) that salaries of teachers in attendance at the recent Institute be increased provided they are currently teaching English; that the number of students permitted to enroll in each English class in the schools not exceed 25; that the

minimum number of English classes per week be five and that they be of fifty minutes duration; (5) that a permanent commission of three competent teachers be named from those in attendance at the Institute to examine and recommend English texts to the Ministry of Education; (6) that the Ministry of Education supply educational materials, a library and necessary equipment for the teaching of English and that the Foundation supply such materials as it has available.

The Minister was highly pleased with the Institute and approved the newly-planned, first-year curriculum, an outline of which follows:

## PROGRAM OF FIRST YEAR OF ENGLISH

### AIMS

To prepare our students for understanding and contributing to a world organized for peace and international cooperation.

#### KNOWLEDGE

1. Information on peoples, culture, civilization, etc., of the English-speaking world.
2. Information on international organizations, such as the Pan American Union, United Nations Organization, UNRRA, etc.

#### ATTITUDES

1. To be free from prejudices based on differences of race, religion, or nationality.
2. To be interested, through mutual understanding, in English-speaking and Spanish-speaking peoples.
3. To be interested in seeing that our government participates in international organizations established to maintain peace.

### ACCOMPLISHMENTS

To speak, read and write English

Time allotted to different activities:

*(The percentage of time which will be allotted to the different class activities is calculated by the year rather than by each particular class.)*

Oral expression.....	55%
Reading.....	27% (to begin after two or three months of study)
Composition (written).....	10%
Grammar.....	(Functional)
Pronunciation.....	5%
Oral spelling.....	3%

\*JULIO PINEDA has been appointed to this position.



The recommendations made to the Minister of Education, as well as the course of study prepared, show to what extent new ideas in English teaching were absorbed.

There follow excerpts from some of the letters written by students for their English composition class at the Institute:

(1) "... I want to tell you all about our work, and particularly about the demonstration classes Miss Hightower has given us.

"So far, she has given two demonstration classes with children that knew no English at all. You would be surprised at the results. The students have already learned a few sentences of common use, which they speak, read and write without much effort on their part. This shows the effectiveness of the method used by Miss Hightower. It is very interesting to watch her teach and I declare I am anxious to be back there in the classroom with my First Year pupils to try this new method. I can see the students' happy faces.....

"I must close here but I promise to keep you well informed about our work, which I find "work that is play."

(2) "Before we began our course of study here, I thought I would find it very difficult, that we would have to go through a repetition of all the grammar rules that are so boring and hard to remember at times. It has indeed been a relief to learn that we can teach in a much simpler way and profit a hundred times more than we used to. It really makes a teacher happy to see how he can make his pupils progress so rapidly without tiring him with the conjugation of verbs in a parrot fashion....Miss Hightower gave the demonstration classes and gave us literature and very interesting and instructive conversations.

"...Our pronunciation class gave us a clear picture of our own pronunciation. Our teacher Dr. Prator surely did help us to improve it.

"Miss Blair our composition teacher taught us many interesting things, among them the various ways of giving examinations in a quick and simple form.

"To tell you the truth there are no words to express what I feel and how I have benefitted by having come to this Institute, and I'm sure that 'as long as I live I'll remember what I've learned and never forget these teachers I had the wonderful opportunity to meet.

"I assure you it is going to be a joy to teach by this new method".

(3).."We teachers who have had this first course of training will carry this spirit of cooperation to our respective communities, thereby multiplying the work, and from year to year the multiplication of such a work must eventually reach the noble goal your organization is aiming at. Peace, peace and more peace is all we need, and may God grant it to be so."

#### PANAMA

Robert D. Dolley arrived in Panama City June 25 to assume his duties as Special Representative of the Foundation in Panama. Mr. Dolley will serve as technical adviser in vocational education to the Ministry of Education and in the establishment of the new Panama Trade School.

Mr. Dolley was graduated from Bradley Polytechnic Institute with the B. S. degree in education; he received the M. S. degree in education from Colorado State College.

Since 1937 he has been State Director of Vocational Training for War Production Workers, State Supervisor of Trade and Industrial Education, and State Supervisor of Distributive Education in Tallahassee, Florida. Before that time he had been teacher of auto mechanics and science, supervisor of technical training and director of vocational training in Jacksonville, Florida.

Mary Grace Read left Washington July 18 for Panama City where she will be Administrative Assistant to Special Representative Robert Dolley. Miss Read had been employed by the Office of Inter-American Affairs in Washington, Guatemala City, Managua, and Mexico City.

#### PERU

J. Graham Sullivan, Special Representative, and Fernando Romero, Supervisor of the Department of Technical Education in the Peruvian



Ministry of Education, returned to Lima June 24 after spending three weeks in this country. Mr. Sullivan and Commander Romero visited vocational schools and school administrators, and labor and industrial representatives in San Diego, Los Angeles and San Francisco. Mr. Sullivan came to

Washington for conference with the staff of the Foundation. Commander Romero was in the capital in the interest of scholarships for Peruvian vocational students, and war surplus property for use in the Peruvian technical education program.

## VISITING EDUCATORS

### ARGENTINA

*Julio Mario Delmás* and *Alfredo Manuel Ghioldi* arrived in Washington July 8 to begin a ten month period of study and observation in this country under the Foundation's student interchange grant. They will study principles of primary education, school organization, correlation between city and country schools, promotions, and curricula.

Sr. Ghioldi, who is accompanied by his wife, *Amalia E. Otero de Ghioldi*, is a primary school principal and has been a primary school teacher for twenty-five years. Sr. Delmás has been a primary school teacher in Buenos Aires since 1930.

### COLOMBIA

*Julio A. Cortés*, Director of the Industrial School of Bogotá, has come to this country to spend about three months visiting vocational and technical schools. He is eager to study vocational and technical school administration, shop set-up, and the development of courses of study and curricula. At the same time he plans to visit industrial plants in the vicinity of the schools visited.

### PERU

*Gustavo Saco* of Lima arrived June 18 to spend ten months in this country studying psychology of education, especially as related to student guidance. He was educated in Peruvian secondary schools, the Universidad Católica del Peru, and in the Universidad de San Marcos from which he obtained the Doctor of Education degree in 1943.

Dr. Saco is Specialist in Educational Research for the SCPNE (the intermediary between

the Ministry of Education and the Foundation, set up for the operation of the Cooperative Educational Program in Peru) where he provides information on Peruvian problems in education. He is also assistant lecturer on general psychology at the University of San Marcos, and has taught in Lima *colegios*.

Dr. Saco is now attending the summer session at Teachers College, Columbia University, where he will remain through the fall semester. To supplement his university study he wishes to observe effective guidance programs in action. On his return it is planned for Dr. Saco to work with the Ministry of Education in the field of guidance, a new Ministry department now in the process of organization.

### URUGUAY

*María Magdalena Louzán*, a distinguished educator, has come to this country under a three-month grant to observe the application of educational psychology principles in this country's secondary schools. She will spend the first month of her stay in New York City visiting schools and consulting with professors at Teachers College, Columbia University.

Srta. Louzán has been teaching educational psychology and philosophy for fifteen years in the Uruguayan National Normal Institute where she now possesses the highest teaching title, "Catedrática". The educator is author of two text-books on educational psychology which are used in the Uruguayan Normal Institute, and she teaches in other Uruguayan secondary schools. Srta. Louzán comes here from Mexico City, where she has been attending the Inter-American Conference of Educators as a representative of her country.



## BOOKS SENT TO THE FIELD

"Work Experience in Secondary Education--A Study of Part-Time School and Work Programs." National Child Labor Committee. New York. \$1.00.

This book reports a survey of programs under which students spent approximately four hours in school and four hours at work on related jobs approved by the school and usually with school credit for this employment. Examples used were programs studied in Philadelphia, Los Angeles, San Francisco, Tulsa, Orange, Tex., Oakland, Sacramento, Detroit, Grosse Point, Mich., Minneapolis, and Torrington, Conn.

Objectives of the study were to find out (1) whether work experience programs had definite educational value for students not well adjusted in the regular curriculum; (2) whether students obtained better jobs under school management than they found for themselves; (3) what methods of organization produced the best results, and (4) what schools, employers, labor, parents, and students thought of the program.

Caswell, Hollis L. "The American High School--Its Responsibilities and Opportunity". *Eighth Yearbook of the John Dewey Society*. Harper. \$3.00.

This volume presents an analysis of the status and requirements of young Americans and the role of the high school in their education

and future development. One chapter of the yearbook was contributed by Dr. Harold Spears, Special Representative of the Foundation for the cooperative program in Chile.

*The Forty-Fifth Yearbook of the Society for the Study of Education. Part II. "Changing Conceptions in Educational Administration"*.

This volume stresses the need for reorientation of educational administration in terms of the newer conception of the role of education in present-day society. Significant trends in administrative policy and practice are interpreted in light of the increasing reliance on cooperative rather than directive procedures in institutional management, as well as in terms of present and perspective demands for reconstruction and extension of school programs to provide appropriate educational advantages for all groups.

"Education for Rural America". Floyd Reeves, Editor. University of Chicago Press.

This book deals with social and economic matters that are basic to the development of a sound program of rural education. Such vital aspects as the outlook for agriculture in the postwar world, the overpopulation of rural areas, the migration of youth from farms to cities, and education for the conservation of irreplaceable resources are discussed.







## Education Newsletter



WASHINGTON 25, D.C.

September, 1946

### THE WORLD CONFERENCE OF THE TEACHING PROFESSION

by

Lloyd Hughes<sup>1</sup>

On August 30, 1946 at the IBM Homestead in Endicott, New York Delegates from 29 nations signed the draft constitution of the World Organization of the Teaching Profession. Over 100 delegates and observers from teachers organizations of countries that were either members of the United Nations or neutral during the war worked for 14 days in the quiet and pleasant village of Endicott to prepare a draft constitution for a world-wide, all-embracing organization of the teaching profession. Russia and France, though invited, did not send delegations to the conference. Twelve nations of the Western Hemisphere were represented at the conference, including Bolivia, Brazil, Canada, Chile, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Haiti, Mexico, Peru, and the United States.

Spurred on by the urgent need for a world organization of teachers, the delegates worked long and hard to prepare the draft constitution and in the end unanimously agreed on all major points of discussion. The Constitution and the world organization of teachers for which it provides will come into force when it has been ratified by national organizations of teachers in 10 countries. It is safe to predict that the 10 necessary ratifications will be received within a few months, and that the new world organization of teachers will hold its first official meeting next summer.

In addition to drafting a constitution for a world organization of teachers, the delegates prepared a program for the teaching of international understanding, framed a series of resolutions to be submitted to UNESCO, and studied ways and means of giving educational assistance to war devastated countries.

The draft constitution was unanimously approved and signed by all delegates. It is a short document and merely provides the necessary framework for the world organization of teachers. With the thought that it would interest our readers it is inserted here in entirety.

#### ARTICLE I -- NAME

The name of this organization shall be the World Organization of the Teaching Profession.

<sup>1</sup>Mr. Hughes attended the Conference as an observer-adviser representing the Inter-American Educational Foundation.



## ARTICLE II -- PURPOSES

The purpose of this organization shall be to secure world-wide cooperation within the teaching profession in order:

- (1) To make the highest standards of full and free education available to all without discrimination.
- (2) To improve the professional status of the teachers of the world and to promote their intellectual, material, social and civic interests and rights.
- (3) To promote world-wide peace through the building of goodwill founded upon cooperation between nations in educational enterprises, based upon pertinent and accurate information.
- (4) To advise the appropriate organs of the United Nations and of other international bodies on educational and professional matters.

## ARTICLE III -- MEMBERSHIP

Membership in this organization shall be in five classes as follows:

- (1) **FULL NATIONAL MEMBERSHIP** - Any national organization of the teaching profession, whose application for membership has been temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.
- (2) **INTERNATIONAL MEMBERSHIP** - Any cooperating international organization of the teaching profession whose application for membership has been temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.
- (3) **AFFILIATED MEMBERSHIP** -
  - (a) Any regional, state, or local organization of the teaching profession, whose application for membership has been approved by the full national member with which the applicant is affiliated and temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.
  - (b) Any university, college, or other institution of higher learning and society for the scientific study of educational problems, whose application has been approved by a full national member from the country in which the applicant is located and temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.
- (4) **INDIVIDUAL MEMBERSHIP** - Any person who accepts the purposes of the organization and who desires to contribute to these purposes, to receive the publications of the organization, and to attend its public sessions.
- (5) **HONORARY MEMBERSHIP** - Individuals not to exceed 25 at any one time whom the Executive Committee wishes to honor, or whose counsel is desired.



## ARTICLE IV -- ORGANS

The organization shall include a Delegate Assembly, an Executive Committee and a Secretariat.

## ARTICLE V -- DELEGATE ASSEMBLY

1. The Delegate Assembly shall meet annually in plenary session
2. The Delegate Assembly shall consist of accredited delegates from the full national members, the international members and the affiliated members; and of the honorary members of this organization.
3. The Delegate Assembly shall:
  - (a) Determine the program and policy of the organization and consider the report of the Executive Committee.
  - (b) Elect the Executive Committee.
  - (c) Elect the President and Vice-President of the organization.
  - (d) Approve and give effect to the budget of the organization.

## ARTICLE VI -- EXECUTIVE COMMITTEE

1. The Executive Committee shall consist of the President and Vice-President of the Organization, and five other members elected by the Delegate Assembly. Nominations for President, Vice-President and other members of the Executive Committee shall be submitted in writing by any full national member at least thirty days in advance of the opening session of the annual meeting of the Delegate Assembly.
2. The Executive Committee shall conduct the business of the organization in such a way as to carry out the policies approved by the Delegate Assembly.
3. The Executive Committee shall appoint the Secretary-General and fix his salary and conditions of service.
4. The Executive Committee shall have charge of the funds of the Association and it shall cause the Secretary-General to arrange for proper safeguards concerning the collection, custody, expenditure, and accounting for these funds.
5. The Executive Committee shall have the authority, subject to review by the annual meeting of the Delegate Assembly, to accept endowments, gifts, or appropriations to be sent for the purposes of the organization as stated in Article II.
6. The Executive Committee shall make the final decision as to the time and place of the annual meeting of the Delegate Assembly and the site of the headquarters office.
7. The Executive Committee shall act for the organization in emergencies creating problems not covered by the policies adopted by the Delegate Assembly.
8. The Executive Committee shall prepare the provisional agenda for the annual meeting of the Delegate Assembly and shall submit to the Delegate Assembly a full report of its activities be-



tween meetings, including an audited financial report.

9. Members of the Executive Committee including the President and Vice-President shall be elected for two years, except that at the first election the President and three members of the Executive Committee shall be elected for two years and the Vice-President and two members of the Executive Committee shall be elected for one year.
10. The Vice-President shall succeed to the Presidency in the event of the death or disability of the President, until the next session of the Delegate Assembly.

## ARTICLE VII -- SECRETARIAT

The Secretariat shall consist of a Secretary-General and such paid assistants as he may require and as may be authorized by the Executive Committee.

## ARTICLE VIII -- DELEGATES

1. A full national member shall be entitled to one delegate for each two thousand members or major fraction thereof, provided that no such member shall be entitled to fewer than three or more than fifty delegates.
2. An international member shall be entitled to five delegates.
3. An affiliated member shall be entitled to one delegate.

## ARTICLE IX -- VOTING IN THE DELEGATE ASSEMBLY

The World Organization of the Teaching Profession, as already stated, desires to see one unified teachers organization in each country. When that end is achieved, voting in the Delegate Assembly should be by one vote for each country. However, under present circumstances:

1. A full national member shall be entitled to cast one vote for each fifty thousand members, or major fraction thereof, provided that no such member shall be entitled to cast less than one or more than five votes. The vote or votes of each full national member shall be cast by the Chairman of its Delegation.
2. An international member shall be entitled to one vote. This vote shall be cast by the Chairman of its Delegation.
3. Honorary members and delegates representing affiliated members shall have the right to speak but not to vote.

## ARTICLE X -- FEES

1. A full national member shall pay a yearly fee of two cents for each of its members, provided that no such member shall pay a fee of less than one hundred dollars.
- An international member shall pay a yearly fee of two hundred dollars.



3. An affiliated member of Class A shall pay a yearly fee of ten dollars if its membership is five hundred persons or less; a yearly fee of fifty dollars if its membership is more than five hundred persons but less than two thousand persons; and a yearly fee of one hundred dollars if its membership is two thousand or more persons.
4. An affiliated member of Class B shall pay a yearly fee of twenty-five dollars.
5. An individual member shall pay a yearly fee of two dollars.
6. Honorary members shall pay no fees.
7. Membership fees shall be calculated in United States currency.



Delegates to World Conference of the Teaching Profession.

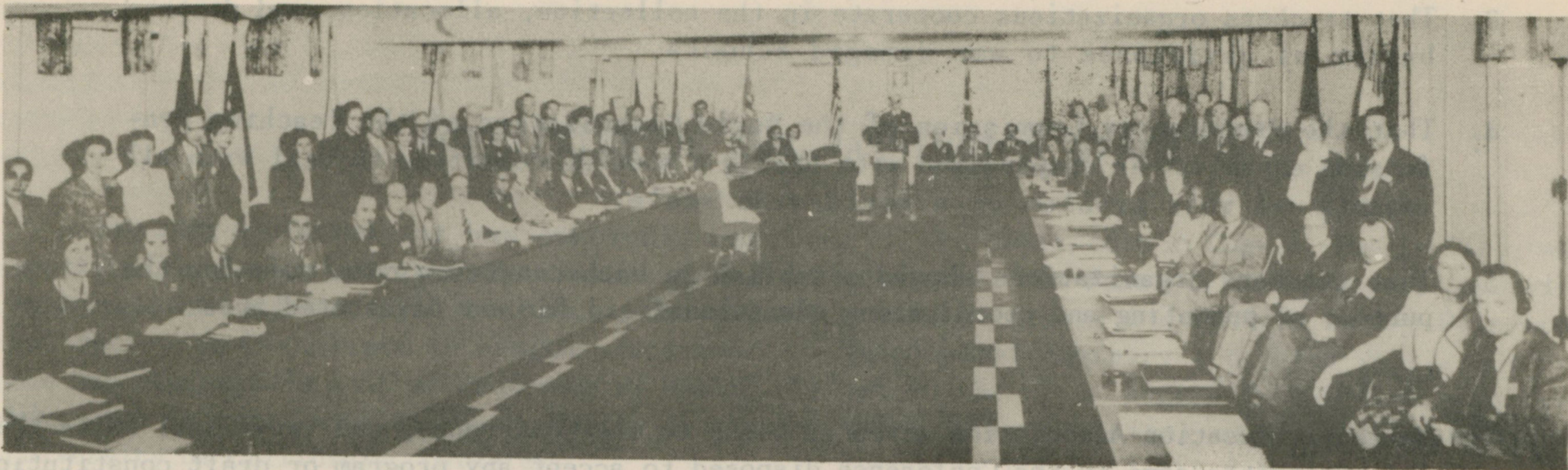
### DOCUMENT ON TRANSITIONAL ARRANGEMENTS

1. By voting to approve the Draft Constitution for the World Organization of the Teaching Profession, delegates from national educational organizations agree to present this Draft Constitution and a full report on this Conference to their respective organizations as promptly as possible, together with their recommendations regarding action by their respective organizations.
2. The World Conference of the Teaching Profession shall establish before adjournment a preparatory commission consisting of five persons who represent the national and international educational associations which have observers or delegates at this Conference. The Committee on the Order of the Day shall submit nominations for the membership of the preparatory commission. The Conference shall make such added nominations as it wishes and shall elect the members of the preparatory commission.
3. It shall be the power of the preparatory commission to take any and all necessary steps to bring the World Organization of the Teaching Profession into existence at the earliest possible moment and to call the first meeting of its Delegate Assembly.
4. The preparatory commission shall submit the Draft Constitution of the World Organization of the Teaching Profession and the Document on Transitional Arrangements, as approved by this Confer-



- ence, to each national and international educational organization invited to attend this Conference and shall request these organizations to signify their approval of these documents and their acceptance of membership in the World Organization of the Teaching Profession."
5. The organizations invited to approve these documents and to accept membership shall also be invited to suggest to the preparatory commission amendments to the Draft Constitution of the World Organization of the Teaching Profession. The preparatory commission shall consider amendments proposed in this manner and shall if it thinks such amendments are in keeping with the basic principles embodied in the Draft Constitution, communicate such amendments to the delegates of the national organizations represented in the Conference. If, within 90 days from the mailing of such amendments, no delegation at this Conference has indicated its disapproval of these amendments, the preparatory commission shall incorporate these amendments in the Draft Constitution adopted by this Conference.
  6. In submitting the Draft Constitution to the respective national and international organizations invited to this Conference, the preparatory commission is authorized to declare that it is understood that: (a) Amendments to the Constitution may be enacted by a two-thirds vote of the Delegate Assembly at any annual meeting, provided that such amendments to be considered have been submitted in writing to the Secretary of the World Organization of the Teaching Profession at least 90 days previous to the date of such meeting; and (b) that in connection with the third annual meeting of the Delegate Assembly there shall be held a Constitutional Convention in which the entire structure of the organization shall be subject to thorough review by all the members and at which revisions of the Constitution may be adopted by a two-thirds vote of the Delegate Assembly whether or not previous notice of proposed amendments has been filed with the Secretary of the Organization.
  7. The preparatory commission shall be located in the United States of America.
  8. The preparatory commission and its individual members shall use every feasible means for consultation with the members of this Conference and with other organizations invited to accept membership.
  9. The preparatory commission shall declare that the World Organization of the Teaching Profession has been provisionally created when approval of the Draft Constitution has been deposited with the preparatory commission, by ten or more of the national organizations to which it has been submitted. The World Organization of the Teaching Profession will be officially declared in existence at the first meeting of the Delegate Assembly.
  10. By unanimous vote of the preparatory commission, other organizations not invited to this Conference shall be invited to approve the Draft Constitution and join the organization.
  11. The expenses of the preparatory commission shall be paid by such prospective national and international members of the organization as may be able and willing to contribute to these expenses provided that such contributions shall be deducted from the amount of dues payable for the calendar year 1947 or for the first year of operation of the World Organization of the Teaching Profession.
  12. The preparatory commission is authorized to act in behalf of the prospective organization in initiating arrangements to secure recognition of this organization by the Economic and Social Council of the United Nations under Article 71 of the United Nations Charter and by the United Nations Educational, Scientific and Cultural Organization under Article XI, Section 4, of the Constitution of that Organization.
  13. The preparatory Commission shall prepare for the consideration of the first Delegate Assembly of the World Organization of the Teaching Profession such Bylaws as it deems necessary or useful.
  14. The preparatory commission is authorized to co-opt not more than three additional individual members to represent important national organizations of the teaching profession.





The Conference in session.

In the interim between the conference and the formal inauguration of the World Organization of the Teaching Profession, a Preparatory Commission of five persons elected by the delegates assembled in Endicott will handle the affairs of the new organization. This Commission will have its headquarters in Washington, D.C. The permanent headquarters will be selected at the first annual meeting of the Delegate Assembly.

With reference to the teaching of international understanding the Conference stated:

The teaching of international understanding rests upon the cultivation of ideals and the development of a sense of personal responsibility for cooperation with others in all matters affecting human welfare. It does not involve the sacrifice of national culture or national citizenship, or the subordination of one to another. It requires thorough study of world problems, including knowledge of economic forces and historical backgrounds.

In order that statesmen may become more keenly aware of the importance of education for international understanding, representatives of the teaching profession should serve on the delegations and committees of the UNESCO. This cooperation should result in the placing of sound plans and policies before all governments.

The responsibility of education for the promotion of international understanding among all peoples of all nations, it was stated, is a responsibility that must be shared by every teacher whether he be a teacher of children, or of young people, or of adults. Primary responsibility for the teaching of international understanding, however, it was agreed rested with teachers of history, current history, modern languages, music, art and literature. Interchanges of students and teachers and the adoption of a living international language were also stressed as important factors in the teaching of international understanding.

The program of UNESCO as it was presented to the Conference by Dr. Howard Wilson was heartily endorsed. Especially singled out for praise were the proposed world-wide program of fundamental education and the student-teacher inter-change arrangements.

With reference to educational assistance to war devastated countries the Conference recommended:

1. That teachers organizations urge their governments to give all possible aid to schools in war devastated countries, channeling all contributions through UNESCO.
2. That teachers organizations contribute money and materials for the rehabilitation of education in war devastated countries.

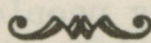


3. That teachers organizations cooperate in the collection, allocation, and distribution of assistance to war damaged schools.
4. That the Preparatory Commission of the World Organization of the Teaching Profession establish in cooperation with UNESCO a special committee to deal with all aspects of this problem on a world-wide scale.
5. That teachers organizations should establish in each country a committee for the purpose of promoting and coordinating educational aid for war devastated areas.

The National Education Association acted as hosts to the Conference, and very ideal hosts they were. N.E.A. delegates came to the Conference disposed to accept any program or draft constitution that might be prepared, and disposed also not to dominate the proceedings. At the Conference there was complete freedom of expression, and everyone who wanted to address the conference or to state his point of view on any subject was permitted to do so. There was no machine to ram through an already worked out program, and this as much as anything else contributed to the success of the Conference.

At the outset there were many conflicting points of view, and the reaching of unanimous agreement on a draft constitution seemed unlikely. The opportunity of all delegates to present their points of view and to be heard as often as they desired, coupled with the deep desire of all delegates to realize the principle objective of the Conference, the establishment of a world-wide organization of teachers, in the end overcome extremely divergent points of view and led to the unanimous approval of the draft constitution.

It was inspiring to see delegates from widely differing areas present their points of view, discuss their differences, and eventually work out satisfactory compromise solutions. At the Conference the delegates and observers saw democratic processes in action; and I am certain that all left Endicott with a renewed faith in democracy, and in the contributions that teachers can make to the development of international understanding throughout the world.





## ACTIVITIES OF THE WASHINGTON STAFF

*Dorothy B. Nyswander* has completed her activities as Health Education Specialist on the Washington Staff but will continue with the Foundation as Consultant in health education. She has accepted the post of Professor of Health Education in the School of Public Health at the University of California, Berkeley.

Dr. Nyswander was born in Reno, Nevada. She holds B. A. and M. A. degrees from the University of Nevada and from the University of California at Berkeley she obtained her doctorate in educational psychology and bio-statistics. From high school teaching Dr. Nyswander proceeded to the University of Utah where she taught psychology from 1926 to 1935. In connection with her work at the University she developed extension activities in the State and, among other things, organized the first child guidance program in Utah. During leaves of absence from the University, Dr. Nyswander worked for the Federal Government as regional director of professional projects and acted as consultant in her field to eleven western states. After a year of research work in New York with the American Child Health Association, she taught at the University of California Summer School, did research at Stanford University, taught in the Summer Schools of Brigham Young University and the University of Minnesota, and participated in workshops in health education and child guidance in many states of the east and west.

In 1936 Dr. Nyswander returned to New York to direct a four-year study in school health for the Commonwealth Fund, working with the New York Board of Education and Department of Public Health. On the completion of this work, Dr. Nyswander was asked by the New York City Department of Health to direct a demonstration project in health education for two years. Prior to her position on the staff of the Foundation she was employed by the Federal Works Agency to set up nursery schools, play-school centers and recreational centers in war industry areas in the nine northeastern states.

*J. J. Osuna* has completed his full-time service to the Foundation as Specialist in Teacher Training and Educational Administration, and is acting as Consultant to the Foundation in that field.

Dr. Osuna, born in Caguas, Puerto Rico, was graduated from Pennsylvania State College with the A. B. degree and studied at the Princeton Theological Seminary for three years. He received the M. A. degree from Columbia University, and, following study and research in Europe he obtained his doctorate in education from Columbia.

Since 1922 Dr. Osuna has been associated with the University of Puerto Rico, first as chairman of the faculty of education and director of teacher training, and from 1928 to 1944 as Dean of the College of Education. Dr. Osuna in 1944 was appointed Dean Emeritus of the College of Education.

He is the author of a book, "Education in Puerto Rico", and of various articles on education in Puerto Rico and in Latin America.

*Clifford H. Prator*, English Teaching Specialist, resigned that position on the staff August 31 to accept a post at the University of California at Los Angeles where he will set up a course in English for foreigners and serve as instructor in the French department.

Dr. Prator was graduated from Ashbury College, Wilmore, Kentucky with the B. A. degree, and was granted his master's degree and doctorate in romance languages from the University of Michigan. Dr. Prator has also studied at the University of Georgia and the University of Paris. During his graduate student years he was instructor in French in various colleges in this country. In 1942 he was sent by the Institute of International Education to the National University of Bogotá as an English teacher, teaching also at the Universidad Javeriana in Bogotá. Subsequently he was named Director of the Bogotá Cultural Institute and became known in many parts of the republic through his English classes by radio.

Dr. Prator's early publications dealt with various phases of French literary history, but his interests have afterwards centered around methods of language teaching, and especially the teaching of English. He is the author of "Repasemos Nuestro Inglés", written for the English conversation lessons broadcast by radio in various Colombian cities, and as the textbook



in third and fourth-year English classes where practical and modern English is of interest. He has also prepared a series of three elementary English readers based on classics of American literature and written with a scientifically limited vocabulary.

George S. Sanders is now visiting cities

## STATUS OF THE COOPERATIVE EDUCATIONAL PROGRAM

John E. Englekirk on August 31 resigned as Special Representative in Brazil. John B. Griffing, Chief of Party for the Rural education program, has replaced Dr. Englekirk, with the title of Acting Special Representative.

Dr. Englekirk holds the B. A. degree from Bard College, Columbia University, the M. A. degree from Northwestern, and from Columbia was granted his doctorate in Hispanic studies. He has taught at Northwestern and Columbia Universities, the University of New Mexico, and has been a visiting professor at the University of Wisconsin and the University of Pennsylvania. He was awarded a residence fellowship to Spain, 1929-1930, and in 1938 he studied in Chile on a fellowship granted by the Institute of International Education.

Dr. Englekirk is the author of "Poe in Hispanic Literature" and co-editor of several textbooks on Spanish-American literature. He has written reviews of contemporary Hispanic literature and articles on literary relations between the United States and the Hispanic countries.

In 1939 he was appointed Head of the Department of Spanish at Tulane University, to which position he is returning after a leave of absence.

Under the industrial training program (CBAI) Louis Valone, Specialist in Shop Supervision and Equipment, has been making a survey of the *Escola Técnica Nacional* in Rio de Janeiro. He has collected various school plans and accumulated data relating to classes, courses and distribution of students.

The teacher-training program in industrial education is expected to open this month. Louis Beres, teacher training specialist on the CBAI

in the middle- and southwest to interview vocational education officials concerning assistance in training programs for visiting instructors from the other American republics, and regarding candidates for positions on field staffs in various countries. Previously he made trips to Philadelphia and New York for the same purpose.

staff, has worked on preparations and planning for this program. The first phase of the program will be concerned with the orientation of individuals who will come to the United States for training. The group who will receive orientation is being selected from industrial school teachers who have been recommended by their respective school directors. By the middle of August, 67 recommendations had been received from fourteen of the twenty federal vocational schools. Approximately one-half of the individuals recommended will be chosen as the first group to pursue the orientation course.

The 80-day orientation schedule will be composed of seven individual courses, with daily one-hour classes in each course. Course subjects are (1) methods in teaching industrial education, (2) orientation on the United States, (3) history and geography of Brazil with emphasis on the industrial revolution, (4) shop practice, and (5) English, in which there will be three classes.

On completion of the orientation course, about one-third of the group will be selected for training in the United States.

The Special Representative in July made trips to the agricultural schools at São Paulo, Pinheiral and Viçosa, in the interests of the rural education program.

On the two trips to São Paulo during July Dr. Griffing aided in establishing a project for training gardeners. The site for this project is located near São Paulo with ample soil of good quality for mechanized production and water adequate for gravity irrigation. In view of the scarcity of vegetables in São Paulo, the project can be made partly if not entirely self-supporting. In the interim between Dr. Griff-



ing's two visits, *Clovis Gárcez*, Agriculturalist, and *William Tucker*, Specialist in Practical Agriculture, gave technical assistance demonstrating the preparation of seedling beds and planning details of irrigation.

The trip to Viçosa was made to participate in "Farmer's Week", held at the agricultural school there. The event was the eighteenth in succession to be held at Vicosa and has come to be recognized as the most notable extension activity in Brazil. By arrangement of Dr. Griffing, representatives from two of the practical agricultural schools of São Paulo were present and became intensely interested in the introduction of "Farmer's Week" in their respective schools. The event was attended by more than 1000 farmers who manifested notable response and enthusiasm. *Sigurd Johansen* and *John E. Hansen*, Rural Sociologist and Visual Aid Specialist, respectively, on the field staff, accompanied Dr. Griffing to Viçosa. Dr. Hansen took motion pictures of "Farmer's Week" activities at the Viçosa and Pinhal schools. The films will be made into a picture to use for instructional purposes upon the introduction of the practice at other agricultural schools. Dr. Hansen also made visits to the agricultural school at Pinheiral where he made a series of photographs of improved agricultural methods being taught and used there. Nearing completion is a short motion picture showing the use of several simple pieces of farm equipment which are being introduced at Pinheiral.

Dr. Hansen also visited industrial schools in São Paulo and Rio de Janeiro to observe their activities and to study their shop training for the purpose of determining what visual aids might further their training programs. As both the agricultural and industrial training programs develop it is the hope of the visual education specialist and the staff to produce films, film strips and photographs showing the best practices followed in various schools for use in introducing these practices throughout all of the schools.

## CHILE

*Harold Spears* has submitted his resignation as Special Representative in Chile, and *Shriver L. Coover*, Vocational Education Specialist, has been appointed Acting Special Representative beginning September 2. Dr. Spears, returning to his post as head of the Department of Integration at State Teachers College in Mont-

clair, New Jersey, will visit the Washington Office after his arrival in this country.

## DOMINICAN REPUBLIC

In July *Angel Ginorio* and *Luís Sambolín*, of Puerto Rico, arrived in the Dominican Republic to join the staff of the Servicio. Mr. Ginorio will work as technician-in-charge of the Section for Vocational Education, and Mr. Sambolín will be technician-in-charge of the Health and Physical Education Section. Their respective activities have been devoted to the study of the public school system of this country and to the preparation and distribution of forms and questionnaires for surveys of vocational, health and physical education in the republic.

Mr. Sambolín is acting as advisor in the construction of athletic fields at the Normal School for Boys, at the University, and at the College of Agriculture to be built in San Cristobal. The physical education specialist has also begun work on materials for the use of physical education instructors. Mr. Ginorio is currently technical advisor in planning a model farm for the College of Agriculture. He is working on plans for the building and equipment of a model vocational school, and has been visiting industrial art and trade exhibitions and schools.

*Virginia Geiger*, English Teaching Consultant, in July broadcast eight English lessons in the advanced series, and held training conferences with *Manoel Walker*, who assumes charge of the radio lessons upon Miss Geiger's withdrawal.

Summer English extension courses were completed in five schools in July, and a new course was organized in Santiago. Correspondence was maintained with the English teachers working in the summer sessions, and materials sent to them. Figures for the last school year show 306 diplomas were given and registration for the year reached a total of 911.

The English project, under the direction Miss Geiger, has been completed, and a forthcoming report from her will give an over-all picture of this program. The English Consultant returned to Washington in August.

## ECUADOR

The first workshop for school administra-



tors opened in Guayaquil on August 1. Attendance includes 119 administrators, and eleven specialists are furnishing instruction. Sixty-nine of the number are scholarship students from the ten Sierra provinces, twenty-five are attending on their own account, and twenty-five are auditing the course. Objective of the course is to teach organizational principles of educational administration, and standards for its various duties.

Course subjects and their instructors are: primary programs and planning, *Gonzalo Abad*; psychology of education, *Edmundo Carbo*; philosophy of education, *Alfredo Carrillo*; sociology of education, *Aurelio H. García*; primary administration, *F. J. Rex*; hygiene, *Juan José Samaniego*; secondary programs and planning, *Manuel Utreras Gómez*; secondary educational administration, *Emilio Uzcátegui*; and educational statistics, *Ermel N. Velasco*. *Justino Cornejo* is director of the course, and its secretary is *Ernesto Witt Córdova*.

The class schedule is divided generally into lecture periods in the morning from nine to eleven, and seminars in the afternoon from three to five, with an additional hour from five to six for special lectures. In the seminar each student works on an individual practical problem for his "thesis", contributing to a group thesis guided by the instructor in each course. At the end of the course the instructors will prepare in pamphlet form a summary of all the theses, including practical suggestions made by teachers regarding the solution of school administrative problems. The pamphlet will be distributed to teachers to use as a guide.

#### EL SALVADOR

Excerpts from the August report from Special Representative *Reginald C. Reindorp* follow:

Elementary Education Program: The schedule of missions set up early in August has been carried out and the following departments have been visited: Sonsonate, Zacatecoluca, San Miguel, La Unión, Morazán, Santa Ana, Ahuachapán, Cojutepeque, Usulután, San Vicente, San Salvador, and Sensuntepeque. The purpose of these missions, as indicated previously, has been to follow up the work in the teaching of reading, to assist the departmental administrative supervisors in the selection of a school building in which to establish a model school next year, to discuss plans for the forthcoming

National Vacation Institute and the departmental institutes with the departmental supervisors and to stimulate the parent-teachers' organizations.

Plans are going forward for the National Vacation Institute for Elementary School Teachers. We have been receiving suggestions from the various supervisors with regard to courses that might be offered and methods of procedure for this institute. These suggestions indicate the interest of the Salvadorean teaching personnel in further training.

Both the mayors of the departmental capital cities and the parent-teachers' organizations in those cities have shown considerable cooperation already in planning for next year's program. The mayors have offered to provide help from the municipalities for the improvement of school buildings and for the establishment of school gardens. The parent-teachers' associations have also indicated their interest in helping in the same matters.

English Program: This program is being carried forward, as stated previously, by *Esteban Ulloa*, who has been assisted during the past two months by *Virginia Hightower*. The public interest in learning English has not abated in any sense, and the number of requests for assistance in the teaching of English is increasing daily.

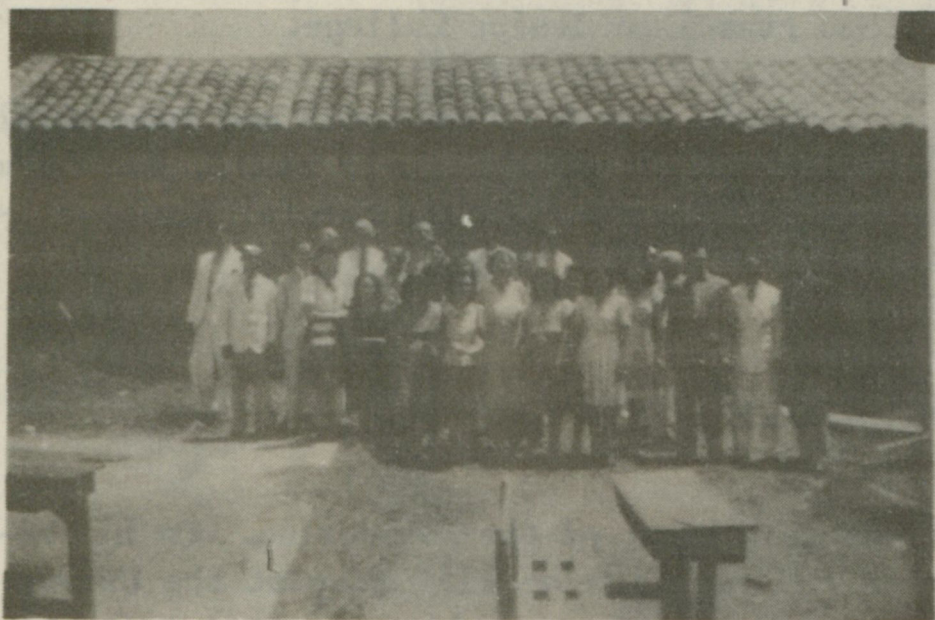
The special classes in methods of teaching foreign languages, taught by the Special Representative beginning in March, came to a close recently. The average attendance was approximately twelve English teachers, of whom about eight completed all requirements and therefore received two semester hours credit. The remainder of the class were interested in the subject matter and activities but were not particularly concerned with credit. Their main interest lay in the fact that they could meet with others of their profession and exchange ideas and experiences.

#### HONDURAS

Follow-up work on the First Institute for Teachers of English in Honduras, held in April, was described in reports from *Virginia Hightower*, who directed the Institute, and *Julio Pineau R.*, Technical Advisor on English Teaching in the Ministry.



In May, Miss Hightower conferred with the Minister of Education concerning recommendations made by the teacher-students at the end of the Institute, and devoted considerable time to the preparation and ordering of professional materials to be sent to the English teachers. In June she and Sr. Pineda travelled over Honduras, visiting the teacher-students of the Institute to judge the effectiveness of their work in the course.



Santa Barbara English teachers who observed the demonstration class given by *Virginia Hightower*.

On these trips they visited schools and English classes in the following locations: Malcotat, Comayagua, San Pedro Sula, Puerto Cortés, Olanchito, La Ceiba, Santa Bárbara and Santa Rosa de Copán. Miss Hightower gave demonstration classes for each group which were observed by a large percentage of teachers. In La Ceiba the teachers organized a "Virginia Hightower Group" to study English and discuss professional problems and materials.



Group of primary-school students who participated as pupils in the demonstration class, Santa Barbara.

Sr. Pineda and Miss Hightower found that the large majority of the teachers were using the method taught at the Institute; the students were more enthusiastic over English with the new method; directors were satisfied that English work under the new method was more effective and efficient, and they were allowing the teachers of English to try whatever new plan they had learned in the English Institute.

Of her observations concerning the teachers visited, Miss Hightower reported: "In the main, teachers who had attended the Institute had confidence in themselves, an idea of correct class procedure, student participation in responsibilities of class management, a planned lesson, visual aids to help teach the new material, presentation of new words in complete sentences, a variety of activities, and a very interesting class. The Institute teachers seemed to make themselves more a part of their class group" instead of having a formal, regimented class. "They held the interest of the class, for every minute was planned. The students felt free to advance ideas and to volunteer to recite."

#### PARAGUAY

*Clyde D. Young, Edwin P. Fait, and Max P. Jasmer* recently reported for duty on the field staff in Asuncion. Mr. Jasmer, formerly a master-mechanic with the R. W. Hebard Company in Asuncion, is serving as vocational specialist and assisting in teaching shop classes and preparing teaching materials, among other activities. He has held various engineering positions with United States mining companies in Paraguay and other American Republics, and has had many years of experience as a mechanic and a supervisor and trainer of mechanics.

Mr. Fait is Specialist in Carpentry and was formerly instructor in supervisory training with the War Department at Ladd Field, Fairbanks, Alaska. He was graduated from the State Normal and Industrial School at Ellendale, North Dakota, attended the University of Washington and Oregon State College summer schools, and did extension work at Washington State College and the University of Washington. He has had twenty-five years of experience in supervisory, teacher-training and teaching positions in the field of trade and industrial education.



The Specialist in Radio and Electricity, Mr. Young, was formerly radio instructor at an aviation school in São Paulo, Brazil. Mr. Young attended Lindsey Wilson Junior College and Western State Teachers College in Kentucky, and studied at the National Radio Institute. His most recent positions have been as instructor of radio and of aircraft electricity at the Ford Airplane School, and in the public schools of Somerset, Kentucky.

#### PERU

Resigning his post as Special Representative, effective September 1, J. Graham Sullivan, who has headed the cooperative program in this country since his arrival in February,

1945, returned to San Diego, California. Mr. Sullivan is Director of Vocational Education of the San Diego City Schools. A native of California, he received the A. B. degree from Stanford University and has pursued graduate studies at the University of California at Berkeley and at Los Angeles. He has conducted extensive foreman and supervisory training programs for business and industry in San Diego, and held the post of Assistant to the President and Director of Vocational Education at San Francisco Junior College.

Lyle B. Pember, Vocational and Industrial Arts Specialist on the field staff, has been appointed to serve as Acting Special Representative.

### VISITING EDUCATORS

#### ARGENTINA

Arriving from Argentina September 3 was Josefa M. Sastre, of Tucumán. Srta. Sastre has come to the United States under a training grant from the Foundation to study new methods and systems of education and their underlying social and psychological problems. Srta. Sastre holds the degrees of Primary School Teacher and Professor of Philosophy and Education (equivalent to the M. A. degree) from the University of Tucumán. She teaches child psychology and a course in educational problems at the Sarmiento school.



Srta. Josefa M. Sastre

tions as a guest of the Foundation. On his return to Argentina he will stop at the University of Guatemala to hold examinations for the courses he conducted there in the past semester. He will also give a series of lectures at the Universities of Costa Rica and Panama, at the invitation of the presidents of those republics.

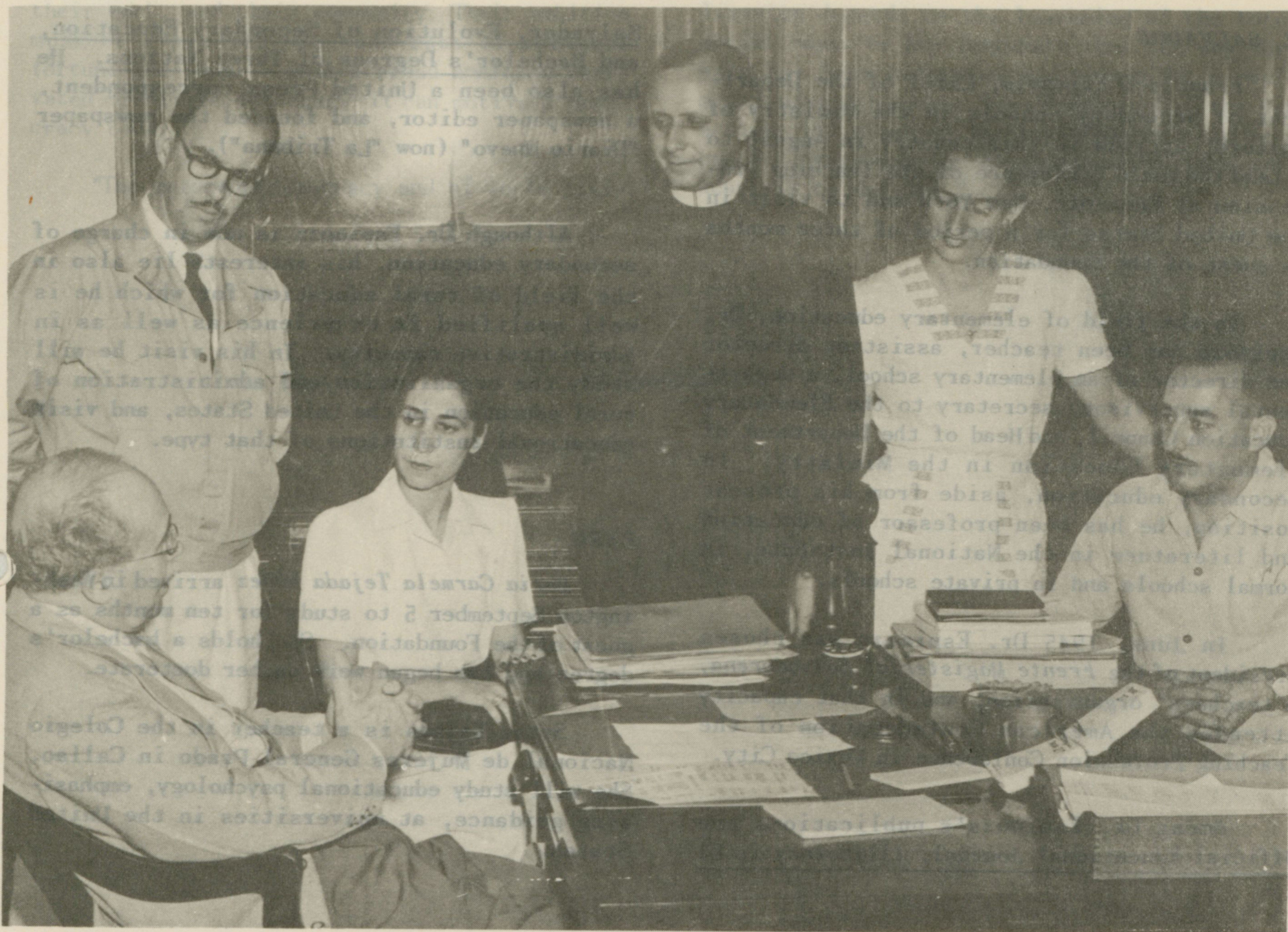
David L. Campa, Director of the Foundation's Training Program, accompanied the Mantovanis on their tour of universities in Washington, D. C., Maryland; to Princeton, Yale, Harvard, Columbia and Northwestern Universities and to the Universities of Pennsylvania, Michigan and Chicago. David Heft, Assistant Director of the Training Program, accompanied Sr. and Sra. Mantovani on the portion of their trip to California where they visited Mills College, the University of California at Berkeley, Stanford University, the University of California at Los Angeles, and the University of Southern California.

#### BRAZIL

The scholarship students of the five English Language Seminars held in Brazil during January and February have completed their three months of study in the United States under the auspices of the Foundation. Hygino, Aliandro Herta Puhlmann, Olmar Goncalves Queiroga, and Brother Gabriel Pendás returned to Brazil September 7. Elza Thereza Rubem Nina is remaining here for further study.

Juan Mantovani, accompanied by Sra. de Mantovani, has completed his tour of visits with United States educators and educational institu-





Brazilian teachers of English, Seminar scholarship winners, visit E. B. de Souza, Director of Modern Language Teaching in the Cleveland Public Schools. Left to right: Mr. Souza, Elmar Goncalves Queiroga, Elza Thereza Rubem Nina, Brother Gabriel Pendas, Herta Puhlmann, and Hygino Aliandro.

## CHILE

Enrique Marshall, distinguished Chilean educator, has come to the United States at the invitation of the Foundation to visit educational institutions in Washington, New York City, New Haven, Boston, Ann Arbor, Chicago, and Berea, Kentucky and Knoxville, Tennessee. Sra. de Marshall is accompanying him on his tour.

Dr. Marshall received the title of Professor of Spanish in 1912 from the Instituto Pedagógico and was graduated in 1917 from the School of Law at the University of Chile. He has been professor of Spanish and philosophy in the Liceo and University of Concepción; Rector of the Liceo de Concepción; General Secretary of the University of Chile since 1928; Director of Secondary Education, 1929-1930; Professor of Political Economy of the University of Chile; and former Minister of Education.

Dr. Marshall is the author of a two-volume work on The Science of Economics and of articles published in Atenea and Estudios Fiancieros de la Universidad de Buenos Aires. As Minister of Education he started several fundamental reforms in the Chilean School System, including the reorganization of normal school education, the reorganization of secondary education; the organization of an experimental zone at San Carlos for the purpose of reforming rural education and phases of elementary education; and the reorganization of the faculty of the University's School of Education.

## COLOMBIA

Julio A. Cortés, accompanied by Sra. de Cortés, departed from Washington August 29 after three months of visits of observation and study to vocational and technical schools in the United States.