Labatthe, Pedro J.
1945-47
A PASSION FOR UNDERSTANDING

The Hungry Club

"PITTSBURGH'S DOWN TOWN MEETING"

MONDAY,
JUNE 9, 1947
HOTEL HENRY, BALL ROOM

Where everyone, of every viewpoint, is welcome—for luncheon at 12:00, or meeting at 12:30. Presiding Committee: Joseph A. Beck, John G. Buchanan, B. Leo Ruslander, Edward O. Tabor, Raymond A. Tucker; Sec'y J. C. Weaver; Treas., E. A. Becker: Kingsley House, 220 Larimer Ave., Pittsburgh 6. (HI-0657).

WEEKLY NOTICES THROUGH OCTOBER, 1948, $3.00.

Dr. PEDRO JUAN LABARTHE
IS COMMUNISM A THREAT IN LATIN AMERICA?

Selected as one of 100 outstanding writers of the world by the Dial Press, in a list given publicity last week, Dr. Labarthe is now head of the Spanish department at Pennsylvania College for Women. He has traveled widely in Latin America and Europe and his fiction, drama, and poetry reflect observations of life in many regions. Writing on "American Tourists," he analyzes travelers' mistaken impressions of Latin America, as well as those they give concerning the United States. He will seek to present a basis for better understanding, including such matters as the shifts of power by revolution, and the question concerning President Truman's proposal to coordinate military equipment throughout the Americas: Will this prevent small countries from turning to Russia for arms, or will it perpetuate dictatorships?

Connected with the Pan-American Union at Washington, from 1924 to 1946, Dr. Labarthe has spoken for four years over the National Broadcasting Company network, and has been decorated by several governments. He was born in Puerto Rico and speaks concerning its problems. He is a graduate of Columbia University, with Ph. D. at the University of Mexico. He has written a novel in English, "The Son of Two Nations," and some of his Spanish works have been translated into French, Polish, Italian, and German. Among the best-known are "Reclinatorio," a book of poems, and "Golgotha," dealing with the Spanish civil war, and other countries.
June 18, 1947

Mrs. Eleanor Roosevelt,
Hyde Park, New York.

Dear Mrs. Roosevelt:

I had the great honor of having met you twice: the first time at the Pan-American Union in 1935 and later in Puerto Rico. However, I do not expect you to remember me. I have met the whole world and the whole world keeps you in its heart.

Once and from Puerto Rico, it was sent to an American poet, a poem which I wrote about President Roosevelt on one of his birthdays. I wrote it in Spanish and it was translated into English. Your secretary wrote that you have read it. The same poem was sent to my beloved friend Dr. Leo S. Rowe and he sent it to President Roosevelt. Rowe and he sent it to President Roosevelt, thank you for the poem.

I have a letter from him thanking me for the poem. When the world lost the great man, I wrote a book of poems about him. The poems have been published in Argentina, Chile, Peru, Mexico, Cuba, and in Spain. I sent you a copy of this book. I do not know whether you received it or not. Nevertheless, I am sending you a copy sent by Dr. Leo S. Rowe and enclosed with my last copy.Leo S. Rowe

Labarth
have been translated into French, Polish and Italian.

I am sending also a copy of one of my speeches. In every speech I make on Latin America I must talk about President Roosevelt. May I tell you this little story? Once I was walking through one of the streets in Guatemala. I saw a girl with a locket on her chain. The picture of President Roosevelt was on one side of the locket and on the other side the picture of her mother. I asked her why was she carrying the picture of the President and if she knew any more about him. She answered, "No," she answered, but "I love him and I think he is the greatest man in America, in all America." To this half Indian girl, America, was the whole world. "I love him and I think he is the greatest man in America, in all America." To this half Indian girl, America, was the whole world.

I know you are a great friend of Latin America and do remember my Puerto Ricans. God Bless you!

Juntos muy truly,

[Signature]

Pedro Juan Labarte
Local Writers
In Select List
Two Named With 450
Considered Outstanding

Dr. Pedro Juan Labarthe, chairman of the Spanish department at Pennsylvania College for Women, and Miss Gladys Schmitt, author of "David the King," are included among 450 outstanding living writers of the world in a list compiled by Dial Press.

From this list 100 writers will be selected as the most outstanding, and a book including their best work will be published.

Dr. Labarthe was born in Puerto Rico and received his doctor of philosophy degree from the University of Mexico. One of 10 Latin American writers on the list, he is the author of poetry, fiction and drama. His works have been translated into French, Polish, Italian and German.

Miss Schmitt won the Dial Press award in 1942 with "Gates of Aulis." She is a member of the Carnegie Institute of Technology English faculty and a graduate of the University of Pittsburgh.

Obras literarias de hispanoamericanos para un libro de selección

Después de meses de estudio y selección, la casa Editorial Dial anuncia que ha seleccionado a cien autores de varios países para hacer una obra con sus mejores obras.


Han sido seleccionados dos poetas del poeta Labarthe, algunas de cuyas poesías han sido traducidas a varios idiomas.

Actualmente el Profesor Asociado del Pennsylvania College for Women en Pittsburgh, donde es también Jefe del Departamento de Español y del Departamento de Historia Hispanoamericana.
BULLETIN
OF THE
Pennsylvania State Modern Language Association

The Pennsylvania State Modern Language Association
Established 1919

CONTENTS

ANNUAL MEETING:
Annual Dues Increased
Good Neighbor Tourists in Latin America
Languages in the High School
Le Cercle Lisieux at Seton Hill College
Brief Items:
Dr. Saylor Goes to P.M.C., p. 4
The M.L.A. of Pittsburgh, p. 4
Dr. Jane Beardwood Dead, p. 13
Miss Jamieson President of A.A.T.S.P., p. 16
Dr. Thompson Author of "Guatamalan Sketches," p. 18
The M.L.A. of Philadelphia, p. 18
Dr. Shelton Author of "Basic French Dialogues," p. 18
Book Review, p. 16

MAY, 1947
THE PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION

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Send manuscripts and communications for the Bulletin to the Editor:
Dr. Anthony S. Corbeke Muhlenberg College, Allentown, Pa.

BULLETIN of the Pennsylvania State Modern Language Association

Membership Votes To Increase Annual Dues
Harrisburg Meeting Creates Office of Business Manager of BULLETIN

Beginning with the year 1948 the annual dues in the Pennsylvania State Modern Language Association will be:
For State Members—$1.50
For National Members—$3.50

Upon recommendation of the Executive Council the members of the P.S.M.L.A. in meeting assembled, on December 28, 1946, in Harrisburg, voted that the annual dues for all classifications of membership be raised 50c, effective January 1, 1948; and the National Federation of Modern Language Teachers, of which P.S.M.L.A. is an affiliate organization, announced that subscription to The Modern Language Journal has been raised 50c to $3.50, effective March 1, 1947. State dues include subscription to the Bulletin, and national dues, to both the Bulletin and the Journal.

Increases in printing costs and administration expenses made the raising of dues necessary—the cost of publishing the Bulletin was increased by approximately 25% beginning with the issue of December, 1946, and, as of December 31, 1946, there was not enough money in the treasury to pay for the December issue. It was necessary to meet this printing bill, and expenses incurred by the officers, from receipts of dues for 1947. Temporarily, the Bulletin will be standardized at sixteen pages per issue; and it is possible that the number of pages will be further reduced, depending upon income from the membership and advertising. It should be the responsibility of every member to interest prospective new members or send the names of prospects to the secretary or president.

It was gratifying, and a source of satisfaction for the president, that, for the first time in many years, all the officers and the qualified members of the Council were present at the annual Executive Committee meeting which was held in the evening of December 27. Those present, besides the officers who continue in office until the end of this year, were Dr. Oswald R. Kuehne, Miss Verna M. Reed, Professor Nicholas M. Brentin, Mr. William D. Meikle, Dr. Anna E. Shumway, Dr. Harrison H. Arnold, Dr. Joseph A. Mastronie; and Dr. Harold W. Weigel, immediate past president, who attended at the invitation of the incumbent president to contribute his valuable advice.

A new office was created—that of Business Manager of the Bulletin, whose principal duties are to seek advertisements; elected as the first incumbent to the office is Professor Nicholas M. Brentin, of The Pennsylvania State College, a member of the Executive Council, who has had training and experience in this field of journalism. Dr. A. R. Bucciari, of Pittsburgh, was named on the Executive Council to complete the term, to December 31, 1946, of Dr. Rodney K. Ketcham, who is now teaching in New York state. And Dr. Bucciari, Miss Reed and Dr. Kuehne were re-elected as members of the Council for the term beginning January 1, 1947, and expiring December 31, 1949. Mrs. Virginia D. Cooper,
of Wilson College, was named to com-
plete the term, to December 31, 1948,
of Dr. Jane Beardwood, who died.

The above recommendations of
the Executive Council were approved by
the membership at the general meeting
held the following morning. After the
transaction of business, followed the
program announced in the December
issue of the Bulletin. There was first
a panel discussion on “Languages and
the New Curriculum,” at which Mrs.
M. Mainsonnat Owens, first vice-
president and chairman of the program
committee, presided, and in which the
following participated with well-pre-
pared and instructive papers and talks:
Miss M. Hazel Behrer, Avonworth
High School, Ben Avon, Pa., “Lan-
guages in the High School;” Dr. Max
Dzier, Department of German, Bryn
Mawr College, “Languages and the
New Curriculum in the Women’s Col-
leges;” Dr. Joseph A. Mastronie, De-
partment of Romance Languages, Uni-
versity of Pittsburgh, “Languages in
Some New College Curricula”; and Dr.
Michel Benisovich, Office of Foreign
Information and Cultural Affairs, De-
partment of State, who spoke informa-
tionally on the trend of Russian studies
in American Universities and Colleges.

After a lively, instructive and en-
lightening question-and-answer period
between members in the audience and
the speakers, Dr. Pedro Juan Labarthe,
poet and writer, chairman of the Span-
ish Department of the Pennsylvania
College for Women, gave a well-organi-
zed and much-applaused lecture on
“Relations Between the Americas.”

The following resolution on the
death of Dr. Jane Beardwood, presented
by Mr. Frank J. Goodyear, Jr., was
approved as the sentiment of the meet-
ing:

“Resolved that we recognize Dr.
Jane Beardwood, a member of the fac-
ulty of the State Teachers College,
Shepseburg, and a member of the
Executive Council of P.S.M.L.A., for
her sincerity and purpose and her faith-
fulness to duties, and that we pause
a moment out of respect for her life
and work.”

Mrs. Owens proposed an expres-
sion of appreciation of the work of Dr.
Corbière, as president of the Associa-
tion, in which all those present con-
curred.

Dr. Guy R. Saylor, secretary-treasur-
er of PSMLA, went in February to
Pennsylvania Military College, Chester,
Pa., as Professor of Romance Lan-
guages, teaching French and Spanish.
He resigned in January as head of the
Department of Romance Languages at
the State Teachers College, Kutztown,
where he had been since the fall of
1945. Previously he had been at Eliz-
abethtown College for sixteen years,
also as head of the Department of
Romance Languages. Dr. Saylor ob-
tained the Ph.D. at the University of
Pennsylvania in 1949. He studied at the
Sorbonne and did research in the Bib-
lithèque Nationale in Paris.

The M.L.A. of Pittsburgh has just
completed another successful year un-
der the leadership, this year, of Miss
Betty Leyda of the Bellevue High
School. Among its most enthusiastic
meetings was that of October 25 when
Dr. Wilfred Beardsley, head of the
Department of Romance Languages at
Goucher College delivered a lecture on
“Recent Modifications in the Position
of Language Teaching,” which revived
once more the confidence of teachers
of languages in the necessity of teach-
ing living languages in the schools of
the United States. Dr. Beardsley had
just returned from a trip of six months
in South America where he visited all
the countries except Venezuela. Dur-
ing the past four years he gave his
services to the Board of Economic Wel-
fare, the Office of War Information,
the Federal Communication Com-
mision, and the War Department. During
the War he taught at the University
of Florence, Italy.
Good Neighbor Tourists In Latin America

By Dr. P. J. Labarte
Pennsylvania College for Women

My trip through the Dominican Republic, Cuba, Haiti, Puerto Rico, Mexico, Guatemala, El Salvador, Nicaragua and Costa Rica, my lectures at the universities of those countries, my talk to the students, my conversations with Ministers of Education, my "charlas intimas," my tête-à-tête with poets, writers and newspapermen give me a right to talk on something which at heart I can speak on authoritatively. I was traveling as a correspondent for "El Mundo" of San Juan, Puerto Rico.

I visited those countries not with a kodak camera to photograph slums or barefooted Indians or Negroes nor did I go to them to drink "tequila" or to dance the "rumba" or the "bambo" or the "zamba." If I joined them in the drinking of the "tequila" it was because I could listen to their opinions about the United States. If I joined them in the dancing of the "rumba" or the "bambo" or the "zamba" it was to learn their rhythm, to learn about the sadness and not the gayety in their dances, for these people are not gay although they might look so. They are sad. The "tango" is a sad music and such is the "rumba".

Because of limitation of the BULLETIN to a maximum of 16 pages the space available is not sufficient to print in this issue all the papers presented at the December meeting. The editor presents, with some deletions, and without preference, those papers whose length best suit his purpose. The other papers will appear in the December, 1947, issue.
and Franklin and Lincoln, let us slash with the "big stick" of criticism the sins which Theodore Roosevelt committed in Paris — his crimes there. Let them talk about 1847 in Mexico and how the cadets from the Military School of Chapultepec defended their country from foreign invasion. How Juarez, by shooting Maximilian of Hapsburg, stopped the arrogance of European countries to come to America and establish colonies or empires.

Let us not try to justify our great mistakes in Latin America with that chauvinistic superiority complex of ours, thinking that everything we do is right. We are human beings and as such we do err. A civilized man learns through his mistakes.

Forgetting statistics, I will focus the actual American relations with the Latin American people, and I will speak about our tourist ambassador touring those countries. I could swear on the Holy Bible that all I shall say here is nothing but the truth seen through a pair of unbiased eyes and a normal brain and a sincere heart.

The President of the United States might send a cablegram to the President of Mexico on the anniversary of the Mexican Republic. The President of Chile might send a cablegram to the President of the United States on July the 4th. However, neither of the two presidents represents the sentiments of the people of their countries. The votes they receive in their respective countries do not represent the international feelings of the people, of the gross mass. Here are two individuals masquerading an international mardi gras. It is all a farce, a sham. Maybe our President is sincere in the message he is sending. He, as an intelligent individual, admires the Republic of Chile or vice-versa. However, right under the diplomatic cable are the people of that and that country, the people from Cuba, Nicaragua, Honduras or Guatemala. These people dislike us. They distrust us. They do, they dislike us because of the many individual United States citizens who travel and live in their countries, who, when they come back here start talking of their poverty, their slums or of their national mistakes. They might mourn a President like Franklin Delano Roosevelt. Many poets wrote about him. They might hang, on the walls of their class-rooms, the picture of Lincoln whom they love for his great tolerance. They might take in their friendship people like Waldo Frank, John Englelirngk, Blair Niles, John Crow, Leo S. Rowe, Donald Walsh, Roy Tasco Davis, George Messersmith, Henry Wallace and a few more, but they hate a man like Spurille Braden and the travelers who try to Americanize their way of living or try to tell them to imitate the Americans. Here lies our grossome mistake, our blind ambition.

In a very naive way, everywhere we travel we try to Americanize the world. We try to tell the French how they must think, vote, eat or dress. We try to tell the Poles, the Italians and the Russians and the Cubans and the Mexicans that they must think and live like Americans. Some Americans think that there must be in every house a Singer sewing machine, a telephone, a bathroom and people must eat vegetables and watch out for the vitamin diet. We even dare to suggest how they should arrange their government, their homes. This is the plain truth. What Pollution to us suggest, but no, suggest is the wrong word. We do not suggest. What makes us demand that everything should be "a l'Americaine"? We demand because we are backed by our powerful nation. We are very proud of our United States. This great nation of ours which is the richest in the world, which holds the secret of the atomic bomb, that bomb which easily kills 50,000 men, women and children outright. This nation of ours which has the highest skyscrapers in the world, which has the best cars, the best roads, the highest salaries. Our nation is a nation of superlatives. We have the greatest criminals, the largest number of unemployed, the greatest strikes, the greatest slums section of the richest cities of the world and where the middle class can hardly survive with the scant salaries. We have great governmental scandals and a world-wide State Department unless Secretary George Marshall changes it.

I can say these things because I have as much right to say them as any "bona fide" American citizen. I am a tax payer. However, if an English teacher comes out and criticizes our educational system, we protest sky high. If a visiting Argentinian criticizes Bilbo or the feud of the two Georgian governors, talks about Tammany Hall or the Tea Pot Dome or the great blunders of the State Department, we will tell him to catch the first plane bound for Buenos Aires. There shall also be showers of protests if a Mexican or a Frenchman writes a book about our Pittsburgh slums, or New York's Bowery or about the 60,000 homes in Washington, D.C. without bathrooms or about the K.K.K. or the negro intolerance or the anti-semitic sentiments or the Columbians. Negroes are negroes here and they are not treated as Americans. Quoting an article about Marian Anderson in Time of December 30, 1946, we find this: "White Americans have withheld from negro Americans practically everything but God". And Jews, many Jews are treated as Americans when they are asked to pay their taxes or are obliged to enroll in the Army to fight for equal rights and tolerance and freedom. All these home situations are studied by Latin Americans and by Europeans. In Europe, English people threw in my face our racial intolerance and the unemployment situation and the rings of gangsters in Chicago and in New York. France has always been the cradle of tolerance because of her wonderful culture. She studies us scholarly. She is intellectual. This tolerance can be found in Latin America to a certain extent, because the Latin American countries are very close to France's cultural and intellectual movements. However, they creep like peregrines with anger when they read in our newspapers the false first page news about their countries. When they read articles about their countries illustrated with pictures of their slums. This looks as is we were only interested in looking for the ugly side of their lives rather than looking for the beautiful. It hurts. As individuals, we have our weaknesses which we don't like to have aired to the world.

Any American writer who spends fifteen days, just think, fifteen days in the capital of Mexico, or in the capital of Peru, thinks himself capable of writing a book about those countries. That is the reason why we are getting so much trash about those countries. The historical background they get from the Britannica, then they add their own personal opinion about the people. I have talked to these naive writers in Mexico. I have seen them asking an Indian in Puebla, a poor Indian beggar, to stand still for a picture. They will pose for a picture with the Indian for contrast; the tourist and the beggar with the famished dog. They will send the picture home and will write on the back of it, "A typical Mexican".

These tourists are annoyed when the Latin American does not understand English. I was a witness in Madero Avenue in Mexico City of the following dialogue. An American lady approached a Mexican Indian who was selling silverware. The lady said, in English, "Are these earrings of silver?" "How much are you asking for them?"
The Mexican answered in Spanish, "Señorita, no comprendo. ¿Qué desea usted?"
The American tourist, "How much? Are they silver or tin? Look, young man, how much?"
The Mexican, "Señorita, son muy baratas. Cinco pesos".
The American lady again, "How much, listen to me, how much?" This she said very impatiently and in a very loud voice. I went to her rescue, and she said, "These damned Mexicans do not speak English."

The day that the Air Squadron No. 207, "Los Aguachicos" came back from the Orient and was parading in the streets of Mexico, four Americans from the balcony of the Regis Hotel blew Bronx cheers at the gallant and valiant young flyers. One of the Americans remarked that the young men were nobody compared with the brave American boys. He was given a black eye by a Mexican who spoke English and was standing near him. Next day, in big black letters, appeared in all the Mexican newspapers that Americans were boosing the Mexican heroes.

These stories could be told a hundred fold for they occur daily in Latin America.

Unfortunately, these are the things which remain in the minds of the natives. The true Good Neighbor Policy should start by knowing the people who live next door to us and admitting them as they are.

They try to learn about us, about our ways of living. They are taught in school, in colleges who are Sinclair Lewis, Pearl S. Buck, Langston Hughes, Edna Saint Vincent Millay, Eugene O'Neill, Frances Douglas DeKalb. They try to know our great men and women. They thoroughly know our history, our geography, our institutions. Do we teach our students in high school who were Rodó, Darío, Chocano, Llorés Torres, or who is the Nobel Prize winner Gabriela Mistral or who is Alfonso Reyes? They have tried hard to be our friends. Simón Bolívar, the Libertador, sent his nephew, Fernando Bolívar, in 1827, to study at the University of Virginia so that he could study the country of the great Jefferson. The great Manolo Sarmiento, who was President of Argentina, was a true friend of this country. He admired Lincoln and wrote a life of Lincoln translated into English by Mrs. Horace Mann. Sarmiento was a close friend of Mann. The Cuban poet, Heredia and Marfil, lived here and they loved this country. They are willing to be our friends because they are conscious of their position in this hemisphere. They know that, if we are going to find peace on earth, America could be the paradise. But these people want to be treated as equals. They have a glorious background very similar to our own. If France and Germany and England and Italy and Russia treat them as equals, why not the United States? That is why England, France and Russia are invading their markets. Our superdynamism is killing our commerce and our friendly relations.

An American salesman who tries to sell an American made washing machine knocks at the door of a house, and in a very tempestuous way, in his very stereotyped manner, will pour out all he learned about the useful washing machine. With so many words, he importunes the customer. The lady, being annoyed, tells the salesman politely that he should call some other day. She closes the door very politely. That means she will not buy the washing machine.

This is how a Frenchman or a German or a Russian will try to sell his washing machine: He finds out who are the friends of the prospective client. He is introduced in the home. He becomes a friend of the family. He invites them to dinner. Later on, in a very amiable way, he offers his washing machine. No doubt the lady will buy it and will even interest her friends in the wonderful washing machine that the Frenchman is selling.

When I started this article, I spoke of the solidarity among the Latin American countries. This is of great continental importance. The Argentine attitude towards us is being backed by each and every Latin American citizen.

Argentina has never or will never be alone. She has been the loudspeaker for Latin America. She knows of her power, of her richness and she knows that when the United States goes to war with Russia the Latin American countries will not follow the United States. Latin America is a friend of Russia. Mexico recalls Señor Quintana. Today, he is back. The Mexican newspapers clapped Dr. Quintana's remark. Articles appeared written by Mexican writers, "Quintana tiene razón." (Quintana is right.) And from all the Latin American capitals came "vivas" for Dr. Quintana who is a very distinguished writer and philosopher.

Let us not be blind to the true situation. Many of those people would like to see us licked and we are the ones to blame. Greetings from our president to us or the visits of our president to their capitals do not mean much. We were shaking hands with the Japanese representatives, Kurosui and Nomura, in Washington, while the Japs were getting ready for the 7th of December. Let us not think that because we can lend money so easily or because we have war armaments or the atomic bomb, we can win friends easily. No, all this contributes to dislike. Where there is fear, there is hatred. Do we want to be feared or loved and respected? Latin America prefers friendly treatment, poetry, and business dealings in their leisure hours rather than a megalomaniac demonstration of war plants and millions of dollars.

Now what shall we do to win the true friendship, the sincere friendship we had during Sarmiento and Bolívar and Miranda? It is somewhat hard to erase from the minds of those people dates such as 1847, names like Panamá, Texas and New Mexico and Nicaragua and Santo Domingo and Puerto Rico. The League of Nations in Switzerland failed. I wonder how much the U. N. is doing. Argentina sent her ambassadors to France in Spain in spite of the U. N. It is indeed a problem.
we must face right now before we call them Soviet-Latin American Republics. If we must not get tough with Russia, neither must we get tough with Argentina or Latin America. It is a matter of education. Yes, of education. Let us not be so nationalistic and megalomaniac, so superstitious, and let us kill in us that superiority complex. We can if we so wish, if we want. We are somewhat broadminded enough to do it. We want to live in peace with the world. We are not a bellicose country. We do not want wars. Let us try. Let us not claim that our educational system is perfect. We know perfectly well that there is something wrong with our education when we listen to such remarks as these. Listen:

"Where do you think the Island of Puerto Rico is?"

"Near Coral Gables."

"Don't you dance Hawaiian dances? Isn't Puerto Rico near Hawaii?"

"Are you pure white?"

"Why do you ask?"

"Are not Puerto Ricans all negroes?"

"Do they have universities and theatres in Mexico?"

"Don't you get sick eating in Mexico with those dirty Indians? Perdn is following in Hitler's footsteps.

A United States senator spoke out loud in Congress that Cuba should be taken over by this government.

When we hear these stupid, silly remarks, we certainly know how poorly educated we all are. Not only do we not know about other countries, but we do not know much about ourselves. We look at the slums in Puerto Rico, but we do not want to look at the slums in Alabama or Georgia. Since we cannot train diplomatically each and every American citizen who travels in South America or in Europe, and most of our diplomatic posts are "political promised jobs", let every school teacher tell the truth about those countries. The teachers could do a great patriotic job and tourists, who are going visiting, should be very very tolerant and broadminded.

Dr. Herbert E. Bolton, author of "Epic of Greater America," writes: "It is time for a change. The increasing importance of inter-American relations makes imperative a better understanding, by each of the history and culture of all. A synthetic view is important not alone for its present-day political and commercial implications; it is quite as desirable from the standpoint of correct historiography."

And a man who knew the world and had hopes, golden hopes for better understandings, was Wendel Willkie, who said:

"Our way of living together in America is a strong but delicate fabric. It is made up of many threads. It has been woven over many centuries by patience and the sacrifice of countless liberty-loving men and women. It serves as a cloak for the protection of poor and rich, of black and white, of Jew and Gentile, of foreign and native born. Let us not tear it asunder. For no man knows, once it is destroyed, where or when man will find its protective warmth again."

Le Cercle Liseux, Seton Hill College

One of the most active and successful modern language clubs in Pennsylvania is perhaps Le Cercle Liseux, the local French club of Seton Hill College, a women's college in Greensburg. The name Liseux commemorates the city of Liseux in the department of Calvados in France, where died at 24 years of age a Carmelite nun who was later canonized by the Pope as Sainte Thérèse de Liseux.

The Cercle meets regularly to participate in educational programs, it conducts two "French tables" in the dining hall, and at Christmas time some of its members go out as carollers to sing French noels. Its most outstanding activity is Le Semaine française, which lasts for seven days in March and to which are invited the student body, faculty and administration, and some exhibits are opened to the public.

Last year the program was in celebration of the liberation of France. This year it was a study of the principal French colonies, illustrated with books, posters, photographs, manufactured articles, movies, and paintings loaned by the Services Culturals of New York.

Briefly, the program of La Semaine française of 1947, March 20-27, of which we have a printed copy, included the showing of technicolor films on "Africa yesterday, today, and tomorrow," with Mother Lorettta, a White Sister of Africa, as narrator; three French movies: "Maroc, Terre de contraste," "Perles du Djerid-Tunisie," and "The Trial of Saint Joan of Arc;" a reception for the French consul of Pittsburgh, the president of the Alliance Française of Pittsburg, celebrating the tenth anniversary of Les Gaulois, a French art organization of Pitts- (Continued on Page Eighteen)
LANGUAGES IN THE HIGH SCHOOL
By Miss Maudie Hazel Rohrer, Asst. Principal
Avonworth High School
Avonworth, Pittsburgh, Pa.

Foreign language teachers are caught between the detractors on one hand and the enthusiasts on the other. The detractors say that the American weakness in foreign language teaching is due to poor teaching; they sponsor the idea that a person of average intelligence can "pick up" a language by himself, with the aid of records and a manual. The fate of foreign languages lies in the balance, say these detractors. In contrast, the enthusiasts say that we must turn the tide of public opinion in our favor. With the globe shrinking geographically every day, the more introduction to a foreign language and the culture it represents will be far from sufficient. Further, in the words of Nicholas Murray Butler, "In the present world, the ability to speak and read with care at least one foreign language is more than ever necessary, if the mind and the imagination of American youth are to be set free for expansion beyond the horizon of vocational interests and national prejudice."

The most recent blow against foreign language teachers was dealt by the A.S.T.P. The army taught in nine months what our high schools take years to accomplish. But—the army language teaching was an emergency performance. Conditions cannot be duplicated. The army objective was toward conversation; the high school objective has been toward reading of the foreign languages. Nevertheless, the high school language teachers should be grateful to the A.S.T.P. The program has stimulated a widespread desire to acquire a practical knowledge of a foreign language. It has had a wholesome effect in stressing the oral phase of foreign language teaching. The A.S.T.P. had the advantage of small classes, direct motivation, the pressure of army discipline, large allotment of time, and highly selected students. Why, you ask, has the A.S.T.P. dealt such a blow against language teachers? The whole program has misled laymen and some teachers. The American public is, on the whole, extremely gullible.

This same American public has been duped by those who say that foreign languages and math should be thrown out of the curriculum. In the words of Benjamin Steigman in his article from the July 1946 Reader's Digest, "The majority of students have no place in language classes. War statistics show that Americans cannot read English." Both statements show shallow thinking. It is the majority of students who need the guidance of language teachers in understanding the foreign mind; it is teaching toward tolerance that the majority of students will need in the world of tomorrow. In my own classes in the last few months, students have said, "I hate Mexican people; I won't correspond with a people of low morals." "I hate Mexicans; I worked with some of them last summer." Not only do these students need to know that a little learning is a dangerous thing, they have to be taught that no longer do Americans measure our civilization by the New York skyline. There are, in truth, foreigners who have ideas that are just as worthy and just as interesting as ours. Let us teach these narrow local selves that new languages produce a better frame of mind as well as maturity of feeling. What I am trying to say is that the foreign language teacher better than anyone on the faculty can train students in clear thinking toward whole truths instead of half truths. The foreign language teacher can aid in training a citizen of the world, rather than a citizen of the country.

In May 1945, the Woman's Home Companion sponsored a poll on the question, "Should schools make the study of at least one foreign language compulsory?" 75% of the persons said "Yes, to promote better relations with other countries. 21% stated that no language should be compulsory; a better understanding of English is more important. 6% gave no answer. Let me pause here to ask—what proof is there that dropping foreign languages from the curriculum will assure better teaching of English?

On December 3, 1946 questionnaires were sent to 37 supervising principals of Pennsylvania High Schools. The findings are random samplings from high schools which ranked—one first class high school, one second class, two third class, and 14 fourth class districts. The results are based on 27 answers. French is taught in 18 of the 27; German, in 14; Italian, in one; Latin, in 26; Spanish is taught in 21, but Russian is offered by none of the schools. Each of the 27 schools permits the students to choose the languages desired.

In answer to the question, "What is the chief reason for offering foreign languages in your school?" thirteen answered—for college requirements. Seven gave culture as the chief aim. Two mentioned grammar. One stated reading as the chief objective. Two gave expressional facility. One mentioned for the good of the student. One stated tradition. Additional reasons given were—enjoyment, understanding, and local interest.

In answer to the question—"Are you contemplating changes in the teaching curriculum?", sixteen answered no; ten answered yes. Those who explained the affirmative answer stated—"Drop French for Spanish. Add third year Spanish. Combine Latin I and II." In answer to the question—"Are you considering adding the teaching of Russian?", all 27 schools answered no.

Under the question, "What do language teachers stress?", eight placed reading first; one put composition first; three mentioned grammar as first; three stated that stress varies with the teacher and with the language. In general, the questionnaire proved that reading is the chief aim; grammar is second; conversation and composition rank third. Three supervising principals added the following comments: "The pressure for Spanish seems to be increasing. I would be satisfied to teach no languages, unless it were two years of Latin to help, pre-medical and pre-legal students." (Here you have a detractor.) "I think more languages should be required, and the chief aim or objective should be higher cultural appreciation." (An enthusiast has spoken.)

"Under the present setup in schools today, the value of language instruction is questionable. Because of time limit, mixed classes, variation in teaching methods—little language knowledge is gained. However, I would defend to the last ditch retention of my language in the curriculum." (A foreign language teacher bared his soul.) Not only am I grateful for the cooperation of the 27 supervising principals who gave their time and effort in making this survey possible, I am happy that four of the men asked for the findings of the survey, because they, too, are interested in the fate of foreign languages in the American high schools.

Who is actually to determine the fate of foreign languages? There is only one answer—the American foreign language teachers. How, you may ask, is this to be accomplished? First, let us improve ourselves. European teachers must live at least two years in the country whose language they plan to teach. They are required to be able to speak the language fluently. Mastery of the language ought to be an example to the students. Second, let us inspire the students. Enthusiasm is infectious.

Third, let us believe the words of M. E. Hutchinson, "We are on the threshold of a 'golden age' in the history of language instruction." Fourth, we must realize that there is no magic in books; no cure-all, no
easy therapy for individual or social headaches.

Fifth, let us propose meetings between high school teachers and college instructors so that there may be sympathetic understanding of the high school teachers' problems.

Sixth, let us have conferences with guidance counselors. They need to know the value of foreign languages and should understand the necessity for foreign language knowledge in securing well-paid positions.

Seventh, let us organize language classes for parents.

Eighth, let us inspire confidence in ability to learn, and let the American prove himself a linguist.

Finally, the need for foreign languages is a national necessity. The goal is toward competent teachers, longer periods of instruction, smaller classes, languages for all—not for the selected few—and lighter teaching loads, if it is possible, so that teachers may have time for laboratory periods—conversing in the foreign tongue.

In the words of Samuel Baynard, "Too long have we blindly accepted the doctrine of isolationism, and held ourselves aloof from the rest of the world which has crowded in, around, and all over us. Too long have we complacently dreamed that we are a people set apart by the Almighty to go our own sweet way and allow others to fall and die by the roadside."

Ladies and gentlemen, high school language study must pay dividends, and we, the high school language teachers, must offer the conclusive proof.

President of A.A.T.S.P.

Miss Elsie J. Jamieson, of the Kensington High School for Girls, Philadelphia, was elected president of the American Association of Teachers of Spanish and Portuguese for the year 1947 at the annual meeting of the Association held in Washington, D.C., the last three days of December.

Miss Jamieson is at present president of the Philadelphia chapter of A.A.T.S.P. and is sponsor of a flourishing chapter of the Student Pan American League, which has twice won and therefore holds the banner of the National League. She has been president of the Philadelphia Association of Modern Language Teachers, and also of the Modern Language Teachers of the Middle States and Maryland. She was twice secretary-treasurer of the Pennsylvania State Modern Language Association. She has served on Schoolman's Week Programs, on committees for the revision of the Course of Study for Foreign Languages, and on the Spanish Committee of the College Entrance Examination Board.

A native of Connecticut, she is a graduate of Wellesley College. She has done graduate work at the University of Colorado, where she taught in the Summer School; studied at El Colegio de los Pirenos under professors from the University of Barcelona, and holds the M.A. from the University of Pennsylvania. Before going to Philadelphia she taught two years in New York State.

BOOK REVIEW

Spoken Italian for Students and Travelers (1946), by Charles E. Kany and Charles Speroni, D. C. Heath and Company, Boston, is designed to offer easy and practical conversational Italian. A skeleton grammar is appended for those who wish to consult it. There are common expressions such as "buona sera," "cucato costano qustel,?" "che cosa è...?", useful to the traveler, and a very adequate vocabulary for use in everyday activities—on the train, at the barber's, in the department store, at the doctor's, at the museum, the time of day, at the restaurant, etc. The content is so arranged as to simplify the learning of words and phrases, and it would be impossible for any enthusiast not to learn more than enough spoken Italian "to get along." The text retails at $1.36.
Guatemalan Sketches

Dr. Nora B. Thompson, of the Lower Merion High School in Ardmore, is the author of *Guatemalan Sketches* (1946), a collection of translations of short works by six contemporary Guatemalan writers known in Europe and South America but not yet in the United States. Chosen for their historical as well as literary significance, the selections include legends by Miguel Angel Asturias and Carlos Samayoa Chinchilla descriptive passages from the novels of Carlos Wyld Ospina and Flavio Herrera, chronicles by Pedro Pérez Valenzuela and essays by José Rodríguez Cerna, noted stylist. Photographs of a mural in the National Palace by the late Alfredo Gálvez Suárez, of a prize oil painting by Humberto Garavita and of another by Antonio Tejeda Fonseca—Guatemala’s outstanding artists—add to the significance of the brochure. Personally acquainted with the authors and artists presented, Dr. Thompson gives a biographical sketch of each man. The 46-page brochure was prepared for the purpose of making these Guatemalans known in this country.

For information about the Cursos de Verano to be offered for North Americans from July 3 to August 14, 1947, by the Universidad de San Carlos (1676) in Guatemala City, write to Dr. Nora B. Thompson, 116 Argyle Road, Ardmore, Pa.

The meeting on March 19 of the Modern Language Association of Philadelphia featured Dr. Walter Vincent Kauflers, Associate Professor of Education at Stanford University, who spoke on “Foreign Languages Teaching in the Light of Modern Research,” discussing contemporary methods and problems. Dr. Kauflers was at the time on a cross-country tour under the auspices of the National Federation of Modern Language Teachers Associations and the National Council of Teachers of English.

Dr. Whitford H. Shelton, University of Pittsburgh, is the author of *Basic French Dialogues* (1947), designed to offer practice in conversational French on subjects of common everyday life. The dialogues are accompanied by grammar reviews and exercises and guidance in pronunciation. The text is based on a plan usually to teach languages to military personnel at the University of Pittsburgh during the War. It is published by D. C. Heath and Company, advertisers in our BULLETIN.

Le Cercle Lisieux

(Continued from Page 12)

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The Cercle was organized twenty-two years ago under the sponsorship of Sœur Marie Elise Blouin, head of the French Department, who has been teaching French at Seton Hall since 1909. It has this year a membership of eighty students and has adopted two schools in France, one in Le Havre region, the other in the Hérault in Southern France, to which the Cercle sends a tremendous lot of food, soap and school supplies, bought and acquired through contributions.

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