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Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

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Committee on Inter-American Cooperation
in Agricultural Education
Minutes of the Meeting of November 7, 1940,
Room 201, Administration Building
Department of Agriculture

CHAIRMAN: Knowles A. Ryerson, Assistant Dean, College of
Agriculture, Davis, California.

Nelson A. Rockefeller, Coordinator of Commercial
and Cultural Relations between the American
Republics; Chairman, Inter-American Development
Commission, Washington, D. C.

L. A. Wheeler, Director, Office of Foreign
Agricultural Relations, U.S. Department of
Agriculture, Washington, D. C.

Charles A. Thomson, Chief, Division of Cultural
Relations, Department of State, Washington, D. C.

Fred J. Kelly, Chief, Division of Higher Educa-
tion, Office of Education, Washington, D. C.

Thomas Barbour, Director, Museum of Comparative
Zoology, Cambridge, Massachusetts.

H. H. Hume, Dean, College of Agriculture,
University of Florida, Gainesville, Florida.

J. G. Lee, Jr., Dean, College of Agriculture,
Louisiana State University, University, Louisiana.

Robert G. Caldwell, Chairman, Cultural Relations
Section, Inter-Departmental Committee on Inter-
American Affairs, State Department Building,
Washington, D. C.

Richard F. Pattee, Principal Divisional Assistant,
Division of Cultural Relations, State Department,
Washington, D. C.

Harry H. Pierson, Division of Cultural Relations,
State Department, Washington, D. C.

Col. L. B. Lent, Executive Secretary, American
Engineering Council.

Earl N.

Earl N. Bressman, Assistant Director, Office of Foreign Agricultural Relations, U.S. Department of Agriculture, Washington, D. C.

Philip L. Green, Office of Foreign Agricultural Relations, U.S. Department of Agriculture, Washington, D. C.

J. L. Colom, Chief, Division of Agricultural Cooperation, Pan American Union, Washington, D. C.

M. L. Wilson, Director of Extension, U.S. Department of Agriculture, Washington, D. C.

DR. RYERSON: I think we may as well get started as we have quite a good deal to do today. Mr. Rockefeller wants to get back to his office. I think a chairman should be seen and not heard. The people here have had considerable correspondence and other material as to the purposes of this Committee. This is our first meeting. It seems well to clear the ground. It goes without saying that our reason for existence is the recognition that our relations with Latin America need considerable strengthening. Over a long period of time, we have failed to recognize the importance of better understanding with our neighbors on the American hemisphere. Now comes the time when we wish we were better understood and had better relations. This whole program isn't primarily a war or a defense measure, although it is particularly pertinent now. If it succeeds at all, it should be part and parcel of our long-time, permanent, national policy, in which education is recognized as one of the fundamental contributions. Our own contribution in agriculture is, of course, very modest, but nevertheless rather basic. If there are to be any cultural relations they have to be built on an economic base, and that means agriculture. Therefore, this committee ought to seek ways and means of better cooperation in education along agricultural lines in this country and throughout Latin America.

That will be the subject of our discussions throughout the day. I think we will change the order of the program slightly in order to let Mr. Rockefeller speak first, so that he may get away. He will discuss the program of the Coordinator.

MR. ROCKEFELLER: I apologize for speaking first on the program, which throws me out of the proper relationship with these other gentlemen; but unfortunately, I have to be back in my office at ten.

I want to say first, that I subscribe very much to the point of view expressed in your objectives, with regard to the background of our relations with other American republics. The purpose, as I see it, of our office (which was set up by the Council of National Defense), is to assist, through coordination of governmental and private efforts, in bringing about better understanding among the American republics. Now, there are a good many hurdles to overcome in this connection and probably the biggest one is language. In fact, Spanish and Portuguese are not at the present time second languages for the United States. It seems to me that

until

until they are, we are going to have difficulties in bringing about a real understanding that are going to be very hard for us to surmount. I think the same is true in the Americas as a whole. Until English is Latin America's second language, it is going to be difficult there, too. I think they are making very real strides. In this country, there is a tremendous surge toward that end, as evidenced by Vice President Wallace and these gentlemen who have taken the learning of Spanish in their stride. I think another obstacle to understanding is our reciprocal ignorance concerning each other's historical background, and cultural backgrounds, traditions, customs, and folklore. Our ties as well as Latin America's have been with Europe. While we of the Americas are close together physically, we have been culturally nearer to Europe. So there is the tremendous job of education for the schools and colleges of this country, and in Latin America, to give us the background for a more effective understanding.

Now, a tremendous number of steps are being taken, but these must be augmented to overcome both the language difficulty and the difficulty of these intellectual problems. Charles Thomson's division has done a great deal in that and has the ball rolling. We want to help him in any way we can and we want to help other groups in and out of government. We are working toward that end by keeping you informed of what is done and by helping financially where we can. The President has allocated \$3,000,000 from his defense emergency fund for that purpose.

I might add, not only the cultural field itself, but also the field of communications, as a vehicle for bringing about understanding, concern us deeply. There, too, we are getting extraordinary cooperation from private and government agencies as they touch those fields. In many cases, these agencies are stepping up their programs, not only physically but in newly orientated thinking along constructive lines, evidencing a deeper sense of responsibility.

Now, I think agriculture fits into both the commercial and cultural aspects of our program. I like your idea of not making an artificial division between agricultural and cultural relations. It seems to me we must have them both on a sound basis. It won't do any good to work on one to the exclusion of the other. In the commercial field we had an emergency problem as a result of the loss of our European markets, which is more serious in some countries than in others. I think it is largely an agricultural

problem.

problem. Steps are being taken in the government to alleviate the price situation in this field.

Then we have a long-time relationship to watch and study, in the diverse fields of agriculture. That problem is in competent hands. You gentlemen who work with the Department of Agriculture are already studying it.

Then there is the industrial side. Here we need to promote diversification of Latin American economies, raising the standard of living, helping them get on a better economic footing. The British are over here now on a mission wanting to know how they can work with us in a three-cornered relationship between the United States, South America, and the United Kingdom. Into that commercial end we have to tie the transportation problem, shipping facilities, cost of travel and transportation. There is the matter of aviation, that is coming to play such a vital part. Of course there is the question of roads and railroads, but we find on every side tremendous interest, a tremendous desire to be constructive, to contribute toward this closer relationship, toward this better understanding. Our part in it is simply one of coordination, keeping one group informed of what the other group is doing so that they can take into consideration their own problems as well as the plans and activities of others. As Dean Ryerson said, we have come to this problem late, but it is better late than never. I think that the progress that has been made, particularly during this Administration, in furthering a new point of view which has met a great response from the general public. I think it is very encouraging. The signs all point toward a real solution on a lasting basis.

I think that covers what I have to say. I didn't go into any detail, Dean Ryerson, about our organizational set-up. I can if you wish, but I am not quite sure what you want.

DR. RYERSON: It might help to take a moment or two to explain at least the skeleton of your set-up.

MR. ROCKEFELLER: I will be glad to do that. It is divided in two parts, one commercial and the other cultural. In the commercial we have the economic research division headed by Mr. Simon Hansen, who was with the Treasury as an Economic Adviser. He has at his finger tips more statistical information, more factual information

than

than anyone else. So we have our economic background and we confer with the different departments to be sure that we have as much information as there is extant. Our financial advisor, Mr. Julius Rovensky, of the Chase National Bank, advises on techniques and financial methods. Mr. Will Clayton, of Anderson, Clayton & Company, has been with us up to now. Although he has gone over to Jesse Jones as Deputy Loan Administrator, he is working still closer with us. On part time there is Mr. McClintock of the Bureau of Foreign and Domestic Commerce, who is executive secretary of the Inter-American Development Commission set up at the Lima conference. He has been working with the Defense Council since Mr. Clayton went over to the bank, in connection with their strategic material purchases. As they have to go abroad to purchase items that are not here, there are possibilities of South America from a price situation, and they have done a very effective job. We are also getting some special studies made. For instance, there is one on transportation, by William Harding of New York, who is a specialist on aviation and who has completed a study of the shipping situation. We are pulling information in from all the departments, on aviation, roads, and railroads. So we have that complete background, which is very important. The Navy is taking boats from the Mercantile Marine for supply and transport ships. They have taken about thirty-nine of the best boats so far. So it is beginning to have a very serious affect on our trade relations with South America. I can understand why they need them but we have got to maintain our trade relations. Therefore, we are investigating this question, studying each shipping line, as to what boats it has and what commodities are handled by each boat, so that if a certain boat is requested we know just what effect it will have on trade and what other boats will be available. In this way, when the Navy discusses it with the Merchant Marine they will be able to foretell what effect the transfer will have. This is a more intelligent approach. Then there is the question of tourists. We have a special man studying the development of tourist trade. He has pointed out the opportunity there of developing dollar exchange for the Latin American countries, which is vital to them now, in lieu of the loss of their European markets. The figures at the peak of the European tourist trade ran around \$500,000,000. Just think what it would mean if you got \$250,000,000 in South America at our exchange rates. Of course, that is not possible at the present time, but in the future it may be. Mexico gets \$65,000,000 a year now from tourists. That is an important factor.

factor. There is also the question of the development of aviation, working with different groups, civil pilots training program, et cetera. Then I might also mention the Inter-American Development Commission, which can be an important factor in putting into effect some of these developments. Mr. McClintock is executive secretary of that. Mr. Jones asked me to take the chairmanship and we hope to use the Commission as a vehicle for putting into operation some of the programs we have developed. Then there are the studies of this whole debt question. The falling dollar debt is effecting that whole situation, and we hope to be benefited by familiarizing ourselves with that situation.

On the cultural side our work is divided into two groups. One might be called the educational division and the other, communications. To head up communications, we were very fortunate to get Mr. James W. Young, Director of the Bureau of Foreign and Domestic Commerce. We have working under him and with him in radio, Don Francisco, who has resigned to give full time to this job. This country has eight stations broadcasting now, and with no coordinated program they may be all sending news at the same time and leave something else entirely uncovered. Then there is the question of shortwave against longwave, the number of sets, and rebroadcast of shortwave programs. It is a very complicated mechanical problem but one in the solution of which I think we can be useful by working with the companies in helping develop the right programs, and getting needful information.

With regard to movies, I want to say that Mr. Jock Whitney has resigned from his various interests and is giving full time to our program of coordinating activities of the motion picture industry. He is also working on newsreel programs. Most newsreels for Latin America require Spanish sound tracks to present the type of thing we want. Professor Haring was telling us of being down in Argentina and seeing on the screen the evacuation of refugees, followed by a beauty contest in Hollywood. The audience booed and hissed at the contrast. It was thoughtless. Of course, the rule of thumb may have been fine in the old days, but now that type of thing is very unfortunate. Our orientation has been wrong. For instance, a picture, (I think it was "Baptism by Fire"), portrayed social unrest in this country in a very effective manner, but there are certain changes that we want to get them to make so that we can send it to Latin America. Otherwise, if the Germans pick

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it up they will say "Well, there you are, there is a picture of what is going on in the United States. Democracy is shot to pieces." They did that with "Mr. Smith Goes to Washington". Here is something you have to take into consideration.

MR. RYERSON: Did "The Grapes of Wrath" get down there?

MR. ROCKEFELLER: I don't know whether that has gone down there or not.

MR. THOMSON: Yes, it was shown down there, and they said a country that is bold enough to show its defects has a lot of courage.

MR. ROCKEFELLER: On that "Baptism by Fire" you have the same reaction as in a censorship, but you get them to be conscious of the effect of their actions. Well, the same is true in the field of news. Mr. Karl Bickel, former head of the United Press is going to try bringing up Latin American news and sending our news there. On the cultural and intellectual side, we have Dr. Robert G. Caldwell, on leave of absence from M.I.T., who was our Minister to Bolivia and Portugal, speaks Portuguese and Spanish, is a very sensitive, intelligent, and effective man. He is giving attention to publications and exchange scholarships, working with the Division of Cultural Relations, to get a new orientation in the various fields so that they may become more conscious of the problem and cooperate in bringing about better understanding. Of course, the exchange of professorships is important in bringing up the men from down there and having our men go down there. We are feeling our way and looking for suggestions and advice and counsel on our programs and ready to cooperate with every agency and group in the country that is interested. As I said in the beginning, we are very anxious to work closely with you people, and we want to work out some sort of liaison, so that we may know of your program and advise with you as to the suggestions we get. In this way the whole effort in this field and the agricultural field can be tied together.

MR. RYERSON: To go back to our introductory and remarks, we would not like to get a brief picture of the part played by various agencies. We find many agencies or groups interested in this same thing. There is need to work together on a common background. Because this is a committee on agricultural education, the policy of the

Department

Department of Agriculture in Latin American relations becomes of immediate concern and I would like to have Mr. Wheeler, Director of the Office of Agricultural Relations here in the Department discuss that for a few minutes.

MR. WHEELER: I would like to start with one comment. Mr. Rockefeller spoke of the importance of Spanish becoming the second language of the United States, and I think we can say this, that Spanish is rapidly becoming the second language of the Department of Agriculture. I just learned yesterday that we have more than 100 students in our elementary Spanish course, whereas in the past year it was a problem to get as many as 15. The lady who teaches the Spanish course has quite a job compared to what she had in the past, with over a hundred students.

Well, this question of the policy of the Department of Agriculture may be very well known, but I think there are some points that should be very much stressed. It all goes back largely to the influence of Secretary Wallace who has taken an unusual interest in our relations with Latin America. This did not start just at the time the war began. I think you have before you the report of our Committee on Tropical Latin America for March 1938 in which we were talking about much the same thing as we are talking about today. A great deal of progress has been made, as can be seen from what Mr. Rockefeller said. I think the important thing from the point of view of the Department of Agriculture is to have in mind what I might call the economic problem, and as has already been said by both Dean Ryerson and Mr. Rockefeller, we should not delude ourselves into believing that we can separate the economic problem from the cultural. There is a good deal of misgiving in agricultural circles throughout our country that this business of closer relations with Latin America is a very bad thing. To them, Latin America is essentially Argentina and of course, that is a great bugaboo. They can only think of one thing: that this is going to mean a great deal of competition. There is not much of a market down there; and about all there is, is competitive agricultural products. Of course, there is a good deal of competition and it is not confined to Argentina, as a matter of fact. I remember having talked to two or three people in the last few years who had struggled with the question of the attitude of the foreign and domestic growers to the importation of Cuban vegetables, and that of the Louisiana sugar people to the question of

sugar,

sugar, production in Cuba, Santo Domingo and Peru. Those are things we have to understand and know. There is that feeling, and we have to see if there is any real basis for these misgivings or not and what we can do about it. The problem from the American point of view, is, I believe, divided into two parts. The first, we call the hemisphere surplus. There are a great many things we produce in the hemisphere in excess of hemisphere requirements, and under war conditions as they are today a large part of the markets have disappeared. I think the more serious problems probably are to be found in cotton, coffee and wheat. That includes Canada as a part of the Western Hemisphere, which it certainly is. I don't know whether this group is concerned with Canada, but I always think of Canada in this general hemisphere solidarity problem. Speaking from the Department of Agriculture's point of view, and not necessarily that of the whole government, I can say that we are awfully anxious to work out this problem of hemisphere surplus on a cooperative basis. There is a great deal of dynamite in the situation if each country tries to deal with its surplus by itself on a strictly national basis. A great deal of good which might come from agricultural education and from general cultural relations might thus be lost. I think in terms of the absolute, basic need for complete understanding of the agricultural programs and policies of each country in relation to its surplus products. There has been some advance made in this and I think we can make a great deal more. In one case, that of coffee, some tangible progress has been made toward achieving international agreement. There is so much to this surplus matter that one could say a great deal.

I just want to say this about competition. I personally have never thought that the problem was nearly so serious as many of the individual groups of producers think. I realize that the individual groups of producers are thinking of their own welfare and how much they can produce, a natural attitude on the part of those who do think this policy is to their immediate interest. But I think that the United States will continue a policy of protection. I trust it will be reasonable protection against a flood of competitive commodities in this country, and I think that this should be made clear in all discussions of the matter in the United States. There is no intention or idea of improving on the Argentine grain and putting it on the market in the United States when we already have an excess of five or six million ton ourselves. The main program, so far as the Department of Agriculture is concerned, is to see what can be done to develop the production of things

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which are really complementary, commodities which we can't produce here with reasonable efficiency. Even in that field we are going to have trouble. Take babassu oil, for instance. That is something we cannot produce in this country. It is a tropical product. Nevertheless it is a vegetable product, one that gives vegetable oil which does compete with some of our oils and even with butter. Nevertheless, there are a good many other strictly tropical products which don't have competition in the United States. We, of the Department of Agriculture, aim primarily to see if we cannot develop the production of these complementary products. We will have to make our contribution by reducing the emphasis these countries place on production of things that we are producing ourselves. There are many examples of countries in the tropics that try desperately to produce things that they are not equipped to produce such as wheat and cotton, rather than expanding production of rubber and other things which we really do want and have to import. I think we can make a contribution and we are making it in the direction of seeing that these countries put less emphasis on the things they could get from us and more on the things we would like to get from them.

Just one more word. That is the general background from the point of view of our Department's interest in the matter. On the particular question of student exchanges, which I take it is the primary interest of this committee, I can only say that it seems to me that the agricultural colleges and universities are in a position to play a very important role. As a matter of fact I happen to know that they have played an important role in the past. A great many of them have had students come up here from Latin America. I know one or two examples that have been extremely fortunate from the point of view of our relations with the foreign countries involved. Those people who studied here twenty years ago who come back from their country, representing their government in various matters, are a great deal easier to deal with than the people who have never seen this country until they are sent up here. I could cite examples of that kind. One was in the University of Georgia twenty years ago. I think there is a real meaning in it from the point of view of relations between this country and the countries of Latin America. I would not want to presume to say just how we could expand this matter and increase the contributions which the universities could make. I am sure they have done much already and it is just a question of seeing how we could do to make the work more concrete, and what would be required in the way of funds. I

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presume that is already in the picture.

MR. RYERSON: Thank you, Mr. Wheeler. The Department of State is historically and traditionally and of necessity, the department representing the United States in all phases of foreign relations. Last year, recognizing the more pressing problems of Latin America, that department created a Division of Cultural Relations to act as a direct stimulus in a renewed effort to build up the relationship that, after all, we have to depend on if we are going to have human understanding. After all, this whole problem we are talking about is an old one. It is a problem in human understanding, and Mr. Charles A. Thomson, who is in charge of that Division has given a great deal of thought and time in connection with this problem. I will ask him to discuss that Division's interest in relation to our problem.

MR. THOMSON: A diplomat is supposed to have two ways of saying nothing, one, keeping absolutely silent; two, emitting a great many words that finally add up to nothing. I shall try in a very few minutes to say a few things which are concrete. The Department of State is very happy to join the Department of Agriculture in sponsoring this committee and profiting from its counsel. The Department of State thinks that Agriculture has done an excellent job in selecting the members of this committee and our Department is very happy to be able to provide funds for the traveling expenses of the members. I think Mr. Pierson a little later will have an announcement on that detail.

The Division of Cultural Relations was set up in the Department of State about two years ago with the purpose of working toward making friends for the United States abroad, to attempt to undergird political and economic cooperation with that broad basis of understanding which is essential for continuing friendship. The Department in its program of cultural relations works, I might say, in three ways. First, the Division has certain limited, direct responsibilities. One of those is in connection with the exchange of students and professors agreed upon in the Buenos Aires Convention. That provides for the exchange annually of one professor and two graduate students or teachers between the ratifying powers; and the convention has been ratified by the United States and twelve of the other American republics. The Department has profited from the cooperation of the Office of Education in the Federal Security Agency in circularizing the colleges and universities of the country concerning these opportunities. Hundreds of applications

were

were received and through the help of an Advisory Committee which was appointed, choices were made and lists of students and professors have been sent to the Latin American countries. After some unavoidable delay inherent in governmental action, the exchange is now actually in operation. About ten Latin American students are now in the United States under this Convention. Eight United States students are in Latin America and two professors have already gone, including Professor Ashton of the Texas A. & M. He is a professor of agricultural journalism and is now in Nicaragua. He writes that the Nicaraguan Government has asked him to assist in setting up an agricultural school in that country.

In addition to the exchanges under the Convention, Congress made available a small appropriation last summer for travel grants to educational and intellectual leaders outside of the Convention. As a result of that grant, it will be possible to pay the travel expenses of perhaps thirty or thirty-five distinguished leaders to come to this country for a two or three months' period, to travel where they please and to make the contacts that will help them know the United States. In connection with their visit to this country we are planning to work out a close relationship with the colleges and universities in the United States which will extend invitations and sponsor these visits, making sure that the visitors will be well taken care of during their stay in this country. So much for the direct responsibilities of the Division.

In the second place, we are working very closely with Mr. Rockefeller. He is working on the immediate situation and the present crisis; we are concerned perhaps more with the long-time goals; not only what happens now but continuing relations during after-the-crisis period. Nevertheless, we are working very closely with Mr. Rockefeller on a great many of his present projects. I don't think I need to emphasize here that those projects will need to be integrated very closely with our Embassies and Legations in Latin America. That means that we are giving a great deal of thought and attention to this immediate program.

In the third place, the division has been working, I might say, through indirect means. It was recognized that by tradition, Federal Government in this country has left to the State and private institutions the initiative and major responsibility for education and culture. It was felt that the Department in international cultural relations

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could function in an auxiliary capacity to accelerate the activities which the private institutions have been carrying out for a long time. As an illustration, I might cite the book exhibit which was conducted in Rio, Montevideo, and Buenos Aires in the summer of 1939, in which about thirty-two of our leading publishers cooperated with our Department in providing a very comprehensive exhibit of contemporary American books. It had an attendance of about a thousand a day in Buenos Aires, and in Rio such an interest developed that the period had to be extended one week. Following the exhibit the books were donated by the publishers to the leading libraries in these three capitals. The exhibits served to make our books and our thinkers and writers much better known, and also had the effect of stimulating the commercial circulation of our books in those countries.

In the relation between the Department and private agencies, we have recognized that it is important to maintain close liaison, so a group of committees similar to the one meeting here today has grown up. We have a general advisory committee which counsels on broad questions of policy, which is made up of Dr. J. W. Studebaker, U.S. Commissioner of Education, Dr. MacLeish of the Library of Congress, Dr. Stephen Duggan, Director of the Institute of International Education, Carl H. Milam of the American Library Association, Dr. James T. Shotwell of Columbia, who is chairman of the United States Committee on International Intellectual Cooperation, Dr. Waldo Leland, Director of the American Council of Learned Societies, and Dr. Ben M. Cherrington of the University of Denver, who was formerly Chief of the Division of Cultural Relations. Then we have an advisory committee on the distribution of these professorships and scholarships. We have a Committee on the Adjustment of Foreign Students, which is giving thought to student hospitality, international houses and other means of helping them to get beyond the campus and out into American life while they are in this country. We have a Committee on Inter-American Medicine and Public Health which is working on that exceedingly important phase of exchange in cooperation with the Pan American Sanitary Bureau. A similar committee is now in process of organization in the field of engineering, sponsored by the American Engineering Council. We have had committees on music and art; and the music committee, after months of hard work, has developed a project for an Inter-American Music Center, which will be attached to the Pan American Union and financed at the outset by Mr. Rockefeller's office and later by the Carnegie Corporation.

Corporation. I might mention also that just a little less than a week ago there met in our offices at the State Department, the Latin American Committee of the Association of American Colleges. They are working on plans for developing model curricula in Latin American studies for colleges and institutions which now want to enter this field. They are asking the American Library Association to draw up sample lists of books. They are also looking into the question of student and professor exchanges. I think that gives you very briefly the picture of what we are interested in doing. I would like to close with a recognition of the importance of the statement which Dr. Ryerson made at the start. We distinctly recognize that cultural advance must rest upon economic bases. Economics in Latin America boils down in a large degree to agriculture, so we in the Department feel that this committee has an exceedingly important and fundamental contribution to make to inter-American relations.

MR. RYERSON: I think this matter in its final analysis is one of education. The Office of Education, which is charged with all educational problems and which has been working on this problem, has a vital part in our program. Dr. Kelly, Chief of the Division of Higher Education, has had long association in the Land Grant colleges and now in his present position has all the problems of higher education, the field in which we are probably most interested at the time. We should be very glad to have Dr. Kelly, as one of the members of our committee, discuss the relation of his Office to this field of interest.

DR. KELLY: Dean Ryerson, I think the committee here all know that the Office of Education has been, all through its history, a very modest sort of Bureau in the Department of the Interior, concerned essentially with the collection and dissemination of information about schools and colleges. The United States Government, I think, has always taken a very cautious attitude concerning any very influential exertion that might be put upon schools and colleges by a government agency in Washington. Schools and colleges have been recognized to be the function of States and local communities, colleges being in the main under separate boards of control, and therefore it must be understood with respect to anything the Office of Education might wish to do that it is without the ministerial influence that prevails with respect to education in most countries. What it can do, it can do almost wholly by exerting such influences through information, conferences, publication, et cetera, as seems

appropriate

appropriate for an agency without governmental authority. That is as I think it ought to be, and therefore I am not saying this in any critical spirit. I am merely saying it in explanation of the rather limited functions which the Office of Education has been disposed to try to perform. It is altogether possible that with the development in Washington of stronger agencies like the Division of Cultural Relations, for example, in the Department of State, which is a stronger recognition than formerly, of the need of just this kind of thing, it may be that the Office of Education will develop stronger influences than it has so far with respect to these matters, but that is a part of the future and I shall content myself then to tell what the Office is doing, modest as it is, in the hope that it may perform whatever functions such an office with limited responsibility ought to do.

I don't believe it is possible to separate agricultural educational problems entirely from general educational problems and so I want to speak about two or three things that are occurring in the general field. Two or three folks have spoken already about language in the schools. We believe too, that Spanish ought to become as far as possible the second language in our American schools, but we believe that first we must recognize that up to date American schools have almost no second language at all, that is to say, the use of a foreign language, and we have been devoting a lot of time in the teaching of foreign languages in our schools. I think we have to recognize that we are not taking a second language, because I don't think many of the people can take the language we are teaching in our schools and utilize it in the way we want people to utilize it in developing Latin American relations. Here is the answer, whether you all agree or not. I think we have to start with the fact that it is not a substitution of Spanish for French or German or something like that. It is a new approach to the use of language in our schools in order that it may become a functioning instrument for intercourse. Now, when you think of that, then it does become an educational problem, distinctly, in the reorganization of our whole language instruction program in the schools and colleges.

In order to do something with that problem, we have had a committee over in the office ready to call in at the appropriate time; we haven't got that far, but we are working on the problem of what we might appropriately say from the Office of Education with respect to language teaching

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in the schools. For that we think is the important thing, to get the backing of the right kind of people for a program of reorganizing language teaching in the schools. I don't think it is just a matter of substitution, I think it is something quite beyond that. That is one thing and that committee is at work.

Second, we believe that while we have, as I shall speak of a moment later, a little unit on inter-American educational relations supported by an appropriation given to the Office of Education on recommendation of the Inter-departmental Committee on Cooperation with the American Republics, that unit will have its hands full with certain studies it will wish to make, and we believe that all the divisions of the Office of Education ought to be concerned with this. We think there ought to be certain modifications in the elementary school curricula with respect to geography teaching and social science teaching having to do with more faithful representation of what our young people ought to know of Latin American history, et cetera. So, we want to get our elementary school division of the Office interested, and then, our secondary and our foreign school divisions. Therefore, we have set up a committee representing these several divisions in the office to work on a program that this little unit on inter-American educational relations ought to have, so that this unit can operate in cooperation with or in a sense through people in elementary education, secondary education, higher education, and the like, and particularly rural education, to bring about in their studies and in their reports something that will recognize all the phases of the program in this field of inter-American educational relations.

Then, the third thing I shall speak of, and this is the last. This little unit on inter-American relations will have in it one specialist dealing with inter-American cultural relations. I think you may be interested to know who has finally agreed to accept that post. It is Dean John Patterson of the American University, who came to this city three years ago to head up a Latin American unit in American University. He believes this sufficiently important to be developed in the government, and he is willing to transfer and take charge of this unit of ours in the Office of Education. In addition to that we will have room for a junior worker and a clerk-stenographer and that is all we can have under the present set-up. They will be at work in helping to administer this program and the Buenos Aires Convention on interchange of students and professors. They would try to stimulate all these things through the Office of Education, in connection with modifying curricula, courses

of

of study, particularly this language instruction business, and things of that sort. That will be a sort of spearhead with which we hope to get an office-wide interest in this problem, spreading out through the elementary and secondary schools of the country. So much for that, outside of agriculture.

Now, in agriculture we have just one possible official connection. The funds to the colleges of agriculture for instruction--aside from research and extension services--are distributed through the Office of Education. Those funds amount approximately to just a little over \$5,000,000 a year. The Office of Education has traditionally assumed the attitude that we were a distributing agent with respect to that fund, but relatively little of a supervisory agent. There again, we have not thought that it was wise for the Federal Government to assume that merely because it distributed the money to these colleges of agriculture, that it was able to do much in the way of supervision of their educational programs. I don't mean to say that the colleges of agriculture would not welcome any suggestion that might be made with respect to the belief that the educational program should emphasize something more than it does or less than it does, but I think anything that savored of a supervisory or administrative, controlling voice would be resisted in the colleges of agriculture and from my point of view I think rightly so. I don't want to speak as though I don't believe in that, but I am just calling attention to the fact that we would be limited in what we could appropriately do in modifying curricula that are partly subsidized by this \$5,000,000 fund, if we undertook to do anything more than in the appropriate cooperative fashion, or suggest anything they might do to better bring about these good results between us and Latin American countries. Having said that, I think we ought to say on the other side that the colleges of agriculture are recognizing, if I may judge the sentiment rightly, that they must not remain indifferent to this problem and that they must begin to modify their instructional offerings in such a way as to bring about this sort of thing. For example, here is the Department of Agriculture in Washington, in a sense the right arm of these colleges of agriculture, showing such a tremendous influence and concern about the development of our relations with the Latin American countries, acknowledging almost in every breath that there is an educational problem, and therefore, these colleges of agriculture, responsive as they generally are to such an interest as that, are bound to take such steps as seem appropriate to bring about an educational program that will be appropriate for them. Now, I

think

think we will go slowly. You and I would say it ought to go faster, but colleges of that sort cannot move too fast and we must be patient about it; but nevertheless they will move. Now I don't want to go into too much detail about that--I think I have spoken too long--but I want you to know this as my primary thought. First, there will be courses for the development of leaders in movements having to do with the exchange of information and the development of an agricultural give-and-take among the American countries. Then too, I think there will also be considerable interest in the research aspects of this work. I hope this will be taken up by somebody else in the Department of Agriculture, because I believe it to be one of the main ways in which we can secure the development of those products in Latin American countries which we wish to have them develop for the mutual interest of all of us. They probably need a great deal of scientific work done on them and I think we could assist in that through our bureaus of research in agricultural colleges as well as in the Department of Agriculture. Then, of course, I think too that this whole business of adult education that is carried on in the agricultural colleges through their extension services ought to be known of within each State. Here is a service largely supported by Federal funds and the Federal Government is interested in the spread of that kind of thing elsewhere. I think there ought to be some way in which the States can come to feel that this does not have to be limited to just the services within the State. The Federal Government says the land grant colleges have a wider function to perform than just in their own State. In disseminating the important leaflets, for example, that they send to their agriculturists in their one State, I think our agricultural colleges might also translate them into Spanish and Portuguese and send them out into the Latin American countries as a service that will be welcomed by them.

Well, I have already said too much because that is not really my function, but I do think the Office of Education stands ready to do anything it can in its very limited scope and limited function to assist in this matter. It takes seriously the fact that this job is an educational job, I mean the job of inter-American relations is essentially an educational job and we want to assist in any way we can in anything that you think it important for us to do.

MR. RYERSON: This problem is always one of very many different plans. Before we take up one of the obvious ones, one in which work is already going forward, on exchange of

students

students and professors, are there any special points of discussion or questions on the general background that we have had so far this morning before we take some of the more definite problems relating to agriculture and agricultural education for discussion. A number of these things will come up in connection with the discussion along the way, but let us have now any special questions at this point before we proceed from the general to the definite-- is that good educational procedure, Dr. Kelly?

DR. KELLY: Yes.

MR. RYERSON: Of course, when we come to the general picture, and as has been pointed out, agriculture is only one part of it, we are attempting to change a whole point of view or establish one where none exists, regarding our Latin American relations. Technically, agriculture is a part that we are concerned with, but it cannot be separated from the question of language and history and geography if we are going to meet the responsibility and have a complete picture. Agriculture itself is traditional in these countries and based a good deal on historical facts and developments and geographical exploration, but if we get off into that, we could go on for several days on that before we got to technical agriculture. Granting the needs of development along these other avenues of education (and we may have some recommendations to make on that that will strengthen Dr. Kelly's hand in the Office of Education regarding this unit of which he speaks, which is small but which should be much larger if it is going to meet even some of the things we may ask) perhaps at this point we had better get down to agriculture, and I am hoping some other committees will discuss these things that we are interested in and which have a direct bearing. Of course, we are bringing up the problem of making Spanish for our own second language and English that of Latin America.)

One of the problems that immediately comes up in discussing agricultural education is where are you going to do it and where are you going to begin. Through the Convention already mentioned, exchange of students and professors has already been provided for and something is being done, so that seemed a fair place for us to try to get a hold on this problem. Our Committee deals with agricultural education. There is no limitation on it, whether it be primary, secondary, collegiate, or graduate, and ultimately we should probably study the whole problem.

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One of our best opportunities at the start is on the collegiate level since scholarships and fellowships have already been provided there. At least one professor of agriculture from Texas A. and M. is already working in one of the Latin American countries. We asked Dr. Bressman, Dr. Kelly's office, and others here in Washington, to cooperate in getting together some information about institutions in this country and in Latin American countries where agriculture was being taught and where in this country courses are available as a special field to Latin American students. I think at this point we might distribute the results of the questionnaire to land grant colleges indicating what emphasis is being placed, what restrictions there might be, and to give us a little picture of what is going on in our own institutions at this time. The results as indicated by the replies and as summarized are rather interesting. Out of thirty-nine answering, there were sixteen that had courses available that would attract Latin American students. Twenty-one reported they had none.

MR. THOMSON: May I ask how that was defined, how would you define courses that would attract Latin American students?

MR. GREEN: It was not defined; it was asked in that way so that colleges themselves had to define just what they meant.

MR. THOMSON: What type of courses would be included in the answer "yes", do you think?

MR. GREEN: Specialized courses in the agricultural field that would be of interest to Latin Americans.

MR. THOMSON: Would that be principally tropical agriculture or others?

MR. RYERSON: Quite a range of temperate subjects are a large part of Latin American agronomy, such as irrigation.

DR. BRESSMAN: As I remember, they did list some of these things like irrigation and some on tropical agriculture. This was a very brief thing that Mr. Cooper suggested he could send out to get very broad information. I think Dr. Kelly has made a more detailed study of this.

DR. KELLY:

DR. KELLY: I am sorry to say that I came away this morning without it. I have to go back at one, and I will bring it back after lunch. I can tell you now what it is. We did send out at the suggestion of Dr. Bressman for this Committee, a set of questions in which we asked about the extent of language teaching of Spanish and Portuguese in each of these colleges and whether they did have courses in about eight things, courses in Latin American history and Latin American geography, anthropology that concerned particularly Latin America, et cetera. We listed about eight or ten of those and then we asked for the number of credit hours and the number of students enrolled in them. We have answers from those and I can bring them to you this afternoon.

DR. BRESSMAN: Our interest was more in the general agricultural rather than the language field; and we thought we could get some broad background and particularly answer that question 4 in which we were primarily interested, so as to be in a better position to ask Dr. Kelly what we wanted. In other words, this was a very broad, very general thing that we hoped we could get quickly. The last replies have come in during the past few days, and I think the other nine will come along soon. Does that answer your question?

MR. THOMSON: Yes.

MR. RYERSON: These really represent the agricultural courses, whereas the questionnaire of Dr. Kelly was more general and would appeal to them from all the educational angles.

MR. THOMSON: Of course, courses in Latin American history would not be of interest to Latin American students.

DR. KELLY: Our concern was primarily the other things: what are we doing in the schools here to acquaint our people with what they ought to know about Latin American countries?

MR. LEE: Dr. Bressman, regarding this No. 1 here, the idea conveyed by that question, I think, was "What courses have you set up especially for Latin American students?" Wasn't that it?

DR. BRESSMAN: Yes, I think so. This thing was gotten out very quickly and very generally and as the replies come in and the discussion comes up we find out really how they should have been listed and stated. Mr. Green has all the

replies

replies here on a large sheet, tabulating various things, so that if you are interested in any particular college, it would be worth while bringing up. He has the reply and can give it. The cooperation was excellent. One day not long ago we got thirty-nine replies. I think there was just one sour note in the whole thing, which is unusual. If you spread four questions around to about fifty different places and get a genuine interest and cooperative spirit in all spots except one, I think it is pretty good. You might be interested in that.

MR. LEE: I want to say that Louisiana's reply is not in there because it came in too late, but I will give it to you.

MR. RYERSON: I was just going to call on you. In discussing this, going in the first place from the general to the concrete, two members of our committee come from institutions--and I guess I could include ours in that too--especially interested in Latin American students. We get a great many out our way. I was going to ask Dean Lee and Dean Hume to discuss what they are doing there at institutions where many Latin American students come and where they are getting specific things in agriculture and where the background as a whole outside of agriculture is congenial. Dr. Lee, could you give a picture of your work there in Louisiana State?

DR. LEE: I want to say this. As a member of the Committee on Latin American Relations I asked our executive secretary of Latin American relations (we established a Division of Latin American Relations at Louisiana State), to get up some statistics as to what we are really doing. We have incomplete figures as of October 31, 1940, showing 122 Latin American students. I have the names of the countries: Argentina, Brazil, Colombia, Costa Rica, Cuba, Guatemala, Panama, Honduras, Puerto Rico, Mexico, the Dominican Republic, and Venezuela. Those countries are all represented there.

MR. PIERSON: Where do the bulk of them come from?

DR. LEE: There are two from Argentina, two from Brazil, four from Colombia, seven from Costa Rica, eighteen from Cuba, that is the next highest; fifty-five from Puerto Rico. The next is nine from Panama, eight from Honduras, five from Mexico, three from Guatemala, and one each from the Dominican Republic and Venezuela. Now, Dr. Kelly, you

were

were discussing courses given for both Latin American college students and also American college students. We have courses in Portuguese and Spanish, but this course in Portuguese is naturally an elementary course. Then we have social science. The committee of our university has adopted this as a basis, that before we can educate other people we have to educate ourselves on the background of the Latin American people. We have two courses in social science, one in Latin American history and one in Latin American governmental affairs. That is general education of course. Of course, we have numerous courses in Spanish and one in business administration. Now this business administration course is a course primarily on Latin American economics and given by Dr. Bradbury who was born and reared in Mexico City. We publish a pamphlet giving a digest of all of this work. In addition to that, Secretary Wallace was in Baton Rouge two years ago and he became more or less interested in this whole program. Of course, we had been interested in it before, but had made no special effort to attract students from Latin America before the conference with the Secretary. I afterwards came to Washington and he and I went over to the State Department and met Mr. Pattee and Under Secretary Welles. I spent two days here at that time, and I went back and then Mr. Pattee and Mr. Norris, Mr. Pattee representing the State Department and Mr. Norris the Department of Agriculture, Mr. Clements and another gentleman came to Baton Rouge and spent a couple days with us, and we outlined at that time a curriculum for Latin American students as well as American students, and I have that curriculum. That was two years ago, and that is carried at the present time in the catalog of the university.

You might be interested to know that we particularly go into economics and sociology and into the technical fields of agriculture, with physics, chemistry, and zoology, as a background. Then we go into the major and minor programs. We have at the present time twelve Latin American students in the college of agriculture for this session. Now, we have been marking time on this program more or less in the last year until this past summer. The Committee became very active again and the Board of Supervisors has become interested. The President of the University is very much interested and of course, we deal with the consular representatives of these Latin American countries. There are many such representatives in New Orleans. Of course, as you perhaps know, New Orleans and Southern Louisiana have a Latin American background. A lot of Latin American people live there. So we are going to begin the construction on January 4th of a Pan American House on the campus. They

haven't

haven't decided, but I imagine it will house about half Latin American students and half American students, so as to bring together the American students and the Latin American students. We find that unless they are brought together in a social way as well as in an official capacity, they do not become friends and they are not integrated properly. I think a good many social functions will take place at that house. In other words, it will be the center on the campus for all Latin American students and that is about what we have done up to the present time. Of course, we have had at the University quite a number of Latin American students in years past, and we have gone as high as 160 students or more for a year. I have a list of practically all the Latin American students who have graduated during the last twenty or thirty years. Most of them are leaders in their countries as far as agriculture is concerned. Some of them have gone into public affairs in their respective State Departments. Mr. Chairman, that is briefly what we are doing and have done.

MR. RYERSON: Then we will come back to one or two specific questions on which I will ask Dr. Hume of Florida to speak. I know they have done special work in agriculture. He has had the support of Dr. Tigert in that, and they have gone ahead with the program.

DR. HUME: Something like ten years ago we set up an Institute of Inter-American Affairs and this has functioned along the lines of what we were discussing. At the present time we have I think, eighteen students from Latin American countries, of whom six are in the College of Agriculture. We have not found it necessary or believed it was worth while to set up a particular curriculum because of the very definite relationship of our own agricultural set-up to that of the South American countries. For instance, there are courses in citrus fruit culture as you have them in California, and some tropical and sub-tropical fruits, and the tropical agricultural products, which are a part of our general set-up; but we have done this instead of departmentalizing the work entirely for the South American students. We have cut across all the departments, so that instead of a man majoring in horticulture and agronomy or soils, he may take a course that cuts across all of those. In handling students at the university we have undertaken to treat them no differently from what we treat our own students. They come to us just as other students who come from the State or from other States. We have set aside in the dormitory a particular section and each South American student is given an American student as his roommate. These two live

together

together. We have undertaken to have them participate in the university government and in all the functions of the university just as our own students do. Now, there is no distinction, and on the whole there exists within the university a very democratic system of government. I believe that this has been one of the things that has very definitely worked out. In other words, they have gotten an insight into our way of handling things on a very democratic basis. I think perhaps that is about all I have to say at the moment.

However, I am very much impressed with this fact in Dr. Kelly's discussion, that one of the difficulties we have in the whole of the South American set-up is the need for elementary background. Now agriculture in the United States has made tremendous advances. Possibly it stands at the top of agriculture in the world, and we think of that as having been brought about by the agricultural colleges and experiment stations. Of course, they have had a tremendous part in that general work, but we must not forget that our elementary and our secondary education have also had a tremendous part. You cannot get advanced agriculture into a head that has no basis for it. We must not overlook that part. In that whole educational set-up as related to the South American countries, cognizance must be taken of the backwardness of the elementary set-up. Now there is one thing that is left out of the agenda and that is--the United States side of the Latin American set-up. I was very much impressed by the statement made by Dr. Atwood, director of our Institute of Inter-American Affairs, that down in Guatemala he found one American student, but there were sixteen Germans. Enough said. We need to get our own people into South America and people with the right sort of attitude and the right sort of knowledge and the right sort of background, so that those people may make contacts with us through those channels and not regard us as strange individuals when they arrive, as most of our tourists are regarded.

MR. RYERSON: Before asking Dr. Barbour to speak I think I may inject our own experience, because it is the last of the land grant schools of agriculture. My own experience comes largely from one campus. We are strung out on seven campuses in California, on four of which agriculture is taught. In Berkeley we have an International House set up under the Rockefeller Foundation, we have a great many Latin American students in all fields. I don't know the total number in agriculture. We have agricultural students in Berkeley and U.C.L.A. and our own campus at

Davis,

Davis, and graduate students and special students at Riverside. Now, at Davis, we have one feature of the work which touches on this general elementary education and helps us out where it may not help other colleges of agriculture. We have a short, non-degree curriculum, so-called. It is our experience in common with everyone else, that the students come poorly prepared from the point of view of language to begin with. Secondly, they lack the technical background to take a collegiate course. In common with collegiate work elsewhere our courses are tightening up. I think the Bachelor's degree in the university today is about what the Master's was when I was a student, and the Master's degree through oral examination, like the Doctor's was then, but it has tightened up and the four-year course is rapidly becoming a five-year course in agriculture. It has long been known in Berkeley that we have a four-year engineering course in the catalog, but, just try to make it in four years. Forestry is five years. It is going to be harder than ever for agricultural students to take up technical agriculture without preparation, for which so many are inadequately prepared. This year we have sixteen students from Latin America on the Davis campus, representing eight countries. I checked with the registrars before I came, to find the distribution. There are only two taking the regular degree work and two in combination, which means generally they will take two degree courses, and twelve of them are out and out non-degree. That is all they are capable of doing, and they will have a pretty tough time, but that gives us an out when they come up and want to enter the college of agriculture, without offending them. It is a ticklish question, as all of you know. You say, "Well, the problem is that you are not going to stay here four years. This is a two-year course and you can get along better. You can stay here and take English while you are doing it, and take a non-degree." So that helps out a great deal if we are going to take care of very many of them, because they are not all qualified to do collegiate work. They want some kind of certificate, preferably a degree; and our institutions of course, are not going to lower their standards to give a degree to accommodate them. So we give a certificate at the end of a two-year course. The junior colleges are up against this same terminal certificate business. They call it an "associate in art." We call ours an "associate in science." It gives some terminal indication that they have been at the University of California; so that we are meeting it that way. We haven't put in many special courses to attract them. Ours is pretty much an

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arid agriculture, some of it sub-tropical, and irrigation is a fundamental problem. We get many of them because of our work in irrigation. We have a Spanish background in California, which brings some, but as has been touched on again and again and in talking with Dr. Duggan on our problem of picking students, English language and training is a fundamental of agricultural education. Some of the Latin American students live in our dormitories. Quite a number are living with faculty members, which I think is very fortunate. We have an international forum, which is a students' organization that brings together all the foreign students. Professor John W. Gilmore has that under his wing. He has had experience in Latin America and China and was the first President of the University of Hawaii. He handles that angle very well. In looking ahead on this, we have provided additional facilities for all of our students. We are not going out actively to induce students from Latin America to come in, as has already been touched upon here in one of the questionnaires. With regard to restrictions, our non-resident fee is high, although it is not as high as some of those reported, I find. I thought we are rather rough on them. Ours is \$75.00 a semester, that is \$150.00 a year. That applies to anyone, foreign or out of the State. That brings up quite an exchange problem, so if we and other institutions are going to take care of any considerable number, the question of fellowships and scholarships will come up.

In the time remaining, we have various reports to hear. We have done considerable general discussion, most of it off the record. Now, to come back to this problem that is raised in B at the top of the page, "Is there any need for special adjustment of courses for students from the other American republics?" We discussed the second point under that to some extent, as to language, history, geography, agriculture and mechanical arts. Dean Hume pointed out that his institution has no special courses for Latin American students. The question of whether we should attempt to put in at all courses different from the restricted curriculum that our own students would take, will tie in with the later discussion on an Institute of Tropical Agriculture or other institutes that would deal with strictly tropical crops in those regions rather than on the mainland.

DEAN HUME: There is one great difficulty, Dean Ryerson, that comes into this matter of additional courses. That is the very small number of takings. Generally speaking, we are almost forced to abandon certain classes each year because

there

there are not enough students for them. If you are offering these special courses for South American students, then you are running into this same difficulty.

DR. CALDWELL: We are experimenting at Tech in a special course in English, not exclusively for Latin American students, along the line of basic English. This is a substitute for the ordinary freshman English, approaching the whole subject from a different point of view. That course has about eighteen or twenty students who would otherwise get along rather poorly in an ordinary English course. We are trying to give them the advantage of an English course that they can benefit from. The last time I was up at Tech they told me it was going over rather successfully, that they were very much interested in basic English; and the course over at Harvard deals with the same problem. It is an interesting experiment, at least.

DR. HUME: That would take in a young Hindu or a young Japanese or Chinese?

DR. CALDWELL: Any student who does not have command of English when he gets there. These foreign students are very well selected for scholarship in their country. We found that a great many of the Latin American students were failing not because they were poor in scholarship but because they didn't understand English. This year we are treating them as a special case and giving them full credit for that course. There is complete elasticity. The instructor can experiment in any direction he cares to. He is building up there with the type of highly specialized students we get. I am rather interested in the way that experiment works out, and how that sort of thing might be helpful.

DR. HUME: We have a course that is based on the three general uses of the English language: speaking, writing and reading.

DR. CALDWELL: This course of ours is limited quite definitely to basic English. On that resolution (no. 2) passed a moment ago, I want to make one suggestion. If the resolution goes to a Latin American country, could you say you prefer an examination by an American physician? Or it might be re-worded by specifying by a physician preferably connected with the Rockefeller Foundation or the United States Public Health Service.

DR. BARBOUR: It wants a lot of re-wording. A reason should be given, as making it more easy for American

physicians

physicians here to interpret the facts in terms of our usage.

MR. THOMSON: Why not say "all exchange students?" Ours going down there should have a sound health examination, too.

DR. RYERSON: And refer to the same agencies.

DEAN HUME: It might be pointed out this is a usual entrance requirement for our own student body.

DR. BRESSMAN: Dean Caldwell talked about English. While we were making agricultural surveys in Colombia and Paraguay I spoke to several agricultural students who had been here studying and they told me that the lecture system that we have--and I think all educators realize it is a bad system of education--is the one thing that causes them the greatest difficulty but that they get a lot out of the laboratory courses in the first year. I remember one Colombian student who was at Cornell. He became a very good student and went up to get a Master's degree in one year. He said that in the lecture courses that whole year they talked very rapidly and quickly and he got nothing out of it, that it was as if he were in a sawmill. Yet he speaks very good English. They were a little too polite to ask him to step out, but he said he would have been very much better off if he had taken the laboratory courses. He took the lecture courses the second year and got a great deal out of them. He turned out to be a very good student and now is handling a half-million dollar plant-disease project. He said it was just nip and tuck day after day whether he would give up and go home because of these lecture courses; but the laboratory course gave him so much that he stayed on. Haven't you discussed orientation courses in connection with your other committees, Mr. Thomson?

MR. THOMSON: Yes, I think the University of Michigan has given some thought to setting up some sort of summer course for students when they arrive in this country which would give them English and perhaps other courses to prepare them to go into the fall classes.

DEAN RYERSON: Of course this orientation work is something growing at all our institutions for our own students. We can put in a compulsory course for non-degree, non-degree being a very convenient laboratory in the university to try

out

out a lot of things that don't have to go into the regular course.

DR. HUME: It has been my observation that these Latin American students are pretty well oriented when they get here, at least in their own minds.

DR. RYERSON: But the freshmen as we get them, don't know how to use a library and the other things about an institution. We also find we have not gone as far as our neighboring institutions in the State on tests of various kinds, but we have tried out two or three of them, particularly the reading tests. I don't know if our Latin American students have trouble with our courses because of lack of reading ability like our own students. They get very poor marks, some of them. It is not a matter of intelligence; they have to learn to read. We have to give them specialized instruction. I don't know where they have been. A number of them simply cannot read and so they fail, not from lack of ability at all. All of them go through this course.

MR. THOMSON: I should like to ask, Mr. Chairman, if any members of this group know of an institution which has attempted an orientation course in United States history and civilization for students from foreign countries.

DR. BARBOUR: Compulsory?

MR. THOMSON: Not necessarily.

DR. KELLY: I wonder if I may raise a question about your suggestion on the top of Page 2 about the special adjustment of courses. I wonder if that isn't a part of a larger question that we ought to discuss. Ought we to advocate a closer control, for all institutions,--let's say agricultural colleges now, because we are talking about agricultural colleges--that all agricultural colleges as far as possible, undertake the kind of adjustment we are talking about to make their services more available to these Latin American students; or ought we to think of a scheme in which some of the institutions will fit into that particularly and thus avoid what Professor Hume says, with regard to special courses for which there are only three or four students. If you had fifteen or twenty it would be a different matter and you could undertake to spread it out over all of them. We have relatively few institutions for this type of thing. Such courses will

have

have some advantages, but on the other hand will complicate the actual administration of the program a good deal if all institutions were to attempt doing this thing for the relatively few students in each one. I am raising the question whether we, as a committee, ought to take the position that we want to get all the agricultural colleges to interest themselves in this program and thus spread it out as far as we possibly can all over the country, or whether we ought instead to take the position that we would like to see the work spread here and there, wherever it can best be done, assuming it can be done most effectively in a relatively small number of institutions. Isn't that really the approach to the question you have stated at the top of the page rather than to say is there need for special adjustment? Of course, that is the way it must take form, but what ought to be our attitude as a committee toward that problem?

DR. BRESSMAN: That is Question A just before that, "At which institution is it desirable to encourage students from the other American republics to work?" That has not been answered.

DEAN RYERSON: We don't want to look at agriculture too much as a purely agricultural problem. If the experience in Latin America is like our own, many go through agricultural colleges and do not stay in agriculture at all. They become leaders in other lines of endeavor. It is all right to be educating along agricultural lines, but education comes first. Many of these students, particularly in strictly agricultural courses such as entomology, plant pathology, agricultural economics, could go to northern institutions, even away up in New England beyond Harvard, and get just as good courses, just as good training in plant pathology as they can in those of yours in the southern area that do have these other courses on our own agriculture; but this is part of the program to better Latin American relations and understanding, and the more institutions we can have working on it in this country, the better it is going to be for ourselves in spreading this out and having these Latin American contacts in as many institutions as possible. Then there are many institutions peculiarly adapted to specific fields. For instance, if they are going to study cane sugar manufacture, there is only one institution, Louisiana; for citrus work, they can go to Florida, Texas, California or perhaps to Louisiana. If they are going to take animal husbandry there are several places. On the other hand, for the more general things in agriculture, they could go almost any place. Cornell and Penn State have long had

many

many Latin American students. My own personal opinion is that, from the point of view of the program as a whole, we could have far greater support by spreading it over the country; but we don't want these Latin American students returning with a background of the United States limited to the southern portion of it, as fine as that impression might be. If they are going to understand the United States and like our people, we want them to understand the problems of the American people as a whole, not just those of the Pacific coast, the South, the North, or the Midwest. We are still too much like that as a people ourselves. Yet, it seems to me if this program is to further better understanding in terms of agriculture, the more widely we could spread it, the better it would be. That is my own personal slant on it.

DR. BRESSMAN: As a basis of discussion--not that I disagree with the chairman--I might cite the other side of the story with a specific example. When I went to Colombia, the Director of Agriculture there was a graduate of Pullman, Washington, (rather a long way from Colombia), and if you know the palouse country of Pullman you know you would not find much of that sort of condition in the Andes and the coast line of Colombia. I think he had a very direct effect on what they were doing. Of sixty agronomists in Colombia, not one of them knew the first thing of tropical agriculture, not even sugar cane. Mr. Atherton Lee is director of our station at Mayaguez. He is a pretty good sugar technologist and tells me they are growing the variety that Christopher Columbus brought over and producing about half the yield of sugar, getting about half the sugar percentage they should. The mills were so bad they were getting about half the sugar out. But getting away from the sugar thing, here is an effect you could see rather directly, because in the last few years Colombia has opened an experiment station directly devoted to growing wheat. I feel strongly if that man had been trained somewhere else than Pullman he would not be so much interested in wheat. They are growing wheat behind a tariff wall with a return of about \$3.00 a bushel. (That is the price of wheat). I think that man is having a very direct effect on the whole Department of Agriculture, because the Ministers of Economy and Foreign Affairs, being lawyers, have to take the word of the trained men regarding what the situation is; and they have a very direct Pullman, Washington influence on that spot. That shows what is coming out of some of our strictly temperate zone agricultural colleges.

DEAN LEE;

DEAN LEE: Mr. Chairman, going back to No. 2, B-2 on page 2 here, under the supplementary subjects, such as language, et cetera. I was interested in what Dr. Caldwell said they were doing at M.I.T. Every student who comes to our institution is given an English test. Those who show ability to go on, are put into one class. Those who don't, are given this fundamental English, (English grammar, writing and reading). Practically everyone of the Latin American students is put in there. They organize a supplementary class in addition to the regular class for conversational English and are given special consideration. Now this is the first year they have tried this. I don't know now it is coming out, (I haven't looked into it), but we are trying to help those youngsters because one of their limitations is this language difficulty. This, of course, would be so with us too if we would go down there.

DEAN HUME: It is doing two things, learning the language and taking courses of study at the same time.

DR. CALDWELL: We were very careful in planning the supplementary course and we cut loose from ordinary requirements, understanding that this is a different situation. All standards break down for ordinary freshman English. We started with that as a beginning and measured students against each other. It is apparently working out very well. They are making a great deal more progress than a similar group made last year where they got a little instruction from the instructor.

DEAN LEE: That language difficulty is one of the hurdles they would have to get over.

MR. THOMSON: I would like to see a little more discussion of point A, Mr. Chairman. As Dr. Kelly pointed out, I don't know if this group can arrive at any conclusion, but I think it would be very interesting.

DR. BRESSMAN: We have two points of view here now.

MR. THOMSON: Two points of view which are not hanging together.

DR. BRESSMAN: To carry it out a little further, I have always felt strongly that we should not actively discourage students from going to any particular agricultural college in the United States. On the other hand, I think we should encourage certain colleges favorably located from the

standpoint

standpoint of assisting in our general complementary product program, to offer services that would attract students. I think the initiative, however, will have to come from the specific institution. Take the University of Louisiana as an example. They are creating such services and facilities. I think their sphere of influence will grow regardless of what our Committee might do, but this Committee should be helpful wherever possible where such moves are being made. I think they are all to the good and are going to help us in this general problem by putting a lot of money and effort and time into it. At the same time, we should not discourage other institutions that want to take part. I don't think they will ever get very large unless they have something to offer in the way of sugar technique or specific things that are of value, such as citrus.

DEAN LEE: Mr. Chairman, I attended Iowa State College, and a freshman agricultural student came in to chemistry class one day. I heard this freshman talking with the Professor in charge. He said: "Now this chemistry, this is a general thing and there isn't anything practical about it. It is just a general factual program." The Professor told him, "Well, you will find that this is very practical later in life. The things that underly this whole science of agriculture are chemistry, botany, zoology, physics, and other sciences. You have to have a background of education of facts from which you can make conclusions when you get up a little bit further." So that is the way I look at this question: "At which institution is it desirable to encourage students from the other American republics to work?" I think all institutions can make a distinct contribution in these fundamentals, such as pathology and the fundamentals of soils. Now when it comes to the study of a specific crop, some institutions are better equipped than others; but when it comes to the fundamental work underlying these things, I think all the institutions can make distinct contributions. We have very little citrus in Louisiana, although we have some. In the extreme southern portion of the State we do some citrus work, but I think probably some other institution would be better able to give work pertaining to that particular product than we are. When it comes to sugar cane and things of that kind, no doubt we could give more specific work than anybody else. So you have to get beyond fundamentals before you can think of specialized colleges.

DR. KELLY:

DR. KELLY: Do you think that where there are only three or four Latin American students nothing can be done for them such as building a house or providing a proper relationship with other students?

DEAN LEE: It can be done better for a larger number.

DR. KELLY: Are these special adaptation programs or adjustments made in the living conditions of students important enough to concentrate in a relatively few institutions, or does the scattering of them help to take care of the problem? Sometimes it turns out that where an institution has only three or four students, they are normally absorbed. They don't need special attention. It is only when you get one hundred that comes to be a problem.

DR. LEE: If you are looking at it from the standpoint of the whole program, rather than just the agricultural, I think you are correct. I don't think an institution could justify making these more or less costly preparations for just a few. I think they would have to have fifty or more students.

DR. KELLY: I think that is the side of the question that relates to the part that underlies the strictly technical phases of agriculture, not only for agricultural students but for everybody coming up here, and I think the issue is one of rather fundamental importance. Is it a good thing to try to get these people scattered as far as possible through the American colleges on the one side, or is it better to try to get enough colleges to make special adjustments in order that they may be prepared to give the best impression about the United States?

DEAN LEE: From that standpoint, I doubt seriously whether the institutions could afford to put very much money into that thing for even twenty-five students.

DR. BARBOUR: I have noticed in Cambridge that there has been a tendency in Latin American students to group themselves together and see perhaps too much of each other, meet together, dine together, room together, and talk Spanish or Portuguese together. That is a difficult thing to break up, unless we have some system like yours, where there is a dormitory with an American roommate.

DEAN HUME: In other words, they mingle with the student body and are one of them, on exactly the same basis as a student coming from the next county.

DR. KELLY:

DR. KELLY: Suppose that, for example, you didn't have an Institute of Inter-American Affairs as you do have there. Do you think that a system could be worked out whereby those young people feel that they mean something to Florida? I think the foreign students do have a pretty hard time in these institutions. It is hard for them to adjust themselves.

DEAN LEE: We find that they organize. We have two fraternities there with their own rented houses. We are trying to get away from that as much as possible. Of course, we haven't adequate dormitory facilities to take care of them. This Pan-American House is one way of doing that.

DR. BRESSMAN: To throw out another example that has come to me second-hand: I have heard from two or three sources, that there were ten Brazilian students who came up here this year. They didn't speak English very well and were here in Washington a few months before they were going to the various institutions. I understand those in charge separated them widely, put them by themselves so that they could get the language more quickly. They saw the advantage of isolation and separation from the other students. For a while it was hard, but I imagine they picked up English much better by not having the opportunity to talk Portuguese. There are two ways of approaching it; one making it very hard, which they chose to do, and the other, which would make it much easier for them. All of them could have gone to one house or hotel and had a good time, but they didn't, they split up and did it the hard way.

MR. PIERSON: Listening to this discussion as a layman, it seems to me some agricultural colleges don't attract very many Latin American students. This might be the crux of the problem. Such colleges perhaps don't pay very much attention to Latin American students, and probably the one who went to Pullman did not get special advice from his dean. I was wondering if there could be some way the problem could be better brought in a definite way to the attention of colleges which normally attract only a few Latin American students, so that they could somehow be induced to give each case separate consideration. Perhaps they would find a student is getting off the track, or taking something that might be uneconomic later on. He would be given guidance. The college authorities would say, for instance, "Why don't you shift to such and such a school where you will get a course which will aid you later on, which will aid in the development of your country?"

DR. RYERSON:

DR. RYERSON: That might be taken up in the general discussion. A certain college may not be interested in attracting students, but they turn up on their own. They have known someone who went to that institution. Maybe that is the only one they have heard about.

DR. LEE: May I ask a question under this "A"? Is this just a committee that is to discuss this question or can we make recommendations one way or another in regard to these institutions?

DR. RYERSON: I assume it is our function to make recommendations on these problems that come up.

DR. BRESSMAN: I think the Committee can have influence on what is going to happen either directly or indirectly in a great many cases. There is no question about that.

DR. BARBOUR: We might stress the advisability of the Latin American student seeking adequate advice as to the institution which is most able to give him the specific instruction he needs. Our recommendations might be gotten into the publication of the Pan American Union and given some circulation that way. Or, they might go through the State Department and our legations. We could say it has come to our notice that students are getting unsatisfactory service because they go into institutions which are not the best equipped to provide for their needs. We might indicate what organizations are available to give advice so that they could save money and avoid disappointment by intelligent choice of a college.

MR. THOMSON: There are really two phases of the problem. One, you might call the non-technical or non-professional--the problem of giving the foreign student courses which he needs to adjust himself; and, second, there is the technical problem of giving him the best course of agricultural training to help him in serving the country from which he comes.

DR. BARBOUR: The first he can get anywhere.

MR. PIERSON: How much leeway is there now in agricultural courses for such a thing? How much technical training is given, how much in the humanities? How much room do you have to adjust the course for the Latin American students?

DEAN LEE:

DEAN LEE: Say fifteen or twenty percent, on a percentage basis.

DR. BRESSMAN: It varies according to the year. The freshman is more rigid, the sophomore not quite so much so, the juniors and seniors in a great many agricultural colleges have quite a selection.

DEAN LEE: The junior and senior years are very elastic.

MR. PIERSON: But they are more technical at the same time.

DEAN LEE: Oh yes.

DR. KELLY: Do a good many Latin American students come here for four years in agriculture?

DEAN LEE: I should guess that with us probably about fifty percent of them do.

DR. BRESSMAN: I think that is more true of Florida, Louisiana, California, and other southern institutions; whereas in the northern schools they are mostly graduate students. It is my guess that Cornell gets the most graduate students. The graduate student, quite often makes his own contacts. He is supposed to be able to make a wiser choice than the undergraduate.

DR. BARBOUR: The postgraduate is apt to be a more organized thinker. He has figured out where he is going to go and put himself under some special man. I don't think that presents the problem; that happens to be only one that we have to face in Cambridge.

DEAN LEE: The student seeks a specific instructor.

DR. BARBOUR: Yes.

(The morning session adjourned at 12:45 P.M.)

AFTERNOON

AFTERNOON SESSION
2:00 P.M.

DEAN RYERSON: In going over the agenda for this afternoon and looking toward somewhat of a deadline, and in order to have some time to discuss possible resolutions and recommendations at the end, I think we should certainly not go beyond four o'clock on general discussion. Perhaps we should stop a little sooner to allow for discussing some of the points we took down this morning for possible recommendation. We don't want to leave anything untouched, yet we don't want to leave everything until the end.

DEAN LEE: It looks as though we covered some of them this morning.

DEAN RYERSON: We have covered them pretty well. The question of what opportunities there are for agricultural education for our students in other American republics won't need extensive discussion. The answer is pretty well known. There is not a great deal of opportunity. We are exploring that field now to ascertain where those opportunities are; also the question of whether there are adequate systems of agricultural high school and systems comparable to the Smith-Hughes vocational work. That is something which the Office of Education is handling in connection with its survey. I think the answer to that is pretty plain, there is not anything identical to our work, as far as I have been able to find out.

DR. BARBOUR: There are pretty good provincial agricultural institutions in Cuba, not of collegiate grade but of good high school grade.

DEAN RYERSON: That will come into our future studies. We should not get away from the collegiate field. The high school is important, but I think it is not something on which we should spend a great deal of time today.

DEAN LEE: Wasn't that covered by Dr. Kelly in what we were discussing this morning?

DR. BARBOUR: I think that is well taken care of.

DEAN RYERSON: Yes, it is pretty well covered in the specific data about the institutions and organizations that would come in with the reports.

DEAN RYERSON:

DEAN RYERSON: Now, for another question. Can the number of fellowships be increased? We touched on that a little bit. We might discuss that a little further at this point. There are two sources of fellowships, private and public; the latter are provided by our government or other governments. I haven't any idea as to the possibility of increasing the number of fellowships. The question is wide open.

DR. BARBOUR: That is being studied very comprehensively by Mr. Rockefeller's office, as I understand. I don't know that there is anything we can do at this particular time.

DEAN RYERSON: This is part of the general problem of fellowships, not only in agriculture. The answer to this would be the same as in the others. The other fields are up against the same problem.

What about you, Mr. Thomson?

MR. THOMSON: I was going to comment on Dr. Barbour's statement. I am not sure how much attention Mr. Rockefeller's office is going to give to fellowships for students. On the assumption that theirs is an emergency program, I am inclined to think that they are going to specialize in adult education.

DR. BARBOUR: The only reason I thought that, was that I had Dr. Henry Allen Moe come to see me the other day, talking about an extension of the Guggenheim fellowships.

MR. THOMSON: I think theirs is an older group of students. I think this Committee might consider asking the Office of Education to get data on the number of fellowships open to Latin American students. I don't know that there is any comprehensive picture of that.

DR. BARBOUR: There are a lot of them scattered around in places we don't know anything about.

MR. THOMSON: I think that a survey would show a considerable increase.

DEAN LEE: As to this first question: "Can the number of fellowships be increased?"

MR. THOMSON:

MR. THOMSON: Yes. I think it has increased markedly in the last year. This might stimulate further advances.

MR. RYERSON: In connection with the Guggenheim fellowships, there is a letter from Dr. Moe about this in Latin America, suggesting that we get in touch with Mrs. James of the Pan American Union.

DR. BRESSMAN: Mr. Thomson, what about your general fellowships under the Buenos Aires Convention? Are any of those for agriculture?

MR. THOMSON: They may be. There is no restriction as to the field in which those fellowships or professorships may be awarded. Applications may come in from any field.

DR. BRESSMAN: You don't have any from agriculture?

MR. THOMSON: Were any fellowships granted from agriculture under the Buenos Aires Convention?

MR. PIERSON: Not that I recall.

DR. BRESSMAN: Any professorships?

MR. PIERSON: Professor Ashton of Texas A. and M.

DR. BRESSMAN: Do you have any requests from Latin America for fellowships in agriculture at all?

MR. THOMSON: Do you recall? I don't remember specifically any that have come to us.

DR. BRESSMAN: We have one right now. I think I have written several letters to Mr. Thomson and Dr. Ryerson. There is an entomologist in Colombia that Dr. Popenoe is interested in. I met him and spent some days with him. He is one of the keenest young men in all Colombia and is very anxious to come up here. Just by writing around I imagine we will develop a fellowship for him. It seems to be a hit-and-miss proposition. Here is a young man who wants to come and has a good background. I wasn't satisfied with the approach we had to make on the thing. What is your suggestion, Mr. Thomson, on a thing like that, who should take care of it?

DR. BARBOUR: The Guggenheim Foundation has never yet put Colombia on the list.

DR. BRESSMAN:

DR. BRESSMAN: For what reason?

DR. BARBOUR: Lack of funds. As the funds increase they may add another country.

DR. BRESSMAN: The agricultural school at Medellín is not bad, much better than the average. There are men that come out of that agricultural school quite often who have gotten Master's degrees in one year or two years.

DEAN HUME: There is a great need for more entomological knowledge in South America.

DR. BARBOUR: They have only scratched the surface of the top edge.

[MR THOMSON: May I have the pleasure of introducing Colonel Lent, who is Executive Secretary of the American Engineering Council?]

DR. RYERSON: At this point I would like to introduce Dr. M. L. Wilson, head of the Extension Service, who is very much interested in our problems. He is also having to get away and he has a short statement which he would like to present to us.

DR. WILSON: Mr. Chairman, there is one thing in this relationship that is of very great interest to me, and I have two suggestions that I should like to pass on to the Committee, if they will consider them. I am particularly interested in developing a better understanding on the part of ourselves, of the culture and peoples of Latin America. It seems to me that a good deal of the talk that comes to me which I am sure is just one very narrow segment of it, is about the flow from here to Latin America, with the emphasis on Latin America understanding us. It seems to me that there is a very great need of our understanding Latin America, and so modifying our attitudes that they may be much more tolerant and more understanding. Since I am concerned primarily with agricultural education, it is that aspect of education which appeals the most to me. Dr. Lynn Smith, Sociologist in the University of Louisiana, made a long trip to South America last year studying the people and general conditions. I know something of his study and if there was some way that a lecture trip could be worked out so that he could visit a number of the agricultural colleges and give one or two lectures here on the peoples and the cultures and that kind of thing on South America (and his viewpoint is that of the agricultural

college)

college), I think that it would have a very beneficial effect on the faculties and on the colleges of all the agricultural colleges.

The second thought I have to offer is that I am greatly concerned with this thing of our understanding the peoples and the cultures much better than we understand them at the present time. A large percentage of the people of South America are Indians or of Indian blood, isn't that true?

DR. WILSON: Seventy-five percent I guess of the total souls in South America.

DR. BRESSMAN: Eighteen million out of one hundred twenty--

DR. WILSON: Are Indians.

DR. BRESSMAN: That is right. Those are pure Indians.

DR. WILSON: But a much larger percent than that has Indian mixture.

DR. BRESSMAN: That is right; maybe half.

DR. WILSON: Now, a committee like yours could suggest to the agricultural colleges the desirability of establishing new courses here dealing primarily with anthropology-- this is the study of man and race culture and its philosophical implication, that we ought to understand other cultures. If that basic thinking could be injected into our agricultural educational system, in time it would bear a great deal of fruit in promoting a set of attitudes and understandings of other people, and in particular our neighbors of South America, which I think would be very beneficial in building up relationships.

DR. BRESSMAN: It is very fortunate, Dr. Wilson, that the next topic is the opportunities which exist for United States students in Latin America.

DEAN RYERSON: Colonel Lent also has a very busy program. Also, further on there is the question of correlation in the field of engineering. In deference to Colonel Lent's limitation as to time, we might listen to his statement now.

COLONEL LENT: Mr. Chairman, I am not in that much of a rush. I want to stay with you as long as I can. Frankly,

I think perhaps if I could add something to the discussion rather than open it, it would be more useful to you than for me to make any statement at the present time. It seems to me the question almost answers itself. There is necessarily a very close relationship between agricultural education and engineering education. Because farm production and other agricultural operations are so highly mechanized, the two naturally go together. If you don't mind, I would like to sit by and hear the discussion. Then, if you think I can be of any assistance, I shall be glad to have you call on me.

DEAN RYERSON: Fine. I just wanted to be sure you wouldn't be called away.

MR. THOMSON: I think the committee would be interested in your Latin American Committee.

COLONEL LENT: Our relation to this matter at the present time is in the field of cultural relations between the engineers in the United States and the Latin American countries. We have been guided and assisted very well by the division of the State Department that Dr. Thomson heads. At the present time we are working out a program, feeling our way along. As engineers perhaps we take a rather selfish view of it. We do feel that the relationship between the engineers of the Latin American countries and the United States has a very great and perhaps a growing importance. I don't know if I would be betraying a confidence if I said that some of the folks in the Southwestern part of the country have said if we could recall some of the commercial and political ambassadors and replace them with engineers, we would get along faster. We have a committee in our Council which has to do with the cultural relations between the engineers of North and South America, and we feel it is a very important part of our work and is growing in importance. Our relations with South America are presumably being strengthened as much as possible, probably because our relations with Europe have been cut off. That might be one reason, but there are many others. You can think of them as selfish, but we don't like to think of them as selfish reasons at all. We are hoping to accomplish an exchange of students. That is, I expect, more of a one-way traffic than otherwise. We have already established in New York, a sort of reception committee for the engineers and others from South America who could visit that bureau, so that they may receive any assistance they wanted in meeting people or visiting plants, and thus make their stay here profitable as well as pleasant. What else have you in mind, Mr. Thomson?

MR. THOMSON:

MR. THOMSON: I think the committee has given consideration to exchange of journals.

COLONEL LENT: Technical publications and books. We hope to effect an exchange of that kind. With Mr. Thomson's assistance we are really starting to work out a program. We feel it is one of the most important committees of the Council.

DEAN RYERSON: Thank you very much. At this point shall we go back and discuss the question of the facilities for our own students much further at this point, pending the result of the surveys as to what schools are available and the type of their work?

DR. KELLY: We are ready to report on this questionnaire. Forty land grant colleges have now reported on the amount of work they give now and the number of semester hours in the several courses named: history of agriculture, geography, geology, economics, literature, flora and fauna, and other fields. We have that tabulated now. When it comes properly into the discussion--

DEAN RYERSON: It might come at this point. We are beginning to work away from that angle.

DR. KELLY: I can tell you briefly. Of the forty institutions reporting, all have Spanish in their curricula. Only four have Portuguese: the University of Wisconsin has four courses with fifteen semesters, Rutgers six, Kentucky one course with six semester hours, California one course with three semester hours. Twenty-six have courses in the history of Latin America and fifteen in the geography of Latin America. Two only have courses in geology with special reference to Latin America, three in archeology, seven in what we call civilization (that is, an effort to study some phase of the sociology), seven have economics of Latin America, and eleven devote some time to the literature of Latin America. Most of those are one, two, or three courses with from three to seventeen semester hours in literature. That is the general summary of this study. That does not include Puerto Rico, which also has a number of these courses. I was just taking the continental United States. It has forty-eight institutions. Here is the form of the questionnaire; you might like to take it and look it over some time to see the way in which it was brought out. The last question you will notice is, "Please indicate below the special effort made to stimulate interest in this field

of

of study." I think there is not very much actually that is brought out in these answers that was not brought out this morning. Here is one thing. A series of forums is being planned in Iowa State college for this year.

DEAN RYERSON: That can be made available to all members of the Committee as a background for all of us as to just what is being offered and to see where our own institutions are. On the matter of exchange of professors we have touched off and on throughout the morning in connection with these student fellowships. In addition to this Convention which Mr. Thomson has already mentioned, of one exchange professor and two students from each of the countries signing, what other possibilities are there?

DR. KELLY: I think, Mr. Chairman, it probably would be worth while to state here that another committee which was set up some year and a half ago at the suggestion of the Department of State is working in that direction. It is a committee made up of the members of each of the five leading associations of colleges and universities, the Association of American Colleges, the Association of American Universities, the State Universities Association, the Association of Land Grant Colleges, and the Association of Urban Universities. Each appointed a member to constitute a committee that met to try to find ways in which they might stimulate through these associations the development of more scholarships and fellowships by the institutions themselves primarily. If the Association of American Colleges for example, will devise ways to find out how they ought to develop in the curriculum of the Liberal Art colleges the kind of work that should be given for the better understanding of Latin American affairs, that will be a help. The same thing might be true in regard to the professional schools. Things of that kind could happen growing out of this committee. It has now become one of the regular advisory committees of the Division of Cultural Relations of the State Department. They will no doubt be called again after the annual meeting of the several associations which takes place in November. The committee at its very first meeting voted to suggest that the Institute of International Education ought to seek funds with which to put on its staff at least one person, preferably two, who would be free to go among the institutions of higher education and among business interests to try to secure more rapid cooperation in establishing the facts, and second, the cooperation of business and clubs of all kinds in supplying the remainder of the cost beyond the tuition cost, the institution being expected to supply

the

the tuition cost. Well, Dr. Duggan received this recommendation of the committee, but he had the feeling that a person put on his staff for a specific purpose could not do as well as for him to divide the efforts of his present staff between this and other things. He has succeeded, but not to the extent hoped for, in securing additional funds for this thing. The committee felt it needed the time of some person or persons to devote to this effort. There are just too many things for people to do, and if this is not made somebody's specific job it won't secure attention enough to get it done. That is the status of it at the present time.

DR. BRESSMAN: I remember about a year or two ago, Mr. Thomson, when you were making up your panels for the exchange of professors and you wanted someone from the agricultural field on each of these panels. You asked us to canvass the Department of Agriculture, which I did. I think there are about 7,000 technical workers in this Department. We have one series of memoranda that the Secretary puts out and goes to a thousand people, such as bureau chiefs, division chiefs. We sent that memorandum out and I don't believe we got one reply from anyone who would be equipped and available to go to Latin America. How did you dig up this man Ashton?

MR. THOMSON: I don't recall exactly how his name came in. Perhaps it was the result of some information sent to Texas A. and M.

MR. PATTEE: I don't recall the details of how it came about but I assume, from information made available, that he had spent some time in French-speaking countries and was apparently interested in that angle of agriculture. I don't think it was any deliberate effort to seek him out at all, but he happened to be among those that applied.

DR. KELLY: Isn't it true that Texas A. and M. is supplementing the pay for him? Aren't they contributing at least a part?

MR. THOMSON: Yes.

DR. KELLY: I think one of the difficulties of the arrangement at present is that there is no assurance from the government of anything more than \$1,000 to supplement the expenses. Not very many people can afford to go that way. Until that can be modified and we can get a more worthwhile compensation I think we shall be greatly

handicapped

handicapped in securing acceptance by suitable people to go to South America.

DR. BRESSMAN: When we sent out these memoranda I just envisioned Thomson being deluged, yet I don't think you got a reply out of the group. There must have been some limiting factor there. The offer just didn't arouse their interest.

DEAN RYERSON: Unless they had sabbatical leave and wanted to supplement their salary with additional funds, they couldn't do it.

DR. KELLY: We thought probably we could get a number of people on sabbatical leave, but after all the number of those people is limited in the particular year you are trying to make up your list.

MR. THOMSON: I think the experience this year has demonstrated, as I recall, that only about one-fourth of the professors considered had sabbatical leave immediately available, and therefore it is clear that unless the compensation can be raised from the figure of \$1,000 to approximately what the professor normally receives, the choice is going to be extremely limited. We are going back to Congress to present the matter to them to see if they won't raise the ante considerably on this item.

DR. BRESSMAN: There is a law Congress passed called Public No. 63 whereby we can send experts at the request of the other American republics and they can reimburse us if they so desire. If they don't so desire, we would have to stand the expense. Under Public No. 63 we have sent six or eight men to Haiti, Ecuador, and Colombia. The President can increase their salary 50 percent, so that it does make the pay attractive. But the catch there is that the money has to come from some place or some bureau. It is pretty hard to take money away from bureau chiefs.

DR. KELLY: They would have to be employees of the government.

DR. BRESSMAN: Yes, employees of this Department or employees of an agricultural college or experiment station.

DEAN RYERSON: Are there any other points having particularly to do with agriculture other than the general problem of exchange of professors, that we ought to consider?

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The general ones I think will be answered by these other studies being made. If there are no other problems concerning agricultural students and professors, we might pass on to "F", which opens up the question of extension and exchange of information. As a preliminary to that I thought we might call on Mr. Colom for a résumé of the new American Society of Agricultural Sciences formed as a result of the Eighth American Scientific Congress held this past spring. Since that deals with the exchange of information and results of experiment stations, I think at this point that might fit in very well.

MR. COLOM: As a result of one of the resolutions of the Eighth American Scientific Congress, this society is being organized now. We have 200 members. That may not seem a large number. Its members at this time are mostly from Puerto Rico and from the Department of Agriculture in different sections of the country. The aim of the society is to create closer relations between agricultural workers in the American countries and particularly in this work that you are doing now. I think the exchange of professors and scholars would be very effective. I might say from the experience of my office in this work, it is a little more difficult than it seems at the beginning. We have scholarships at Cornell, California and Michigan and other universities for graduate students, but for the equivalent of a college graduate in South America, we have been unable to get a satisfactory arrangement. We think in this society we can work out a plan whereby we can pick out those men who are best equipped for scholarships in the universities here and will similarly facilitate Americans going down to universities in South America. It is extremely important to bring about a serious exchange of agricultural workers. We have requests from time to time from Latin American governments for experts in different agricultural sciences. It has been difficult at times to pick out the right man. The Department has supplied most of the men we have sent down. We have made very good choices and we have made mistakes too. This society made up of a large group of men who know the situation well and make it easier for the Pan American Union or any other organization involved in such an exchange to pick out their men. Of course, the agricultural research that the society may do has to be decided upon after the different sections are organized. It is proposed to divide the society into sections according to the different sciences as applied to agriculture. We contemplate a meeting in the near future of the men here in the Department and outside, who are directly working with

agricultural

agricultural problems. We plan to extend them an invitation to join the society. As I say, we naturally haven't gone very far so far as membership is concerned. It is difficult, working in Latin America, to get groups organized, particularly in regions where there are not enough scientists and technical men. I think that is about all I have to say at this time, Mr. Chairman.

DR. BRESSMAN: Would you mention the local societies in the other republics, Mr. Colom?

MR. COLOM: The Cuban chapter of the society is very well advanced. One of the strongest associations in Latin America is the Cuban Society of Agronomists and the chairman of that society has been appointed President of the Cuban chapter. They are to join the society as a body. In Venezuela there are few agronomists now. The men working there are continental Americans, Puerto Ricans, and two or three Europeans. I believe they will join the society. In Colombia the same is the case. In Brazil we have very good promise. The dean of the School of Agriculture in Rio was here several weeks ago. He was talking with Dr. Bressman, the Acting President of the society, about the facilities that the school might offer for membership. In the Argentine, we have a strong group of men working in a big section of the Argentine. That consists of the National Cotton Board, which is a strong agricultural organization, and particularly the Secretary of Agriculture. Incidentally I might say that former Secretary Wallace sent a letter to all the Ministers and Secretaries of Agriculture asking their cooperation in the organization of the national chapters, and one of the most encouraging replies came from the Argentine. I believe that we have a very strong group of agricultural workers in this society. We have had so many committees and commissions and reports and both Dr. Bressman and my office have been so engaged in other work that we haven't been able to pay as much attention as we would have liked to this society. From now on I think we will decide definitely on a course of action to be taken, particularly here. We haven't made as much progress as we should.

MR. THOMSON: What is the exact title?

MR. COLOM: American Society of Agricultural Sciences. We use the term "American" to cover the whole hemisphere. It is the outcome of the scientific congress at which it

was

was decided to abandon the "Inter-American." It might be a little misleading at the beginning to say "American."

DR. KELLY: Can you tell me whether other countries than the United States have used the term "American?" For example, we have the term American Association of this and that, meaning the United States. Is that used generally?

MR. COLOM: Not generally in any one country. We find some of them who would like to use the name, and explain that the only Americans in this hemisphere are not those limited to the territory of the United States. It is a matter of habit. We have to start some time so we decided we might as well start now.

DEAN RYERSON: Thank you very much, Mr. Colom. I take it that we may pick up a few more members.

In connection with the membership of the 4-H clubs I received a letter from Dr. M. L. Wilson some time ago about their club people being interested in it, and I took it upon myself the other day to look into it a little bit. I feel that while it might merit our consideration it wasn't one of the things we should tackle at this point. I asked what was being done and expect to get information for use at our next meeting, something definite for us to consider. They point out that in the recently produced publication on the contributions that can be made by the 4-H clubs to national defense, the third and last main topic was the development of greater cooperation with the other republics of the western hemisphere. This includes two points: appreciation of the culture of the other republics in the western hemisphere, and the importance of youth in the good neighbor spirit and helping to maintain united peace with all of the world. A recent statement of Director L. R. Simonds, Extension Director of the State of New York, says: "I believe we could do more for hemisphere solidarity by aiding in establishing 4-H clubs than by loaning money for munitions and plane factories and we would be less subject to suspicion." This indicates the interest of club people in the general program. In asking them for further details, we find that there has been some exchange of personnel between Cuba and Venezuela, for example. Possibly we may wish to recommend, after we have studied this question under the right circumstances, further trial of this method; but in the short time available, we didn't feel we were in the position to spend a great deal

of

of time on it at this first meeting. They didn't have much to present other than this idea, that was worth following up. It is entirely up to the committee how much time you wish to put on it today. I took it on myself to at least open up the question and say we could consider it, but it does seem that we need more information. We have much more information on the collegiate problems today. In one day we cannot cover the whole field.

DR. KELLY: Has there been any thought about making the 4-H club organization like the Boy Scouts for example, a world-wide organization? It started as a sort of government interest and therefore might be handicapped. I don't see why it could not do something like the Boy Scouts have done. The fact that it is international, I think, is one of the most significant aspects of the organization.

DEAN RYERSON: I don't know, do you?

DR. BRESSMAN: I don't think it is international that I have ever heard of.

DR. KELLY: No, I don't think it is now, but I wondered if there had been any consideration given to starting it in other countries or to stimulate the other countries to take it up.

DEAN RYERSON: In Cuba instead of the 4-H club it is the 4-C and in Venezuela it is 5-V. Apparently there is much good work going on that this committee might help, but the time is so short I thought I would ask the 4-H people for further statements to use in a later meeting rather than cover it hurriedly today.

DR. BRESSMAN: There are two suggestions then. One, the possibility of making it international, so that you may have something to affiliate with. The second thing is location. We have had several people approach us about picking out one favorable spot and possibly concentrating on developing the 4-H movement in that particular locality, hoping that Mr. Rockefeller or Mr. Thomson would possibly finance it. That is the only thing lacking. We have the ideas and the people and everything to do it. That might be the first real practical approach to the thing. There are plenty of people interested, so if there is a little money shown I think we could have quite a nice 4-H movement.

DEAN RYERSON:

DEAN RYERSON: I think also in Puerto Rico they have attempted something of that kind. If this is going to be done it has to be through the whole system of education, like the other things we are talking about. I think it merits serious study. Perhaps at the next meeting we will have some tangible things to offer on it. Now, on the problem of making available the results of agricultural experimentation, this covers the whole field of radio, movies, et cetera. I think Dr. Bressman has some ideas on that by reason of his recent trip to various countries to the south of us.

DR. BRESSMAN: It is an enormous field and I don't think we can do justice to it right here, but I might throw out a few suggestions and end up with some specific things we are doing. As you know, the Department of Agriculture publications have gone to Latin American countries in great numbers. They go out every day. Our yearbooks are found almost everywhere. In addition to that, Mr. Colom has a series of agricultural publications that go out in rather large numbers. In fact, we utilize his services for a great many things and particularly translations. If this thing moves and becomes larger, I think Mr. Colom will have to increase his facilities. In fact, he has been discussing it with us lately and we feel the same thing is true here. So many of the publications do not suit exactly unless they are written specifically to fit the job, and we feel that the most is not being made out of our opportunities. Atherton Lee, who is Director of our experiment station at Mayaguez, Puerto Rico, has given it considerable thought. He wants the station record to be translated into Spanish and Portuguese and be a source of information going to those countries. This is a very good suggestion. Possibly it would be a little ambitious right at this time, a little beyond the needs of a great many of those people, but it is something possibly we could look forward to. Right now we specifically have in mind publishing, beginning in January, a magazine to be issued each month by this Department called "Agriculture in the Americas." In this we would include current and pertinent information on agriculture. It would have a circulation of about 10,000 copies. We would concentrate on two large fields. One, the hemisphere surplus problem that Mr. Wheeler mentioned this morning, and second, the possibilities of tropical agricultural products. In addition we hope that this magazine might be a vehicle for news notes, personal items. We might devote a page to this society Mr. Colom was telling about, until it got sufficiently

large

large so that it could have its own organ, and many things along that line. We place great hopes in this society, the immediate and current need for which we think will be important in the next couple of years. In addition, the State Department--Mr. Thomson is more familiar with that than I--has a new translating division where they will be in position to do certain translations and a limited amount of printing. We hope they would allot some of their funds and attention to agricultural publications. In addition, we think that some of the clip sheets and new services of the various agricultural colleges, might be translated into Spanish. I think Dr. Ryerson mentioned the possibility of their clip sheets being utilized in that way. So there are quite a few things that could be done by the printed page. I think it is the easiest and the cheapest, and maybe the quickest way that we could get out information.

In the radio field we have had considerable experience. One of our most ambitious schemes was to put on a series of exchange programs with Argentina and Brazil and then extend it to other countries. We put on one program about two years ago. I was in Argentina at the time. But they didn't look on it with very much favor. They couldn't get the real reason why we were putting on an agricultural program for them, and we said we would not continue it unless it was a program that would come back this way from Argentina. We would have put programs from Argentina or any other American republic on the Farm and Home Hour which would have given it a wide distribution. We feel that our program was quite good. The Office of Information assigned a script writer. She had traveled some in Latin America and written many radio programs for A. and P. and various outfits like that. She went out into the field to get her story. The first place she visited, I think, was Kansas. She described a typical farm family in Kansas, just how they lived and what their daily chores were. They put in the proper music and made a pretty good program, I thought. We still feel that this type of thing would have some possibility in the general field of agricultural education.

In connection with radio, we have held that the thing isn't of real value unless it can be broadcast by long wave within the country. We have the facilities here to put programs on the Farm and Home Hour.

MR. THOMSON: You might add just on that point, Earl, that Stuart Ayres, who went down to South America on a grant from the Rockefeller Foundation, turned up some
interest

interest in agriculture with one of the officials of the Argentine government.

DR. BRESSMAN: There is a sub-departmental committee on radio. I think Mr. Salisbury represents us on that. I still strongly feel that we can do some general educational work on the radio that might lead to something specific. Our one actual attempt didn't get so far as we thought it should.

DEAN RYERSON: To what extent are radios in the farming communities in many of these countries?

DR. BRESSMAN: To a fairly large extent. I have traveled in rural districts, many of them. Take Paraguay. I have traveled over most of it. I have been in some pretty small, remote, out-of-the-way places and in two or three of them I have actually gone around to find out what the radio situation was. There would be maybe five or six sets in a little, remote place. They are good sets. They get them mostly from Germany, but in very, very few cases did they listen to shortwave broadcasts. In Paraguay, they would tune in on Buenos Aires. There was one large station in Buenos Aires and they could get that station quite well, and would stay tuned in, generally speaking. The radios, it is true, do not reach the great mass of people, but in that small town these five or six people who had the radios were the influential people in the town that were doing the thinking, more or less. I believe the longwave is very, very important in forming opinion in Latin America.

MR. THOMSON: It is often true that the corner grocery store will have a radio with a loud-speaker.

DR. BRESSMAN: Yes, I have seen people grouped around them. I was in Paraguay when the Pope died. We were way out in the country but we knew of it immediately. On that same day or the next day we knew who the new Pope was supposed to be. The radio stations of Argentina had it that one of the bishops would be the next Pope and a lot of propaganda developed for their own candidate in one day's time. Everybody knew it. It came in on the radio.

DEAN RYERSON: Mr. Thomson, is your division, or are there any in Mr. Rockefeller's office, doing any special work on moving pictures anywhere along the line of general cultural relations?

MR. THOMSON:

MR. THOMSON: Our Division has limited itself to educational moving pictures, particularly government-sponsored pictures. There has been an increasing movement along that line. We have been aided very generously by the Department of Agriculture. We have not received from Congress as yet any appropriation to purchase films; so we have had to rely on the generosity of the other departments. We can pay the transportation of films and can assure their safe return when they are loaned.

DEAN RYERSON: Does anyone have anything else to add on this problem of making information available by visual or auditory means? Is there any recommendation that you might have in mind for consideration at the end of the afternoon?

Was there anything else to add on the question of making available the results of agricultural experimentation? If not, we will pass on to this question of exchange in the field of agricultural education and its correlation with other programs, specifically engineering and forestry, both of which come into very close relationship and are part and parcel of any agricultural program. In the engineering field there are really two avenues of approach, as Colonel Lent has already pointed out, professional engineering and agricultural engineering. In practically all agricultural colleges there is a division of agricultural engineering. At the same time in the land grant colleges the school of engineering is part of the college of agriculture. In meetings of land grant colleges beginning tomorrow there is a section of engineering made up of engineering schools; so that we have two relationships. In our own institution, of course, we have a rather large division of agricultural engineering. It happens to be located on our campus in Davis, but the students who major in the school of engineering have to spend two years in the college of engineering on the Berkeley campus. So they are very closely related and in fact, cannot be separated from the agricultural problem, and any cooperation in agricultural education would bring into it general engineering education, and specific engineering having to do with the direct agricultural problems, such as irrigation, farm machinery, rural electrification, and that type of thing. I think it is well for this committee to consider those relationships. Certainly in developing those large areas in Latin America, they are going to be up against the same problems we had in developing our West and South and in earlier days, the Midwest. I am sure we should have some concrete suggestions and observations on this particular section.

DEAN LEE:

DEAN LEE: Engineering enters into your soil conservation program, your drainage program, your irrigation program, and your farm machinery program. The relationship, to my mind is definitely very close.

DEAN RYERSON: Here is a tangible point to discuss, the question of these rural electrification fellowships. I believe there are now some fellowships available for Latin American students in this school they have here in rural electrification.

MR. PIERSON: Under the plan mentioned the Rural Electrification Administration would offer salaried internships paying \$1,620 a year to Latin American electrical engineers just graduated or with only a year or two out of school, to bring them up here and train them in rural electrification. That program is now under consideration by the Department of State and the Rockefeller office for the Rural Electrification Administration and is soon to be presented for opinions regarding its applicability in the Latin American countries. In other words, a country having no school of electrical engineering or engineering courses and graduates probably won't be interested. That information must be secured first, and in addition, it must be ascertained what effect the plan will have and what its value will be to the country in terms of the local situation. We hope to issue instructions on that to our representatives in Latin America within the next month and perhaps get some people up by the first of next year.

DEAN RYERSON: It would be fine if we had that many scholarships in some of these other fields we have been discussing.

MR. THOMSON: They have been granting scholarships like that for some time to North American students.

MR. PIERSON: Yes, the problem probably revolves to some extent around travel grants to get the young men up here. That is where the Rockefeller office and the State Department come in. Along this general line I think you would be interested to learn of what the farm equipment industry did there this year for agricultural engineers. They have had for some years a seminar which takes a trainload of young men around to some of the farm equipment industries in the middle West. This year they made places for six Latin American students of agricultural engineering. I think four of them accepted and were

taken

taken on the same terms as the American boys; that is, they were given their board and sleeping accommodations on the train and taken around to the lectures at the different farm equipment plants. That was the first gesture made by the industrial engineering fraternity.

DR. KELLY: Were they boys who were already in this country?

MR. PIERSON: They were the boys already in this country. Two of them were Brazilians who had come to study agriculture here. They came last spring.

COLONEL LENT: Your question, Mr. Chairman, as it appears on the bulletin here is, "To what degree should a program of inter-American exchange in the field of agricultural education be correlated with a similar program in the field of engineering education?" As I said before, it supplies an obvious answer. As a matter of fact, the Society of Agricultural Engineers is one of the most important bodies, I think we have an overlapping of all kinds of engineering in the field of agriculture, such as farm structure, drainage, and agronomy. Anyhow, the Latin American countries are largely agricultural countries. This subject is full of possibilities, in my opinion. The student and professorship exchange I should think could very well emphasize the relationship of those two subjects. I could think of other professional fields in which the emphasis would be very much less effective than agricultural engineering. However, those two fields do need an overlapping to complement and supplement each other. I might cite a concrete example. In the American Road Building Association, of which Mr. Thomson knows, I found that the work of their engineers in Mexico particularly is aiding those people in building roads, and it has not been from a purely selfish standpoint at all on their part. It has resulted beneficially to those who made road machinery. They had a whole flock of good salesmen down there. The people down there received immediate help and they appreciated it. The other results followed automatically. It seems to me the same thing applies in this field.

DEAN RYERSON: I think we can say in answering the question you have raised here, that the engineering elements are part and parcel of agricultural education. Are there any special angles we ought to include at this time? Road-building, of course, ties in with that all-American highway and the marketing problem.

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In the matter of forestry, the Society of American Foresters is much interested in our program. We had a talk with Mr. Klepford, their representative in Washington, and also some of the members of the Forest Service. Of course, forestry, too, is part and parcel of an agricultural program. Some of the aspects of this subject are lumber, irrigation, water supply, power, and wild life. It is hard to conceive of an agricultural development of those countries without including forestry in the program. The particular point they brought up was cooperation with this Committee and with the land grant colleges and the other institutions having forestry schools in the selection of students for studying forestry in this country, particularly on the undergraduate level. Most of our schools are professional schools embodying graduate work. Thus it becomes important to have larger forestry schools. They wish to cooperate with this Committee in making known to Latin American institutions and countries the type of forestry training that exists in this country, where the schools are, what are the requirements, and then offer to help in setting up standards for selection of students and encouraging the exchange of professors. This, too, would be pretty much of a one-way traffic when it comes to schools of tropical forestry. In the temperate area of Latin America there are no professional schools of forestry of collegiate grade comparable to ours as far as I know. I think there is an opportunity here. This also is part and parcel of the same problem that should be studied along with agricultural engineering. We could take advantage of the Society of American Foresters and other forestry organizations not only in the Federal Government but in the various States in assisting and training foresters. The tropical woods of Latin America are practically unknown. We have certain things that come up here, logwood for ties, various kinds of mahogany, but by and large, their properties are not understood. They offer a chance for building up trade balances if our markets here are exploited. A study of those woods and their special application to the things that we need might well develop a considerable trade which would not be competitive but would be complementary and supplementary. I don't know how far this committee wishes to go at this time. Dr. Barbour, you are more familiar with that tropical wood situation than some of the rest of us.

DR. BARBOUR: Well, there is a considerable background of information available. The Yale people have been doing a good deal of work on tropical woods. Irving Bailey has amassed a very large collection based largely on not only

American

American material but material from Asia and Africa. He is working up a comparative study of the mechanical properties of wood. One interesting thing that came up was the fact that he brought some teak seed from the Canal Zone to Cuba in 1924 and that teak grew several times faster in Cuba than in India. Curiously enough it seems to stand up pretty well. They put some teak railroad ties in that are still standing up. The wood was about seven years old.

DEAN HUME: It must grow rapidly.

DR. BARBOUR: It grows rapidly; conditions are just right. It seems to grow faster in Cuba than in the Canal Zone or in Burma. So there is an awful lot still to be found out by experimentation. As you know, the railroad ties problem is a big one all over the Latin American countries, a problem of termite resistance.

DR. BRESSMAN: In that respect, foresters here tell me that there is quite a demand for hardwoods and our cabinet manufacturers are going to lose their field if they can't get more hardwoods than are grown in this country. They are falling behind rapidly and the price is going up. On that basis we went to Congress and got a \$30,000 appropriation a year.

The basic law, as passed back in 1926, said that we were authorized to establish an experimental station for the Caribbean area in Puerto Rico, so we had, according to the law, to put it in Puerto Rico. The director of the station is opening it up to students of Latin American countries. He will take six or eight young men. They have dormitory facilities and work right with them. The Puerto Rico Reconstruction Administration built most of their buildings, and their money went a long way. I think this Committee might give some information on the existence of that institute and the opportunities for possible study there, particularly for young men in the Caribbean area.

DR. BARBOUR: Haven't some Cuban boys gone over there?

DR. BRESSMAN: They have either gone or are going. I think they have made some contacts with the Guggenheim Foundation for some assistance. I think they found they could do quite a good job of education in forestry.

DR. BARBOUR: It is more needed in Cuba than anywhere else.

DR. BRESSMAN:

DR. BRESSMAN: We have a request right now from the Dominican Republic and have agreed to let those people go over there. That is one thing we can indicate as being of a very practical nature. It will not be formal education but it will be the type of education these men are fitted for and probably the type they can best assimilate and utilize. There have been some terrible mistakes made in tropical forestry. Tropical forests are mixed woods, with no two trees alike. It is not like a pure stand of fir or pine such as we are acquainted with.

DEAN LEE: Do the people down there, Dr. Bressman, show the same interest in forestry as they do in other branches?

DR. BRESSMAN: No, not at all; it is very, very different.

DEAN LEE: That is what I have experienced.

DR. BARBOUR: What are you going to do about it? They are just beginning to wake up in Cuba because of shortage of railroad ties.

DEAN HUME: Development hasn't gone far enough in most of those countries.

DR. BRESSMAN: This little facility which we have is just about fitted for their demands and needs. If it is known and can be utilized, I think the present needs will be taken care of by that group.

MR. THOMSON: How many fellowships are they giving now?

DR. BRESSMAN: They said five or six, as I remember. It is elastic. They can change it or the Guggenheim people can give them some help.

DR. KELLY: It is remarkable how we come back in our discussion to exchange students. They seem to be the basis of our best hope.

DR. BARBOUR: I think that of the two, the exchange of students is more important than the exchange of professors. The professor is usually of such an age that at the time you get him that he has preconceived ideas.

DR. BRESSMAN: I have a couple of classic stories which
won't

won't take a minute to tell. When I was in Paraguay, the Director of Agriculture who accompanied me on all of my trips afield, told me that he was trained in England twenty-five or thirty years ago. He was a guide for Teddy Roosevelt when he went into Paraguay and out into Brazil. He was quite proud of that because he knew the country and knew English. When he was a young man, a few students finished at local schools, but the government started a program to send students to foreign countries for study, to England and France. That was some twenty-five or thirty years ago. Every student that went out at that time for one or two years is an influential man in the country today. For example, as we would spend some evenings in some of these small places, he said that when we got over to a certain town I was going to be delighted to meet a certain friend of his who had gone to the United States, to study. He was a very influential, intelligent man in the country. He had come up here to the United States and graduated from Harvard. I thought it was interesting to see what a Harvard graduate would look like twenty-five years later down in Paraguay. We got over there and the fellow was a very delightful, enthusiastic, interesting man, familiar with topics of the day, and owner of a radio. I asked him, "What year did you finish at Harvard?" "Oh," he said, "I didn't go to Harvard. I had a short course at the Philadelphia Textile Institute." I had never heard of the Philadelphia Textile Institute, but I didn't tell him that. Although he never saw a textile after graduation, he was equipped to return to Paraguay and be quite a force in his area. He was very loyal to and very much interested in the United States and what was going on. His very next question was, "Before I forget it I want you to tell me about the ever-normal granary." I was quite surprised because there were very few people around here at that time who knew very much about it. It was then a sort of slogan with us. I said, "Ever-normal granary, where did you hear about that?" He said, "Hear about it? We have one right around the corner." Sure enough, they were building a storage-place right around the corner to store up the surplus, and he was thinking along the same lines that we had been thinking. If one year at the Philadelphia Textile Institute can give one a Harvard reputation and a knowledge of the ever-normal granary, there is no telling what a comprehensive educational program might do.

Bringing people of the younger generation here, and sending them is extremely important, since they are the ones that are going to be taking over the various responsibilities. That is the way it works over a period of years.

Now,

Now, time marches on. We have come to the last of these special projects, some of which we have touched on already. The remaining important one was the proposed Institute of Tropical Agriculture, which was dealt upon at the Eighth American Scientific Congress last Spring and I think committee members have had mimeographed material on that. I believe those of us who have had to do with tropical groups have realized the lack of teaching facilities for these special things on United States territory except in the Canal Zone and Puerto Rico, both of which have limitations. I think there is need for a center or even centers. I am not limited at least in my own thinking as to what the need might be on these special crops. I believe in the rubber program. A center is already being established in Costa Rica right now, to begin working with other things: cinchona, cacao, and various other tropical crops. We have that problem to meet if we are to help our neighboring countries to solve their problem and develop crops that won't compete with us. We have to work with them and help them develop their agricultural crops. That is just one part of the picture.

DR. BARBOUR: I was wondering if we might be given the equipment of the plant of tropical agriculture in Trinidad, which is going to have pretty hard sledding for a good time to come.

DEAN RYERSON: I raised that question with Secretary Wallace this fall when the naval base question was up. We had just started working for a naval base in Trinidad, and I added to a letter, "When you are asking for naval bases in Trinidad, why don't you include the Institute?" He wrote back that the naval part was progressing well but he didn't think there was much chance of the other.

DR. BARBOUR: Well, they have a going outfit there that is going to die otherwise.

DEAN RYERSON: It is the best school of tropical agriculture I know, bar none. I have wondered about finances. While it has been an Empire proposition up until now, the British Empire has changed a lot in the last few months.

DR. BARBOUR: They can't get students there from India and Ceylon and Fiji as they could a few years ago.

DEAN RYERSON: Our Committee is also inter-American and that, I hope, means what it says. Some day, the term

should

should include Canada and other countries, if we are going to have hemisphere solidarity. The point of need for that institution is a point to come up for our consideration here.

DR. KELLY: Can you give me any indication of just what kind of a staff is thought of as required for the rubber station?

DR. BRESSMAN: It is going to be entirely research. It will be the central station in all Central America and will be primarily staffed by biologists who are working on two main subjects, diseases and breeding. It will not be a very large staff in the beginning, but it will be a long-time program, and we may spend anywhere from \$30,000 to \$50,000 a year. That will give an idea of the scope of it.

DR. BARBOUR: Where will it be in Costa Rica?

DR. BRESSMAN: Between Cairo and San José, about 2,000 feet up. We have some stuff at Cairo where there are pretty good experimental conditions and they grow fairly good rubber.

DEAN HUME: The research work would have to increase as much as the educational effort because so much is needed to be known about them that we do not know. The matter of the avocado stands out in my mind quite concretely. It has become a fruit of considerable importance in the United States and in adjoining countries. If you go back to 1900, I doubt seriously whether there was such a name variety known at that time or if there was any method of propagation worked out. That same situation with regard to many important crops in the South American countries still exists, so there must be a precedence of a tremendous amount of research, because there is a scarcity of information to use in teaching.

DR. BRESSMAN: That is one thing no one knows better than we. Beginning two or three years ago we talked about an institute of tropical agriculture and we finally got the Interdepartmental Committee on Cooperation with the other American republics of which Mr. Welles is Chairman, interested to the extent of appointing a subcommittee. Dr. Kelly was on that subcommittee and labored along with us. We came out with this recommendation. We recommended more or less an ideal set-up, not believing we would get all of it or any large part, but that our recommendation would indicate the size of the problem and the way we felt it should be handled.

At

At that time Secretary Wallace was here. He felt it should be done entirely by foundations or private funds, not public. He didn't want to go to Congress because we hadn't gotten any encouragement out of Congress for any specific project like this rubber project for which we now have a half million dollars. The situation has changed a little. There has been an intense interest growing out of the Eighth American Scientific Congress. There is a committee on Latin America, functioning through the Pan American Union, that has an interest in this. Of course maybe their first interest is location. That is one of the last interests that we have in mind. We have had it up with many different foundations and with private individuals and have always gotten a great deal of interest but no real money. We have always felt the thing, when we did get started, would be an evolution out of something like this rubber experiment station, because maybe after all there may be no better start today than Costa Rica for this. We thought there should be research work that would attract outstanding scientists and students. We thought it would be particularly good for young men from the United States to get training and experience in the living conditions, the language, ethics, and that sort of thing right within the republic, and we feel it will come.

I think this committee should give a great deal of attention to just what place it should have in the entire picture. It shouldn't duplicate anything the land grant colleges and some of the other institutions are doing. We could devote a good deal of time to discussing just how it should fit into the picture. I really feel it is going to be something important and that soon. It might even be necessary to call this group together again to advise on some of the details. We very strongly feel that a good deal will depend on the initial director, the type of person or individual he was, and how he would put the thing across. In the last analysis it would depend on the man. If we are going to get any place with tropical agriculture, we have to get some good young man down there to supplement Dr. Popenoe and Atherton Lee and others working in that field.

DR. LEE: You mean to expand the whole program that is now started?

DR. BRESSMAN: That is right.

MR. THOMSON: It rather looks as though the possibility of getting private funds is not too promising.

DR. BRESSMAN:

DR. BRESSMAN: Not too promising. The reaction we get from them is this, they didn't like to be in on the starting of something, particularly if it involves a physical plant. They felt if they were in on it, initiating it, that they would be looked upon and called upon continually not to let their infant die. I got the general reaction that if you have a going institution there with reliable people, they would look on you favorably.

DR. BARBOUR: Is that the attitude of the United Fruit Company?

DR. BRESSMAN: I don't think we approached the United Fruit Company. We kept it pretty well away from the commercial. We went to the foundations and private individuals that had broad interests in the tropics but no direct financial interest. We thought we would get from the fruit company and some of the other companies, the assignment of personnel to help in the solution of some particularly bothersome problems. I know the United Fruit Company would welcome an institution of this kind working on bananas. They would finance it and we would set up a group of people on bananas in getting it started. I feel there has to be some government sponsorship.

DR. BARBOUR: I wonder, by the way, if they are getting out of Costa Rica, if they would not sell the buildings for \$1.00.

DR. BRESSMAN: Yes, we can get all the land we want and all the buildings. In fact, we have two formal offers for locating this institute. They were willing to do certain things in Costa Rica and El Salvador. Location is one of the last things we want to consider. Then in addition, when Mr. Wallace was Secretary, he indicated that if we could get the right sort of an organization started he felt that under Public No. 63 it would be possible to loan a great deal of the staff under that authority to get it under way. But we did want some little backlog to get some kind of an institution started. We don't believe in any large buildings on a grand scale. We do think it is necessary to work in maybe more than one spot.

DR. KELLY: Don't you think the largest single appeal would be if there were some center in which the various South American people felt confident that there were scientists good enough to help solve the problem and that they would then supply the funds with which the problem could be worked on.

DR. BRESSMAN:

DR. BRESSMAN: Yes.

DEAN RYERSON: There are two or three things we might do on this. One, we could appoint a subcommittee, consisting of those who are fairly close together here, to study this matter further. There are two or three things to be studied. One, to explore and see how much we might cooperate in connection with making Trinidad one of the centers for research in tropical agriculture. Then, there is the question of whether this rubber center, which could ultimately be expanded, might serve also for other products. That is about 2,000 feet above sea level, and Trinidad is about sea level, and the rubber station is about--

DEAN LEE: 2800 feet.

DEAN RYERSON: There may be still other locations where we may need to study other cultures.

DR. BRESSMAN: We feel that since this subcommittee reported about a year ago, December 21, 1939, I don't believe we have made any progress. There have been a lot of comments and suggestions on this thing, derogatory or otherwise, but they have never come in to us. In the May 1939 issue of the Rubber Growers' Bulletin which is published in London, there is a statement to the effect that it requires \$200,000 a year to keep the Trinidad institute going, and that there were indications that this sum would not be forthcoming.

DR. KELLY: They can run on less than that if they have to.

DR. BRESSMAN: It is an indication that they have got to be interested in outside possibilities for getting money.

DR. KELLY: Of course, that \$200,000 involves the bringing of their students from Ceylon to Trinidad, which has been a major item in their expenses. If you got your students from shorter distances that would be a very much less important item in the picture.

DR. BRESSMAN: They do mention that the college has been the recipient of one handsome benefaction, the Trinidad institute having endowed a professorship of economics. Since then the scope has continued to widen and further expansion must be subject to available means. It says the college awaits a "pious founder."

DR. KELLY:

DR. KELLY: I have one important question. If it is going to be government funds, could it be run effectively as an inter-American institution? Unless other governments contribute, would it not be embarrassing to the inter-American activity if it were founded too largely by one nation with government funds.

DR. BARBOUR: I happen to have been on the Gorgas Institute in Panama, and found that the bulk of the funds came from the United States, with certain sporadic additions from other places.

DR. BRESSMAN: Do most of the funds come from the United States?

DR. BARBOUR: About 99.6 percent.

DEAN RYERSON: That has been true of the Pan American Union here, hasn't it?

DR. BRESSMAN: No. The Latin American countries pay that and they pay the Sanitary Bureau. Quotas are collected regularly.

DEAN RYERSON: Would you recommend a subcommittee to study this whole question of this institute, both as to whether there should be more than one center, and as to the Trinidad possibility?

DEAN LEE: I think it would be a good idea Mr. Chairman. I like the idea myself very much. It is the only place to establish a tropical agricultural program--

DEAN RYERSON: In the tropics.

DEAN LEE: In that territory.

DR. BARBOUR: We can dabble with certain fields but we can't handle the whole thing.

DEAN LEE: Fundamentals, you can handle almost any place, but when it comes to specific things there is only one place to handle them.

DEAN RYERSON: Down where they are.

DR. BARBOUR: I don't know that it is necessary to appoint a subcommittee. I think Dr. Bressman is competent

to

to get the ideas and pass them on at a later meeting.

DEAN RYERSON: I think it would save time.

DR. BARBOUR: It would save time and make it easier for him.

DR. BRESSMAN: I might take the responsibility of keeping the committee informed and asking them for advice.

DEAN RYERSON: All right. Leave it that way then, and he can call on any of us, and any of us who have further ideas can put them in writing so that we have that whole picture, and if action is possible this winter, the committee can convene before spring.

DR. KELLY: May I ask one question? In case it is thought we should establish it with United States government money instead of as this plan contemplates, would it be desirable to try to have an inter-American board of control for the institute if the money comes largely from public funds, or would it just become a government institute without any reference to a control that is inter-American?

DR. BARBOUR: There again the question of personalities enters in. If you could get the right board of control at first, it would work, but the right board of control would be very difficult to get.

DEAN RYERSON: We could have an inter-American advisory board, which would be advisory, but the control would exist where the funds are. I think these would be largely our own.

DR. BARBOUR: Have an advisory board as big as you want, but your technical committee--

DEAN RYERSON: Where the funds are. Yes, we could start it that way.

All right, we will leave it to the Executive Secretary. All of us are to go on with this, keep him supplied and have him work out the details and keep us informed, so that if the opportunity comes this winter to get funds for this we can see that the thing moves along.

I jotted down certain things this morning. Are there any others we should put down as recommendations of this committee at this time?

Here follow the Resolutions passed during the meeting:

1. That

1. That the Division of Comparative Education of the Office of Education be considered a repository of information on educational and research institutions in this Hemisphere; and that every effort be made by all institutions concerned with agricultural education to keep that Division informed regarding their experience with Latin American students and to use it as an unofficial accrediting agency.
2. That every effort be made to have foreign students coming to the United States supplied, through American diplomatic and consular officers and other agencies, with accurate information which will enable the students to determine, so far as possible, the best institutions to give them the training they desire.
3. That all students in agricultural education, whether going to or coming from the other American republics, be required to pass a medical examination, preferably to be made by some such agency as the Pan American Sanitary Bureau.
4. That a recommendation be made to the Office of Education that it compile and publish a list of fellowships now available, for students both coming to and coming from the other American republics.
5. That, in view of the rapidly expanding need for trained agriculturists with a fluent knowledge of Spanish or Portuguese, the Committee recommends and urges that all agricultural educational institutions develop courses in Spanish, Portuguese, Latin American History, Latin American Geography, et cetera, and strive for a second language, either Spanish or Portuguese in the United States, and English in the other American republics.
6. That the number of fellowships, scholarships and exchange professors granted by private and official agencies of the United States be increased and that, since it is the opinion of the Committee that the \$1,000 now allotted to official exchange professors is not sufficient to enable outstanding representatives of the intellectual life of the United States to accept appointment as exchange professors, adequate funds be provided to insure the possibility of sending out the best qualified people.
7. That the Committee looks with favor upon the encouragement of secondary and primary schools, extension services

and

and other agencies, such as 4-H Clubs, to participate in cooperative efforts with the other American republics and that it recognizes this problem to be a large one requiring much study.

8. That facilities for exchange of information in English, Spanish or Portuguese on the developments of agricultural research through publications, radio and motion pictures, should be greatly expanded.

9. That engineering and forestry are intimately associated with agriculture and that ways and means should be studied for integrating activities in these three fields in order that duplication may be avoided and a comprehensive program developed.

10. That the Committee recommends the establishment of an Institute of Tropical Agriculture in one or more of the other American republics, and that this important project be made a matter of continuous study, particularly with regard to means of financing and location.