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**A GROUP OF AMERICAN EDUCATORS HOLD THEIR SEVENTH ASSEMBLY
(THE FIRST OF THE CONFEDERATION OF AMERICAN EDUCATORS)**

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A GROUP OF AMERICAN EDUCATORS HOLD THEIR SEVENTH ASSEMBLY
(THE FIRST OF THE CONFEDERATION OF AMERICAN EDUCATORS)

Following is a translation of an unsigned document in the Spanish language of the Oficina Nacional de Educacion Catolica (National Office of Catholic Education), Lima, Peru, February 1960, 3 pages.

A. Antecedents

I. The institution holding this VII Congress was formed in 1957 in Montevideo to perpetuate and make more efficient the work of the cooperation that American teachers had been seeking in six anterior congresses. The institution was named the Confederation of American Educators (Confederación Educadores Americanos, CEA).

-- Characteristic Features and Purposes of CEA. See Statute, art. 2.

-- Objective of CEA. See Statute, art. 3.

II. Directive Organs of the CEA

Without fear in the generalization, it can be said that they are Marxist in the doctrinal sense of the term, that is, they fight for the socialization of labor and production to thus obtain the economic liberation of America.

The instruments of this struggle are:

- a) One school system.
- b) Revolutionist action of the teacher.
- c) Unionization of teaching and cooperation with workers' unions in the revolutionary program.

Therefore, the meetings deal with:

- a) Nationalization of industries, for example, petroleum.
- b) Agrarian reform (in the sense of the Cuban law. Art. 1: The large holding latifundio is prescribed. The maximum land that a person -- natural or legal -- may possess shall be ...).

c) Generally, of the so-called "democracy" understood in context as a form of socialist government -- people's socialism.

III. The Men Represented in the Directive Organs

They are all possessed of this same philosophy.

It is said of them that they are connected with the Communist Party. They do not conceal showing their immense admiration and adherence to Russia.

B. Accomplishment of the Congress

It met in Lima. There were 137 actual delegates, and more than 400 congressmen.

Details and incidental occurrences are of less interest.

Consideration should be given:

1. Opinions and approved conclusions.
2. The future life of the association as can be inferred from known facts and doctrinal [policy] inspiration.
3. The occasion seems propitious to consider the action that the Church should take in this matter.

-- Consideration of 1: The opinions and conclusions approved are new manifestations of Marxist inspired education. For example:

Comisión [Order] la. III-1;

Comisión 3a. 7;

Comisión 6a. Resolution 6a;

Charter of American Educators.

The opinions and conclusions clearly indicate the function that the unionization of teaching aspires to have in the control of education.

Judgment Order la. II, a;

Judgment Order 4a. (5);

Judgment Order 8a. C, 1 and 2;

Charter of American Educators 2 and 15.

The equivocal concepts of "peace," "democracy," "technical ability," and typical Marxist concepts of "struggle," "economic liberation," are nowadays valuable instruments to propagate the Marxist message.

By reading the opinions one can see how frequent these terms are in the text of the conclusions.

-- Consideration of 2: The future life of the CEA will depend greatly upon the political vicissitudes in America[S].

They have wisely chosen Venezuela as headquarters. The members that form the Executive Committee are all leftists.

The VIII Congress will be held in Brazil.

One must look closely to see that CEA does not represent the genuine American mind and thought.

The political groups of various countries must be alerted to use caution toward union organizations in the teaching field.

The Hierarchy and the Catholic teachers of Venezuela must be informed of the CEA's general statement as well as the summary of the Executive Committee's activities so that they can closely watch the work of this institution in Venezuela.

The Hierarchy of Brazil must also be informed of the by-laws and rules of the past Congress (VII).

In this respect of the future of CEA, it is necessary to emphasize and call especial attention to the close relationship established between CEA and UNESCO, above all through the so-called Proyecto Mayor for Latin America.

In this direction, they should thoroughly read and consider the conclusions and declarations of Comision 2a (Page 4, a, b, c, and d).

The American Hierarchy has already concerned itself upon other occasions with UNESCO's Plan Mayor.

The coordinator of this Plan, Mr. Oscar Vera, attended all the sessions of the CEA Congress.

And as with UNESCO, CEA's relations with FISE -- clearly Marxist world organization of teachers -- should be closely watched.

LESSONS GENERATED FROM THE FOREGOING

A. Great interest in the public school manifested by leftist and Marxist educators.

B. Decision to carry influence right into the public school through unionization.

C. Desire to introduce the message of socio-economic transformation into instruction given at school.

The three lessons are of exceptional interest for the Church.

A. It does not seem that anyone can argue about the Church having these same interests for reasons naturally different, but the matter is to determine what we are doing concretely to work in conformance with those interests.

Without intention of criticism and only to assist consideration of the above, the following is presented:

-- The public school in almost all of the countries of America represents the largest proportion of students. In Peru it is six-sevenths of the total.

-- The majority of public school students is Catholic.

-- In serving the minority of the private Catholic school, there is a much greater number of priests and religious educators in relation to those occupied in the public school. In Peru less than one-tenth of the total number of priests and religious educators work in the public school and more than nine-tenths in the private school. Remember that the private school comprises less than one-seventh of the total number of students.

Would it not be necessary to deal with the problem of personnel distribution and dedicate a larger number of priests and religious educators to serve the public school students?

B. Almost all of the union organizations of teaching are not, by statutory definition, political nor religious. In fact, however, they are instruments of political rule.

We do not have complete information enough to judge nor answer these questions:

-- Do Catholic syndicated schools exist which have recognized the nature of teachers' union organizations?

-- Have the directing organs of Catholic Action [organized and personalistic movement among Catholics for social improvement] explained to members that the specific apostolate which opposes them is precisely in the active presence of union organizations?

-- Where syndical plurality exists, have efforts been made to form Christian educational syndicates? Are these effective? Are they numerous?

C. The recent declaration of the American Bishoprpic on the social situation in America published after the CELAM assembly in November 1959 should be brought to the attention of all American educators, and all union associations, groups of Catholic educators, teaching-religious communities should make a serious analysis of their performance in the social reality of America and in the norms set by the Bishoprpic, and be an expression of the desire of the social-Christian transformation of America.

Final conclusion: During the VII Congress of the American Educators and the I Congress of the CEA in Lima, the VII Congress of the CIEC was held in San Jose, Costa Rica.

The resolution was made in this Congress to form an inter-American organization of Catholic teachers.

It can be of exceptional importance if from the start it projects its action upon the American public school, if it strives toward the formation of competent, able leaders, experienced in syndical tactics, parliamentary procedures, etc., and if the Hierarchy and all the Catholics of America, religious educators, etc., help them to know and above all to achieve the ideal of Christian social justice.

The moment still seems propitious. However, our eyes should not be shut to the tremendous advance that the leftist forces have attained in this field.

Lima, February 1960

DECLARATION OF THE CATHOLIC TEACHERS OF AMERICA

Those who subscribe, educators of America, gathered in Lima -- city of the Kings [Lima was founded on the Feast day of the Three Kings by Pizarro in 1535] which expresses in its plastic graciousness the most authentic life in America, rich and varied in the present, steeped in the past, projected toward the future -- we wish to tell our vision of education and our stand before that almost sacred office.

To educate is to help to develop men, above all the youngest, with the riches of the past, the wisdom of the present, and the alert attention to what the future allows us to discern of its secret.

One educates the man, not an intelligence, even less a body, neither a sentiment nor a spirit. Education is of, and for, all of the man.

Society educates: the whole of the human community with its behavior is instruction which goes along molding youthful minds. Constituted societies [institutions, organizations] educate: the family, religious societies, the State. Those who stand out in their understanding of the world, and know how to communicate this understanding, educate. Parents educate. Those educate who choose this high endeavor for the employment of their energies and the cultivation of their ideals.

The communication of knowledge assists in the formation of moral or mental habits, requires technique, becomes a real field of learning itself, an art which is not exclusive nor even peculiar to the State. The expression "State teaching" is as contradictory as would be "State engineering," or "State medical science."

Whoever knows should teach. He has a right to it, and also the right to associate with others to teach. In the pursuit and exercise of this right, man, as well as associations of men, is free and his liberty can be limited only when moral principles and public order are violated.

When the State allots part of the common funds which it administers to assist education, it does not constitute a class of privileged functionaries, nor guarantee a special truth to a doctrine, nor makes a better method than another; just as when employing public money in roads or railways, the State should seek only efficiency and the best results.

And since education is the communication of truth which we men know, education cannot seek to be ignorant of, nor trim from that truth that which refers to God, the Author of life, the Maker of the universe. To say "lay teaching" is to say mutilated, anti-scientific, and limited teaching.

Concrete situations in various nations in different moments of their history can reduce or augment the content of the religious education in public schools for particular reasons, but to affirm that one can educate without paying attention to religion is like saying one can build without observing the laws of gravity.

In the face of an immense portion of America which has not yet received the benefit of education, in the face of a social situation of rapid transformation, in the face of an urgent necessity to give to the American teaching profession an advance post in the social development of the world, we Catholic teachers of America reaffirm our will to serve the progress of the American family and we denounce the limitations that secularism, the so-called one school system, political designs, and totalitarian dictates want to introduce into the education of our nations.

America needs teachers.

Lima, 30 January 1960

Actual and fraternal delegates to the VII American Congress of Educators:

Pedro Benvenuto Murrieta (Peru); Luis Celis (Chile); Angel Humberto Baca, Jose de Jesus Lopez, Antonio M. Turriago and Augusto Romero Diaz (Colombia); Evidio Aponte and Hernan Albornoz (Venezuela); Actual delegates of Peru: Luis Lituma Portocarrero, Anselmo Duenas, Lucia Noriega del Aguila, Cesar Pacheco Velez, Andres Cardo and Hernan Alponete Ravanal; fraternal delegates from Peru: Maria Rosario Araoz and Manuel Salcedo Fernandini (CNEC), Beatriz Cisneros (ADGUE and CE), Isabel Reyes Carrillo (UNAMC), Teofilo Ibarra and Daniel Diaz (PUC of P), Enrique Torres Llosa, Eynar Pereyra, Javier Gonzalez Pimentel and Adrico Via (CNEC).

VII Congress of American Educators

UNESCO AND CEA SEMINAR

SEMINAR OF EDUCATIONAL ORGANIZATION

AGENDA

1. Influence of teachers organizations in the development of Latin America.

2. Contribution of teachers' organizations toward the attainment of the purposes of Project P No. 1.

3. Methods to increase the technical efficiency of teachers' organizations in their efforts to contribute to the expansion and betterment of educational systems.

4. Problems related with the professional, social, and economic situation of the personnel of the educational services.

UNESCO INVITES ADVISORY COMMITTEE OF THE PROJECT

Observer-delegate to the 3rd Assembly of the Advisory Committee from the 14th to the 19th of this coming May.

FISE [Federation Internationale Syndicale de L'Enseignement] invites CEA to its African conference the 25th of July 1960.

AGENDA

Current problems of world economic development and international cooperation.

Reduction of international tension, and education.

Teachers' social security.

Lima, 30 January 1960

AGREEMENTS BETWEEN THE WCOTP AND THE CEA

1. The WCOTP shall extend an invitation to the CEA and to the principal teachers' organizations of Latin America to attend, as observers, the Annual Conference of the WCOTP in July.
2. After the Annual Conference of the WCOTP there will be a Conference of Teachers' Organizations of Latin America.
3. The conference shall be concerned with the following topic: How to contribute to the improvement of the educational systems of America?
4. The principal sub-topics of the conference will be:
 - a) A report of each delegate on the educational situation of his country of cooperation between WCOTP, CEA and its organizations for the improvement of understanding between the teachers of America and their professional betterment;
 - b) Means of interchange for persons, professional experience, and didactic material.
5. Preparation of visiting programs, round-tables, exhibitions and similar activities for the delegates of Latin American organizations during their stay in Washington.
6. Technical contribution of the WCOTP to the conference which the CEA will hold this year in Santiago, Chile, concerning the topic: Scientific Orientation of Public Education.

AGREEMENT BETWEEN THE FISE AND THE CEA

Main Objective: To fulfill the proposals and programs of international collaboration formulated in the organic charters [constitutions] and resolutions of the Latin American congresses and world conferences of educators in favor of democratic education, defense of the rights of peoples and educators, strengthening of its national and international unity and maintenance of peace.

Programs of Joint Action:

1. To defend the principles of free education, secularism, obligation, and assistance in education.
2. To defend the rights of educators.
3. To contribute to the propagation of the campaign in favor of educational budgets.
4. Technical collaboration of FISE toward the studies which the CEA carries out with the national organizations concerning education in Latin America and everything concerned with Principal Project [Proyecto Principal] No. 1 of UNESCO.
5. Solidarity with teachers persecuted for political reasons, upon inquiry in each case.
6. To establish an interchange of a professional, cultural, and union type via publications, delegations, seminars, etc.

Plan of Action:

1. Joint meetings with representatives of both organizations to plan specific actions, discussion of problems, etc.
2. Diffusion of coincidental questions in such a form that the absolute independence which both institutions effect in the international sphere shall be clearly evident.
3. To stimulate through the CEA the interest of the national organizations of the different countries of Latin America to develop, by means of scholarships, the interchange of experiences and teachers.
4. To jointly organize conferences or pedagogical seminars.
5. Exchange of publications for the documentation centers of, and study by, both parties.
6. Support solidarity campaigns, replevy movements of the national teaching professions, and defense of the principals of professional security and ideological liberty of the educators.
7. Organization of permanent campaigns against literature, cinema, and radio pernicious to education.

PROCEEDINGS OF THE EXECUTIVE COMMITTEE
18 May 1959

CREATION OF A PERMANENT ORGAN OF COORDINATION

AND UNITY OF AMERICAN EDUCATORS

Confederation of American Educators

President: Professor Ruben Sylva (Ecuador)

Relator: Humberto Helgueta Guerin (Chile)

CHAPTER I

Creation, purpose and objectives

Article 1. The union and syndical institutions of the continent, represented at the VI Congress of American Educators, do establish a union and syndical entity with the name "Confederation of American Educators" [Confederacion de Educadores Americanos] (CEA), based on the following Declaration of Democratic Principals approved in Santiago, Chile, by the IV Congress of American Educators in 1943:

"Democracy is the highest form of political, social and economic association, whose characteristics and essential functions are: 1) To respect and dignify the individual; 2) To defend life and civil liberties, political rights and the free expression of thought by all individuals, without distinction as to race, sex, class, religious creeds, etc.; 3) To recognize the right to work, to health and to culture; 4) To assure enjoyment of material and spiritual goods [welfare] created by labor and which are the property of society; 5) To assure to all equal opportunity to engage in social functions; 6) To promote solidarity among men and nations of the world; 7) To encourage free philosophical thought, culture of the sciences and of artistic creation, and to respect religious creeds; 8) To confer upon peoples the right of self-determination and to citizens the right to enter into and influence the orientation and management of public affairs; 9) To build and plan the economy in order to procure the welfare of society."*

Article 2. The objectives of the Confederation of American Educators are:

a) To propegate a positively democratic educational system, accepted by Americans, which assures an abundance of both individual and common rights;

b) To defend civilization and culture, and promote its advance to the advantage of the people;

* The union organizations of the USA and Puerto Rico represented at this Congress should -- for validity in their case -- countersign [authenticate] these statutes.

c) To fight for the establishment and maintenance of a just peace, founded upon respect of the right of self-determination of all peoples;

d) To be alert for governments which are authentically democratic and capable of promoting political, social, economic, scientific, and ethical progress of nations, in order to secure their freedom;

e) To fix general norms for the education and professional improvement, for the dignity, and for the betterment of the economic, legal, and social situation of the American educator.

Article 3. The object of the CEA, in accordance with the foregoing Declaration of Democratic Principles, is:

a) The progress of education and educational legislation in the countries of America;

b) The enjoyment of the benefits of culture by all the inhabitants of each country;

c) The defense of childhood and youth;

ch) [In the Spanish alphabet Ch follows C] The establishment of common bases of American education, while still respecting national factors;

d) The fight against ideologies and manifestations which threaten the people's culture and freedom;

e) The unification of all the teachers' organizations of each country, with a view to the single national organization;

f) The establishment of relations with all the teachers' organizations of the world and cooperation, when possible, toward the creation of a sole international teachers' organization;

g) The securing of the union and syndical conscience in all educators to the point of obtaining that proposed right of reprieve in a country be rightly due and opportuntely guaranteed;

h) The defense of the rights and interests of teachers and of educational centers;

i) The promotion of the interchange of teachers and students and cultural elements of American nations;

j) Cooperation with organizations which seek to procure international solidarity, such as UNESCO, OIT, and others with similar objectives.

Article 4. In order to accomplish the objectives set forth in the foregoing articles, the CEA shall fulfill the following specific tasks:

a) To establish the Technical Office of Education (Oficina Tecnica de la Educacion);

b) To edit a periodical;

c) To organize and maintain the "Chest of Solidarity" to economically assist teachers persecuted for political and social reasons;

ch) To carry out campaigns in favor of the masses;

d) To organize cultural interchange; study trips and international vacations for educators, etc.;

e) To establish the Pass or note Book of the American Educator Carnet del Educador Americano.

CHAPTER II

Organization

Article 5. The CEA is constituted by the national union and syndical organizations of public teachers of the continent which adhere to it. Where there are none, the internal regional organizations of each country which would be recognized as CEA members will pledge to fight for federation or sole national organization, respectively. The representative institutions of the Teachers of Private Education of Brazil (Magisterio de Enseñanza Privada del Brasil) may join the CEA with the condition that their statutes do not oppose the objectives and principles of the latter.

Article 6. The directive organs of the CEA are the following:

- a) The American Congresses;
- b) The American Executive Committee, formed by seven members elected by the Congress, nominated by the countries which recognize their right to form it. Four members shall be of the headquarters country and the three remaining of other countries;
- c) The Regional Secretariats;
- d) The regional or continental American Congresses.

Article 7. Each Congress shall fix the headquarters of the next Congress; the Executive Committee can change it for cause, upon consultation with member institutions.

Article 8. The headquarters of the Executive Committee shall rotate, that is, changed at each new ordinary Congress, and transferred when extraordinary or exceptional circumstances warrant, upon agreement of two-thirds of the Regional Secretariats.

Concerning the Congress

Article 9. The Congress is the supreme authority of the CEA and shall meet ordinarily and extraordinarily. It shall meet ordinarily every three years and extraordinarily by resolution of the Executive Committee, approved unanimously by its members or at the request of two-thirds of the Regional Secretariats when grave circumstances make it imperative.

Article 10. The Congress shall include:

- a) The direct delegates designated by the affiliated institutions to CEA;
- b) The members of the Executive Committee;

c) The heads of the Regional Secretariats.

The delegation of each country may not exceed 20 members. The members of the Executive Committee and the heads of the Regional Secretariats only shall have a voice.

Article 11. The resolutions of the Congress will be made by simple majority, except special cases considered in these statutes, then being computed by votes per country.

Article 12. The Congress may only be constituted with an attendance of one-half plus one of the countries possessing affiliated institutions with CEA. The quorum for its sessions shall be one-half plus one of the countries present.

Article 13. The specific attributes of the Congress are:

a) To elaborate the general features of the action to be developed by the institution within the principles and objectives which govern it;

b) To elect the supreme authorities of the CEA;

c) To suspend or expel affiliated institutions, by two-thirds vote, upon well-founded grounds by the Executive Committee and the Regional Secretariats, and only after having heard the accused institution;

ch) To approve or reject the memoranda and balance of the Executive Committee and the Regional Secretariats;

d) To approve the budget of the organization and fix the dues of the affiliated institutions;

e) To fix the headquarters for the next Congress and Executive Committee and appoint the head countries of the Regional Secretariat;

f) To modify the present statutes by a majority of two-thirds of the affiliated countries.

Concerning the Executive Committee

Article 14. In addition to the attributes pointed out in this statute, the Executive Committee will:

a) Fulfill and realize the resolutions of the Congress;

b) Present to the Congress the memorandum and balance of the period of its tenure;

c) Formulate the budget of the institution;

d) Contract, watch, and dismiss technical and administrative personnel;

e) Elaborate, annually, the work plan and inform the affiliated institutions;

f) Maintain permanent contact with the Regional Secretariats and affiliated institutions;

g) Execute all actions necessary for the proper function of the institution;

h) Organize the defense of and assistance to American educators who are persecuted, seized, or deported for politico-social reasons;

i) Convoke extraordinary Congresses, when called for by two-thirds of the Regional Secretariats;

j) Elaborate the necessary regulations for the functioning of the CEA and its organs, upon consulting the branches [filiales].

Article 15. Generally, the quorum shall be a simple majority (4) of its members. The notice of extraordinary continental Congresses will be by unanimity of its members [votes]. Two-thirds vote will be required for the following cases:

a) The notice of meeting of regional Congresses and American Congresses;

b) Suspension or separation from the CEA of affiliates, pending report of the respective Regional Secretariats;

c) Affiliation to CEA of new institutions, pending report of the respective Regional Secretariats;

d) Change of headquarters of Continental Congresses;

e) Suspension or separation of Regional Secretariats;

f) Change of headquarters of Regional Secretariats;

g) All other questions determined through simple majority vote by the Executive Committee.

Concerning the Regional Secretariats

Article 16. The Regional Secretariats shall depend directly upon the Executive Committee and shall have the attributes of this latter within their respective regions. The Executive Committee shall issue its regulations.

Article 17. The Regional Secretariats will be formed by three members of the host country, elected by the respective branch [filial] or branches representing preferably, as far as possible, the various branches of education.

Article 18. The Regional Secretariats shall call and organize the Extraordinary Congresses when it does not request the Executive Committee to do so in accordance with clause i) of Art. 14.

Transitory Article

Create the following Regional Secretariats;

Puerto Rico -- for the USA, Canada, and the Antilles;

Mexico -- for continental Central America;

Ecuador -- for Venezuela and Colombia;

Chile -- for Peru and Bolivia;

Brazil -- for the Guianas;

Uruguay -- for Argentina and Paraguay.

Concerning the American Conferences

Article 19. The American Conferences shall be exclusively of socio-pedagogical, cultural and professional character. They shall be convoked by the Executive Committee through two-thirds vote of its members.

Article 20. Zonal conferences may be called by the Regional Secretariats to discuss specifically determined points which affect teaching or education in the countries included in the zone, notifying beforehand the Executive Committee.

Financing

Article 21. The Congress shall approve the ordinary budget of the CEA, determining the dues to be contributed by each affiliate.

Article 22. The cases not covered in these statutes shall be settled by the Executive Committee, making account to the Congress.

Transitory Article

To finance the functioning of the CEA in the first three years, the affiliates should make the following contributions:

a) An initial quota of maximum income of the possibilities of the affiliates of each country and which will be canceled before the 30th of March of the present year.

b) An annual quota to finance the CEA budget and which will be canceled before the 30th of June each year, 1957 inclusive.

For this purpose, before the 30th of April each year, the Executive Committee shall present an estimate of expenses and corresponding contribution of each institution.

OTHER RESOLUTIONS

In addition, and related with the functioning of the organization created through the foregoing resolution, the following resolutions are adopted, all of which are supported unanimously by the present delegations:

1) HEADQUARTERS OF THE EXECUTIVE COMMITTEE OF THE CONFEDERATION OF AMERICAN EDUCATORS

It is resolved that such be URUGUAY.

2) COUNTRIES FORMING THE EXECUTIVE COMMITTEE: CHILE, ARGENTINA, BRAZIL.

Consequently, it is proposed and accepted by this Congress, that the Executive Committee be composed by the following:

For URUGUAY (Headquarters):

H. Renee Escanellas de Franco,
Eriberto Gestó Santoro,
Nelson Lopez Hubert,
Horacio Ferrer Perez.

For ARGENTINA:

Americo Foradori.

For BRAZIL:

Solon Borges Dos Reis.

For CHILE:

Humberto Elqueta Guerin.

Substitutes must be designated by each one of the countries and subsequently communicated to the Executive Committee, in the case that some delegations did not concur.

Also the institutions of the headquarters countries of Regional Secretariats must send the names of three members who will form each of these Secretariats.

The headquarters of each of them shall be:

MEXICO: Mexico, D. F.

CHILE: Santiago de Chile

URUGUAY: Montevideo

ECUADOR: Quito

PUERTO RICO: San Juan de Puerto Rico (Hato Rey).

3) The headquarters of the VII CONGRESS OF AMERICAN EDUCATORS is resolved to be PERU.

4) It is resolved to recommend to the Executive Committee of CEA to concern itself with the inclusion of physical education teachers into the national organizations of each country.

5) Considering that it is a postulate of the Confederation of American Educators that teachers may teach in any country of America, the VI CONGRESS OF AMERICAN EDUCATORS resolves:

To request of the Executive Committee that among its first tasks it obtains that the free governments of America permit the immediate exercise of teaching to exiled teachers who might have found, or in the future will find, asylum within their respective territories, smoothing out for them [teachers] the legal impediments or formalities which could hinder this just desire [to teach].

6) That all the resolutions on Guatemala and Paraguay go to the Executive Committee of CEA to be extended to all the dictatorships of America, condemned by the document approved by initiative of Peru.

OATH AND TAKING OF OFFICE:

Immediately after approving the statutes of the Confederation of American Educators and having designated the first leaders of the nascent organization, the director of debates of that session, Mr. Jose Reyes Ayala, president of the Mexican delegation, with the Congress standing, administered oath of office to the members of the Executive Committee: Miss Renee Escanellas de Franco (Uruguay), Mr. Eriberto Gesto (Uruguay), Mr. Horacio Ferrer Perez (Uruguay), Mr. Nelson Lopez Humbert (Uruguay), Mr. Americo Foradori (Argentina), Mr. Solon Borges dos Reis (Brazil) and Mr. Humberto Helqueta Guerin (Chile).

Then Mr. Jose Reyes Ayala gave the solemn oath to the members of the Committee, in these terms:

Mr. REYES AYALA: "Fellow teachers who occupy office of the Executive Committee of the Confederation of American Educators, do you affirm to fulfill and to enforce fulfillment of the statutes issued by this Congress?"

THE MEMBERS OF THE EXECUTIVE COMMITTEE: "We swear it!"

Mr. REYES AYALA: "If you do thus, may society reward you; and if not, may [society] demand it from you."

The oath was given amid respectful silence, broken at its completion with a thunderous applause with which the congress-members manifested their joy, since after arduous and intense working days they had succeeded in shaping one of their most treasured aspirations: to create a permanent organ of coordination and unity of American educators.

VII CONGRESS OF AMERICAN EDUCATORS -- OPINIONS

THIRD COMMISSION

Topics:

Professional scientific and technical education and its contribution to the economic development of the countries.

Function of the university and scientific research.

I. PROFESSIONAL SCIENTIFIC AND TECHNICAL EDUCATION AND ITS CONTRIBUTION TO THE ECONOMIC DEVELOPMENT OF THE COUNTRIES

The VII Congress of American Educators understands by professional technical education the indispensable complement to general education which has as its object the theoretical and specifically practical preparation for the efficient exercise of a remunerative, socially useful profession or occupation. It aspires to achieve the following principal objectives:

1. The grasp of technological and scientific fundamentals of occupation or profession and of general culture.
2. Learning of specific skills essential for the exercise of the occupation which is to be perfected through its practice, and
3. The understanding of the personal and social responsibility of occupation or labor and of its place in the culture.

The VII Congress of American Educators,
CONSIDERING:

1. That Latin America is experiencing an extraordinary and accelerated augmentation of its population and that more than 50% of this population lives from agrarian labor. Every professional technical educational program should consider the demographic growth, the agrarian reform, and the process of industrialization of each country.

2. That the great scientific and technological triumphs compel a revision of all classic concepts, intensifying the teaching of science and technical fields at all educational levels.

3. That it is necessary to create a definitive consciousness in Latin America concerning professional-technical education of its youth, giving the maximum of professional opportunities which would favor economic, social, and political development.

4. That the attainment of the highest levels of life requires, pre-emptorily, a greater professional technical capability for the transformation of our own raw materials.

5. That the present doctrine for teachers' training at all levels and in all branches requires that it be at university level.

DO AGREE:

1. That in the programs of secondary education or technical and trade media, there be the compulsory inclusion of that which gives opportunity to adolescent youth to create and develop skills and

abilities which permit them to orient their aspirations toward the realm of national production.

2. That technical-professional instruction adapt its basic teaching to permit graduates to continue with higher studies.

3. To recommend that the governments of the various countries allot, with the urgency required by the present circumstances of our economic development, the financial resources to permit the planning, creation and adequate equipping of technical-professional teaching establishments, for which they should form a fund especially destined for this purpose.

4. This planning should consider the equality of opportunities for both sexes in order to elevate the socio-economic conditions of the woman and accelerate the process of national production.

5. To propose that the centers of technical-professional teaching and its specialties be created and adapted in accordance with the natural resources of the various countries and their regions.

6. To require of the governments the promulgation of laws which would give legal indorsement to graduates of this education, the assurance of work and a remuneration compatible with their preparation and which assure to them a higher standard of living.

7. To declare that the necessity is urgent for the students of this training to have direct contact with industry, verifying the acquisition of practical knowledge right in the industrial centers themselves of each country. To this end, the corresponding educational legislation should be prescribed, or there should be formed organs (special departments, practice professional, industrial, or production shops) which would assure this relation and the sufficiency of education for economic development.

8. To obtain from the governments intensive courses for technical-professional improvement of the graduates in order to improve their ability and efficiency in industrial processes [affairs], creating scholarships and inducements that contribute to this object.

9. To recommend that there be established in each of our countries a center of higher studies of science and technology which would work in direct relation with graduates of this training, with a view to the training of highly qualified scientists and specialists.

10. To recommend the creation of a teaching career in technical training at university level, considering pedagogical knowledge and the techniques of teaching, in addition to technological knowledge and the shop exercises, and the improvement courses suggested by the real situation.

11. To solicit the rectification of the form in which, at present, international assistance is accomplished and utilized, in the sense that it not be economically, culturally, nor materially injurious to the national interests of each country.

12. To entrust to the Confederation of American Educators the accomplishment of annual interamerican conferences of teachers of professional technical training in those places which circumstances determine.

II. FUNCTION OF THE UNIVERSITY AND SCIENTIFIC RESEARCH

The Commission -- considering the work of the delegations from Venezuela, Ecuador and Peru, and the written observations consigned by the delegations of Chile and Uruguay, all of which possess a similar criterion regarding the function of the university and scientific research -- has arrived at the following conclusions and recommendations:

1. Higher education is one of the stages of the educational process, therefore should conform generally to the spirit of orientation of said process and maintain the necessary relation with the other branches and levels which form it. Likewise, the coordination between secondary or intermediate and higher education should be studied and established to permit entrance of students of the former to the corresponding university education or institutes of higher learning, through gradual steps, without deviation nor alteration of the nature of both educational stages.

2. The university faculty, and that of other educational branches and levels, should intensify its relations for better cognizance of its problems through personal and union rapprochement.

3. The universities should orient their action toward the accomplishment of the following objectives:

- a) Scientific research;
- b) Professional education;
- c) Increment and diffusion of culture;
- d) Place all efforts in the service of solving national problems;
- e) To strive for, and defend the principals of democracy and social justice.

4. It is an imperious necessity of Latin American social and cultural development that, responding to the concept of State teaching, the states plan a general university policy, regulating the creation of university entities, placing under its control private universities, for the purpose of integrating its activities in an harmonious whole in accord with general conformity [or: expedience], and tending to the development of its functions with a sufficient degree of autonomy, without letting this mean divorce from the educational system or isolation from the actual facts of the national situation.

5. The university shall encourage and develop scientific research. Thus, it will tend to the centralization and planning of scientific research in our countries, through the patronage of a high-level national entity (council or national board of scientific research) which, representing all activities and organs promoting those works, shall further its progressive and harmonious evolvement.

6. The university-level institutions should create ways for the greatest cooperation among the Latin American universities: in

the area of scientific research, in the interchange of teachers, in the mutual recognition of diplomas and degrees, and in the creation of possibilities for students to enter and follow their studies in any of the Latin American universities.

7. The principal function of the Latin American university is to utilize the advance and progress of well-informed science to create upon it a technology which responds to the nature of the actual Latin American situation, to our kind of problems, and to the meaning and course of our economic-social development.

8. The Latin American university should aspire to utilize completely for its high objectives all the potential capabilities of the national population, organizing in such a manner as to permit admission through free education, the development of the policy of student welfare, and the establishment of an extensive and adequate system of scholarships and inducements conducive to the above objective.

9. The university shall see to the creation of organs which will group its graduates in such a way that they may lend mutual and efficient material, intellectual and moral cooperation among themselves.

10. The university should favor and prompt scientific research in the political, social and economic sciences, and in the actual situation of each people, in order to promote, in conformity with this situation, the social progress of the respective countries.

Lima, 29 January 1960

Jose Antonio Valer
President
(Peru)

Raul Correa
Relator
(Chile)

Jorge Gonzales
Secretary
(Ecuador)

AV/TS

VII CONGRESS OF AMERICAN EDUCATORS -- OPINIONS

SIXTH COMMISSION

THE SITUATION OF INFANCY AND ADOLESCENCE IN THEIR PROBLEMS
OF ADAPTATION TO SOCIETY

The present situation of infancy and adolescence in their problems of adaptation to society meets with a series of obstacles translated into various forms of irregular conduct seen in the following aspects:

A) DOMESTIC ASPECT

1. Non-recognition of parental authority
2. Running away
3. Unauthorized appropriation of small objects belonging to others
4. Lack of sense of responsibility
5. Eagerness to achieve status regardless of means of obtaining it

B) SCHOLASTIC ASPECT

1. Low compliance ["strong-willed"]
2. Truancy and desertion
3. Conflicts with authority and non-adaptation to student group

C) PROFESSIONAL OR OCCUPATIONAL ASPECT

1. Lack of work habits
 - a) Vagrancy and mendicancy
 - b) Prostitution and other immoral or defaming activities of the human person
2. Premature and inadequate working
3. Poor utilization of leisure time

D) SOCIAL ASPECT

1. Antisocial behavior
2. Cases of problem students
3. Moral abandon
4. Sexual deviation or perversion

These various forms of social non-adaptation are due to one or several of the following causes, which act at times simultaneously and at times in isolation, with a preference varying also according to country, region, or various social or economic conditions.

Low economic level, which predominates, and which goes into deficit mainly to satisfy the vital necessities of the child.

1. Deficient nutrition which promotes malnutrition
2. Unhealthy housing
3. Lack of, or inadequate clothing

Disorganization of the home ["broken homes"], due to:

1. Lack of economic means
2. Deficient work conditions of the parents (insecurity, unjust wages, insufficient income)

3. Irresponsibility in home management (poor budget)
4. Parents not educated
5. Abnormal home (cohabitation and illegitimacy)
6. Alcoholism

Inadequate domestic environment:

1. Incompatible temperaments
2. Lack of "upbringing"
3. Parental misunderstanding toward, and lack of affection

for, the children

Negative environmental influences, created by:

1. The street
2. Certain forms of publicity (newspapers, radio, motion pictures, literature, television)

Biopsychic, congenital or acquired conditions: whether by heredity or insufficiency during gestation or the first years of infancy

To overcome these conditions and situations, the Sixth Commission has considered it expedient to propose the following:

I. To encourage structural changes which tend to better the standard of living of the domestic group and which assures:

1. Full employment
2. Domestic-type salary adjusted to the cost of living

II. To promote legislation which tends to:

1. Effective accomplishment of compulsory education, obtaining its extension to intermediate education
2. To produce a Child Code with a similar basis for all the American countries

3. Prohibition of child labor
4. Penalties served for domestic desertion
5. Attention to child and adolescent leisure time activities, obtaining means of organized recreation for them

III. Educators to plan and organize campaigns, especially advising parents in order to:

1. Improve the domestic environment
2. Assist youth in the formation of ethical and democratic

principles

3. Create organs made up of parents and teachers for orientation in the use of publicity which authentically serves education
4. To interest teachers in greater knowledge and comprehension of the problems of adolescence (adaptation of the student, equal treatment, orientation in the adolescent's problems and educational guidance)

IV. To demand of Latin American governments an educational policy which would offer maximum enlargement to education budgets, allotting sufficient means to the educational services, based on the principles of compulsory education, secularism, gratuitous education, subsidization, and democratization.

In the above respect, the following is considered urgent:

- a) Give educational attention to all children of school age
- b) Offer more and better facilities, more teachers and educational material adequate for the proposed objectives
- c) Amplify diversification of the systems, offering varied educational opportunities to the student body
- d) Create or perfect orientation and guidance services to the student
- e) Put into effect adult education plans
- f) Create scholastic social security, offering child-care services, medico-dental service, student dining rooms, vacation camps, and student attire
- g) Consider the functions of physical and technical education, the first as to nature of the means to obtain and maintain health, and the second as to its task of orientation and preparing [with ability] of adolescence
- h) Create play areas for children, recreation centers, game and sport fields and varying scientific and artistic centers which will contribute to the formation of the whole personality of the child and of the adolescent, under the technical direction of specialists

Lima, January 1960

Humberto Carranza Peidra (Peru)
President

Olga Urtibia (Chile)
Secretary

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