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CAPS/HONDURAS
BIANNUAL REPORT
March 1989 - October 1989

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III. APPENDICES

I. ACTIVITIES IN-COUNTRY

A. ACADEMY FOR EDUCATIONAL DEVELOPMENT/HONDURAS

1. Group IV Departure

During the period of this biannual report, the Academy's in-country office was busy with preparations for group IV departure to the United States. Students were briefed on the various documents they needed to depart Honduras. Passports, visas, and PIO/Ps were among the departure documents completed during this time.

To further prepare the students for living and studying in a new country and culture, the counseling staff held an hour-long session weekly on specific topics chosen to help the students think about and clarify their personal values. These sessions were to complement and reinforce the presentations given by the Center for Applied Linguistics staff. The topics covered in these sessions included: spending money, meeting new friends, dating, smoking and drinking, and racial bias. Returned CAPS scholars were invited to participate in these sessions. The returned scholars were a tremendous resource and actively participated in these lively discussions.

In addition to the group meetings, each scholar met with the Academy's counselor for an individual session on his or her personal situation. The individual session was an excellent opportunity for the students to express any problems they had about the program or their personal life before leaving Honduras for the United States. The most common problems to surface during these sessions were the student's concern over their social adjustment in the United States and worries about their families' finances while they would be studying in the United States.

On May 30, the United States Ambassador to Honduras Everett Briggs, and the USAID/Honduras Mission Director Mr. Sambraillo, hosted a farewell graduation ceremony and reception at the Hotel Maya for the CAPS students. President Azcona of Honduras, and the Ministers of Education and Finance, attended the ceremony and presented farewell messages to the students. The event received national press coverage through

radio, television, and newspaper. Each student was given a group picture taken at the graduation ceremony. (See appendix I for group picture).

The pre-departure orientation was held in two phases this year. Members of the Academy's Washington staff traveled to Tegucigalpa to attend and participate in the in-country portion of the orientation, and members of the in-country staff traveled to Miami with the group for the weekend and the second phase of the orientation. By dividing the orientation into two locations and using both in-country and U.S. project staff, a bridge of understanding and trust was created for the students which we believe made the adjustment to a new culture and staff easier.

The in-country phase of the orientation, held May 29-31, focused on general university information and logistical details for the departure to the United States. Sessions designed to motivate and encourage students to excel in the United States and return to help develop their country were presented by Honduran lecturers who had studied in the United States. (See appendix II for orientation schedule). On June 2 group IV departed for the United States accompanied by Academy's in-country and U.S. staff.

2. General Activities

The Academy continued to receive applications in anticipation of a fourth in-country selection. 562 applications were received and recorded at the Academy's office. This number is far fewer than previous years, most probably because the scholarships available were for two years only. However, in mid-March USAID/Honduras decided there would be no further selections under the Academy's current contract. All applicants were notified by mail that at this time there would be no fourth selection for the program.

The Academy officially closed the in-country program administered by the subcontractor, the Center for Applied Linguistics (CAL), on June 30, 1989. The Academy bid farewell to several very dedicated in-country administrative staff and CAL English and preparatory staff. Many devoted several years of hard work which contributed to the success of the program.

Currently, the Academy's in-country staff consists of the Field Director, Bessy de

Acosta, the Business Manager, and a secretary. Smaller office space was leased on a yearly basis to accomodate the smaller staff.

All the equipment, books, and supplies remaining from the CAL in-country ESL and preparatory program were moved to the new office space and locked in a room. At this time, USAID/Honduras has not decided what to do with all the remaining items. Some equipment and furniture was loaned to the CADERH evening English program per the instructions of USAID/Honduras. A complete inventory was prepared by CAL and is on file at the Academy and USAID/Honduras. The Academy has agreed to hold the items until USAID decides where they are to go.

3. Follow-up/Follow-on

The CAPS/Honduras follow-on program is beginning to take form as more students complete their programs and return to Honduras. The Academy is pleased to work with USAID/Honduras in the design and implementation of the program for all long-term scholars under the Academy's contract and other scholars sponsored by USAID.

As outlined in the previous CAPS/Honduras biannual report submitted last March, the foundation for follow-on begins when students are accepted into the scholarship program. Throughout the in-country program, students explore through their coursework, lectures, and independent projects, why they were selected to study in the United States and how important their return to Honduras is to the the development of their country.

While in the United States, the Academy begins to reinforce follow-on throughout the participant's program. The project's newsletter, "Vinculo Hondureño-Americano," for example, contains articles on Honduras which serve to keep the students in touch with their home country while in the United States. Returned CAPS scholars are encouraged to write articles, poems, and send pictures for publication in the newsletter. Recently, two articles on follow-on, one on the alumni association and the other on a re-entry workshop, written by Raul Paz, were published in the newsletter. In future issues, the Academy will report on where our returned scholars are employed and how they are using their educational and cultural experience in the United States to better their country.

While the students are studying in the United States, the project's program staff works closely with them to further refine their educational objectives and make their academic

program as appropriate as possible to their intended professional goals upon return to Honduras. Our experience has shown that if students are reminded of the purpose of their scholarship program, and their U.S. academic experience is made as relevant as possible to their country, the students will have a serious investment in their return home. Students are encouraged to do practical internships in their field of study to make their training experience relevant to their professional goals. Last summer five CAPS scholars returned to Honduras for summer internships, in fact, two interns were offered employment in Honduras after they complete their degree programs. During the academic year and during summers, many students also participate in internships in the United States which help them explore the practical applications of their education.

USAID/Honduras has taken the lead in planning the follow-on program for all long-term CAPS participants. USAID/Honduras follow-on program staff and the returned scholars have outlined the following objectives:

1. Ensure that returned participants use their training as planned;

2. Assist returned participants to reinforce their training experience and share it with others; and

3. Strengthen the bonds of friendship, understanding, and trade between the United States and Honduras. (See appendix III for further explanation of objectives of follow-on).

Three re-entry workshops have been offered to the returned long-term participants over the last nine months. Unfortunately, only 17 out of a total of 62 returned participants have attended these activities. Despite the low attendance, some interesting ideas have been learned from those who have attended the workshops:

1. Most participants are handling the shock of re-entry fairly well;

2. The main problem confronting the returned students is finding employment;

3. Participants are not applying for membership in an American professional association or journal; and

4. **Few returned participants in this initial group were involved in extra-curricular activities while in the United States.** (This is not unexpected since the first group of CAPS/Honduras students was not a typical CAPS group. They did not participate in the in-country program which prepares students for the "Experience America" component of the project, and many of them were married with families and appeared to have had little time for outside activities while studying in the United States).

The Academy's in-country office has participated and supported the AID follow-on officer in the three workshops. All returned participants were either contacted by phone or mail after their return home. (Also, non-Academy sponsored long-term trainees were contacted by the Academy office). The returned participant questionnaire was mailed to all returnees, and all addresses and phone numbers for the students have been updated. The Academy, in coordination with USAID/Honduras is planning for the first Alumni Association "Congreso" to be held in January 1990. A core group of returned participants have agreed to plan for the first meeting. Approximately 100 long-term CAPS returned scholars are expected to attend.

The Academy staff in Honduras are very actively assisting the returned scholars to find employment. Finding employment for the students is difficult because of the high unemployment rate in Honduras and lack of new jobs. Also, a new government will take office in January which will further restrict employment opportunities for returned trainees. This is especially true for students who study agriculture as the government is the largest employer of agriculturalists.

On an individual basis, each student is provided support in writing resumes and cover letters. The Academy's Washington office requests students to submit their resumes before they leave the United States. They are then forward to Honduras, in order that our office begin to explore employment opportunities. Once the student's graduation is confirmed an article is published in the Honduran newspaper to announce the student's graduation and field of study to potential employers. Additionally, the network of returned trainees who are employed is contacted to see if they are aware of any employment opportunities. Newspaper classified ads and other trade publications are reviewed for possible jobs. The National Employment System that functions under the Consejo Asesor para el Desarrollo de los Recursos Humanos de Honduras (CADERH) that

claims to have a network of 4,000 private sector firms is also tapped into by the Academy's Honduras office for job opportunities. At present, a little over half of the returned participants are employed. (See appendix IV for newspaper articles and where returned students are employed).

B. IN-COUNTRY ENGLISH AND PREPARATORY TRAINING

The third and final CAPS I In-Country Training Program under the direction of the Center for Applied Linguistics (CAL) terminated in May 1989. A full description of the program's objectives and values, including both its academic ESL and remedial content courses, as well as a description of the standardized tests that it utilizes, appears in the CAL CAPS/Honduras annual report August 1987-May 1988, and a synoptic description may be found in the AED CAPS/Honduras biannual report December 1987 - August 1988.

This report focuses on the variables within the model of the training program described in the above publications, for the period February 1989 to June 1989, and presents statistics for the same. This period covers the last two weeks of the second cycle through to the end of the third cycle and the departure of 88 of the program's students to the United States for their three months ESL "topping off" prior to commencing full academic study in September 1989.

1. Academic English as a Second Language and Remedial Content Courses

Ninety-one students began Cycle III of the Year III program. They were placed into five advanced classes and three intermediate classes, the average size of which was twelve students. They represented a wide range of ability with, as a group, their TOEFL scores ranging from 370-570.

Seventeen students had failed one preparatory class (math or science) and five students had failed both. Consequently, forty-one students with TOEFL scores below 440 or with a failing grade in preparatory classes, were placed on academic probation. Teachers, all of whom had recently attended an in-service training session on Learning to Learn, were asked to reinforce Rebecca Oxford's Taxonomy of Learning Strategies that had appeared

in the students' handbook at the beginning of the year. Students' attention, in a letter from the Training Director, was drawn to these strategies and they were also asked to find solutions to any personal problems as soon as possible, as well as to cut down on their visits to their home towns. Student response, in the main, was positive, and many of the students in question made significant progress in their Cycle III classes as a result.

Preparatory classes were heterogeneously grouped according to field of study: each student taking four hours of science and four hours of math each week. The twenty-three students who were to study engineering took physics and pre-calculus, those fifteen students whose chosen field was business administration or computer science, took pre-calculus and human biology. The twenty-one agronomists took plant biology and statistics, and the remaining thirty-two students took human biology and statistics.

Again, as in Cycle II, many of the students with high school titles of "Maestro de Educacion" and "Perito Mercantil" who entered the program with low basic skills experienced some degree of frustration, especially in the pre-calculus and physics classes. However, many of the students, with application, did exceedingly well, and the objective of raising math and science skills to 60+ on the GED was met. The end of year GED mean for math was 63.7 and for science was 63.4, which showed increments over the year of 5.2 points and 4.5 points, respectively.

Following last year's design, both math and science were taught exclusively in English, thus providing cognitive application for the ESL learning in the morning classes. Furthermore, during the trimester, both English and science teachers collaborated with success in having the students produce a research paper, something completely new to them.

The research paper project, which counted for 25% of the final science grade, was initiated by Dr. Grace Burkhart in pre-service training when she gave a series of workshops to both ESL and content teachers on the nature of written academic discourse. Students at the beginning of Cycle III, were given a statement of objectives and a series of due dates, the majority of which were adhered to without problem. The product was a vast improvement on last year's, although while most students could conceptualize what constituted plagiarism by the end of the cycle, some had difficulty in distinguishing what information did, or did not, warrant a reference. All students, however, are now farmiliar with the format and the mechanics of a term paper.

The project was coordinated by a committee of ESL and science teachers, and evaluated by both groups: science teachers awarding up to 75% for content, format, communicative quality, and task fulfillment, and ESL teachers awarding up to 25% for linguistic appropriateness, mechanics, and timeliness. There can be no doubt that the word processing facility in the Learning Resource Center contributed to the quality of many papers, as well as to the learning experience.

Once again, the preparatory courses, taught in English, contributed to the high TOEFL mean of 491 at the end of the cycle. In this last test the range was 370-620, and the distribution of scores was as follows:

500+	46 students
450 - 499	27 students
425 - 449	12 students
400 - 424	4 students
below 400	3 students

(See appendix V for Group IV testing summaries and analysis).

2. Evening Lectures and Pre-departure Orientation

The students continued to attend lectures on Tuesday evenings that served (1) to provide them with information about the U.S.A., and (2) to simulate an English medium academic lecture. The outline and key vocabulary of each lecture was previewed in the ESL classes and follow up activities provided an opportunity to evaluate notes as well as to review and reinforce content.

In Cycles II and III the students received the following lectures about American culture and society:

The System of Education in the U.S. Alison Borden (American School)
Mass Media in the U.S.A. Dave Edgerton (AED)
The System of Government in the U.S.A. Howard Rosenberg (Elvel School)
How the President of the U.S.A. is Elected. Chip Barclay (USIS)

Understanding Other Cultures: A Comparison and Contrast of Honduran and American Cultural Values. Mea Moore (CAL)
American Beliefs and Values. Mea Moore (CAL)
Non-Verbal Communication. Mea Moore (CAL)
Family Relationships / The Role of Men and Women. Mea Moore (CAL)
Education and Religion in the U.S.A. Mea Moore (CAL)
Culture Shock. Mea Moore (CAL)

Through the lectures delivered by Mea Moore, and followed by interviews with personnel from USAID, USIS, the Peace Corps and CARE, the students explored the historical and social definitions and beliefs that are the foundations of American culture, as well as contributed comparisons and contrasts between Honduran and American values.

A final talk by the training program director, Stephen Tomlin, during the pre-departure orientation focused on studying ESL in the United States, and drew students' attention to solutions for problems that CAPS I and CAPS II students had experienced in past years.

3. Teacher Training - Project Year III

In the Project Year I the ESL teachers received a total of 137 hours of training. In Project Year II a total of 88 hours was provided for ESL teachers and 20 for preparatory teachers. In Project Year III ESL teachers received a total of 78 hours, equivalent to 5 continuing education units earned under the auspices of the Center for Applied Linguistics (CAL), and preparatory teachers received 15 hours.

ESL staff who have been in the program since Project Year I have thus accumulated a total of 303 hours ie: Hector Cantero, Karen Nelson, Patricia Penalva, and Stephen Tomlin. ESL staff who joined the program in Project Year II have accumulated a total of 166 hours ie: Miladay Farach, Paul Stufkens, and Jose Ubeda. Ricardo Menjivar, who joined the staff half way through Year II has accumulated 122 hours, and Lisa Villela and Michael Avila have accumulated 98 hours and 60 hours respectively.

In Project Year III the training has been divided into pre-service and in-service as follows:

Pre-Service Cycle I	20 hours
Pre-Service Cycle II	8 hours
Pre-Service Cycle III	8 hours
In-Service Cycle I	10½ hours
In-Service Cycle II	16½ hours
In-Service Cycle III	15 hours
	78 hours total

Pre-Service Training - Cycle I: (20 hours)

The Nature of English Academic Discourse	Dr. Grace Burkhart CAL/Washington
Using Authentic Materials to Teach Reading Strategies	Patricia Miller CAL/Washington
The Five Levels of Cognitive Skills	Patricia Miller CAL/Washington
The Natural Approach	Patricia Penalva CAL/Honduras
Round Table Sharing of Level I Texts	Staff CAL/Honduras

In-Service Training - Cycle I: (10½ hours)

Ecology Consciousness Raising in the ESL Classroom	Lisa Villela UNAH/CAL-Honduras
Techniques for Reviewing a Reading Textbook	Patricia Miller CAL/Washington
ogram Statistics	Dr. Becky Myton UNAH-CAL/Washington
10 Different Ways of Using Transparencies	Patricia Miller CAL/Washington
Computer Assisted Language Learning	Karen Nelson CAL/Honduras

The CAPS Project and Similar Programs	Anthony Vollbrecht USAID/Honduras
Exploratory Observations	Patricia Miller CAL/Washington Patricia Penalva CAL/Honduras

Pre-Service - Training Cycle II: (8 hours)

Effective/Affective Teaching	Patricia Miller CAL/Washington
The Systems Approach	Lisa Villela UNAH- CAL/Honduras
Using Authentic Reading Materials for Groupwork	Dr. Grace Burkhart CAL/Washington
Developing Reading Materials Using the Five Levels of Cognitive Skills	Patricia Penalva CAL/Honduras
Orientation to Level III Reading Texts	Stephen Tomlin CAL/Honduras

Pre-Service Training - Cycle III: (8 hours)

Teaching Culture to Advanced Students	Karen Nelson CAL/Honduras
Fluency Activities for Advanced Students	Milady Farach CAL/Honduras
Orientation to Level III Texts: Advanced Listening Comprehension	Paul Stufkens CAL/Honduras
Clear Speech	Hector Cantero CAL/Honduras
Paragraph Development	Stephen Tomlin CAL/Honduras

In-Service Training - Cycle III: (15 hours)

101 Ways on How to Use a Honduran Newspaper	Paul Stufkens CAL/Honduras
Process Writing	Patricia Penalva CAL/Honduras

Learning to Learn	Maria Cantarero Dade Community College, Fla.
Puzzles, Puzzles and more Puzzles	Milady F. ch CAL/Honduras
Language and Culture	Patricia Penalva CAL/Honduras
Communicative Activities in the ESL Classroom	Paul Stufkens CAL/Honduras
Guessing Words in Context and Vocabulary Development	Karen Nelson CAL/Honduras
Using Pictures for Self Discovery	Patricia Penalva CAL/Honduras
Problem Solving Activities for Critical Thinking	Stephen Tomlin CAL/Honduras
The Silent Way	Mea Moore School of International Training, VT

4. CAL and English Language Teaching in Honduras

It is appropriate to note in this final report the ripple effect on the ELT environment in Honduras that the teacher training provided by CAL to its teachers has had.

This year, CAL teachers have provided the backbone to both the TESOL Honduras National Conference in Tegucigalpa, and the Regional Conference in San Pedro Sula.

Furthermore, through the auspices of TESOL-Honduras, the Ministry of Education, and the National University, CAL teachers made a significant contribution to a recent three-day seminar in March for public school teachers, the first of a planned series to upgrade English teaching in Honduran public sector secondary schools.

A number of bi-lingual schools have requested and received in-service training workshops from CAL teachers, and assistance was also given to the National University's Modern Languages Department in evaluating students' English language proficiency.

With the termination of the training program, teachers are seeking employment in bilingual schools, the National University, and the Escuela Superior del Profesorado where they will no doubt continue their professionalism and the sharing ethic that has been such a strong feature of CAL's program in Honduras.

a. Center For Applied Linguistics/Washington

CAL/Washington oversaw the final cycle of the in-country training program for Year 3 and for the project as a whole. During the last few weeks, the Washington office also provided guidance to the Honduras staff on closing-down procedures. In July, Stephen Tomlin was in Washington for a final debriefing.

In his last report from CAL/Honduras, Stephen Tomlin notes the ripple effect that has been felt in the English-language teaching environment thanks to the professional training which has been given to the language teachers throughout the three years of the project. CAL/Washington is very proud that the teachers which it helped to train are now becoming teacher trainers themselves, helping to advance the whole English-language teaching profession in Honduras.

CAL/Washington considers it both a privilege and a pleasure to have participated in this extremely important project.

5. Teacher and Staff Commendations

Following the merit system implemented by Patricia Miller in Project Year I to recognize excellence, dedication and special contributions, twenty-seven commendations were made to CAL employees in Honduras. These were accompanied by a certificate but, unlike previous years, carried no financial awards.

Special Commendations

Dennis Argueta	For his personal growth, responsibility, and flowering initiative.
Miguel Avila	For his quick assimilation of goals and involvement.
Milady Farach	For her creative materials development, her willingness to share, and her involvement in program activities and TESOL.
Noram Funez	For her expertise in teaching to students of limited proficiency.
Jeannette Kafaty	For her invaluable logistical support and administrative excellence.
Ricardo Menjivar	For both his personal growth and creative ESL teaching.
Karen Nelson	For both her initiatives in coordinating the research paper and in contributing to in-service training, as well as for her involvement in program activities and TESOL.
Patricia Penalva	For her contributions to in-service training, her sensitivity to both student and teacher needs, and her involvement in program activities and TESOL.

Paul Stufkens	For his creative development of materials, his initiatives in organizing field trips, his willingness to share, and his involvement in TESOL.
Lisa Villela	For both her initiatives in the Learning Resource Center and her cooperation in program activities.

Meritorious Teaching

Hector Cantero
Jose Ubeda
Manuel Erazo
Alejandra de Guardado
Benjamin Henriquez
Dilicia Lopez
Mercedes Pineda
Efrain Romero
Silvia Saldivar

Superior Teaching

Milady Farach
Norma Funez
Karen Nelson
Patricia Penalva
Lisa Villela

The Outstanding Teacher 1988 - 1989

Oscar Montes	-Preparatory
Paul Stufkens	-ESL

6. Closing Down Procedures

In the two weeks that remained after the end of the classes to the expiration of their contracts, ESL teachers assisted in inventorying and packing program books and equipment, as well as preparing bulletin boards on various aspects of American university life for the pre-departure orientation.

Inventories of all furniture, books, and equipment were given to USAID (with copies to AED) in order to expedite liquidation. However, as a result of USIS claims for equipment, books and furniture for IHCI, the bi-national center, no decision has yet been made.

It seems likely that CADERH will be the major recipient of donations from USAID, and toward their goal of achieving self-sufficiency by 1991, CADERH intends to maintain an evening ESL program for academic purposes on a commercial basis.

CADERH is now in the process of removing their partitions from the training center to their new language school. For this reason, at their own expenses, they extended the lease on Edificio Molinari for two weeks: to July 14, in order to allow this work to be done.

Consequently, on the closing down date of June 30, CAL, as instructed by Mr. Vollbrecht, the USAID CAPS Project Officer, handed over all furniture, equipment, and books to AED/Honduras, who have been instructed by USAID to temporarily store them with CADERH in Edificio Molinari until a decision about their liquidation can be reached.

II. ACTIVITIES IN WASHINGTON

A. THE ACADEMY FOR EDUCATIONAL DEVELOPMENT/WASHINGTON

1. Overview

The CAPS/Honduras project has entered into a new phase with the addition of the fourth group of students in June, 1989. There will be no further in-country training nor additional scholars added to the project under the current contract with USAID/Honduras. The new emphasis on the project will concentrate on providing students all the necessary counseling and monitoring support to ensure their academic success in the United States and on full articulation of Experience America activities. In Honduras the project will concentrate on working closely with USAID's Follow-on Officer to design and implement an effective follow-on program to assist the students' in their reintegration to Honduras.

With the addition of the last group of 98 students to those scholars already studying in the United States, the current number of CAPS students in the United States is 303. Over the life of the project, the Academy has programmed a total of 416 students in the United States and/or the in-country program. Placements have been made at 64 colleges and universities throughout the United States. (See appendix VI for scholar distribution map). The total number exceeds the 350 students the Academy's contract stipulated. Last August USAID/Honduras formally requested the Academy to submit a revised budget proposal to provide for the additional scholars and a two-year extension until 1993 when all students will complete their program and return to Honduras. The Academy is waiting for a response from USAID concerning the budget renegotiation and the two-year extension.

The Academy is pleased to inform USAID/Honduras that with the placement of the third group of CAPS students, a total of forty-nine students are placed at Historically Black Colleges and Universities (HBCUs) throughout the United States. The number of students placed at HBCUs translates into 12.4% of total placements, which exceeds the ten percent required in the contract.

During this biannual reporting period, the Office of International Training (OIT) at AID, provided participant training contractor's with additional guidelines for implementing the 1986 tax law that affected the CAPS/Honduras students. OIT issued guidance to AID missions and contractors stating that the Agency will assume responsibility for payment of student's taxes beginning with the 1988 tax year and prior years if the IRS is disputing payments with students. The Academy is in full compliance with the new policy. The Academy sent all CAPS/Honduras students the procedure to request approval from OIT for payment of their taxes. Once OIT approves payment of the taxes and has verified the amount, the Academy sends a check to the student for the Internal Revenue Service. As of July 1989, the Academy paid $23,715 for 51 students who submitted their tax forms to OIT for approval.

In June 1989, the Academy's project office in Washington, with USAID/Honduras' approval, hired a third program specialist to handle the additional students on the project. Not only is the CAPS project staff handling more students than our contract planned for, but the students' programs are longer than anticipated which creates a longer period of "peak" numbers to monitor. Monique Turner, the new Program Specialist

on the Project, joined the staff in June of this year to take on a caseload of approximately 100 students. Before she joined the CAPS project, Ms. Turner was a Training Assistant on the USAID-funded Development Support Training Project for Pakistan. She has a bachelor's degree in International Relations from Georgetown University, has lived and studied in Colombia, South America, and speaks excellent Spanish.

The CAPS staff also bid farewell to two dedicated staff members. Erin Dusch, former Project Secretary, left the program in September to pursue a master's degree in Argentina on a Rotary scholarship. She was replaced by Vicki Garcia, a recent graduate of The American University in International Relations who worked in the American University Admission's Office while going to school. Vicki also speaks fluent Spanish. Scott Goldman's role on the project came to an end. He was the Student Services Coordinator on the Project, who was primarily responsible for the students' placement. Since placement, except for transfers, has ended on the CAPS project, the position was phased out. Fortunately, Scott is nearby working on the Academy-managed, USAID funded Presidential Training Initiative for the Island Caribbean Project.

The Academy's Training Cost Analysis (TCA) reporting capability is fully operational. The TCA was reported quarterly to USAID/Honduras, the Latin American and Caribbean Bureau at AID, and the Office for International Training during this biannual reporting period.

2. Orientation Seminar

The 1989 Orientation program for group four of the CAPS/Honduras project was held May 29-June 4 in Tegucigalpa and Miami, Florida. The program was conducted by the Academy Honduras and Washington, D.C. staffs. Program sessions in Honduras were held in the Molinari building and in Miami at the Ramada Hotel International Airport.

On Friday June 2, the students flew to Miami, Florida, where orientation sessions were held June 3rd and 4th. Sessions were held on student finance, university information, and Experience America. Videos and slides of CAPS/Honduras students involved in community and university activities highlighted the various ways the students can become integrated into U.S. society and "Experience America". (See appendix VII for

orientation schedule.)

3. Placement

The last group of eighty-nine CAPS/Honduras scholars under the current Academy contract with USAID/Honduras arrived in the United States on June 2, 1989, to attend a two-day arrival orientation in Miami, Florida, before the students traveled to their colleges and universities on June 5.

The 1989 CAPS/Honduras group was quite different than previous years' groups. Thirty-seven students scored 500 or above on the International TOEFL exams of March and April and were able to begin academic coursework in June. In previous years, only a handful of students began academic studies as soon as they arrived in the United States.

Another important difference in this years' group was the number of students who had completed post-secondary academic coursework in Honduras: thirty-nine students presented academic transcripts for possible transfer credit. The largest percentage of students had studied at the National Autonomous University of Honduras, (UNAH). Other students presented coursework from the Escuela Superior de Profesorado Francisco Morazan (ESPFM), as well as from the well known Agriculture and Forestry Schools, Escuela Nacional de Agricultura (ENA), and the Escula Nacional de Ciencias Forestales (ESNACIFOR). Based on the Academy's prior experience, potential transfer credit was taken into account when making the final scholarship award.

More CAPS students were placed into Associate degree programs at community and junior colleges than any other year; thirty-one students were placed into two-year programs of study to pursue the Associate of Arts or Associate of Applied Science degree. This number represents a significant increase from the previous two years. Fewer participant months overall were available for this year's scholarship group and for that reason, fewer four-year scholarships were given. New community colleges were identified this year for placement of the two-year CAPS/Honduras students: Allen County College in Iola, Kansas; Central Arizona College in Coolidge, Arizona; Hawkeye Institute of Technology in Waterloo, Iowa; and Vermont Technical College in Randolph Center, Vermont.

The Academy with the concurrence of USAID/Honduras, established a clear placement policy for this group regarding final selection of the academic institutions and the scholarship duration. During the in-country program, students were constantly reminded that progress in English language training and preparatory classwork would influence their placement and duration of scholarship award. The policy stated that students were expected to score at least 450 on the February Institutional TOEFL to be considered for a bachelor's degree or four-year award. Students who did not meet this criteria or who performed poorly in their preparatory classes were reviewed jointly by the AED/Honduras and CAL staff to determine if an exception to the policy should be made; otherwise, USAID/Honduras awarded those students a two-year associate degree.

The AED/Washington office determined final placement institutions based on the duration of scholarship. The Academy submitted three admissions applications for each student: two applications were sent to four-year degree granting institutions, one of which was an Historically Black College or University (HBCU) if an appropriate program of study was identified, and a third application was sent to a two-year junior or community college where if necessary, an Associate Degree program could be pursued.

The final selection of the academic institution was determined considering a number of factors: the February TOEFL score, the preparatory class scores, and the narrative which detailed the individual's progress assessment written by the Director of the ESL program. AED had programmed all students to take the March International TOEFL exam in Tegucigalpa expecting to use this exam to make final scholarship awards. Due to unexpected problems in the administration of March TOEFL exam, two thirds of CAPS/Honduras scholars were not issued admission tickets. Educational Testing Service was forced to administer another TOEFL exam in April, 1989, to accomodate the remaining students. Since students were not able to take the TOEFL at the same time, the Academy decided that the TOEFL results from March and April would be used to reconfirm academic admissions and not to determine scholarship awards.

The Academy notified students about their scholarship awards before they completed the English language training program. The scholarship award breakdown for group IV was as follows: four master's degree awards, fifty-four bachelor's degree awards, and thirty-one associate's degree awards.

Students were provided a three-month English language topping-off program at their

designated academic institution or if not available there, at a nearby institution. Students awarded a Bachelor's degree were expected to meet the English language proficiency level at their designated school by the start of fall term classes. Those students who were unable to reach these requirements were reduced to a two-year degree programs at a community college.

Students awarded two-year Associate degree programs are expected to begin academic coursework by the fall term. Those students who failed to meet the English proficiency requirements by September were given an additional semester of ESL coursework through December 1989. If the two-year students are unable to enter full-time academic study by January 1990, they will be reduced to a one-year certificate program. (See appendix VIII for placement policy statement).

a. Historically Black Colleges and Universities (HBCUs)

For placement year 1989, an application was submitted to an HBCU for each CAPS/Honduras scholar if an appropriate program in the students' field of study was available. Any students in the United States who were transferring from one institution to another also selected one HBCU as a possible transfer option. This approach allowed for the maximum number of CAPS students to attend HBCUs. Of seventy applications submitted to HBCUs, 19, or 21%, of that group was placed at HBCUs. Delaware State University, located in Dover, Delaware, and Lincoln University, located in Jefferson City, Missouri, are new HBCUs added to the list of academic institutions where CAPS/Honduras students have been placed.

The Academy met its contractual obligation to place 10% of all CAPS/Honduras students at HBCUs. In fact, a total of 49 students were placed at HBCUs for a total of 12.4 percent of placements.

4. Internships

Seven CAPS/Honduras scholars participated this past summer in various internships related to their major course of study. Five of these students traveled to Honduras to complete their internships, and two did practicums in the United States. The internships

were arranged by three separate entities: The Academy for Educational Development (AED/Washington and Honduras), The Leadership Center of the Americas (LCA in Baton Rouge, Louisiana) and Agricultural Cooperative Development International (ACDI in Washington, DC). In general, the students who completed internships found their experiences exciting as well as useful for their future careers. The internships also provided credit in their program of study.

Marlon Mendoza (University of Tennessee/Martin) and **Isaac Sherman** (University of Tennessee/Knoxville), both Animal Science majors, participated in The Academy internship program in Honduras. Marlon worked with the Ministry of Natural Resources in Danli, Honduras, for which he will receive six credits from the Agriculture Department at the University of Tennessee/Martin. Marlon completed his practicum in the Department of Livestock under Dr. Luis Fonseca.

Isaac's internship was with "La Granja Avicola- El Cortijo" in Honduras, as his interests lie in poultry production. For his practicum, Isaac will receive either three or six credits from the Agriculture Department at the University of Tennessee/Knoxville, depending on the depth of his internship paper.

Juan Carlos Borjas and **Eddie Tabora** (Southern Illinois University), and **Rosa Liseth Flores** (Wartburg College, Iowa) participated in the Leadership Center of the Americas internship program in Honduras during June and July 1989. Juan Carlos, who is a Business Administration major, completed an internship with the Tela Railroad Company in La Lima. Eddie Tabora, whose major is Agribusiness, also worked with the Tela Railroad Company in El Progreso. Rosa Flores' internship with Cementos de Honduras provided her with experience relating to her major in Business Administration. After completing their internships in early August, these scholars also participated in the LCA's Pan American Network Conference in Miami, Florida. The conference, held August 10-13, 1989, provided the scholars an opportunity to interact with other Leadership Center participants and to form alumni groups for future regional cooperation.

Cesar Anchecta and **Hugo Gomez**, both agriculture majors at Illinois Eastern Community College, completed internships arranged by Agricultural Cooperative Development International. Cesar worked in dairy farm activities in Evansville, Indiana, which included feeding and milking cows, breeding cattle, operating farm machinery and

vehicles, and attending county and state fairs in August, 1989. Hugo's internship was on a grain farm in Shelby, Nebraska, where he assisted with irrigation, care of livestock, maintenance and operation of farm equipment, and computerized farm record-keeping.

The Acadamy plans to continue the CAPS/Honduras internship program with current participating organizations, and to possibly expand for the summer of 1990 in the United States. CAPS students will be encouraged to explore internship programs or other domestic practicums at their academic institutions or in their communities.

5. Campus Visits

The Academy for Educational Development continues to visit with scholars in their training environment and to discuss their academic progress and personal adjustment with international student advisors, academic advisors, and at times, church and community members. As the Academy's primary mode of contact with scholars throughout most of the year must be through telephone calls and letters, the annual campus visits provide a unique opportunity for scholars to meet face to face with AED staff, and for staff to really experience the scholars' learning and living environment. From March, 1989, through October 20, 1989, the CAPS/Honduras staff visited 141 students at 27 colleges and universities throughout the continental United States. (See appendix VIII for campus visit schedule).

In the summer 1989, the number of academic institutions used by the CAPS/Honduras project increased from 54 to 64. With the redistribution of the 300 CAPS/Honduras scholars among three program specialists, a special effort was made to further consolidate geographical regions for monitoring efficiency. Specifically, one specialist has the Southeast, another the Western states, and the third has the Midwest. In this manner it has been and will be possible for program specialists to make more campus visits to a larger number of scholars, in fewer total trips. In addition to the obvious financial savings for the project, this ararangement provides the monitoring unit more time in the office in Washington, to deal with scholar issues and problems.

6. Newsletter

The CAPS/Honduras newsletter's revised 1988-89 format, with articles and pictures detailing Experience America activities and featuring scholar poetry and articles, has become firmly established with the CAPS/Honduras scholars. Of their own accord, scholars now submit contributions on a regular basis, making the publication increasingly a student creation. For future issues, AED will begin to emphasize contributions from returned scholars in Honduras as well. In addition to informing scholars in the United States about what the CAPS alumni are doing in Honduras, it will encourage those still in in training to finish well in their programs of studies, to become involved with professional organizations while they are here, and to look ahead to the employment possibilities which await them in Honduras when they finish. (See appendix IX for sample newsletters).

7. Resource Library

New resources were added to the CAPS/Honduras student lending library over the last six months. The library houses many typical crafts, pamphlets, posters, and videos on Honduras that the CAPS students are loaned when they make a community presentation, or organize a booth on Honduras for an international fair.

AED/Washington obtained two new videos narrated in English titled "Asi es mi Pais" and "The Dilema of the River Platano Biosphere" for their student lending library. Two new students, Miss Dilieth Serrano and Mr. Oswaldo Munguia, donated the videos.

The theme of the first video "Asi es mi Pais" is about factory production in Honduras and how capital investments will one day make a difference in Honduras' global role and most likely in Hondurans' standard of living.

The other video, "The Dilema of the River Platano Biosphere" depicts the destruction of the land and the natural beauty of Honduras. The subject of the video is the River Platano located in the area called "La Mosquitia". The video shows how the relocation of people from the south of Honduras to La Mosquita is destroying the natural equilibrium of the rain forest.

Also, the AED/Washington office subscribes to the English written Honduran newspaper called "Tegucigalpa This Week". This newspaper offers current news on social and economic events in Honduras, plus it has a section on historical and cultural events that provide our students with good information for their community presentations. (See appendix X for library inventory).

8. Departure Seminar

The Academy held a reentry seminar for eleven CAPS/Honduras scholars at the Holiday Inn Medical Center in Houston, Texas, on May 17-19, 1989. The purpose of the seminar was to provide CAPS students who had finished their academic studies with a better understanding of the cross-cultural reentry process and assist them with their transition from academic training in the United States to a professional career in Honduras.

Academy staff and Dr. Carley Dodd, Professor in Communications at Abilene Christian University, conducted the seminar. Dr. Dodd, a well known scholar in the field of cross-cultural communications presented a workshop entitled "Cross Cultural Reentry, A Seminar for Returning Honduran Students".

Dr. Dodd discussed the theoretical concepts involved in adapting to a new culture and the reentry process into the home culture. He covered such vital topics as the role of culture, adaptation stress, culture shock, cross-cultural adjustment and re-acculturation. Following the lecture, students separated into smaller groups to discuss their concerns about returning to Honduras. The students' "real life" examples provided for lively and interesting discussion in the groups. After the session, the presenters gave the students excellent reading materials on the re-entry process to read and reflect on when they return to Honduras.

In the afternoon session a video entitled "Professional Integration for a Smooth Passage Home" was shown which was a first hand account of students who had experienced re-entry stress. Individuals in the video gave interesting observations about their re-acculturation, and offered excellent recommendations on how to deal with the re-entry transition process.

The Academy CAPS staff presented day two of the seminar which was designed to wrap-

up the CAPS/Honduras scholars' experience in the United States. A review of an inventory of re-adjustment problems commonly faced by international students upon return home and an open-ended discussion was conducted about the students' U.S. experience. In the afternoon, students completed individual exit interviews with Academy staff. The following eleven students attended the departure seminar:

Carlos Portillo	University of Florida/Gainesville
Tito Zuniga	University of Florida/Gainesville
Francisco Reyes	University of Florida/Gainesville
Jorge Salaverri	West Virginia University
Dagoberto Irias	West Virginia University
Hugo Milla	Kansas State University
Ricardo Chavez	Kansas State University
Carlos Sierra	Kansas State University
Alejandro Salgado	Kansas State University
Flavio Martinez	Kansas State University
Mayra Martinez	New Mexico State University

(See appendix XI for departure seminar schedule).

9. Experience America

a. Introduction

The Experience America component of the CAPS/Honduras Project is fundamental to each student's full participation and understanding of U.S. society. Overwhelming numbers of the CAPS students have become very involved in their communities, and therefore, "Experiencing America", by participating in many campus and community activities. It is through these activities, that the CAPS students are able to share their culture with North Americans while at the same time, live and learn about North Americans and their culture. This personal exchange is an important objective of the CAPS program, and it is hoped, that this exchange will lead to lasting ties of friendship between the United States and Honduras.

This year's CAPS/Honduras Experience America survey, conducted in May, was designed to isolate situations and activities that the CAPS Project staff and the Latin American and Caribbean Bureau at A.I.D. have suggested will lead students to an understanding of U.S. society: students' living arrangements, social life, involvement in campus and community activities, and travel in the United States all appear to enrich the student's perception, understanding, and experience in this country.

This year's survey was conducted in May and received responses from 252 students. The questions were multiple choice to more easily compile the data. The last page of the survey was open-ended questions to give the students a chance to write about their experiences and reactions to life in the united States. One question asks the student to write about his or her plan to fulfill the Experience America objectives of the program next year. The program specialists will use the response to that question to reinforce the student's plans for fulfilling their Experience America objectives. (See appendix XII for Experience America survey).

b. **Survey Results**

(1) Living Situation

Since last year there has been a decrease in the amount of students living in apartments. The decrease is a result of the greater number of new students who fall under CAPS/Honduras policy that requires undergraduates to reside in dormitorles, where available, for at least one full year. Fifty-one percent of the students live in dormitories, forty-seven percent are living in apartments. Two percent are living with host families.

A student from the University of South Alabama makes the following comment about life on campus,

> "Living on campus is very interesting you can meet people from all around the state, but not from the local community. I want to meet people from Mobile."

The majority of the students, thirty-seven percent, live with American roommates, and thirty-percent live with Spanish-speakers. Six percent live with an international student

and six percent live with their families, wife and children.

Forty-four percent of the students replied that their living situation offers them a great opportunity to meet Americans. Fifty percent of the students replied that their situation offers them an opportunity to meet Americans, and six percent said their living situation offers no opportunity to meet Americans.

CAPS scholars who have their families in the United States are more involved than originally thought in Experience America activities. Sixty-two percent are involved in various campus and community activities. They meet many Americans through their children's schools or through their neighbors.

The survey found that most students meet Americans through on-campus social activities. The best academic situations for meeting Americans are in classes, study groups, and labs. The best non-academic situations to met Americans are parties, sports events, and club meetings.

(2) Community Involvement

Eighty-two percent of the CAPS/Honduras students are very involved in various types of activities in their local communities. Thirty percent of the students are involved in volunteer work. Two percent are coaching little league soccer, three percent are involved with girl and boy scout troops, two percent are involved in 4-H clubs, three percent volunteer at senior citizen homes, three percent aid at hospitals, three percent volunteer at their churches, two percent tutor at schools (teaching Spanish), and eight percent volunteer in other community organizations like Red Cross, YMCA, YWCA, etc. Two percent did not respond to the question.

Other noteworthy examples of the volunteering our students give to their communities: two of our students interpret for Spanish-speaking patients at local hospitals; another student is working with the deaf children in her community; another student teaches water safety classes to children through the American Red Cross.

The following are some quotes, written in response to the open-ended questions, which reflect the pleasure the CAPS students gain in their volunteer work as well as the

enormous contributions they are making to their host comunities:

University of South Alabama, BS Marketing major

> "Sunday, May 7, 1989, we went, my fellow CAPS student and I, to act as interpreters for some doctors at a local hospital. They had a large group of Mexican patients who spoke no English. The Mexicans went home very happy with their prescriptions from the doctor. This experience reminded me of the years I volunteered with the Red Cross in Honduras."

University of Delaware, BS Economics major

> "My most memorable experience here in the U.S. has been my volunteer work in the children's ward at Alfred Dupont Hospital. Although I don't have any pictures (this is forbidden), I enjoy caring for and playing with the ill children. It strengthens our spirit and makes the children happy."

University of Maryland Eastern Shore (HBCU), BS Soil Science major

> "My most memorable experience has been my volunteer tutoring at an elementary school in Wilmington, Delaware where I had the opportunity to share ideas with the teachers and learn about the educational system in the U.S."

Muscatine Community College, AS Business major

> "I have participated in various activities, for example, volunteer coaching a children's soccer team for their championship game and teaching Spanish at a local church."

Illinois Eastern Community College, AS Agriculture

> "I volunteered to assist with a community clean-up in Allendale, Illinois, after a tornado."

Sixty-five percent of the students have given presentations on Honduras in their local community, either at a local school, organization meeting, to 4-H groups or scout troops. Two students relate their experiences:

Ball State University, BA Marketing major

> "Through my host family I was invited to be the guest speaker at the Women in Business Association meeting last fall. It was an interesting experience. I was also asked by the members the church I attend to prepare a typical Honduran meal for the congregation. We decorated the church with typical Honduran items and played folk music."

Ball State University, BS Special Education major

> "The Latin American Festival lasted three days, there were oral presentations, piano recitals, and on the last day there was an artistic presentation of song and dance. It was the first time we (the CAPS students) have done this and it was a great success!"

Sixty percent of the students have host families with whom they enjoy spending time, either sharing meals or joining in on family excursions or parties. In some cases, our students have been invited to travel with their host families to other parts of the United States. On many occasions the students meet their host families through church or they can meet them through the international student office. In one particular case, the Academy developed a host family program for a student in Texas wishing to visit another part of the country. A host family is an excellent way to experience American society and values up close as well as make close, lasting friendships as seen in the following student quotes:

Ball State University, BS Special Education major

> "The host family program is a very worthwhile one. Not only is it an opportunity to get to know the host family itself, but also their friends, other families, and professional colleagues."

University of Idaho, BS Forestry major

> "I will never forget my host family. I will always be grateful for the love and moral support I received during my first few days in the U.S. It was also through them that I was able to learn the most about American culture."

University of Idaho, BS Agricultural Engineering major

> "My most memorable experience here in U.S. has been the time I spent with my American host family. They taught me how to live within another culture they gave me and continue to give me moral support and they treat as if I were their own son. I hope to do the same for a visitor to my country someday."

University of Delaware, BS Economics major

> "I spent last summer camping with with my host family at the beach. We slept in a tent and sunned ourselves on the beach. It was an unforgettable experience."

Central Texas College, AS Microcomputer major

> "I was so excited to finish my Spring semester and spend time with American families. I called my Program Specialist who is working in the CAPS/program to connect me with some families somewhere. She was kind and patient with me. Later she wrote me that she had some families who would like to have me in Michigan. She made the arrangements for me."

(3) Vacation Breaks

The CAPS students have spent their vacations in different ways. Many remain on campus, return to Honduras, visit a host family, travel in the United States do an internship, or attend a mid-winter or leadership seminar.

During the summer of 1988, nineteen percent of the students went traveling within the United States, eleven percent spent time with a host family, nineteen percent went home to Honduras, and three percent were on internships either in the U.S. or in Honduras. The remaining forty-eight percent remained on campus studying.

For Thanksgiving 1988, fifty-seven percent of the students spent their holiday with their host family. The remaining forty-three percent of the students remained on campus studying. This year we hope to encourage more students to share a typical Thanksgiving dinner with an American host family.

During Christmas break 1988, thirty-eight percent of the students went home to Honduras on vacation. Fourteen percent spent the holidays with host families, including six with the Christmas International Program, twenty percent went traveling in the United States, six percent attended Mid-winter seminars, two percent participated in the Leadership Center, Leadership Skills Seminar in Baton Rouge, Louisiana, four percent participated in Christmas activities in their community, and the remainder stayed on campus studying.

(4) Experience America Vignettes

The following vignettes are taken from the open-ended questions about the students' feelings and experiences while in the United States. All quotations are either in the

student's own words or are translations of the student's words from the original Spanish.

Wartburg College, BS Business Administration major

> "My most memorable experience since being here in the U.S. has been my participation in the leadership Skills Seminar in Baton Rouge, Louisiana. For fifteen days I shared experiences with various people and attended interesting sessions and social events through which we shared our cultures and were exposed directly to the American culture."

University of Tennessee/Martin, BS Agriculture major

> "My most memorable experience has been my attendance at Mid-winter seminar in Jackson, Mississippi. It gave me the opportunity to see another side of American Society, the poverty and racial tension. It was a wonderful experience. I got to know a lot of people who were very hospitable and friendly."

University of Maryland Eastern Shore (HBCU), BS Environmental Science major

> "I think that one of the most memorable activities I've experienced here in the U.S. was last January when I participated with a group of students in the Environmental Science Department, together with students at Salisbury State College to organize a protest for environmental protection, particularly against the misuse of herbicides and how they endanger the lives of animals in the area. Being a member of Environmental Group #39 of Sommerset County has allowed me to meet people, even senators and governors who are concerned about the same things I am."

Oregon State University, BS Forest Management major

> "I participated in an activist group for the protection of the spotted owl. In the last years in the pacific northwest there has been an increase in the deforestation of the pine forests in Oregon. This has a farreaching effect on the wildlife in the area. Primarily, the spotted owl, who is headed for extinction. There are various groups working on preventing the extinction of this species. We have no right to deprive our children of seeing this bird."

Arizona State University, BS Finance

> "What has impressed me most about American culture is the concern for conserving the environment. I never thought much about pollution or scarcity of natural resources. Now I pay a lot of attention to conservation of the environment and how I can encourage conservation in my country."

Warren Wilson College, BA Business Administration major

> "One of my most memorable experiences while here in the U.S. was my

participation in a panel discussion on 'A Kinder and Gentler America'. It was very interesting, especially because the audience were returned members of the Foreign Service."

Wartburg College, BS Business Administration major

Wartburg offers a special dormitory, which has suites for honors students and students who present a proposal for a project related to a particular topic they plan to research over the course of the academic year. This is an optional project but it allows the students to grow and expound on their curriculum. "I will be living with four American girls in the special dormitory developing a project called "Women's Issues". We plan to study the role of women in various countries all over the world. We plan to use this information to give presentations on campus and in the community on our findings."

Kansas State University, BS Animal Science major

"One of my most memorable experiences here in the U.S. was my participation in the 'Little American Royal' competition for exhibition of farm animals. I entered a Holstein calf and won second place for my class. I also made it to the final round. I was really proud!"

Universidad del Sagrado Corazon, BS Education major

"What really impresses me about American culture is the people's optimism and willingness to work hard, and upon return to my country I hope to follow this example. It is a very developed country."

Ball State University, BS Marketing major

"The most important thing I've learned is how bad it is to generalize about people of a certain country. My experience with the American people has been positive and I've found them to be responsible, very organized, and very hospitable. I think that I've contributed to bettering their attitudes toward Honduras so they can better appreciate our culture in the future."

Daytona Beach Community College, BS Industrial Engineering major

"My most memorable experience that I've had so far was when I went camping in the mountains for two nights with fourteen American students. I was the only Latin! It was great fun!"

Ball State University, BS Public Health major

"I have had the opportunity to meet members of the Public Health Administration through my church. Two of the members have worked in Honduras on a project for health education in the rural areas of the country. One of the women maintains contact with me and on some occasions we get together. I have learned a great deal from the experience. I hope to maintain contact with these people so I won't lose touch with what I've learned. I am very thankful for this opportunity to become a part of the American culture. I hope to put in

to practice all that I've learned, not only in the classroom but in the community at large."

El Paso Community College, AS Dietetic Tech. major

"My experiences here in the U.S. will affect me in a big way upon my return to Honduras. These good qualities, although I admire them will not affect me in a bad way. On the other had, moral issues, values, cultural issues and such which differ from my culture will make me see society from a different perspective. It might be difficult to re-adapt myself to my own culture, but, I am willing to confront it and help to change my country for the better."

Augustana College, BS Computer Education major

"I represented the international student population in an interview for an article in the Argus (Rock Island newspaper). I met a professional contact who had read the article in the paper. She has a lot of experience with computers and education. We plan to maintain contact with one another once I return to Honduras."

University of Delaware, BS Economics major

"The American way of thinking realistically and practically has influenced me in a very positive way. I can make my own decisions and have a lot of self confidence. But above all, I have the desire to do something to help my country after having compared the two countries. We are really underdeveloped."

University of Northern Iowa, BS Education Media major

"Living in the U.S. has taught me confidence and independence. I have learned that outside Honduras there's another world, very different, from which we can learn a lot. I've learned to accept and respect different cultures."

Saint Mary of Plains College, BA Business major

"What impressed me most about the American culture is the abundance and efficiency of the society, contrasted with the poverty, deficiency and bureaucracy which characterizes Honduran culture."

Oklahoma State University, MS Animal Science major

"I was invited to a congress in Oklahoma of a feminist organization which had various educational programs for helping women. The organization really impressed me. The people are friendly and they treated me very well. I would like to establish a similar organization someday in Honduras."

University of Florida, BS Agriculture major

"It has been very difficult for me to be separated from my wife and child. This separation has made me realize how much my family means

to me, I think I will be a better husband, more understanding and patient."

Amarillo College, AS Mid-Management major

"My attitude has changed, I have become a more assertive person, no longer shy. this will help me to enter professional areas that would have been impossible before."

Grand Valley State College, BA Spanish/English major

"When I went home to Honduras in August I reconfirmed my desire to go back there and I discovered that I am willing to work anyplace as long as the opportunity to help my people presents itself."

(See appendix XIII for publicity on student Experience America activities).

APPENDICES

I. Group Picture

II. Pre-departure Orientation Schedule

CENTRAL AMERICA PEACE SCHOLARSHIP PROJECT
HONDURAS

Agency for
International
Development
Washington, D.C.

Academy for
Educational
Development

AED
International Division

ORIENTACION DE PRE-PARTIDA

GRUPO # IV

29 de Mayo - 1 de Junio, 1989

CAPS/HONDURAS

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
Telex: 197601 ACADED WSH
AED/CAPS, APDO #389
Comayagüela-Honduras
Tel. 22-79-17

-40

DIA I: Lunes 29 de Mayo, 1989

Hora		
9:00 - 11:00 A.M.	Palabras de Introduccion	Sra. Bessy de Acosta
	Palabras del Representante del AID/Honduras	Sr. Anthony A. Vollbrecht
	Introduccion al Personal de AED/Washington	Srita. Mada Mc Gill
	Informacion sobre el desarrollo del Programa	Sra. Bessy de Acosta
	Entrega de Carpetas con informacion, Contratos, Pasaportes etc.	
11:00 - 11:15 A.M.	RECESO	
11:15 - 12:30 A.M.	GRUPO TEXAS Informacion sobre Visas, Pasaportes y Seguro de Salud. Salon # 202	Srita. Nancy Wolfman Sra. Veronica de Mejia
12:30 - 2:30 P.M.	ALMUERZO	
2:30 - 4:00 P.M.	GRUPO COLORADO Informacion sobre Visas, Pasaportes y Seguro de Salud. Salon " Resources Center "	Srita. Susan Epstein Sra. Veronica de Mejia
2:30 - 4:00 P.M.	GRUPO FLORIDA Informacion sobre Visas, Pasaportes y Seguro de Salud. Salon # 202	Srita. Nancy Wolfman Sra. Veronica de Mejia

DIA II: Martes 30 de Mayo, 1989

10:00 - 12:00	CEREMONIA Ofrecida por el Sr. Embajador de los Estados Unidos y el Sr. Director de la Mision Hotel Honduras Maya

RESTO DEL DIA LIBRE

2:00 - 4:00	Entrevista de la Srita. Mada Mc Gill con el Sr. Anthony A. Vollbrecht USAID/Honduras
4:00 - 5:00	Entrevista de la Srita. Mada Mc Gill con el Sr. Raul Paz

DIA III: MIERCOLES 31 de Mayo, 1989

Hora		
8:30 - 10:00 A.M.	INFORMACION SOBRE LAS UNIVERSIDADES	Srita. Nancy Wolfman Srita.Susan Esptein AED/Washington
10:00 - 10:15 A.M.	RECESO	
10:15 - 11:45 A.M.	Charla " Lanquage Learning in USA " Todo el grupo Salon # 202	Sr. Stephen Tomlin Director CAL/Honduras
11:45 - 12:30 A.M.	INFORMACION SOBRE LAS UNIVERSIDADES	Srita. Nancy Wolfman Srita. Susan Esptein AED/Washington
12:30 - 2:30 P.M.	ALMUERZO	
2:30 - 3:30 P.M.	Charla sobre EL SIDA Todo el grupo Salon # 202	Dra. Rina Z. de Lovo M.S. Terapia Fisica
3:30 - 4:30 P.M.	Charla " Motivacion al Exito " Todo el grupo Salon # 202	Lic. Anacleto Castro M.S. Sociologia

DIA IV: Jueves 1 de Junio, 1989

Hora		
8:30 - 10:00 A.M.	Charla " Motivacion Personal "	Dr. Patricio Barriga Ph'd. en Educacion
10:00 - 10:15 A.M.	RECESO	
10:15 - 11:45 A.M.	INFORMACION SOBRE LAS UNIVERSIDADES	Srita. Susan Esptein Srita. Nancy Wolfman AED/Washington
12:00 - 2:00 P.M.	ALMUERZO	
2:00 - 3:30 P.M.	Charla " Compromisos y Responsabilidades de un becario	Lic. Victor Donaire M.S. Psicologia
3:30 - 4:30 P.M.	INFORMACION SOBRE LAS UNIVERSIDADES	Srita. Susan Esptein Srita. Nancy Wolfman AED/Washington
4:30 - 7:00 P.M.	CENA - CLAUSURA	Edificio Molinari

DIA V: Viernes 2 de Junio, 1989

SALIDA A MIAMI,FLO.
U.S.A.

(Ver itinerario de
Vuelo)

Departure List of Scholars

"Florida"

Group IV

Friday, June 2nd. 1989

No.	Pio/p	Participant Name
1	89082	PERDOMO SALAZAR, REYNA DORIS
2	89083	PINEDA CALERO, MELVIN
3	89084	POLANCO HENRIQUEZ, HECTOR ANTONIO
4	89085	PORTILLO AMAYA, MARITZA
5	89086	PORTILLO BACA, CARLOTA
6	89087	PUERTO BUSTILLO, DIANA ALFONSINA
7	89088	QUINTERO CASTILLO, RENE ARTURO
8	89089	REYES ROMERO, JUAN JOSE
9	89090	RIOS GARCIA, DIEGO ISAIAS
10	89091	RIVAS HERNANDEZ, JULIA ZULEMA
11	89092	RODRIGUEZ FLORES, ADA LUZ
12	89093	ROQUE SANTOS, JORGE ARTURO
13	89094	ROSALES PERALTA, PABLO HUMBERTO
14	89095	RUIZ GAEKEL, RODOLFO TULIO
15	89096	SABILLON LOPEZ, MERLIN RODIVER
16	89097	SALANDIA MATUTE, JORGE ALBERTO
17	89098	SALAZAR GUARDADO, SUANNY WUALDINA
18	89099	SALGADO OSORTO, OSCAR RAUL
19	89100	SIERRA DISCUA, IRMA LETICIA
20	89101	SORTO MARTINEZ, MARY LUCINA
21	89102	SUAZO, JUAN RAFAEL
22	89103	TERCERO MONDRAGON, TULIO ENRIQUE
23	89104	TOLEDO, DENIS ESTEBAN
24	89105	TORRES VALLADARES, JUAN CARLOS
25	89106	VARGAS MEJIA, ADOLFO
26	89107	VEGA LEIVA, ROSA ANTONIA
27	89108	WOOD ALEMAN, JOHN JACK
28	89109	WOOD MORALES, THELMA
29	89110	ZELAYA CASTILLO, GREGORIO
30	89111	ZUNIGA REYES, JOSE ADALBERTO

Departure List of Scholars

"Texas"

Group IV

Friday, June 2nd. 1989

No.	Pio/p	Participant Name
1	89020	ACOSTA SAGSTUME, JUVENAL
2	89022	ALVARADO TORRES, ADAN RAFAEL
3	89023	ALVAREZ,LEONARDO RUBEN
4	89024	AMADOR OCHOA, DOUGLAS LEONEL
5	89025	AMAYA BÜ, LEGNI FRANCISCO
6	89026	ANDRADE MOYA, MARTA ISABEL
7	89027	ANTUNEZ, ENNA SUYAPA
8	89028	ARAICA TURCIOS, YADIRA LILIANA
9	89029	ARITA BORJAS, AURELIA ONDINA
10	89030	ARITA GARCIA, ALEX EDGARDO
11	89031	BARAHONA ROSALES, ROLANDO
12	89032	BARAHONA VARELA,LUISA MARIA
13	89033	BUESO VASQUEZ, ANA ALICIA
14	89034	CABALLERO HERRERA, MANUEL ENRIQUE
15	89035	CABALLERO RIVERA, HECTOR ANTONIO
16	89036	CACHO GONZALES, LUIS ALONSO
17	89037	CASASOLA WELCHEZ, JOSE LUIS
18	89038	CASCO CARBALLO, OSWALDO
19	89039	CASTRO MARADIAGA, BORIS ANTONIO
20	89040	CHACON, HECTOR ARMANDO
21	89041	CRUZ LOPEZ, HENRY NAHUM
22	89042	CRUZ PINEDA, IRVING JULLIAN B.
23	89043	DIAZ AGUILAR, REINA PATRICIA
24	89044	DIAZ GUERRERO, CLAUDIA MARIA
25	89045	DUEÑAS OCAMPO, JORGE ARMANDO
26	89046	FERNANDEZ, MIRIAN YERALDINA
27	89047	FERRERA CARIAS, GLORIA MERCEDES
29	89048	FLORES PANCHAME, HUGO REINALDO
30	89049	FLORIANO CASTELLON, SAAVEDRA

Departure List of Scholars

"Colorado"

Group IV

No.	Pio/p	Participant Name
1	89050	GARRIDO CACERES, ENMA LETICIA
2	89051	GONZALES CASTILLO, DELSA GERTRUDIS
3	89052	GUILLEN ESTRADA, DORA FRANCISCA
4	89053	GUZMAN, PATRICIA MARIBEL
5	89054	HENRIQUEZ FERNANDEZ, SAMUEL
6	89055	HERNANDEZ DOLMO, RICARDO
7	89057	JACKSON LOPEZ, ORFA
8	89058	LEZAMA ORTIZ, KARLA PATRICIA
9	89059	LIZARDO SOTO, GLENDA JULISSA
10	89060	LOVO, REYNA CARLOTA
11	89061	MARCIAS MEJIA, JUANA IRIS
12	89062	MALDONADO JIMENEZ, FELIZ ALEXIS
13	89063	MATUTE, UBALDO
14	89064	MAYORGA SIERRA, GLADYS ONDINA
15	89065	MEJIA RODRIGUEZ, DIEGO ROBERTO
16	89066	MOLINA GUILLEN, IRMA PATRICIA
17	89067	MOLINA ORDOÑEZ, GINA MARINA
18	89068	MOLINERO CANALES, CARLOS RIGOBERTO
19	89069	MUNGUIA, OSWALDO EMIGDIO
20	89070	MUÑOZ MARTINEZ, SILVIA
21	89071	OCHOA, LUIS ENRIQUE
22	89072	OLIVIA TURCIOS, MIRNA YOLANDA
23	89073	ORDOÑEZ REYES, KARLA MELISA
24	89074	ORELLANA CUBAS, MARIA DULCE
25	89075	ORTEGA JIMENEZ, CESAR HUMBERTO
26	89076	ORTIZ DOMINGUEZ, DAVID
27	89077	OSORTO PERDOMO, ANGELICA MARIA
28	89079	PADILLA LOPEZ, LILIAN JANNETTE
29	89080	PADILLA VASQUEZ, RAUL ARMANDO
30	89081	PERDOMO MEJIA, CARLOS FERNANDO

++

CANCELED SCHOLARS

GROUP IV

June, 1989

No.	Pio/p	Participant Name
1	89021	ALONZO VALENZUELA, MIRNA E.
2	89056	HERNANDEZ GOMEZ, JOSE MARIO
3	89078	OYUELA QUIROZ, NORMA LETICIA

III. Objectives of follow-on

CAPS ALUMNI ASSOCIATION AND PROFESSIONAL ASSOCIATIONS

En todos los paises de la región centroamericana los egresados del Programa de Capacitación de A.I.D. se están organizando en asociaciones de ex-alumnos y/o en asociaciones profesionales.

En Honduras, los exbecarios encuestados han manifestado un gran entusiasmo con respecto a la idea de organizar una asociación de ex-alumnos que a su vez incluya y facilite el funcionamiento de asociaciones profesionales.

Entre otras, se visualizan como funciones de esta asociación, las siguientes:

- Fortalecer las inter-relaciones entre todos los ex-becarios y muy especialmente con aquellos que comparten áreas de estudio comunes.

- Proveer apoyo a los ex-becarios en materia de desarrollo profesional.

- Proveer oportunidades para una educación continua de todos los ex-becarios, a fin de que se mantengan actualizados en sus respectivos campos de estudio y de trabajo.

- Canalizar recursos financieros para la implementación de proyectos productivos de los asociados.

- Crear el marco institucional que permita que los ex-becarios puedan dar servicios a las comunidades hondureñas en forma sistemática e impactante.

Se ha llegado a visualizar algunas actividades concretas que una asociación de ex-becarios podría implementar, entre ellas:

- Ayuda para obtener empleo.

- Financiamiento para proyectos productivos individuales o de grupo.

- Avalar préstamos obtenidos por los asociados en la banca comercial.

- Proveer información sobre oportunidades de inversión.

- Programar actividades de capacitación, en el país y en el exterior, sobre áreas de interés para los asociados.

- Facilitar la obtención de libros técnicos y científicos recién publicados por las editoriales de U.S.A.

- Estimular la investigación científica y la publicación de artículos en revistas especializadas.

- Fomentar la participación en eventos sociales y culturales, dentro y fuera del país.

- Ofrecer servicios de biblioteca, hemeroteca, computo electrónico y otros que demanden los asociados.

- Desarrollar proyectos de impacto social.

- Participar en el reclutamiento, selección y orientación de los futuros becarios.

En estos momentos se está trabajando arduamente en los prepartivos de lo que hemos bautizado cmo el Primer Congreso de Ex-becarios del Programa Académico de la A.I.D. El principal propósito de este evento consiste en reunir a la gran mayoría de ex-becarios para crear la asociación de Ex-becarios CAPS. Este Primer Congreso se celebrará probablemente en enero de 1990. Muchos de Ustedes para esa fecha estarán de regreso en Honduras y contamos desde ya con su activa participación. Quedan cordialmente invitados!

AED/HONDURAS

AID/HONDURAS

CAPS Re-Entry Workshops

Las actividades de seguimiento del Programa de Capacitación de la AID/Honduras se han venido incrementando desde enero del presente año, cuando comienzan a reingresar al país grupos significativos de ex-becarios que han completado exitosamente sus carreras profesionales en universidades de los Estados Unidos.

El 6 de enero de 1989 se celebró el primer "Re-entry Workshop" para los ex-becarios del programa académico con la asistencia de diez nuevos profesionales en las ramas de Contabilidad, Lenguística, Economía, Administración de Empresas, Zootecnia, Administración Pública y Horticultura.

El 19 de mayo de 1989 se llevó a cabo el segundo "Re-entry Workshop" al que asistieron nueve ex-becarios y el 25 de agosto el tercer taller con la participación de ocho ex-becarios CAPS.

Como se puede observar la asistencia a los talleres realizados hasta ahora ha sido muy pobre, ya que tan solo 27 de un total de casi 100 ex-becarios han participado. Esto se explica por varias razones siendo la principal el hecho de que cuando estos becarios partieron para su adiestramiento a Estados Unidos, aún no existía un programa de seguimiento. Es más, los becarios de los primeros dos grupos ni siquiera recibieron entrenamiento en el país, ni orientación antes de partir.

A pesar de la poca participación de los egresados los talleres realizados nos han enseñado importantes lecciones las que deben ser aprovechadas por los becarios aún en entrenamiento en U.S.A.

- Debemos mantener un contacto frecuente con los estudiantes aún en entrenamiento.

- Antes de viajar a Honduras los becarios deben hacer los arreglos necesarios para autenticar sus títulos, transcripts y programas de estudio.

- Todo estudiante, antes o al final de su carrera debe hacerse miembro de una asociación profesional en su área de interés o suscribirse a un journal (La política de AID es contribuir a sufragar este gasto hasta por un período de 3 años).

- Los estudiantes al terminar su carrera deben participar en el "De-briefing" que oportunamente conduce la AED.

- Por lo menos un semestre antes de terminar su carrera, todo estudiante debe enviar su curriculum vitae a AED/Honduras, con el propósito de explorar con la debida anticipación las oportunidades de empleo. Encontrar un empleo se está convirtiendo en el mayor problema que enfrentan los ex-becarios al volver a Honduras.

- Al llegar a Honduras deben contactar de inmediato a Bessy de Acosta, teléfono 31-4303 y a Raúl Paz, teléfono 32-3120, extensión 2487.

- Más estudiantes deben involucrarse en "intership" ya sea en Honduras o en U.S.A.

Los Re-entry workshop han demostrados ser un excelente vehículo para re-introducirse a la sociedad hondureña, para conocer a otros exbecarios y para compartir experiencias y expectativas. Estos talleres ofrecen a los ex-becarios una oportunidad para reflexionar, encontrarse a si mismos y fijar rumbos ciertos a su nuevas vidas.

Te invitamos a que te hagas el firme propósito de participar en un Re-entry workshop cuando regreses a Honduras!

AED / HONDURAS AID.HONDURAS

IV. Returned Student Information

La Tribuna Viernes 25 de agosto de 1989

HONDUREÑO DEL PROYECTO CAPS/ USAID/HOND. SE DISTINGUEN EN UNIVERSIDADES DE LOS ESTADOS UNIDOS.

LA ACADEMIA PARA EL DESARROLLO EDUCATIVO (AED) tiene el agrado de felicitar a los becarios del PROYECTO CAPS/USAID/HOND. que alcanzaron NOTAS DE EXCELENCIA en universidades de los ESTADOS UNIDOS, felicitaciones que hacen extensivas a sus padres y demás familiares.

CUADRO DE HONOR DE 1o. SEMESTRE DE 1989

****4.0** (100%)**

Daysi Avila
Freddy Barrios
Jimmy Bodden
Nuvy Bosch
Delmy Calderón
Luis Garay
Gloria Gómez
Henry Guillén
Alba Hernández
Dagoberto Irías
Tulio Martínez
Mario Mayes
Nila Medina
Brenda de Rodas

3.6-3.9 (86-90%)

Victoria Alvarez
César Anchecta
René Barahona
Beverly Benítez
Ramón Betancourt
José Blandín
Oscar Deras
Betulio Domínguez
Erik Flores
Terencio García
Marco Goff
Andrés González
Carlos Lara
Santiago Lazo
Oscar Leverón
Hebert López
Ana Martínez
Ramón Nuila
Marcio Paz
Doris Pineda
Carlos Portillo
Carlos Ramírez
Diana Reyes
Oscar Rivera
Carlos Rodríguez
Brenda de Ruiz
José Javier Torres
Roberto Uclés
Ana Urquía
Orlando Valladares
Liza Valle
Lucio Valle
Carol Zavala

3.3-3.5 (83-85%)

Melba Arzú
Dalysee Bellino
Martha Benavides
Luis Caballero
Rony Carrillo
Livia Castro
Miguel Centeno
Juan Colindres
Jorge Espinoza
Cintia Euceda
Oscar Flores
Alfredo Gabrie
Sonia Hernández
Karla Iglesias
Ligia Lanza
Karla López
Rafael Maradiaga
Mayra Martínez
Rubén Mejía
José Melgar
Oscar Munguía
Oscar Ordóñez
Lorena Osorio
Ramón Osorio
Jesús Oviedo
José Pagoada
César Palacios
Gerardo Paz
Luis Posas
Francisco Reyes
Sandra Rivas
Edna Rivera
Rolando Santeli
Rigoberto Sierra
Mario Talavera
Martín Ulloa
Claudia Vásquez
Miguel Vásquez

3.0-3.2 (80-82%)

José Bonilla
Adolfina Caballero
José Cáceres
Douglas Cárcamo
Sandra Centeno
Sulma Fiallos
Rosa Flores
Silvia Flores
Rony Fortín
José Foster
Jorge García
Hugo Gómez
Gisela Kelley
Nolvia Lagos
Julio Lainez
Licet Leiva
José Maldonado
Reyna Mejía
Pedro Mendieta
Javier Mendoza
Israel Midence
Elizabeth Morales
Gladys Pino
Martha Reyes
Sonia Rodríguez
Alex Salgado
Diana Sandoval
Juan Carlos Turcios
Salvador Vitanza
Ramón Wu
José Zelaya
Kenya Zelaya
Mónico Zelaya

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La Tribuna | Viernes 25 de agosto de 1989

PROYECTO CAPS/USAID/HOND.

LA ACADEMIA PARA EL DESARROLLO EDUCATIVO (AED) comunica a los ex becarios y familiares de los becarios que las oficinas del proyecto han sido trasladadas al 5o. piso del EDIFICIO SIMON, Bvd. Suyapa Tegucigalpa Tel. 31-43-03. Asimismo informa al público en general que el PROYECTO CAPS/USAID/HOND. ha finalizado su primera etapa de aprobación de becas a los ESTADOS UNIDOS.

B. New Address

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XI - C

EMPLOYMENT

INFORMATION

20 09/21/87

La Tribuna

EXCELENTE OPORTUNIDAD DE EMPLEO

Empresa de sólido prestigio establecida en la zona sur del país y dedicada al procesamiento de alimentos solicita los servicios de profesionales universitarios para desempeñar puesto ejecutivo en su departamento de Producción (masculino) y control de calidad (ambos sexos).

REQUISITOS:

a) Educación superior: Ingeniero Industrial, Agrónomo, Biólogo, Técnico en Alimentos o carreras afines.
b) Edad comprendida entre los 25 y 35 años
c) Dispuesto a residir en la zona sur

OFRECEMOS

1) Atractivo salario
2) Entrenamiento completo
3) Estabilidad laboral
4) Incentivos

Las personas que cumplan con los requisitos y estén interesadas, favor enviar su curriculum vitae con número de teléfono dónde localizarlos a la siguiente dirección:

Sr. GERENTE
Apartado Postal No. 217
Tegucigalpa, M.D.C.

se le entregó a:
- Roque Lopez
- Alejandro Salgado

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TABACALERA HONDUREÑA, S. A.

Requiere los servicios de un ejecutivo de Mercadeo

REQUISITOS:

Nacionalidad: Hondureña
Edad: Entre 28 y 35 años
Estudios: Graduado en Administración de Empresas.
Economía, Contaduría o Derecho
Idiomas: Bilingüe español/inglés (Dominio completo del inglés)
Experiencia: Mínima de 3 años en puestos de dirección de
Ventas/Distribución
Dispuesto a viajar dentro y fuera del país.

SE OFRECE:

Excelente remuneración
Oportunidad de entrenamiento y desarrollo profesional
Beneficios sociales como Seguro Médico, Seguro de Vida, Bono de Vacaciones, etc.

Los interesados enviar curriculum vitae, adjuntando fotografía reciente a:

Dpto. de Personal
Apartado de Correos No. 64
San Pedro Sula.

Entregó a :

Daysi arula - Sp/25/89.

Some of the letter sent

and answered for different

Institutions about Jobs

PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ
HONDURAS

Agencia para
el Desarrollo
Internacional
Washington, D.C.

Academia para
el Desarrollo
Educativo

AED
División Internacional

Tegucigalpa, 25 de Julio de 1989

Ing. Julio Zepeda
Director
Proyecto LUPE
CIUDAD

Estimado Ing Zepeda:

Permitame presentarle al Ing Alejandro Salgado, quien hizo estudios de B.S. en ganaderia, con una subespecialidad en ganado de leche en la Universidad de Kansas State.

El Ing Salgado fue patrocinado a traves del Proyecto Centro America de Becas para la Paz, (CAPS-USAID)finalizando sus estudios en el mes de mayo de 1989.

Agradeceriamos cualquier ayuda que usted pueda brindarle, ensus aspiraciones por la obtencion de un empleo en el Proyecto LUPE.

Atentamente.

BESSY DE ACOSTA
Directora del Proyecto
CAPS-USAID-HONDURAS.

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
Telex: 197601 ACADED WSH
AED/CAPS, APDO #389
Comayagüela-Honduras
Tel. 22-7977

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PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ
HONDURAS

Agencia para
el Desarrollo
Internacional
Washington, D.C.

Academia para
el Desarrollo
Educativo

AED
División Internacional

AED/HOND/840

30 de Agosto de 1989

Lic. Guadalupe Gerezano Mejia
Jefe Fortalecimiento
Administrativo INA
CIUDAD

Estimada Lic. Mejia:

El Proyecto Centro América de Becas para la Paz, CAPS/USAID, se siente muy complacido al ofrecerle los servicios profesionales del Sr. Oscar Flores Herrera, quien cursó estudios a nivel de asociado en gerencia y Administración Agrícola en la Universidad de Puerto Rico en la Ciudad de Utuado, bajo el patrocinio del Proyecto.

Adjunto Usted encontrará un Curriculum Vitae del Sr. Flores.

Cualquier otra información que su Institución desee respecto a nuestro Ex-Becario será un placer para nosotros proporcionársela llamando al TEl:31-4303 o escribiendo al Apartado Postal # 20389 , Comayaguela, D.C.

Atentamente,

BAcosta

BESSY DE ACOSTA
DIRECTORA REGIONAL DEL PROYECTO
CAPS/USAID/HONDURAS

cc: Arch.
cc: Exp.

BA/cr

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
Telex: 197601 ACADED WSH
AED/CAPS, APDO #389
Comayagüela-Honduras
Tel. 22-7977

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PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ
HONDURAS

Agencia para
el Desarrollo
Internacional
Washington, D.C.

Academia para
el División Internacional
Educativo

AED
División Internacional

AED/HOND/854

18 de Septiembre de 1989

Ing. Francisco Figueroa
Ministro de
SECPLANE
Presente

Estimado Ing. Figueroa:

Permítame presentarle a la Lic. Carolina Castro quien ha finalizado sus estudios de B.A. en Economia en la Universidad del Sur de Illinois, a través del Proyecto Centro América de Becas para la Paz (CAPS) USAID/HOND.

La Srita. Castro, desea aplicar a una posición en el Ministerio, por lo que agradeceríamos cualquier ayuda que usted le pueda brindar a nuestra Ex-Becaria.

El Titulo y sus trascrips originales estan siendo autenticadas en Washington por lo que no nos es posible en este momento adjunto una copia.

Anticipadamente le agradecemos su atención a la presente.

Atentamente,

BESSY DE ACOSTA
DIRECTORA REGIONAL DEL PROYECTO
CAPS/USAID/HONDURAS

cc: Arch.
cc: Exp.

BA/cr

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
Telex: 197601 ACADED WSH
AED/CAPS, APDO #389
Comayagüela-Honduras
Tel. 22-7977

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BANCAHSA
Apdo. Postal No. 344
Telex 1162 HO
Tegucigalpa, D. C., Honduras, C. A.

Octubre 04, 1989

Licenciada
BESSY DE ACOSTA
Directora Regional del Proyecto
CAPS/USAID/Honduras
Presente

Estimada Licenciada de Acosta:

Estamos devolviéndole los Curriculums Vitae de los señores OSCAR R. FLORES y DANIEL FIGUEROA, los cuales después de analizarlos se determinó que las especialidades que obtuvieron no están acordes a las necesidades del Banco, no así el del Sr. René Barahona con quien continuaremos los trámites a través de nuestra Sucursal de San Pedro Sula.

Agradecemos su gentiliza en atender nuestras peticiones, las cuales continuaremos haciéndolas en su oportunidad.

Sin más por el momento,de usted.

Atentamente,

LIC. ALLAN HINESTROSA
Unidad Técnica

/msz
cc: Archivo

Adj.: Lo indicado

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PROYECTO CAPS/USAID/HONDURAS

LA ACADEMIA PARA EL DESARROLLO EDUCATIVO (AED), INFORMA A LAS INSTITUCIONES PUBLICAS Y PRIVADAS QUE HAN FINALIZADO SUS ESTUDIOS DURANTE ESTE SEMESTRE DE VERANO OTRO GRUPO DE BECARIOS DEL PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ (CAPS), PATROCINADOS POR LA AGENCIA INTERNACIONAL PARA EL DESARROLLO (AID), QUIENES SE INTEGRARAN AL PROCESO PRODUCTIVO DEL PAIS. MAYOR INFORMACION EN EL TEL.: 31-4303.

TERCERA PROMOCION

MIRNA MARIN NASSER	Phd. BIOLOGIA PESQUERA
RENE A. BARAHONA ROMERO	M.S. BANCA Y FINANZAS
SILVIO SALINAS TOME	M.S. ECONOMIA
JOSE R. PADILLA REYES	M.S. ECONOMIA
LUIS F. RIVERA RIVAS	M.S. ECONOMIA
EFRAIN COREA YANES	M.S. ECONOMIA AGRICOLA
BLANCA R. RIVERA FERRERA	M.S. ORIENTACION ACADEMICA
CELFA I. BUESO FLORENTINO	M.S. EDUCACION LINGUISTICA
NUVY C. BOSCH GONZALES	M.S. FARMACOLOGIA INDUSTRIAL
JEAN P. GOUCH RODRIGUEZ	M.S. RECURSOS HIDRICOS
MAYRA D. MARTINEZ GARCIA	M.S. INGENIERO INDUSTRIAL
TULIO G. MARTINEZ GREEN	M.S. INGENIERO INDUSTRIAL
BRENDA ESCOBER DE RODAS	M.S. ZOOTECNIA
JUAN G. PAZ PAREDES	M.S. COMPUTACION
DANIEL A. FIGUEROA FIGUEROA	M.S. COMPUTACION
DAGOBERTO IRIAS SEVILLA	M.S. INGENIERO FORESTAL
ATILIO ORTIZ FUNEZ	M.S. INGENIERO FORESTAL
EDAS MUÑOZ GALEANO	M.S. SILVICULTURA
RAMON CHACON FERRUFINO	M.S. IRRIGACION Y DRENAJE
LUIS A. GARAY HERNANDEZ	M.A. ADMINISTRACION PUBLICA
JORGE CORRALES LOPEZ	M.A. ADMINISTRACION PUBLICA
FLAVIO A. MARTINEZ GARCIA	B.S. ZOOTECNIA
ALEJANDRO SALGADO OCHOA	B.S. ZOOTECNIA
CARLOS A. SIERRA SCHWARZHAUER	B.S. ZOOTECNIA
ROQUE E. LOPEZ BARAHONA	B.S. NUTRICION
CARLOS PORTILLO AGUILAR	B.S. PATOLOGIA DE LAS PLANTAS
TITO L. ZUNIGA	B.S. PATOLOGIA DE LAS PLANTAS
FRANCISCO REYES CANALES	B.S. CONSERVACION DE LOS SUELOS
RICARDO CHAVES FERRUFINO	B.S. AGRICULTURA
ROLANDO SANTELI GARCIA	B.S. HORTICULTURA
JORGE E. SALAVERRI HENRIQUEZ	B.S. INGENIERO FORESTAL
MONICO A. ZELAYA MEJIA	B.S. INGENIERO FORESTAL
JOSE H. MILLA HERNANDEZ	B.S. ADMINISTRACION AGRICOLA
ROSA M. MONCADA LOPEZ	B.S. ADMINISTRACION DE HOSPITALES
JOSE A. REYES CHIRINOS	B.S. ADMINISTRACION FORESTAL
ISIDRO LUNA TREJO	INGENIERO AGRONOMO
CAROLINA CASTRO AMADOR	B.A. ECONOMIA
OSCAR R. FLORES HERRERA	A.S. GERENCIA Y ADMINISTRACION AGRICOLA
MARTIN G. ULLOA ORTIZ	A.S. ZOOTECNIA
RUBEN A. MEJIA AVILA	A.S. ZOOTECNIA
ESDRAS AMADO LOPEZ RODRIGUEZ	N.D. RADIO Y TELEVISION
NORMA X. DURON RAMOS	N.D. ENFERMERIA

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Re-Entry Employed
Group 1st.

Name	Institution
1. BARAHONA ROMERO, RENE ANTONIO	
2. BUSTILLO PON, JAIME JACINTO	PROYECTO LUPE
3. CASTRO AMADOR, CAROLINA	
4. CHACON FERRUFINO, RAMON	MINISTERIO RECURSOS NATURALES
5. COCA FLORES, ANGEL NAPOLEON	MINISTERIO DE SALUD
6. COREA YANEZ, EFRAIN	SECPLAN
7. GARAY HERNANDEZ, LUIS ALBERTO	CODHEFOR
8. GOUH RODRIGUEZ, JEAN PATRICIA	MUNICIPALIDAD DISTRITO CENTRAL
9. IRIAS SEVILLA, DAGOBERTO	CODHEFOR
10. LOZANO LANDA, PABLO RICARDO	SECCION ECONOMICA EMBAJADA AMERICANA
11. MARIN NASSER, MIRNA	MINISTERIO DE RECURSOS NATURALES
12. MARTINEZ JARQUIN, FLAVIO AUGUSTO	ESCUELA AGRICOLA PANAMERICANA
13. MUÑOZ GALEANO, EDAS	CODHEFOR
14. ORTIZ FUNEZ, ATILIO	CODHEFOR
15. PADILLA REYES, JOSE RENE	DIRECCION DE ADUANAS
16. PAZ PAREDES, JUAN GERARDO	ESCUELA AGRICOLA PANAMERICANA
17. PEREZ REGALADO, DARLIN NOE	ESNACIFOR
18. REYES CHIRINOS, JOSE ANTONIO	CODHEFOR
19. RIVERA RIVAS, LUIS FERNANDO	SANAA
20. RODAS, BRENDA ZULEMA DE	MINISTERIO DE RECURSOS NATURALES
21. SALINAS TOME, SILVIO	BANCO CENTRAL DE HONDURAS
22. SIERRA AGUILAR, RENAN	UNIVERSIDAD NACIONAL AUTONOMA DE HONDURAS
23. VILLAR, MARIA ELENA DE	BANCO CENTRAL DE HONDURAS

24. VILLEDA ALVAREZ,CARLOS ENRIQUE	SOL Y VERDE
25. ZELAYA MEJIA,MONICO ADOLFO	CODHEFOR
26. AVILA AVILA,DAYSI GUADALUPE	

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RE - ENTRY EMPLOYED

GROUP 2nd

NAME	INSTITUTION
1. BOSCH GONZALEZ,NUVY CAROLINA	
2. BUESO FLORENTINO,CELFA IDALISIS	ESCUELA SUPERIOR DEL PROFESORADO
3. CALIX CONTRERAS,ISABEL	MINISTERIO DE EDUCACION
4. CEDILLOS HERNANDEZ,MARCO ANTONIO	MINISTERIO DE EDUCACION
5. CHAVEZ NUNEZ,RICARDO	
6. DURON RAMOS,NORMA XIOMARA	
7. ECHEVERRIA HAYLOCK,ROY ARNON	USA- (Phd)
8. ESPINAL MOLINA,JOSE CONCEPCION	MINISTERIO DE EDUCACION
9. FIGUEROA FIGUEROA, DANIEL ALBERTO	MINISTERIO DE EDUCACION
10. FLORES HERRERA,OSCAR RAMON	
11. GIRON PINEDA,ROBERTO	MINISTERIO DE EDUCACION
12. LEVERON ZAVALA,OSCAR ROMELIO	USA- M.S.
13. LOPEZ BARAHONA,ROQUE ETHELWALDO	
14. LOPEZ HERNANDEZ,ROSA DEL CARMEN	
15. LUNA TREJO,ISIDRO	
16. MARTINEZ GREEN,TULIO GUADALUPE	
17. MARTINEZ GARCIA,MAYRA DINORA	
18. MARTINEZ RIOS,MARIA DE JESUS	
19. MEJIA AVILA,RUBEN ANTONIO	
20. MEZA,IRIS ONEYDA	MINISTERIO DE EDUCACION
21. MILLA HERNANDEZ,JOSE HUGO	
22. MONCADA FLORES,ROSA MARIA	
23. PORTILLO AGUILAR,CARLOS	
24. REYES CANALES,FRANCISCO AARON	

25. RIVERA FERRERA,BLANCA ROSA	ESCUELA AMERICANA
26. RIVERA IZAGUIRRE,ORLANDO	MINISTERIO DE EDUCACION
27. SALAVERRI HENRIQUEZ, JORGE EMILIO	INSTITUTO DE ECOLOGIA
28. SALGADO OCHOA,ALEJANDRO	
29. SIERRA SANTOS,HECTOR ENRIQUE	
30. SIERRA SCHARZHUER,CARLOS ARTURO	
31. SUAZO SUAZO,RENE	USA (M.S.)
32. ULLOA ORTIZ,MARTIN GERARDO	
33. ZUNIGA VALLADARES,TITO LIVIO	ESCUELA AGRICOLA PANAMERICANA

Re-Entry Employed

Group 3rd.

Name	Institution
1. LOPEZ RODRIGUEZ, ESDRAS AMADO	CANAL 7, TELEVISION
2. SANTELI GARCIA, ROLANDO	

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WORKSHOP

January 6, 1989

CAPS/USAID

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AGENDA

8:00 - 8:30	Introduccion
8:30 - 9:45	Explicacion del RPQ* (R. Paz) Responder questionario
9:45 - 10:00	RECESO
10:00 - 11:00	Presentacion personal de los asistentes
11:00 - 12:00	Ejercicios Quien soy yo
12:00 - 1:30	ALMUERZO
1:30 - 2:45	Ejercicio de Fijacion de Metas
2:45 - 3:00	RECESO
3:00 - 4:00	Organizacion de la Asociacion de Ex-becarios
4:00 - 5:00	Entrega de diplomas

*Returned Participant Questionnaire

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(202) 862-1900
Telex 197601 ACADED WSH

EX-BECARIOS QUE ASISTIERON A REUNION DEL 6 DE ENERO DE 1989

1.- SUAZO RENE

2.- MEZA IRIS ONEIDA

3.- GIRON ROBERTO

4.- SIERRA HECTOR ENRIQUE

5.- ALMENDAREZ MARIBEL (AID)

6.- QUINONEZ JORGE ALBERTO (AID)

7.- CALIX ISABEL

8.- MARTINEZ LINA HORTENCIA (AID)

9.- RODRIGUEZ HAZEL (AID)

10.- LOZANO PABLO

11.- CASTELLON ORLANDO

12.- ANDRADE ALEJANDRO

13.- DURON NORMA XIOMARA

14.- CANO FIGUEROA MILTON JAIRO

RECARIOS QUE SE CONVOCARON EL 6 DE ENERO DEL 89

1.- CANO FIGUEROA, MARTIN JAIRO

2.- GAMERO LOPEZ, GLORIA ESPERANZA

3.- MARTINEZ, LINA HORTENCIA

4.- QUINONEZ ABARCA, JORGE ALBERTO

5.- ALMENDAREZ, MARIBEL

6.- RODRIGUEZ AGUILAR, HAZEL

7.- ANDRADE SOTO, ALEJANDRO

8.- PEREZ GONZALES, PATRICIA EUGENIA

9.- VALLADARES ARIAS, ROLANDO

10.- RODAS DE LEON GOMEZ, ZENOBIA

11.- PEREZ, DARLIN NOE

12.- RIVERA, ORLANDO

13.- CEDILLO, MARCO TULIO

14.- ESPINAL, JOSE C.

15.- LOPEZ, ROSA DEL CARMEN

16.- SIERRA, RENAN

17.- ECHEVERRIA, ROY

18.- COCA, ANGEL

19.- VILLEDA, CARLOS

20.- BUSTILLO, JAIME

21.- SUAZO, RENE

22.- MEZA, IRIS ONEIDA

23.- GIRON, ROBERTO

24.- SIERRA, HECTOR ENRIQUE

25.- CALIX ISABEL

26.- LOZANO, PABLO

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Mayo 19, 1989

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AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OF AMERICA AID MISSION TO HONDURAS
AMERICAN EMBASSY
TEGUCIGALPA. HONDURAS

Estimado

La Agencia Para el Desarrollo Internacional,(AID) tiene interés en fortalecer un programa de seguimiento de los participantes en los programa de capacitación.

Con ese propósito le estamos invitando a asistir a una reunión de Ex-Becarios que se realizará el día Viernes, 19 de Mayo de 1:00 a 6:00 p.m. en la Oficina del Programa CAPS/USAID en la lera Avenida 10 Calle en Comayaguela.

Favor confirmar su asistencia al Tel. 37-79-77.

Atentamente,

RAUL PAZ
ESPECIALISTA EN ENTRENAMIENTO
USAID/HONDURAS

cc: Arch.

USAID/HONDURAS
HRD

ACADEMY FOR EDUCATIONAL DEVELOPMENT

TALLER DE SEGUIMIENTO

FECHA:	19 de Mayo de 1989
LUGAR:	Edificio Molinari la. Ave y 10 Calle, Comayaguela
PARTICIPANTES:	Ex becarios del Proyecto CAPS

ACTIVIDADES

1:00 p m. - 1:15 p.m.	Recoger los Returned Participant Questionnaires.
1:15 p.m. - 1:30 p.m.	Introducción
1:30 p.m. - 2:00 p m	Presentación de los Participantes
2:00 p.m. - 3:00 p m.	Compartir Experiencias
3:00 p m - 3:15 p m	Receso
3:15 p.m. - 4:30 p m	El Programa de Seguimiento
4:30 p m - 5 00 p.m	Organización de Ex-Participantes
5:00 p.m. - 5:30 p.m.	Clausura

AED/HOND/824

RE-ENTRY QUE PARTICIPO EN REUNION EL 19 DE MAYO 1989

1.- MARCO TULIO CEDILLO

2.- ROSA DEL CARMEN LOPEZ

3.- NORMA DURON

4.- RENAN SIERRA

5.- ALEJANDRO ANDRADE SOTO

6.- MILTON CANO

7.- GLORIA EUGENIA PEREZ

8.- ZENOBIA RODAS DE LEON GOMEZ

9.- ORLANDO CASTELLAN

RETURNED PARTICIPANTS A SER CONVOCADOS AL SEMINARIO 19, MAYO 1989 2 pm A 5pm.

1- DARLIN NOE PEREZ- AED
2- ORLANDO RIVERA AED
3- MARCO TULIO CEDILLO-AED
4- JOSE C. ESPINAL - AED
5- ROSA DEL CARMEN LOPEZ- AED
6- RENAN SIERRA -AED
7- ANGEL COCA -AED
8- CARLOS VILLEDA - AED
9- JAIME BUSTILLO - AED
10- JEAN PATRICIA GOUCH R.- AED
11- MARIA MONDRAGON DE VILLAR-AED
12- NORMA DURON DE ZUNIGA - AED
13- EDITH RODEZNO- AID
14- ALEJANDRO ANDRADE SOTO AID
15- MILTON CANO FIGUEROA AID
16- GLORIA ESPERANZA GAMERO LOPEZ -AID
17- PATRICIA EUGENIA PEREZ - AID
18- ROLANDO VALLADARES ARIAS - AID
19- ZENOBIA RODAS DE LEON GOMEZ AID
20- MARIO DESTEPHEN - AID
21- ALBERTO BUSMAIL- AID
22- KISNA SOLABARRIETA BODDEN AID
23- ORLANDO CASTELLON AID

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Agosto 25, 1989

CAPS/USAID

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AGENCY FOR INTERNATIONAL DEVELOPMENT
USAID/HONDURAS

7 de agosto de 1989

Estimado

Con el propósito de garantizar el completo logro de los objetivos de su Plan de Capacitación, la Agencia para el Desarrollo Internacional ha venido fortaleciendo su programa de seguimiento de ex-becarios. Una actividad importante de dicho programa es la celebración de reuniones con los ex-participantes que recién acaban de reingresar al país.

Con ese propósito le estamos invitando a asistir a un taller de trabajo que se realizará el día viernes, 25 de agosto del corriente, de 9:00 a.m. a 5:00 p.m., en las oficinas del Programa CAPS/AID, ubicadas en:

Edificio Simón (frente a Químicas Dinant)
Quinto Piso
Boulevard Suyapa
Tegucigalpa, D.C.

Es importante que confirme su asistencia al Teléfono 32-3120, ext. 2487.

Atentamente,

Raúl Paz Ardón
Especialista en Adiestramiento
USAID/Honduras

Mailing Addresses: From USA: USAID/Honduras, APO Miami, Fl. 34022
In Honduras: Apartado Postal 26-C, Avenida La Paz, Tegucigalpa, D.C.
TEL: (011-504) 32-3120 TELEX 1593 USAID HO FAX (011-504) 31-2776

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USAID/HONDURAS

ACADEMY FOR EDUCATIONAL DEVELOPMENT

TALLER DE SEGUIMIENTO

FECHA:	25 de agosto de 1989
LUGAR:	Quinto Piso, Edificio Simón Boulevard Suyapa
PARTICIPANTES:	Ex-Becarios CAPS/LT
ACTIVIDADES:	
9:00 a.m. - 9:15 a.m.	Bienvenida
9:15 a.m. - 10:00 a.m.	Responder al Returned Participant Questionnaire
10:00 a.m. - 10:15 a.m.	Receso
10:15 a.m. - 11:00 a.m.	Presentación de los Participantes
11:00 a.m. - 12:00 m.	Compartir Experiencias
12:00 m. - 1:30 p.m.	Almuerzo
1:30 p.m. - 2:30 p.m.	Fijación de Metas
2:30 p.m. - 3:30 p.m.	El Programa de Seguimiento
3:30 p.m. - 3:45 p.m.	Receso
3:45 p.m. - 4:00 p.m.	La Organización de Ex-Becarios
4:00 p.m. - 4:30 p.m.	Resoluciones
4:30 p.m. - 5:00 p.m.	Clausura

EX-BECARIOS QUE ASISTIERON A REUNION DEL 25 DE AGOSTO DEL 89

1.- FLORES OSCAR RAMON

2.- PORTILLO CARLOS

3.- FONSECA DANIEL ARTURO (AID)

4.- SALGADO ALEJANDRO

5.- RIVERA BLANCA ROSA

6.- CASTRO CAROLINA

7.- MONCADA ROSA MARIA

8.- REYES FRANCISCO AARON

9.- MEJIA RUBEN ANTONIO

AGENCY FOR INTERNATIONAL DEVELOPMENT
USAID/HONDURAS

Tegucigalpa, D.C. August 25th, 1989

1. Isidro Luna Trejo, Ingeniería Agronómica, B.S.
2. Celfa Bueso, Educational Linguistics, M.S.
3. Jorge Corrales, Public Administration, M.A.
4. Daniel Figueroa, Computer Science, M.S.
5. Oscar Flores, Agricultural Management, A.S.
6. José I. Hernández, Forestry Science, B.S.
7. Mayra Martínez, Industrial Engineering, M.S.
8. María Martínez, Business Administration, A.A.
9. Flavio Martínez, Animal Science, B.S.
10. Rubén Mejía, Agricultural Technology, A.A.
11. José Milla, Agricultural Business, B.S.
12. Rosa Moncada, Health Care Administration, B.S.
13. Edas Muñóz, Forestry Science, M.S.
14. Atilio Ortiz, Forest Production, M.S.
15. José Padilla, Business Economics, M.S.
16. Carlos Portillo, Plant Pathology, B.S.
17. Francisco Reyes, Agricultural Science, B.S.
18. José Reyes, Forest Management, B.S.
19. Luis Rivera, Economics, M.S.
20. Blanca Rivera, Educataion, M.A.
21. Alejandro Salgado, Animal Science, B.S.
22. Carlos Sierra, Animal Science, B.S.
23. Martín Ulloa, Animal Science, A.S.
24. Mónico Zelaya, Forestry Science, B.S.
25. Tito Zúniga, Plant Pathology, B.S.
26. Efraín Córea, Business Economics, M.S.
27. Roque López, Agricultural Science, B.S.
28. Nuvy Bosch, Pharmaceutics, M.S.
29. Jorge Salaverri, Forestry Science, B.S.
30. Jaime Peñalba, Business Administration, B.S. AID
31. Jaime Lanza, Soil and Water Mechanics, M.S. AID
32. Daniel Fonseca, Banking and Finance AID
33. Roberto Arellano Donaire, Animal Science, M.S. AID
34. Albertina Navarro, Special Education, B.S. AID
35. Romeo Perdomo, Fisheries Science, M.S. AID
36. José Arturo Uclés, Business Administration, B.S. AID

Mailing Addresses: From USA: USAID/Honduras, APO Miami, Fl. 34022
In Honduras: Apartado Postal 26-C, Avenida La Paz, Tegucigalpa, D. C.
TEL: (011-504) 32-3120 TELEX 1593 USAID HO FAX (011-504) 31-2776

V. Testing Summaries and Analysis

TESTING SUMMARY: PROJECT YEAR III

August '88	GED I SLEP I	pre-program testing
September '88	PAA	
November '88	GED II (Reading and writing only) SLEP II TOEFL I (Commercial)	End of cycle testing
January '89	SAT (Official)	
February '89	SLEP III TOEFL II (institutional)	End of cycle II testing
March '89	TOEFL III (Official - 30 students only) PAA II (62 students with TOEFL less than 457)	
April '89	TOEFL IV (Official - 62 students only)	
MAY '89	GED III SLEP IV TOEFL V (Institutional)	End of Cycle III/ end of Training program testing

GED - Test of General Educational Development

PAA - Prueba de Aptitud Academica

SLEP - Test of Secondary Level English Proficiency

TOEFL - Test of English as a Foreign Language

STATISTICAL ANALYSIS OF CYCLE III STANDARDIZED TESTING DATA, and COMPARISONS WITH PROJECT YEAR II

This year, due to lack of space at ETS' official testing center, 30 students took the official TOEFL in March and the remaining 61 took the official TOEFL a month later, in April. The end of program institutional TOEFL was administered in May.

To facilitate comparison with Project Year II, this year's official TOEFL scores have been lumped together. Please note, however, the 4 week time lapse between the two groups taking the official TOEFL. Last year's group all took the official test on the earlier date in March.

Figure 1 (see annexes) presents a histogram showing the frequency distribution of the official TOEFL scores from the March and April administrations. Figure 2 (see annexes) presents a histogram of the institutional TOEFL scores received by all students in the May administration, at the end of Cycle III. The means, the medians, and the standard deviations of these two tests appear in Table I and are compared with the two similar sets of scores from the previous year, Project Year II.

	CAPS Project Year II		CAPS Project Year III	
	Official TOEFL	Institutional TOEFL	Official TOEFL	Institutional TOEFL
Number of Students	90	90	91	89
Mean	456.4	482	498.6	498.3
Median	453.0	480	503.0	503.0
Standard Deviation	49.1	51.0	55.3	55.2

Table 1. Results of the last two TOEFL tests administered to the Project Year II and Project Year III students in the In-Country Central American Peace Scholarship Training Program.

The fact that 61 of the Project Year III students took the official test at the later date in April probably accounts for the similarity between the official and the institutional results.

A statistical test for the comparison of two means revealed that there is a statistically significant difference at the probability level of .01 between the Project Year II and Project Year III students' official TOEFL scores, and a statistically significant difference at the probability level of .05 between their final institutional TOEFL scores. In both cases the Project Year III students scored significantly higher than the Project Year II students.

The results of the first SLEP test administered in August 1988 and the last test administered in May 1989 are presented in Table 2 below, along with the composite score of the final SLEP test administered to students in the previous year.

	CAPS Project Year III						CAPS Project Year II
	Listening Section		Reading Section		Composite		Composite
	8/88	5/89	8/88	5/89	8/88	5/89	5/88
Number of Students	105	89	105	89	105	89	99
Mean	18.8	54.8	30.2	79.9	24.3	70.6	67.0
Median	15	51	21	87	16	75	69
Standard Deviation	19.7	17.7	29.7	18.0	24.3	18.5	17.3

Table 2. Results of SLEP tests administered to CAPS Project Year III students in August 1988 and May 1989 and CAPS Project Year II students in May 1988.

The two subscores of the SLEP test and their composite were significantly higher at the end of the training program than at the beginning. However, there is no significant difference between the end of program scores of Project Year II students and the end of program scores of Project Year III students (Comparison of Means test).

The frequency distribution of the listening, reading, and composite

SLEP scores achieved by Project Year III students in May, at the end of the training program, can be found in Figures 3-5 (see Annexes).

The end of Cycle III SLEP scores were also analyzed by English class groups. There were 8 classes, group A being the lowest proficiency level and group H the highest. Table 6 presents the means of these final SLEP listening, reading, and composite scores by groups, as well as the mean of each group's final institutional TOEFL score.

	GROUP							
	A	B	C	D	E	F	G	H
# of Students	9	10	10	12	12	12	12	14
SLEP Listening	29.4	37.6	51.8	49.7	56.1	60.8	60.0	74.0
SLEP Reading	57.7	66.9	68.3	75.7	83.0	89.5	92.0	95.4
SLEP Composite	43.3	51.9	32.0	65.7	73.2	80.0	84.3	90.6
TOEFL	417	438	474	486	510	522	540	567

Table 6. Means of the final SLEP and Institutional TOEFL scores grouped by English classes. (Group A is the lowest proficiency level, and Group H the highest.

In the SLEP composite scores above there is an increase in the mean

of each group that an analysis of variance test showed a statistically significant difference between at a confidence level of .01. This difference is also significant between the mean of each group's listening score, despite the fact that Group C has a higher score than Group D. The SLEP mean reading scores of each group are successively higher, and the differences between them are significantly different at the .01 confidence level. The institutional TOEFL means of the 8 groups are significantly different at the .01 confidence level and, as is expected, each group's TOEFL mean is higher than the previous group's.

The results of Project Year III students' final GED tests are presented in Table 3 below, along with, for the sake of comparison, the final GED test scores of the Project Year II students. Histograms showing the frequency distribution of this year's sub-test scores, as well as the GED test averages, are presented in figures 6-10 (see annexes).

	Writing		Reading		Science		Math		Average	
	1988	1989	1988	1989	1988	1989	1988	1989	1988	1989
# of Students	93	88	93	88	93	88	93	88	93	88
Mean	58.1	58.0	61.6	61.4	61.1	63.4	62.8	63.7	61.2	61.7
Median	57	58	64	61	64	64	64	64	61	62
Standard Deviation	6.5	7.2	8.5	8.1	8.0	7.7	6.1	5.7	5.3	5.3

Table 3. Results of the final GED tests from CAPS Project Year II (1988) and CAPS Project Year III (1989)

A statistical test for comparing the means of the two groups presented in Table 3 above showed no significant difference between the scores of the two groups. This is indicative of the two groups comparable performance on the GED test by the end of their respective training programs.

It is of interest to note that CAL's In-Country Training Program objective of 60 points on the GED was met by both groups, with the exception of the writing sub-test. The writing test score, however, for both groups, was the lowest score to begin with. The GED writing score for Group II in August 1987 was 52, and for Group III in August 1988 was 54. For further comparisons see Table 4 below.

COMPONENT	MEAN Aug '87 II	MEAN May '88 II	MEAN Aug '88 III	MEAN May '89 III
Writing	52	58.1	54	58
Reading	55	61.6	56	61.4
Science	58	61.1	59	63.4
Math	55	62.8	59	63.7
Average	55	61.2	57	61.7

Table 4. Results of the pre-training and post-training GED tests administered to the CAPS Project Year II and Project Year III students.

A more detailed summary of the GED test results administered to Project Year III students, both at the beginning and at the end of their training program, is presented below in Table 5.

COMPONENT	MEAN 8/88	MEAN 5/89	MEDIAN 8/88	MEDIAN 5/89	Standard Deviation 8/88	Standard Deviation 5/89
Writing	54.1	58.0	55	58	7.3	7.2
Reading	56.3	61.4	55	61	10.2	8.1
Science	58.9	63.4	59	64	7.6	7.7
Math	58.5	63.7	58	64	6.9	5.7
Average of 4 tests	57.2	61.7	57	62	6.6	5.3

Table 5. Results of the GED tests administered to CAPS Project Year III students at the beginning of the training program in August 1988, and in the end of May 1989.

Results of the Comparison of Two Means Test, comparing the means of the components of the GED both at the beginning and at the end of the training program, show each comparison to be significantly different at the confidence level of .01. Students, thus, improved significantly in their writing, reading, science and math skills over the course of the nine month training period.

The end of Cycle III preparatory class scores in math and science

were analyzed to see if there was an association between a high grade in science and a high grade in math, or between a low grade in science and a low grade in math. Table 5 below presents the data grouped by high scores (A or B) in math and science, and low scores (C, D, F).

		Grade in Math		
		A or B	C, D, or F	Total
Grade in Science	A or B	33	22	55
	C, D, or F	12	23	35
	Total	45	45	90

Table 5. Number of students who obtained A or B or C, D, or F at the end of Cycle III in math and science preparatory classes, May, 1989.

Using the Chi Square test to analyze this data, a statistically significant association between math and science grades at the .05 confidence level was noted. Thus, students who got an A or B in math tended to get an A or B in science, and students who got a C, D, or F in math tended to get a C, D, or F in science.

No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I TOEFL AUG 10	C-I TOEFL NOV 11	C-II TOEFL FEB 12	DFFCL TOEFL MAR 13	DFFCL TOEFL APR 14	DFFCL TOEFL MAY 15
1	ACOSTA SABASTUME, JUVENAL	MAESTRO E. P.	85.96	MAINTENANCE TECH		389	417		440	437
2	ALONZO VALENZUELA, MIRNA E.	PERITO MERCANTIL	85.05	BUSINESS (HOTEL MAGT		377	437		[illegible]	541
3	ALVARADO TORRES, ADAM RAFAEL	BACHILLER C. Y L.	93.83	ELECTRICAL	423	509	557		597	600
4	ALVAREZ, LEONARDO RUBEN	AGRONOMO	82.66	HORTICULTURE		425	437		460	557
5	AMADOR OCHOA, DOUGLAS LEONEL	BACH.ADMON DE EMP.	82.93	MARKETING		413	433		437	[illegible]
6	AMAYA [illegible], [illegible]NI FRANCISCO	PERITO MERCANTIL	93.13	INTERNATIONAL BUSS	410	460	543		557	[illegible]
7	ANDRADE MEJIA, MARIA ISABEL	MAESTRA E. P.	82.15	SPECIAL EDUCATION		417	453		[illegible]	[illegible]
8	ANTUNEZ, ENNA SUYAPA	BACH.PROM.SOCIAL	79.97	RESOURCE ECONOMICS		349	480		[illegible]	[illegible]
9	ARAICA TURCIOS, YADIRA LILIANA	MAESTRA E. P.	76.02	ELEMENTARY EDUCATION		359	390		367	370
10	ARITA BORJAS, AURELIA ONDINA	MAESTRA E. P.	84.99	BUSINESS ADMIN		405	440	467		497
11	ARITA GARCIA, ALEX EDGARDO	BACHILLER C. Y L.	78.15	COMPUTER INFO SYSTEM		400	457	483		523
12	BARAHONA ROSALES, ROLANDO	BACHILLER AGRICOLA	91.97	ANIMAL SCIENCE	433	540	[illegible]		[illegible]	[illegible]
13	BARAHONA VARELA, LUISA MARIA	MAESTRA E. P.	83.00	COMMUNICATIONS		485	547		590	[illegible]
14	[illegible] VASQUEZ, ANA ALICIA	PERITO MERANTIL	92.17	BUSINESS		395	457	500		[illegible]
15	CABALLERO HERRERA, MANUEL E.	BACHILLER C. Y L.	88.60	HUMAN SERVICES		339	380	353		383
16	CABALLERO RIVERA, HECTOR A.	PERITO MERCANTIL	78.15	AGRONOMY		393	457		517	517
17	CACHO GONZALES, LUIS ALONSO	MAESTRO E. P.	76.21	FARM MANAGEMENT		347	377		370	380
18	CASASOLA MELCHEZ, JOSE LUIS	TECNICO AGRICOLA	82.06	AGRICULTURE		445	483		450	[illegible]
19	CASLO CABALLO, OSWALDO	PERTIO MERCANTIL	91.74	PUBLIC ADMINISTRAT		429	477		[illegible]	[illegible]
20	CASTRO MARADIAGA, BORIS ANTONIO	AGRONOMO	87.45	ENTHOMOLOGY		440	493		557	[illegible]
21	CHACON, HECTOR ARMANDO	PERITO MERCANTIL	87.22	CIVIL ENGINEERING		430	477	520		510
22	CRUZ LOPEZ, HENRY NAHUM	BACHILLER C. Y L.	87.00	GEOGRAPHY		472	507	520		
23	CRUZ PINEDA, IRVING JULLIAND B.	BACHILLER C. Y L.	85.72	AGRICULTURE		440	483		493	517
24	DIAZ AGUILAR, REINA PATRICIA	MAESTRA E. P.	91.00	COMPUTER SCIENCE		445	510		547	557
25	DIAZ GUERRERO, CLAUDIA MARIA	BACHILLER C. Y L.	79.64	AGRICULTURE		443	430		[illegible]	[illegible]
26	DUENAS OCAMPO, JORGE ARMANDO	TECNICO AGRICOLA	81.65	AGRICULTURE		362	400		417	410
27	FERNANDEZ MIRIAM, YERALDINA	PERITO MERCANTIL	91.25	BUSINESS ADMIN		442	483	490		503
28	FERRERA CARIAS, GLORIA M.	BACHILLER C. Y L.	85.10	LIBERAL ARTS EDUC		409	440		467	480
29	FLORES PANCHAME, HUGO REINALDO	DASONOMO	87.77	FORESTRY		410	443		520	520
30	FLORIANO CASTELLON, SARAVEDRA	MAESTRO E. P.	78.28	INDUSTRIAL ARTS EDUC		392	443		[illegible]	[illegible]
31	GARRIDO CACERES, ENNA LETICIA	ADMINISTRACION	84.61	COUNSELING		427	443		[illegible]	[illegible]
32	GONZALEZ CASTILLO, DELSA E.	MAESTRA E. P.	93.22	HUMAN SERVICES		357	417		[illegible]	
33	GUILLEN ESTRADA, FRANCISCA DORA	PERITO MERCANTIL	84.88	SMALL BUSINESS		385	427		493	[illegible]
34	GUZMAN, PATRICIA MARIBEL	PERITO MERCANTIL	88.45	BUSINESS		375	437		[illegible]	427
35	HENRIQUEZ FERNANDEZ, SAMUEL	PERITO MERCANTIL	84.42	EXPORT BUSINESS		467	520		[illegible]	[illegible]
36	[illegible]	MAESTRA E. P.	82.53	MAINTENANCE TECH		[illegible]	[illegible]		[illegible]	

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I TOEFL AUG 10	C-I TOEFL NOV 11	C-II TOEFL FEB 12	OFFCL TOEFL MAR 13	OFFCL TOEFL APR 14	INSTL TOEFL MAY 15
37	HERNANDEZ GOMEZ, JOSE MARIO	PERITO MERCANTIL	92.10	AGRONOMY		464	487		490	537
38	JACKSON LOPEZ, ORFA	MAESTRA E. P.	76.91	ELEMENTARY EDUC		405	437		420	473
39	LEZANA ORTIZ, KARLA PATRICIA	MAESTRA E. P.	80.10	AGRONOMY		367	397		427	490
[redacted]	[redacted] SOTO, GLENDA JULISSA	MAESTRA E. P.	81.82	AGRIBUSINESS		419	447		497	553
[redacted]	[redacted] REYNA CARLOTA	PERITO MERCANTIL	82.00	PUBLIC ADMIN (MNGT)		380	387		410	427
42	MACIAS MEJIA, JUANA IRIS	BACHILLER C. Y L.	92.04	FOOD & NUTRITION		487	497		433	583
43	MALDONADO JIMENEZ, FELIX ALEXIS	PERITO MERCANTIL	87.21	RADIOLOGY		412	450		503	517
44	MATUTE, UBALDO	MAESTRO E. P.	75.44	PHYSICAL EDUC		352	370		393	427
45	MAYORGA SIERRA, GLADYS ONDINA	BACHILLER C. Y L.	82.76	AGRICULTURE		402	443		440	430
[redacted]	MEJIA RODRIGUEZ, DIEGO ROBERTO	BACHILLER C. Y L.	88.27	ELECTRICAL ENG		412	490		527	543
[redacted]	MOLINA GUILLEN, IRMA PATRICIA	BACHILLER C. Y L.	89.30	COMPUTER INFO SYST		427	450		500	510
48	MOLINA ORDONEZ, GINA MARINA	PERITO MERCANTIL	76.05	BUSINESS		387	373		417	420
49	MOLINERO CANALES, CARLOS R.	BACHILLER AGRICOLA	79.83	AGRONOMY		490	490		517	517
50	MONGUIA, OSWALDO EGMIDIO	DASONOMO	81.70	COMMUNITY DEVELOP					553	
51	MUNOZ MARTINEZ, SILVIA	PERITO MERCANTIL	88.75	COMPUTER SCIENCE		397	440		503	463
[redacted]	OCHOA, LUIS ENRIQUE	MAESTRO E. P.	80.32	AGRICULTURE		380	390		407	413
[redacted]	OLIVA TURCIOS, MIRNA YOLANDA	PERITO MERCANTIL	80.35	BUSINESS ADMIN		389	410	390		420
54	ORDONEZ REYES, KARLA MELISA	MAESTRA E. P.	84.04	HOME ECONOMICS EDUC		367	420	457		477
55	ORELLANA CUBAS, MARIA DULCE N.	MAESTRA E. P.	79.81	CHILD DEVELOPEMENT		393	447	437		483
56	ORTEGA JIMENEZ, CESAR HUMBERTO	BACHILLER C. Y L.	94.00	ELECTRICAL ENG		489	493	537		560
57	ORTIZ DOMINGUEZ, DAVID	TEC.EN MECANICA	80.30	MECHANICAL ENG		433	490		517	513
[redacted]	OSORTO PERDOMO, ANGELICA MARIA	BACHILLER C. Y L.	88.05	FOOD TECHNOLOGY		460	493	510		460
[redacted]	[redacted] QUIROZ, NORMA LETICIA	PERITO MERCANTIL	89.16	COMPUTER SCIENCE		394	430	460		447
60	PADILLA LOPEZ, LILIAN JANNETTE	BACHILLER C. Y L.	90.41	INDUSTRIAL ENG		419	470	513		567
61	PADILLA VASQUEZ, RAUL ARMANDO	BACHILLER C. Y L.	90.42	DrCOMPUTER ENG		522	517	570		527
62	PERDOMO MEJIA, CARLOS FERNANDO	PERITO MERCANTIL	91.00	MECHANICAL ENG.TECH		407	433	450		453
63	PERDOMO GALAZAR, REYNA DORIS	BACH.ADMON DE EMP.	89.27	BUSINESS ADMINISTRAT		435	537	530		533
[redacted]	PINEDA CALERO, MELVIN	MAESTRO E. P.	92.18	CHEMICAL ENG		432	517		523	
[redacted]	[redacted] ENRIQUEZ, HECTOR A.	MAESTRO E. P.	86.58	BLDG. ENG. TECH		432	473	497		497
66	PORTILLO AMAYA, MARITZA	MAESTRO E. P.	83.36	PSYCOLOGY		389	433	437		477
67	PORTILLO BACA, CARLOTA	BACHILLER C. Y L.	81.72	COMPUTER INFO SYST		407	430	423		457
68	PUERTO BUSTILLO, DIANA A.	MAESTRA E. P.	88.57	AUDIOVISUAL		392	443	487		503
69	QUINTERO CASTILLO, RENE ARTURO	BACHILLER C. Y L.	75.22	AGRICULTURAL PROD.		370	403	390		457
[redacted]	REYES [redacted] JUAN JOSE	BACHILLER AGRICOLA	85.27	AGRICULTURAL PROD.		387	437		493	490
[redacted]	[redacted] DIEGO ISAIAS	MAESTRO E. P.	83.97	LOG TERM HEALTH CARE		372	433		430	463
72	RIVAS HERNANDEZ, JULIA ZULEMA	BACHILLER C. Y L.	82.00	MICROBIOLOGY		445	543	537		570

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I TOEFL AUG 10	C-I TOEFL NOV 11	C-II TOEFL FEB 12	OFFCL TOEFL MAR 13	OFFCL TOEFL APR 14	INST TOEFL MAY 15
[redacted]										
73	RODRIGUEZ FLORES, ADA LUZ	PERITO MERCANTIL	88.90	BUSINESS ADMINISTRAT		392	443	473		499
74	ROQUE SANTOS, JORGE ARTURO	BACHILLER C. Y L.	83.00	ELECTRICAL ENG		470	497	513		547
[redacted]	ROSALES BERALTA, PABLO HUMBERTO	BACH.ADMON DE EMP.	85.41	BUSINESS ADMIN		379	403	427		460
[redacted]	[redacted], RODOLFO TULIO	BACHILLER C. Y L.	90.96	CIVIL ENG		415	470	510		507
[redacted]	[redacted]PEZ, MERLIN RODIVER	PERITO MERCANTIL	86.10	AGRICULTURE		422	447	487		503
78	SALANDIA MATUTE, JORGE ALBERTO	EDUC.COMERCIAL	91.41	ECONOMICS		413	490	533		557
79	SALAZAR GUARDADO, SUANNY W.	BACHILLER C. Y L.	83.89	EDUCATION		452	470		527	533
80	SALGADO OSORTO, OSCAR RAUL	AGRONOMO	84.00	TROPICAL CROPS		445	427		493	473
[redacted]	[redacted] IRMA LETICIA	BACHILLER C. Y L.	[redacted]	CIVIL ENG-TECH		415	433		467	487
[redacted]	[redacted], MARY LUCYNA	PERITO MERCANTIL	82.30	PUBLIC ADMIN (MNGT)		399	377		447	430
[redacted]	[redacted] RAFAEL	ECONOMIA AGRICOLA	91.50	AGRICL ECONOMICS		415	490		523	507
84	TERCERO MONDRAGON, TULIO E.	PERITO MERCANTIL	93.36	COMPUTER SCIENCE		480	503		507	607
85	TOLEDO, DENIS ESTEBAN	BACHILLER C. Y L.	81.02	HEALTH SYSTEMS MNGMT		410	480		490	533
86	TORRES VALLADARES, JUAN CARLOS	MAESTRO E. P.	82.48	GEOGRAPHY		447	517		553	553
[redacted]	[redacted] ADOLFO	BACHILLER C. Y L.	82.01	HUMAN SERVICES		520	403		430	437
[redacted]	[redacted] ROSA ANTONIA	MAESTRO E. P.	83.02	ELEMENTARY EDUC		379	437		460	497
[redacted]	[redacted] JOHN JACKE	MAESTRO E. P.	84.11	ANIMAL SCIENCE		419	413		420	467
90	WOOD MORALES, THELMA	MAESTRA E. P.	80.45	EDUCATION	430	462	507	523		547
91	ZELAYA CASTILLO, GREGORIO	MAESTRO E. P.	82.69	HEALTH EDUC		432	440		453	507
92	ZUNIGA REYES, JOSE ADALBERTO	AGRONOMO	79.75	ENTHOMOLOGY		470	473		523	520
[redacted]										

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I SLEP-II 5	C-I SLEP-II 6	C-II SLEP-III 7	C-III SLEP-IV 8	OFFCL TOEFL MAR 13	OFFCL TOEFL APR 14	INSTL TOEFL MAY 15
1	ACOSTA SAGASTUME, JUVENAL	MAESTRO E. P.	85.96	MAINTENANCE TECH	00-02-00-03	23-21-24-00	35-29-33-00	42-75-60-00		440	437
2	ALONZO VALENZUELA, MIRNA E.	PERITO MERCANTIL	85.05	BUSINESS (HOTEL MNGT)	00-13-07-00	23-43-28-33	35-75-55-00	67-75-71-75		390	540
3	ALVARADO TORRES, ADAN RAFAEL	BACHILLER C. Y L.	93.83	ELECTRICAL	42-66-55-00	71-92-85-90	77-95-90-93	85-99-97-00		597	600
4	ALVAREZ, LEONARDO RUBEN	AGRONOMO	82.66	HORTICULTURE	10-13-07-11	38-61-49-00	58-78-71-00	47-90-71-75		460	557
5	AMADOR OCHOA, DOUGLAS LEONEL	BACH.ADMON DE EMP.	82.93	MARKETING	31-21-19-00	26-56-39-00	38-69-55-00	38-78-60-00		537	537
6	AMAYA BU, LEONI FRANCISCO	PERITO MERCANTIL	93.13	INTERNATIONAL BUSS	29-75-49-55	42-90-71-00	62-90-81-00	62-95-85-00		557	537
7	ANDRADE MOYA, MARIA ISABEL	MAESTRA E. P.	83.15	SPECIAL EDUCATION	23-66-39-44	38-69-55-00	47-78-66-00	51-92-75-81		527	527
8	ANTUNEZ, EMMA SOYAPA	BACH.PROM.SOCIAL	79.97	RESOURCE ECONOMICS	00-00-00-00	20-05-11-16	29-66-44-49	47-66-55-60		403	467
9	ARAICA TURCIOS, YADIRA LILIANA	MAESTRA E. P.	76.02	ELEMENTARY EDUCATION	00-00-00-00	12-17-11-16	00-21-11-00	15-48-24-28		367	470
10	ARITA BORJAS, AURELIA ONDINA	MAESTRA E. P.	84.99	BUSINESS ADMIN	00-17-07-11	23-75-44-49	38-61-49-00	29-29-28-33	467	[illegible]	497
11	ARITA GARCIA, ALEI EDGARDO	BACHILLER C. Y L.	78.15	COMPUTER INFO SYSTEMS	23-08-16-19	26-66-44-00	51-87-71-75	67-90-81-85	483	[illegible]	523
12	BARAHONA ROSALES, ROLANDO	BACHILLER AGRICOLA	91.97	ANIMAL SCIENCE	29-87-60-00	62-99-90-00	71-99-93-00	67-97-90-00		620	620
13	BARAHONA VARELA, LUISA MARIA	MAESTRA E. P.	83.00	COMMUNICATIONS	20-29-24-00	67-90-81-85	85-92-90-93	85-99-97-00		590	580
14	BUESO VASQUEZ, ANA ALICIA	PERITO MERANTIL	92.17	BUSINESS	23-43-28-33	47-69-60-00	58-69-66-00	71-90-85-00	500		520
15	CABALLERO HERRERA, MANUEL E.	BACHILLER C. Y L.	88.60	HUMAN SERVICES	00-02-00-03	15-08-11-00	15-17-16-00	19-17-16-19	353	[illegible]	583
16	CABALLERO RIVERA, HECTOR A.	PERITO MERCANTIL	78.15	AGRONOMY	00-02-00-03	35-61-44-49	51-90-75-00	51-90-75-00		517	513
17	CACHO GONZALES, LUIS ALONSO	MAESTRO E. P.	76.21	FARM MANAGEMENT	00-02-00-03	15-08-16-19	35-29-33-00	29-43-33-39		470	380
18	CASASOLA MELCHEZ, JOSE LUIS	TECNICO AGRICOLA	82.06	AGRICULTURE	15-21-16-19	26-69-44-49	38-78-60-00	47-90-71-75		480	437
19	CASCO CARSALLO, OSWALDO	PERITO MERCANTIL	91.74	PUBLIC ADMINISTRAT	12-01-03-00	26-61-39-44	58-66-60-66	47-75-60-66		467	503
20	CASTRO MARADIAGA, BORIS ANTONIO	AGRONOMO	67.46	ENTHOMOLOGY	00-21-11-00	38-75-55-60	67-90-81-85	67-97-90-00		553	577
21	CHACON, HECTOR ARMANDO	PERITO MERCANTIL	87.22	CIVIL ENGINEERING	15-54-28-00	47-75-60-66	42-90-71-00	51-92-75-81	520	[illegible]	510
22	CRUZ LOPEZ, HENRY NAHUM	BACHILLER C. Y L.	87.00	GEOGRAPHY	23-61-39-00	47-78-66-00	51-78-66-71	71-95-90-00	520	[illegible]	[illegible]
23	CRUZ PINEDA, IRVING JULLIAND B.	BACHILLER C. Y L.	85.72	AGRICULTURE	26-48-33-39	38-69-55-00	51-83-71-00	51-83-71-00	[illegible]	483	517
24	DIAZ AGUILAR, REINA PATRICIA	MAESTRA E. P.	91.00	COMPUTER SCIENCE	12-35-19-00	38-75-55-60	58-90-75-81	67-99-90-93		547	557
25	DIAZ GUERRERO, CLAUDIA MARIA	BACHILLER C. Y L.	79.64	AGRICULTURE	12-21-16-00	29-61-44-00	38-66-49-55	58-92-81-00		463	513
26	DUENAS OCAMPO, JORGE ARMANDO	TECNICO AGRICOLA	81.65	AGRICULTURE	00-02-00-03	15-48-24-28	15-54-28-00	20-54-33-00		417	410
27	FERNANDEZ MIRIAM, YERALDINA	PERITO MERCANTIL	91.25	BUSINESS ADMIN	00-21-11-00	38-54-44-49	47-75-60-66	51-95-81-00	490	[illegible]	553
28	FERRERA CARIAS, GLORIA M.	BACHILLER C. Y L.	85.10	LIBERAL ARTS EDUC	00-13-07-00	38-61-55-60	38-75-55-60	51-87-71-75		467	480
29	FLORES PANCHAME, HUGO REINALDO	DASONOMO	87.77	FORESTRY	00-13-07-00	35-66-49-00	58-78-71-00	62-90-81-00		520	520
30	FLORIANO CASTELLON, SAAVEDRA	MAESTRO E. P.	78.28	INDUSTRIAL ARTS EDUC	12-21-16-00	23-21-24-00	35-48-39-44	38-13-28-00		407	437
31	GARRIDO CACERES, EMMA LETICIA	ADMINISTRACION	84.61	COUNSELING	00-02-00-03	12-29-16-19	38-75-55-60	51-75-66-00		467	513
32	GONZALEZ CASTILLO, CELSA G.	MAESTRA E. P.	83.22	HUMAN SERVICES	00-01-00-00	12-17-11-16	29-48-39-00	26-69-44-49		473	473
33	GUILLEN ESTRADA, FRANCISCA DORA	PERITO MERCANTIL	84.88	SMALL BUSINESS	10-08-07-00	19-29-28-33	29-61-44-00	38-83-60-66		483	443
34	GUZMAN, PATRICIA MARIBEL	PERITO MERCANTIL	88.45	BUSINESS	00-01-00-00	19-21-19-00	29-66-44-49	47-78-66-00		437	427
35	HENRIQUEZ FERNANDEZ, SAMUEL	PERITO MERCANTIL	84.42	EXPORT BUSINESS	29-66-44-49	51-83-71-00	71-92-85-90	77-99-97-00		553	573
36	HERNANDEZ [illegible] RICARDO	MAESTRA E. P.	82.53	MAINTENANCE TECH	12-01-03-00	12-29-16-19	38-35-39-00	47-66-55-60		450	490

	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I SLEP - I 5	C-I SLEP - II 6	C-II SLEP - III 7	C-III SLEP - IV 8	FEC TOEFL MAR 13	TOEFL APR 14	TOEFL MAY 15
7	HERNANDEZ GOMEZ, JOSE MARIO	PERITO MERCANTIL	92.10	AGRONOMY	10-61-24-28	23-78-49-00	35-83-60-00	47-97-91-00		[illegible]	[illegible]
8	JACKSON LOPEZ, ORFA	MAESTRA E. P.	76.91	ELEMENTARY EDUC	15-13-11-16	15-43-24-00	38-48-44-00	47-75-60-66		423	[illegible]
[illegible]	[illegible] PATRICIA	MAESTRA E. P.	80.10	AGRONOMY	10-08-07-00	20-61-33-39	29-54-39-44	26-66-44-00		427	400
[illegible]	[illegible] LENDA JULISSA	MAESTRA E. P.	81.82	AGRIBUSINESS	12-21-16-00	38-54-44-49	51-75-66-00	67-90-81-85		497	553
[illegible]	[illegible]	PERITO MERCANTIL	82.00	PUBLIC ADMIN INDUSTL	00-13-07-00	26-43-33-00	35-54-44-00	38-54-44-49		410	427
2	MACIAS MEJIA, JUANA IRIS	BACHILLER C. Y L.	92.04	FOOD & NUTRITION	20-43-28-00	38-66-49-55	67-87-91-00	91-97-97-00		[illegible]	[illegible]
3	MALDONADO JIMENEZ, FELIX ALEXIS	PERITO MERCANTIL	87.21	RADIOLOGY	26-13-19-24	29-69-49-00	51-69-60-66	67-90-81-85		[illegible]	[illegible]
4	MATUTE, UBALDO	MAESTRO E. P.	75.44	PHYSICAL EDUC	00-02-00-03	19-17-16-19	26-61-39-44	42-66-55-00		392	427
[illegible]	[illegible] GLADYS ONDINA	BACHILLER C. Y L.	82.76	AGRICULTURE	00-21-11-00	26-43-33-00	19-48-28-00	29-75-49-55		440	430
[illegible]	[illegible] DIEGO ROBERTO	BACHILLER C. Y L.	88.27	ELECTRICAL ENG	15-21-16-19	35-61-44-49	51-90-75-00			527	543
[illegible]	[illegible] MA PATRICIA	BACHILLER C. Y L.	89.50	COMPUTER INFO SYST	12-17-11-16	23-61-39-00	42-54-49-00	85-87-85-90		500	510
8	MOLINA ORDONEZ, GINA MARINA	PERITO MERCANTIL	76.05	BUSINESS	19-02-07-11	29-17-24-28		38-35-39-00		417	420
9	MOLINERO CANALES, CARLOS R.	BACHILLER AGRICOLA	79.83	AGRONOMY	35-61-44-49	77-75-75-81	67-76-75-00	62-92-81-85		513	517
0	MUNGUIA, OSWLADO EGMIDIO	DASONOMO	81.70	COMMUNITY DEVELOP						557	
1	MUNOZ MARTINEZ, GILVIA	PERITO MERCANTIL	88.75	COMPUTER SCIENCE	10-35-16-19	19-48-28-00	29-69-49-00	42-69-55-60		503	463
2	OCHOA LUIS ENRIQUE	MAESTRO E. P.	80.32	AGRICULTURE	00-02-00-03	12-19-16-19	26-48-33-39	20-66-39-00		407	413
3	OSORIO TURCIOS, MIRNA YOLANDA	PERITO MERCANTIL	80.35	BUSINESS ADMIN	15-13-11-16	10-35-16-19	23-48-33-00	42-66-55-00	390		420
4	ORDONEZ REYES, KARLA MELISA	MAESTRA E. P.	84.04	HOME ECONOMICS EDUC	23-02-11-16	23-43-28-33	29-61-44-00	51-69-60-66	457		[illegible]
5	ORELLANA CUBAS, MARIA DULCE N.	MAESTRA E. P.	79.81	CHILD DEVELOPEMENT	23-05-16-00	29-43-33-39	38-54-44-49	35-69-49-55	427		487
6	ORTEGA JIMENEZ, CESAR HUMBERTO	BACHILLER C. Y L.	94.00	ELECTRICAL ENG	19-43-24-28	42-69-60-00	62-95-85-00	91-97-97-00	[illegible]		553
[illegible]	[illegible] DAVID	TEC.EN MECANICA	80.39	MECHANICAL ENG	23-35-28-00	29-83-55-60	47-95-75-81	62-83-75-00		517	513
8	[illegible] ANGELICA MARIA	BACHILLER C. Y L.	88.05	FOOD TECHNOLOGY	23-69-44-00	67-78-75-00	62-92-81-85	77-90-85-90	510		460
[illegible]	[illegible] NORMA LETICIA	PERITO MERCANTIL	89.16	COMPUTER SCIENCE	00-05-03-00	23-48-33-00	38-69-55-00	58-66-60-66	460		447
0	PADILLA LOPEZ, LILIAN JANNETTE	BACHILLER C. Y L.	90.41	INDUSTRIAL ENG	23-08-16-19	47-75-60-66	62-95-85-00	71-90-85-00	513		[illegible]
1	PADILLA VASQUEZ, RAUL ARMANDO	BACHILLER C. Y L.	90.42	DrCOMPUTER ENG	23-69-44-00	62-92-81-00	77-99-97-00	85-99-97-[illegible]	576		533
2	PERDOMO MEJIA, CARLOS FERNANDO	PERITO MERCANTIL	91.00	MECHANICAL ENG.TECH	15-29-19-00	23-35-28-00	35-61-44-00	51-69-60-66	450		492
3	PERDOMO BALAZAR, REYNA DORIS	BACH.ADMON DE EMP.	89.27	BUSINESS ADMINISTRAT	10-43-19-00	58-69-66-00	62-[illegible]-81-00	71-90-85-00	530		533
4	PINEDA CALERO, MELVIN	MAESTRO E. P.	92.18	CHEMICAL ENG	15-66-33-00	29-87-60-00	47-92-75-00			523	
5	POLANCO HENRIQUEZ, HECTOR A.	MAESTRO E. P.	86.58	BLOG. ENG. TECH	29-54-39-44	29-66-44-49	42-75-60-00	71-90-85-00	497		497
6	PORTILLO AMAYA, MARITZA	MAESTRO E. P.	83.36	PSYCOLOGY	12-13-11-00	23-35-28-00	29-69-49-00	51-66-60-[illegible]	437		477
7	PORTILLO BACA, CARLOTA	BACHILLER C. Y L.	81.72	COMPUTER INFO SYST	15-13-11-16	20-21-19-24	38-66-49-55	42-66-55-00	427		[illegible]
8	PUERTO BUSTILLO, DIANA A.	MAESTRA E. P.	88.57	AUDIOVISUAL	00-02-00-03	23-54-33-39	51-79-66-71	71-90-85-00	487		[illegible]
9	QUINTERO CASTILLO, RENE ARTURO	BACHILLER C. Y L.	75.22	AGRICULTURAL PROD.	10-05-03-07	00-21-11-00	35-43-39-00	38-83-60-66	390		467
0	REYES ROMERO, JUAN JOSE	BACHILLER AGRICOLA	85.27	AGRICULTURAL PROD.	15-01-03-07	26-61-39-44	26-78-49-55	29-87-60-00		493	490
1	RIOS GARCIA, DIEGO ISAIAS	MAESTRO E. P.	83.97	LOG TERM HEALTH CARE	15-13-11-16	38-54-44-49	29-75-49-55	51-78-66-71		430	463
2	RIVAS HERNANDEZ, JULIA ZULEMA	BACHILLER C. Y L.	82.00	MICROBIOLOGY	26-54-39-00	47-79-66-00	77-95-90-97	[illegible]	[illegible]		[illegible]

BEST AVAILABLE COPY

No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I SLEP - I 5	C-I SLEP - II 6	C-II SLEP - III 7	C-II SLEP - IV 8	TOEFL MAR 13	TOEFL APR 14	TOEFL MAY 15
73	RODRIGUEZ FLORES, ADA LUZ	PERITO MERCANTIL	88.90	BUSINESS ADMINISTRATION	10-17-11-00	29-66-44-49	38-87-66-00	71-97-81-85	[illegible]		[illegible]
74	ROQUE SANTOS, JORGE ARTURO	BACHILLER C. Y L.	83.00	ELECTRICAL ENG	23-66-39-44	29-78-55-00	58-90-75-81	71-95-90-[illegible]	[illegible]		[illegible]
75	[redacted] PABLO HUMBERTO	BACH.ADMON DE EMP.	85.41	BUSINESS ADMIN	00-00-00-00	15-29-19-00	38-43-39-44	29-69-49-00	427		450
76	[redacted] RODOLFO TULIO	BACHILLER C. Y L.	90.96	CIVIL ENG	00-03-07-00	29-54-39-44	42-83-66-00	67-93-75-81	510		507
77	[redacted] MERLIN RODIVER	PERITO MERCANTIL	86.10	AGRICULTURE	19-13-16-00	20-66-39-00	38-75-55-60	58-87-75-00	487		503
78	SALANDIA MATUTE, JORGE ALBERTO	EDUC.COMERCIAL	91.41	ECONOMICS	23-05-16-00	47-69-60-00	42-87-66-71	62-95-85-00	537		[illegible]
79	SALAZAR GUARDADO, SUANNY W.	BACHILLER C. Y L.	83.89	EDUCATION	15-05-07-11	51-78-66-71	41-75-60-00	71-82-81-00		[illegible]	[illegible]
80	SALGADO OSORIO, OSCAR RAUL	AGRONOMO	84.00	TROPICAL CROPS	26-21-24-28	29-66-44-49	38-78-60-00	58-75-69-71		490	[illegible]
[redacted]	[redacted] LETICIA	BACHILLER C. Y L.	91.26	CIVIL ENG. TECH	19-21-19-00	35-48-39-44	35-78-55-60	67-78-75-00		467	437
[redacted]	[redacted] MARY LUCYNA	PERITO MERCANTIL	82.30	PUBLIC ADMIN (MNGT)	00-00-00-00	12-54-24-28	35-48-39-44	35-83-60-00		447	439
[redacted]		ECONOMIA AGRICOLA	91.00	AGRICL.ECONOMICS	20-21-19-24	35-43-39-00	35-87-60-66	42-87-66-71		523	507
84	TERCERO MONDRAGON, TULIO E.	PERITO MERCANTIL	93.36	COMPUTER SCIENCE	23-21-24-00	47-83-66-71	58-95-81-85	71-97-90-[illegible]		[illegible]	[illegible]
85	TOLEDO, DENIS ESTEBAN	BACHILLER C. Y L.	81.02	HEALTH SYSTEMS MNGMT	23-29-24-28	35-66-49-00	42-75-60-00	62-90-81-00		490	[illegible]
86	TORRES VALLADARES, JUAN CARLOS	MAESTRO E. P.	82.48	GEOGRAPHY	00-21-11-00	29-75-49-55	42-75-60-00	58-92-81-00		553	[illegible]
87	VARGAS MEJIA, ADOLFO	BACHILLER C. Y L.	82.01	HUMAN SERVICES	19-43-24-28	20-54-33-00	26-83-55-00	35-54-44-00		430	437
88	VEGA LEIVA, ROSA ANTONIA	MAESTRO E. P.	83.02	ELEMENTARY EDUC	15-05-07-11	15-48-24-28	26-83-55-00	51-90-75-00		460	497
89	WOOD ALEMAN, JOHN JACKE	MAESTRO E. P.	84.11	ANIMAL SCIENCE	19-01-07-00	29-35-33-00		58-61-60-00		420	467
90	WOOD MORALES, THELMA	MAESTRA E. P.	80.45	EDUCATION	47-66-55-60	85-69-75-81	71-90-85-00	85-95-92-[illegible]	527		[illegible]
91	ZELAYA CASTILLO, GREGORIO	MAESTRO E. P.	82.69	HEALTH EDUC	00-21-11-00	20-48-28-33	23-66-39-44	58-78-71-[illegible]		457	[illegible]
92	ZUNIGA REYES, JOSE ADALBERTO	AGRONOMO	79.75	ENTHOMOLOGY	29-13-24-00	42-83-66-00	51-90-75-00	62-87-75-81		[illegible]	[illegible]

[redacted]

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I PAA V	C-I PAA M	C-II SAT	C-I GED W R S M I	C-I GED W R	C-III GED W R S M I
					14		9	16	17	18
1	ACOSTA SAGASTUME, JUVENAL	MAESTRO E. P.	85.96	MAINTENANCE TECH	530	468	250-320	42-43-53-49-47	57 59	47-68-57-58-58
2	ALONZO VALENZUELA, MIRNA E.	PERITO MERCANTIL	85.05	BUSINESS (HOTEL MNGT	554	515		48-59-53-52-53	53 52	56-73-59-61-62
3	ALVARADO TORRES, ADAN RAFAEL	BACHILLER C. Y L.	93.83	ELECTRICAL	712	767	350-480	64-68-69-61-66	55 68	66-68-69-64-67
4	ALVAREZ, LEONARDO RUBEN	AGRONOMO	82.66	HORTICULTURE	611	562		47-55-55-54-53	56 59	64-59-64-70-64
5	AMADOR OCHOA, DOUGLAS LEONEL	BACH.ADMON DE EMP.	82.93	MARKETING	570	534	300-390	48-68-55-58-57	57 64	55-64-69-70-65
6	AMAYA GU. LEONI FRANCISCO	PERITO MERCANTIL	93.13	INTERNATIONAL BUSS	652	664	290-490	64-59-72-64-65	53 59	64-69-69-70-68
7	ANDRADE MOYA, MARTA ISABEL	MAESTRA E. P.	83.15	SPECIAL EDUCATION	570	496		60-55-48-58-55	58 68	64-59-64-61-62
8	ANTONEZ, ENNA SUYAPA	BACH.PROM.SOCIAL	79.97	RESOURCE ECONOMICS	407	403		48-59-61-49-54	47 52	69-59-64-58-63
9	ARAICA TORCIOS, YADIRA LILIANA	MAESTRA E. P.	76.02	ELEMENTARY EDUCATION	497	422		38-39-50-44-43	46 48	41-50-43-51-46
10	ARITA BORJAS, AURELIA ONDINA	MAESTRA E. P.	84.99	BUSINESS ADMIN	554	543	260-350	53-46-55-61-54	50 52	64-52-66-70-63
11	ARITA GARCIA, ALEI EDGARDO	BACHILLER C. Y L.	78.18	COMPUTER INFO SYSTEM	610	627	300-370	47-52-57-56-53	53 50	57-64-69-70-65
12	BARAHONA ROSALES, ROLANDO	BACHILLER AGRICOLA	91.97	ANIMAL SCIENCE	747	767		66-73-66-61-67	60 64	66-73-75-70-71
13	BARAHONA VARELA, LUISA MARIA	MAESTRA E. P.	83.00	COMMUNICATIONS	677	646		69-64-72-54-65	53 64	69-68-78-64-70
14	BOESO VASQUEZ, ANA ALICIA	PERITO MERANTIL	92.17	BUSINESS	530	468	270-380	60-50-57-56-56	69 64	57-59-53-58-57
15	CABALLERO HERRERA, MANUEL E.	BACHILLER C. Y L.	88.60	HUMAN SERVICES	530	506		42-48-52-42-46	43 50	50-55-61-61-57
16	CABALLERO RIVERA, HECTOR A.	PERITO MERCANTIL	78.15	AGRONOMY	660	450		52-59-69-46-57	43 55	47-64-72-56-60
17	CACHO GONZALES, LUIS ALONSO	MAESTRO E. P.	76.21	FARM MANAGEMENT	610	412	200-320	47-46-46-49-47	50 48	52-55-50-56-53
18	CASASOLA WELCHEZ, JOSE LUIS	TECNICO AGRICOLA	82.06	AGRICULTURE	578	608		58-64-53-64-60	51 59	60-73-65-70-67
19	CASCO CARBALLO, OSWALDO	PERTIO MERCANTIL	91.74	PUBLIC ADMINISTRAT	595	515		55-68-64-56-61	56 64	60-73-61-61-64
20	CASTRO MARADIAGA, BORIS ANTONIO	AGRONOMO	87.46	ENTHOMOLOGY	686	776		66-55-72-70-66	58 64	76-59-78-70-71
21	CHACON, HECTOR ARMANDO	PERITO MERCANTIL	87.22	CIVIL ENGINEERING	627	664	370-440	57-48-57-56-55	58 52	64-59-64-58-61
22	CRUZ LOPEZ, HENRY NAHUM	BACHILLER C. Y L.	87.00	GEOGRAPHY	554	562	240-410	58-64-66-58-62	55 55	58-59-66-70-63
23	CRUZ PINEDA, IRVING JULLIAND B.	BACHILLER C. Y L.	85.72	AGRICULTURE	627	646		56-55-57-56-56	52 55	57-55-61-64-59
24	DIAZ AGUILAR, REINA PATRICIA	MAESTRA E. P.	91.00	COMPUTER SCIENCE	668	655	300-420	69-68-61-70-67	62 64	62-59-75-70-67
25	DIAZ GUERRERO, CLAUDIA MARIA	BACHILLER C. Y L.	79.64	AGRICULTURE	603	562		53-64-55-56-57	57 68	66-55-69-61-63
26	DUENAS OCAMPO, JORGE ARMANDO	TECNICO AGRICOLA	81.65	AGRICULTURE	652	580		39-43-61-56-50	42 50	45-59-64-56-56
27	FERNANDEZ MIRIAM, YERALDINA	PERITO MERCANTIL	91.25	BUSINESS ADMIN	582	524	240-410	57-64-64-61-62	48 59	64-55-59-64-61
28	FERRERA CARIAS, GLORIA M.	BACHILLER C. Y L.	85.10	LIBERAL ARTS EDUC	546	468		55-46-50-56-52	57 55	66-46-60-61-58
29	FLORES PANCHAME, HUGO REINALDO	DASONOMO	87.77	FORESTRY	660	767		56-50-64-64-59	57 59	58-64-72-70-66
[illegible]	[illegible] CASTILLON, SAAVEDRA	MAESTRO E. P.	78.28	INDUSTRIAL ARTS EDUC	513	440		50-46-55-58-00	42 48	55 50-50-58-52
[illegible]	[illegible] ERES, ENNA LETICIA	ADMINISTRACION	84.61	COUNSELING	644	534		53-50-59-64-57	57 55	64-64-55-61-64
[illegible]	GONZALEZ CASTILLO, DELSA G.	MAESTRA E. P.	83.22	HUMAN SERVICES	415	524		47-48-52-56-51	52 50	55 59 57-61-59
33	GUILLEN ESTRADA, FRANCISCA DORA	PERITO MERCANTIL	84.88	SMALL BUSINESS	473	524	220-360	53-48-48-61-53	51 59	57-66-55-70-63
34	[illegible], PATRICIA MARIBEL	PERITO MERCANTIL	88.45	BUSINESS	521	422	200-290	51-37-48-47-46	52 55	48-55-59-56-55
[illegible]	[illegible] HERNANDEZ, SAMUEL	PERITO MERCANTIL	84.42	EXPORT BUSINESS	694	571	330-450	66-64-61-64-64	56 59	58-73-69-70-67
[illegible]	[illegible]	MAESTRA E. P.	82.53	MAINTENANCE TECH	367	375	280-340	51-33-57 51-48	41 48	53-37 57 59-50

No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I PAA V	C-I PAA M	C-II SAT	C-I BED W R S M X	C-I GED W R	C-III BED W R S M X
					4		9	16	17	18
37	HERNANDEZ GOMEZ, JOSE MARIO	PERITO MERCANTIL	92.10	AGRONOMY	595	515	290-380	57-64-45-54-55	57 59	62-73-59-61-64
38	JACKSON LOPEZ, ORFA	MAESTRA E. P.	76.91	ELEMENTARY EDUC	530	674		50-43-50-64-52	51 64	56-50-64-61-58
39	LEIZAMA ORTIZ, KARLA PATRICIA	MAESTRA E. P.	80.10	AGRONOMY	570	534		52-43-52-47-49	50 52	56-59-46-51-53
40	LIZARDO SOTO, GLENDA JULISSA	MAESTRA E. P.	81.82	AGRIBUSINESS	652	543		52-55-59-58-56	55 55	48-64-72-56-60
41	LOVO, REYNA CARLOTA	PERITO MERCANTIL	82.00	PUBLIC ADMIN (MAGT)	538	487		53-46-49-49-49	52 52	57-52-61-61-58
42	MACIAS MEJIA, JUANA IRIS	BACHILLER C. Y L.	92.04	FOOD & NUTRITION	530	571		53-68-61-56-60	57 68	62-64-54-58-62
43	MALDONADO JIMENEZ, FELIX ALEXIS	PERITO MERCANTIL	87.21	RADIOLOGY	660	702		53-52-66-64-59	57 59	64-64-72-61-65
44	MATUTE, UBALDO	MAESTRO E. P.	75.44	PHYSICAL EDUC	334	403		32-37-46-42-39	42 39	45-59-55-52-51
45	MAYORGA SIERRA, GLADYS ONDINA	BACHILLER C. Y L.	82.76	AGRICULTURE	635	506		42-50-53-54-50	48 79	52-64-64-64-61
46	MEJIA RODRIGUEZ, DIEGO ROBERTO	BACHILLER C. Y L.	88.27	ELECTRICAL ENG	530	758	250-510	51-52-61-64-57	53 55	
47	MOLINA GUILLEN, IRMA PATRICIA	BACHILLER C. Y L.	89.30	COMPUTER INFO SYST	652	599	200-400	53-59-61-58-58	57 55	58-59-66-64-62
48	MOLINA ORDONEZ, GINA MARINA	PERITO MERCANTIL	76.05	BUSINESS	464	459	250-350		52 48	
49	MOLINERO CANALES, CARLOS R.	BACHILLER AGRICOLA	79.83	AGRONOMY	530	590		45-48-49-64-52	42 64	50-55-52-64-55
50	MONGUIA, OSWLADO EGMIDIO	DASONOMO	81.70	COMMUNITY DEVELOP						
51	MUNOZ MARTINEZ, SILVIA	PERITO MERCANTIL	88.75	COMPUTER SCIENCE	456	450	300-320	57-52-50-56-54	55 55	58-52-55-64-57
52	OCHOA, LUIS ENRIQUE	MAESTRO E. P.	80.32	AGRICULTURE	464	459		47-50-55-47-50	50 52	50-50-53-64-54
53	OLIVA TURCIOS, MIRNA YOLANDA	PERITO MERCANTIL	80.35	BUSINESS ADMIN	448	459	220-310	36-41-46-52-44	42 50	50-48-48-56-51
54	ORDONEZ REYES, KARLA MELISA	MAESTRA E. P.	84.04	HOME ECONOMICS EDUC	627	478		36-41-46-52-44	56 59	62-55-61-58-59
55	ORELLANA CUBAS, MARIA DULCE N.	MAESTRA E. P.	79.81	CHILD DEVELOPEMENT	481	440		53-48-45-52-50	56 48	62-55-57-61-59
56	ORTEGA JIMENEZ, CESAR HUMBERTO	BACHILLER C. Y L.	94.00	ELECTRICAL ENG	619	795	270-610	53-59-69-64-61	51 52	60-73-72-64-67
57	ORTIZ DOMINGUEZ, DAVID	TEC.EN MECANICA	80.30	MECHANICAL ENG	587	702	230-540	57-50-64-64-59		60-59-69-70-65
58	OSORIO PERDOMO, ANGELICA MARIA	BACHILLER C. Y L.	88.05	FOOD TECHNOLOGY	644	630		58-64-64-70-64	62 68	58-73-69-70-67
59	OYUELA QUIROZ, NORMA LETICIA	PERITO MERCANTIL	89.16	COMPUTER SCIENCE	570	515	250-380	51-52-52-58-53	50 46	57-59-50-58-56
60	PADILLA LOPEZ, LILIAN JANNETTE	BACHILLER C. Y L.	90.41	INDUSTRIAL ENG	652	720	240-420	58-64-66-52-60	52 59	57-59-61-64-60
61	PADILLA VASQUEZ, RAUL ARMANDO	BACHILLER C. Y L.	90.42	DrCOMPUTER ENG	686	748	340-520	57-73-66-70-67	55 68	66-73-72-64-69
62	PERDOMO MEJIA, CARLOS FERNANDO	PERITO MERCANTIL	91.00	MECHANICAL ENG.TECH	660	748	220-450	64-52-59-64-60	53 55	62-79-69-64-69
63	PERDOMO SALAZAR, REYNA DORIS	BACH.ADMON DE EMP.	89.27	BUSINESS ADMINISTRAT	603	580	240-340	64-64-69-58-60	52 55	66-64-61-70-65
64	PINEDA CALERO, MELVIN	MAESTRO E. P.	92.18	CHEMICAL ENG.	730	776	350-540	62-73-72-64-68	58 64	
65	POLANCO HENRIQUEZ, HECTOR A.	MAESTRO E. P.	86.58	BLDG. ENG. TECH	652	720	250-400	57-64-59-64-61	52 59	60-64-75-64-66
66	PORTILLO AMAYA, MARITZA	MAESTRO E. P.	83.36	PSYCOLOGY	570	487		53-59-52-54-55	51 55	60-55-64-64-61
67	PORTILLO BACA, CARLOTA	BACHILLER C. Y L.	81.72	COMPUTER INFO SYST	473	506	270-350	55-52-52-64-56	52 50	58-55-55-61-57
68	PUERTO BUSTILLO, DIANA A.	MAESTRA E. P.	88.57	AUDIOVISUAL	627	562		53-68-64-52-59	55 68	53-64-72-64-63
69	QUINTERO CASTILLO, RENE ARTURO	BACHILLER C. Y L.	75.22	AGRICULTURAL PROD.	391	468		50-39-42-52-46	53 52	30-52-49-70-50
70	REYES ROMERO, JUAN JOSE	BACHILLER AGRICOLA	85.27	AGRICULTURAL PROD.	627	608		56-55-61-56-57	57 59	56-52-69-70-62
[illegible]	RIOS GARCIA, DIEGO ISAIAS	MAESTRO E. P.	83.97	LOG TERM HEALTH CARE	587	487		60-52-61-54-57	53 55	69-64-64-61-65
[illegible]	[illegible] JULIA ZOILEMA	BACHILLER C. Y L.	82.00	MICROBIOLOGY	546	720	300-520	56-59-72-[illegible]	56 [illegible]	72-59-75-62-67

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I PAA V	C-I PAA M	C-II SAT	C-I GED W R S M X	C-I GED W R	C-III GED W R S M X
	[redacted]			[redacted]		4	9	16	17	18
73	RODRIGUEZ FLORES, ADA LUZ	PERITO MERCANTIL	88.90	BUSINESS ADMINISTRAT	587	711	250-520	57-52-53-58-55	52 68	64-68-59-70-65
74	ROQUE SANTOS, JORGE ARTURO	BACHILLER C. Y L.	83.00	ELECTRICAL ENG	694	739	290-500	62-64-69-64-65	58 73	56-68-75-70-67
75	ROSALES PERALTA, PABLO HUMBERTO	BACH. ADMON. DE EMP.	85.41	BUSINESS ADMIN	448	506	200-360	45-43-53-56-49	47 59	48-50-69-61-57
[redacted]	[redacted] RODOLFO JULIO	BACHILLER C. Y L.	80.96	CIVIL ENG	505	683	240-440	50-52-53-64-55	48 55	55-55-64-56-58
[redacted]	[redacted] MERLIN RODIVER	PERITO MERCANTIL	86.10	AGRICULTURE	694	739	280-530	48-68-61-70-62	57 55	55-68-66-70-65
78	SALAMDIA MATUTE, JORGE ALBERTO	EDUC. COMERCIAL	91.41	ECONOMICS	627	798		62-68-61-70-66	60 64	62-64-69-70-66
79	SALAZAR GUARDADO, SUANNY W.	BACHILLER C. Y L.	83.89	EDUCATION	619	534		56-55-59-58-57	57 59	56-73-64-70-65
80	SALGADO OSORTO, OSCAR RAUL	AGRONOMO	84.00	TROPICAL CROPS	619	552		51-59-69-61-60	56 59	53-55-69-70-62
[redacted]	[redacted] IRMA LETICIA	BACHILLER C. Y L.	81.26	CIVIL ENG. TECH	595	636	260-440	62-52-61-61-59	58 55	57-64-57-70-62
[redacted]	[redacted] MARY LUCINA	PERITO MERCANTIL	82	PUBLIC ADMIN(MGT)	530	384		50-59-50-40-50	60 52	57-64-61-52-59
[redacted]	[redacted]	ECONOMIA AGRICOLA	81	AGRICL. ECONOMICS	660	720	[redacted]	64-79-59-64-67	56 59	62-68-66-70-67
84	TERCERO MONDRAGON, TULIO E.	PERITO MERCANTIL	93.	COMPUTER SCIENCE	611	798	300-530	60-64-64-64-63	56 64	64-73-64-70-68
85	TOLEDO, DENIS ESTEBAN	BACHILLER C. Y L.	81.02	HEALTH SYSTEMS MNGMT	538	571		50-68-59-58-59	52 73	57-68-55-70-63
86	TORRES VALLADARES, JUAN CARLOS	MAESTRO E. P.	82.48	GEOGRAPHY	756	683		58-73-72-64-67	56 59	69-79-75-64-72
[redacted]	[redacted] ADOLFO	BACHILLER C. Y L.	82.01	HUMAN SERVICES	497	628		53-43-57-61-54		53-64-66-70-63
[redacted]	[redacted] ANTONIA	MAESTRO E.P.	[redacted]	ELEMENTARY EDUC	712	487		56-64-57-59-59	57 59	50-68-64-58-62
[redacted]	[redacted] JACKELINE	MAESTRO E.P.	[redacted]	ANIMAL SCIENCE	644	440	[redacted]	57-39-55-61-58	55 68	60-64-61-70-64
90	WOOD MORALES, THELMA	MAESTRA E. P.	80.45	EDUCATION	644	422		44-48-56-52-53	53 69	53-68-59-61-60
91	ZELAYA CASTILLO, GREGORIO	MAESTRO E. P.	82.69	HEALTH EDUC	473	571			58 59	55-59-64-70-62
92	ZUNIGA REYES, JOSE ADALBERTO	AGRONOMO	79.75	ENTHOMOLOGY	652	664		55-73-66-61-64	62 64	60-68-75-70-69

[redacted]

[redacted]

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I ABS. ESL PRE	C-II ABS. ESL PRE	C-III ABS. ESL PRE	C-I SPANH 19	C-I EVENG H/C 20	C-II MATH 21	C-II SCN 22	C-III MATH 23	C-III SCN 24
1	ACOSTA SAGASTUME, JUVENAL	MAESTRO E. P.	85.96	MAINTENANCE TECH	0 0	0 0	2 0	B	C	F	C	F	C
2	ALONZO VALENZUELA, MIRNA E.	PERITO MERCANTIL	85.05	BUSINESS (HOTEL MNST	1 0	1 2	0 1	B	B	F	F	F	F
3	ALVARADO TORRES, ADAN RAFAEL	BACHILLER C. Y L.	93.83	ELECTRIC[illegible]	0 0	[illegible]	1 0	A	[illegible]	A	A	A	A
4	ALVAREZ, LEONARDO RUBEN	AGRONOMO	82.66	HORTICULTURE	0 1	0 0	0 0	B	B	C	C	B	B
5	AMADOR OCHOA, DOUGLAS LEONEL	BACH.ADMON DE EMP.	82.93	MARKET[illegible]	0 1	[illegible]	2 0	B	C	C	F	C	F
6	AMAYA BU, LEONI FRANCISCO	PERITO MERCANTIL	93.13	INTERNATIONAL BUSS	0 0	3 3	1 2	A	A	A	B	A	A
7	ANDRADE MOYA, MARTA ISABEL	MAESTRA E. P.	83.15	SPECIAL EDUCATION	4 7	1 3	3 2	B	B	C	C	F	C
8	ANTUNEZ, ENNA SUYAPA	BACH.PROM.SOCIAL	79.97	RESOURCE ECONOMICS	0 0	0 0	0 0	B	C	C	A	A	B
9	ARAICA TURCIOS, YADIRA LILIANA	MAESTRA E. P.	[illegible]	ELEMENTA[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	ARITA BORJAS, AURELIA ONDINA	MAESTRA E. P.	84.99	BUSINESS ADMIN	0 1	[illegible]	3 4	B	B	C	C	C	C
11	ARIIA GARCIA, ALEX EDGARDO	BACHILLER C. Y L.	79.15	COMPUTER INFO SYSTEM	0 0	[illegible]	3 4	B	C	B	B	C	[illegible]
12	BARAHONA ROSALES, ROLANDO	BACHILLER AGRICOLA	91.97	ANIMAL SCIENCE	0 2	4 0	0 0	A	A	A	A	A	A
13	BARAHONA VARELA, LUISA MARIA	MAESTRA E. P.	83.00	COMMUNICATIONS	1 1	4 2	4 2	A	B	C	B	A	B
14	BUESO VASQUEZ, ANA ALICIA	PERITO MERANTIL	92.17	BUSINESS	1 2	2 2	4 2	B	B	B	C	C	C
15	CABALLERO HERRERA, MANUEL E.	BACHILLER C. Y L.	80.60	HUMAN SERVICES	0 0	0 0	0 0	C	B	C	F	F	F
16	CABALLERO RIVERA, HECTOR A.	PERITO MERCANTIL	78.15	AGRONOMY	1 1	1 2	1 1	B	B	F	B	C	C
17	CACHO GONZALES, LUIS ALONSO	MAESTRO E. P.	76.21	FARM MANAGEMENT	0 0	1 2	0 1	B	C	F	F	C	F
18	CASASOLA WELCHEZ, JOSE LUIS	TECNICO AGRICOLA	82.06	AGRICULTURE	0 0	2 0	1 2	-	B	C	B	B	B
19	CASCO CARBALLO, OSWALDO	PERTIO MERCANTIL	91.74	PUBLIC ADMINISTRAT	0 0	1 0	0 1	B	B	C	B	A	B
20	CASTRO MARADIAGA, BORIS ANTONIO	AGRONOMO	87.46	ENTHOMOLOGY	0 0	0 0	0 2	A	B	-	A	A	A
21	CHACON, HECTOR ARMANDO	PERITO MERCANTIL	87.22	CIVIL ENGINEERING	1 0	[illegible]	4 1	B	C	C	C	F	B
22	CRUZ LOPEZ, HENRY NAHUM	BACHILLER C. Y L.	87.00	GEOGRAPHY	0 0	2 0	6 7	B	B	A	A	C	A
23	CRUZ PINEDA, IRVING JULLIAND B.	BACHILLER C. Y L.	85,72	AGRICULTURE	1 3	2 2	3 6	B	B	C	B	B	B
24	DIAZ AGUILAR, REINA PATRICIA	MAESTRA E. P.	91.00	COMPUTER SCIENCE	0 2	1 7	2 6	A	B	C	C	C	B
25	DIAZ GUERRERO, CLAUDIA MARIA	BACHILLER C. Y L.	79.64	AGRICULTURE	0 3	6 14	3 3	B	B	C	C	F	B
26	DUENAS OCAMPO, JORGE ARMANDO	TECNICO ASRICOLA	81.55	AGRICULTURE	2 3	0 0	2 3	B	B	F	C	C	B
27	FERNANDEZ MIRIAM, YERALDINA	PERITO MERCANTIL	91.25	BUSINESS ADMIN	0 0	[illegible]	1 3	B	A	A	B	B	B
28	FERRERA CARIAS, GLORIA M.	BACHILLER C. Y L.	85.10	LIBERAL ARTS EDUC	0 0	1 2	0 1	B	B	C	B	C	A
29	FLORES PANCHAME, HUGO REINALDO	DASONOMO	87.77	FORESTRY	0 0	0 2	5 15	A	B	-	A	A	B
30	FLORIANO CASTELLON, SAAVEDRA	MAESTRO E. P.	78.28	INDUSTRIAL ARTS EDUC	0 0	2 0	0 0	B	B	C	C	F	C
31	GARRIDO CACERES, ENNA LETICIA	ADMINISTRACION	84.61	COUNSELING	0 4	3 7	1 1	-	B	F	F	F	C
32	GONZALEZ CASTILLO, DELSA G.	MAESTRA E. P.	83.22	HUMAN SERVICES	0 0	0 0	4 6	B	B	B	B	A	C
33	GUILLEN ESTRADA, FRANCISCA DORA	PERITO MERCANTIL	84.88	SMALL BUSINESS	0 0	0 0	0 2	B	C	C	C	C	F
34	GUZMAN, PATRICIA MARIBEL	PERITO MERCANTIL	88.45	BUSINESS	0 0	0 0	0 0	B	B	C	F	F	F
35	HENRIQUEZ FERNANDEZ, SAMUEL	PERITO MERCANTIL	84.42	EXPORT BUSINESS	1 1	1 3	2 4	A	B	C	B	F	C
36	HERNANDEZ EDMUNDO, RICARDO	MAESTRA E. P.	82.53	MAINTENANCE TECH	0 0	0 1	0 1	B	C	F	C	F	C

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	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I ABS. ESL PRE 1	C-II ABS. ESL PRE 2	C-III ABS. ESL PRE 3	C-I SPANH 19	C-I EVENG H/C 20	C-II MATH 21	C-II SCN 22	C-III MATH 23	C-III SCN 24
37	HERNANDEZ GOMEZ, JOSE MARIO	PERITO MERCANTIL	92.10	AGRONOMY	0 0	1 0	0 0	B	B	C	F	C	B
38	JACKSON LOPEZ, ORFA	MAESTRA E. P.	76.91	ELEMENTARY EDUC	0 2	2 4	4 3	B	C	C	C	C	C
39	LEZAMA ORTIZ, KARLA PATRICIA	MAESTRA E. P.	80.10	AGRONOMY	0 0	0 1	0 0	B	C	F	F	C	C
40	LIZARDO SOTO, GLENDA JULISSA	MAESTRA E. P.	81.82	AGRIBUSINESS	0 0	1 1	0 1	A	A	C	B	C	B
41	LOVO, REYNA CARLOTA	PERITO MERCANTIL	82.00	PUBLIC ADMIN (MKT)	0 1	0 1	0 0	B	C	B	C	B	C
42	MACIAS MEJIA, JUANA IRIS	BACHILLER C. Y L.	92.04	FOOD & NUTRITION	1 1	0 0	0 1	B	A	C	B	F	A
43	MALDONADO JIMENEZ, FELIX ALEXIS	PERITO MERCANTIL	87.21	RADIOLOGY	1 3	2 7	1 4	B	B	C	C	C	C
44	MATUTE, UBALDO	MAESTRO E. P.	75.44	PHYSICAL EDUC	0 0	1 2	0 0	C	C	C	C	B	C
45	MAYORGA SIERRA, GLADYS ONDINA	BACHILLER C. Y L.	82.76	AGRICULTURE	1 2	7 13	2 4	B	A	B	C	C	F
46	MEJIA RODRIGUEZ, DIEGO ROBERTO	BACHILLER C. Y L.	88.22	ELECTRICAL ENG	0 0	2 2	5 0	B	A	A	A	A	A
47	MOLINA GUILLEN, IRMA PATRICIA	BACHILLER C. Y L.	89.30	COMPUTER INFO SYST	1 0	7 9	2 2	A	B	B	A	A	A
48	MOLINA ORDONEZ, GINA MARINA	PERITO MERCANTIL	76.05	BUSINESS	1 4	3 8	15 11	B	C	C	F	B	C
49	MOLINERO CANALES, CARLOS F.	BACHILLER AGRICOLA	79.83	AGRONOMY	0 3	1 0	1 3	B	A	B	A	B	B
50	MONGUIA, OSWLADO EGNIDIO	DASONOMO	81.70	COMMUNITY DEVELOP									
51	MUNOZ MARTINEZ, SILVIA	PERITO MERCANTIL	88.75	COMPUTER SCIENCE	0 0	0 0	0 0	B	B	C	C	F	F
52	OCHOA, LUIS ENRIQUE	MAESTRO E. P.	80.32	AGRICULTURE	0 0	0 0	0 0	A	C	F	C	C	C
53	OLIVA TURCIOS, MIRNA YOLANDA	PERITO MERCANTIL	80.35	BUSINESS ADMIN	0 0	2 0	0 1	B	C	C	C	F	F
54	ORDONEZ REYES, KARLA MELISA	MAESTRA E. P.	84.04	HOME ECONOMICS EDUC	0 1	0 1	2 3	B	B	C	C	H	B
55	ORELLANA CUBAS, MARIA DULCE N.	MAESTRA E. P.	79.81	CHILD DEVELOPEMENT	0 1	1 4	1 7	B	C	F	C	B	F
56	ORTEGA JIMENEZ, CESAR HUMBERTO	BACHILLER C. Y L.	94.00	ELECTRICAL ENG	1 3	2 1	6 1	B	B	-	C	A	A
57	ORTIZ DOMINGUEZ, DAVID	TEC.EN MECANICA	80.30	MECHANICAL ENG	0 1	0 0	3 1	B	B	A	D	B	C
58	OSORTO PERDOMO, ANGELICA MARIA	BACHILLER C. Y L.	88.05	FOOD TECHNOLOGY	0 0	1 0	2 2	A	A	-	B	A	B
59	OYUELA QUIROZ, NORMA LETICIA	PERITO MERCANTIL	89.16	COMPUTER SCIENCE	0 0	1 3	2 3	B	B	C	C	F	F
60	PADILLA LOPEZ, LILIAN JANNETTE	BACHILLER C. Y L.	90.41	INDUSTRIAL ENG	0 0	2 1	2 1	B	A	A	H	H	B
61	PADILLA VASQUEZ, RAUL ARMANDO	BACHILLER C. Y L.	90.42	DrCOMPUTER ENG	0 1	2 2	2 0	B	C	B	B	A	F
62	PERDOMO MEJIA, CARLOS FERNANDO	PERITO MERCANTIL	91.00	MECHANICAL ENG.TECH	3 3	0 4	0 0	B	B	A	C	A	A
63	PERDOMO SALAZAR, REYNA DORIS	BACH.ADMON DE EMP.	89.27	BUSINESS ADMINISTRAT	0 4	6 5	3 2	A	B	C	C	C	B
64	PINEDA CALERO, MELVIN	MAESTRO E. P.	92.18	CHEMICAL ENG	0 0	0 2	10 0	A	B	A	A	A	A
65	POLANCO HENRIQUEZ, HECTOR A.	MAESTRO E. P.	86.58	INDO. ENG.TECH	1 2	3 1	2 2	B	B	A	C	A	A
66	PORTILLO AMAYA, MARITZA	MAESTRO E. P.	83.36	PSYCOLOGY	0 3	0 1	1 3	B	B	C	B	B	B
67	PORTILLO BACA, CARLOTA	BACHILLER C. Y L.	81.72	COMPUTER INFO SYST	0 0	0 0	0 0	B	B	B	C	B	B
68	PUERTO BUSTILLO, DIANA A.	MAESTRA E. P.	88.57	AUDIOVISUAL	0 1	0 1	0 2	B	A	F	C	F	A
69	QUINTERO CASTILLO, RENE ARTURO	BACHILLER C. Y L.	75.22	AGRICULTURAL PROD.	0 1	2 1	3 7	F	C	C	F	C	A
70	REYES ROMERO, JUAN JOSE	BACHILLER AGRICOLA	85.27	AGRICULTURAL PROD.	0 3	1 7	3 3	B	B	C	B	B	B
71	RIOS GARCIA, DIEGO ISAIAS	MAESTRO E. P.	83.97	LOG TERM HEALTH CARE	0 2	2 1	1 1	B	B	F	B	C	B
72	RIVAS HERNANDEZ, JULIA ZULEMA	BACHILLER C. Y L.	82.00	MICROBIOLOGY	1 1	2 3	5 5	B	C	A	B	A	H

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No.	PARTICIPANT NAME	DEGREE OBTAINED	G.P.A.	FIELD OF STUDY	C-I ABS. ESL PRE 1	C-II ABS. ESL PRE 2	C-III ABS. ESL PRE 3	C-I SPANH 19	C-I EVENG H/C 20	C-II MATH 21	C-II SCN 22	C-III MATH 23	C-III SCN 24
[redacted]													
73	RODRIGUEZ FLORES, ADA LUZ	PERITO MERCANTIL	88.90	BUSINESS ADMINISTRATI	1 0	5 4	5 4	A	B	A	C	[illegible]	[illegible]
74	ROQUE SANTOS, JORGE ARTURO	BACHILLER C. Y L.	83.00	ELECTRICAL ENG	0 1	1 0	0 0	A	A	A	[illegible]	[illegible]	[illegible]
[redacted]		BACH.ADMON DE EMP.	85.41	BUSINESS ADMIN	1 1	2 0	2 6	B	B	C	[illegible]	F	F
[redacted]		BACHILLER C. Y L.	90.96	CIVIL ENG	0 0	0 7	3 2	B	B	A	C	[illegible]	B
[redacted]		PERITO MERCANTIL	86.10	AGRICULTURE	0 0	0 1	0 3	B	B	-	B	B	B
78	SALANDIA MATUTE, JORGE ALBERTO	EDUC.COMERCIAL	91.41	ECONOMICS	1 4	0 3	0 5	A	A	A	A	A	[illegible]
79	SALAZAR GUARDADO, SUANNY W.	BACHILLER C. Y L.	83.89	EDUCATION	1 1	2 1	3 3	B	C	A	C	C	B
80	SALGADO OSORTO, OSCAR RAUL	AGRONOMO	84.00	TROPICAL CROPS	0 0	0 0	7 2	A	A	B	A	[illegible]	F
[redacted]		BACHILLER C. Y L.	91.26	CIVIL ENG. TECN	0 0	0 4	1 2	A	B	C	C	C	B
[redacted]		PERITO MERCANTIL	82.30	PUBLIC ADMIN (MNGT)	0 0	0 0	0 2	B	C	C	C	B	C
[redacted]		ECONOMIA AGRICOLA	91.00	AGRICL.ECONOMICS	0 1	0 0	1 0	A	B	C	B	C	B
84	TERCERO MONDRAGON, TULIO E.	PERITO MERCANTIL	93.36	COMPUTER SCIENCE	0 0	1 1	1 0	A	A	A	A	[illegible]	[illegible]
85	TOLEDO, DENIS ESTEBAN	BACHILLER C. Y L.	81.02	HEALTH SYSTEMS MNGMT	0 1	0 1	0 0	[illegible]	C	F	C	C	[illegible]
86	TORRES VALLADARES, JUAN CARLOS	MAESTRO E. P.	82.48	GEOGRAPHY	1 0	5 2	5 8	A	A	[illegible]	A	[illegible]	[illegible]
[redacted]		BACHILLER C. Y L.	82.01	HUMAN SERVICES	0 0	0 0	0 0	A	A	B	C	C	B
[redacted]		MAESTRO E. P.	83.02	ELEMENTARY EDUC	0 2	0 7	2 10	B	B	F	C	C	F
[redacted]		MAESTRO E. P.	84.11	ANIMAL SCIENCE	0 0	1 4	1 6	B	C	C	F	C	[illegible]
90	WOOD MORALES, THELMA	MAESTRA E. P.	80.45	EDUCATION	0 3	4 7	4 3	B	B	C	B	[illegible]	[illegible]
91	ZELAYA CASTILLO, GREGORIO	MAESTRO E. P.	82.69	HEALTH EDUC	0 10	1 4	3 5	B	B	C	C	[illegible]	[illegible]
92	ZUNIGA REYES, JOSE ADALBERTO	AGRONOMO	79.75	ENTHOMOLOGY	0 0	4 5	3 3	A	B	B	B	[illegible]	[illegible]

[redacted]

[redacted]

[redacted]

BEST AVAILABLE COPY

Annex 1

Tegucigalpa, D.C. February 28, 1989

Dear

Your scores at the end of Cycle II were as follows:

TOEFL _____ MATH _____ SCIENCE _____

At a recent meeting with ANTHONY VOLLBRECHT of USAID, concern was expressed about students with TOEFL scores below 440 or with failing grades in preparatory classes. Neither are considered to be indicative of future success in U.S. college or university studies.

For this reason, I regret to inform you that you are being placed on academic probation, and that your scores and grades must improve during this last cycle for you to be awarded a Central American Peace Scholarship.

Your performance indicates that you are not, for one reason or another, maximizing the potential that was recognized in you by the CAPS Selection Committee. Therefore, I urge you to read again the two articles on pages 13 and 16 of the CAL section of your Student Handbook, entitled Estrategias del Aprendizaje and Estrategias para el Aprendizaje de un Segundo Idioma, and to think very carefully about how the ideas that they contain relate to your personal learning environment. I also urge you to solve any personal problems that may be interfering with your studies: the problems will not simply disapear if you leave for the United States, but instead, multiply. It is, therefore, very important to determine a solution now, and, if necessary, to demand the support of your family and friends today.

With little more than nine weeks of the course left, your time is very precious. Please note that while it is important to achieve a balance between work and leisure time, many of the students who are traveling home every weekend are not meeting with a lot of success in their studies. Note, also, that students who do not take time to review their science notes, do a little reading, and practice some math problems every night, are also meeting with difficulties in their preparatory courses, especially in tests.

I encourage you to take advantage of the facilities at your disposal. You have an extremely well equipped Learning Resource Center that is now even open on Saturday mornings. You also have a fine body of teachers and you should feel free to consult with them, and not be afraid to ask them for help or clarification. They want nothing more than your success. Vilma's door is always open, as is Patty's, and mine.

Finally, a positive self-image is vital to successful learning. Therefore, when you have re-read the two articles on study strategies in the student manual, I would like you to take the card that I have enclosed and to write on it: "I can do it", as well as to write down 4 learning strategies from page 13 that you are going to focus on over the next weeks. Carry the card in your pocket or purse, read it two or three times a day, and evaluate your progress. When you feel you are regularly using these 4 strategies, write down 4 more, etc.

I look forward to seeing your scores at the end of the cycle, confident that you are capable of the necessary personal sacrifice, self-discipline, and personal organization for them to have significantly improved.

Yours sincerely,

STEPHEN TOMLIN
Field Director
CENTER FOR APPLIED LINGUISTICS (CAL)
CAPS Training Director

cc: A. Vollbrecht
B. de Acosta
Files

CENTER FOR APPLIED LINGUISTICS (CAL)

February, 1989

LIST OF STUDENTS ON ACADEMIC PROBATION

		TOEFL	MATH	SCIENCE
1.	ACOSTA SAGATUME JUVENAL	417	F	C
2.	ALONZO VALENZUELA, MIRNA ELIZABETH	447	F	F
3.	ALVAREZ, LEONARDO RUBEN	437	C	C
4.	AMADOR OCHOA, DOUGLAS LEONEL	433	C	F
5.	ARAICA TURCIOS, YADIRA LILIANA	390	C	F
6.	CABALLERO HERRERA, MANUEL ENRIQUE	380	C	F
7.	CABALLERO RIVERA, HECTOR ANTONIO	457	F	B
8.	CACHO GONZALES, LUIS ALONSO	377	F	F
9.	DIAZ GUERRERO, CLAUDIA MARIA	430	C	C
10.	DUENAS OCAMPO, JORGE ARMANDO	400	F	C
11.	GARRIDO CACERES, ENMA LETICIA	443	F	F
12.	GONZALES CASTILLO, DELSA GERTRUDIZ	417	B	B
13.	GUILLEN ESTRADA, FRANCISCA DORA	427	C	C
14.	GUZMAN, PATRICIA MARIBEL	437	C	F
15.	HERNANDEZ DOLMO, RICARDO	457	F	C
16.	HERNANDEZ GOMEZ, JOSE MARIO	487	C	F
17.	JACKSON LOPEZ, ORFA	437	C	C
18.	LEZAMA ORTIZ, KARLA PATRICIA	397	F	F
19.	LOVO, REYNA CARLOTA	387	B	C
20.	MATUTE, UBALDO	370	C	C
21.	MOLINA ORDOÑEZ, GINA MARINA	373	C	F
22.	OCHOA, LUIS ENRIQUE	390	F	C
23.	OLIVA TURCIOS, MIRNA YOLANDA	410	C	C
24.	ORDOÑEZ REYES, KARLA MELISA	420	C	C
25.	ORELLANA CUBAS, MARIA DULCE NOMBRE	447	F	C
26.	OYUELA QUIROZ, NORMA LETICIA	430	C	C
27.	PERDOMO MEJIA, CARLOS FERNANDO	433	A	C
28.	PORTILLO AMAYA, MARITZA	433	C	B
29.	PORTILLO BACA, CARLOTA	430	B	C
30.	PUERTO BUSTILLO, DIANA ALFONSINA	443	F	C

31.	QUINTERO CASTILLO, RENE ARTURO	403	C	F
32.	REYES ROMERO, JUAN JOSE	437	C	B
33.	RIOS GARCIA, DIEGO ISAIAS	433	F	B
34.	ROSALES PERALTA, PABLO HUMBERTO	403	C	C
35.	SALGADO OSORTO, OSCAR RAUL	427	B	A
36.	SIERRA DISCUA, IRMA LETICIA	433	C	C
37.	SORTO MARTINEZ, MARY LUCYNA	377	C	C
38.	TOLEDO, DENIS ESTEBAN	480	F	C
39.	VARGAS MEJIA, ADOLFO	403	B	C
40.	VEGA LEIVA, ROSA ANTONIA	437	F	C
41.	WOOD ALEMAN, JOHN JACK	413	-	F

AMERICAN CULTURE LECTURE SERIES
INSTRUCTOR: MEA MOORE
1989 CAPS TRAINING PROGRAM

GOAL: For each student to examine the concept of culture, what it means to be from a culture, and to develop an understanding of basic American cultural values.

OBJECTIVES: By the end of the course the students will have:

1. Developed a personal definition of culture.
2. Identified and examined the historical and societal influences on the development of Honduran and American cultural values.
3. Examined comparisons and contrasts between Honduran and American cultures.
4. Developed an understanding of the demands and rewards of living within another culture and the implications it will have for them personally.

COURSE DESCRIPTION: Through a series of lectures followed by interviews with Americans on various aspects of American culture, students will explore the historical and social definitions and beliefs that are the foundations of American culture. Students will be asked to contribute comparisons and contrasts between Honduran and American cultural values. Written and discussion activities will be based on the lecture material and will be assigned in the day program classes.

SCHEDULE: All lectures will be held Tuesday evenings from 5:30 - 7:00 at the Molinari Building.

March 28	Understanding other Cultures: A Comparison and Contrast of Honduran and American Cultural Values.
April 4	American Beliefs and Values
April 11	Non-Verbal Communication
April 18	Family Relationships / The Roles of Men and Women
April 25	Education and Religion in the United States
May 2	Culture Shock

AMERICAN CULTURE BIBLIOGRAPHY

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Kohls, L. Robert. Survival Kit for Overseas Living :Second Edition. Intercultural Press, Inc.: Yarmouth, Maine, 1984.

Samovar, Larry A. and Richard E. Porter. Intercultural Communication: A Reader. Wadsworth Pub.Co.: Belmont CA., 1988.

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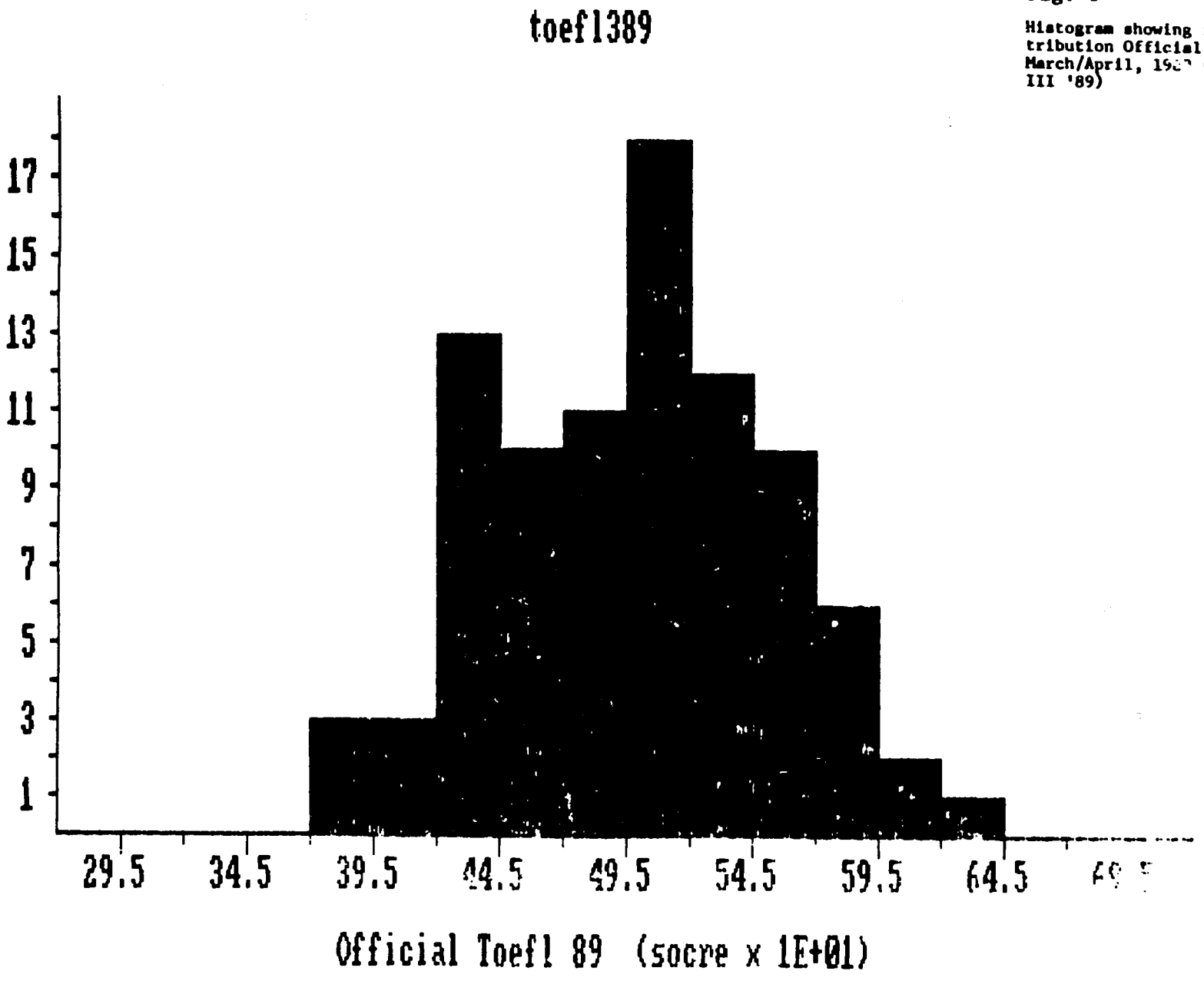
Zanger, Virginia Vogel. Face to Face: The Cross Cultural Workbook. Newbury House Pub. Inc.,: Rowley, MA., 1985.

Annex 3

Fig. 1

Histogram showing frequency distribution Official TOEFL scores. March/April, 19[illegible] (Project Year III '89)

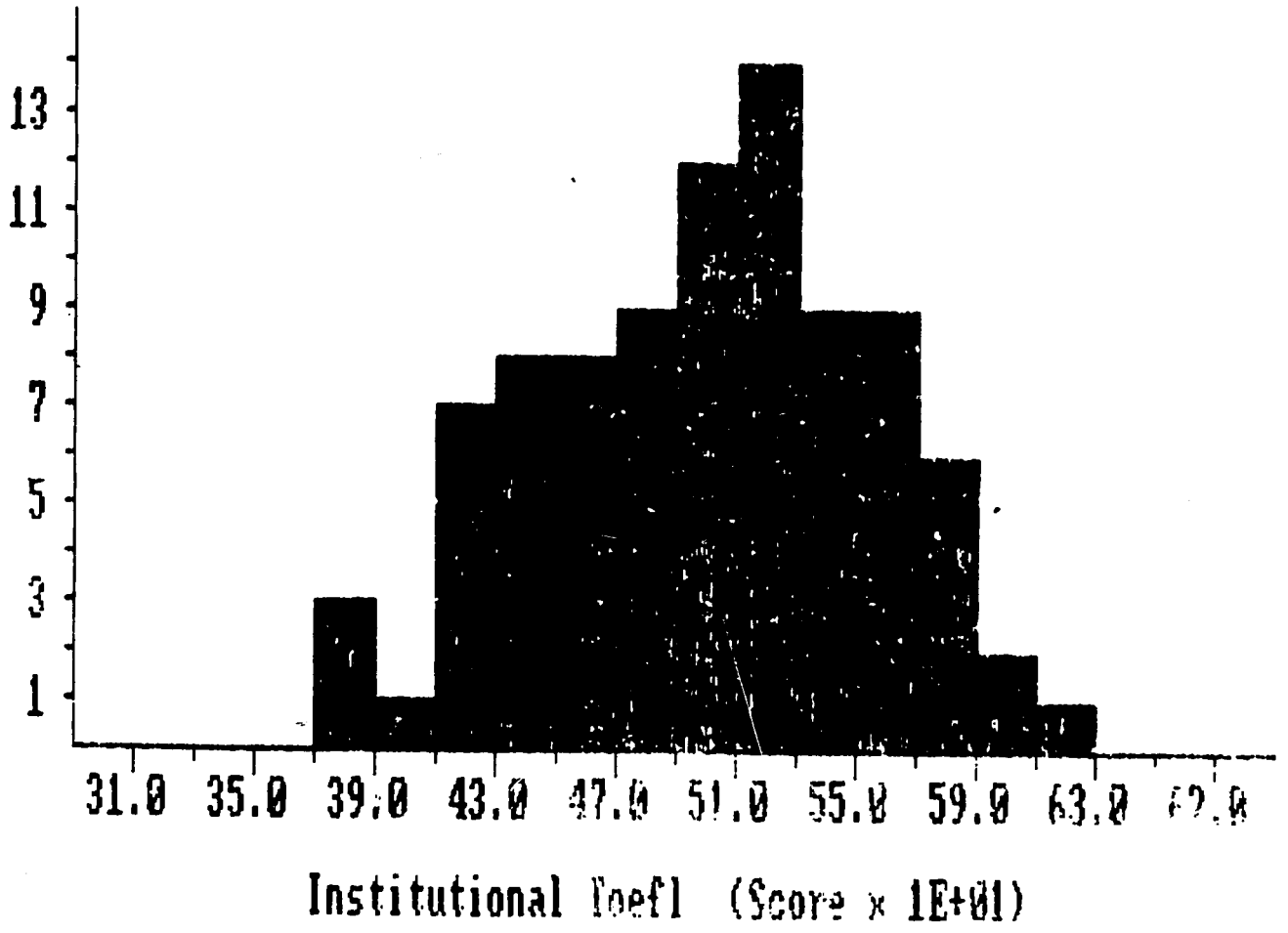


toefl589

Fig. 2

Histogram showing frequency distribution of end of program Institutional TOEFL scores. May 1989.

(Project Year III)



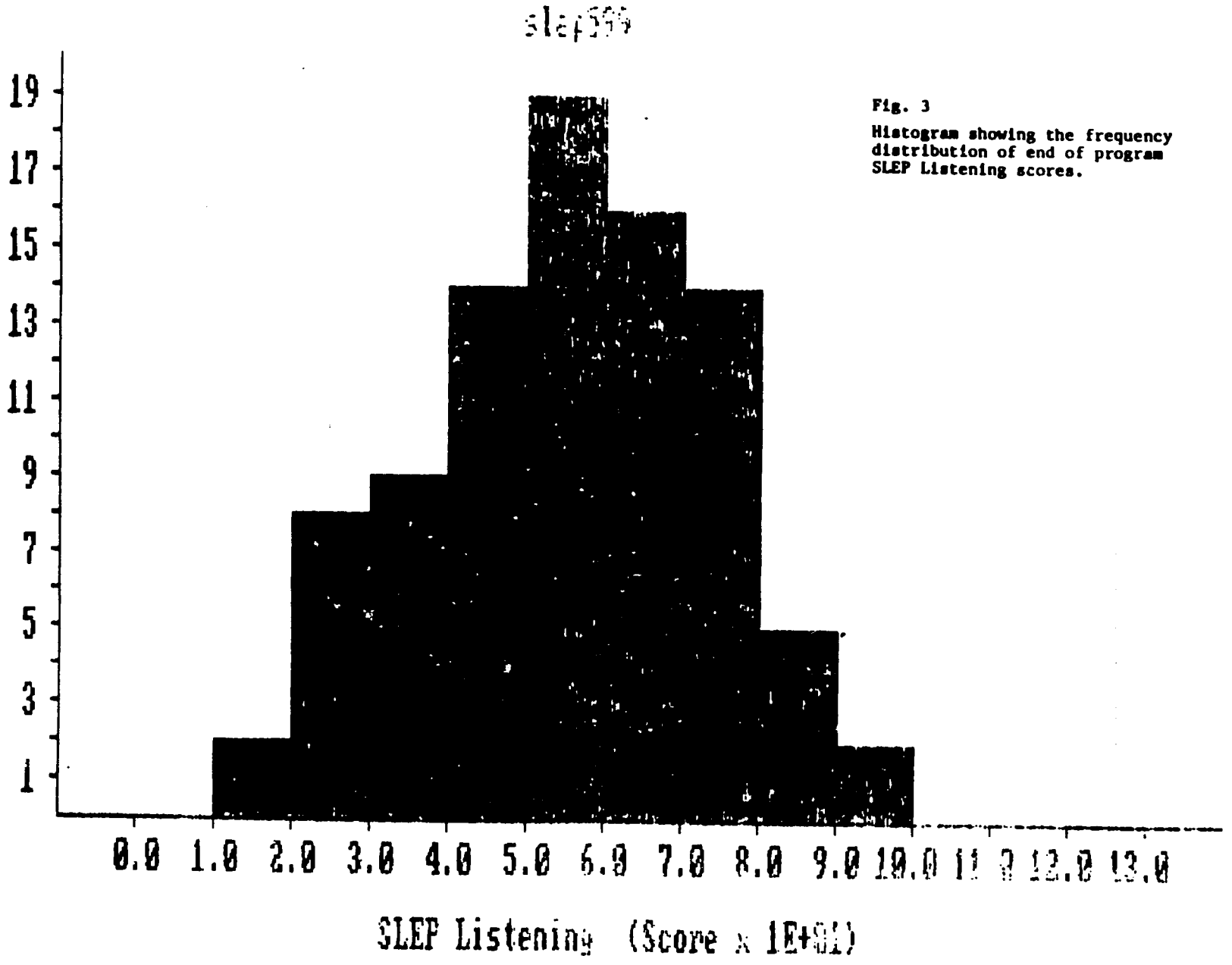


Fig. 3

Histogram showing the frequency distribution of end of program SLEP Listening scores.

slep589

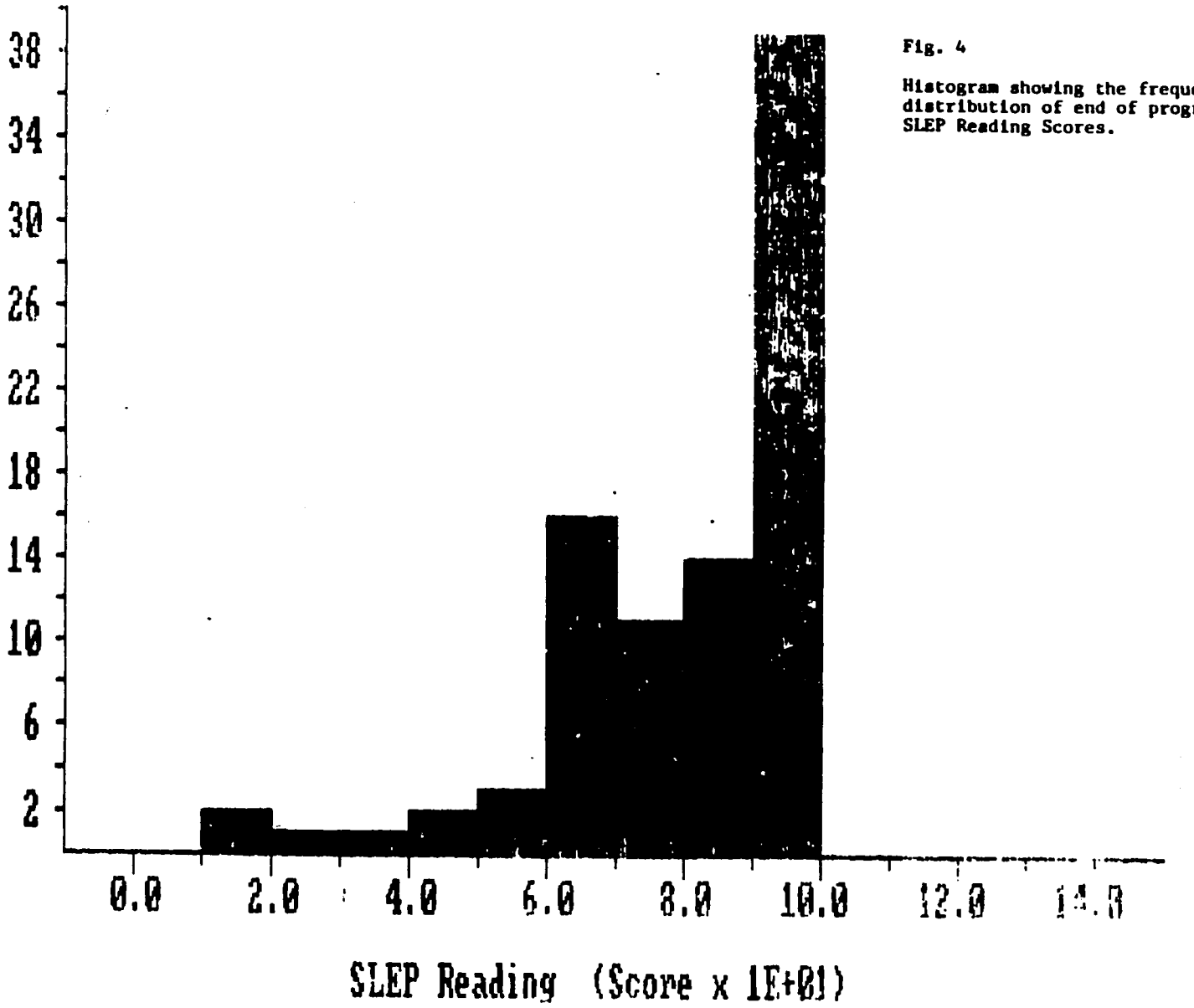


Fig. 4

Histogram showing the frequency distribution of end of program SLEP Reading Scores.

Fig. 5

Histogram showing the frequency distribution of end of program SLEP Composite scores.

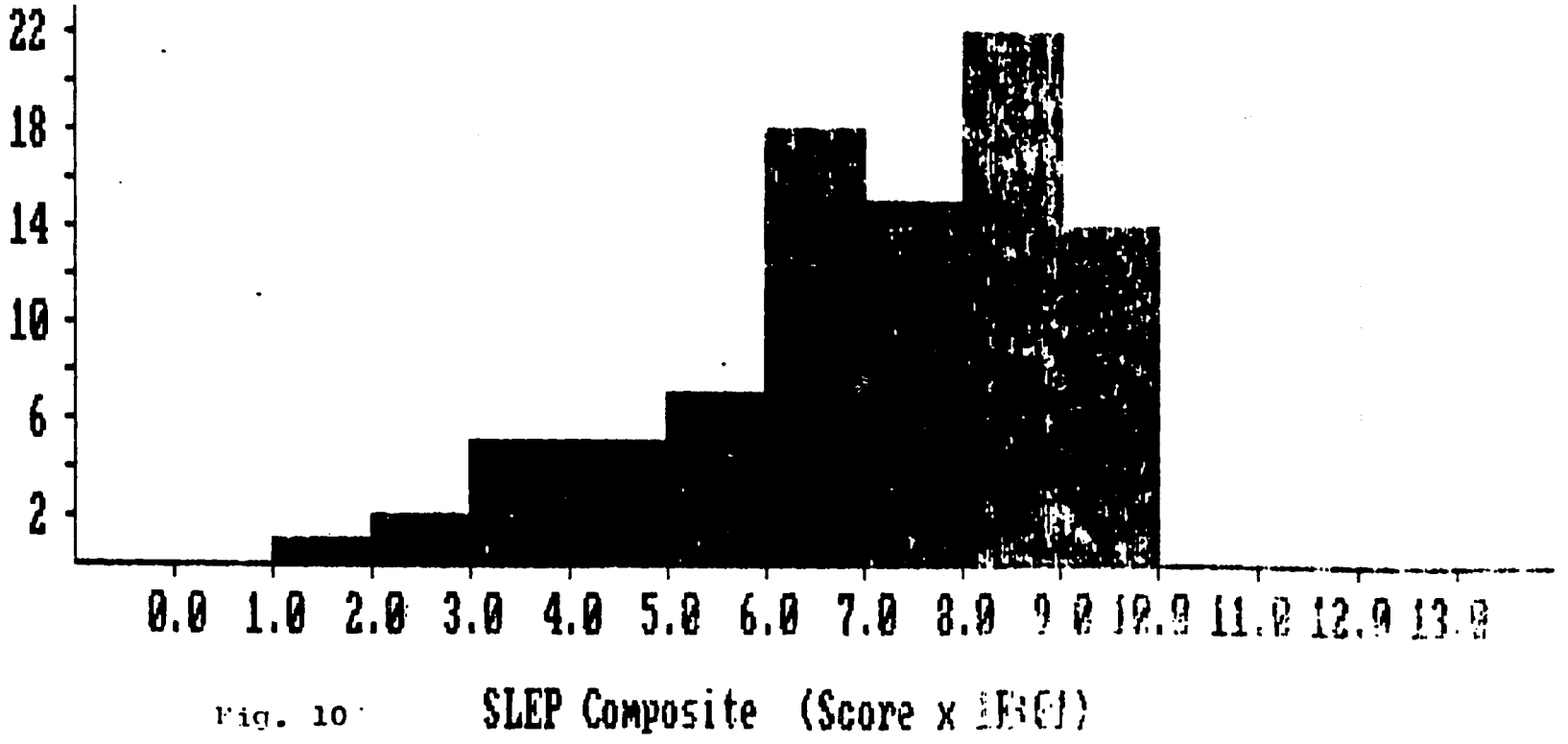
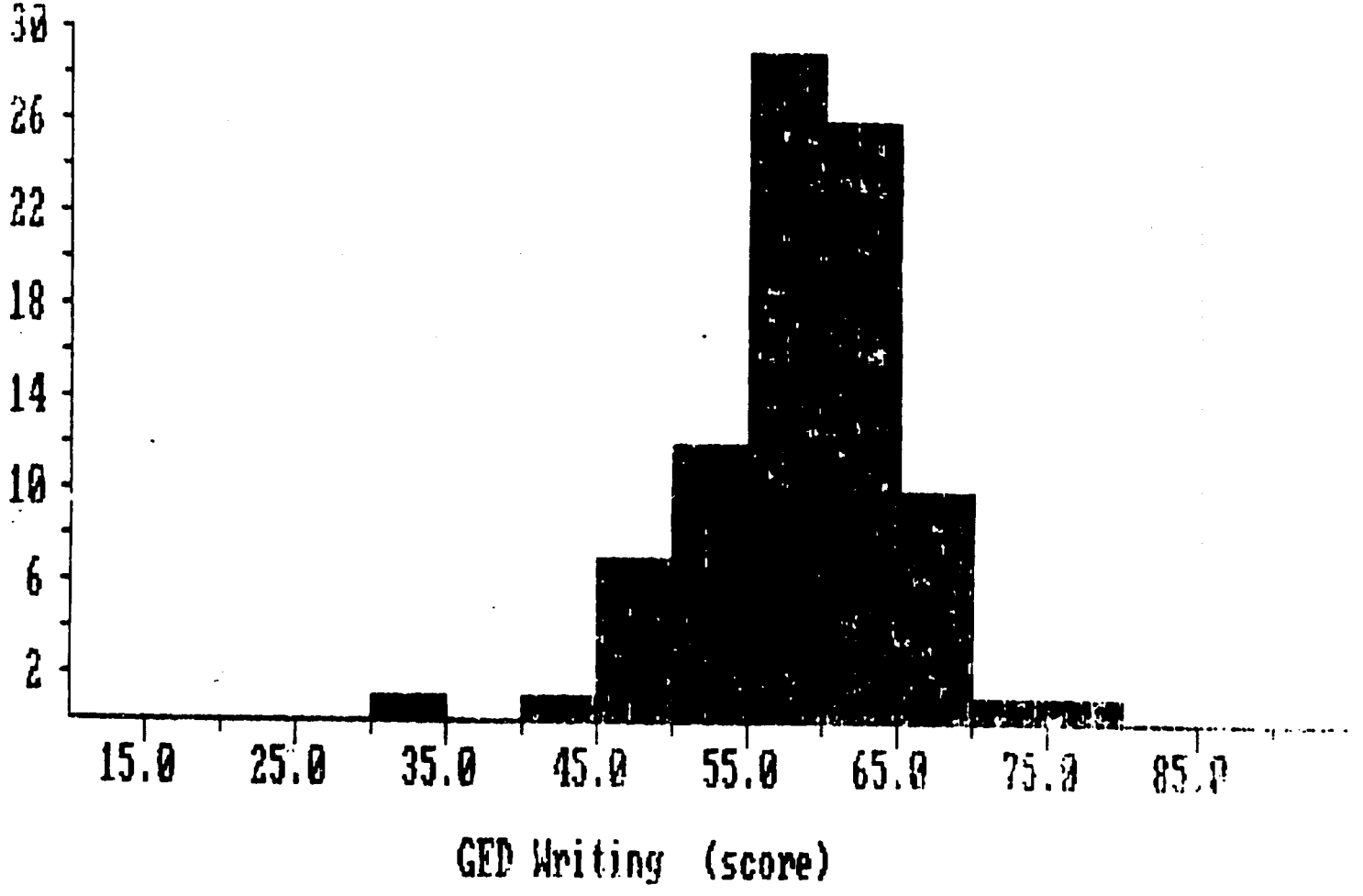


Fig. 10

Fig. 6

Histogram showing the frequency distribution of Year III students' final GED Writing Scores.



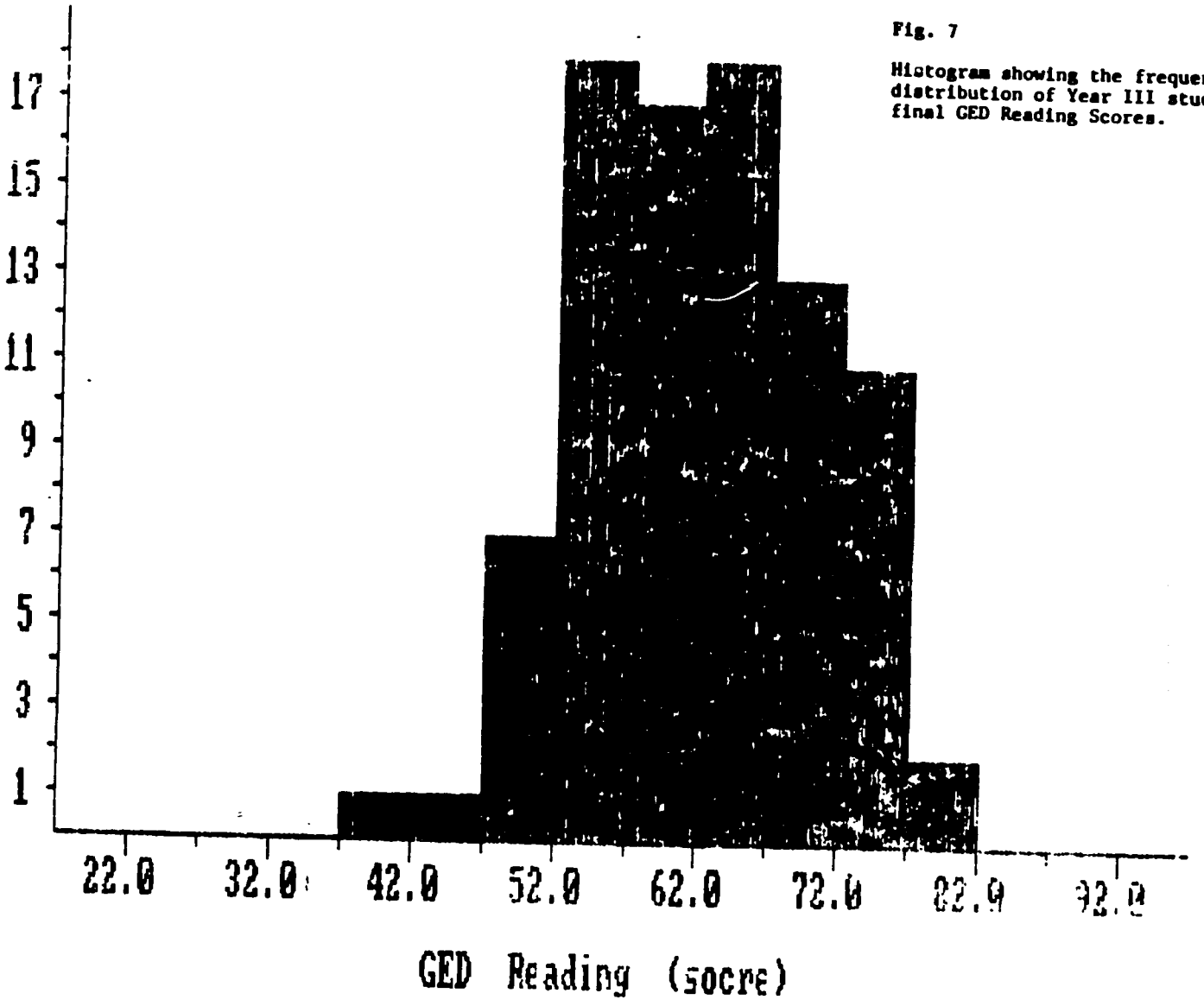
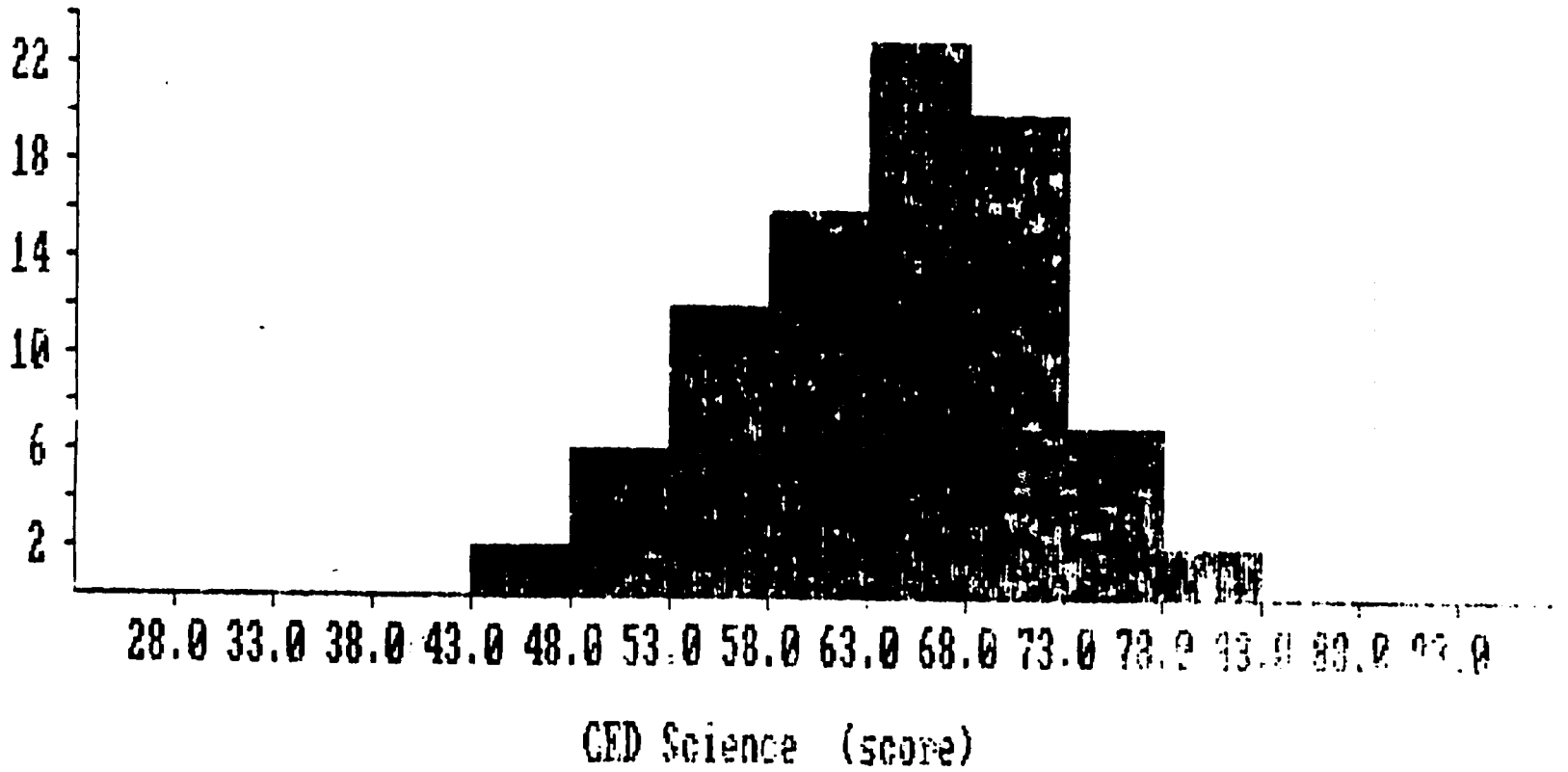


Fig. 7

Histogram showing the frequency distribution of Year III students' final GED Reading Scores.

Fig. 8

Histogram showing the frequency distribution of Year III students' final GED Science Scores.



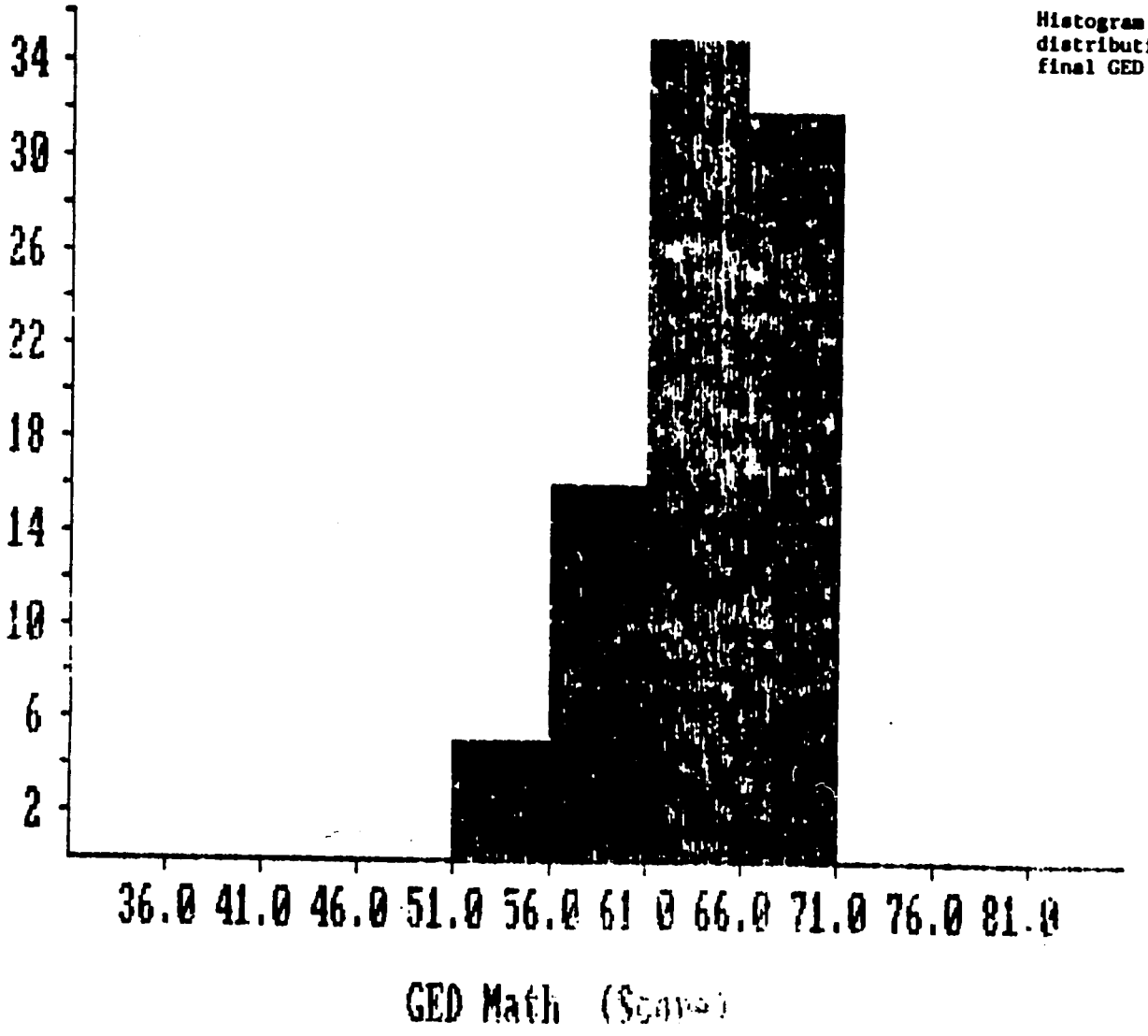


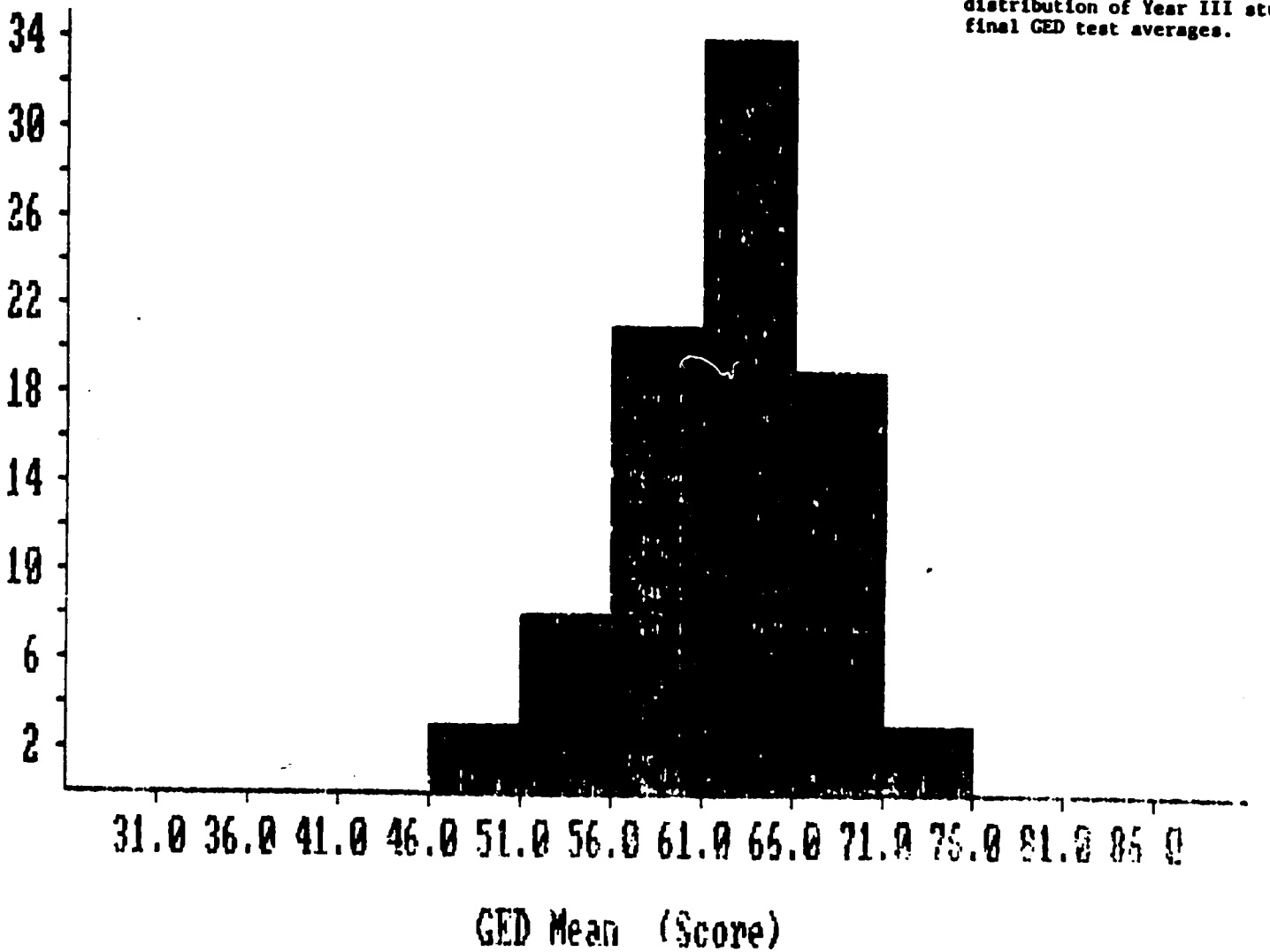
Fig. 9

Histogram showing the frequency distribution of Year III students' final GED Math Scores.

ged589

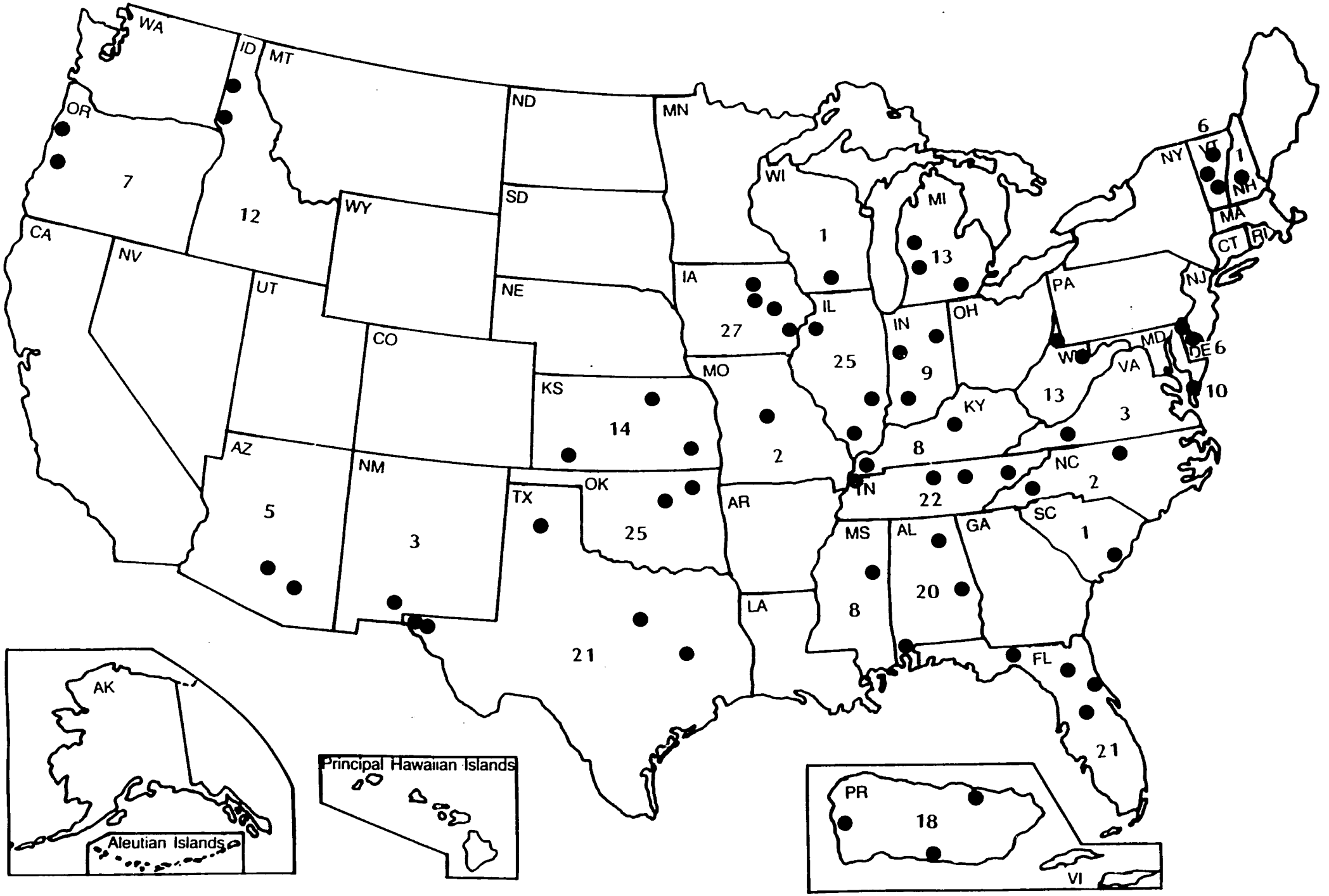
Fig. 10

Histogram showing the frequency distribution of Year III students' final GED test averages.



VI. Scholar Distribution Map

AED CAPS/HONDURAS SCHOLAR DISTRI



SEPTEMBER 1989

TOTAL Total Number of AED CAPS/Honduras Scholars 303

VII. Miami Orientation Schedule

ORIENTATION PROGRAM
Group XI
June 2-5, 1989
Miami, Florida

Friday, June 2

1:25 pm	Students arrive via Tan flight 800		
2:30 pm	Proceed to hotel:		
	Ramada Hotel, International Airport 3941 NW 22nd Street Miami, Florida 33142 (305) 871-1700		
4:00 pm	Room assignments & distribution of orientation packets.	Sycamore	AED Staff
7:00 pm	Welcome dinner.	Cypress	

Ms. Mada McGill Project Director	Mrs. Bessy de Acosta Field Office Director
Ms. Vilma de Arias Counselor	Mr. Scott Goldman Student Serv. Coordinator
Mr. Michael Morris Business Manager	Ms. Nancy Wolfman Program Specialist
Ms. Susan Epstein Program Specialist	Mrs. Rosibel Reyes Financial Assistant
Ms. Erin Dusch Administrative Secretary	

Saturday, June 3

7:00 am- 8:30 am	Buffet breakfast.	Cypress	
8:30 am- 10:30 am	Placement Session **Red Group**	Banyan I	Mr. Scott Goldman Mrs. Vilma de Arias Ms. Nancy Wolfman Ms. Susan Epstein Ms. Erin Dusch
	Financial Session **White Group**	Banyan II	Mr. Michael Morris Mrs. Rosibel Reyes
	Experience America Session **Blue Group**	Sycamore	Ms. Mada McGill Ms. Bessy de Acosta
10:30 am- 11:00 am	Break - Coffee & soft drinks	Foyer	
11:00 am- 1:00 pm	Financial Session **Red Group**	Banyan I	Mr. Michael Morris Mrs. Rosibel Reyes
	Experience America Session **White Group**	Banyan II	Ms. Mada McGill Mrs. Bessy de Acosta
	Placement Session **Blue Group**	Sycamore room	Mr. Scott Goldman Mrs. Vilma de Arias Ms. Nancy Wolfman Ms. Susan Epstein Ms. Erin Dusch
1:00 pm	Lunch	Poolside	
2:00 pm	Depart for Bayside excursion	Lobby	
6:00 pm	Depart for hotel		
7:00 pm	Dinner	Cypress room	

Sunday, June 4

7:00 am- 8:30 am	Buffet Breakfast	Cypress room	
8:30 am- 10:30 am	Experience America Session **Red Group**	Banyan I	Ms. Mada McGill Mrs. Bessy de Acosta
	Placement Session **White Group** -	Banyan II	Mr. Scott Goldman Mrs. Vilma de Arias Ms. Nancy Wolfman Ms. Susan Epstein Ms. Erin Dusch
	Financial Session **Blue Group**	Sycamore room	Mr. Michael Morris Mrs. Rosibel Reyes
10:30 am- 11:00 am	Break, coffee & soft drinks	Foyer	
11:00 am- 12:00 pm	Panel Session **Red, White & Blue Groups**	Cypress room	AED Staff
12:00 pm	Lunch	Poolside	
1:00 pm	Depart for Seaquarium	Lobby	
5:00 pm	Depart for hotel		
6:30 pm	Dinner	Cypress room	

Monday, June 5

7:00 am	Breakfast	Cypress room

* Following breakfast you will depart for the airport in various groups. Please bring your luggage to the Cypress room. Verify any additional charges to your room and return your room keys.

¡Buen Viaje y Buena Suerte a todos!

PLACEMENT SCHEDULE
(RED GROUP)

TIME	SCHOOL	STUDENTS
8:30 am	Muscatine Community College	Mirna Alonzo Enna Antunez Luis Cacho Pablo Rosales
	University of Tennessee/Martin	Glenda Lizardo Juan Reyes
8:50 am	West Virginia University	Henry Cruz Emma Garrido Liliam Padilla Tulio Tercero
	Oklahoma State University	Jorge Roque Juan Sauzo
9:10 am	Vincennes University	Diego Rios
	Oregon State University	Angelica Osorto Juan Torres
9:30 am	Central Texas Comm. College	Juvenal Acosta Ricardo Hernandez Maria Orellana
	Mississippi State University	Raul Padilla Jose Zuniga.
9:50 am	Hawkeye Technological Institute	Douglas Amador Irving Cruz Carlos Perdomo John Wood
	Alabama A & M University	Leonardo Alvarez Juana Macias Carlos Molinero Oscar Salgado
10:10 am	Universidad Catolica de PR	Yadira Araica Manuel Caballero Orfa Jackson Mirna Oliva

PLACEMENT SCHEDULE
(WHITE GROUP)

TIME	SCHOOL	STUDENTS
8:30 am	Tennessee State University	Hector Caballero Diego Mejia Rodolfo Ruiz
	Allen County College	Patricia Guzman Gina Molina Luis Ochoa Gregorio Zelaya
8:50 am	Illinois Eastern Comm. College	Jorge Duenas Maritza Portillo Rene Quintero Adolfo Vargas
	Lincoln University	Ana Bueso Hector Polanco
9:10 am	Wheeling College	Silvia Munoz
	Murray State	Marta Andrade
9:30 am	Tennessee Technological Instit.	Adan Alvarado Cesar Ortega David Ortiz
	University of Idaho	Luisa Barahona Hugo Flores Merlin Sabillon
9:50 am	New Mexico State University	Jorge Salandia
	Daytona Beach Comm. College	Aurelia Arita
10:10 am	Delaware State University	Claudia Diaz Thelma Wood
	St. Mary of the Plains College	Felix Maldonado

PLACEMENT SCHEDULE
(BLUE GROUP)

TIME	SCHOOL	STUDENTS
11:00 am	Vermont Technological Instit.	Irma Sierra
	University of Florida	Boris Castro
11:20 am	University of Texas/El Paso	Hector Chacon Julia Rivas
	Central Arizona College	Dora Guillen Carlota Portillo Rosa Vega
11:40 am	Adrian College	Geraldina Fernandez Samuel Henriquez Reyna Perdomo
	North Eastern Oklahoma A&M	Saavedra Floriano Karla Lezama Reina Lovo Karla Ordonez Norma Oyuela Mary Sorto
12:00 pm	Wartburg College	Legni Amaya
	Lewis and Clark State College	Gloria Ferrera
12:20 pm	Ferris State College	Irma Molina Diana Puerto Denis Toledo
	Kansas State University	Rolando Barahona Jose Hernandez Melvin Pineda
12:40 pm	University of Maryland/ES	Alex Arita Jose Casasola Delsa Gonzalez Gladys Mayorga
	Kentucky State University	Oswaldo Casco Reyna Diaz Ada Rodriguez Suanny Salazar
1:00 pm	Univ. del Sagrado Corazon	Ubaldo Matute

VIII. Placement Policy Statement

PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ (CAPS)

HONDURAS

Agencia para
el Desarrollo
Internacional
Washington, D.C.

Academia para
el Desarrollo
Educativo

AED
División Internacional

POLITICA DE UBICACION 1989-1990
PROYECTO CAPS EN HONDURAS

ESTATUTOS DE LA POLITICA GENERAL

Su contrato indica el número máximo de meses que le han sido otorgados para realizar su carrera en los Estados Unidos. Sin embargo, si usted pudiera terminar antes del tiempo otorgado, deberá hacerlo y luego regresar a Honduras. Esto se aplicará a aquellos estudiantes que se les ha otorgado equivalencia de los estudios previamente realizados o aquellos que lleven una carga máxima de clases durante el programa académico.

BECAS DE BACHILLERATO UNIVERSITARIO

A todos los estudiantes que se les otorgue una beca para realizar estudios de bachillerato universitario, deberán alcanzar un TOEFL suficiente para empezar sus clases académicas a principios del semestre de septiembre 1989. Aquellos estudiantes que no alcancen un resultado del TOEFL suficiente para entrar a la universidad asignada, su beca será reducida a un programa de dos años. En la mayoría de los casos, AED lo trasladará a una universidad de dos años, y se le autorizará un semestre adicional de inglés, y deberá entrar al programa académico en enero 1990. Si no pudiese iniciar el programa académico en la universidad de dos años para enero 1990, su beca será reducida a un programa de un año con certificado, o a un programa de cursos libres, por un período de un año.

BECAS DE GRADO ASOCIADO

A aquellos estudiantes que se les ha otorgado una beca por dos años, se espera que inicien sus estudios académicos en el semestre de septiembre 1989. En el caso de que un estudiante no alcance un TOEFL suficiente para empezar sus cursos académicos, el estudiante recibirá un semestre adicional de inglés y si para enero 1990, usted aún no puede entrar a sus cursos académicos, su beca se verá reducida a un programa de un año con certificado o a un programa de cursos libres por un año.

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900

Telex: 197601 ACADED WSH

AED/CAPS, APDO #20389
Comayagüela-Honduras
Tel 37-79-77

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IX. Campus Visit Schedule

CAMPUS VISIT SCHEDULE FOR SPRING 1989

January 1989

1/23-1/24	**Mada McGill & Susan Epstein** Delaware State/Univ. of Md. Eastern Shore (6)

February 1989

2/6-2/10	**Mada McGill & Nancy Wolfman** New Mexico State University (4) University of Texas/El Paso (9) El Paso Community College (7) Amarillo College (5) Central Texas Community College (5)
2/13-2/23	**Susan Epstein** Alabama A & M College (4) University of South Alabama (10) Mississippi State University (8) Tuskegee University (1) University of Tennessee/Martin (5)
2/21	**Nancy Wolfman** University of Delaware (4)
2/27-3/3	**Nancy Wolfman** Universidad del Sagrado Corazon (5) Universidad Catolica de Puerto Rico (4) Universidad de Puerto Rico/Mayaguez (4) Colegio Regional de la Montaña (3)

March 1989

3/13-3/17	**Susan Epstein** Southern Illinois University (7) Kansas State University (9) St. Mary's of the Plains (4)

April 1989

4/2-4/7	**Nancy Wolfman** University of Northern Iowa (7) Wartburg (5) Augustana College (4) Muscatine Community College (7)
4/16-4/18	**Mada McGill/Erin Dusch** Wheeling Jesuit College (3) West Virginia University (8)

TOTAL VISITED: 133

CAMPUS VISIT SCHEDULE FALL 1989

**- previously used school, never visited
*- new school this fall, never visited

SCHOOL	STUDENTS	CAMPUS VISIT DATE	PROG. SPEC.
VERMONT			
Johnson State College	4	September 11	NMW
Trinity College	1	September 11	NMW
•5 Total Students			
TENNESSEE			
Tennessee Tech. **	5	September 25	SAE
U. Tenn./Knoxville	5	September 26	SAE
Tennessee State U.	general	September 27	SAE
KENTUCKY			
Kentucky State Univ. **	7	September 28-29	SAE
•17 Total Students			
IDAHO			
Lewis/Clark *	1	October 2	MYT
Univ. of Idaho	11	October 3-4	MYT
Linfield College	2	October 5	MYT
Oregon State	5	October 6	MYT
•19 Total Students			
MICHIGAN			
Adrian College **	5	October 9	NMW
Grand Valley St.Col. **	1	October 10	NMW
Ferris State Univ. **	7	October 10-11	NMW
ILLINOIS			
IECC	12	October 12-13	NMW
S. Ill. Univ.	11	October 16-17	NMW

INDIANA

Ball State University	7	October 18	NMW
Purdue University *	2	October 19	NMW
Vincennes University	1	October 19	NMW

•46 Total Students

FLORIDA

Daytona Beach C.C.	4	October 23	SAE
University of Cent. FL	2	October 24	SAE
Univ. of Florida	7	October 25	SAE
Florida A & M Univ.	9	October 26-27	SAE

ALABAMA

Univ. of S. Alabama	9	Oct. 30-Oct. 31	SAE

•31 Total Students

MISSOURI

Lincoln Univ. *	2	October 30	MYT

KANSAS

Allen County Col. *	3	October 31	MYT
Kansas State Univ.	5	November 1-2	MYT
Pittsburg State Univ. *	1	November 3	MYT
St. Mary of the Plains	5	November 6	

OKLAHOMA

Oklahoma State Univ.	12	7-8	MYT
N. E. Oklahoma A & M	13	9-10	MYT

•41 Total Students

Virginia

Virginia Tech.	3	November 13	NMW

•3 Total Students

TOTAL STUDENTS TO BE VISITED FALL 1989: 162

X. Newsletters

PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ (CAPS)
HONDURAS

Agencia para el Desarrollo Internacional
Washington, D.C.

VINCULO HONDUREÑO-AMERICANO

Academia para el Desarrollo Educativo

AED
División Internacional

JUNIO 1989, NO. 14

Letter From The Director

June 20, 1989

Dear CAPS students:

The project staff and I returned recently from the orientation in Honduras and Miami for 87 new CAPS/Honduras students. One of the highlights during the four-day orientation in Honduras was the graduation ceremony at Hotel Honduras Maya on May 30. (See page 2 for article.) It was an honor to have the President of Honduras and the United States Ambassador to Honduras present at the CAPS ceremony. With the addition of the third group of in-country students, we have a total of 321 CAPS/Honduras students studying throughout the continental United States and Puerto Rico.

As many of you know, this is the last group of CAPS students to come to the United States to study under the current Academy for Educational Development contract with the U.S. Agency for International Development. Since the Academy and CAL no longer will administer the in-country training program, we must bid farewell to many valued staff members who have made the program a success. We wish all of the following staff well in their new endeavors: Stephen Tomlin, Vilma de Arias, Jeanette Kafaty, Rosalinda Lopez de Paz, and Sandra Pagoada de Molina. We would also like to thank all the CAL teachers whose time and effort in providing our scholars with excellent training makes AED's job in the US that much easier. In addition, we would like to announce the resignation of Veronica Rodriguez de Mejia from her job as bilingual secretary in the AED/ Honduras office. Veronica has been with AED almost three years, and, while we are sorry to see her go, we are glad to have had the benefit of her valuable administrative services and optimistic outlook in the project.

The CAPS project now moves into a new phase of implementation. Since all of our students are now placed in colleges and universities, the Washington Academy staff will concentrate on continued support to all our students, and the Honduras Academy office will now focus on the follow-on component of the project. The Academy's Field Director, Bessy de Acosta, and the A.I.D. Follow-On Officer, Raul Paz, will work with CAPS/Honduras scholars to design the most effective program for returned students. Our newsletter will update you on these new activities from time to time.

I wish all new students and "old" students a successful summer school program. I know all of you will strive to do the best work that you can.

Sincerely,

Mada M. McGill

Mada M. McGill,
Director, CAPS/
Honduras Project

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AED Orients New CAPS Scholars

The 1989 Orientation Program for Group IV of the CAPS/Honduras project was held May 29-June 4, 1989, in Tegucigalpa, D.C. and Miami, Florida. The program was conducted by staff members from AED/Honduras and AED/Washington. Program sessions in Honduras were held in the Molinari building, and in Miami at the Ramada Hotel International Airport.

Program sessions in Honduras included a number of guest speakers, who dealt with topics related to the students academic and cultural adjustments to the United States. AED/Washington staff members Nancy Wolfman and Susan Epstein conducted sessions on academic, visa and insurance issues in the United States.

The new CAPS scholars also participated in a graduation ceremony and reception at the Hotel Honduras Maya, where they were honored for successful completion of the in-country portion of the CAPS program. The president of the Republic of Honduras, the U.S. Ambassador, the Director of USAID Honduras and several Honduran dignitaries were in attendence.

On Friday June 2, the students flew to Miami, Florida, where orientation sessions were held on June 3-4, 1989. Michael Morris, and his assistant Rosibel Reyes, conducted sessions which concentrated on student financial issues. Scott Goldman and Erin Dusch, with the assistance of Vilma de Arias, Nancy Wolfman and Susan Epstein, presented university information sessions regarding student academic placement and travel logistics. Mada McGill, Director of the CAPS/Honduras project, presented a session detailing the Experience America cultural component of the scholarship program. In the Experience America session, organized by Nancy and Mada, she used a student-produced video and also slides which presented the varied activities in which CAPS/Honduras scholars participate at their universities and in the communities where they live.

Special activities throughout the weekend in Miami included dancing at the nightclub "Daphnes", a sightseeing excursion to Miami Beach, and an afternoon spent at Bayside in downtown Miami. Students also went to the Miami Seaquarium, where they enjoyed an afternoon of performances by the star sea lions, dolphins and whales.

On Monday, June 5, the scholars left Miami for their respective ESL or academic institutions. We wish them good luck, good grades and good experiences!

by Scott B. Goldman

Tegucigalpa This Week

EDUCATION

92 Receive Scholarships To Study In United States

(left to right)
Gregorio Zelaya, Alex Arita, Juana Macias, President Azcona, Oscar Salgado, Hector Caballero, Carlos Perdomo, Ana Bueso, Luis Cacho

CAPS TENDRA

NUEVA CONSJERA EN JUNIO

AED/Washington tiene el placer de presentarles a nuestra tercera "Program Specialist" **Monique Turner**, que empezara su labor de consejera estudiantil el 28 de junio de 1989. Monique se graduo de la universidad de Georgetown con un B.S. en "Foreign Service" con especializacion en los estudios latinoamericanos. Durante su tercer ano de la escuela, Monique estudio en Bogota, Colombia, en la Universidad de los Andes. Ademas de viajar por Colombia, Monique ha viajado al Ecuador, al Peru, a Bolivia, a Guatemala y a la amazona brazileira.

Despues de graduarse de la universidad de Georgetown, Monique trabajo para "The Experiment in International Living." (El experimento de conviviencia internacional) en el programa de E.I.L. de entrenamiento para participantes del Pakistan. Su experiencia en programas de entrenamiento sera bienvenida en su nuevo puesto con el programa CAPS/ Honduras. WELCOME, MONIQUE!!!!!!!!!!!

El Vínculo Hondureño

El Vínculo Hondureño se publica cuatro veces al año. Los meses de publicación son junio, septiembre, diciembre y marzo. Aceptamos contribuciones de los estudiantes con un mes de anticipación. Las fotos deben ser de blanco y negro, o de una composicion muy clara. ¡Gracias!

Design and Production:

Erin Dusch, Administrative Secretary
Susan Epstein, Program Specialist

Literary CAPSule

A Teresa by German Maldonado

Si por una vez he pensado, Teresa
en el dolor de una vida
si por una vez he pensado
en la grandeza de Dios
si por una vez he pensado
en lo sublime del tiempo
si por una vez he pensado
Teresa
Solo te he pensado a vos

Si por una vez he pensado,
Teresa
en la razón de mi vida
si por una vez he pensado
en la verdad del amor
si por una vez he pensado
que necesito de alguien
si por una vez he pensado
Teresa
solo te he pensado a vos

Y es que te quiero tanto

Así es Honduras by Ana Martinez

Con verdes y bellos pinores
es una tierra de maravillas
rodeada por dos inmensos mares:
el pacífico y las antillas

Son 18 hermosos departamentos
hacen una rica y bella nación
muchos productos y yacimientos
es de la América el corazón.

Ha tenido hombres valientes
Como un Cabañas y Morazán
ellos lucharon en muchos frentes
en las charcas y en la batalla de la Trinidad.

Sus símbolos nacionales
Son: el pino, el escudo, y la bandera
que muestran grandezas eternales
y realidades de una patria entera.

Honremos a nuestra "Honduras"
dándole siempre lo mejor
formemos un campo de hermosura
y vivamos todos en paz y amor.

by Raul Paz (USAID/Honduras)

Reentry: Important

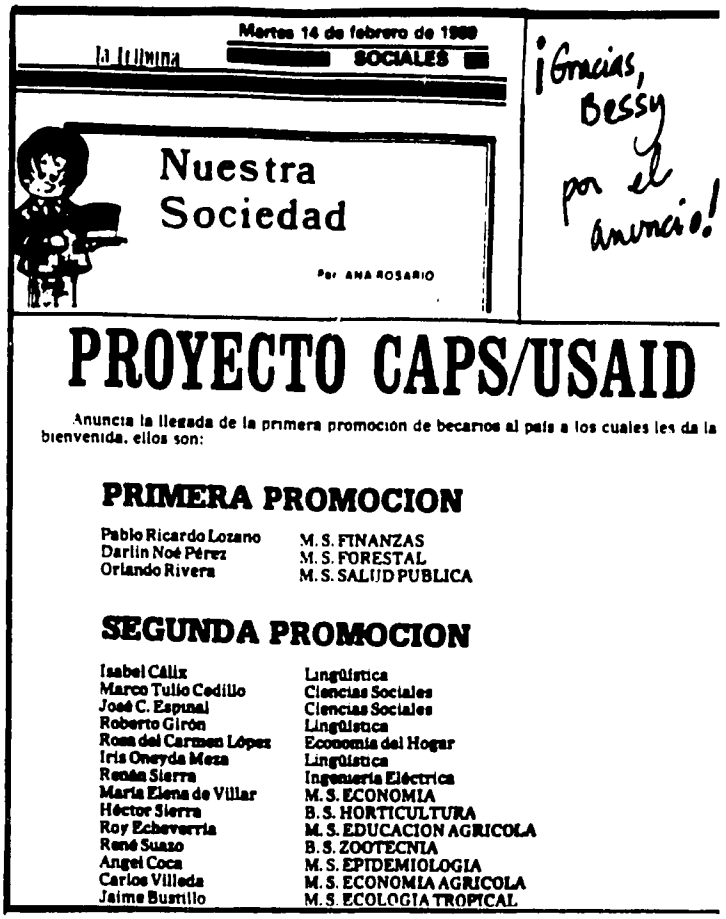
Follow-On: The Weakest Component of Participant Training?

Participant training is a vital element of the U.S. foreign economic assistance program. Its primary goal is the development of the human resources potential of the people of developing countries in their efforts to acquire the knowledge and resources essential to development and to build the economic, political, and social institutions which will improve the quality of their lives. Training is designed to overcome identified human resource constraints to successful project implementation, to develop a "critical mass" of skilled persons who will be able to initiate and implement specific development activities, and contribute to the ongoing process of improving the technical, managerial and policy leadership of private and public sector development institutions.

USAID/Honduras, through CAPS funding, is targeting the socially and economically disadvantaged youth from rural areas with leadership potential for programs primarily at the undergraduate level. These participants frequently depart for training without an existing position to assume on return, without a professional standing or significant work experience. They embark on their training programs with a strong sense of commitment and a feeling of great responsibility to achieve success. These scholars are returning home as "job seeking adults", taking on new roles and responsibilities. As selected representatives of the human resources of a developing country, upon their return they are expected to use their enhanced skills, knowledge, and capabilities for the improvement of the lives of their countrymen, assuming that training experiences result in the maximum benefit toward the development goals of their home country.

In the last five years USAID/Honduras has been processing over 600 participants annually for training in the United States. This training is assumed to be effective and beneficial; however, the USAID/Honduras Training Office has not been able to keep regular contact with returned participants to ascertain the degree to which training objectives have been met. Follow-on contacts and activities have been minimal and as a result, the full benefit of training may not have been fully realized.

Knowing that the full benefit of the training experience can be gained only upon the participant's return to the home country, USAID/Honduras believes that a comprehensive


Martes 14 de febrero de 1989
La Tribuna
SOCIALES

Nuestra Sociedad

Por ANA ROSARIO

¡Gracias, Bessy por el anuncio!

PROYECTO CAPS/USAID

Anuncia la llegada de la primera promocion de becarios al pais a los cuales les da la bienvenida, ellos son:

PRIMERA PROMOCION

Pablo Ricardo Lozano	M.S. FINANZAS
Darlin Noé Pérez	M.S. FORESTAL
Orlando Rivera	M.S. SALUD PUBLICA

SEGUNDA PROMOCION

Isabel Cálix	Lingüística
Marco Tulio Cedillo	Ciencias Sociales
José C. Espinal	Ciencias Sociales
Roberto Girón	Lingüística
Rosa del Carmen López	Economía del Hogar
Iris Oneyda Meza	Lingüística
Renán Sierra	Ingeniería Eléctrica
María Elena de Villar	M.S. ECONOMIA
Héctor Sierra	B.S. HORTICULTURA
Roy Echeverría	M.S. EDUCACION AGRICOLA
René Suazo	B.S. ZOOTECNIA
Angel Coca	M.S. EPIDEMIOLOGIA
Carlos Villeda	M.S. ECONOMIA AGRICOLA
Jaime Bustillo	M.S. ECOLOGIA TROPICAL

and organized approach to follow-up/follow-on is essential to optimize the impact of the returned participant on the development of Honduras.

Follow-up/follow-on is not seen just as a tracking system or an occasional mailing or social gathering. More than simply a monitoring exercise, follow-up/follow-on activities are intended to assist returned participants in using and reinforcing the knowledge and skills acquired from training, extending and transmitting that training, and strengthening bonds of friendship between the returned participants and the U.S.A. Follow-up/follow-on activities are a form of continuing education to further the technical and non-technical objectives of all USAID sponsored participant training.

USAID/Honduras is supporting follow-on activities that stimulate possibilities for the returned participants to apply their new skills to the development efforts in Honduras and to exercise a leadership role once they return from the U.S. Follow-on activities include re-entry workshops, goal setting seminars, refresher

continued on page 5

CAPS Scholars Finish Program, Attend Reentry Seminar

A reentry seminar for eleven returning CAPS/Honduras scholars was held at the Holiday Inn Medical Center in Houston, Texas, on May 17-19, 1989. The purpose of the seminar was to provide CAPS students who have finished their academic studies with a better understanding of the cross- cultural reentry process and to assist them with the transition from academic training in the U.S. to a professional career in Honduras.

AED contracted the services of Dr. Carley Dodd, Professor in Communications at Abilene Christian University, to hold the seminar. Dr. Dodd, a well known scholar in the field of cross-cultural communications, was accompanied by Dr. Paul Lakey, also of Abilene Christian University. Both scholars presented a workshop entitled: Cross Cultural Reentry, A Seminar for Returning Honduran Students. Scott Goldman, Student Services Coordinator of the CAPS/Honduras project, served as coordinator of the departure seminar.

Drs. Dodd and Lakey first discussed the theoretical concepts involved in adapting to a new culture, and the reentry process into the home culture. they covered such interesting topics as the role of culture, adaptation stress, culture shock, cross-cultural adjustment and re-acculturation.

Following this discussion, Drs. Dodd and Lakey used numerous "real life examples" gained from the students' own experiences in the United States, and their expectations about the return to Honduras. Students then separated into smaller groups to further detail their personal concerns regarding the reentry process. In addition to the lively and interesting presentation, the consultants provided excellent seminar materials which helped to clarify the issues being discussed and served as important resource materials for future reference.

In the afternoon session, a video was shown which dealt with those who had experienced re-entry stress. Individuals highlighted in the video gave interesting observations about their re-acculturation, and offered excellent recommendations about how to deal with the difficulties associated with re-entry. The afternoon session ended with the CAPS scholars explaining how much more aware they were of the issues they will face upon re-entry to Honduras, and of the strategies they could use to deal with those issues.

Day Two of the seminar, designed to wrap-up the CAPS/Honduras scholars' experience in the United States, was presented by Scott Goldman. He reviewed an inventory of re-adjustment problems commonly faced by international students upon return home, and utilized re-entry worksheets to encourage open-ended discussion about the students' U.S. experience. This activity, and a final discussion of specific strategies for professional integration, proved to be a good capstone to end the departure seminar. That afternoon students completed individual exit interviews with Scott, and travelled to Honduras the following day. Those who attended the Houston departure seminar were:

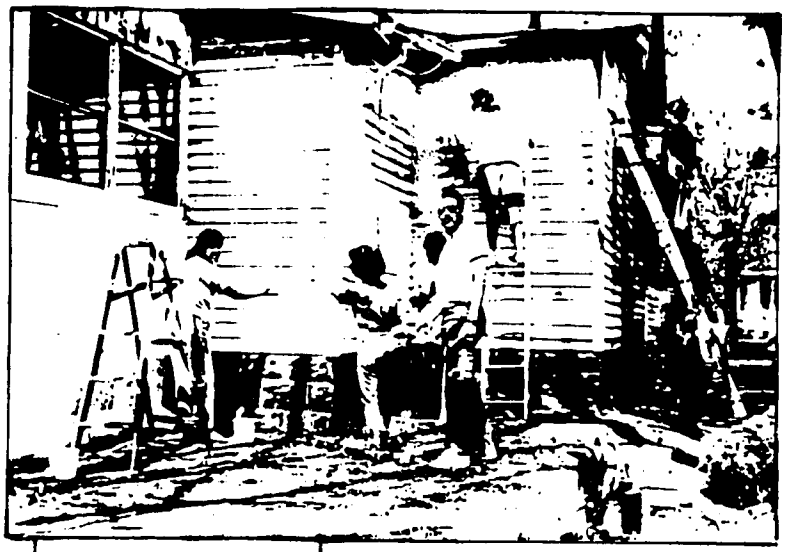
Carlos Portillo	University of Florida/Gainesville
Tito Zuniga	University of Florida/Gainesville
Francisco Reyes	University of Florida/Gainesville
Jorge Salaverri	West Virginia University
Dagoberto Irias	West Virginia University
Hugo Milla	Kansas State University
Ricardo Chavez	Kansas State University
Carlos Sierra	Kansas State University
Alejandro Salgado	Kansas State University
Mayra Martinez	New Mexico State University
Flavio Martinez	Kansas State University

Follow-on continued from page 4

courses, technical literature service, and information of potential job openings. Returned participant organizations are being established to enable contact between the USAID and all returned scholars. As more long term scholars return home, follow-on efforts will be accelerated.

USAID/Honduras firmly believes that follow-up/follow-on activities adjusted to local circumstances are an essential segment of participant training. Follow-on activities are important if we are to realize the full social, economic and cultural benefits to the CAPS program.

CAPS: Construyendo en America



Carlos Rodriguez

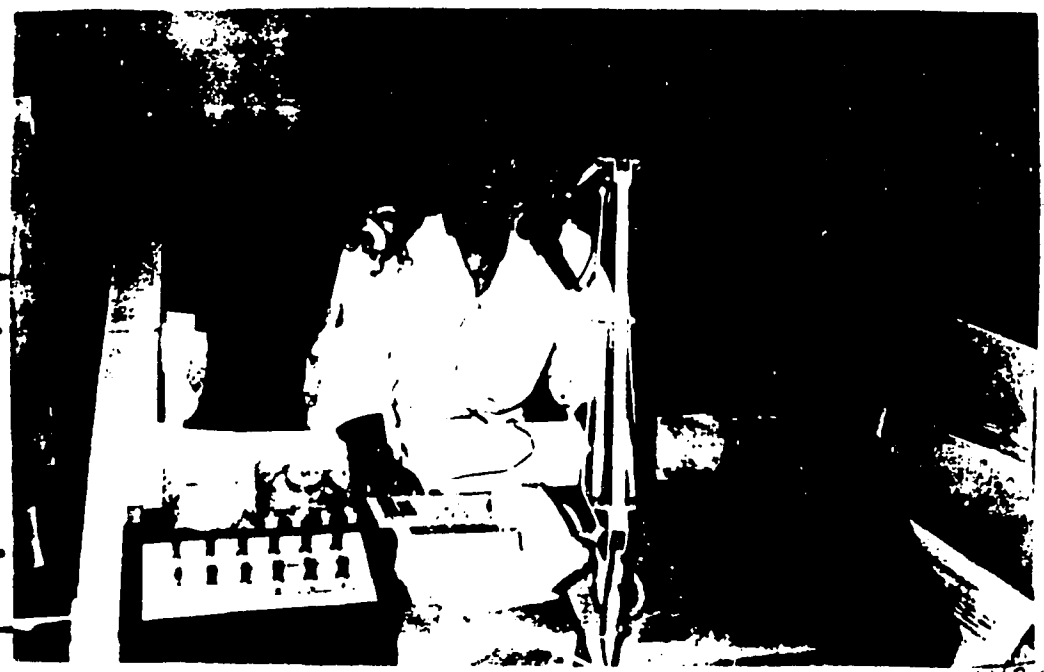
On March 31, 1989, four Honduran students in Vincennes University participated in the international student exhibition that took place in the auditorium of the university. The students received many favorable comments from people present at the exhibition, where they answered questions about Honduras and gave away Honduran souvenirs.

From April 6-9, 1989, Carlos Rodriguez participated in a Panamanian night at the University of Clarion in Pennsylvania. He was invited to dance by a group of Panamanians who study at Vincennes University as part of the CAPS/Panama program. They taught Carlos their dances and after a week of practice, he travelled with the group and performed in the main show with them.

(left to right)
Carlos Rodriguez
Lucio Valle
Jose Blandin
Erik Flores

Carlos also participated in a Community Voluntary Service program in April, sponsored by the Social Service office of Vincennes University. Students in the program volunteer to help people in need. Carlos helped repair and paint the home of an elderly lady in Vincennes, and, according to Carlos, "it was great to see how everybody was working just for the sake of helping someone in need!"

Last, but not least, Carlos also won second place in his category in a photography exhibition at the Vincennes University Gallery. Carlos, who is a business major, was competing against art students. Congratulations, Carlos! (The pictures that accompany this article were taken and developed by Carlos.)



Aracely Galo, de la Universidad Católica de Puerto Rico, presentando su programa de radio sobre Honduras: sus costumbres, leyes, y tradiciones. El programa es de hora y media, y le gusta mucho a Aracely darlo.

Pedro Mendieta and Oscar Flores, of Muscatine Community College, pose with Dr. Marshall and two farm hands. The students are completing this internship as part of their academic program.

HONDURAN STUDENTS AT FERRIS STATE DISPLAY COUNTRY AT INTERNATIONAL FESTIVAL

by Carol Zavala, Adolfina Caballero, Elizabeth Morales and Ramon Betancourth

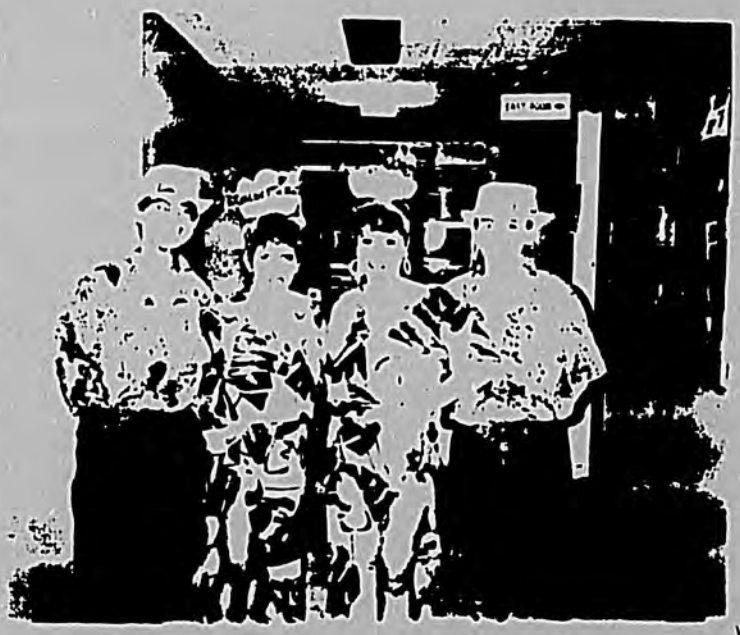
On April 8, the international program at Ferris State University organized an International Festival, where people from different countries around the world showed something from their own countries and their own cultures.

Carol Zavala, Adolfina Caballero, Elizabeth Morales, and Ramon Betancourth took part in this important event. We had the opportunity to share with the people something of Honduran culture through videos, posters, and most importantly, the beautiful handmade souveneirs which were the main point of attraction among North Americans, Europeans, Africans, and Asians who were present.

The most rewarding part of our participation in that festival was the recognition we received from different people who really appreciated our display of Honduras.

Experience America: "The Cultural Day" by Rosa L. Flores

April 19th was a big day for the international students at Wartburg College. On this day, we celebrated the "cultural day" which gave the international students the opportunity to represent their culture and to demonstrate their talents. We, the Hondurans, Celeste, Orlando, Hector and Rosa presented the typical dance, "La Tusa", which was enjoyed by the audience. This was not enough though! We also presented a tropical dance- Merengue! You Bet! in choreography and tropical outfits. It was terrific! People's comment was not, -"It was nice guys", but- "It was marvelous; it was great; it was fantastic." It certainly was. You better believe it. We ourselves were amazed! We were asked to do it again.



8 from Cooperative News International, Volume 2, #2, 1989, published by the Agricultural Development Cooperative International...

Rice mill spells economic success for Honduran cooperative

by Michael P. Skelly

The road from El Progreso to Morazán winds its way through mountains and the Oloman and Cataguana valleys, some of the most fertile lands in Honduras, the second poorest country in the Western Hemisphere. Although the land is excellent, these valleys have only recently begun to give up their riches to the area's poor farmers. The lack of access to markets, poor transport, and the tradition of subsistence agriculture imposed by the area's isolation effectively kept remote the possibilities for economic development.

In 1984, a group of directors from ACDI's board traveled this road, dusty and riddled with potholes, to visit the newly formed cooperative "20 de Marzo," named for its formation date in 1982. Organized with the help of ACDI and the Agency for International Development, 20 de Marzo was formed by 152 farmers who hoped to stabilize local input and grain prices by forming their own business. The first years of the cooperative were not easy ones, as the fledgling organization struggled to define itself and seek out profitable market opportunities.

When the ACDI board delegation visited in 1984, the co-op was processing members' corn, beans, coffee and rice. Although rice was not the cooperative's principal product until 1986, it had learned that selling hulled rice to local middlemen was not the final answer to its marketing problems. During discussions with members of the delegation, it was suggested by several that a rice mill might prove the key to obtaining a solid foothold in the local rice market.

U.S. Cooperatives Fund Rice Mill

20 de Marzo completed a detailed feasibility study and submitted it to ACDI's board. After careful analysis, ACDI member cooperatives including Cenex, Land O'Lakes, and the Farm Credit Banks of St. Paul, as well as various individuals, agreed to contribute over $20,000, nearly the total cost, toward the purchase of the mill.

"The rice mill has been the jumping-off point for the development of our cooperative," says Rosalio Urquidia, manager of 20 de Marzo since 1985. "It has been a tough process. In 1986, the first year of

by Michael Skelly

20 de Marzo general manager Rosalio Urquidia with ACDI-donated rice mill and grader.

the mill's operation, we processed only 1,000 hundred-weight sacks." The mill's capacity is 10 sacks an hour. "We hope to increase our production to 55,000 sacks of hulled rice, though it will mean running the mill 24 hours a day."

Hector Moreira, the head of the cooperative's rice processing unit, has been there every step of the way. "I learned how to operate the mill purely by practice," he says, breaking into an easy smile that betrays his sure knowledge of the rice milling process. "We have to be very careful to produce the highest quality rice, because that's what the market demands."

Responding to market requirements has been a slow but educational process for the cooperative. "The first few bags were rather yellow. ACDI's adviser to 20 de Marzo at that time tried to sell a few bags to small local groceries, but they didn't go over too well," recalls Urquidia. Improvements in the drying process corrected the problem, and, in 1987, the cooperative was able to introduce its own brands "Morazán," named for Francisco Morazán, a Central American independence leader, and "Zorzal," named for a local bird with a distinctive song.

Morazán and Zorzal brands are so popular that the cooperative must carefully gauge sales to keep all of its customers well supplied. "We even had the problem of middlemen buying our rice and selling it under our own label," laughed Urquidia.

A new U.S. Agency for International Development-funded project, which is administered by the Financial Development Fund (FDF), aims to strengthen the management and commercial viability of agricultural cooperatives and credit unions in Honduras. Through FDF, the cooperative is receiving technical assistance from ACDI adviser Guillermo Alvarado-Greenwood. His efforts have focused on helping the cooperative to better understand its current market, financial and management position, consolidate the successes it has achieved in recent years, define its strategic mission, and execute its ambitious development plans.

Rice sales will account for 85 percent of 20 de Marzo's crop sales this year, and the co-op's development plan calls for it to play an even more important role in the future. "20 de Marzo's meteoric growth from almost no rice in 1985 to nearly $1 million in 1988, and a realistic projection of $2 million in 1989, is due in very large measure to the impetus provided by the ACDI-donated rice mill," said Alvarado-Greenwood. The co-op hopes to receive market-rate financing from FDF to purchase a two-ton rice mill to keep up with the rising volume.

20 de Marzo's long-term development plans contemplate a joint venture with other rice cooperatives to mount a rice parboiling plant. Currently there is no such facility in Honduras. With this project and others, there exist many open windows of market opportunities for the co-op's farmers.

Commenting on 20 de Marzo's significance both locally and nationally, Alvarado-Greenwood said: "It's important to realize the impact a successful cooperative like this can have. 20 de Marzo is the largest employer in the area. Honduras currently consumes more rice than it produces," he adds, "so we're not only helping the development of the co-op and the surrounding

continued on page 9

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Rice mill continued from page 8

area, but we're helping Honduras solve its acute foreign exchange situation."

The road to Morazán was paved in 1986 and is now among the best highways in Honduras, providing the area's agricultural producers with easy access to markets on the country's northern coast. Along this road stands a simple but functional cinder-block building, some five times the size it was when members of ACDI's board of directors visited in 1984. Although 20 de Marzo will undoubtedly face new and complex problems in the future, the combination of sound management, timely technical assistance, improved economic structure, and critical capital inputs has placed it in an excellent position to serve as a cornerstone of its region's economic development. ¶

Michael P. Skelly is associate project officer for the Latin America region, ACDI/Washington

[illegible] from Honduras and Japan native Hiroko Shigenari paint greetings [illegible] on a banner Wednesday night for the international festival. [illegible]

LEARNING TO BRING HOME THE BACON - Pilar Casildo, 25, is working on the swine farm of Quentin, Russell and Bryan Roosevelt. Casildo, one of six children in his family, is the first to enter the field of agriculture.

Miguel Vasquez has sent the Vinculo his view of agriculture in the Mid-west, which he wrote after discussing the issue of farm income reductions with several Illinois farmers.

Faced with a Federal administration imperative to cut farm program spending, lawmakers and bureaucrats are looking for an approach that will achieve cost savings with minimal impact on farm income. Congress won't make any choices until the fiscal 1990 budget package is wrapped up later this year. One plan that would force producers to draw more of their income from the market and less from the government has worried many Illinois farmers.

Growth in U.S. exports in the 1990's will depend to a great extent on the economic strength and living standards in third world countries. They will become a key factor in the future health of U.S. agriculture. Food demand in the U.S. and other developed countries is likely to remain static; therefore, if there is any growth it must come from markets that are not already too well-fed.

I think as developing countries move forward, they will be looking to improve their standard of living and especially their diet. It is important that the U.S. develop and expand on a reputation as a reliable supplier of high-quality agricultural products needed to develop new markets to satisfy specific foreign demands.

by: Miguel Vasquez

And from the Argus Rock Island Newspaper...

Some Q-C students are LONG way from home

Language a challenge for her

Christina Fuentes, 18, a freshman at Augustana College, Rock Island, is a native of Honduras. She is studying computer science.

Although she speaks English, she said the language still will be a challenge.

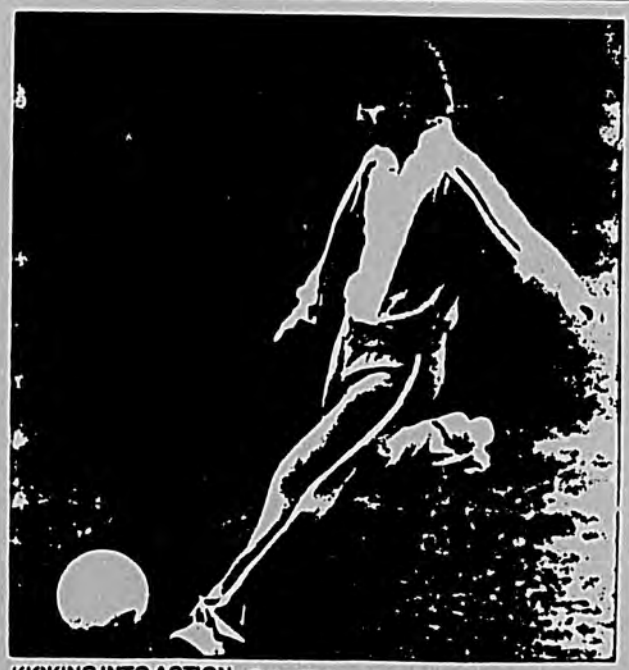
"I'm going to have to become accustomed to classes (that are conducted) in English, which in this case is my second language," she said. "There is no time to think in Spanish. I know I am missing some words, but I am getting the main idea. If I lose too many words, I will have to consult the instructor after class."

Campus fashions provided no culture shock for the young woman. "The clothes I see the students wearing are like the clothes the young people wear in my country," she said.

In Honduras, she lives in the capital city, Tegucigalpa, with her mother, stepfather, two sisters and one brother. "In my country, children are more dependent on their parents than American children," she said. "Mostly, we live in our parents' house until we are married."

Ms. Fuentes' arrival in Rock Island was preceded by a short stay in Iowa City, where she and fellow Honduran student Sagrario Aceituno enrolled in a language study course at the University of Iowa.

Fang Su, left, and Christia Fuentes are two of the foreign students attending Quad-Cities schools. Ms. Su, 29, is a graduate student in the management generalist program at St. Ambrose University, Davenport. She comes from Haerbin, capital of Heilongjiang Province, the northernmost province in China. Her hometown is famous for its ice sculptures. Ms. Fuentes, 18, is a freshman at Augustana College, Rock Island, where she's studying computer science. She comes from the capital city of Honduras, Tegucigalpa. (Photos by Kevin Vrodik-Adams)



KICKING INTO ACTION...Carlos Martinez during practice Monday.

Sports Shorts

La U.P.R. se corona en la LAI

Por TONY LORENTI
Especial para El Nuevo Dia

LOS GALLITOS de la U.P.R. lograron el titulo máximo del Torneo de la Liga Atletica Universitaria, al vencer por segunda ocasion al fuerte conjunto de los Delfines del Sagrado Corazon, por el contundente marcador de 7 a 2, en húmedo encuentro jugado en el rectangulo futbolistico ponceñe.

++++++++++++++++++++++++++++

Descontaron para los Delfines, guiados por Albert Ramos y Alejandro De La Campa, Jose Antomatei de penal a los 41' y Oswaldo Claros a los 62'.

Comenzo el juego con cielo nublado, pero casi al inicio de la etapa de complemento llovio asiduamente, donde reaccionó el equipo del Sagrado Corazon, pero la diferencia inicial ya era amplia. La primera mitad finalizo 5 a 1.

++++++++++++++++++++++++++++

Los Gallitos fueron los campeones regulares, le siguieron USC y los Tarzanes del CAAM; estos dos oncenos jugaron la serie clasificatoria de 3 partidos, ganando 2 USC (2-6, 3-2 y 2-1). En el primer juego entre UPR y USC, gano el primero 4-0. En la USC brillaron el cuidavallas Burdiel, David "Pericles" Gonzalez y Oswaldo Claros posiblemente el mejor jugador de la serie.

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From The Prairie Post, Volume 8, #26, May 22, 1989...

Honduran WVC college students work for farmers in ag work-study program

By Kristina McKibben

Being a foreigner to any country is difficult. One must learn to speak a different language, learn new customs and answer countless questions, over and over again.

Three Wabash Valley College students, Miquel Vasquez, Pilar Casildo and Cesar Amchecta, all of Honduras, have been partucipatung in an agricultural intern work-study program.

Vasquez has been working with Doyle Hortin on his farm.

Casildo has been working on the farm of Quentin Roosevelt.

Amchecta worked with Mike Hortin and Frank Fieber.

Vasquez, 21, who is from Colon, Honduras, has been in the United States for almost a year.

He started working for Doyle Hortin on April 3.

Been in U.S. 2 years

Casildo, 25, from LaLima, Honduras, has been in the U.S. for 24 months.

He started working for Quentin, Russell and Bryan Roosevelt on April 10.

"I want to learn as much as I can about agriculture," stated Casildo.

He added that he is very anxious to learn.

Casildo, whose grandfather was a fisherman and whose father worked for Brand Banana Company, said that he will be the first one in his family to be in agriculture.

He has three sisters and two brothers.

Casildo plans to attend Southern Illinois University in the fall, to continue his education.

Amchecta, who has worked over 300 hours in the past two months, says, "I like working for one reason, experience."

Amchecta, who is thirty, has been living in the United States for about one year.

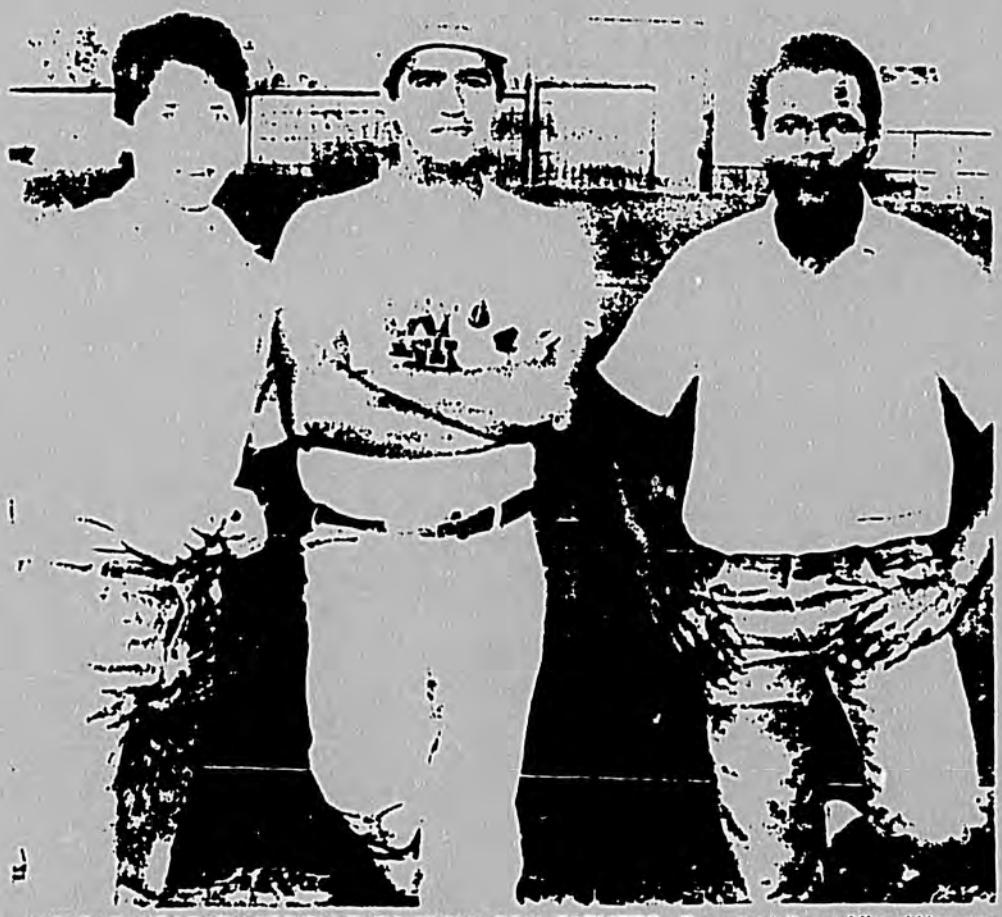
He worked on his father's farm in Ocotepeque, Honduras, for most of his life. He also worked as a teacher for one year and an accountant for three years.

He says he is in the agriculture program at the college because he plans to farm when he goes home to Honduras.

Amchecta says that the United states is a "great country to find what we are looking for to improve agriculture in Honduras."

He plans to attend one more year at WVC and then he will return to Honduras.

It is evident that these students want to learn as much as they can about the United States. However, many Americans still have questions about Honduras.



HONDURANS LEARN AGRICULTURE FROM LOCAL FARMERS - From the left, are Miquel Vasqes, Cesar Amchecta and Pilar Casildo, all of Honduras who are working on Edwards County farms through a work-study program of Wabash Valley College. Vasqes is working on the Doyle Hortin farm south of Albion, Amchecta with Mike Hortin on the Frank Fieber farm also south of Albion and Casildo with Quentin, Russell and Bryan Roosevelt on their swine farm near the Mt. Zion Church.

Gracias-Thank You-Gracias-Thank You-Gracias-Thank You-Gracias-Thank You

Thank you to the following people for their collaboration in the production of the Experience America presentation used during the orientation in Miami, Florida:

Mr. Kent Hawley, Mrs. Marilyn Jeffs, Omar Lopez, Sandra Rivas, Mrs. Jana Lyn Thompson, Nancy M. Wolfman

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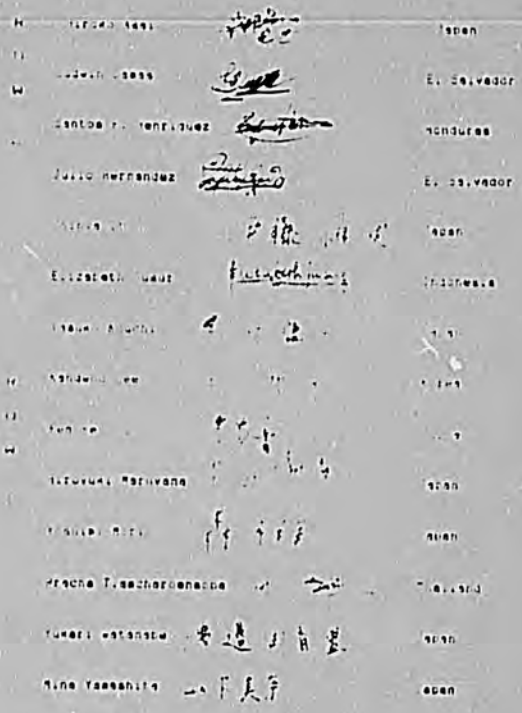

COLUMBUS, OHIO - 1988

People in 26 churches of Metro Columbus Baptist Association worked together to make FIH 1988 possible. They were assisted by the Associational Brotherhood, WMU and BSU, State Convention of Baptists in Ohio, International Visitor's Council, National Student Ministries of S.B.C., Christian Literature International, Pocket New Testament League, and Columbus Convention and Visitor's Bureau.

Lopez studies broadcasting

By Luis Posas

WVC has been chosen by the Central American Peace Scholarship Program (APS) as a center for the training of future Honduran professionals.

Pedras Amado Lopez, 24, from Choluteca, Honduras, is one of those students.

He is not just a regular student but is also an international correspondent for the television news program "Abriendo Brechas" hosted by the Honduran Rodrigo Wong Aguado.

Lopez has been enrolled in the broadcast program since Jan. 17 as a continuation of a program that he started in Daytona Beach. He plans to finish his program by May this year.

Concerning the program in which he is involved, he said, "I think it is a complete program. I am sure I have learned many things that I did not know before. I believe that not only have classes in a classroom, but also I have some practical experience on the air."

Lopez started as a sport commentator in the Mexican Radio station in his hometown when he was in the eighth grade.

"I always dreamed of becoming a journalist. It was a child. I used to stand in front of the mirror and act as a sport commentator," he said.

"I used to go to the stadium and sit close the journalists, observe them and think that one day I would become one of them," he added.

"I became a professional journalist after having studied for five years in the Universidad Nacional Autonoma de Honduras (UNAH), he continued.

When asked about the most important event that he has covered he replied, "It was a news program live from Guatemala through the American Radio Network. The presidents of the five nations that form Central America met in Esquipulas, Guatemala, to discuss the Esquipulas II peace talks agreement."

"From about 700 or 800 journalists, I was the only one who had the opportunity to interview each one of them, live," he added.

"I also had the opportunity to interview Secretary of the United Nations, Javier Perez de Cuellar; Secretary of the Organization of the American States, Joae Behena Suarez; a contra leader, Adolfo Calero; and the Former President of Ecuador, Leon Febres Cordero."

Lopez transmitted the most important daily news from his classroom in Mt. Carmel by telephone and sometimes mixed with images by satellite to his native country.

"The most important news that I have transmitted to my country was the election process, from the Democratic and Republican Convention through the presidential and vice presidential debates to the final election day," he said.

"On election day, I transmitted to Honduras for more than 30 minutes. I invited two local personalities to express their opinions Larry Reynolds, who has a masters in political science and Dr. Armando Calleiro."

"The last U.S. election was the first that Honduran people followed closely," he said.

He referred to the U.S. mass media as "One of the most important media in the world."

He says he bases his opinion on the fact that the U.S. mass media have better facilities to get the news first. Also it seems they can afford to send correspondents to many countries throughout the world.

When asked how his WVC studies are going to help him, he responded, "I think it will help me in many ways. In America, I have a new experience every day. I learn from every American I talk to, from books, from teachers and from television journalists.

"This will help me because I am going to put in practice the new methods that I have learned here," he said.

"I am very pleased with the job that I have done so far. I am pleased not only for my own goals but also for the contribution that I am doing for my country, a country that every day deserves the best," he concluded.

Pedras Amado Lopez, 24, is from Choluteca, Honduras. While studying at WVC he is also an international correspondent for the news program "Abriendo Brechas." His experience began in radio while he was only in the eighth grade. Lopez feels his education here will aid him in his future career as a broadcast journalist. He will only be at WVC through spring term.

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MARKETING & MEDIA

Univision Expansion Plan Is Under Way

Growth Is Fanned by Hispanic Population Explosion

CORPORATE FOCUS

By LAURA LANDRO
Staff Reporter of THE WALL STREET JOURNAL

NEW YORK—Hispanic audiences are about to get television shows modeled after such mainstream hits as The Oprah Winfrey Show, The People's Court, Star Search and Saturday Night Live, along with a glitzy quarterly magazine that aims to be the Spanish answer to People.

The Spanish media blitz is part of an ambitious expansion plan by **Univision Holdings** Inc., the largest Spanish-language network and television station group in the U.S. Univision, 80%-owned by **Hallmark** Inc., just spent $23 million to purchase its ninth TV station, in Phoenix Ariz.; it is considering buying three more stations, and plans to spend $45 million over the next three years to upgrade news and entertainment programming facilities in Miami and Los Angeles.

To oversee Univision's expansion, Hallmark late last year recruited J. William Grimes from his post as chief executive of ESPN Inc., where he was credited with building the sports channel into one of the most popular and successful cable networks. Mr. Grimes and his team at Univision are betting that higher-quality Spanish programming and other carefully targeted media properties such as magazines will help lure advertisers to the Hispanic market, which has close to 20 million people now; within two decades those ranks are expected to more than double, accounting for 42% of U.S. population growth.

William Grimes

But despite explosive population growth, Hispanic media outlets continue to be a tough sell. Advertisers spent only about $500 million in various Hispanic media last year—half of that on TV, primarily on Univision's network and on the one operated by its smaller rival, **Reliance Group Holdings** Inc.'s Telemundo Group. "Hispanics account for more than 8% of the population but less than 1% of the advertising revenue," notes Mr. Grimes. His task, he says, "is to take the Hispanic market story to the highest level of corporate America."

Univision's revenues, about $150 million in 1988, are up 24% so far this year, but Mr. Grimes says that the lack of sophisticated audience measurement techniques for Hispanic viewers remains a problem. As a result, Univision and Telemundo are working with rating services A.C. Nielsen Co. and Arbitron Inc. to come up with "people-meter" audience-measurement services for the Hispanic market like those now used for the three broadcast networks.

Univision and Telemundo are also working on joint marketing presentations to potential advertisers such as the auto industry, which don't spend much on Spanish television. Henry Silverman, Telemundo's president, says that while the two networks are "intensely competitive," they are working together because "we have concluded that the trick is to get increased media budgets in Spanish-language TV, and then we can fight like cats and dogs over who gets what piece of the pie." Telemundo currently garners less than one-third of the Hispanic viewers in the U.S., compared to Univision's more than two-thirds.

Roger Pisano, head of the largest Hispanic advertising agency, Siboney, notes that advertisers aren't yet convinced that the Hispanic audience has enough purchasing power or that different segments—such as women or young males—can be easily targeted. Mr. Pisano adds that much of the entertainment programming aimed at Hispanics tends to be imported from Mexico and South America, and isn't always of the quality that U.S. advertisers expect.

But Mr. Pisano and other advertisers who have seen some of Univision's new programming say the network is moving fast to allay such concerns. "They are developing better quality Spanish programming to keep the Spanish viewer tuned in and to win back those Spanish viewers that defected to regular English TV because of the better quality of programming," says Filiberto Fernandez, who oversees Hispanic marketing for Polaroid Corp. That, in turn, will lure more U.S. advertisers, Mr. Fernandez predicts.

While Univision is increasing its local Hispanic newscasts and stepping up its budget for news programs in general, the network's biggest push over the next year will be in entertainment programming. "We're going to make programming that looks like what you see on the networks, only in Spanish," promises Mr. Grimes. The executive says Univision has discovered "the Hispanic answer to Oprah Winfrey" in Cristina Saralegui, now editor of the Spanish edition of Cosmopolitan magazine. She will host a talk show in Spanish modeled after such popular talk shows as Ms. Winfrey's and Phil Donahue's.

Univision is also producing El Juez—The Judge—a knockoff of The People's Court, and a comedy show modeled after NBC's Saturday Night Live, starring Paul Rodriguez, a popular Hispanic-American comedian. A children's show is in the works, as is a talent show, Star Dream, modeled after the popular Star Search. With promoter Don King, Univision plans to produce a series of boxing matches with Hispanic fighters. And with Billboard magazine, it plans a Latin American music awards program.

To help promote Univision's new programs, Univision has teamed up with Time Inc.'s 50%-owned Whittle Communications, which specializes in media for precisely targeted audiences. Whittle will produce a Hispanic women's magazine—to be distributed to 10,500 locations such as beauty parlors and doctors' offices—that will include ads for Univision programs; Univision in turn will run commercials for the magazine's advertisers.

Univision also plans to launch in September a quarterly controlled circulation magazine called "Ahora," which in Spanish means "Now." The magazine, which will feature profiles, lifestyle articles and features on sports and entertainment, will be mailed free to 500,000 subscribers solicited via on-air commercials, special coupons and event promotions.

Mr. Grimes says Univision's aim is to create media for Hispanics that "respond to a new U.S experience, but not at the expense of dismissing the emotional bond to countries of origin." While the format of the TV programs will be "essentially American," he adds, it must appeal to a diverse audience that ranges from second-generation and third-generation Hispanics to recent arrivals. "We're not interested in reinventing TV, but we do have the key to the most exciting growth market in the country," he says.

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Recetas Para:

El día de la independencia: 4 de julio

El 4 de julio de 1776, se firmó la Declaración de la Independencia. El Día de la Independencia es uno de los días festivos más importantes. Es el natalicio de los Estados Unidos.

Celebramos este día de festivo con desfiles, banderas, música, barbacoas, y fuegos artificiales. Les damos a Uds. recetas para hacer comida para su propia barbacoa. Estas recetas son las favoritas de nuestro personal de CAPS/Washington. ¡Buen provecho!

Hamburgers (contributed by Scott Goldman)

1½ pounds lean ground beef
1 large egg
cornflakes or bread crumbs
½ cup of ketchup
2 tablespoons salt and pepper

Place ground beef in a mixing bowl. Add the eggs, two handfuls of crushed corn flakes or bread crumbs, ketchup, salt and pepper. Mix up ingredients with your hands until well mixed. Form patties (make them a good size). Broil on charcoal or gas grill.

Potato Salad (contributed by Mada McGill)

8 medium size potatoes
1 cup chopped parsley
1 cup sour cream
1½ cups mayonnaise
2 chopped onions

Boil potatoes until tender and then cut into bite size pieces. Sprinkle them with salt. Mix sour cream and mayonnaise for salad dressing. Mix all ingredients in large bowl. You may add chopped celery and cucumbers if you like.

Guacamole (contributed by Rosibel Reyes)
Serving for 6 people

4 ripe avocados
3 tomatoes
4 eggs
1 onion
Salt and pepper as desired
Italian salad dressing or vinegar, oil and garlic

Boil eggs for 8-10 minutes. Cut boiled eggs, tomatoes and avocados in cubes. Mix eggs, tomatoes and avocados with salt and pepper. Add Italian dressing or if preferred, mix vinegar, oil and chopped garlic

It is best to prepare this dish 10 minutes or less before serving because avocados tend to turn dark once they have been cut.

Barbecue sauce (contributed by Erin Dusch)
Makes about 2 cups

Boil 1 chicken bouillon cube in ½ cup of water
1 cup of ketchup
1 tablespoon lemon juice
1½ teaspoon of curry powder
1 teaspoon of pepper

Stir together and pour over chicken. (This barbecue sauce goes best with chicken, but you can use pork or beef, too.) If you are cooking on the grill, you may need to add some water to the chicken once it has begun to cook in order to keep the meat from becoming too dry.

Sun tea (contributed by Nancy Wolfman)

large jar (1 quart)
3-5 teabags (depending on how strong you want your tea)
2 lemons
sugar (if desired)
icecubes
water

Fill jar with water. Slice lemons. Add teabags, lemon (and sugar if desired). Set the jar outside in direct sunlight until the tea becomes the strength that you want. Take out the teabags. Add icecubes and serve.

Spiced Granola (contributed by Micha Morris)

4 cups old fashion or quick oats
1 can (4 ounces) of shredded coconut
½ cup of sesame seeds
½ cup of sunflower seeds
½ cup of toasted wheat
1½ teaspoon of ground cinnamon
1 teaspoon of ground nutmeg
½ cup of honey
½ cup of oil
1 cup dark raisins

Combine: Oats, coconut, sesam sunflower seeds, wheat germ, cinnamo and nutmeg in large bow.. Add: Hone and oil to above ingredients. Mix we Pour into 2 jelly roll pans and bake in preheated oven at 350 degrees unt golden. (approximately 18 minutes) St occasionally. Cool and crumble. Stir raisins.

Store in a tightly covered container the refrigerator.

S'mores (contributed by Susan Epstein)

Graham crackers
Hershey chocolate bars (without almonds)
marshmallows

Toast marshmallows over the coals from your barbecue until golden brown. Sp a granam cracker and a Hersh chocolate bar to make two halves. Mak a sandwich by using the graham cracke as the "bread" and the chocolate as the "cheese". Place a toasted marshmallow between the 2 pieces of chocolate bar This is a S'more!

PROYECTO CENTRO AMERICA DE BECAS PARA LA PAZ (CAPS)
HONDURAS

Agencia para el Desarrollo Internacional
Washington, D.C.

VINCULO HONDUREÑO-AMERICANO

Academia para el Desarrollo Educativo
AED
División Internacional

SEPTIEMBRE 1989 No. 15

CAPS/Honduras Staff Changes

As you know from the CAPS/Honduras monthly information memos, our staff has gained three new and enthusiastic members this past summer: Monique Turner, Program Specialist, and Vicki Garcia, Project Secretary, in our Washington office, and Corina Rivas Donaire, AED/Honduras Secretary. We're very glad to have Monique, Vicki and Corina on board!

At the same time, we are sorry to see Scott Goldman, CAPS/Honduras Placement Specialist, and Erin Dusch, our previous CAPS/Honduras Project Secretary, leave the project this summer. We would like to take this opportunity to thank them for all their hard work and the dedication they showed to the scholars, and to wish them good luck for the future.

The following is a note from Erin to the scholars:

"Many of you already know that September 8, 1989, was my last day with the CAPS/Honduras project. I have received a Rotary scholarship to continue my studies, and I will be going to Buenos Aires, Argentina, for ten months to work on my Master's degree. I have enjoyed working with all of you throughout the past year. We went through a lot together: visa problems and insurance crises! I hope that I was able to help you smooth over some of these situations. Your phone calls weren't all problems, and I send a special thank you to those who called me just to say hello. You brightened many afternoons! Good luck to all of you!"

(Letters to CAPS staff will be forwarded to them if you write!)

Indice

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Pg.3: CAPS Birthdays, Campus visits, New Project Secretary

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Pg.6: Literary "CAPS"ule

Pg.7: Harvest Holidays

Pg.8: Avisos Importantes, Recetas, CAPS Distribution Map

Pg.9: An Apple a Day

Pgs.10-11: Congratulations!!!!

Pg.12: Noticias de todas partes

Nuevo video en la biblioteca "CAPS"

Muchas gracias a Oswaldo Munguia, New Hampshire College, por haber contribuido un nuevo video a nuestra bibloteca Hondureña. El video se llama "El Dilema de la Biosfera Río Plátano" y la narracion está en inglés.

El video se trata de un grupo de científicos que van de expedición por la Biosfera para investigar la situación de ella y de la fauna allí. Después de la expedición los científicos dan ejemplos de como sería posible guardar y proteger la biosfera antes de que se destruya del todo.

Si quiere pedir prestado este video, llame por favor a Rosibel Reyes, AED/Washington. Tenemos cuatro copias del video que les podríamos prestar.

Baseball: The Great American Pasttime

by Scott Goldman and Michael Morris

As the summer season comes to a close, so too does the Major League Baseball Season. Baseball, known as the "Great American Pastime" is a game that is as much a part of American popular culture as are hotdogs and apple pie. Baseball is followed and enjoyed by millions of Americans and its impact on our society is very significant.

October is important for baseball because it marks the end of seasonal play and the start of divisional playoffs, which culminate with the World Series. The World Series pits the champion of the American League against the champion of the National League. The winning team of that seven game series is crowned the World Champion and the players are greeted as heros to huge parades in the city where they play.

Even though we consider baseball to be a truly American game, it is actually very much an international game. For instance, baseball will be an official sport at the 1992 Summer Olympic Games in Barcelona, Spain.

Many Latin American players have become outstanding players in the Major Leagues. Here are a few current players listed by country and team:

Dominican Republic

Pedro Guerrero	St. Louis Cardinals
Juan Samuel	New York Mets
Tony Fernandez	Toronto Blue Jays
Ruben Sierra	Texas Rangers

Puerto Rico

Jose Oquendo	St. Louis Cardinals

Nicaragua

Dennis Martinez	Montreal Expos

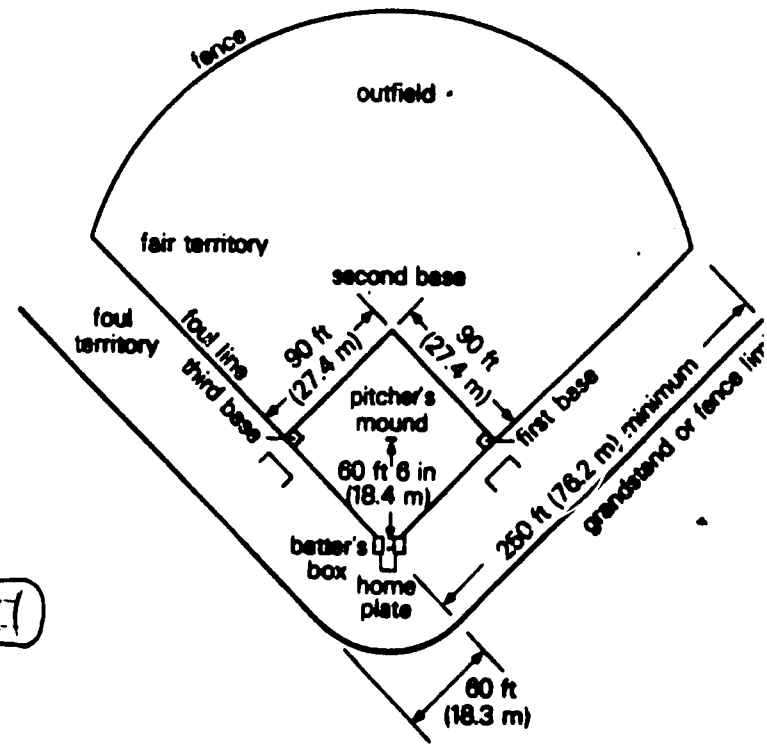
Venezuela

Rafael Ramirez	Houston Astros

Baseball is a nine-a-side bat and ball game that is played primarily in the U.S., Japan and Latin America. The object of each team when they are batting is to score as many runs as possible; and while fielding to prevent the other team from scoring. The team with the highest score wins. A team bats until three players are out; one turn at bat for both teams constitutes an inning. There are usually nine innings in a game. The pitcher, standing at the pitcher's mound, throws the ball to the batter, standing at home plate, who tries to hit it in fair territory and run. He scores a home run by making a complete circuit of the bases, (first, second, third, and home.) A player may strike out, (if he misses the ball in each of three attempts), be caught out, tagged out, or be put out by being hit by a batted ball while running.

A batter may advance or gain a walk to first base if the pitcher fails to throw the ball in an established area over home plate. Four balls thrown by the pitcher result in a walk. The diagram below shows the dimensions of the field in which the game of baseball is played.

Hope you enjoy the World Series games on television!!!



BASEBALL *The dimensions of the field.*

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"Happy birthday to you" "Happy birthday to you" "Happy birthday CAPS scholars" "Happy birthday to you"

The CAPS/Honduras staff would like to send special birthday wishes to all those who "cumplen años" in the months of September, October, and November. We wish each one of you the very best as you celebrate your birthday here in the U.S. The "birthday boys and girls" for September, October and November are:

September

Oswaldo Claros 9/1
Rodolfo Ruiz 9/3
Douglas Martinez 9/4
Tulio Tercero 9/5
Nelson Quiroz 9/6
Pedro Torres 9/9
Jose Majano 9/9
Carlos Molinero 9/10
Jose Zuniga 9/10
German Pacheco 9/13
Pedro Mencieta 9/14
Emilia Tronconi 9/15
Lorena Osorio 9/15
Angel Ortiz 9/16
Miriam Fernandez 9/16
Feliz Maldonado 9/21
Rony Carrillo 9/23
Janeth Ferrufino 9/24
Irma Molina 9/24
Ana Maria Gonzales 9/25
Herbert Lopez 9/25
Hector Chacon 9/26
Nila Mecina 9/27
Miguel Vasquez 9/28
Carmen Urbina 9/30

October

Orlando Valladares 10/1
Ana Urquia 10/2
Rigoberto Sierra 10/4
Carlos Salgaco 10/6
Cristina Fuentes 10/6
Karla Orconez 10/7
Ana Chavarria 10/8
Aracely Galo 10/9
Alba Hernancez 10/11
Luis Cacho 10/11
Glady Pino 10/11
Mario Guity 10/13
Florentino Gamboa 10/16
Jose Batres 10/16
Diego Rios 10/20
Terencio Garcia 10/21
Juan Colindres 10/23
Brenda Martinez 10/23
Rafael Chavez 10/25
Adolfo Vargas 10/27
Salvador Vitanza 10/27
Glenda Lizardo 10/27
Iris Pinto 10/27
Ligia Lanza 10/31
Gloria Ferrera 10/31

November

Ramon Bethancourt 11/1
Mario Mayes 11/2
Marta Perlta 11/3
Jorge Duenas 11/3
Orlando Calderon 11/4
Carlota Portillo 11/4
Leonel Portillo 11/5
Oscar Rivera 11/7
Maribel Maradiaga 11/7
Juvenal Acosta 11/9
Raul Leitzelar 11/9
Jose Foster 11/10
Thelma Wood 11/11
Douglas Carcamo 11/11
Maria Inez Mencoza 11/12
Tomas Narvaez 11/15
Saavedra Floriano 11/17
Patricia Guzman 11/18
Sonia Hernandez 11/19
Ramon Osorio 11/20
Francisco Orellana 11/21
Claudia Vasquez 11/25
Karla Lopez 11/26
Gladys Mayorga 11/27
Douglas Amador 11/28
Betulio Dominguez 11/29
Andres Griffin 11/29
Legni Amaya 11/30

Upcoming Campus Visits

In Fall 1989, Monique Turner, Nancy Wolfman and Susan Epstein will be visiting academic institutions in the following states:

Alabama (South), Florida, Idaho, Illinois (Southeast), Indiana, Kansas, Kentucky (East), Michigan, Missoui, Oklahoma, Tennessee (East), Vermont, and Virginia.

Call your program specialist to find out when she will be at your college or university! If your state or area is not listed, your program specialist will visit in Spring 1990.

Hi! My name is Vicki Garcia. I'm the new project secretary for the CAPS/Honduras project. I am from Florida, and received a Bachelor's degree in international studies last May from The American University in Washington DC. I'm very excited about working for the Academy, and look forward to getting to know everyone in CAPS and AED.

CAPS: Construyendo en America

Mayes Takes Second Place

This past spring, Mario Mayes participated in the 1989 Little American Royal at Kansas State University. The Little American Royal, an annual event, is a cattle competition presented by Kansas State students, utilizing university livestock. Mario competed in cairy cattle showmanship and placed 2nd in his class. "Udderly" fantastic, Mario!

THE CHALLENGER

SEPTEMBER, 1989

FRIEND FAMILIES
A Ministry of the PBA

Ana Urquia, from Honduras in Central America, is a NC A & T student majoring in child development and nutrition. She is a friend of Harvey and Martha Pearman, members of Lawndale Baptist Church, through the Friend Family program of the Piedmont Baptist Association. Recently we had a conversation in which she gave me some insight into her special relationship with the Pearmans. The following are some of her thoughts.

"I met the Pearmans during my freshman year, two months after arriving in Greensboro. Mrs. Pearman came to my house and invited me to their house for Halloween. I didn't know what it was or how it was celebrated. She explained it to me and that was one of my first contacts with American Culture."

"Later I was invited for Thanksgiving dinner. The whole family made me feel a part. That is when I began to feel close to the Pearmans. A friend from my country had left and gone home because he couldn't adjust and I had thought of doing the same. The Pearmans have been my support when I was lonely or homesick. Their house has been my own."

"Also I've enjoyed spending time with their children and grandchildren making pinatas and reading stories. Child development and nutrituion is my major. Also I've made food from my home country. The spicy food was a new experience for them. Now the children and grandchildren know more about geography and are more interested in the news because they met me."

I asked if she had heard of Baptists before coming the United States.

"Never. Never had I heard of Baptists, and I did not have a good impression of Protestants. I'm Catholic and in my country there are few Protestants. Through my Friend Family I have felt more the love of Jesus. It's different here. In my church we don't interact with each other; but in the Baptist church here people interact. It's helped expand my knowledge of faith. When I go home I will look for Baptists."

"I was surprised that my Friend Family accepted me the way that I am. Also they have Muslim, Buddhist, and other Catholic student friends. They just show the love of Jesus through themselves. They've shown us that God loves us no matter who we are. They are open and respectful of our faiths. For example, with a Muslim friend they asked what foods he did not eat because of his religion. This has changed my Muslim friend's idea of Christians 100%. He thinks very differently. I've learned so much through my American Friend Family."

Ana added that the PBA sponsored events are not only an opportunity for Internationals to meet Americans but also a chance for Internationals to be with other Internationals. Studies often don't allow for time to get together and relax. As well as helping to know American food and culture, the Internationals learn about other cultures through the special demonstrations and entertainment provided by Internationals themselves.

Ana concluded our conversation by extending an invitation to PBA friends to her coronation as queen of the NC A & T International Student Association on October 3. This is a small indication of her warmth and outgoing personality.

Scott Wright, International Student Coordinator 370-0859 or 334-5149

Puentes de Simpatia

New CAPS Scholars Spring into Action

This past summer, many of the new CAPS scholars were taking intensive English classes so that they would be better prepared for their academic studies in the Fall. While lessons in the classroom provided an opportunity to strengthen the students' English skills, social activities outside the classroom provided a different type of educational experience.

Patricia Guzman, Gina Molina, Luis Ochoa, Gregorio Zelaya, Saavedra Floriano, Karla Lezama, Reina Lovo, Karla Ordonez, and Mary Sorto were studying in the Intensive English Program (I.E.P.) at Pittsburg State University in Iola, Kansas, where they became friends with other international students from such countries as Japan, Colombia, Saudi Arabia, and Iran. The CAPS scholars were not only able to learn about American and foreign cultures, but teach their classmates about Honduran customs as well. The memories of the good times shared over the summer were remembered in a the I.E.P. Summer 1989 "scrapbook" put together by the teachers and students at the Intensive English Program.

At the University of Arizona in Tuscon, Arizona CAPS/Honduras scholars Rosa Vega, Dora Guillen, and Carlota Portillo participated in the "International Night" cermonies held at the school on July 26, 1989. The girls performed a variety of Latin American folkdances with their ESL classmates. In addition, the girls set up display featuring typical handicrafts of Honduras.

WINDOWS ON THE WORLD

Cristina Fuentes

Windows on the world was done during international week at Augustana College. We showed a video and talked about Honduras and its current situation (economy, politics, education). We decorated the room with posters, post cards, the folklore dress, national coins and bills, and some materials on tourism. The most difficult part of all of this was when we were trying to decide what to cook for them. We didn't cook our typical food. We decided to cook rice with chicken in the Honduran style.

In the same week, we were in an international fashion show. We showed our different typical dresses to everyone there in a high school. We're trying to show our culture every moment!

Literary "CAPS"ule

DON'T QUIT

When things go wrong as they sometimes will,
When the road you are trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest, if you must-- but DON'T YOU QUIT.

Life is quick with its twists and turns,
As everyone of us sometimes learns,
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow--
You might succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man.
Often the struggler has given up
When he might have captured the victor's cup.
And he learned too late, when the
Night slipped down,
How close he was to the golden crown.

Success is failure turned inside out--
The silver tint of the clouds of doubt--
And you never can tell how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit--
It's when things seem worst that you
MUSTN'T QUIT.

(David Aguilar sent us this "pensamiento" and he thought it might be an inspiration for the new school year.)

Thanks, David!

AS IT IS
by Maria Rodriguez

In this section of time we live:
A span, an era, a generation,
Time stands still for no one;
And offers no extra presentation.

Time is a commodity with
relentless demands;
One must eat, sleep and work;
While play understands;

Who decides how many hours
Are held within a day?
I wasn't contacted for my opinion
to submit my say.

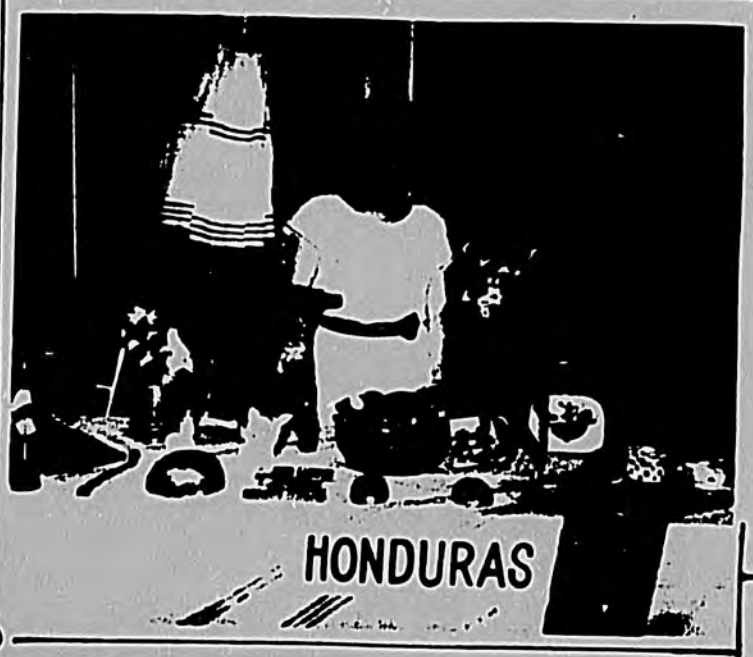
One can buy, save or give time;
in as many forms.
Eight for sleep, eight for work, eight for choice;
When, who decided the norms?

Spend it well...waste it not;
As if it were something to hold.
Not solid, not liquid...without form;
Unable to sense. Is it hot? Is it cold?

I've never seen time to touch.
To hold it or bottle it to sell,
But notice, how we say so often;
give it a little time to tell.

Cut your time in half,
by doing thus and so
As if one could add a second
To run against the impossible foe.

Time is the enemy of life;
We earnestly try to beat it.
Yet, no one has offered a plan;
Which hasn't met with defeat.



In addition to writing poetry, Naty has had time to participate in many campus activities. Here she appears at an ethnic festival on campus, where the international students, hispanics and other language clubs get together every year.

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Harvest Holidays: An American Tradition

by: Monique Turner

Columbus Day is the day we in the United States celebrate Christopher Columbus' discovery of the New World in 1492. Some celebrations, such as Columbus Day parades, are held in the United States, but for the most part, Americans do not celebrate Columbus Day because it is not a national holiday. This means that not everyone has the day off from work on this day. (The CAPS/Honduras staff has to work, for example!) On the other hand, most public schools, government offices, and banks are closed in recognition of this holiday.

Department stores also offer very good sales during Columbus Day weekend, particularly on Fall and Winter clothing. One can buy very nice, but inexpensive, gifts for special people during this time. This is great for the CAPS/Honduras staff because now we know that our students can buy our **Christmas presents** early in October. ¡Qué los busquen bien!

The term Halloween comes from "holy" or "hallowed" evening. It refers to the night before All Saints Day (El Día de los Santos). Historically, Halloween involved pagan rituals, such as building fires to keep the evil spirits away from saints on their holiday. Anything associated with religious superstitions, witches, ghosts, and goblins was seen as part of the Halloween celebration. People would often play tricks on one another, and tell scary stories commonly referred to as "ghost stories".

Today, Halloween is more of a celebration for children, although many adults often celebrate with costume parties. On Halloween night, children dress up in costumes and knock on their neighbors' door to receive little gifts like candy or fruit. When their neighbors open their door, the children shout "Trick or Treat", and are given some type of treat or "goodie".

Many families put Halloween decorations on their front door or sometimes, if the families have little children, in their homes. Americans often make Jack O' Lanterns for Halloween. This is done by taking out the inside filling of a pumpkin and cutting out the front of the pumpkin shell to look like a human face. Many times people will put a candle inside the pumpkin, so that the face gives a scary or "spooky" appearance.

Adults also celebrate Halloween by going to private Halloween parties or celebrations in local dance clubs. In a section of Washington, D.C called Georgetown, people, dressed in Halloween costumes, fill the streets to show off their creative designs. Across the U.S. one can find numerous functions that take place on Halloween. University parties, local dances sponsored by community organizations, and much much more will most likely be part of the festivities in your town. If you wish to partake in the Halloween celebrations, you should check in your campus and community newspaper for any special announcements. CAPS/Honduras would like to hear all about your Halloween adventures, so please take lots of pictures and send them to us. Happy haunting!

Thanksgiving is probably the most typical holiday in the United States, outside of the 4th of July. It is seen as the day Americans give thanks to God for all that He has given throughout the past year. Thanksgiving, which is always a Thursday, falls this year on November 23rd.

The history behind Thanksgiving dates back to 1620 in the New England colony of Plymouth, Massachuesetts. A year before this date, the Pilgrims immigrated from England, seeking a better life in the New World. There, in the coastal town of Plymouth, the Pilgrims established their new colony. Unfortunately, the Pilgrims suffered a very harsh winter and many of their countrymen died of starvation, disease and illness.

By the end of the next Fall harvest, however, the colony had survived all its previous misfortune. The Pilgrims and the Indians of Plymouth believed that their survival was a blessing from God. They decided to rejoice by partaking in a great feast and week-long celebration.

Today, Thanksgiving is still the day that we give thanks to God, but is seen as more of a family celebration, where family members reunite for a big Thanksgiving dinner. People typically eat turkey with gravy, stuffing, sweet potatoes, cranberry sauce, vegetable dishes, and pumpkin pie. Ethnic groups in the U.S. also add their special dishes to the traditional menu: collard greens, pasta, sauerkraut, rice and beans, matzah ball soup, flan, sweet potato pie, or variations in spices in the traditional foods. Most people in the United States have the Friday after Thanksgiving off from work and school. This is so we can rest our stomachs after eating so much food the night before!

Avisos Importantes

Aviso de la Embajada Hondureña aquí en Washington: Para cada hondureño estando ausente del país en el día de elecciones nacionales, no puede votar, ya que en la constitución hondureña no hay estipulación para ello.

La Tribuna Viernes 25 de agosto de 1989

PROYECTO CAPS/USAID/HOND.

LA ACADEMIA PARA EL DESARROLLO EDUCATIVO (AED) comunica a los ex becarios y familiares de los becarios que las oficinas del proyecto han sido trasladadas al 5o. piso del EDIFICIO SIMON, Bvd. Suyapa Tegucigalpa-Tel. 31-43-03. Asimismo informa al publico en general que el PROYECTO CAPS/USAID/HOND. ha finalizado su primera etapa de aprobación de becas a los ESTADOS UNIDOS.

Recetas

Fried Bananas
by Melba Arzu

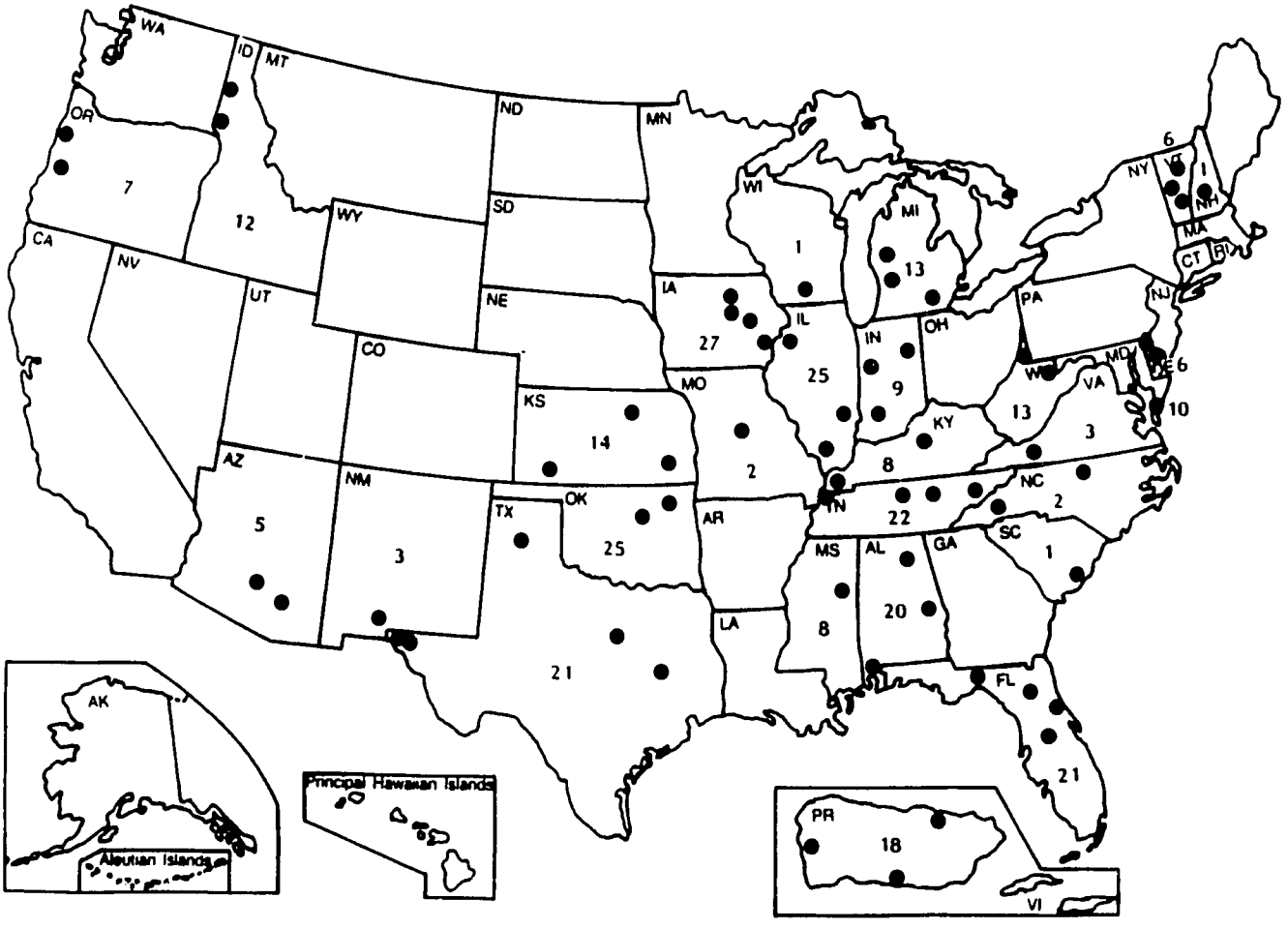
Ingredients:

6 yellow bananas
½ cup of sugar
½ teaspoon of salt
1 tablespoon of vanilla
2½ cups of flour
½ pint of milk
hot oil for cooking

Mush bananas until they are soupy and have n lumps in them. Add the flour slowly and stir a you add it. Beat the flour and banana vigorously for one minute. Slowly add the mil 1 cup at a time until you feel the mixtur turning from firm to thin. Add the sug: an stir it into the mixture. Add salt. A : th vanilla and mix well.

To cook: Use a soup spoon to drop the mixtur into the hot oil. Turn the cakes over whe browned. When both sides are browned, th banana cakes are ready. Soak up the excess oi by pressing a napkin on the cakes.

AED CAPS/HONDURAS SCHOLAR DISTRIBUTION



TOTAL Total Number of AED CAPS/Honduras Scholars 303

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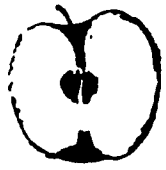
An Apple a Day



by Nancy M. Wolfman

Welcome Fall! The Fall season brings to mind many things: the vivid colors, the falling leaves, the autumn chill, football games, and most importantly, the harvest.

When I think of Fall I remember vividly the aroma of my mother's apple pie. When I was a child we used to visit the local apple farm. It was great fun! We would ride down to the orchard in a hay wagon and pick as many apples as we could carry (not to mention the ones we had already eaten). Afterward, we would go to the barn where the smell of freshly pressed apple cider permeated the air. The barn also offered other treats like candied/carmel apples, apple butter, maple sugar candy, and apple cakes. I look forward to every Fall season so I can once again visit the apple farm and sample its treasures.

There are more than 300 varieties of apples grown in the United States. The climate in the northern states is most conducive to growing apples. The states of New York, Washington and Oregon are the most common states used for apple production. Each variety of apple has specific uses; for example, Macoun and Granny Smith apples are most popular for cooking but are good eating apples as well. Others, such as the Rhode Island Greening, are so hard, it's impossible to even take one bite. Each variety also has a particular peak season during the Fall. See below a chart on the types of apples, their uses, and their peak seasons.

The apple is a very versatile fruit which offers numerous culinary possibilities. I am including here two recipes for you to try. **Good luck and enjoy!**

Apple Crisp

In a buttered baking dish put 5 or 6 cups peeled, sliced apples. Sprinkle with 1 teaspoon cinnamon, 1/2 teaspoon salt, 1/4 cup lemon juice and water.

Blend together: 3/4 cup flour, 1 cup sugar, 1/3 cup butter or margarine. The mixture should have a crumbly consistency. Sprinkle evenly over apples and bake at 350 degrees for 40 minutes. Broil 1-2 minutes or until brown on top. Serves 8.

Apple Pie

Crust ingredients:
1/4 pound chilled, unsalted butter
2 cups all-purpose flour
1/2 teaspoon salt
1/4 teaspoon sugar
3 tablespoons chilled vegetable shortening
5 tablespoons water

Filling ingredients:
5 large pie apples (about 2 1/2 pounds)
1 lemon
1 1/2 tablespoons all-purpose flour
1 cup sugar
1 tablespoon cinnamon
1/8 teaspoon grated nutmeg
1/2 teaspoon vanilla extract
1/8 teaspoon salt
1 egg
1 1/2 tablespoons unsalted butter

Crust: Cut the chilled butter into 1/4 inch pieces. To make dough by hand, put the flour, salt, and sugar in a medium bowl. Cut butter and shortening into dry ingredients and work quickly with fingertips until mixture resembles a coarse mass with some pea-sized pieces remaining. Add 1/4 cup cold water, tossing the mixture with a fork. Add 1 more tablespoon water, if necessary, so that the dough just holds together. Divide the dough into two discs, one slightly larger than the other. Wrap in plastic and chill for at least 20 minutes.

Filling: Peel, core, and slice the apples over a large bowl. Grate the peel from the lemon into the bowl and squeeze in 1 table- spoon lemon juice. Sprinkle the apples with the flour, sugar, cinnamon, nutmeg, vanilla, and salt, and combine.

Cooking: Adjust oven rack to middle position and heat oven to 425 degrees. In a small bowl, beat the egg lightly. On a lightly floured work surface, roll out the larger disc of dough to an 11-inch round and ease it into a 9-inch pie pan. Put the apple filling into the pie shell and dot with butter. Roll out the remaining dough and put it over the apples. Seal, trim, and flute the crust. Cut decorative slashes in the top crust and brush with egg. Transfer pie to a foil lined baking sheet and bake for 15 minutes. Reduce heat to 350 degrees and continue baking for 50 minutes (crust should be golden and apples should be tender). Remove and cool. Serves 8.

Variety	Granny Smith	Gravenstein	Jonathan	Macoun	McIntosh	Newton/ Pippin	Rhode Island Greening	Rome/ Beauty	Winesap
Peak Season	Year-round	August-October	September-December	September	September-November	October-December	October-November	October-December	November-December
Prime Region	California/ Washington/ Australia/ New Zealand/ Various foreign countries	West Coast	Northeast/ Northern Midwest	Northeast	Northeast/ Great Lakes/ Canada	California/ Oregon	Northeast	Northeast/ Mid-Atlantic/ Midwest	Northwest/ Mid-Atlantic
Best for	Pies	Pies, applesauce	Baking, cooking	Pies	Good all-around apple	Baking, cooking	Pies, applesauce	Baking, cooking	Baking, cooking

¡Felicidades! Congratulations!

HONOR ROLL SPRING TERM 1989

****4.0****

Daysi Avila
Freddy Barrios
Jimmy Bodden
Nuvy Bosch
Delmy Calderon
Luis Garay
Gloria Gomez
Henry Guillen
Alba Hernandez
Dagoberto Irias
Tulio Martinez
Mario Mayes
Nila Medina
Brenda de Rodas

3.6-3.9

Victoria Alvarez
Cesar Anchecta
Rene Barahona
Beverly Benitez
Ramon Bethancourt
Jose Blandin
Oscar Deras
Betulio Dominguez
Erik Flores
Terencio Garcia
Marco Goff
Andres Gonzalez
Carlos Lara
Santiago Lazo
Oscar Leveron
Hebert Lopez
Ana Martinez
Ramon Nuila
Marcio Paz
Doris Pineda
Carlos Portillo
Carlos Ramirez
Diana Reyes
Oscar Rivera
Carlos Rodriguez
Brenda de Ruiz
Jose Javier Torres
Roberto Ucles
Ana Urquia
Orlando Valladares
Liza Valle
Lucio Valle
Carol Zavala

3.3 3.5

Melba Arzu
Dalysee Bellino
Marta Benavides
Luis Caballero
Rony Carrillo
Livia Castro
Miguel Centeno
Juan Colindres
Jorge Espinoza
Cintia Euceda
Oscar Flores
Alfredo Gabrie
Sonia Hernandez
Karla Iglesias
Ligia Lanza
Karla Lopez
Rafael Maradiaga
Mayra Martinez
Ruben Mejia
Jose Melgar
Oscar Munguia
Oscar Ordonez
Lorena Osorio
Ramon Osorio
Jesus Oviedo
Jose Pagoada
Cesar Palacios
Gerardo Paz
Luis Posas
Francisco Reyes
Sandra Rivas
Edna Rivera
Rolando Santeli
Rigoberto Sierra
Mario Talavera
Martin Ulloa
Claudia Vasquez
Miguel Vasquez

3.0-3.2

Jose Bonilla
Adolfina Caballero
Jose Caceres
Douglas Carcamo
Sandra Centeno
Sulma Fiallos
Rosa Flores
Silvia Flores
Rony Fortin
Jose Foster
Jorge Garcia
Hugo Gomez
Gisela Kelley
Nolvia Lagos
Julio Lainez
Licet Leiva
Jose Maldonado
Reyna Mejia
Pedro Mendieta
Javier Mendoza
Israel Midence
Elizabeth Morales
Gladys Pino
Martha Reyes
Sonia Rodriguez
Alex Salgado
Diana Sandoval
Juan Carlos Turcios
Salvador Vitanza
Ramon Wu
Jose Zelaya
Kenya Zelaya
Monico Zelaya

Congratulations!

(Editor's note: Rafael Chavez, a CAPS/Honduras scholar studying at Mississippi State University earned a 4.0 during Fall semester 1988. Unfortunately, Rafael's name was omitted during the last Honor Roll listing. We apologize to Rafael for any inconvenience and congratulate him on his outstanding academic achievement.)

Congratulations to the following CAPS/ Honduras students who have completed their academic programs this past Spring and Summer:

¡Felicidades!

May 1989

BUESO. DELFA	UNIVERSITY OF TEXAS. EL PASO	MS	EDUCATION
CHACON. RAMON	COLORADO STATE UNIVERSITY	MS	IRRIGATION
CHAVEZ. RICARDO	KANSAS STATE UNIVERSITY	BS	AGRICULTURE
FIGUEROA. DANIEL	UNIVERSITY OF TEXAS. EL PASO	MS	STATISTICS
GARAY. LUIS	UNIVERSITY OF TEXAS. EL PASO	MS	CIVIL ENG
IRIAS. DAGOBERTO	WEST VIRGINIA UNIVERSITY	MS	FORESTRY
LEVERON. OSCAR	WEST VIRGINIA UNIVERSITY	BS	FORESTRY
MARIN. MIRNA	TEXAS A&M UNIVERSITY	PHD	FISHERIES
MARTINEZ. MAYRA	NEW MEXICO STATE UNIVERSITY	MS	INDUSTRIAL ENG
MARTINEZ. FLAVIO	KANSAS STATE UNIVERSITY	BS	ANIMAL SCIENCE
MILLA. JOSE	KANSAS STATE UNIVERSITY	BS	AGRIBUSINESS
MONCADA. ROSA	VIRGINIA COMMONWEALTH UNIVERSITY	BS	HOSPITAL ADMIN
MUNOZ. EDAS	SOUTHERN ILLINOIS UNIVERSTIY	MS	SILVICULTURE
PADILLA. JOSE	UNIVERSITY OF TEXAS. EL PASO	MS	ECONOMICS
PORTILLO. CARLOS	UNIVERSITY OF FLORIDA	BS	PLANT PATHOLOGY
REYES. FRANCISCO	UNIVERSITY OF FLORIDA	BS	SOIL TECH
RIVERA. LUIS	NORTH CAROLINA STATE UNIVERSITY	MS	ECONOMICS
SALAVERRI. JORGE	WEST VIRGINIA UNIVERSITY	BS	FORESTRY
SALGADO. ALEJANDRO	KANSAS STATE UNIVERSITY	BS	ANIMAL SCIENCE
SALINAS. SILVIO	UNIVERSITY OF TEXAS. EL PASO	MS	ECONOMICS
SIERRA. CARLOS	KANSAS STATE UNIVERSITY	BS	ANIMAL SCIENCE
LOPEZ. ESDRAS	ILLINOIS EASTERN COMMUNITY COLLEGE	ND	RADIO & TV
ZUNIGA. TITO	UNIVERSITY OF FLORIDA	AS	PLANT PATHOLOGY

June 1989

FLORES. OSCAR	COLEGIO REGIONAL DE LA MONTANA (UTUADO)	AS	AGRICULTURAL TECH
MARTINEZ. MARIA	DAYTONA BEACH COMMUNTIY COLLEGE	AS	SMALL BUSINESS
MEJIA. RUBEN	COLEGIO REGIONAL DE LA MONTANA (UTUADO)	AS	ANIMAL SCIENCE
ULLOA. MARTIN	COLEGIO REGIONAL DE LA MONTANA (UTUADO)	AS	ANIMAL SCIENCE
REYES. JOSE	UNIVERSITY OF IDAHO	BS	FORESTRY MGT
ZELAYA. MONICO	UNIVERSITY OF IDAHO	BS	FORESTRY

July 1989

ORTIZ. ATILIO	OREGON STATE UNIVERSITY	MS	FORESTRY
BOSCH. NUVY	IDAHO STATE UNIVERSITY	MS	PHARMACY
COREA. EFRAIN	SOUTHERN ILLINOIS UNIVERSTIY	MS	ECONOMICS

August 1989

AVILA. DAYSI	KANSAS STATE UNIVERSITY	MS	AGRICULTURAL ECON
BARAHONA. RENE	WESTERN ILLINOIS UNIVERSITY	MS	FINANCE/BANKING
CASTRO. CAROLINA	SOUTHERN ILLINOIS UNIVERSTIY	BS	BUSINESS ADMIN
LOPEZ. ROQUE	UNIVERSITY OF FLORIDA	BS	FOOD SCIENCE
MARTINEZ. TULIO	NORTH CAROLINA A&T UNIVERSITY	MS	INDUSTRIAL ENG
RIVERA. BLANCA	BALL STATE UNIVERSITY	MS	COUNSELLING
RODAS. BRENDA DE	OKLAHOMA STATE UNIVERSITY	MS	ANIMAL SCIENCE
SANTELLI. ROLANDO	MISSISSIPPI STATE UNIVERSITY	BS	HORTICULTURE

September 1989

MENDOZA. GUYARA	MISSISSIPPI STATE UNIVERSITY	MS	AGRICULTURAL ECON

TRAVEL/TOURISM

Strong Garífuna Influences Persist

Guiriga: A Relaxing Village

By RODOLFO DIAZ ZELAYA

At the beginning of the last century, groups of Garifunas sailed from Roatan Island to the north coast of Honduras, establishing various communities such as Durubuguti, west of Tela, known today as San Juan, and Tibiniriba, near the Esteban River, whose name was also later changed to that of the river. Other Garifuna communities were Guiriga, Margurugu and Funda.

Many years afterward, Catholic missionaries had the names of the villages changed to Santa Fe, San Antonio and Guadalupe respectively. At one spot near the beautiful beaches of San Antonio (formerly Margurugu) in colonial times, there was a small post called Guayana. This port had commercial dealings with Trujillo.

In 1907, a Nicaraguan army invaded Honduras. With the defeat of government defense forces at Trujillo, various Honduran officers fled to Calentura Mountain, slipped into the Aguan Valley and later came out at the Atlantic coast near Balfate. Years later, one of those officers, Francisco Cruz Cáceres, wrote a book called "En las Selvas Hondurenos" (In the Honduran Jungles). In the book, he says Santa Fe (Guiriga) was a community of cleanliness enviable in all of the north coast. The village was habitually kept clean by its residents. Not even the smallest piece of garbage could be found on the main street nor in the village's dwellings or patios. The villagers also did not permit stray animals inside the town. The water they drank was pure, and the teeth of the villagers, even those of senior citizens, resembled pearls. Furthermore, more cases of longevity were recorded there than in any other part of the country.

I recently had the enjoyable opportunity of living with the Garifunas of Santa Fe for four days. The families were very hospitable and friendly. I also visited some of the natural wonders located near the village, such as the Guiriga waterfall on the Guinea River. Below the crystalline water of the Margurugu or Marmol River, a dark riverbed can be seen, caused by the pigments of leaves from trees on the mountain. At this place, one can also bathe in natural ponds of varying depth under the cathedral-like roof formed by the trees. The villages of San Antonio and Guadalupe, with beaches of white sand bathed by ocean waves of varying colors of turquoise-blue, and shaded by thick groves of coconut trees, are still not known by the majority of Honduras, perhaps for lack of information and an appropriate education in geography.

Today, Santa Fe has electric energy service and tap water all day long, both in private dwellings and in public areas. The village's drinking water originates on Calentura Mountain. It is light, crystalline, fresh and without doubt the best water one can drink in Honduras. The villagers proudly call it Dumnagriga, which in the Garifuna tongue means "water of Santa Fe." All the dwellings have lavatories with septic tanks. There are neither swamps nor mosquitoes in or near the village. Sick children are not to be seen. Here, children run, play, laugh, dance and have a good time making their own musical rhythms with cans, seashells, drums or occasionally the bony shell of a turtle. Many of the village's adolescents have finished elementary school, but there is no secondary or high school in the village where they can continue their studies. Nevertheless, some adolescents attend secondary schools in Trujillo.

Scores of Garifunas from Santa Fe are in the merchant marine, and others live and work in the U.S., but united in groups they return to spend the holiday season in their village, celebrating Christmas with great joy and song. Other groups arrive in July for the celebration of the Virgin of Carmen, which normally lasts a week. On this occasion, at the Club Pescado and the Club Corozo, they dance "la punta", "el jungo jungo" and other folkloric dances that are unique to them. They also perform the dance of the Moors and Christians and the dance of "las Cintas" (the ribbons) or "palo de mayo" (maypole). On the last day of the celebration, a procession takes the Virgin by boat (accompanied by many cayucos (small fishing boats), to a place near Cayo Blanco, where in former times villagers fished and sought shellfish. Unfortunately, this key or islet was almost completely destroyed by bombing practice during the last years of World War II.

The inhabitants of Santa Fe do not permit fenced-in areas under the groves of coconut palms. In this they cooperate shoulder to shoulder with the mayor's office and the local patronage. They also replace the dead or dying coconut palms with new ones. The coconut groves around the community are one of the special places for persons wishing to relax.

Although people sell and consume alcoholic beverages, there are no liquor stores, canteens or bars in the village. There is a good restaurant that serves typical Honduran food. Also, villagers are almost always making coconut bread, tapado de pescado, plantain and yuca and cassava bread.

Santa Fe is still a place of enviable cleanliness where one can truly enjoy open-air vacations together with children and older folks. Long-lived persons are still numerous in the village.

The distance from Trujillo to Santa Fe is only 11 kilometers.

La Tribuna Viernes 25 de agosto de 1989

HONDUREÑO DEL PROYECTO CAPS/ USAID/HOND. SE DISTINGUEN EN UNIVERSIDADES DE LOS ESTADOS UNIDOS.

LA ACADEMIA PARA EL DESARROLLO EDUCATIVO (AED) tiene el agrado de felicitar a los becarios del PROYECTO CAPS USAID HOND que alcanzaron NOTAS DE EXCELENCIA en universidades de los ESTADOS UNIDOS, felicitaciones que hacen extensivas a sus padres y demas familiares.

CUADRO DE HONOR DE 1o SEMESTRE DE 1989

4.0 (100%)

Davsi Avila
Freddy Barrios
Jimmy Bidden
Suyy Bosch
Delmy Calderon
Luis Garay
Gloria Gomez
Henry Guillen
Alba Hernandez
Dagoberto Irias
Tito Martinez
Mario Mayes
Nila Medina
Brenda de Rodas

3.6-3.9 (86-90%)

Victoria Alvarez
Cesar Atchecta
Rene Barahona
Beverly Benitez
Ramon Betancourt
Jose Blandin
Oscar Deras
Betulio Dominguez
Erik Flores
Terencio Garcia
Marco Goff
Andres Gonzalez
Carlos Lara
Santiago Lazo
Oscar Leveron
Hebert Lopez
Ana Martinez
Ramon Nuila
Marcio Paz
Doris Pineda
Carlos Portillo
Carlos Ramirez
Diana Reyes
Oscar Rivera
Carlos Rodriguez
Brenda de Ruiz
Jose Javier Torres
Roberto Ucles
Ana Urquia
Orlando Villadares
Inza Valle
Lucio Valle
Carol Zavala

3.3-3.5 (83-86%)

Melba Arzu
Darysee Bellino
Martha Benavides
Luis Caballero
Rony Carrillo
Lavia Castro
Miguel Centeno
Juan Colindres
Jorge Espinoza
Cintia Euceda
Oscar Flores
Alfredo Gabrie
Sonia Hernandez
Karla Iglesias
Ligia Lanza
Karla Lopez
Rafael Maradiaga
Mayra Martinez
Ruben Mejia
Jose Melgar
Oscar Munguia
Oscar Ordonez
Lorena Osorio
Ramon Osorio
Jesus Oviedo
Jose Pagoada
Cesar Palacios
Gerardo Paz
Luis Posas
Francisco Reyes
Sandra Rivas
Edna Rivera
Rolando Santell
Rigoberto Sierra
Mario Talavera
Martin Ulloa
Claudia Vasquez
Miguel Vasquez

3.0-3.2 (80-82%)

Jose Bonilla
Adolfina Caballero
Jose Caceres
Douglas Carcamo
Sandra Centeno
Sulma Fiallos
Rosa Flores
Silvia Flores
Rony Fortin
Jose Foster
Jorge Garcia
Hugo Gomez
Gisela Kelley
Noivia Lagos
Julio Lainez
Lucet Leiva
Jose Maldonado
Reyna Mejia
Pedro Mendieta
Javier Mendoza
Israel Midence
Elizabeth Morales
Gladys Pino
Martha Reyes
Sonia Rodriguez
Alex Salgado
Diana Sandoval
Juan Carlos Turcios
Salvador Vitanza
Ramon Wu
Jose Zelaya
Kenya Zelaya
Monico Zelaya

Can you guess which one of these two is a CAPS scholar?!?

XI. Library Inventory

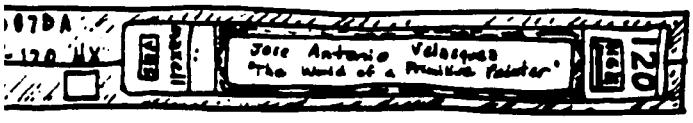
CAPS BIBLIOTECA

The CAPS/Honduras office at the Academy for Educational Development has a collection of Honduras resources which may be helpful for academic research and cultural presentations in your communities. Included in this collection are video tapes of Honduras, various governmental publications dealing with economic and statistical data, general information regarding the Honduran economy, export promotion publications and other materials. Abstracts from the Central Bank of Honduras and annual reports from semi-autonomous government agencies, the U.S. government, and other private sources are available. Also included in the CAPS library are items which can be used in conjunction with cultural activities at your university or community.

This listing of resources is intended to inform you of the materials available here at AED. The CAPS/Honduras staff is more than willing to permit students to borrow any item indicated. Rosibel Reyes coordinates the lending library and any request should be made to her. She asks that you notify her of your request to borrow materials well in advance of the date you need them. If you have any questions or materials to add to our "library" please contact Rosibel.

Video Tapes of Honduras: VHS Format

- "Honduras, a World unto Itself" - A video documentary that details the numerous places of cultural and touristic interest throughout the country. (English)
- "Promoción Honduras" - Produced by the Ministry of Tourism. it details the numerous vacation and sites of interest for tourists and visitors to Honduras. (Spanish)
- "Antonio Velasquez, The World of the Primitive Painter" - Produced by the Organization of American States, this video highlights the artistic and cultural achievements of this well known Honduran painter. (English)
- "Así es mi País" - Presents the progress made in Industrial Development in present day Honduras. (English)



Honduras Publications

1. Memoria Banco Central de Honduras, 1984.
2. El Boletín Estadístico, (Departamento de Estudios Económicos, 1985.)
3. Directorio de Oferta Exportable, 1987. (Dirección General de Comercio Exterior)
4. Promoción de Exportaciones, (Dirección General de Comercio Exterior), packets of international trade information.
5. Honduras Foreign Investment Guide. (Ministry of Economy)
6. Honduras en Cifras, (1985) Statistical Information.
7. FHIA Informe Anual 1985, Fundación Hondureña de Investigación Agrícola.
8. El Anuncio Estadístico (del Ministerio de Educación Pública, 1984)
9. Copán: Ayer y Hoy
10. Población y Desarrollo Socioeconómico en Honduras, 1984; Centro de Desarrollo Social, Chicago, Illinois.
11. Honduras Agricultural Situation 1987, U.S. Department of Agriculture.
12. Agency for International Development, Congressional Presentation, Fiscal year 1989, Honduras.
13. Current events newspaper articles from major U.S. daily newspapers. 1988.

Cultural and Miscellaneous Objects

Bandera Nacional- 1, Trajes Típicos, women- 3, men- 2, casette tape of Honduran folk music- 1, Honduras Travel Posters and other promotional items are available upon request.

written by Scott Goldman

Coming in our next issue...

Special Feature: Professional and Personal Reentry to Honduras

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XII. Departure Seminar Schedule

SCHEDULE
CAPS/HONDURAS REENTRY SEMINAR
May 17-20, 1989

Wednesday May 17, 1989

Noon-4pm	Arrival of participants flying into Houston. Dispatch boxes, etc. directly to Honduras.
5-6pm	Meet participants driving to Houston at hotel.
7pm-9pm	Group dinner at hotel; disperse packets of reentry materials.

Thursday May 18, 1989

7-8am	Breakfast (on own).
8-8:30am	Introduction to the Reentry Seminar in hotel conference room.
8:30-10:30am	"What is reentry?" with consultant.
10:30-10:45am	Break
10:45am-12:15pm	Interactive reentry discussion with consultant as facilitator.
12:15-1:15pm	Lunch (on own)
1:15-3:15pm	Continuation of morning session
3:15-5pm	Exit interviews (written and discussion) with "drivers group."
6-7pm	Dinner (on own)
7-10:00pm	Social/cultural/sports activity

Friday May 19, 1989

8-9am	Breakfast (on own)
9-10am	Moving on exercise/inventory of reentry problems.
10-10:30am	Video: "Professional Integration for a Smooth Passage Home."
10:30-11:00am	Break
11am-12pm	Strategies for home: AED and participant contributions.
12-1:00pm	Lunch (on own)
1:00-4pm	Exit Interviews (individual) with "flyers group."

Saturday May 20, 1989

9am	"Flyers" depart for airport, "drivers" depart for Honduras

XIII. Experience America Survey

EXPERIENCE AMERICA SURVEY

Nombre_____

Universidad_____

Objetivo de grado_____

Numero de meses que ha estado en los EEUU_____

Fecha del presente_____

En este formulario quisiéramos saber información de ustedes que pertenece al período del mayo 1988 hasta mayo 1989. Favor de poner la letra de la respuesta más apropiada en el espacio indicado: **(PLEASE RETURN BY MAY 15, 1989!)**

A. VIVIENDA

____1. ¿Cúal es su situación actual de vivienda?

a. vivienda universitaria
b. apartamento/casa particular
c. familia anfitriona
d. otro:_____

____2. ¿Con quién vive usted?

a. solo
b. con uno o más compañeros de cuarto estadounidenses
c. con uno o más compañeros de cuarto latinoamericanos
d. con una familia estadounidense
e. con una familia latinoamericana
f. otro:_____

____3. En general, mi situación de vivienda me ha permitido conocer a una variedad de personas norteamericanas, y compartir actividades con ellas.

a. nada
b. algo
c. mucho

B. LA VIDA ESTUDIANTIL

____1. En el campo universitario, ¿dónde ha conocido más a los estudiantes norteamericanos?

a. en el área académica
b. en el área social
c. en ambas áreas
d. en ninguna área

____2. ¿Cúal de las siguientes situaciones académicas le provee la mejor oportunidad para relacionarse con los norteamericanos?

a. en las clases
b. en los intercambios de estudio
c. en el laboratorio
d. en la biblioteca
e. en la tutoría académica
f. otras:_____

____3. ¿Cúal de las siguientes situaciones no-académicos le provee la mejor oportunidad para relacionarse con los norteamericanos?

a. actividades deportistas
b. actividades sociales
c. actividades culturales
d. clubes estudiantiles
e. otras:_____

____4. ¿Ha tenido la oportunidad de compartir las costumbres hondureñas con gente de su campo universitario por medio de presentaciones, o discursos orales?

a. sí
b. no

C. ACTIVIDADES EN SU COMUNIDAD

____1. Desde el mes de mayo 1988 hasta ahora, ¿en cuantas actividades comunitarias (fuera del campo universitario) ha participado, o sigue participando, usted?

a. 0
b. 1-2
c. 3-4
d. 5 ó más

____2. ¿Cúales de las siguientes organizaciones comunitarias le han ofrecido buena oportunidad de participar en diferentes actividades de la comunidad? (puede contestar con más de una repuesta.)

a. iglesia de la comunidad
b. organización voluntaria
c. escuela de la comunidad
d. gobierno municipal
e. organización deportista
f. otras:_____

____3. ¿Ha tenido la oportunidad de compartir las costumbres hondureñas con gente de su comunidad por medio de presentaciones, o discursos orales?

a. sí
b. no

____4. ¿Ha participado como voluntario (ejemplo: en el hospital, un asilo de ancianos, con los scouts, o club 4-H, etc.) en su comunidad?

a. sí- Actividad_____, Organización_____
b. no

____5. ¿Tiene, o ha tenido usted, familia anfitriona en su comunidad?

a. sí
b. no

E. **VACACIONES/VIAJES**

____1. ¿Qué actividad especial hizó, o cómo pasó , el verano pasado (1988)?

a. en Honduras
b. con una familia anfitriona
c. viajando por EEUU (¿donde?)_____
d. haciendo una practica profesional en Honduras
g. haciendo una practica profesional en los EEUU
h. otra:_____

____2. ¿Cómo pasó las vacaciones de Thanksgiving (1988)?

a. con una familia anfitriona
b. viajando por EEUU (¿donde?)_____
c. otro:_____

____3. ¿Dónde pasó las vacaciones de la Navidad pasada (1988)?

a. en Honduras
b. con una familia anfitriona
c. viajando por EEUU (¿donde?)_____
d. en un seminario "Mid-winter"
e. en un seminario "Leadership Skills" en Baton Rouge
f. participando en actividades en su comunidad
g. participando en actividades en su universidad
h. otro:_____

____4. ¿Donde pasó las vacaciones de "Spring Break" 1989?

a. con una familia anfitriona
b. viajando por EEUU (¿dónde?)_____
c. otro:_____

Por favor relléne las siguientes preguntas en forma narrativa.

1. Favor de explicar la actividad o experiencia más memorable que ha tenido desde el mayo pasado hasta ahora (y si tienen fotos, artículos del periódico, u otros materiales, favor de enviárnoslos).

2. Como se sabe, el componente cultural (Experience America) es importante en su programa aquí en los EEUU. Por favor, describa usted los planes que tiene para introducirse más en la cultura norteamericana en el próximo año escolar.

3. ¿Ha tenido contacto con profesionales en su campo de estudio afuera de la universidad? ¿Cómo consiguió lograr esa relación profesional?

4. ¿Cómo piensa mantener sus contactos y/o amistades con amigos, familias anfitrionas, su universidad, profesionales en su campo y otros cuando vuelva a Honduras?

5. ¿Qué experiencia le ha impresionado o cambiado más durante su estancia en los EEUU, y cómo le afectará dicha experiencia a su vida al regresar a Honduras?

XIV. Publicity on Student Experience America Activities

MY EXPERIENCE WITH AMERICAN FAMILIES

By SANDRA RIVAS
Killeen, Texas

I was so excited to finish my spring semester and after it spend some time with American families. I called Nancy Wolfman who is working in the CAPS' Program to connect me with some families in anywhere. She was kind and patient with me. Later, she wrote to me that she had some relatives and some families who would like to have me in Michigan. She made arrangements with those families. This was my opportunity to stay with American families.

ARRIVING IN MICHIGAN

May 13 : I arrived at Detroit Airport. MRS. CAROLIN DICK, my first host family, was waiting for me at the Gate. She had my name in big letters on a page of paper. When I saw it, I was so emotional that I inmediately hugged her and she hugged me back. On the way home, she was very friendly talking to me about the important places in Michigan which are certainly pretty. At home, she introduced me to her husband DR. MACDONALD DICK who kindly told me "WELCOME HOME".

May 14: Mothers' Day , I went with the Dick family to their episcopal church, St. Clare's, where I met many friendly and religious people. After the service, they had hot tea, hot coffee, and some cookies in the social hall. At home Dr Dick prepared Mothers' Day dinner for his wife He made "carne asada" . It was really delicious as anyone from Honduras can tell. Even though the weather was not nice I had enjoyable time.

May 15: I went with Mrs. Dick shopping to the mall. We walked around and after that we had some ice cream.

May 16: In the afternoon, Carolin connected me with a Spanish teacher at the elementary school This teacher wanted me to answer any kind of questions the children of the first grade had Some children asked questions about Honduras For instance, Do you have cars in your country?, What do you eat there?, How are the schools in Honduras? etc Others wanted to know many words in Spanish. They amazed me with their knowledge in Spanish. At end of the class, each one of them hugged me and I hugged them back I had wonderful time with those curious children.

May 17 In the morning, I went with Mrs Dick and her two children, Coke (12) and Eliza (8), to the University of Michigan Hospital where they had an appointment with the Doctor. I was surprised by the fast service in

the hospital. In the afternoon, Carolin sent a message through theUniversity of Michigan electronic mail system on the computer requesting anyone from the University of Michigan who would like to show me the campus. A student, Tony Roque, came to pick me up in order to walk around the University. He was very friendly talking about his classes and telling me important things from the University. It is amazing how big the University is and how many facilities for sports it has. The University has around 40,000 students from different parts of the world. I also visited the museum of Natural Resources which has an exposition of many kinds of animals such as the giraffe, lion, rhinoceros etc. There is an exhibit of some kinds of fishes 300 or 400 years old. as well as many dinosaur skeletons. I had a good time talking with Tony.

May 18: In the afternoon, another Spanish teacher invited me to visit her class. I went with Mrs Dick who drove me everywhere. The Spanish teacher wanted me to explain her first grade class about the parts of the head. I repeated it many times and also I asked to the children to repeat with me every word I said in Spanish. I taught them a song "LA CUCARACHA" which they enjoyed very much. After that, they wanted me to dance a typical dance from Honduras. I invited them to dance with me also; the teacher joined us dancing too. At the end of the class, the children kept close and hugged me tenderly. It was fantastic to spend time with those innocent children. In the evening , Mrs. Dick invited me to watch her daughter's ballet practice. It was such as good time. Eliza would be performing in her recital"The Wizard of Oz" at the Michigan theater May 21.

May 19: For dinner, I cooked "arroz con pollo" for the Dick family . They really liked it. A friend of the family came to join us too. Even though I had to prepare it in a hurry because the friend had a plane to catch, we all enjoyed the dinner. Later that night, a student of the University called me in order to go with her to a party. This person saw the message that Dick family sent through the computer. In the party , I met many students from the University of Michigan. They were very friendly talking and joking around. They were very happy. A group of them played the violin; others played guitar and flute. I played the flute with a girl from Ohio. It was amazing because she knew the same march I learned in High School. I had a lot of fun in the party.

May 20: In the morning around 10, Dr and Mrs. Jeffs, Nancy's relatives and my second family, came to pick me up for dinner. First of all, they invited me to go to the HENRY FORD MUSEUM , a 30 minute drive from ANN ARBOR. Henry Ford Museum is a national museum of American history and technology. The indoor-outdoor museum complex contains 93 acres of developed exhibit space. It tells the story of how America transformed itself from a rural, agricultural society to the highly technological, industrialized

nation of today. This museum was founded by Henry Ford in 1929 as the Edison Institute. An important thing I saw was President Lincoln's Victorian rocking chair that he was relaxing in when he was assassinated in the Ford Theatre on April 14, 1865. In the 1930's kitchen ,the "streamlined" design of the appliances reflected the changing consumer interest of the average American family in the 1930's . There is also the all-metal, Ford Trimotor aircraft in which Admiral Richard E. Byrd made the world's first flight over the South Pole in November 1929. I cannot describe in 2 pages the many interesting things from this museum; that would take at least one book! After all our walking in the museum, we were tired. The Jeffs family decided to have dinner in an Italian restaurant I ate chicken Italian style and salad. It was delicious. Of course I was hungry. After dinner, the Jeffs dropped me at the house of the REILLEY family, who was my third family to spend some time with.

May 21: Early in the morning around 7:00 a.m., Mrs. Mary Reilley and her daughter Molly who is a student of Law, asked me to go with them to a place where people from different parts of USA sell antique things. It surprised me how expensive those antique things were. For example, one antique buttom with name Kennedy was about $ 5.00, one wood table $200.00 etc. All of the things were made of metal and wood. In the afternoon, I went to Michigan Theatre to watch the ballet show in which Eliza Dick performed. It was beautiful to watch many children dancing jazz and ballet.

At night, I went with Molly and her boyfriend Martin to a concert in Detroit. It was Christian church. The concert was about collecting money to help children who have AIDS. I enjoyed listening those young people singing and playing instrumental equipment.

May 22: In the morning, I went shopping by myself because the family Reilley house is close to the stores. After I bought something, I walked around the University which is near the stores too. I spent almost the whole day out. I really liked it.

May 23: The Jeffs family and other lady came to pick me up for lunch. We went to a Chinese restaurant I had Chinese rice, broccoli, etc. I love Chinese food. It is my favorite International food

After dinner, I went with Mrs. Reilley daughter to play tennis. I had good time playing with her

May 24: I shopped with Mrs Reilley She bought many kinds of plants in order to plant at home Before we planted them , we cleaned the garden . I cut the grass while she was sweeping it We spent many hours planting and cleaning because it is a big yard. I had a busy time.

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May 25: At night after dinner, Molly invited me to go with her to a Law Conference in Detroit. Those Law students are forming an organization and they were planning to collect some money to survive the future organization. Also they were thinking about adding the name of one of the rich and famous lawyer from Detroit to their organization in order to have more popularity. I had a good experience in the conference.

May 26: I went with family Reilley to Birmingham . This is other city one hour drive from Ann Arbor. We had lunch in fast food restaurant. After that, we went shopping "just looking" in the mall. We spent a few hours in that city.

In the afternoon around 4:00 p.m., Mrs. Carolyn Dick, my first family, came to pick me up to spend the last week in her house. At home, Dr. Dick told me "WELCOME AT HOME" . I was happy to come back again to their house because they are such as wonderful people.

May 27: In the morning, Dr. Dick took his children and me to their swim club with a large picnic area. I swam, played tennis and climbed a little hill with Eliza. We ate lunch there. Even though the weather was cool, I enjoyed it. That night, Doug and Debbie Evett, the minister of St. Clare's and his wife came for dinner. Dr. Dick cooked salmon for dinner.

May 28 In the morning after church, I went with family Dick to GREENFIELD VILLAGE (see May 20) . There I saw how objects that I saw in the Henry Ford Museum were used in the homes, fields, and factories of America throughout its history. I really liked the museum.

In the evening, the Vasquez family from Honduras (Mario, Mirian, and 7 children) treated me for dinner. I had chicken, rice, salad and encurtido. They fled from Honduras to Ann Arbor. I had fun talking with them and of course the food was delicious

May 29: Memorial Day, holiday in the United States. This day I went with family Dick to a picnic area. I swam and after that I had good lunch with two more families. The weather was beautiful to swim or to play some sports. We spent the whole day in the picnic area I had a wonderful time in that place.

May 30: I went with Mrs Dick shopping for plants. We planted those in the afternoon Just finished planting when it started to rain. Beautiful, isn't it? At night, I helped Mrs Dick and some other church ladies put together their church newsletter

May 31: In the afternoon , family Dick's daughter and son had a talent show in the school so Mrs Dick and I decided to see them. We stayed watching the art of all the children in talent show. It was really funny. Next,

because the weather was very hot, we went swimming for a while. When we arrived at the pool, the weather changed to clouds; I preferred to swim and Mrs. Dick went jogging.

June 1: In the morning I typed part of this report in family Dick's computer. In the afternoon, Mrs. Dick invited me to help her and some ladies from the church to put in order clothes and kitchen stuff for a garage sale. It would be open on Saturday June 3. Those ladies were trying to collect money in order to help street girls. It was a pleasure for me to help them.

June 2: Around 10:00 in the morning, I took a bus to go to the mall. I walked in many stores . I was just looking around, killing time. When I got tired of walking, I decided to go back home. I was desparately waiting and waiting for the bus but it did not appear until 2 hours later. It was 6:15 p.m. when I took the bus. It was unfortunately a wrong one. I had to talk to the driver to get me off from the bus. He was very polite giving me instructions about which bus to take I did not worry at all because I knew that asking someone I can solve my trouble. In the evening, on the table at home, I found a note where Mrs. Dick wanted me to go to Ice Cream Social at Eliza's school. She was already there I went to the school which is a 3 minute walking from house. I ate pizza. I spent time with a little girl, Catherine, who wanted me to walk around the school and talk with her. She liked me since I taught her Spanish at school. The idea of Ice Cream Social is to collect money to buy equipment for the school. For example, computers, typewriters, and other necessities that the school needs. This is a wonderful idea which is good to put in practice in Honduras.

June 3: My last day in Ann Arbor, Michigan because on June 4 at 10:45 a.m. I am leaving for Texas. This morning at 8:30, I went with Mrs. Dick to watch her daughter's Field hockey game. It was my first time to see that kind of sport which is like soccer. The difference is that in soccer they use the foot to play but in hockey they use a hockey stick to push the ball. At 11:15 a.m., Mrs. Dick and I helped St. Clare's church in the garage sale. At 1:30 in the afternoon, the storm did not allow us to sell everything; so they closed it. Tonight, I am going to eat Chinese food and go dancing at a club with Mrs. Dick and her friends

This was my journal spending time with my host families. I am very thankful with the Reilley family (one week), the Jeffs family (invited me for dinner and lunch respectively). I understood it was impossible for them to have me in their house, and a special thanks to Dicks family who did not hesitate to have me in their house for 2 weeks. Sincerely thanks a lot. I really appreciate it.

ANN ARBOR, MICHIGAN
JUNE 3, 1989

The Student Union Advisory Board
and
International Students Association
of
North Carolina Agricultural
and Technical State University

invite you to the

1989-90 MISS INTERNATIONAL STUDENTS
ASSOCIATION CORONATION

Queen
Miss Ana Urquia-Honduras
Junior
Nutrition/Child Development Major

Tuesday, the third of October
at seven-thirty in the evening,
nineteen hundred and eighty-nine.

The Memorial Student Union Ballroom

Open To The Public

FRIEND FAMILIES
A Ministry of the PBA

Ana Urquia, from Honduras in Central America, is a NC A & T student majoring in child development and nutrition. She is a friend of Harvey and Martha Pearman, members of Lawndale Baptist Church, through the Friend Family program of the Piedmont Baptist Association. Recently we had a conversation in which she gave me some insight into her special relationship with the Pearmans. The following are some of her thoughts.

"I met the Pearmans during my freshman year, two months after arriving in Greensboro. Mrs. Pearman came to my house and invited me to their house for Halloween. I didn't know what it was or how it was celebrated. She explained it to me and that was one of my first contacts with American Culture."

"Later I was invited for Thanksgiving dinner. The whole family made me feel a part. That is when I began to feel close to the Pearmans. A friend from my country had left and gone home because he couldn't adjust and I had thought of doing the same. The Pearmans have been my support when I was lonely or homesick. Their home has been my own."

"Also I've enjoyed spending time with their children and grandchildren making piñatas and reading stories. Child development and nutrition is my major. Also I've made food from my home country. The spicy food was a new experience for them. Now the children and grandchildren know more about Nicaragua and are more interested in the news because they met me."

I asked if she had heard of Baptists before coming to the United States.

"Never. Never did I hear of Baptists, and I did not have a good impression of Protestants. I'm Catholic and in my country there are few Protestants. Through my Friend Family I have felt more the love of Jesus. It's different here. In my church we don't interact with each other; but in the Baptist church here people interact. It's helped expand my knowledge of faith. When I go home I will look for Baptists."

"I was surprised that my Friend Family accepted me the way that I am. Also they have Muslim, Buddhist, and other Catholic student friends. They just show the love of Jesus through themselves. They've shown us that God loves us no matter who we are. They are open and respectful of our faiths. For example, with a Muslim friend they asked what foods he did not eat because of his religion. This has changed my Muslim friend's idea of Christians 100%. He thinks very differently. I've learned so much through my American Friend Family."

Ana added that the PBA sponsored events are not only an opportunity for Internationals to meet Americans but also a chance for Internationals to be with other Internationals. Studies often don't allow for time to [illegible] together and relax. As well as helping to know American food and culture, the Internationals learn about other cultures through the special demonstrations and entertainment provided by Internationals themselves.

Ana concluded our conversation by extending an invitation to PBA friends to her convention as guest of the NC A & T International Student Association on October 3. This is a small indication of her warmth and outgoing personality.

Scott Wright, International Student Coordinator 370-0859 or 334-5149

BEST AVAILABLE COPY

People

Honduran dance demonstrated

WVC students Ana Martinez, Melba Arzu, Louis Posas and Andreas Gonzales demonstrate a Honduran dance at the Human Services Club Christmas Party.

Honduran meal prepared

Ana Martinez, from left, Pam Baker and Melba Arzu and the meal they prepared at their Christmas Party.

Human Services Club hosts

Honduran dance and a Honduran meal were enjoyed by the members of the Human Services Club at Wabash Valley College at their Christmas Party which was held prior to the semester break. The Honduran meal was prepared by Melba Arzu and Ana Martinez. Other students involved in the planning of the meal were Sarah Kencipp and Janet Murphy.

Black native Honduran dance

Honduran student Melba Arzu demonstrates a Honduran dance found among the Black native people of Honduras, as her WVC classmates look on.

Cavaliers breeze to 5-1 victory over Blue Jays

By Dave McQueen
Globe Sports Editor

With the wind at its back, Saint Mary of the Plains breezed to victory.

The Cavaliers kicked off their Kansas Collegiate Athletic Conference soccer campaign with a 5-1 romp over Tabor College on a windy Tuesday afternoon on their home field. Going into the wind, the Cavaliers took their own sweet time and a 2-1 lead at the end of the first half.

With the wind at their backs in the second half, they blew the Blue Jays off the pitch.

"We're one of the few teams that likes to go against the wind in the first half," SMPC soccer coach Marco Gloria said. "It was kind of like a boxing match. We just wanted to jab and control them in the first half. Then when the second half opened up, we came out with all our cannons firing."

The Cavs' cannons fired early and often once they started heading north, with the stiff south wind behind them. Tabor, on the other hand, rarely saw the other side of the field. SMPC outshot the 1-4 Blue Jays 21-4 in the first half, 46-7 for the game.

"We probably could have beaten them 10-1," Gloria said. "Their coach said he was impressed with our skill. We're definitely one of the most skilled teams in the league."

Midfielder Jose Dephinho showed off his skills hitting two of the Cavs' three second-half goals. The Providence, R.I., freshman hit a 20-yard slap shot four minutes into the half to make it 3-1. He put the Cavs up 4-1 13 minutes later by headding a direct kick from Marc Gordon into the net.

"We moved him from defender to midfielder, and he scored two goals and could have scored two more," Gloria said. "We're still developing. We're far away from peaking."

That was apparent in the first half, when the Cavs at times looked sluggish and disorganized on offense. Sloppy play led to Tabor's only goal, a shot by Rusty Thomas off a corner kick 22:00 into the match.

"I think the guys underestimated them," Gloria said. "We blew them away 7-1 last year. They have to learn to take the season step by step, one game at a time."

Gulherme Radtke put SMPC on the board first with a shot from the top of the goalie box at 4:00. Felix Maldonado was credited with the assist. Lance Hart broke the 1-1 tie late in the half when he intercepted a pass near the goal and went in for an unassisted score.

The Cavaliers scored their final goal at 29:00 in the second half, when Marc Gordon took a pass from Radtke and beat the goalie one-on-one.

The win lifted the Cavliers to 4-2 on the year. They're off until Sept. 30, when they play host to Ottawa.

FANCY FOOTWORK

Dan Wiegers staff photographer

Felix Maldonado (16) of Saint Mary of the Plains uses some fancy footwork to get the ball by Tabor's Dan McVey during the Cavaliers' soccer match Tuesday on their home field. SMPC downed Tabor 5-1.

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Anyone who had the chance to visit with Hugo Gomez, a recent visitor in the Howard Whitmore home, was impressed with his easy, friendly manner. We, as a community, apparently left a good impression on the student from Honduras.

We have a chance to put our best foot forward once again, as an exchange student will be attending Shelby High. Maria Cabezas arrived in Lincoln Monday night, a day later than originally planned, due to a missed connection in Miami. She began classes on Tuesday and will be staying with the Larry Augustin family.

Once the students are gone from our community we tend to put them more or less in the back of our minds. However, I am sure that more than one person thought of our first exchange student Eliana Claros, when news of the turmoil over drugs in Colombia hit the news in recent days.

Honduran student adjusts to life on the farm

Hugo Gomez has been in the ited States for two years and first visit to Nebraska occur- the last of July, when he arriv- to spend four weeks with ward and Eileen Whitmore.

Of Spanish descent, twenty-six ir old Hugo is a native of Hon- ras. He, along with his parents l eight brothers reside in the intry's capital, Tegucigalpa, an lian word meaning "silver s." His father is a carpenter l his mother a housewife.

Following graduation from h school he studied accounting three years at the Central In- ute of Honduras, spent two rs at the National University Honduras and worked an addi- nal two years in a bank.

t was while working at the ik that he recognized a need gaining agriculture related owledge. As one who had ways liked to work in gardens l fields as a child," he applied a Central America Peace iolarship, a project co- nsored by the United States l Honduran governments. The gram was first proposed by Henry Kissinger in 1985, le on a Central American visit, l enables students to gain ag ited information in the United tes.

Hugo studied English in Tennessee and began classes at Wabash Valley College in Mt. Carmel, IL in the summer of 1988. The college has a two-year agriculture program that he will complete in May 1990. He will receive two college credits for time spent at the Whitmore farm.

In addition, he has attended a leadership seminar in Philadelphia, PA in December and worked on an Illinois farm last summer. At the completion of his studies in the United States he will "owe" two years of work to Honduras.

Rex Schultz, formerly with the Farm Credit Bank and now with Agricultural Cooperative Development International, is responsible for matching Hugo and the Whitmore family.

During his stay he visited the local Farmers Co-op, attended the Polk County Fair, toured the ag research farm at Clay Center and gave blood for the first time at the bloodmobile in early August.

Hugo and nine other students attending classes at the college in Illinois, look upon themselves as ambassadors from their country. He "likes telling about Honduras."

According to Hugo, the Whitmores were excellent hosts. He attended their family birthday parties and a baptism. He said, "Everyone is so nice and I appreciated it. I had a great time, there was no strain. Shelby is a friendly community."

Hugo Gomez

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International fun

By DERRICK FISHBACK
Editor

Kentucky State Universtiy was treated to an afternoon of international culture, song and dance presented by the International Students Association. Students from Africa, Honduras, Mexico, Thailand and Chile gathered in the student center to host their first "International Day" to allow students and staff the opportunity to experience the culture of their countries. With Eileen Mutiso from Kenya acting as master of ceremonies, the Honduran students provided most of the entertainment with dances and a fashion show.

As KSU President Mary Smith looked on, children from Rosenwald Day Care Center performed two songs in Spanish and played a Spanish traditional game of "break the pinata." The day finished with the students inviting the crowd to sing a Spanish song with them and to look at their exhibit tables. "It was a great success and opportunity for both American and International students to enjoy the educational uniqueness of the event," said Yvonne Britton, the ISA adviser.

Kevin Gibson

Muscatine Community College students from Honduras set up displays of Honduran arts, crafts, clothing and pictures in a celebration of their country's Independence Day Friday. Contributed photo

MCC's Honduran students celebrate Independence Day

Muscatine Community College students from Honduras had faculty and student help Friday (Sept. 15) in celebrating their country's Independence Day.

The eight men and one woman from the Central American democracy set up displays of Honduran arts, crafts, clothing and pictures from their homeland in the MCC student lounge. The students were on hand all day to share information about their country's history and culture using informative handouts, maps and a videotape.

Luis Cacho, MCC agriculture student and former elementary school teacher in Honduras, coordinated the celebration at the college.

"It is a big day for us," said Cacho, a spokesman for the group. "Hondurans adopted a government much like yours 168 years ago, and we are proud that it is still working today."

The country, about the size of Tennessee, has a population of about 5.5 million, much of that rural and agrarian, according to a handout prepared by the Hondurans. Because the economy is dependent primarily on agriculture, most of the Hondurans at MCC ar enrolled in the college's agriculture programs. Two are taking business courses and one is pursuing a degree in social work. Each of the students is studying on Honduran government scholarships.

Although Spanish is the official language there, English is spoken by many professional people because more than 2,000 Hondurans study in the United States each year.

Jean Goodnow, MCC's dean of student development, said the Hondurans have been a welcome addition to the campus.

"Their stay here has been a good experience for all of us," Goodnow said. "We hope to expand our international programs and provide similar opportunities allowing our students to study in other countries.

The other Honduran students include Enna Antunez, social science major; Florentino Gamboa, Pablo Rosales, business majors; and Oscar Flores, Pedro Ramirez, Pedro Mendieta, Jorge Maradiaga and Herbert Lopez, farm management majors.

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August 24, 1989

Dear Nancy:

Finally today I decided to write this letter which I have been wanting to do for the last year, but it seems that I could never find the time to do it.

I love being a student at Grand Valley State University. It is located in the small town of Allendale, Michigan. I live in the City of Grand Rapids from where I commute to the University. Winters in Michigan are hard and to travel the 50 miles round trip from Grand Rapids to Allendale every day is not easy. Fall, spring and summer are very enjoyable.

Grand Valley State University has a student body of 10,000, but there are only 17 International students and only 10 Hispanic on the whole campus.

Every year International Students, Hispanics and other language clubs get together to celebrate an "Ethnic Festival". I have participated for three years now. "El Club de Español" is well known on campus and I am a member of it. For the last two years we wanted to present a special program for the festival. So we got organized and three couples were formed so that I could teach them two Folklore dances, "El Sueñito" and "El Jutiquile". Believe me it was not easy for me to teach my North American friends how to dance the Honduran folklore dances, but with patience and practice, and a lot of effort on their part, we did it. We presented the dances before an audience of about 300 and everybody loved "El Sueñito and they thought it was cute. After this we were asked to dance on a couple of different occasions.

This year on March 31 we formed a small choir. It was great to work with people who loved the Spanish language so much that they were willing to learn songs such as "La Balona", "Cándú", "El Bananero", "María Isabel" and others. We were accompanied by some students of the Music Department who learned to play the music by listening to a tape. We were successful in our presentation and we were asked to sing again in the Hispanic Awareness Week and at it's banquet that was held on campus on April 28.

It is surprising to find out how little people know about Honduras, but it is a pleasure to tell them about it and show them slides of different aspects of the country. Many people from my University and from the community where I live are interested in visiting Honduras in the near future, perhaps even next year!

I am a member of a group called Dialogo which is part of the Campus Ministry. We get the opportunity to travel around a little bit and fellowship with other single young adult students of G.V.S.U.

I have made many friends at Grand Valley and in the church where I am a member now. Most of my friends at school are willing to help me out when I don't understand something in class and are there to encourage me when things are not going well for me.

I live with a wonderful North American family that have adopted me in as if I was one of their daughters. They are always there for me when I am sick or feeling down. They always reassure me that "Yes, I can go on". They always encourage me to do my best. When I am sad they cheer me up, and when I succeed they rejoice with me. Sid and Elaine Helmus are more than parents to me, they are also my spiritual guides and I love them very much.

This spring and summer was the first time for me to take classes in the six week periods at G.V.S.U. It was stressful. There was not time to do anything else but study. The professors were excellent and I enjoyed the classes very much. On July 11 I started doing an internship. I am teaching English as a Second Language at "The International English Center" of Grand Rapids. This internship or Senior Project is required for English Language Arts Majors. A 3.0 GPA or better is required to do an internship and I was selected. I am very excited about this great opportunity and at the beginning was a little bit scared, because only 3 1/2 years ago I came here and attended this same school and was a beginning level student at this same International English Center. But now after seven weeks of teaching I am very confident. I am teaching second level and I have 24 adult students. I will continue teaching until next December.

Well, this letter got a little longer than what I had planned and I want to thank you for everything you have done to help me. Accompanying my letter I am sending some pictures of the Ethnic Festival and some of my poems. Perhaps you could see that they get printed in the next Vinculo Hondureño.

I will probably send a farewell letter for the December issue and some other poems of mine that have been chosen to be published in the University litery magazine called Amaranthus. Best wishes to you to enjoy the rest of the summer.

Yours very truly,

Maria N. Rodríguez

María Natividad Rodríguez
2323 Saginaw Road S.E.
Grand Rapids, MI 49506

WSHU

SINS AGAINST CREATION

The window frames the many shades of spring.
The color yellow dominates the display,
mixed in are various hues of green shades and
viewed all together make a lovely scene,
so while the petals almost a dream.

From winter they have come to us ornate.
As if to say that life is not for away
So many buds on stocks and stems expecting.
The shingled colors dull the bright view
And wood and stainless fences do imprison.

The man made structures the blue sky pierce,
Cement and the dark tops leave space for but few.
This loss of what was created seems to me a sin;
Human touch on this world has been severe

by: María N. Rodriguez
(Naty)

AS IT IS

In this section of time we live;
A span, an era, a generation,
Time stands still for no one;
And offers no extra presentation.

Time is a commodity with
relentless demands;
One must eat, sleep and work;
While play understands;

Who decides how many hours
Are held within a day?
I wasn't contacted for my opinion
to submit my say.

One can buy, save or give time;
in as many forms.
Eight for sleep, eight for work, eight for choice;
When, who decided the norms?

Spend it well...waste it not;
As if it were something to hold.
Not solid, not liquid...without form;
Unable to sense. Is it hot? Is it cold?

I've never seen time to touch.
To hold it or bottle it to sell,
But notice, how we say so often;
give it a little time to tell.

Cut your time in half,
by doing thus and so
As if one could add a second
To run against the impossible foe.

Time is the enemy of life;
We earnestly try to beat it.
Yet, no one has offered a plan;
Which hasn't met with defeat!

by: Maria N. Rodriguez
(Naty)

A Poem for my former classmate in Junior High School
Leda Amador by María Natividad "Naty" Rodríguez

LOVE OF MINE - MY COUNTRY

It does not matter where I am
Everywhere I am the same.
My noble blood, my faithful soul.
Simple, proud, fraternal..
In love with the birds and
The mountains of my natal country..

I don t invent anything of what I express
In my songs, sound the voice of my and soul,
Like the gray stones of my land.
Thousand voices rise very confused and sadly
Cry in my soul.
Oh! star of hope.
I will fight for my right to love
For peace, for work and the happiness
Of my people.

Here you will be unbreatable in
The memory of this light.
Oh! Love of mine, it does not
Matter how distant you are,
Have you in me, in my heart, in
My language, in my color. I am
Part of you and you part of me.

To invoke your essence is music
to my ears, and closing my eyes
I am surprised at your beauty
Under the blue sky. And [illegible]
at my own absence I see in your
Steady eyes and distant [illegible].
I look at you, with love.

My loneliness [illegible] dreams
About the future day when there
Would be distance between us.
And under your [illegible] trees
I'll sleep.
The day is [illegible]
I am [illegible].

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