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9. ABSTRACT

The objectives of this five-year grant were (1) to develop instruments and procedures for analysis of alternatives to traditional educational processes in Latin America; (2) to isolate and examine sociocultural considerations in educational development; (3) to investigate economic considerations in mass education; (4) to examine the application of systems of educational technology as related to educational productivity; (5) to relate rural-urban considerations to the process of educational developments; and (6) to provide a project focus within the Latin American Center at UCLA which will guide research and provide training for professional staff members of domestic, international, and foreign agencies through seminars, symposiums, and regular University course work. The 211(d) grant-in-aid funded 67 research and development projects over the five years, involving investigators drawn from 17 units of the University and institutions and personnel from Venezuela, Colombia, Mexico, Bolivia, Guatemala, Brazil, Peru, Panama, Costa Rica, Trinidad-Tobago, Ecuador, Argentina, and Chile. Several courses and seminars were developed. Service was provided government-supported programs in six Latin American countries. The results of the research projects are being published in research papers, monographs, and anthologies. The fifteenth, sixteenth, and seventeenth editions of The Statistical Abstract of Latin America, published by the Center, include more than 50 pages devoted to educational issues and problems. Through combined University and grant resources, some 3,000 volumes have been purchased during the grant period for the Education/Psychology Library and the Latin American section of the University Research Library.

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for Analysis of Effective Alternatives to  
Processes of Traditional Education  
1970-1975  
Final Report

December, 1975  
Thomas J. La Belle  
Research Coordinator

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## I. Introduction

This is the fifth and final report concerning UCLA's activities under the "Institutional Centers to Aid Foreign Development" program administered by the Agency for International Development. Effective October of 1970 the University of California at Los Angeles, through its Latin American Center, received a five-year grant authorized by the Foreign Assistance Act of 1966, designed to strengthen and develop a special multidisciplinary competence for the analysis of effective alternatives to processes of traditional education in Latin America. Thus, it is important to note that this report is not one resulting from technical assistance activity based upon typical contract formats with the Agency for International Development. Instead, the report reflects the progress achieved through an innovative grant-in-aid program which enabled UCLA to decide what the substantive questions and topics to be pursued through research, training, and service within the objectives of the grant were to be. The role of AID was to advise UCLA regarding the choice of activities to be pursued through the grant as well as to assist faculty and students at UCLA with protocol approval of requests for travel. Thus, the authority and responsibility for the substantive aspects of the grant remained with UCLA.

Pursuing research on alternatives to formal schools in terms of development indicators when so little is known regarding the contribution of formal schools themselves opens a wide range of legitimate questions regarding both deliberate and nondeliberate teaching and learning processes in society. The six objectives of the grant, discussed later in this report, are evidence of the variety of inquiries possible in this area.

As a 211(d) grant-in-aid recipient, UCLA made several decisions concerning the most appropriate ways in which the objectives of the grant

could be met. The needs of technical assistance administrators and the AID 211(d) grant officers, the scholarly and institution building interests of UCLA faculty and students, the problems facing Latin American education and development specialists, and the expectations associated with the foreign assistance legislation establishing such grant programs, often reflected constraining elements in this attempt. The complexity of the phenomena of educational alternatives combined with the often conflicting special interests of groups mentioned above precluded satisfying any audience completely. Furthermore, the biases inherent in each of the perspectives represented by these various groups often found the analysis of concepts such as "education," "development," and "alternatives," to be incompatible. For example, some would like to have seen a narrow focus and a policy oriented approach to the analysis of such concepts while others believed that a broad, exploratory, and scholarly orientation was more appropriate.

Given the fact that not all of these and many other biases could be satisfied, we developed a research thrust which was based upon two primary concerns. First, we felt that to develop UCLA's competence for the analysis of effective alternatives, we had to build upon existing faculty resources and attempt to involve such individuals in the project by offering a challenging and new area of endeavor to which they could both apply and develop insights and experience rewarding to their own career aspirations and goals. This decision effectively limited the hiring of researchers and scholars exclusively on grant funds since such investments did not assist in the expected building of a UCLA competence. It did involve, however, extensive involvement by graduate students who worked closely with faculty and were likely to be searching for new and exciting avenues of creative work. Taking

for granted that the objectives of the grant reflected major problem foci for AID, it is important to note that the institution building focus of the grant (as dictated by Congress and promoted by the UCLA Committee on International and Comparative Studies) was the first priority in terms of the orientation and operation of the grant.

Our second major concern was related to the first and dealt with the expressed needs and problems defined by host-country institutions in Latin America. Thus, UCLA faculty and students collaborated with host-country institutions in an attempt to shed some light on the problems facing Latin American education and development specialists while at the same time creating new institutional linkages based upon such involvement. As with our first concern, we felt that this orientation was in accord with the intent of the 211(d) legislation.

In accord with the institution building focus of the grant, the Latin American Center has carried out research, evaluation, teaching, and consultation or service activities concerning the broad area of educational phenomena in Latin America. In accomplishing these general goals, the Center relied on abilities developed over two decades of work in Latin America in which emphasis was placed on building counterpart relations with Latin American professionals, working on problems of mutual concern to UCLA and host-country personnel, and carrying into the relations a genuine desire to provide alternative analytic and methodological approaches which prove to be of value to Latin Americans. In short, the Center prides itself on having involved Latin Americans in all aspects of its programs and on attempting to eliminate what some have referred to as "research colonialism." In effect, this orientation means that the Latin American Center preferred to support proposals concerning research, service, or training aspects of

the grant only after being assured that a recognized need by Latin Americans had been voiced. In addition, an attempt was made to collaborate with a host-country institution which was prepared to provide access to relevant data and, if appropriate, additional human and material resources.

The program of research, training, and service under the grant has been broadly conceived. For example, we have not been searching for an alternative to the school but instead have been concerned with the teaching-learning process as a continuum from the individual to the group, from face to face interaction to the use of media, from tribal to industrial, from rural to urban and from informal to formal. We have also stressed research which builds conceptual and theoretical knowledge rather than research which simply describes or inventories disparate phenomena. Furthermore, we have attempted to concern ourselves primarily with what exists rather than placing ourselves in the dubious position of deciding what ought to be.

**II. PURPOSE AND OBJECTIVES OF THE GRANT**

## II. Purpose and Objectives of the Grant

The project to be carried out under this grant is designed to build upon existing and expected broad based Latin American programs and resources at UCLA. The grant is to be used by the Latin American Center to develop frameworks for an integrated approach to interdisciplinary research problems and to develop among faculty and students improved capabilities for future research, teaching, and consultation in the University, in development agencies, and in Latin America.

As educational costs rise faster than national income and faster than the numbers to be educated, and as schools continue to serve only those who already value the school's inherent norms, the question emerges whether or not more efficient and effective means can be found to satisfy Latin America's educational needs. The search for alternatives does not necessarily imply doing away with the school nor does it necessitate the establishment of one alternative. Instead, the school's multi-purpose orientation necessitates the investigation of many alternatives as well as a continuing attempt to find answers to questions regarding unit costs, objectives, cultural specificity, management, financing, etc., all of which are related to the functions of schools and to the alternatives which might manifest different and hopefully improved outcomes. The grant is designed to develop a special multidisciplinary competence for the analysis of effective alternatives to processes of traditional education. Thus, the opportunity to define and augment the study of the role and function of numerous formal and informal processes of education in the development context and from a multidisciplinary perspective, is inherent in the purpose of the grant.

Interrelated approaches to this project are:

1. To develop instruments and procedures for analysis of alternatives to traditional educational processes and, within the financial possibilities of the grant, to collect, analyze, and interpret aggregate data for (a) subnational, and (b) national levels of selected educational problems.

To this end, the adequacy of educational services in terms of manpower needs and social demands will be examined. Problems in patterns of specialization and course offerings currently available will be assessed. Content in formal and informal educational programs will be evaluated in relation to achievements, efficiency, and cost as well as high dropout and repeat rates of the school-age population. Such analyses involve (a) the study of the appropriateness of selected alternatives with regard to subcultural contexts and the continuity between family and society; (b) the comparison of selected educational alternatives across regional and national boundaries with regard to their economic and social value in modernization; and (c) possible application of findings to other Latin American countries where similar problems may be alleviated as a result of experimentation with alternatives.

2. To isolate and examine sociocultural considerations in educational development.

Under this objective, studies will be conducted by faculty and graduate students through an interdisciplinary approach on the way in which identifiable sociocultural factors interact with the educational process. Investigation will involve: (a) studies of selected value orientations of potential students; (b) examination of such orientations as they relate to educational change; (c) description of representative religious and world view orientations as they are believed to affect educational programs;

(d) systematic evaluation of these religious and world view orientations as they actually interact with policy. In this manner we will suggest the congruence of curricular and pedagogical approaches to subcultural groups with particular social and occupational goals. Such analysis will provide an assessment of the relevance of selected current and planned educational programs as well as offer some general guidelines for future planning.

3. To investigate economic considerations in mass education of potential students.

Analysis of patterns in cost of mass education will involve representative examination of (a) enrollment by subject; (b) student-teacher ratios; (c) grade and age level offerings; and (d) highest level of schooling or training achieved. These data will be correlated with representative data on age cohorts for occupational sectors in order to interpret the background of differential economic growth rates. Educational costs will be calculated in relation to efficiency in planning for projected dropout rates, school construction, and physical plant size. The resulting assessment will include evaluation of (a) varying educational needs in relation to economic production needs; and (b) policy options in the area of technical planning.

4. To examine the application of systems of educational technology as related to educational productivity.

This approach involves investigation of (a) aspects of educational attainment levels; (b) cost benefit effectiveness of alternative programs; (c) relevancy of technology to the job to be performed in relation to needs and funds available; and (d) evaluation of alternative mixes of such things as educational time periods, pupil-teacher ratios, class size, and teacher training requirements.

5. To relate rural-urban considerations to the process of educational development.

This approach subsumes (a) examination of differences in the needs of rural and urban educational programs as well as (b) analysis of the kinds of investigation appropriate under different and varying conditions.

A related topic of study involves (c) some neglected aspects of community and village educational development in Latin America. Analysis of social indicators for local units in the 1960 and 1970 population censuses will not only permit interpretation of the social and economic context of rural educational problems but will provide a focus for training and research projects in those countries in Latin America where statistical agencies have agreed to develop comparative data analysis.

6. To provide a project focus within the Latin American Center which will guide research and provide training and educational opportunities for professional staff members of domestic, international and foreign agencies through seminars, symposiums, and regular University course work.

UCLA, through existing or planned and new courses to be developed under this grant, will be prepared to accept and give individuals from less developed countries an advanced and specialized education in analysis of socioeconomic data and formulation of educational models, and it also will be prepared to integrate administrators and researchers from domestic agencies into a carefully focused program. Faculty and students preparing to work with international and national development agencies will gain experience in working in multidisciplinary seminars, courses, and a third-year workshop-symposium, which is scheduled to evaluate the research framework and its results.

As will be evident in the following section concerning major accomplishments, work related to these interrelated objectives has proceeded with rather equal emphasis. Attention placed on certain sub-objectives results from the attempt to build upon current resources at UCLA and will inevitably result in particular strengths in some areas, while limiting potential expertise in others. Thus, the competencies developed at the end of five years are expected to be well within the guidelines set by the grant's major objectives yet will not reflect in-depth analyses of all of the ramifications possible of each of the sub-objectives. None of the objectives have been modified from the original grant proposal funded by A.I.D.

III. NARRATIVE SUMMARY OF THE CONTRIBUTION OF  
SECTION 211(d) TO THE TOTAL UNIVERSITY  
CAPABILITY IN THE STUDY OF EDUCATION IN  
LATIN AMERICA

III. Narrative Summary of the Contribution of Section 211(d) to the Total University Capability in the Study of Education in Latin America

The 211(d) grant-in-aid on the multidisciplinary analysis of alternatives to traditional education in Latin America was administered through the Latin American Center at UCLA. The Center is organized around eight professional Advisory Committees comprising more than 50 faculty members and representing eight schools and colleges at UCLA. These Committees advise the Center Director and the Grant Coordinators' Committee and are actively involved in the functions of the grant. The Grant Coordinators' Committee funded 67 research and development projects between October, 1970 and June 30, 1975. These projects were headed by investigators from the Departments of Geography, Anthropology, Latin American Studies, History, Spanish and Portuguese, Ethnomusicology, Sociology, Social Psychology, Psychology, Economics, and Political Science, as well as the Schools of Public Health, Engineering, Library Science, Education, Management, and Law. With the exception of two studies undertaken on Cuba, the projects involved Latin American institutions and personnel from Venezuela, Colombia, Mexico, Bolivia, Guatemala, Brazil, Peru, Panamá, Costa Rica, Trinidad-Tobago, Ecuador, Argentina, and Chile.

A. Training

Several courses and seminars have been developed under the auspices of the grant. In cooperation with the School of Education's doctoral program in Comparative and International Education, two graduate level courses dealing with education in Latin America are being offered. One of these is an introductory course which surveys the role and function of schooling in Latin America and the other is a research seminar on educational alternatives in Latin America. Whereas the introductory course surveys the cultural,

economic, and political institutions of Latin America as they pertain to increased understanding of educational systems, the seminar is designed to give students an opportunity to investigate recent research on Latin American education, pursue the preparation of research proposals prior to conducting their own research in Latin America, and analyze and present their research findings.

Several additional seminars have been developed and were offered for the third time during the 1974-1975 academic year. The Latin American Studies program has collaborated with the School of Library Service in offering a graduate level seminar, taught by the UCLA Latin American bibliographer, designed to acquaint students with library resources on Latin America with emphasis on education and educational alternatives. A two-quarter seminar entitled, "Problems of Relevance in Latin American Education," was offered for the third time during 1974-1975 by Professor Johannes Wilbert through the Latin American Studies program. This two-quarter seminar concentrated on the development of a model for the analysis of the educational process and the relevance of this process to the individual and the community in Latin America.

A third seminar, offered for the second time in 1974-1975, concerned dramatic arts and was sponsored by the Department of Spanish and Portuguese. It was designed to assess current dramatic arts activities as instruments for literacy, health, hygiene, job and citizenship training in Latin America.

In addition to these standing courses and seminars on education in Latin America, the grant also sponsored special seminar and colloquia as well as a scholars-in-residence program for visiting United States and Latin American scholars. These special programs fostered multidisciplinary inquiry, augmented academic-practitioner cooperation and acted as catalyst to the development of new research, training, and service activities at UCLA.

In accord with the development of UCIA as a resource base for solving multidisciplinary problems regarding education in Latin America, the Latin American Studies Program instituted curriculum reforms in both its B.A. and M.A. programs. Students are encouraged to take courses outside of the traditional Latin American Studies area while applying the theoretical and methodological principles to Latin American topics. Twenty students have completed M.A. or Ph.D. degrees through 211(d) support.

#### B. Service

The Latin American Center at UCIA is committed to the support of collaborative research and development activities with Latin American institutions. The 67 research projects of faculty and students supported through the grant are, therefore, the best evidence of UCIA's service commitment as these projects involve both Latin American and UCIA representatives working toward the resolution of commonly held problems and issues.

In addition, the Grant Coordinators' Committee has willingly responded to all requests from AID personnel for technical assistance related to the analysis of educational phenomena in Latin America. During the past five years this relationship has resulted in UCIA faculty and research personnel becoming involved in U. S. Government supported programs in Mexico, Guatemala, Venezuela, Brazil, Peru and Ecuador. The topics have involved nonformal education, evaluation, statistical data gathering and analysis, community colleges, institutional development, preparation of bibliographic materials, teacher training, and education sector analysis.

#### C. Research

Investigations have been funded in accord with the grant objectives and include fifteen studies on the role of nonformal education in promoting skills training, socialization, and socioeconomic mobility of a particular

population; nine studies concerning informal education in autochthonous societies; twenty-three studies on the organization and function of educational systems; eight studies on the utilization of dramatic arts as an instrument of education; and ten studies on educational processes and social change in the rural context.

#### D. Staff

The Director and Associate Director of the Latin American Center, along with the Coordinator of the grant, constituted the Grant Coordinators' Committee and were charged with administering the programs conducted through the grant. They were assisted by additional personnel, on a part-time basis, including a research statistician, a specialist in educational alternatives, and a Latin American bibliographer and his assistant. Several other professionals, including Latin American educators, were enlisted periodically to provide consultant services to the operations of the grant.

#### E. Publications

The Latin American Center is committed to publishing the results of several of its varied investigations on education in Latin America in the form of monographs, anthologies, and research papers. The Center early on published the only anthology on educational scholarship for Latin America and the Caribbean entitled, Education and Development: Latin America and the Caribbean. In addition, it has published two monographs, one on the attitudes and values of prospective secondary school teachers, entitled, The New Professional in Venezuelan Secondary Education, and the other concerning rural education in Guatemala, entitled, Education and Innovation in a Guatemalan Community, San Juan la Laguna. The fifteenth, sixteenth, and seventeenth (1976) editions of The Statistical Abstract of Latin America, also published by the Center, include more than 50 pages devoted to

educational issues and problems. A 40-minute film entitled, "Ciudad del Nino: A Case Study in Education and Culture," by William Lee, has been released and is being distributed by the Center.

Finally, plans are being made to publish four anthologies containing papers emanating from research supported by the grant and two bibliographies concerning formal and nonformal education in Latin America. The first of the anthologies, dealing primarily with nonformal education entitled "Educational Alternatives in Latin America; Social Change and Social Stratification" has been published. A second volume on informal education and an annotated bibliography on educational alternatives are in press.

#### F. Library Resources

During the past five years library resources have received considerable attention. Through the combined resources of the Education/Psychology Library and the Latin American section of the University Research Library emphasis has been placed on augmenting existing information sources on education in Latin America. Bibliographies are being prepared and the acquisition of government documents, journals, monographs and other items received emphasis. A bibliographic materials assistant, together with the University's Latin American bibliographer, provided bibliographic information for many of the specific research projects as well as for the overall objectives of the grant. Through combined university and grant resources some 3000 volumes have been purchased through June 30, 1975.

**IV. FORMAL, NONFORMAL, AND INFORMAL EDUCATION:  
PROBLEMS AND PROSPECTS**

#### IV. Formal, Nonformal, and Informal Education: Problems and Prospects

Through the decade of the 1950's and most of the 1960's emphasis on education in the third world was often placed on expanding school systems in order to achieve parity with increased population growth as well as to prepare trained manpower to answer the needs of economic development. Many educational decision-makers assumed that the school was an important vehicle for the change process and that through building new schooling institutions and reducing drop-out and retention rates, more and more individuals would be educated for both an occupation and for citizenship. Schools were often viewed as the panacea for instilling new values and attitudes in the younger generation.

While the linear expansion of schooling went unabated, other educators, the process specialists, continued their attempts at perfecting instructional techniques, altering the school's organizational patterns, and questioning the basic value premises and philosophical orientations of the school program. The child, as before, continued to be the unit of measurement whether the concern was cognitive achievement or moral and ethical conduct. The effects of the system were evaluated in terms of behavioral changes in learners; the evaluation and measurement of such change became a field of specialization with its own corps of experts.

Among those who altered the in-school variables there were some who attempted to systematize and prepackage the learning process in order to make it "work" irrespective of the methodologies adopted by the teacher. There were others, however, who tried to promote within the same system a nonstructured process dependent upon collaborative and cooperative activities among students and teachers enabling the student to have more involvement with his own learning while using the teacher as a resource rather than as a decision-maker.

While the school expansionists continued to build schools and the process specialists concerned themselves with the functioning of schools, the hardware or delivery system engineers began to claim revolutionary progress through such innovations as teaching machines, television, and satellite communication. Such modes of message transmission were said to be able to bring to the learner a current, efficient, and effective curriculum at reduced costs. These latter "revolutionaries" in education became extremely popular not only with the relatively developed but the relatively underdeveloped societies. To have in hand the latest device for improving schooling was viewed as being current and aware, while having a tangible piece of equipment to show and touch was a symbol of status in terms of the hierarchy of educational innovation.

While these expansionists, process specialists and engineers were at work in their various spheres of influence, the educational decision-maker in the relatively underdeveloped countries was keeping a close watch. He borrowed as many innovations as his finances permitted. And if such resources didn't allow him the freedom of choice he demanded, his government borrowed money from the numerous international and bilateral agencies which would permit him to build schools, purchase curricular and instructional packages, and to buy the hardware which fit with his particular perceived needs.

With the coming of the 1970's, these major interest groups were still selling their wares and the third world was still competing for an opportunity to put such innovations to use. A new element of the matrix, however, began to attract considerable attention. Some educators in the 1960's questioned the nature and function of the school as it interacted with particular socioeconomic background characteristics of students. Because of empirical

evidence that they presented, the viability of the school as an integral part of the development process was called into question.

Basically, the resulting research suggested that school achievement was more dependent upon conditions outside rather than inside of schools.<sup>1</sup> In England, for example, two-thirds of the variance for achievement differences among eleven-year-old youngsters was explained by family background factors while one-third of the variance was attributed to in-school factors.<sup>2</sup> A similar study in the United States by James S. Coleman confirmed these findings<sup>3</sup> as did the International Association for the Evaluation of Educational Achievement in their survey of mathematics achievement among thirteen-year-olds in a dozen relatively developed countries.<sup>4</sup> Additional confirmation for this thesis came from The Rand Corporation's review of the research on the determinants of educational effectiveness.<sup>5</sup> The authors of this last entry concluded that available evidence fails to "...show that school resources do affect student outcomes," although the

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<sup>1</sup> Although the majority of the available research supports the strong positive relationship between socioeconomic status and school achievement, a paper by Joseph P. Farrell, "Factors Influencing Academic Performance among Chilean Primary Students," presented at the American Educational Research Association, New Orleans, March 1, 1973, indicates that in-school factors rather than personal characteristics of students accounted for the majority of the explained variance of achievement for eighth graders.

<sup>2</sup> Central Advisory Council on Education, Children and Their Primary Schools, London, England: Her Majesty's Stationery Office, 1966.

<sup>3</sup> Coleman, James S., et al., Equality of Educational Opportunity, Washington, D.C.; U.S. Government Printing Office, 1966.

<sup>4</sup> Husen, Thorsten, "Does More Time in School Make a Difference?," Saturday Review, April 29, 1972.

<sup>5</sup> Averch, Harvey A., et al., How Effective Is School? A Critical Review and Synthesis of Research Findings, Rand Corporation, 1972, Santa Monica, California.

"...socio-economic status of a student's family--his parents' income, education, and occupation--invariably prove to be significant predictors of his educational outcome."<sup>6</sup>

In addition to the importance of social background factors on in-school achievement, authors of the Rand study made other observations which were relevant to the school expansionists, process specialists, and engineers. They reported that educational research does not indicate what student-teacher-methods interactions show consistent effect on student achievement in either classroom or laboratory studies. Thus, although teachers who use certain methods with particular students may find success, each of the three process variables in interaction with any one or both remaining variables is dependent upon that interaction for increasing the likelihood of students achieving. Neither distinct teacher approaches, teacher differences, or class size, for example, show any sustained or consistent effects, while among methods there is likewise little difference in terms of their effect on achievement. Regarding television as an educational method, for example, the authors state: "...after hundreds of studies, it can only be concluded that learning by television is about as effective as conventional classroom learning, and a case cannot be made for the superiority of either."<sup>7</sup> A similar conclusion is drawn from the research on programmed instruction, including teaching machines.

Since many educators were aware of such research results as the decade of the 1960's came to a close, it was not too surprising that considerable criticism was directed at the schools. The onslaught came from

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<sup>6</sup> Ibid., page 148.

<sup>7</sup> Ibid., page 67.

both inside and outside the professional education ranks, and was concerned with more than just the factors associated with aspects of achievement. In the United States, this criticism was often levied at what schools do to students in terms of their authoritarian structure, their inability to cope with individual differences, their destruction of creativity, and the imposition of institutional goals over the needs and interests of children. Thus, critics and scholars began calling for reform within schools. In effect, such reform called for introspection on the part of educators; they were being asked to analyze the assumptions and value orientations upon which they were basing school practice and to revamp that system in favor of children.<sup>8</sup>

In addition to the accumulated data on the effects of schools on achievement, and the experiential critics judging the structure and process to be in need of reform, there were other scholars analyzing the schools in the development context from the perspective of the gain in numbers of students educated and whether or not sufficient economic resources could be tapped to sustain and expand the school system to meet increasing individual and social demands. It is from this group of scholars that the search for alternatives to traditional schools began.

The schooling situation in Latin America provides some insight into these latter points. Although educational systems in this area of the world, as elsewhere, made great strides in terms of school enrollment (an increase of approximately two-thirds at the primary level and double at the secondary and higher levels between 1960 and 1969), less than half of the

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<sup>8</sup> See, for example, Silberman, Charles E., Crisis in the Classroom, New York: Random House, 1970.

school-age population of Latin America was enrolled in schools in 1969.<sup>9</sup> Part of the reason for these results was the pressure on the system to keep pace with high population growth rates and a consequent ballooning of the population at the younger age levels. An additional constraint was the lack of available funding. During this expansionist period, budgetary parameters have been pushed to their limits. Recent calculations projecting school costs for Latin America suggest that by 1980 three times the amount of money spent in 1965 will be needed. This anticipated amount is judged to be 5.5% of the region's projected Gross Domestic Product,<sup>10</sup> and if secured will represent a level higher than that expended in most economically advanced countries.<sup>11</sup>

Even if schools in Latin America should expand rapidly enough to meet rising demands, it is questionable how these opportunities will be distributed among the total population since, like the occupational market place, the schools tend to reinforce and reward individuals who come from middle and upper socioeconomic class backgrounds while at the same time they alienate and constrain those individuals who deviate from such patterns.<sup>12</sup>

### Educational Alternatives

In the last few years several scholars, along with national and international technical assistance agencies, began to pursue seriously the

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<sup>9</sup> Inter-American Development Bank, Socio-Economic Progress in Latin America, Ninth Annual Report of the Social Progress Trust Fund, 1969.

<sup>10</sup> Economic Commission for Latin America, Education, Human Resources and Development in Latin America, United Nations, New York, 1968, page 236.

<sup>11</sup> Ford Foundation, Ford Foundation Assistance to Latin American Education in the Seventies, The Ford Foundation, New York, 1972.

<sup>12</sup> Berg, Ivar, Education and Jobs: The Great Training Robbery. New York: Praeger Publishers, 1970.

issue of alternatives to formal schools. Ivan Illich,<sup>13</sup> for example, argues that since educational costs are rising faster than national income and faster than the numbers being educated, and since schools produce two distinct social classes based on the amount of schooling completed, they provide privileges for a few at the cost of the majority. The development of an educational caste system results. Furthermore, the granting of diplomas and credentials, a major function of formal schools, does not, according to Illich, reflect an individual's ability to function in a particular capacity. It only divides the schooled from the unschooled. He envisions educational alternatives as nonbureaucratic, noninstitutionalized in form, and dependent upon an individual's desire to pursue experiences made available by opening libraries, museums, laboratories and industries, etc. Also he would encourage individuals with particular interests to form ad hoc groups for verbal exchange and study at convenient locales.<sup>14</sup>

Everett Reimer,<sup>15</sup> a colleague of Illich at the Center for Intercultural Documentation in Cuernavaca, Mexico, believes that schools have become a "universal church" of a technological society which incorporate and transmit a particular ideology. Reimer indicates that schools accomplish this reinforcement of a "closed technological society" by functioning in four distinct and interrelated ways: first, they act as baby-sitters or

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<sup>13</sup> Illich, Ivan, Deschooling Society, New York: Harper and Row, 1970.

<sup>14</sup> Illich speaks in terms of "manipulative" and "convivial" utilities. The former include jails, hospitals and schools where the client enters because he has to, and the latter include water, telephone and recreational systems which are available to all and which do not limit access or use to a select few. Illich sees alternatives to schools in the second category, or "convivial" arena.

<sup>15</sup> Reimer, Everett, School Is Dead: Alternatives in Education, New York: Doubleday, Inc., 1971.

custodial institutions thus prolonging childhood roles; second, they sort the youth of a nation into the social structure and thereby reinforce a meritocracy; third, they indoctrinate the young to accept conformity, social hierarchy, and traditional political and economic ideology; and, fourth, schools develop skills and knowledge for success in accord with technological and associated ideological criteria. Both Illich and Reimer see these four functions as often being in conflict, making schools amorphous and inefficient. They argue for a change in ideology and thus a change in society which demands new educational modes.

In addition to Illich and Reimer, there were individuals like James Coleman<sup>16</sup> who, because of his concern with the breakdown of the structure of the North American family, suggested that education be moved to the work place. According to Coleman, all youth in the United States should be required to secure both cognitive and technical vocational skills. The former should be received in schools while the latter should be received through experiences on the job. By requiring all youth to pursue this pattern, Coleman feels that in-school tracking of students will give way to an emphasis on the amount of time students are exposed to different experiences, and it will control somewhat the influence of socioeconomic status on school success.

Another relatively recent contribution to the literature on educational alternatives is the report by the UNESCO Commission on Education edited by Edgar Faure entitled, Learning to be.<sup>17</sup> As examples of the position taken here, the authors state that education should be life-long,

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<sup>16</sup> Coleman, James S., "How Do the Young Become Adults?," Report No. 130, Center for Social Organization of Schools, The John Hopkins University, May, 1972.

<sup>17</sup> Faure, Edgar (Editor), Learning to be, Paris: UNESCO, 1972.

general education and technical education should be reconciled, there should be more diversified higher educational institutions, educational management should be democratized and there should be an emphasis on self-learning, which is individualized and personalized.

As David O'Shea pointed out in the UCLA AID conference on educational alternatives at Lake Arrowhead in April, 1973, there are currently two basic approaches to educational alternatives. One is held by individuals like Illich and Reimer who are opposed to class structure, hierarchically-organized societies, and open-ended progress which dictates that so-called lesser developed societies move toward the acceptance of Western oriented value systems. In short, Illich and Reimer are suggesting that we change our ideology and move from a person-centered society to a more egalitarian society. This involves emphasizing alternative future societies along with alternative educational structures. O'Shea suggests that the other approach to alternatives is that embodied in the Faure report. The emphasis here is on socioeconomic development and for providing greater and more humane choices for people. Likewise, the position by Coleman would appear to fall into this latter approach as he is proposing alternatives within the confines of existing value premises.

The work at UCLA, and at most of the international agencies like the World Bank, UNESCO and AID, adopts the socioeconomic development rather than the societal futures approach.<sup>18</sup> Under the AID contract to the University

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<sup>18</sup> See, for example, Coombs, Philip H., et al., New Paths to Learning, International Council for Educational Development, 1973 and Brembeck, Cole (Editor), New Strategies for Educational Development, Lexington, Massachusetts: Lexington Books, 1973.

of Massachusetts,<sup>19</sup> for example, a team has been working with Ecuadorian Indians employing variants of standard children and adult games like monopoly and dominoes. The experimental program is designed not only to stimulate perceptual changes in participants but also to transmit basic literacy and mathematical skills. Another example of working within development goals would be the continuing emphasis placed on educational television and radio in and out of schools by AID in several Latin American countries.

Most educational alternatives research and development activities have adopted the term "nonformal" education. Rolland Paulston<sup>20</sup> defines non-formal education as "...structured, systematic, nonschool educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioral changes in fairly distinct target populations. It is, in sum, education that does not advance to a higher level of the hierarchical formal school system." Nonformal education need not be an alternative to school but instead may be conceived as a supplement or complement to formal schooling. Nonformal education does not imply a non-programmatic or nonstructured approach to teaching and learning. Thus, it is to be distinguished from the nondeliberate, informal and natural teaching and learning which often occurs without conscious intent by all individuals as they carry out their normal day-to-day activities.

Out-of-school learning programs of the nonformal type are not always new or innovative. What makes them important is their potential for

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19 "Non-Formal Education Project: Ecuador," Final Report, Center for International Education, School of Education, University of Massachusetts, 1972.

20 Paulston, Rolland, Non-Formal Education, an Annotated International Bibliography, New York: Praeger, 1972, Page 4.

carrying out educational programs at reduced costs and increased efficiency as substitutes, complements or supplements to formal schools. The literature on such programs is primarily descriptive and attempts to catalogue various types of activities which may have promise in terms of their applicability to other areas.<sup>21</sup>

The characteristics of such programs often include their adaptability to local situations and thus their ability to deal with specific needs in particular sociocultural contexts; their diverse sponsorship, including both private and public sectors; their decentralization in terms of decision-making; and their reliance more on performance than on certificates or credentials.

Such programs often suffer from many internally as well as externally imposed constraints. They often are lacking (1) in a clear conception of what they are about; (2) in resources to carry out the intended programs and to admit the number of individuals attempting to matriculate; (3) in organization and collaboration resulting in considerable duplication of effort; (4) in evaluating their outcomes in terms of effects; (5) in resources to accomplish their goals; and (6) in securing incentives to complete the program (e.g., job placement).

Because nonformal education has only recently been considered a priority area for analysis, relatively little is known regarding current programs in any geographical area of the world. The diffuse nature of such programs and the general lack of any central coordinating agency in a city,

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<sup>21</sup> See, for example, Sheffield, James R. and Victor P. Diejomaok, Non-Formal Education in African Development, New York: African American Institute, 1972 and Wood, A. W., Informal Education and Development in Africa, The Hague, Institute of Social Studies, 1974.

state, or nation makes it difficult to find, let alone analyze, nonformal activities. Out-of-school education of this type is normally associated with on-the-job training in commerce and industry, agricultural extension, technical-vocational training, health and family planning, functional literacy training, community improvement programs, and consumer and producer cooperatives. The hope is that nonformal education might offer less expensive ways of educating and training more people and doing so in a way which enables clients to participate without prior acquisition of formal credentials.

#### UCLA Research

Our research at UCLA during the past five years has been directed toward an analysis of the relationships among educational processes and wider social and cultural phenomena. We have attempted, therefore, to go beyond the descriptive case studies of alternative educational programs typical of Sheffield, Wood, and Coombs in search for more knowledge about the impact, functioning, and viability of various formal and nonformal educational programs in Latin America. In addition, we have invested considerable effort in analyzing informal educational processes as they take place in the family and community among autochthonous populations. This emphasis on assessing education-society linkages has precluded a significant concentration on experimenting with particular forms of education. It has been our position that experimentation must follow the development of a knowledge base in order that the more important variables in the change process can be identified. While the case study literature referred to above has also assisted in this regard, the UCLA research is attempting to explain rather than describe the role and function of educational processes.

Organizationally, the UCLA research on formal, nonformal, and informal education can be viewed in terms of the five major substantive objectives of the grant with specific research concentrations associated with each. These concentrations include: 1) the role of nonformal education in promoting skills training, socialization and socioeconomic mobility; 2) informal education in autochthonous societies; 3) the organization and function of educational systems; 4) dramatic arts as an Instrument of Education; and 5) educational processes and social change in the rural context. The relationship among these concentrations, associated subconcentrations, and the objectives of the grant can be seen in the descriptions of the individual research projects in this volume. While many of the research activities undertaken during this period are complete, a sizable proportion are still in progress and cannot be reported on here. Furthermore, the synthesis which follows, because it is organized around specific problem areas, draws on selected aspects of the research but does not present the outcomes of each project. The reader may find it worthwhile, therefore, to review the abstracts of each project and the list of resulting publications in this report for more complete information on the nature of our work.

### Research Synthesis

#### 1. Problem: Education and the Opportunity Structure

From a national development or growth point of view, the worthwhileness of educational programs depends on how individuals utilize what they have learned. In turn, the utilization of what is learned depends, in part, on the opportunities and incentives available which affect an individual's choice to pursue particular forms of education.

What are these incentives and how do they relate to formal and nonformal education?

Our research is supportive of the assumption that from the national development standpoint, educational programs will be most effective when they are linked to structural incentives like employment opportunities. Education, therefore, should be viewed as a mediator between the individual and the opportunity structure rather than as an end in itself. While traditional sectoral approaches to the study of education may serve a purpose in assessing, among others, internal efficiencies, the larger question of the utilization of education must receive equal attention. Education programs, as suggested by Dave O'Shea, are best viewed as institutions which respond to structural changes rather than as primary catalysts to such change. The alteration and creation of educational programs, including curricula, are therefore dependent upon structural change, primarily economic incentives which occur in the wider society. Our research suggests that nonformal education is likely to be characterized by an even stronger dependency on such external incentives. In the urban area, where wage earners predominate, nonformal educational is likely to be most effective when linked to employment opportunities. In the rural context, where independent farmers predominate, the linkage is with such incentives as increased agricultural production. Because our research in this area has concentrated on the urban wage earner, we conclude that on-the-job training or education which results in either employment or employment mobility, appears to be a potentially viable nonformal education mediator between the actual or potential wage earner and such incentives (La Belle; Riske/Rust; Edfelt). Among

the implications of these results, we would suggest that formal and nonformal education programs should collaborate with commercial and industrial establishments in work-study type programs enabling employment to be linked to education. Likewise, commercial and industrial establishments should be given financial incentives to foster apprentice and on-the-job training programs.

2. Problem: The Impact of Formal and Nonformal Education

Do the resources of institutionalized education programs affect student achievement, occupational status, and income? Most research suggests that family background is the most significant predictor of school achievement, and level of schooling achieved is the most significant predictor of occupational status. Little is known with regard to these relationships in Latin America, and almost no research has been conducted anywhere with regard to the role of nonformal education. How do formal and nonformal education compare when viewed in relation to family background and subsequent socioeconomic status levels of participants?

Utilizing Costa Rican data, Roberts conducted a careful empirical study which demonstrates confirmation of the positive relationship among family background, school achievement, and income. Likewise, in Costa Rica, Guatemala, Venezuela, and Trinidad/Tobago formal education appears as a mediating factor between family background and occupational status and income (Roberts; Riske/Rust; La Belle; Friedman). Our research also suggests that participation in nonformal education programs in the urban area often depends on the individual having achieved a specific level of formal education (La Belle; Riske/Rust). In other words, access to nonformal education programs currently in existence

may depend on an individual having completed at least a primary and possibly higher levels of education. When the impact of formal education is compared to that of nonformal education in terms of explaining income or occupational status, formal education emerges as the strongest predictive variable. In fact, nonformal education has a negligible impact (La Belle; Riske/Rust). We conclude from these studies that investments in structured out-of-school education are apparently confronted by the tradition and legitimacy represented by formal schools. For wage earners such nonformal education programs are unlikely to foster greater equality of access to either middle or upper socioeconomic strata or economic resources (La Belle; Riske/Rust). These observations, however, do not preclude the value of nonformal education in terms of other worthwhile goals. In studying nonformal education in the context of socialization, through more qualitative methodologies, we have found that they may function rather well. For example, voluntary associations among immigrant groups in Argentina were shown by Sofer to be rather important in promoting increased identity and support for participants and to act as an intermediary between the membership and other societal institutions. In the case of political socialization, Hoinacki's study in Venezuela suggests that in combination with formal education, nonformal programs may function as selecting mechanisms for elite formation.

Among the implications of these studies, we believe that educational planners must give more attention to the problem of the legitimacy of nonformal education relative to formal education. Further, while employing formal education as a prerequisite to nonformal education is likely to serve those who have succeeded in school, such a practice limits considerably the access of the unschooled urban poor. We would

suggest that new programs must be developed where formal education is not a prerequisite to nonformal participation. In addition, if the goal of education programs is the utilization of job related skills, nonformal education, unless tied into employment related incentives, is an unlikely point of investment. If the goals are more humanistic rather than practical and applied, however, voluntary associations based on, among others, religious, linguistic, ethnic, place of origin, or political ties are likely vehicles for investment. We would suggest that voluntary associations may play an important role in socializing recent urban migrants into an urban way of life and might be targeted as logical bases for urban migrant receiving centers.

3. Problem: The Acceptance of Out-of-School Education

Will the community, including employers, parents, and teachers foster and value nonformal education programs? What are the attitudes of these respective groups toward educational alternatives given their distinct self-interests?

Our research has assessed the attitudes of managers and personnel officers in commercial and industrial establishments in Venezuela in order to secure one indicator of their support for educational alternatives. We have found that these employers are unlikely to hire individuals with alternative educational experience in their background. Thus, it is apparent that individuals characterized by such experiences will be unable to compete with those who have achieved through the formal system (Bruno/Van Zeyl). While the job market tends to work against individuals with alternative nonformal education backgrounds, prospective secondary school teachers are open to experimenting with in-school and out-of-school alternatives. They are especially open to

work-study programs of a vocational-technical nature (La Belle/Van Orman). Parents of school children in Mexico, as well as commercial and industrial managers and prospective teachers in Venezuela, are generally characterized, however, by their great faith in formal schools. In the case of parents, there appears to be an inverse relationship between social class background and attitudes toward formal education (Gil; Lee).

On the basis of these findings, we would suggest several implications for planners. First, employers must be encouraged to adopt ability and skill related criteria rather than formal educational attainment criteria in their hiring and promotion activities. As indicated above, the fostering of work-study and on-the-job training within industries and commercial establishments will assist in this regard. Second, experimentation in collaboration with employers to assess production and work capacities of a nonformal as opposed to a formal education trained group of workers may assist in clarifying the relationship between type of educational background and work. Third, teachers might be a potential support group for experimentation with educational alternatives of the work-study type. Finally, the effects of nonformal education in relation to formal education will have to be demonstrated to parents. Given the limited number of institutions available in which parents might place their faith for raising the quality of life for their offspring, an emphasis on nonformal education might further depress any remaining hope of mobility.

#### 4. Problem: Nonformal Education in the Rural Environment: Clients and Processes

Nonformal education programs are currently being viewed as the

vehicles for individual and social change in the rural areas. Because the available literature is generally of the descriptive, case study type, however, the impact of such programs is yet to be assessed. One set of issues in this regard concerns the identification of appropriate processes to be employed and the clients to be addressed.

Our research suggests that some rural community development and technical assistance programs, while stating rather ideal and lofty goals, often fall far short of attaining desired ends. One possible explanation for such results are politically motivated obstacles which tend to support the status quo rather than innovation (Hart). Further, there is a question as to whether such programs should be aimed exclusively at the peasant farmer living primarily on small landholdings or toward the more efficient latifundistas. Wilkie argues that agricultural reform, including the redistribution of land, is failing to achieve national goals of supplying sufficient food for urban residents. He suggests that large landholdings be fostered and nonformal education could then serve not only the farmers but provide technical training to the bureaucratic functionaries who plan and implement agricultural programs.

In terms of the processes that might be employed in rural community development and technical assistance programs, our research suggests that the communication of innovations is more likely to succeed when the clients are able to identify with the change agent (Sexton; Ruddle/Chesterfield). In addition, rural peasants must be respected for their knowledge of their own habitat and be given the opportunity of participating in the planning and implementation of programs (Ruddle/Chesterfield). While communication and applied change theorists have

suggested such an approach for some time, there appears to be a need for alternative mechanisms through which such interaction can be fostered. Potentially relevant to both urban and rural areas are dramatic arts programs such as puppetry and barrio theater. These activities might provide one communication link as knowledge and attitudes can be transmitted by the clients themselves through local dialects and symbolic processes. Luzuriaga and his colleagues have documented such programmatic efforts through a wide range of case studies and literature review.

Sexton argues that innovativeness in community development programs is not only related to psychological variables but also concerns the social climate of the community, costs and benefits, and the education of the participants. With regard to the last of these, participants in community development programs are likely to have completed more formal education and have children enrolled in schools than nonparticipants (Farrell). Likewise, Indian and Ladino parents with children enrolled in school are likely to be more modern than those parents who do not have children in school (Friedman). Chesterfield argues the importance of formal education in terms of modern attitudes by finding that children who attend school become more modern as they complete higher levels. The school's direct role in community development programs is less clear however, as Dunsky found that Mexican rural public primary school principals played a relatively limited role in dealing with local community development initiatives.

Among the implications of these findings, we suggest that, first, experimentation with the training of national planners of agricultural programs for increasing the efficiency of rural agricultural production

is needed; second, governments might find it appropriate to augment technical assistance efforts to large landholders if the total production levels of the rural area is to be substantially increased; third, with regard to nonformal education for peasant farmers, more attention must be given to both the interpersonal relations between client and change agent and to the financial, political, and technical assistance needed to increase the impact of education; in addition, such farmers must be provided mechanisms whereby they are able to become involved in the planning and implementation of nonformal education programs: fourth, experimentation with dramatic arts programs should continue in order to assess their effectiveness as nonformal alternatives; fifth, because formal education is positively related to participation in community development programs and to indices of modernization, individuals who have attended schools are likely recruits for rural development efforts: and finally, the reliance on primary school principals for contributions to community development programs without, for example, additional external support and direction, are unlikely to experience much in the way of systematic program development.

5. Problem: Educational Planning

The planning of educational services involves both the development and application of planning models as well as an understanding of the process by which such plans are implemented. Thus, the search for alternative planning models, for alternative processes to implement institutional change, and for alternative institutional arrangements for the delivery of educational services remain as important issues in the development of educational resources.

In this regard, planning for the long term in education requires a continuing examination of the location and type of facilities needed. Wilkie has examined interregional migration historically in Mexico in order to suggest options for meeting occupational demands in terms of the placement of such training facilities. Alleyne, through an economic perspective, offers a linear programming model for Trinidad-Tobago in order to maximize the net contribution of education. Whether Ministries of Education can implement such plans introduces an additional set of variables in a bureaucratic context. Estremadoiro, in Bolivia, found that while ministerial functionaries accept the need to modify traditional schooling, they are reluctant to agree with specific criticisms. Hanson documents the attempts in Colombia and Venezuela to respond to national development needs through two distinct reforms, while Sanchez looks historically at how the Mexican ministry has accommodated to experimenting with specific educational alternatives. Outside of the Ministerial context, but still concerned primarily with formal schooling, Verhine examines the way in which a community initiated and controlled system of some 1,000 secondary schools in Brazil has functioned in light of local needs and national constraints.

At the institutional level, the Rosensteins, in conjunction with university educators in Venezuela, have developed a model for planning and evaluating curricular reform in professional schools. At the same time, utilizing a different approach, Trent has worked in collaboration with faculty and students in another Venezuelan university in order to establish a system of institutional reform and evaluation. In the corporate sector of Argentina, Porrás experimented with a technique of individual reeducation and training to promote organizational change.

His results suggest that an organization development (OD) program is able to increase self-actualization but may not affect organizational climate, work values, perceived environmental freedom and organizational development values.

Among the implications of these findings, we suggest that the two planning models, at the national and institutional levels respectively, undergo continued application and assessment. We also recommend further experimentation with the application of organizational development programs in institutions as a technique for in-service training and organizational change. Our research concludes that national ministerial reform planners must attend primarily to political variables over time as they appear to be the most formidable obstacles to the implementation of educational plans. Finally, further research should be directed at private locally initiated school programs and networks as viable alternatives to centralized federal or state systems.

6. Problem: Informal Education and Culture Change

There exists a dearth of research and scholarly literature on the actual interactive process between "teacher" and "learner" inside of institutions. Likewise, little is known with regard to how the family and community, outside of institutions, train and educate a new generation to assume adult roles and statuses. What we do know about these processes is generally based on research among urban middle and upper socioeconomic status populations rather than the rural and urban poor. In order to plan educational programs which build upon the knowledge, skills, and values of learners, especially those of differing ethnic groups, it is necessary to know much more about how the goals and processes of education are addressed by such populations and how change agents

who are external to the community can create linkages between formal, nonformal, and informal systems.

Wilbert and his colleagues have studied the role of informal education in the context of particular tribal, peasant, and urban societies. Wilbert's study describes the general process of socialization and enculturation among the Warao through a conceptual model of culture specific education. Heinen complements this study with his examination of missionary schooling among the same autochthonous population. Furst's study of the Huichol, Brennan's study of the Cuna, and Reed's study of Indian populations in Guatemala and Mexico concern the transmission of traditional values and skills to the younger generation inside and outside of institutional settings. Among rural peasants, Ruddle and Chesterfield examine the processes by which campesino adults teach their children traditional subsistence tasks. In the urban context, the Watsons are studying the acculturation process among the Guajiro in Maracaibo. The concentration here is on the ways in which formal and informal education in a large city interact for the socio-cultural and psychological adjustment of migrant children.

These studies demonstrate the culture specific nature of informal education and point to areas where such processes conflict with externally managed institutional programs. Whereas the prior literature in this informal education area has suggested that much learning is based on imitation and copying, the studies here find considerable emphasis on preplanned and systematic instruction. We conclude that the skills learned in particular settings, because of sociocultural constraints, may be object specific and nontransferable.

### Instrumentation and Procedures for Analysis of Educational Processes

As a result of the UCLA research undertaken through 211(d) grant support, a number of instruments and procedures have been developed which will likely prove valuable to others who are concerned with the study of educational phenomena. While the reader is encouraged to contact the particular investigator for more information regarding the particular instruments or procedures used, we shall attempt to highlight some of these as examples of their potential utility elsewhere.

In the nonformal education area, the study by Bruno and Van Zeyl is designed to measure the character and strength of attitudes among employers toward credentialization and to develop an index of the potential for acceptance of alternative and noncredentialed modes of education. The resulting instrument will be a unique tool for assessing employer attitudes and for furthering theoretical work in credentialization. In another example, La Belle developed a life-history technique for assessing the importance and frequency of educational alternatives in the background of a sample of industrial workers. While not as satisfactory as a longitudinal cohort analysis, the life-history technique provides a relatively rapid method of analyzing the impact of various educational and other background experiences on the current income or socioeconomic status of a particular population. Riske and Rust, in their study of the impact of educational alternatives, developed an additional self-report instrument as well as a method and model for conducting a survey of nonformal educational programs. This survey or cataloguing was done in accord with the goals, sponsorship, target population, and costs and benefits for each educational program studied.

Within the informal education research area, Wilbert has developed a

three-dimensional model for the analysis of culture-specific education and has applied it to one autochthonous society in Venezuela. The heuristic model provides a means for assessing the interacting relationships among culture, society, the environment, and the individual. The model is intended for use with ethnographic field techniques. The investigator can rely upon the model for the generation of guidelines for making inquiries into formal learning within the community context.

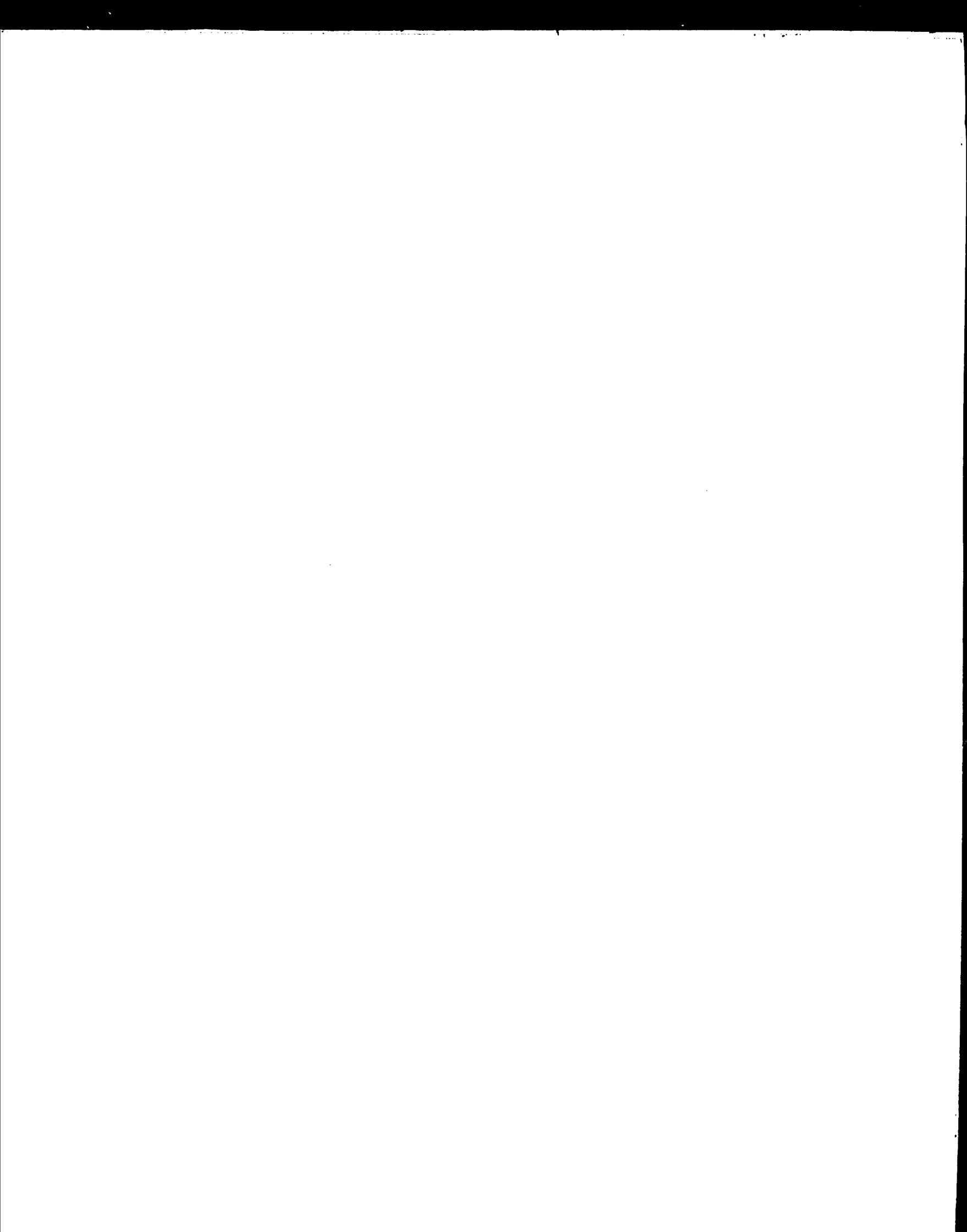
In the formal education area, several macro models have been developed which are useful in the assessment of regional and national issues. Roberts, for example, analyzes the economic relationship between earnings and formal schooling in Costa Rica through a benefit/cost model, a standard multiple regression model, a parametric model, and a two-state regression model. The unique contribution here is the application of four different models to the same data base and the generation of the two-state regression model. This latter approach enables an assessment of the direct influence of family background on earnings while separating this influence from the indirect impact generated from the quality and type of schooling selected. In terms of educational planning, Alleyne's study in Trinidad/Tobago resulted in a standard intertemporal linear programming model, while Wilkie's work in Mexico will result in an analytic framework for determining the feasibility of the nation to meet future demands for mass education.

At the institutional level, the Rosensteins have developed a procedure for institutionalizing change in higher education with a concentration on professional schools. This system assesses the relationships among curricular offerings, student needs, and manpower forecasts while providing decision-makers with relevant data for selecting among alternative educational resources. An additional example, this one concerned with alternative

evaluation strategies at the higher education level is the subject of concern for Jim Trent's involvement in Venezuela. He has worked toward adapting evaluation models developed at the UCLA Center for the Study of Evaluation and elsewhere in order to establish a scheme for institutional evaluation and development. A final example of an institution focus is the research by Porras on Organization Development in Argentina. While OD research is not new to the assessment of institutional change, Porras has derived a new construct, known as the trailing variable, which is designed to solve the problems associated with generalizing from OD processes and results.

A number of research studies have involved an assessment of educational processes in the context of rural environments. Ruddle and Chesterfield, for example, utilize ethnographic techniques to test the applicability of a communications model for assessing the effects of an agricultural assistance project in Venezuela, while Hart uses a political model to assess whether community action programs in Colombia are achieving their modernizing goals. Also in the rural context, several survey research techniques have been developed to assess the impact of various forms of education on modernization. While Farrell uses primarily life history techniques in order to explain participation in community development programs, Sexton combines qualitative and quantitative techniques for assessing the modernization process. This more holistic orientation by Sexton combines an assessment of behavioral variables, open-ended interviews, the creation of development indicators of the respective locales, and participant observation. Statistical analysis of these data is then conducted through a predictive model.

Numerous other studies have involved the development of new instruments and procedures, both quantitative and qualitative, for the analysis of educational programs. Among these other methods, one might include the model for nonformal education and occupational achievement being developed by Lopez, the historical analyses by Miller, Sofer, and Burr; the institutional development models of Verhine and Van Orman; and the attitudinal instruments developed by La Belle for teachers, Dunsky for school principals, and Estremadoiro, Hanson, and Sanchez for ministerial officials. In each case, the results of the investigations and the procedures used for inquiry into education are available to other investigators for further research and application.



V. MAJOR ACCOMPLISHMENTS: IMPACT OF GRANT  
SUPPORTED RESEARCH ACTIVITIES IN  
DEVELOPING INSTITUTIONAL CAPABILITIES

V. Major Accomplishments: Impact of Grant Supported Research Activities in Developing Institutional Capabilities

Development of Research Competence

The Grant Coordinators' Committee, in determining whether an individual project merited support, asked the following types of questions:

1. Is the study directed toward the investigation of either institutional or noninstitutional schooling in the development process?
2. Does the investigator have the requisite research capabilities, including linguistic and related Latin American experience, to adequately undertake the proposed research?
3. Will the study provide data and conclusions relevant to solving problems recognized by host-country institutions?
4. Does the investigator have individual or institutional sponsorship in Latin America to conduct the research?

The projects listed on the following pages are those which were funded between October 1970 and June 30, 1975. They are abstracted below with an indication of the current progress achieved by each. The complexity of studying educational phenomena and the interrelated nature of the objectives of the Grant preclude the placement of any one project exclusively under one specific objective. Thus, although the following abstracts are grouped under the Grant objective most closely associated with its content and purpose, an indication of the several objectives to which each project relates is also included. It is felt that the basic criteria for determining satisfactory accomplishment of each objective are inherent in the objectives themselves. Given the nature and scope of the problems under investigation, such criteria are met differentially by the separate investigations and often relate to more than one objective.

Objective 1:            To develop instruments and procedures for analysis of alternatives to traditional educational processes and, within the financial possibilities of the Grant, to collect, analyze, and interpret aggregate data for (a) subnational, and (b) national levels of selected educational problems.

Included under this objective is an assessment of the adequacy of educational services in terms of manpower needs and social demands and the problems in patterns of specialization and course offerings currently available. In addition, the content of formal and informal educational programs is to be evaluated in relation to achievements, efficiency, cost, and dropout and repeater rates. The analysis is to involve (a) the appropriateness of selected alternatives with regard to subcultural contexts and the continuity between family and society; (b) the comparison of selected educational alternatives across regional and national boundaries with regard to their economic and social value in modernization; and (c) possible application of findings to other Latin American countries where similar problems may be alleviated as a result of experimentation with alternatives.

This is the most comprehensive objective of the Grant and could conceivably encompass all aspects of the current research effort. It is, however, the only grant objective which is specifically addressed to the analysis of alternatives to traditional educational processes. For this reason, the abstracts below pertain to those investigations related directly to educational alternatives with an emphasis upon studies which concern institutionalized teaching and learning outside of the formal, government sponsored school.

Concentration:        The role of nonformal education in promoting skills training, socialization, and socioeconomic mobility.

The following projects include exploratory studies of the effects of educational exchange in Mexico; political socialization in Mexico and Venezuela; the role of local courts and community associations in politically and socially educating the Cuban citizen (with education seen as a form of discipline); the acculturation of international migrants in Argentina; the "re-education" of women in Cuba; a case study of a nonformal vocational-technical education program (PIPMO) in Brazil; the influence of nonformal education on occupational achievement and status in Trinidad-Tobago, Venezuela, and Brazil; the "institutional space" for new modes of credentialization in Venezuela; and the recruitment and training of labor in Argentine, Brazilian, and Mexican industries.

The instruments and procedures employed in these investigations, as well as those utilized in the remaining projects listed under the other objectives, represent many varied approaches to the study of education. Many such methods and techniques are related to the academic disciplines to which each investigator is associated. Below, for example, the disciplines of education, political science, law, management, history, and sociology are represented.

DAVID E. LOPEZ:                      Worker Training Program in Brazil: Who Benefits?

Viewed as organizations functioning in a political-economic context the two interesting questions about Brazilian worker training programs are who benefits and who controls. This research on two such programs, one old, well-established and run directly by large industrialists (SENAI) and another of recent origins, much less institutionalized and strongly influenced

by middle-sized entrepreneurs (PIPMO), suggests that as usual the two questions share the same answer. Ideally these programs serve the interests of businessmen, workers and national development. Mr. Lopez argues that if the latter is the increase in mass welfare and social participation, rather than the mere modernization of technology, then Brazilian worker training programs have facilitated development little if at all. Nor, he argues, have workers benefited as a class or, according to their own reports, as individuals. The older program is found to only maintain status for the sons of skilled workers while the newer program may bring new workers into the semi-skilled work force, but only at the cost of displacing others. But the programs have served the interests of two sectors of the Brazilian business community by providing abundant and therefore wage-depressing supplies of workers in certain fields, often at wages below the legal minimum. This is shown to have had a negative net effect on working-class welfare and, because the specific training provided is determined according to the short-run needs of only certain entrepreneurs, even the technical goal of economic modernization has not been served as well as it might.

SENAI is financed by a one percent manufacturers' tax and run nationally and regionally by the CNI, the Brazilian NAM. It provides three sorts of training: youth schools, short courses for adults and agreements with large firms to provide their own training in exchange for being exempted from paying the tax. Mr. Lopez finds that all of these programs have been designed to favor the large companies that control the CNI. More than half of SENAI's funding comes from the smaller firms that never profit directly, and only rarely indirectly, from its programs so that SENAI actually transfers wealth from smaller and weaker companies to large, powerful and, increasingly, multi-national corporations. In the last few

years the youth schools and courses have been de-emphasized in favor of the agreements with large firms, increasing the concentration of benefits and reducing the potential gains for workers, who regard in-house training as a condition of employment and report that it does not often result in wage increases.

Mr. Lopez argues that much of the activity of PIPMO has been in the nature of a second-rate SENAI. While touted as a solution to both unemployment and skilled labor shortage bottlenecks the author finds that its training has consistently been minimal and in fields for which there is no real shortage of workers. What PIPMO does do is provide abundant semi-skilled labor supplies to smaller entrepreneurs (e.g., construction). Its "training" programs often turn out to be a device for avoiding paying even the paltry minimum wage and have the indirect effect of keeping down wages generally. Mr. Lopez concludes by suggesting that if SENAI symbolizes the long-institutionalized big business domination of Brazilian society, PIPMO expresses the current regime's deviousness and callous attitude towards the Brazilian working class.

Mr. Lopez is Assistant Professor of Sociology. (Objectives 1, 2, 3, 4).  
Field work: 1973-1974.

THOMAS J. LA BELLE:           The Impact of Nonformal Education: An Ex-Post  
Facto Biographical Study of Labor

This research was designed to assess the impact of nonformal education on income in industry. Through the use of extensive "life-history" interviews with male employees of three large industries in Ciudad Guayana, Venezuela, the study sought to identify the relationships among family background, employment experience, formal schooling, on-the-job training, non-formal education, and income. The sample was drawn to reflect sufficient

variance in income, occupational status and educational experience. Data describing worker characteristics and attributes were summarized, quantified, and coded in order to aggregate results and create descriptive worker profiles.

Regression analyses of monthly income on years of schooling, mother's schooling, age, and out-of-school education for obreros ("workers") and empleados ("employees") demonstrated that formal schooling and mother's schooling had moderate to important income effects for both groups, while age was especially significant in terms of monthly income for empleados. Among out-of-school education variables, only hours of company course work appeared to influence monthly income. Overall, the study concluded that apparent salary benefits for educational participation appeared to be associated with formal schooling and that such schooling provided greater benefits for empleados than for obreros. The implication of these results suggests that the encouragement of individuals to pursue out-of-school education in the hope of reaching some level of income parity with those who have attended formal schools may be unrealistic. In sum, out-of-school education may do little to foster greater access to economic resources.

Mr. La Belle is Assistant Dean and Associate Professor in the Graduate School of Education. (Objectives 1, 2, 3, 4).

Field work: Summer, 1973.

Publications: La Belle, Thomas J. "The Impact of Nonformal Education on Income in Industry: Ciudad Guayana, Venezuela" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 257-292.

La Belle, Thomas J. "Impacto de la Educación no-Formal sobre el Ingreso en la Industria: Ciudad Guayana, Venezuela," Revista del Centro de Estudios Educativos (Mexico), Vol. IV, no. 4, 1974: 37-65.

VAL RUST and ROGER RISKE:      Education and the Development of the Labor  
Force in Port of Spain, Trinidad

This research had a two-fold purpose: 1) to catalog training opportunities outside elementary and secondary schools, and 2) to examine the relationship of present occupational achievement and aspirations with demographic, attitudinal, and other variables.

The authors catalog training opportunities outside the formal pre-tertiary institutional setting in Trinidad according to 1) occupational level, 2) sponsoring institutions, and 3) the nature of the training program, target population, and costs and benefits to program participants. The authors also present their data obtained from a questionnaire administered to 345 young workers in Port of Spain. They examined current occupational status and mobility aspirations in relation to 1) nonformal training opportunities pursued, 2) level of formal education achieved, 3) work attitudes, such as risk-taking and perceptions of hierarchical structures and demands, 4) demographic variables, and 5) exposure, via travel, media, and the like.

The authors found very low correlations among any of these variables, although holding constant certain variables, such as sex, yielded some higher correlations. Several significant findings were noted: 1) the labor force is very stable, such that when an individual does find employment, he remains; 2) those who aspire to upward occupational mobility generally perceive emigration rather than additional training in Trinidad as the route to better jobs; 3) formal schooling, more than any other one factor, although still accounting for less than 10% of the variance on occupational level and aspiration, is the principal route to higher job attainment.

Mr. Rust is Associate Professor of Education and Mr. Riske is a doctoral candidate in the Department of Political Science. (Objectives 1, 2, 3, 5).

Field work: Summer, 1972.

Publication: Riske, Roger and Val D. Rust. "Nonformal Education and the Labor Force in Port of Spain, Trinidad" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 293-333.

JAMES E. BRUNO and                   Attitudes Towards Credentialization and Alter-  
CORNELIS J. VAN ZEYL:           native Education in Latin America

The major goal of this research was to examine the "institutional space" available for education innovation in a Latin American country. This space is recognized to be dependent, among other factors, on the extent to which the nonpedagogical functions of schools, like selection and credentialization, have been institutionalized. Credentialization reduces the complexity of the allocation problem by giving certain individuals the exclusive right to compete for a range of positions. But when credentialization is strongly intertwined with the structure of work groups, it closes off the job market for competent but noncredentialed people.

The study concentrated on the task of evaluating the character and strength of attitudes among employers towards credentialization. This in turn was used as an index of the potential for acceptance of alternative and noncredentialed modes of education.

The survey was conducted in Venezuela. A sample of 100 employers was drawn from various sectors of government and industries. The study

focused on testing and refining the research instrument rather than on producing definitive findings. Thus, a large questionnaire of 150 items was designed and factor analysis was performed on all attitudinal items to find common factors to be used in the final research instrument. The questionnaire contained the following categories of items: background and demographic data, educational background, personal mobility aspirations, achievement values, attitudes toward credentialization and alternative modes of education.

The findings of this study suggest that nonformal and noncredentialled modes of education are unlikely to meet with much success in Venezuela. Educational planning in this, as in other nations, is shaped by a complex of ideological beliefs which stress the importance of formal education. This ideology, which the authors term credentialism, is characterized among other things, by a belief that continual education expansion and educational requirements for skilled work are essential to successful modernization. Such beliefs, when widely diffused throughout a society, are a potent counterforce to educational innovation. This study provides evidence confirming such a profile of attitudes drawn from a survey of Venezuelan managers. The data demonstrate that this group of individuals, who play key roles in the hiring process, are strongly committed to educational expansion and believe it to be essential to national progress. The respondents also endorse comprehensive credentialization; they believe, not only in selecting applicants for jobs according to whether they possess the appropriate educational credentials, but also in matching the income of an employee to his educational background. The commitment of the respondents to these attitudes, and others measured by our questionnaire, implies that individuals with alternative educational experiences will be unable to compete (on the labor

market) with those who have conventional education; hence, this will serve to nullify or greatly reduce the impact of educational alternatives.

A further elaboration of this study is continuing. It involves the use of multiple discriminant analysis in order to assess whether background profiles of middle managers have any effect upon the formulation of their educational attitudes. In addition, this part of the study will summarize specific recommendations concerning the substitutability of formal and nonformal education for certain occupational classifications.

Mr. Bruno is Associate Professor of Education and Mr. Van Zeyl is a postdoctoral scholar. (Objectives 1, 2, 3).

Field work: Summer, 1973.

Publications: Bruno, James E. and Cornelis Van Zeyl. "Educational Ideology in Venezuela: A Counterforce to Innovation" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 462-488.

Bruno, James E. and C. Van Zeyl. "Innovación Educativa e Ideología Social en un Sector de Venezuela," Revista del Centro de Estudios Educativos (Mexico), Vol. V, No. 1, 1975, pp. 9-32.

LEROY HOINACKI: Copel, an Experiment in Ideological Commitment

Mr. Hoinacki investigated religious motivation, socialization, and resultant behavior among Venezuelans involved in the founding and leadership of the Christian Democratic party. It was anticipated that the study would increase understanding of the impact that religious and political education have on the behavior of publically active citizens in Venezuela. This study analyzes the International Center for the Formation and Training of

Christian Democratic activists as well as other formal educational activities in which such individuals have been engaged.

Specifically, this research sought to assess the influence of education on the political behavior of Christian Democratic leaders of the political party. COPEI, in Venezuela during the first twenty-five years of the party's existence (1946-1971).

Almost all of the national leaders of COPEI experienced two kinds of learning experiences as young men: formal education in Catholic secondary schools (Colegios) and intensive small group "formation" in some branch of Catholic Action. These two experiences were complementary, one heavily intellectual and the other strongly emotional, and invited a personal commitment to three sets of principles--cosmic, social and political. Belief in these principles produced a certain coherent worldview, through which the political activist saw (understood) and judged (evaluated) himself and the society around him.

These belief sets served to establish the identity (personal and social) of each believer, and to emphasize the importance of himself and his role at this point in Venezuelan history. A convergence between personal and social ideological needs for identity and definition became apparent.

This process, then, enabled these men to achieve certain political goals which, in the research, are conceptualized as three political "acts": 1) the founding of this kind of political party and movement at this moment in Venezuela's history; 2) maintaining this ideological party through twenty-five years of struggle; 3) constantly attempting to direct party behavior in accordance with the same ideology throughout the period. The research suggests, then, that education resulting in commitment to social change contains a strong effective element. Further, the educational experience takes place at a certain time, namely, during late adolescence.

Mr. Hoinacki utilized these data for his doctoral dissertation in the Department of Political Science. (Objectives 1, 2, 5).

Field work: 1970-1971.

Ph.D. degree granted, Political Science, June, 1973.

Publication: Hoinacki, Leroy C. "Learning for Politics: Experience and Political Commitment" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 360-383.

JACQUELINE RICE:                   The Cientificos: A Study of Mexican Political Elites, 1876-1910

This ongoing research is a collection of biographical sketches of the Union Liberal, a political club which represents a microcosm of Mexican elite society during the Porfiriato (1876-1910). The Union Liberal convened for the first time in 1892 and is considered the first organized political statement by the Cientificos (those individuals who are associated with the positivist philosophy). The study includes data on educational background and its possible implications for elite group patterns and activities.

Ms. Rice is a doctoral student in history; she received additional support from a Fulbright-Hays dissertation grant. (Objectives 1, 2, 4).

Field work: 1972-73; 1973-74.

EUGENE F. SOFER:                   Immigrant Assimilation in Argentina: An Analysis of Informal Educational Processes

This research analyzed the process of assimilation through a case study of Eastern European Jewish immigrants, and their children, in Buenos Aires between 1890 and 1945. The major concern of this thesis is the role of business enterprises in the assimilation of this minority group. The

work place is viewed as the most important influence for assimilation since where people work and their patterns of employment affect where they live, the amount of money they earn, their degree of social mobility, the structure of their families, and their aspirations. Thus, it is hypothesized that the recruitment of a work force, the character of labor organizations, residential patterns, and the status accorded to various occupations are important in the establishment of a class structure and determines the nature of assimilation. In addition, this research analyzes the roles of rural in-migration and government-community relations in the assimilation process. The results of this investigation assist in understanding the process of assimilation of culturally and linguistically different populations and will provide insight into new educational approaches for their assimilation. Mr. Sofer will utilize these data for his Ph.D. dissertation in history. (Objectives 1, 2, 5).

Field work: 1972-1973.

Publications: Sofer, Eugene F. and Mark D. Szuchman. "Educating Immigrants: Voluntary Associations in the Acculturation Process" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 334-359.

Szuchman, Mark D. and Eugene F. Sofer. "The State of Occupational Stratification Studies in Argentina: A Classificatory Scheme," Latin American Research Review, XI, No. 1 (Spring, 1976), Forthcoming.

SUSAN PURCELL:                    Educating Women for a Modern Society: The Cuban Case

This investigation sought to analyze Fidel Castro's policies of "re-education" in Cuba. The policies are designed to change the traditional

role of Cuban women thus enabling them to participate in the new Cuban society on equal terms with males. Examination of political, economic, and social programs as well as specific institutional aspects of schooling are planned in order to illuminate Castro's program. This research was carried out through documentary evidence and directed toward modernization of the individual in society.

Professor Purcell argues that Cuban women are to be made equal through political mobilization and resocialization. The author remarks that equality is to be achieved through governmental means rather than as a result of a widespread women's rights movement.

"The fact that equality for women is to be achieved from above has several implications. First, it means that the rate of change is determined by the regime. Second, it means that the scope or extent of the changes in the role and status of women also are in the hands of the regime. In addition, whether the modernization of women or some other goal is to be given priority also depends upon the political elite."

The paper suggests that the modernization of Cuban women, although a serious goal, is not one of the highest priorities of the Castro regime. It is recognized, however, that substantial modernization of Cuban women is necessary for the regime to reach its higher priority goals. Professor Purcell indicates that,

"The modernization of women from above, thus, has both positive and negative aspects, from the point of view of one oriented primarily to major changes in the status of women. On the one hand, substantial and rapid changes toward equality for women can be effected in a society where, without the commitment of the political elite, little



Professor Kennedy's study of the educative role of the Courts, particularly the Popular Tribunals in post-revolutionary Cuba, is in a final draft stage. He has also developed an outline of the workings of the Tribunals, the Audiencia, the Revolutionary Tribunals and the Labour Councils. Mr. Kennedy is examining the place these Courts have in the total social-political process of Cuba, paying particular attention to their educative role and the interplay between them and other social organizations, especially the Committees for the Defense of the Revolution. Parts of an earlier paper by him on another aspect of Cuban justice are to be included in a book now in progress.

Mr. Kennedy was a Visiting Professor in the UCLA School of Law in 1971-1972. (Objectives 1, 2, 5).

Library work: 1971-1972.

JAN R. VAN ORMAN:                   The Brazilian Intensive Manpower Training Program:  
A Case Study of Organizational Institutionalization

The purpose of this ongoing research is to present a diagnostic history of the Brazilian Intensive Manpower Training Program (PIPMO) examining its relationship to the recent Brazilian educational reform and evaluating its organizational impact. The research will analyze the functional and socio-political role of PIPMO and elaborate a planning strategy for the organization. An historical research, documentary and participant observation methodology will be used to gather data. PIPMO is one of the most expressive programs of the Brazilian Ministry of Education, suggesting an out-of-school solution to vocational training needs and a strategy for educational reform.

Mr. Van Orman is a doctoral candidate in Comparative and International Education with a special emphasis on Latin America. This study will be used as the basis for his Ph.D. dissertation. (Objectives 1, 2, 3, 4).

Field work: 1972-1973.

**RALPH EDFELT:                    International Enterprise in a Developing Economy;  
    Toward Evaluating the Human Resource Development  
    Impact in Brazil**

The purpose of this ongoing study is to explore, describe, and partially explain and evaluate the nature, extent and potential of a facet of the human resource development impact of international and large private national manufacturing firms in Brazil. It includes (1) a comparative analysis of the occupational education and training effort of international firms and large private national firms; and (2) an assessment of their combined effort in order to judge the potential role of these firms, if any, as direct suppliers or a source of external support for other forms of non-formal education and training.

The study examines data from 8 matched pairs of Brazilian and international firms as well as that from a 77-firm survey sample. This is supplemented with descriptive information obtained from interviews and published sources in Brazil. The field work was carried out over a 10-month period during 1973 and 1974.

It is hoped the study will:

1. Aid in assessing the role of the international firm as an instrument for the international transfer and generation of knowledge, skills and attitudes needed for social and economic development. Is direct foreign investment an effective vehicle for this transfer or is it considerably over-rated? Judgment about this matter has been limited because of little data on the quantity and quality of the effort.

2. Assist national planners interested in assessing the role of large private firms as an alternative source of support for human resource development programs. Can nonformal education and training carried out by

the private industrial sector be important in terms of national human resource development objectives? How might the effort supplement or complement other existing or future public and private sector programs? Are the various incentives and guidelines which are integral to Brazil's approach to industrial development capable of generating the maximum human resource benefit?

Mr. Edfelt will utilize these data for his doctoral dissertation in the Graduate School of Management. (Objectives 1, 2, 4).

Publications: Edfelt, Ralph. "Occupational Education and Training: The Role of Large Private Industry in Brazil," in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America: Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975. Pp. 384-413.

JERRY I. PORRAS: A General Research Model for the Measurement of the Impact of an Organization Development Project: An Argentine Experience

This research examines a technique of individual re-education and training to promote organizational change. Employing laboratory methods, the project attempts to improve the performance and efficiency of workers by increasing commitment and satisfaction. Planned interventions which provide team building and self-awareness learning experiences for individuals are used to induce change in an industrial corporation in Buenos Aires where this model is being tested. Measures of individual perception which are drawn from behavioral science theory are used to indicate changes which have occurred on individuals as a direct result of a training program.

This investigation attempts to develop and apply a new research model

for the study of the effects of planned organizational change (Organizational Development) programs. Current approaches to the measurement of the impact of Organizational Development (OD) processes are questioned as to their appropriateness in providing results which are statistically generalizable from the researched organization to wider organizational populations.

Important problems encountered in OD research are identified and discussed using various system concepts. Two specific sets of issues are analyzed: system definition issues, and variable selection issues. In the former set the following points are discussed: (1) the impact of the unpredictable behavior of the change agent; (2) the purposeful character of the organizational system; and (3) the necessity of sheltering the system undergoing change and study. In the latter set, the aspects of generalizability and persistence of variables selected as change measures are discussed.

A research model is developed which is purported to alleviate the problems caused by the issues noted above. A fundamental part of the proposed model is a new construct, the trailing variable, which is developed to solve the generalizability and persistence deficiencies of many of the variables commonly used for OD research.

Self-actualization is proposed as a trailing variable, conceptually examined as to its appropriateness, and found to be useful. An hypothesis and proposition are advanced and tested in the context of an actual OD project. Briefly, the hypothesis and proposition respectively are: self-actualization will increase as a result of an OD program and the degree of change is related to the time intensity of the OD program, i.e., the longer the time of participation in an OD program, the greater the change in self-actualization. Both the hypothesis and proposition are supported by the findings.

As an additional part of the research design, several other variables were measured as a means of determining if the OD project was having any effect at all. The supplementary variables chosen were: measures of organizational climate, work values, perceived environmental freedom and organizational development values. A multivariate analysis of covariance technique, with all the pre-treatment measures taken as covariates, was used to analyze the data. On a multivariate basis, the results obtained indicated no significant ( $p < 0.05$ ) changes in the supplementary variables.

This seemingly paradoxical situation of change in the trailing variable accompanied by virtually no change in the supplementary variables is analyzed and discussed.

The OD project around which this research is based was conducted in a medium-sized Argentine industrial corporation. The project itself is discussed in detail as well as the events which led up to its formulation. Since this type of project had never before been conducted in an Argentine setting, it was deemed important to document fully the activities of which the project was composed.

Mr. Porrás was a graduate student in the Graduate School of Management. He completed his Ph.D. in June, 1974 utilizing these data for his dissertation.

**OSCAR MARTINEZ:** Educational Aspects of Modernization Along Mexico's Contemporary Border Region

The main purpose of this project was to assess the impact of rapid urbanization in the U.S.-Mexico border region on educational institutions. Motivated by real or imagined opportunity in Mexico's border zone, millions of migrants have made their way north in recent decades, causing explosive population growth on this frontier. Local Mexican municipalities have been

hard pressed in meeting the extraordinary demands for public services. Consequently, since World War II each year thousands of children have been unable to attend school for lack of classrooms and teachers. In recent years Mexico's Border Industrialization Program has provided training opportunities--and jobs--for great numbers of young women, thus alleviating part of the pressure. Special technical institutes have also been established in cities like Ciudad Juarez to satisfy the growing demand for skilled workers. Yet available educational facilities remain grossly inadequate, since people from the interior continue to stream to the border in ever increasing numbers.

One alternative popular with many Juarez residents involves sending their children to American schools in El Paso, either through legal or illegal means. Many pregnant women follow a long standing tradition of crossing the border just before delivery to have the birth take place in the United States, thus assuring the child legal access to American educational institutions. Needless to say, this situation has caused alarm north of the Rio Grande, and U.S. educators are constantly searching for ways to curb this activity.

Officials close to the problem on both sides of the Rio Grande are convinced that these problems will continue and will probably get worse as public services fail to keep pace with the phenomenal population increase on the Mexican side.

Oscar Martinez was a doctoral student in the Department of History.  
(Objectives 1, 2, 3).

Field work: 1972-1973.

Ph.D. granted in History, 1975.

Publication: Martinez, O. "Migracion Hacia El Norte y El Crecimiento de Ciudad Juarez y El Paso, 1910-1930," Memorias, IV Congress Nacional de la Revolución Mexicana, Sociedad Chihuahuense de Estudios Historicos, Chihuahua, Mexico, Noviembre 19-21, 1973.

HECTOR GARCIA, CARLOS M. HARO      The Impact of Three Alternative Environ-  
AND THOMAS J. LA BELLE:            ments on the Transmission of Information  
to Adults

The value of the school's formal classroom in terms of its effect on learning, along with its comparison with other nontraditional educational settings, is important in terms of planning for future educational needs. This research sought to assess differential learning outcomes through the use of a controlled educational presentation administered in various environmental settings. The study tested the hypothesis that learning, in terms of test performance of adult subjects representing lower socioeconomic status backgrounds, would not be differentially affected by the environmental situations in which a controlled learning process occurred.

In Ensenada, Mexico, a random sample of sixty-two adults, drawn from a predominantly low socioeconomic status neighborhood, were assigned to three institutional settings to determine the existence and the degree to which environments influence achievement. It was hypothesized that the transmission of information by film, as measured in terms of pre- and post-test performance, would not be differentially affected whether the film was shown in a school, church or health center. Using rank correlational analysis, the results indicated that the location of the showing of the instructional film was unrelated to either the pre-test scores or the post-test scores. A multivariate analysis of variance demonstrated no significant difference among locations thereby suggesting that all three locales were equally well

suiting for producing learning outcomes. On the basis of this pilot investigation, it is argued that institutions other than schools be explored as possible alternatives for the transmission of information.

Mr. Garcia was an Acting Associate Professor of Public Health; Mr. Haro is a doctoral candidate in the School of Education; and Mr. La Belle is Assistant Dean in the School of Education and Coordinator of the 211(d) grant at UCIA.

Field work: Winter, 1973.

Publication: Garcia Manzanedo, Hector, Carlos M. Haro, and Thomas J.

La Belle. "The Impact of Three Alternative Environments on the Transmission of Information to Adults" in La Belle, Thomas J.

Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.

Pp. 209-220.

SIMON GONZALEZ: Mexican American Educational Leadership Project

This binational project involving the Universidad Autónoma de Guadalajara and UCLA was designed to assess the merits of exchanging faculty and students from these institutions as an alternative to traditional training and education in the respective universities. The objective of the exchange was to provide language training and a sound understanding of the historical antecedents of Mexico-Indian cultures for Chicano students from UCLA, while at the same time enabling Mexican university professors to pursue research and development activities on problems associated with the social, economic, and political aspects of the life of the people of Mexican descent living in the United States.

In the initial phase of the research associated with the project, Professor Gonzalez reviewed the literature on existing United States-Mexican

cooperative higher education programs. The second phase of the project centered on studying the feasibility of placing Mexican American faculty and students in Mexican universities while at the same time bringing Mexican faculty and students to study at UCLA.

Professor Gonzalez is an Associate Professor of Education at UCLA. He has worked extensively in the field of technical assistance to educational institutions in Latin America. (Objectives 1, 4, 5).

Field work: Summer, 1971.

Objective 2:            To isolate and examine sociocultural considerations in educational development.

Under this objective, the interaction of sociocultural factors with the educational process is to be examined from an interdisciplinary perspective. Such studies are to include a) investigations of selected value orientations of potential students; b) an examination of such orientations as they relate to educational change; c) description of representative religious and world view orientations as they are believed to affect educational programs; and d) a systematic evaluation of these religious and world view orientations as they actually interact with policy. An emphasis here is placed on the congruence of curricular and pedagogical approaches to sub-cultural groups with particular social and occupational goals. Such analyses are to provide an assessment of the relevance of selected current and planned educational programs as well as to offer some general guidelines for future planning.

Concentration:            Informal education in autochthonous societies.

Assuming that most teaching and learning occurs outside of school,



## ENCULTURATION IN LATIN AMERICA: AN ANTHOLOGY

JOHANNES WILBERT  
EDITOR

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The volume is currently in production and scheduled for publication by summer 1976.

Mr. Wilbert has also finished a research paper on career education in a traditional society of Venezuela. Using a model designed, as a grant-related activity, for the analysis of culture-specific education in tribal societies, the study demonstrates the effectiveness of traditional educative systems. The paper, entitled "Carpenters of Canoes: Career Training in Traditional Warao Society" (p. 93), was distributed and discussed at the Spring Meeting (1975) of the National Academy of Education. It will be published as one of the essays in the mentioned anthology on enculturation.

Preliminary studies on aggression control, demography and ethnography of the Warao have all been completed during two recent field sessions (summers 1974, 1975) in Venezuela. Mr. Wilbert is currently writing a book on Enculturation in a Traditional Society which will be submitted for publication by summer 1976.

To follow up on his studies of informal and nonformal education in traditional societies, Mr. Wilbert has designed and is supervising a dissertation, based on a year's fieldwork by a graduate student, on Formal Education Among the Warao Indians. On the basis of these data (on nonformal and formal education) it will be possible to provide the Venezuelan Indian Commission with practical guidelines to help steer the process of guided acculturation and culture change the Indians of Venezuela are presently undergoing. The mentioned dissertation will be completed by summer 1976.

One former graduate student and 211(d) grantee (Dr. Heinen) has already been engaged by a Venezuelan institution as an applied anthropologist, charged specifically with the task of designing viable programs of social change among the Warao and other Venezuelan traditional societies.

Mr. Wilbert is Professor of Anthropology and Director of the Latin American Center at UCLA. (Objectives 1, 2, 5).

Field work: Summer, 1970; 1971.

Publications: Wilbert, J. "Carpenters of Canoes: Career Training in Traditional Warao Society" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (In Press), 1976.

Wilbert, J. (ed.). Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (In Press), 1976.

Wilbert, J. Enculturation in a Traditional Society (in process).

MARIA-BARBARA WATSON: Concept of Education Among the Guajiro of Venezuela with Emphasis on Education for Girls

Ms. Watson is investigating traditional educational concepts among Guajiro Indians. Implications for the design of institutional schooling programs for the Guajiro are anticipated. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Latin America. Principal among Ms. Watson's concerns are the training of girls in Guajiro society through informal and formal educational processes.

Ms. Watson holds a Ph.D. in Anthropology and is an Associate Research Anthropologist of the Latin American Center. She has conducted previous fieldwork among the Guajiro which formed the basis for her doctoral dissertation. (Objectives 1, 2, 5).

Field work: Winter, Spring 1971-1972; Summer 1972.

Publications: Watson, M. B. "A Woman's Profession in Guajiro Culture: Weaving," Antropológica, 1974, 37:24-40.

Watson, M. B. "Traditional Educational Concepts in the Modern World: The Case of the Guajiro Indians of Venezuela," Sociologus, 1974, (24:2) 97-116.

Watson, M. B. "Guajiro-Schamanen," Anthropos, 1974, (70) 194-207.

Watson, M. B. "To Learn for Tomorrow: Education of Girls and Its Importance among the Guajiro of Venezuela" in Wilbert, Johannes (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (In Press), 1976.

Watson, M. B. "Now You Are A Woman; Education and Position of Women in a Pre-Industrial Culture in South America" (in progress).

LAWRENCE C. WATSON: A Study of Acculturation, Urban Cognition, and Educational Adjustment Among Guajiro in Maracaibo

The purpose of this project is to identify the cognitive, socialization, and sociocultural variables that predispose successful educational adjustment among Guajiro urban school children in Maracaibo, Venezuela. The study is designed to test the hypothesis that the Indian child develops appropriate attitudes toward his education only when the parents understand the requirements of the new urban environment and are able to convey an accurate picture of the relevance of education for achieving valued urban goals. It is also hypothesized that the accuracy of the parents' urban cognition is positively associated with the level of acculturation they have achieved. Future research will deal with the subject of the children's adjustive behavior in the classroom.

Up to this point, research has indicated that less acculturated parents misapply tribal cognitive structure to cope with socialization demands and that this can potentially lead to maladjustment on the part of their children. Special training programs to reorient unacculturated parents to urban life might serve to counteract this tendency.

Mr. Watson is an alumnus of UCIA and a professor of anthropology at California State University, San Diego. He has done extensive fieldwork among this large indigenous society of Colombia and Venezuela. (Objectives 1, 2, 5).

Field work: Winter, Spring, 1971-1972; Summer 1972.

Publications: Watson, L. C. "Urbanization, Cognition, and the Socialization of Educational Values: The Case of the Guajiro Indians in Maracaibo" to be published in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCIA Latin American Center (In Press), 1976.

Watson, L. C. "Urbanization and Identity Dissonance: A Guajiro Case," American Anthropologist (74), 1972, pp. 1189-1207.

Watson, L. C. Learning to Cope: Cognition and Educational Adjustment Among the Guajiro of Maracaibo (submitted for publication, Fall 1975).

Watson, L. C. "The Education of a Cacique in Guajiro Society and Its Functional Implications" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCIA Latin American Center (In Press), 1976.

H. DIETER HEINEN:                    Missionary and Secular Schooling Among the Warao  
Indians of Venezuela

Mr. Heinen's investigation concerns the structure of institutional

schooling maintained by both the missionaries of the Capuchine Order and the Venezuelan government among the Warao Indians of the Orinoco Delta. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Latin America. Mr. Heinen's contribution revolves around in-depth studies of a sample of missionary and national schools in an attempt to formulate curricular designs meaningful to the modernization process.

During the first phase of fieldwork a survey and visitation was made to all existing schools in the Delta where the student population was predominantly Warao. All functioning schools in the area of Indian concentration were visited at least twice. Several weeks were spent at the two important mission schools for interns and externs at Guayo and Araguaimujo.

Questionnaires were administered to gather data on the student body, teaching staff, school buildings, facilities, teaching materials, and affiliation of the schools.

In-depth interviews were conducted to elicit data for the analysis of attitudes and value systems of the teaching staff. Items included subject matter priorities and special problems of teaching in Warao areas, as well as attitudes toward and comprehension of, Indian values. The survey concludes with an analysis of school attendance, teaching personnel, the Warao value system as related to the educational process, and a discussion of practical difficulties formal schooling encounters in the area.

Quantitative data were gathered in one geographic area of the Delta (Winikina) on a sample of former students and a control group of nonstudents as to their present ranking of prestige, political office and material wealth.

Another set of data, also collected in Winikina, concerns socioeconomic



Maize and squashes are laid out. The mara'akame [shaman-priest] is seated so that he faces east, the direction of the rising Sun Father. In front of him is the upright drum with its deerskin head, the so-called tepu. Next to it is a composite hunting arrow whose hardwood tip is stuck into the ground. Tied to the feathered shaft is a long string that leads from the drum to a "god's chair," and to which a series of cotton wool-like tufts of Bombax fiber have been tied, one puff representing one child... The symbolism of this chair is quite complex, and it too is explained to the children within the chants the shaman sings to the accompaniment of his drum..."

Professor Furst is an anthropologist specializing in the Indians of Latin America. This research is being pursued with the cooperation of the Ministry of Education and the Instituto Indigenista of Mexico. (Objectives 1, 2, 5).

Field Work: Summer, 1971.

Publication: Furst, P. T. and H. Anguiano. "To Fly as Birds: Educational Functions of Myth and Ritual Among the Huichols of Mexico" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (In Press), 1976.

NANCY BRENNAN HATLEY: Cooperatives and Cooperative Behavior Among the Cuna Indians of San Blas, Panamá

Ms. Brennan has analyzed the historically viable Mola Cooperative among the Cuna Indians on the islands of San Blas in Panamá. The study was designed to answer the following types of questions: Why have cooperatives existed and become successful among the Cuna Indians when similar institutions have not developed among other Indian populations in Latin America?

What are the behavior variables among the Cuna which exist in the wider culture to support institutions such as sociedades? How do the child-rearing practices among the Cuna support a cooperative life style? In addition to explaining the development of such institutions, Ms. Brennan has studied the structure and operation of the Mola Cooperative as an educational alternative and has assessed its socioeconomic impact on the population. This study is part of the larger project on informal education headed by Dr. Wilbert.

As a result of her fieldwork, Ms. Brennan has prepared an initial paper assessing the correspondence between childhood training patterns and institutions of adult life. The environment of the Cuna, in both its cultural and ecological aspects is one which calls for the cooperative efforts of a people in order to survive.

The Cuna have adapted quite well to that environment judging from the various indigenous institutions and organizations they have developed and presently operate. The two most important of those institutions are the Sociedad and the Cooperative. The Sociedad is an institution which is fulfilling the needs of the people on two levels--the social and economic. It is important as an agent of enculturation in that it reinforces and makes relevant that behavioral training which a Cuna receives throughout his or her childhood. In a like manner, those behavioral systems provide for the very existence of the Sociedad.

The orientation of child training with respect to the behavioral systems, is toward a dependent, as opposed to independent, relationship among the various members of the household and community. This dependency is based on the strong positive emphasis the community and culture place on nurturance, sociability and responsibility in contrast to the slight emphasis on self-reliance and achievement.

The Mola Cooperative adds a new dimension in that it transcends the community to treat the various member islands as parts of a whole. This fact has had the effect of making the members aware not only of the existence of the other islands, but also of their similarities and common interests. The Mola Co-op has acted as a unifying force for the women--both on an individual island basis and, more importantly, on a Comarca-wide basis.

The Mola Co-op provides the Cuna with a channel for marketing, on their terms and to their benefit, a product for which there is a demand in Panamá. It has had the effect of strengthening their position in relation to Panamá--both economically and with respect to their self-esteem, as women and as Cuna.

Ms. Brennan speaks Cuna and has spent two years as a Peace Corps Volunteer working with cooperatives among the Cuna. (Objectives 1, 2, 5).

Field work: Fall, 1972.

M.A. in Latin American Studies granted, Spring 1975.

**DORI REEKS:** Psychological Techniques as a Tool for Educational Reform in Rural Bolivia

Over the past 250 years the much abused Mojos Indians have been under the influence of different missionary and political pressure groups. They have attempted to replace the autochthonous value systems with European patterns of thought. The modern descendants of the Mojo, known as the Trinitarios, have succumbed to the psychological pressures and, like so many acculturated Indian societies of Latin America, have adopted a fatalistic outlook on life. Miss Reeks, who previously worked as a Peace Corps Volunteer with the Trinitarios, is convinced that large parts of rural Bolivia



Publications: Reed, Karen B. El INI y los Huicholes, Secretaría de Educación, Publicación-INI-Instituto Nacional de Indigenismo, 1972.

Reed, K. B. and Furst, P. T. (eds.). Stranger in Our Midst. Los Angeles: UCLA Latin American Center. 1971.

Objective 3:            To investigate economic considerations in mass education of potential students.

This objective includes the analysis of patterns in the cost of mass education and involves an examination of (a) enrollment by subject; (b) student-teacher ratios; (c) grade and age level offerings; and (d) highest level of schooling or training achieved. These data are to be related to representative data on age cohorts for occupational sectors in order to interpret the background of differential economic growth rates. Educational costs are to be calculated in relation to efficiency in planning for projected dropout rates, school construction, and physical plant size. Such analyses are to yield an evaluation of (a) varying educational needs in relation to economic production needs; and (b) policy options in the area of technical planning.

Concentration:        The organization and function of educational systems.

The following abstracts are concerned not only with economic variables but encompass studies which analyze mass education and educational systems from other behavioral science perspectives. They include a theoretical exploration of the contribution of education to socioeconomic development; a comprehensive study of the economic relationship between earnings and education in Costa Rica; the formulation of an analytic framework for determining Mexico's economic ability to provide for future educational demands;

a linear programming model for education in Trinidad-Tobago; a case study of the Brazilian CNEC schools; development and implementation of a program of educational planning for Latin American higher education institutions; evaluation of higher education alternatives in Venezuela; the development of the Peruvian higher education system; the assessment of pre-service teacher attitudes in Venezuela; Mexican community attitudes toward an urban primary school; an investigation of the bases of social power in Brazilian classrooms; the role of the elementary school principal in Mexican community development; administrative reform in the Colombian and Venezuelan ministries of education; the history of Mexico's ministry of education and its experiments with educational alternatives; educational programs of the Catholic Church; Mexican educational and social indicators since 1930; an assessment of the intellectual origins of Brazil's modern educational problems; the role of education in Chilean development; current measurement and evaluation of intelligence practices in Mexico; educational television in Mexico; and the preparation of a documentary film on an elementary school in Mexico.

The disciplines represented by these investigators include economics, history, education, management, anthropology, and social psychology.

DAVID O'SHEA:                   Development of Theoretical Perspectives on the  
   Role of Education in Relation to Socioeconomic  
   Development

This project is concerned with developing a theoretical framework for investigating the interrelationships between formal education and socioeconomic development. Professor O'Shea's paper addresses the problematic nature of the conditions under which the expansion of formal schooling

proves functional for development, either in the short or long term. He suggests that the lack of theory regarding the role of education within the process of development provides for large gaps between the planners' expectations and actual consequences. Professor O'Shea's paper explores the conditions under which formal educational programs can and cannot make a contribution to socioeconomic development through the use of Gunnar Myrdal's model of the developmental process.

"In developing his suggestions for educational policy in South Asian countries Myrdal makes the following five points:

1. To achieve attitude change in rural areas and generate demand for the schooling of children, mass adult literacy campaigns are needed.
2. Education in less developed countries must try to rationalize attitudes as well as impart knowledge and skills.
3. In rural areas, primary schooling is largely wasted since it is of very poor quality.
4. Secondary and tertiary levels of schooling function to reinforce the existing inequitable social structure, and to that extent they obstruct development.
5. The curriculum in use derives from the past and is not adapted to contemporary needs."

According to Professor O'Shea:

"With regard to the first point, the UNESCO experience suggests that literacy campaigns are unlikely to be effective without visible pay-off in the form of employment opportunities, suggesting that typically an opportunity structure emerges prior to, or parallel with, demand for schooling. Further, research findings suggest that, with regard to attitude change, rather than being initiated by education, with

subsequent consequences for structural changes in society, structural change may be the necessary first step, especially with regard to employment opportunities. New occupations create a new structure of incentives, in turn producing new motivations and associated attitude changes, which include a positive valuation of formal schooling as its instrumental value becomes apparent. This leads to increased utilization of the schools, which are now able to reinforce existing embryonic modern attitudes, accelerating the processes of both structural and attitudinal change."

"With regard to proposals for improving the quality of rural primary schools, there is no evidence that such initiatives, though objectively desirable, would counteract inhibitions to the use of schooling in near-subsistence areas, or even to any large extent in low income urban areas. Economic development, by providing visible incentives for participation in schooling, is likely to be a prerequisite for educational development."

"As well as reinforcing inequalities in the social structure, Myrdal sees an upper class monopoly of education as blocking talent recruitment. Both consequences limit the contributions of lower status groups to the developmental process and inhibit their participation in its benefits, as in the case of some minorities in the United States."

"With reference to curriculum reform, among other things, Myrdal argues for the incorporation of more practical subjects to break down the 'social taboo against manual labor that is one of the attitudes among the 'educated' most inimical to a country's development.' The

problem is one of developing sufficient numbers of middle level personnel. In fact, evidence suggests that economic incentives, rather than curriculum reform, are the solution to this problem. Ultimately, educational programs are likely to correspond to the structure of incentives in the job market."

In conclusion, Professor O'Shea remarks:

"Despite Myrdal's relatively optimistic assumption with regard to the potential contribution of formal education to the attainment of specific developmental goals in less developed countries, research evidence lends support to Foster's (Philip J. Foster, "The Vocational School Fallacy in Developmental Planning") argument that, in fact, 'schools are remarkably clumsy instruments for producing prompt large-scale changes in underdeveloped areas. To be sure, formal education has had immense impact in Africa, but its consequences have rarely been those anticipated, and the schools have not often functioned in the manner intended by educational planners.'"

Mr. O'Shea is an assistant professor of educational sociology in the Graduate School of Education. (Objectives 1, 2, 3, 6).

Library work: 1971-1972.

Publication: O'Shea, David. Education, The Social System and Development, The Social Science Foundation and Graduate School of International Studies Monograph Series in World Affairs, Volume 11, Number 2, 1973-1974; University of Denver, Denver, Colorado.

C. PAUL ROBERTS:           The Economics of Education in Costa Rica: Effects on Earnings of Family Background, School Performance, and Occupation

This study analyzes the economic relationship between earnings and formal schooling in Costa Rica. The investment orientation is selected to evaluate the measurable benefits (primarily earnings differentials) accruing to incremental schooling levels. Two types of data sets are used to examine the link and intervening influences between earnings and schooling.

The macro-data set was compiled from the standard aggregated cross-section survey and recorded earnings, educational level, economic activity, and some personal and household information for nearly 4,500 urban males in 1968. These data were combined with estimated educational expenditures in a Benefit/Cost model that indicates investment in additional education, especially in secondary certification, leads to high returns.

The data were adjusted for a series of factors including the effect on employment probability of year of schooling completion and years elapsed since schooling--critical factors during the early years of the age-earnings profile. The Benefit/Cost model was also modified to incorporate the influence of mortality and morbidity, the calculation of option values, and the determination of an anticipated time horizon (pay-off period). The profitability calculations showing the positive association between earnings and schooling duplicated similar research undertaken in several other nations.

The analysis based on the traditional macro-data set, which encompassed a limited number of variables, did not permit evaluation of a series of factors such as motivation, personality attributes, family background, or prior schooling quality. This informational gap justified efforts to augment cross-section statistics with a comprehensive in-depth time series based on the socioeconomic life histories of 1957 male secondary graduates. This macro-data set, which included late secondary and all higher educational levels, contributed to a marked reduction of measurement error and an improved earnings-schooling relationship.

The increased data dimension accommodated the construction of three income-education specifications. The standard Multiple Regression Model witnessed the observed quantity of schooling variable predictably explain up to 60% of earnings differentials. However, the proxy behavior of measured family background, schooling ability and performance, and occupation characteristics, led to development of the Parametric Model in which quality and type of post-secondary training (the parameters) was held constant for three groups. It was noted that, with the exception of the "Middle" education cohort, the schooling quantity variable failed to explain any significant earnings variance. Family background and occupational characteristics were the strongest regressors for the polar groups and nearly as strong as the schooling regressor for the "Middle" cohort. Surprisingly, previous academic performance for those in the "High" education cohort was negatively associated with earnings.

The disturbing findings of the Parametric Model prompted specification of a Two-Stage Regression Model. It was hypothesized that family background influenced both the choice and quality of subsequent schooling in addition to post-schooling earnings. In the first stage, the creation of an instrumental variable (estimated incremental schooling) was considered a function of family background, ability, and previous schooling input. The second stage predicated increased earnings as a function of this new estimated schooling variable, of demonstrated ability in previous schooling, and of occupational characteristics.

This specification explained over half of earnings variation and in this sense paralleled the findings of the simple linear regression model. However, the Two-Stage Regression Model isolated the direct influence of family background on earnings from the indirect influence via the quality

and type of schooling selected. Furthermore it showed that ability in school (measured by class ranking) and affective development (observed in participation in school-related nonacademic activities) are more important predictors of earnings than of subsequent academic achievement. These findings underscore the importance of planning for the distribution of benefits rather than primarily for an increase in benefits. They also point to the costly over-training of some students and the under-training of others.

Mr. Roberts was a doctoral student in Management; he now works as a consultant to the World Health Organization and the Agency for International Development. (Objectives 1, 2, 3, 4, 5).

Field work: 1971-1972.

Ph.D. degree granted, Management, June, 1973.

JAMES W. WILKIE:                    Economic Considerations in the Mass Education of  
Potential Students in Mexico

This ongoing work will establish an analytical framework for determining Mexico's economic ability to provide for future demands for mass education. Data generation and analysis are being performed in conjunction with the Mexican Statistical Agency. Potential student enrollments, sectorial manpower requirements, demographic stratification and a variety of school production-function variables are being related in time-series to economic costs through the three levels of formal schooling. This research relates to previous work by the author but will proceed to establish macro-level indicators of economic problems to be encountered in the future mass development of formal education. Policy options will be formulated suggesting differential levels wherein alternatives to formal schooling are most feasible.

Mr. Wilkie is professor of history and Associate Director of the Latin American Center. (Objectives 1, 2, 3, 5).

Field work: Summer, 1972; Summer, 1973; Summer, 1974.

Publication: Preliminary results to be published in the UCLA Statistical Abstract of Latin America, Vol. 17, 1975.

GARTH O'G. ALLEYNE:           A Linear Programming Model of Educational Planning for Trinidad and Tobago, 1968-1975

The present study consists of an intertemporal linear programming model of educational planning for Trinidad and Tobago, 1968-1975, based on the present-value method. The perspective is that of an economist advising planners in the Ministry of Education. The scope of the educational system covered is, therefore, delimited by the public education sector and comprises primary education, junior secondary education, secondary general/comprehensive education and sixth form education. Technical education and university education are omitted.

The objective function of the model maximizes the net contribution of education, as defined in the present study, to the discounted future national product subject to resource constraints, namely, five-year-olds in the population, students in transition from one level of education to the next, teachers, and school places, and to a given production technology. A political and administrative constraint limits the level of fluctuation in educational activity from one year to the next. The model is disaggregated by sex. The decision variables are, respectively, the admission levels of male and female students to the first year of each of the four levels of education considered, and the additional school places required by the pattern of optimal admissions.

The discounted net benefits of education are derived from age-education-earnings profiles appropriately adjusted, with the explicit and implicit costs of education deducted. Before-tax earnings are assumed to measure productivity, and earnings data are largely based on a wage-survey conducted by the author in West Trinidad in 1971. The age-education earnings profiles are adjusted for male/female labor force participation rates, unemployment rates and mortality rates. Sixty percent of the earnings differentials is attributed to education, with 100 percent adjustment used in a single application of the model. The net benefits of education are discounted to 1968, with a discount rate of 8 percent in the initial application of the model. Subsequently, discount rates of 5, 10 and 15 percent are used for sensitivity tests.

The model's results indicate that the education of male students should have priority over the education of female students. The optimal solutions show a relatively steady rise in the optimal admissions levels for male students at every educational level when the discount rate is 8 percent. For female students, at the primary and sixth form levels--where the net benefits to female education are negative--the model indicates a steady decline in the optimal admissions levels, constrained only by the lower limit of the political and administrative constraint. At the junior secondary and secondary general/comprehensive levels of education, changes from one year to the next in optimal admission levels for female students are relatively small. Additional school places are required mostly at the junior secondary level. Sensitivity tests establish confidence in the model's results. The opportunity costs of resource constraints and of decision variables are evaluated. Furthermore, selected resource constraints are "parameterized" to test alternative policies. When optimally operated,



this study attempts to: (1) describe and evaluate the CNEC program; (2) determine how legitimacy, relevancy, and efficiency might be attained in a system; and (3) further develop and refine the theoretical and operational aspects of the proposed model. Mr. Verhine is using some of these data to develop an article on educational innovation in rural Brazil. (Objectives 1, 2, 3, 5).

Field work: 1973-1974.

M.A. degree in Latin American Studies granted June 1974.

Publications: Verhine, R. and T. J. La Belle. "Community Schooling in Cross-Cultural Perspective" in process to be published by Mc-Graw-Hill, 1976.

Verhine, Robert. "Educational Innovation in Rural Brazil: A Theoretical Exploration and Case Study" (in process).

BETTY ROSENSTEIN:                   Development and Implementation of a Program of Educational Planning for Latin American Institutions

In this project instructional materials which examine the adaptive process for institutionalizing education change are being refined. Research and planning materials for curricular and educational reform which have recently been developed in conjunction with Venezuelan universities are being prepared for application and implementation in Latin America. This effort includes (1) translating all program materials into Spanish, (2) developing an instructional package, (3) planning seminar presentations in collaboration with Latin American educators, (4) evaluating materials, and (5) organizing seminars for presentation of the materials. This work operationalizes educational planning theory and develops training programs for Latin American researchers and decision-makers.

Following their initial activity under the 211(d) grant, Drs. Allen and Betty Rosenstein have been working as consultants to UNESCO in Venezuela. Within the framework of the UNDP Project, "System of Engineering Education for Industry," the Rosensteins conducted seminars on "Curriculum Design" at the University of Zulia and the University of Carabobo, and consulted with the staff at Central Metropolitan, and Catholic universities with regard to the mechanisms necessary to Institutionalize Change in Venezuelan Higher Education and Establish an Active Development Partnership of Education, Industry, and Government.

A set of specific recommendations has been given to the UNESCO office in Venezuela so that it might assist in the following actions:

1. Reinforce existing programs for professional curricula evaluation and reforms in the universities of Zulia and Carabobo, and support planned programs for educational and societal assessment.
2. Establish an active development partnership of the universities, industry and government.
3. Establish regional, educational and societal assessment centers in one or more Venezuelan universities.

Dr. Rosenstein is a Research Associate with the UCLA Latin American Center and is coauthor with her husband, Dr. Allen Rosenstein of the School of Engineering, of seminar materials and publications studying professional education and the process of educational change. (Objectives 1, 3, 4).

Field work: Summer, 1973.

Publications: Rosenstein, Betty and Allen, Roger E. Nava and Vladimir

Yackovlev. El Planeamiento de la Educación Universitaria: La Institucionalización del Cambio (in process).

Rosenstein, Allen and Betty. "La Institucionalización del

Cambio en la Educación Universitaria" in P. R. David and Marshall R. Nason Radiografía de la Universidad en las Americas, Albuquerque, New Mexico, 1973.

CAROL JEAN CUCCARO: Adaptive Data Base Systems for Educational Planning in Latin America

In this yet-to-be-completed research a computer system will be designed and implemented for adapting the Rosenstein technique of educational decision-making in Latin America. This educational system will supply and analyze data and provide planners with alternatives and consequences. The principal focus of the system is on curriculum planning, course construction and comprehensive educational and student planning. In this project a system will be developed for a Latin American university, the inputs will be coded and tested and a sample means for using and modifying the system will be developed. It is anticipated that one year will be required to operationalize and refine this system such that it can be learned and used by nonskilled planners. This research provides a system for dealing with the issue of educational change; it provides decision-makers with relevant data and a basis for selecting among alternative educational resources.

Miss Cuccaro is a graduate student in Engineering and Applied Science at UCLA. She will use these data for her Ph.D. dissertation. (Objectives 1, 3, 4).

Field work: 1972-1973.

JAMES W. TRENT: Evaluation of Higher Education Alternatives in Venezuela

The purpose of this project was to establish a collaborative system of self-evaluation for Simón Bolívar University in Venezuela in conjunction

with the University's Institute of Educational Research. In addition to defining the structural relationships of the institutional components, the study was aimed at developing alternative evaluation research tools for higher education in Latin America and at implementing follow-up procedures to test their effectiveness. Models implemented in the United States served as a basis for the study. They included the Higher Educational Evaluation Kit of the UCLA Center for the Study of Evaluation which the investigator helped to develop and the Student, Faculty and Administrative Survey Instruments developed for a Study of Junior Colleges also directed by the investigator.

As a result of the initial research effort, a proposal for the establishment of a Center for Institutional Development at Simón Bolívar University was prepared. The proposal presents a realistic scheme for institutional evaluation and development which is unique for its potential comprehensive contribution to Simón Bolívar and to higher education in general.

Mr. Trent is Associate Professor of Education. (Objectives 1, 2, 3, 4, 6).

Field work: Fall, Winter 1972.

**PHILIP D. S. GILLETTE:** The Development of the Peruvian Higher Education System as a Modernizing Force

This ongoing project is a sociohistorical examination of the development of the Peruvian university system from the time of independence to the recent educational reform that was promulgated in March 1972. The study concentrates on the period beginning in 1875. Data on the historical development of the Peruvian educational system and institutions, including organizational, curricular, and philosophical issues are analyzed as well as

biographical and career data on university faculty, administrators, and graduates.

Library research has nearly been completed and the collection of data on Peruvian educators has begun. Lists of graduates of Peruvian universities are being compiled and analyzed. Cooperation from the Consejo Nacional de la Universidad Peruana is being sought through the auspices of the Director del Fondo Nacional de la Universidad Peruana, Ing. Marciano Morales Bermudez Cerruti of the CONUP. Initial contact has been made with authorities of the Universidad de Piura (a private university), the National University of Trujillo, the Pontificia Universidad Católica de Lima, and the Universidad Nacional de San Antonio Abad in Cuzco.

Mr. Gillette is a doctoral student in sociology. (Objectives 1, 2, 3, 5).

Library work: 1971-1973.

THOMAS J. LA BELLE and      Teachers' Attitudes in Venezuela: An Aspect of  
JAN VAN ORMAN:                      the Process of National Development

This study investigated prospective secondary school teachers' attitudes toward occupational and career prestige and toward education as an aspect of the development process. The sample included students enrolled as prospective secondary school administrators, counselors, evaluation specialists, and teachers in four Venezuelan universities and two pedagogic institutes. A 184 item questionnaire developed for this study addressed demographic and background factors of the students as well as their perceptions of professional expectations and orientations, national development priorities, educational goals, and occupational selection and prestige.

The data were analyzed through cross tabulation and multivariate techniques in accord with the sex, age, major, institution, level of parental

education, and year-in-school of the sample. The project was conducted with the cooperation of the six institutions as well as the Ministry of Education in Venezuela.

The sample included 638 students, of which 72% were enrolled in the pedagogic institutes of Barquisimeto and Caracas, and the remainder were enrolled in the University of Los Andes, the University of Oriente, Central University, and Andres Bello University. Students represented all majors and years in school and included 59% females and 41% males. The average age of the sample was 25 years, with the majority between 22 and 28 years of age.

Following the introductory chapter, the monograph includes chapters on:

The Sample (institutional background, personal background, family background, student employment, secondary school background);  
 Professional Expectations and Orientations (employment aspirations and expectations, teachers' unions, teacher-administrator relationships, and religion and teaching);  
 Venezuelan Educational Needs and National Development Priorities (Venezuelan educational needs, national development priorities);  
 Attitudes Toward Education (the purposes of education, the school's relationship to society, school management and participation in decision making, and responsibility for student learning);  
 Occupational Selection, Prestige, and Values (occupational selection, occupational prestige, and work values);  
 Chapter seven summarizes and concludes the study.

Mr. La Belle is associate professor of education, Assistant Dean of the Graduate School of Education, and Coordinator for the AID 211(d) grant-

in-aid in the Latin American Center. Mr. Van Orman is a doctoral student in Comparative and International Education specializing in Latin America. (Objectives 1, 2, 3, 4).

Field work: Summer, 1971.

Publications: La Belle, Thomas J. The New Professional in Venezuelan Secondary Education. Los Angeles: UCLA Latin American Center, 1973 (with the assistance of Jan R. Van Orman).

La Belle, Thomas J. "Actitudes y Valores del Futuro Personal de la Escuela Secundaria en Venezuela," Revista del Centro de Estudios Educativos. Winter, 1973.

VINCENT GIL: Differential Attitudes of a Mexican Urban Working Class Community Toward the Neighborhood Primary School

A working class community in Tijuana, Mexico, is the basis for this investigation of parental attitudes toward Federal neighborhood schools. After conducting a census of the particular colonia under study, which surrounds the school, the author utilizes several distinct questionnaires along with personal interviews to ascertain the perceptions of the adult population toward education, and toward the Federal primary school system in particular.

Statistical analysis is combined with reports from participant observation within the Federal school in order to provide increased understanding of the school's role and function within the community. The study pays particular attention to the educational efforts of community members in supplementing the deficient, formal school system. Several "colonia schools" are examined in terms of the roles they play in increasing educational opportunities of colonia children. Some techniques employed in

instruction within these schools, lend themselves to informal, or out-of-school education programs.

The research explored available attitudes of a working-class community toward specific aspects of the formal education process. The area under study was Colonia Guerrero, a small urban neighborhood in Tijuana, Mexico.

An attempt was made to view the relevance of certain aspects of formal schooling (classroom material, instruction, attendance, age/grade relationships, attitudes of teachers, directors, etc., toward community children) and relate these to the daily lives of community members, both children and adults. Special importance was placed on ascertaining whether teacher attitudes were influenced by the relatively low socioeconomic status of the population being serviced.

An initial census was taken of the entire community and the community members subdivided by socioeconomic levels. Interviews, as well as projective tests, were then administered to a random sample of the populations from each socioeconomic group. In addition, interviews were conducted with all school teachers, administrators, and staffs.

After computation, scoring, and selection of pertinent data, results showed that the socioeconomic groups did not vary significantly from each other in the attitudes expressed or projected. Further, that the lower working-class group, often thought to be the most negative or apathetic toward formal education, showed a high interest in education and was generally satisfied with the present services offered them by the school system. The data also revealed that there was a significant inverse relationship between the intensity of attitudes and the socioeconomic status of respondents.

All groups showed favorable attitudes toward education. There

appeared, however, to be a discrepancy between expressed and projected attitudes. This was felt to be due to cultural influences, which predisposed verbal contacts (such as those occurring in an interview situation) to the detriment of projective techniques. Verbally expressed attitudes were therefore taken to be more realistic than those projected.

Mr. Gil, a Cuban, conducted this study to generate data for his M.A. thesis in Latin American Studies. He subsequently has gone on to complete a Ph.D. degree in Anthropology at UCLA. (Objectives 1, 2, 3, 5).

Field work: Winter, 1970.

Master of Arts degree granted, Latin American Studies, 1971.

Doctor of Philosophy degree granted, Anthropology, 1975.

BERTRAM H. RAVEN and           A Cross-Cultural Investigation of the Bases of  
 AROLDO RODRIGUES:           Social Power in Home and Classroom

A cross-cultural comparison of the educational influence on students is analyzed in student concepts of teacher and peer group responses to coercion and reward in the classroom. It was hypothesized that in Latin America legitimacy and coercion play a much bigger role in teacher/student power relationships than in the United States (research in the United States is continuing). In this investigation, social power in the classroom refers to the potential ability to exert influence. The analysis of social power relationships utilize the analytical system developed by John R. P. French, Jr., and Bertram H. Raven. It is postulated that there are six discriminable bases for social power, i.e., coercion, reward, expert, legitimacy, reference, and informational.

During the period of this grant, the investigators have had considerable success in developing, pretesting, and modifying a research instrument for studying social power relationships between teachers and students and

students and peers. Instruments developed and tested originally on a United States population were translated and modified for use in Brazilian schools. The instrument has proven interesting and meaningful, though not all of the initial expectations were confirmed. Some of the findings can be summarized briefly below:

1. Students tend to influence one another in a consistent fashion regardless of domain of power. In public and in private schools, they are most likely to attribute student influence over other students to information (persuasion), followed by reference (identification), reward, expertise, legitimacy, and (least likely) coercion or threat of punishment.
2. Students show a general tendency to see informational power as the most likely means by which a teacher influences his students, with coercion and reward generally being least likely.
3. There seems more general agreement about bases of teachers' power among private school students, with very similar rank orderings across the various domains of influence. In public schools, the differentiation is less obvious, with less agreement about the ordering--indicating either that teachers use a broader variety of bases of power or that students are less able to differentiate the bases. There is still less differentiation among students at SENAI, a nonacademic, industrial arts educational program.
4. The bases of power attributed to the teacher also varies considerably with the domain of power, particularly for the public school and SENAI students. Coercion becomes particularly important in the disciplinary domain, less so in the cooperation and community domain.

5. Public school and SENAI students are much more likely to attribute coercion to teacher than are private school students. The difference is particularly great in the disciplinary domain.
6. Sex of student, age, and grade in school have no systematic relationships to power base attributions.
7. Differences in mean rankings suggest that attribution of coercion to teacher is related to lower satisfaction with the school and with teacher-student relations in particular. This relationship is particularly clear for public school students. Coercion is also associated with lower grades on the part of students. These relationships based on comparison of mean rankings were not shown as significant in the product-moment correlations, suggesting that the correlation is nonlinear and is largely attributable to the students who are particularly dissatisfied.
8. Though direct evidence on social class differences was not available to the investigators, they can draw some implications from the fact that private school students were generally from upper, middle and upper socioeconomic groups; public school and SENAI students from lower middle and working class segments of the population. The data are thus consistent with other studies which suggest greater use of coercion and threat of punishment in lower socioeconomic groups and more informational and expert power in higher socioeconomic groups.

Some of the investigators' initial goals were not met. They would have preferred to have data from teachers as well as students, so that they could compare perceptions of power of the agent and the recipient. They did not get the direct socioeconomic class data which they wished, because of

restrictions in the schools. They were not able to develop and use a teacher's training manual which illustrated the use of differing bases of power and their implications. This was the result of some of their problems in their data analysis and the fact that their correlational analysis was not as supportive as they had hoped. They had also hoped to collect some comparative data from the Los Angeles Schools system.

On the other hand, they have again demonstrated the effectiveness and meaningfulness of the conceptualization of power and the resulting instrument (correlational analyses of relationship among power bases offer interesting guides for further theoretical development). They have found some new directions to pursue in education in Brazil, as the relationship between power and satisfaction suggest.

Mr. Raven is Professor of Social Psychology at UCLA and Mr. Rodrigues is Professor of Social Psychology at Catholic University, Rio de Janeiro. (Objectives 1, 2, 3, 4).

Field work: 1971-1973.

**NANCY HARTSTEIN:**                      **Student and Teacher Power Structures in the  
Secondary Schools of Rio de Janeiro**

Miss Hartstein was assisting in the investigation of social power relationships, or the potential ability for one individual to exert influence over another, in the secondary schools of Rio de Janeiro. This investigation was part of the UCLA-Catholic University of Rio de Janeiro study on social power relationships of students and teachers in which Professor Bertram Raven of UCLA and Professor Aroldo Rodriguez of the University were principal investigators. The study was based on the analytical system developed by Professor Raven, et al., in which hypothetical situations are presented to students in order to discern the type of power

base used by students in encouraging conformance with rules and norms established for school operations.

Miss Hartstein received her B.A. degree in Latin American Studies in June, 1973. (Objectives 1, 2, 3, 6).

Field work: 1971-1972.

**ELMER DUNSKY:**                   The Role of the Elementary Principal in Community  
Development: A Field Study in Mexican School  
Administration

Mr. Dunsky investigated the role and function of the elementary school principal in the State of Guerrero, Mexico. He was concerned with illuminating the principal's functions as they related to direct administration, supervision of teachers, pupil personnel activities, and public relations. This study sought to investigate these areas within Gunnar Myrdal's model of development and used as controls both rural and urban environments in which the schools were located.

The overall plan of the present research involved the study of the elementary school principal of Mexico and his relation to community development. The sample was limited to those principals in charge of public elementary schools with six complete grades. The sample consisted of the principals of ten elementary schools in the State of Guerrero.

Five of the principal cities of Guerrero are Chilpancingo (the state capital), Acapulco, Iguala, Taxco, and Atoyac. The sample for this study consisted of one urban school selected at random in each of these five cities and one rural school selected at random from the country around each of the five cities.

Through primary sources, information was obtained relating directly to the Mexican school plant, the elementary school curriculum, the duties

of the elementary school teacher, the functions of the elementary school principal, his qualifications and obligations, and his relationship with line authorities of the Mexican school system. By means of an interview instrument especially constructed for this purpose, additional data were obtained regarding the school, the certified and noncertified personnel, and the principal. Specific insights were obtained with regard to the exercise of the principal's administrative functions, his professional objectives concerning the teaching staff, the students, and the local community. Data were obtained also from personal interviews with members of the community outside of the school, particularly with reference to the six elements of Myrdal's development model.

From the interpretation of data obtained from interviews and ratings, it was concluded that the influence of the ten elementary principals on the social and economic development of communities was relatively limited.

A majority of principals were rated low on indices (using the Myrdal model for development) of "output and incomes" and "conditions of production," possibly attributable to the absence of practical courses considered necessary to develop pupils' skills in agriculture and industry. Similarly, seven principals were rated below average on "levels of living" indices as they were unsuccessful in coping with problems relating to nutrition and sanitary conditions in the communities.

Eight principals were ranked average or above on attitudinal changes in pupils, a finding which might be considered significant if judged against Myrdal's criteria that attitudes are a function of levels of living and indirectly of output and incomes, and that attitudes support institutions and are, in turn, supported by them. Five principals were rated average or above on "institutions" indices. In these instances, growing community participation in government and business was considered to reflect improved



persist over time. Attempts to understand the problems of modernization must not only consider questions of social and economic development but also related organizational and administrative processes.

Since the educational institution is one of the most important in the modernization process, the purpose of this research was to study educational reform movements now taking place in Venezuela and Colombia. The two studies are now complete.

#### Reform and Governance in the Ministry of Education: The Case of Colombia

In a developing country it is essential that a planned and directed unity exist within the educational organization so that the limited material and skilled human resources can have a maximum coordinated impact throughout the breadth and depth of the system. Unfortunately, all too often Latin American nations have paid scant attention to their administrative processes and as a result their development programs, inside as well as outside of education, have frequently floundered because of an inability to plan, organize and execute decisions effectively. Colombia has historically been one of these nations. This research is a field study of an attempt to reform the Ministry of Education so that it would be more responsive to national development needs. Within the context of organizational theory, this paper provides an analysis of the profound difficulties associated with the process of bringing about major change within a vital government ministry.

#### Reform and Regionalization in the Venezuelan Ministry of Education

As many developing nations have repeatedly discovered, a reform is not an event in a moment of time to be accomplished by a flourish of signatures, but a process to be accomplished over time by overcoming a series

of resistance factors. In the late 1960's the Executive Branch of the Venezuelan government launched a massive reform of its mechanism of public administration in order to make it more supportive of the development needs of the country. This paper is an effort to analyze the process of organizational change as it takes place within one segment of the public administration mechanism in Venezuela--The Ministry of Education. The thrust of the reform calls for a reallocation of power in the Ministry with the intended purpose of establishing a regionalized educational system supported by a decentralized decision-making process. The primary resistance factors identified during the first four-year experience of the reform (referred to as the "start up" phase) were out of power political parties, informal groups, and individuals who would clearly lose a measure of their influence through the reallocation process. Even though the resistance to change has been formidable, a measure of progress has been recorded which suggests that a modest but genuine transition is taking place.

Both of these studies bear witness to the enormous difficulties associated with changing the traditional organizational and administrative structures of Ministries of Education to make them more responsive to the process of national development.

Mr. Hanson is a postdoctoral scholar with the Latin American Center and Associate Professor of Education at the University of California, Riverside. (Objectives 1, 2, 3, 4).

Field work: Summer, 1973.

Publications: Hanson, Mark. "Reform and Governance in the Ministry of Education: The Case of Colombia," International Review of Education, Vol. 20, No. 2, 1974.

Hanson, Mark. "Reform and Regionalization in the Venezuelan Ministry of Education" in La Belle, Thomas J. (ed.) Educational

Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.

DINO SANCHEZ: Mexico's Ministry of Education and Experiments  
in Educational Alternatives

This ongoing project is designed to assess the Mexican Ministry of Education's structure in relation to its programs and especially to its experiments in alternatives to formal education. Among others, the experiments include the cultural missions programs, the "each-one-teach-one" program, and the various Spanish language instructional programs. A model is being employed to assess the Ministry's relationship to other governmental agencies and to Mexican society, the nature of the authority structure within the Ministry, and the freedom permitted to individuals to act independently within the administrative framework of the Ministry. Fieldwork in the summer of 1973 has led to a study of the Ministry's relationship to the National Teachers' Union. The Ministry's and the Union's employee continuity and turnover is being studied by tracing the flow of specific individuals through the respective organizations and any possible interpenetration between the two. In this way, the impact of any new or modified alternative programs to formal education can be determined through the respective employee responses. Sources for this study include published records and yearbooks, internal publications and documents, unpublished reports, teaching manuals and literature, newspapers, and interviews with officials of the Ministry and Union. The research is attempting to follow the growth and differentiation of the Ministry as it is affected by particular educational programs and experiences. In this way, the case study will provide information to determine the extent to which the Ministry has been affected by its experiences since the 1920's in developing in-school and out-of-school alternatives.

Mr. Sanchez is a doctoral candidate in Latin American History at UCLA. (Objectives 1, 2, 3, 4, 5).

Field work: Summer, 1973.

**JERROLD NOVOTNEY:**                   **Education and the Role of the Catholic Church  
in Latin America**

This project was designed to generate an awareness of the activities of Catholic educational research agencies and to formulate a data base for generating information on Catholic education in Latin America. The data source that was being sought would provide a better understanding of Catholic education, of the impact of educational investment, and a base for analyzing educational outputs. Such a bank of information is imperative not only for evaluation but for planning as well. Attempts were made to define the needs for a data base to study the efforts of existent agencies in this regard and, most importantly, to encourage a coordinated effort among the various Catholic organizations involved. It was hoped that this attempt to build a coalition among these agencies would provide a multi-national base for studying the role of Catholic education.

During Mr. Novotney's trip to Latin America he visited the Center for Religious Statistics and Investigation (CERIS) in Rio de Janeiro; the Center for Investigation and the Development of Education (CIDE) in Santiago, Chile; the Episcopal Conference of Latin America (CELAM) in Bogotá; and the Inter-American Confederation of Catholic Education (CIEC) in Bogotá. Upon his return to UCLA, several meetings were held with the Grant Coordinators' Committee in order to assess the possibility of further involvement in the development of a data base on Catholic education in Latin America. Fathers Cecilio de Lora and Luis Medina, the respective directors of the educational offices of CELAM and CIEC were subsequently invited to participate in a two-day Conference on Catholic education at UCLA.

A faculty committee was then established to formulate a proposal for a possible approach to the collection and analysis of Catholic educational data which would provide policy and decision-making alternatives for Catholic educators. This faculty committee (Professors O'Shea, Keesling, La Belle, Bruno, Ruddle, and Novotney) prepared a proposal, concentrating on the trends in Catholic education in Latin America for the period 1950 to the present, which would enable educators to assess trends in facilities, teaching staff, student population, and socialization processes. In the interim, Mr. Ruddle went to Brazil and Colombia in order to assess the availability of statistical materials on Catholic education, and Mr. La Belle went to Colombia and Panamá to participate in Conferences on Community Education and Hemispheric Problems of Youth.

Several faculty members at UCLA, as a result of this prior involvement with Catholic educators in Latin America, were invited in 1973 to participate in a study of youth in the Americas through questionnaires developed in Chile. Unfortunately, the lack of available funding sources prevented UCLA involvement. Similarly, the development of an improved statistical base for educational decision-making by Catholic educators in Latin America was not realized because of other priorities by CELAM and CIEC and because of the lack of sufficient funding sources.

Mr. Novotney was a lecturer in the School of Education at UCLA.  
Field work: Fall, 1971.

JAMES W. WILKIE: Mexican Education and Social Indicators Project,  
1930-1970

This project is an outgrowth of the investigator's book, The Mexican Revolution. Through the use of census data Professor Wilkie has followed his macro study with a micro investigation of the quality of life within

Mexico's 32 political entities in order to illuminate the function of education as part of a complex of variables all of which place stress on social organization. Drawing on three sets of data the author attempts to show how intensive base line information holds up over time and how the substructures of Mexican life are central to successful political decisions if Mexico is to resolve technical problems of development.

Professor Wilkie anticipates publication of a volume on educational change in Mexico with development of a model for analyzing alternatives within the present educational system as well as the generation of data necessary to suggest differential levels wherein alternatives to formal education might provide the greatest cost benefits.

Research to date has involved, for example, working with the Mexican Statistical Agency to develop redesigned computer programs for printouts on the 1970 population census. As published, the Mexican census data in many cases for 1970 are not comparable to previous census data. One result of his research will appear in a forthcoming publication of a consistent time series necessary to show the educational status (in and out-of-school) of the primary school age population in relation to migration patterns at the municipio level. Interpretation here is especially important as Mexico becomes basically an urban country.

Mr. Wilkie is professor of history at UCLA. (Objectives 1, 2, 3, 5).

Field work: Summer 1971; Summer, 1974.

E. BRADFORD BURNS: Intellectual Origins of Brazil's Modern Educational Problems

This project focused on the educational plans and ideas of the more progressive elite in Brazil during the nineteenth century and suggests how these ideas are reflected in Brazil's educational system today.

Professor Burn's research focused on the ideas of the intellectual elite regarding education as the key to renovation and development of Brazil in the nineteenth century. He has found that most of the ideas put forth by the Brazilians during that century were utopian or otherwise impractical and out of touch with the Brazilian reality. Most of them were abandoned before they could be implemented. Professor Burns indicates, however, that education--impractical, limited, and inadequate as much of it might have been for the realities of 19th-century Brazil--did give a strong impulse to the modernization process, which was under way by mid-century. Since the concepts and goals of modernization were borrowed from abroad, Professor Burns did not find it surprising that almost all the educational ideas were borrowed from foreign sources as well. He apparently searched in vain for original, native ideas for Brazilian education.

Professor Burns refers to the statistics which he collected as "depressing." During the imperial period, the illiteracy rate never dropped below 85%. Rio de Janeiro was the privileged educational center; approximately 12,000 students attended the capital's primary schools in 1879. There was only one public secondary school with an enrollment of 418, but 2,706 other students attended 62 private secondary schools. He finds that in the provinces the conditions were dismal. Mato Grosso in 1879 had only 30 primary schools attended by 1,375 pupils. There was no secondary school. During the Second Empire, however, school attendance multiplied. In 1869, there were 3,516 schools with 115,735 students; three decades later the schools numbered 7,500 and enrollment was 300,000.

Professor Burns suggests that one example of educational reform which seemed to be typical of the projects put forth by Brazilians was found in the activities of Jose Lino Coutinho (1784-1836), regarded as one of the

most enlightened figures during the post-independence period in Brazil. He was author of a law in 1829 reorganizing Brazilian medical education, the director of the Faculty of Medicine of Bahia, 1832-36, and the author of a pedagogical book, Cartas à Cora, published posthumously in 1849. The book was a treatise on the education of women, a study which Professor Burns sees as a pioneer work in Latin America. It contained Coutinho's ideas on how a child of the upper class should be educated. Professor Burns spent much of his time while in Brazil at the National Library and the Instituto Histórico e Geográfico Brasileiro in Rio de Janeiro investigating the career and ideas of Lino Coutinho.

A Fulbright Research Grant permitted Mr. Burns to spend three months in early 1975 in Buenos Aires conducting investigations to expand his Brazilian study with an Argentine comparison. While in Buenos Aires, he worked at the National Library and the archives of the Casa Mitre. A remarkably similar ideology permeated the Argentine elites. It is explicable since they, like their Brazilian counterparts, were under the similar foreign influences. They borrowed heavily from outside sources which had little or nothing to do with Argentine reality. Little wonder, then, that the imported solutions did not work, permitting a growth while denying development and of course deepening dependency.

Mr. Burns is professor of Latin American history. (Objectives 1, 2).

Field work: Winter, 1972.

Publication: Burns, E. Bradford. "The Intellectuals as Agents of Change and the Independence of Brazil, 1724-1822," A. J. R. Russell-Wood (ed.) From Colony to Nation. Essays on the Independence of Brazil. Baltimore: Johns Hopkins University Press, 1975, pp. 211-246.

ROBERT N. BURR:                   The Role of Formal and Informal Education in  
Chilean Development

Professor Burr is currently writing a book on the social and economic history of Chile in an attempt to test several theories which have been advanced to account for that nation's lack of development. This research will form part of that book as well as a separate monograph and is directed toward the role of education in Chilean development. Professor Burr's particular interest concerns the identification of attitudes and values which have either stimulated or retarded development in Chile and how they have been transmitted through formal or nonformal educational processes. Thus, he will investigate the school system in addition to the influences of the associations of farmers and manufacturers, labor unions, professional organizations, and the belletristic literature.

Professor Burr has been able to outline completely his book on Chilean social and economic history and to finish the writing of two chapters. In addition, he has developed a bibliography and reviewed literature on informal educational processes which will enable him to begin the conceptualization of his separate monograph on Chile.

Mr. Burr is professor of history. (Objectives 1, 2, 3).

Library work: Summer, 1972.

JACK SHARE and                   The Measurement and Evaluation of Intelligence:  
PORFIRIO MIRANDA:               Mexican Practice

This project was designed to permit Jack Share and Porfirio Miranda to carry out preliminary discussions with key personnel in Mexico concerning educational measurement and evaluation techniques as they related to student intellectual and academic progress. The results of such discussions were

used to prepare a research proposal dealing with alternative approaches to such issues as the training of teachers, the reduction of school dropouts, and early childhood intervention strategies.

The exploratory trip to Mexico resulted in preliminary proposals related to sociocultural-psychological profiles of school dropouts; socio-economic-cultural studies of urban and rural Mexican families; epidemiology of learning problems of children from different social classes; development of new testing instruments as well as a restandardization of existing tests for intellectual, adaptive behavior, studies of high risk infants, and fostering cognitive development in rural children. Following the trip to Mexico, a conference was held at UCLA in the Spring of 1973 where the above topics were discussed with Mexican counterparts and additional UCLA faculty and students and the administration. This conference was made possible through a grant from the Chicano Studies Center. A proposal for the establishment of an International Mexican-Chicano Family and Child Research Center is currently in preparation.

A working group was formed and was meeting during the 1973-1974 academic year in order to draw up guidelines and priorities for a grant proposal. The group consisted of the following individuals: Dr. Jane Mercer, Sociology Department, University of California, Riverside; Dr. Robert Edgerton, Anthropology Department, Neuropsychiatric Institute, UCLA; Dr. John Garcia, Psychology Department, Neuropsychiatric Institute, UCLA; Dr. Manuel Miranda, School of Social Welfare, UCLA; Dr. Jack Share, School of Education, UCLA; and Mr. Porfirio J. Miranda of the School of Social Welfare, UCLA.

In addition, close contact has been maintained with Dr. Joaquin Cravioto, Director of Research, I.M.A.N. Hospital in Mexico City. Mr. Miranda has also been meeting with California State officials and legislators

for the purpose of developing funding resources for such an international research center.

Mr. Share is assistant professor of education and Mr. Miranda is a doctoral student in anthropology and a lecturer in the School of Social Welfare. (Objectives 1, 2, 4).

Field work: Winter, 1973.

**DARCY DIAMOND:** Educational Television in Mexico

This inquiry describes the current usage of the television media in Mexican education. A survey of the history of educational television traced the evolution of this technology from the field of commercial TV to applications in public school instruction, adult education, and technical training. An analysis of the contribution of the private sector to developing educational audiovisual media was also made. Programming innovation and planning was studied to observe trends in involvement of the various technical and political organizations within Mexico. This study also provided an assessment of the current levels of development of educational television in Mexico and an historical analysis of the evolution of TV as an instructional device. Miss Diamond had her own television show in Mexico City and made extensive contacts with the communications elite to analyze educational television from the "inside."

Miss Diamond received her B.A. degree in Latin American Studies in 1973. She attended the University of California Study Center in Mexico City during the 1971-'72 academic year. (Objectives 1, 3, 4, 6).

Field work: Spring, Summer, 1972.

**WILLIAM LEE:** Documentary Film on an Elementary School in Mexico

Mr. Lee, in conjunction with Drs. Thomas La Belle and Peter Furst of

the Latin American Center, and Mr. James Irwin, a student in Latin American Studies, has taken Mr. Irwin's thesis on a private school in Tijuana, Mexico, as the basis for the first documentary film on institutional schooling in Latin America. Mr. Lee has coordinated this project and filmed the school and its environs in the cinema verité technique. The film has been produced in 16 mm black and white by the Latin American Center and is 40 minutes in length.

The objective of this study was to produce an ethnographic film which would represent, as faithfully as possible, the actions and interactions of behavior within the classrooms of a specific school for which a detailed case study was available (James Irwin, 1971). The elementary school is operated by the Roman Catholic Church with financial assistance from the Lions Club, and is situated in a suburb of Tijuana, Mexico. It is located in a quasi-rural area and was organized for economically poor children who represent a cross section of the multiethnic population of this industrial and commercial border town.

The film presents the three main buildings of the school, the 32-acre site, the teachers and staff and the 230 boys in the six elementary grades. Through the technique the cinema verité, the camera is permitted to record activity without the use of a formal script, thus ensuring a more accurate recording of normal school and classroom behavior. The film follows the students and teachers in a typical set of formal and informal educational activities during a school day, i.e., arrival and departure by bus, the teaching-learning process inside and outside of classrooms.

The film and accompanying written thesis by Mr. Lee are intended to contribute to a greater understanding of the schooling process in a specific cultural context.

Mr. Lee is a graduate student in anthropology and is a member of the research staff of the Latin American Center. He will use these data to prepare a written thesis for his Master's of Arts degree in Anthropology. (Objectives 1, 2, 3, 5).

Field work: Spring and Summer, 1971.

Master of Arts degree granted in Anthropology, Spring 1972.

Film: Lee, William. "Ciudad del Nino: A Case Study in Education and Culture." Los Angeles: UCLA Latin American Center.

Objective 4:            To examine the application of systems of educational technology as related to educational productivity

This objective involves the investigation of (a) aspects of educational attainment levels; (b) cost benefit effectiveness of alternative programs; (c) relevancy of technology to the job to be performed in relation to needs and funds available; and (d) evaluation of alternative mixes of such things as educational time periods, pupil-teacher ratios, class size, and teacher training requirements.

Implicit in the intent of this objective on educational technology is an emphasis on the curricular and instructional aspects of formal and non-formal education. Thus, investigations of the content as well as the various aspects of transmitting and receiving systems in education are included. Such systems are not necessarily associated, however, with high speed computers or radio and television programming. Instead they include any system of transmitting messages whether it involves interpersonal relationships and is dependent on face-to-face contact, or it involves instruction managed by computer or television. Furthermore, the relevance of the content as the process of such systems to the host culture of the recipient population

in nonformal contexts demands the inclusion of such educational resources as music and dramatic arts.

Concentration: Dramatic Arts as an Instrument of Education

The projects listed below concern the role of dramatic arts, and in one case, indigenous music, as instruments of education in Latin America and the Caribbean. The investigators associated with these projects represent the fields of Spanish and Portuguese and ethnomusicology.

GERARDO LUZURIAGA                      The Dramatic Arts as Instruments of Education  
and JOHN ENGLEKIRK:                      for Social Change in Latin America

This project involves several studies carried out since June 1972 under the joint direction of Professors Gerardo Luzuriaga and John Englekirk of the UCLA Spanish and Portuguese Department, concerning the documentation and analysis of the role of dramatic arts as tools of education in contemporary Latin America. Special emphasis was placed on dramatic arts as they relate to literacy, health, occupational and citizenship training, and social change.

Historically, theater has played an important role in Latin America. The Spanish and Portuguese discoverers and colonizers brought the theater with them to the New World. The indigenous Americans had already developed a theater of their own, dance dramas and ritual ceremonies in homage to their gods and in commemoration of the great events of their past. Spain and Portugal seized on the theater as an immediate and practical instrument with which to christianize their new charges and to make them loyal subjects of the Crown. Plays were written and performed in both the European and indigenous languages down through the colonial years. Many of these plays became an integral and permanent part of the folk heritage.

The play Ollantay, it is alleged, was written in Quechua in the 1780s to awaken pride in native history and tradition and to incite the Indians to support the rebellion under Tupac-Amaru. With Independence, and Romanticism, José M. Heredia of Cuba and others turned to the theater as a means of creating a "national" awareness among the newborn nations. Trinidad Reyes of Honduras, wrote his historical plays and "pastorelas" for the school children under his charge; his message was so effective that his theater became a part of the folk life of the young struggling nation. Toward the close of the century, with an ever-increasing concern over developing social and political problems, dramatists developed thesis plays and plays of social protest in an effort to alert the people to the need for a changed social order. The Mexican Revolution of 1910 first caught the full imagination of the urban masses in the thoroughly Mexican dramatization of characters, events, and aims of the movement presented in the tent shows and music halls of the capital during the very heat of the conflict years. Later, under José Vasconcelos and reconstruction, the Ministry of Education used the theater as an instrument to combat illiteracy, teach revolutionary ideals, and to unite a fragmented people under a common national goal.

Other American nations followed Mexico's example, Puerto Rico, during the 50's, developed the theater as a special tool of the state's cultural missions to reduce illiteracy, sickness and ignorance among the *guajiros* of the interior. Ministries of Education everywhere have long given great importance to the "teatro infantil." University and noncommercial or "independiente" groups have used the theater as a weapon in their fight for reform. The experimental theater has gained strength steadily during the past two decades in its fight for a more modern and more socially responsive

art form. National and international theater "festivales," with or without government support, have become a permanent fixture of the cultural scene of Latin America. Castro's Cuba has expended considerable talent, effort and resources on the theater as a most effective mouthpiece for the Revolution.

In few areas of the world have the dramatic arts played so important and so sustained a role in the changing social scene. Several scattered instances come easily to mind: those of Spain, Russia, Japan and China. In Latin America the stage has been an entire continent.

Since the inception of this project during the Summer of 1972, the following has been accomplished:

1. A basic annotated bibliography on dramatic arts and education for most of the Latin American countries has been prepared.
2. During the period August-December 1972, Professors Luzuriaga and Englekirk, along with doctoral candidate S. Castillo, undertook exploratory trips to almost every country in the "Greater Caribbean" area, including Central America, Colombia and Venezuela. The contacts established and the reports filed have already contributed to other follow-up developments within the master project.
3. In the Fall of 1972, playwright and theatre director Enrique Buenaventura and his company "Teatro Experimental de Cali," visited UCLA and performed "Soldados," a play which illustrated the important "teatro concientizador" current in Latin America today. Buenaventura participated in a round-table discussion on the topic, "Teatro, educación y política en Latinoamérica."
4. During the Spring Quarter of 1973 a seminar, "Contemporary Spanish American Theatre," was offered by the Spanish Department for the

first time, which was geared in part to fit the objectives of the project. The seminar was conducted by dramatist and theatre director Rodolfo Santana from Venezuela, especially invited for this course, and by Professors Luzuriaga and Englekirk. A number of topics which bear directly on the project were discussed, such as "teatro documental," "teatro de educación social," "teatro de información," etc. A class project was the production of a play, "Moloch," authored and directed by Mr. Santana. The play was presented by the students at UCLA and at a Festival in San José, California, and it was reviewed in The Drama Review (December 1973).

5. An additional activity for the year was a Symposium on "The Theatre as Instrument of Education in Latin America" held at UCLA on June 1, 1973. Ten scholars from universities around the country took part in this colloquium which produced some very interesting and informative papers and discussions.
6. As a result of the project activities during 1972-1973 and, very particularly, as a result of the above-mentioned seminar, six students took field trips during the Summer of 1973 to several Latin American countries in order to gather information for the study of several facets of the master project. They are: Alan Michael Wilson, Beatriz Sanz, René Acuna, Marina Pianca and Susana Castillo. Their individual activities are described in the following pages.
7. A number of UCLA students, not officially sponsored by the Latin American Center, attended on their own the Manizales Festival in August 1973--again, a result of the Seminar on Latin American

Theatre, held in the Spring 1973. Some of those students have also published reports on the festival. One of them appeared in Forum Literario [January 1974], a publication of the undergraduate students of Spanish and Portuguese.

8. Several theater scholars and personalities have come to UCLA to lecture on topics directly or indirectly related to the project. Among them were: Carlos Ariel Betancur, Director of the Manizales Festival (Spring 1973); Augusto Boal, director, dramatist and theoretician from Brazil (November 1973); Carlos Miguel Suárez-Radillo, a Cuban-Spanish director and critic (January 1974); Sergio Núñez, a Venezuelan dramatist (January 1974); Manuel José Arce, a dramatist from Guatemala (November 1974).

In general terms, after a two-year period of multiple activities (field trips, a symposium, a seminar, lectures, etc.) for the purpose of producing information, the project entered a stage of study and analysis. Presently, the efforts of all involved are directed toward the publication of a volume, under the editorship of Professor Luzuriaga, offering the results of the research. The core of the compilation will consist of the work done by the investigators directly related to the project, and of most of the papers presented at the 1973 symposium. In addition, a number of contributions have been requested from United States and Latin American scholars, and some articles will be reprinted from other publications. The volume will encompass the dramatic arts, mainly the theater, of all Latin America, and not just the Greater Caribbean area as originally planned. The preparation of this volume is now in its final stages.

Mr. Luzuriaga is an assistant professor and Mr. Englekirk is a professor emeritus of Spanish and Portuguese. (Objectives 1, 2, 4).

Field work: 1972-1974.

**Publications:** Englekirk, John. El Teatro Folklórico Hispanoamericano  
(Coral Gables) (revised edition in process).

Luzuriaga, Gerardo. "Presencia latinoamericana en el IX Festival de Nancy," Latin American Theatre Review (University of Kansas), Spring 1973.

Luzuriaga, Gerardo. "Simposio de teatro latinoamericano en UCLA," Latin American Theatre Review, Fall 1973.

Luzuriaga, Gerardo. "Rumbos del nuevo teatro latinoamericano" (to be published early in 1976 in Alero, a publication of the University of San Carlos, Guatemala).

Luzuriaga, Gerardo (Editor). The Educational Theatre in Latin America (for the UCLA Latin American Center Publications) (in progress).

**SUSAN CASTILLO:** The Dramatic Arts as Instruments for Change in Latin America; Venezuelan Project

This project was designed to document and analyze the role of the dramatic arts in Venezuela as instruments of education. By means of an exploratory trip taken during December of 1972, the documentation phase of the project was started. Initial contacts were established with governmental and private institutions associated with the development of theater, such as the Universidad Central, the Instituto Nacional de Cultura y Bellas Artes, Ministerio de Educación, Consejo Venezolano del Niño, Biblioteca Nacional and the Ateneo de Caracas. The trip also served to further research for the doctoral dissertation undertaken by Ms. Castillo. This dissertation will present a historical and critical approach to the theater movement of Venezuela during the period of 1945-1973. The dissertation is being supervised by Mr. John E. Englekirk.

Ms. Castillo is a doctoral candidate of the Spanish and Portuguese Department. (Objectives 1, 2, 4).

Field work: 1972-1973.

Publications: Castillo, Susana y Maria Elena Sandoz Montalvo. "V Festival Interamericano de teatro y I Muestra Internaccional," Latin American Theatre Review, Fall 1973.

Castillo, Susana. "El Teatro de Rodolfo Santana," Mester. Los Angeles: UCLA. Spring, 1973.

Castillo, Susana. "Que pasa con el teatro en Venezuela?" Mester. Los Angeles: UCLA. Fall, 1973.

Castillo, Susana. "Festivales de América," Latin American Theatre Review (Fall, 1974).

MARINA PIANCA: The Latin American Theater Festivals as Instruments of Education and Learning: History and Appraisal

Marina Pianca, a graduate student in the Department of Spanish and Portuguese, has as the subject of her research and, probably, of her dissertation, the "Latin American Festivals: History and Appraisal." To further her investigation, she traveled to Colombia, Chile, and Argentina. Her study aims at determining to what extent these festivals--like the one at Manizales, or the one at Córdoba, or the Chilean workers' festivals--promote not only an advanced theatrical reality in Latin America, but also encourage viable alternatives to formal education.

Ms. Pianca is a candidate for the doctorate in Spanish and Portuguese. (Objectives 1, 2, 4).

Field work: Summer, 1973.

**AIAN MICHAEL WILSON: Educational Theater and Industry in Brazil**

Experts in the field agree that the Brazilian theater has had an important impact on other Latin American theater movements. In this light, Sao Paulo offers an unusual opportunity for the study of at least three diverse areas of educationally oriented theater outside of the official educational process. A unique labor union theater has recently developed in Sao Paulo. It consists of a drive by local industry to present high quality, professional Brazilian theater, free of charge, to labor union members. It aims to develop in the Brazilian worker an awareness of and a sense of national pride in Brazilian art and culture through seeing productions of the national theater. Two other areas of theater in Sao Paulo have a common interest in the awakening of social consciousness. These are the professional, commercial theater known as Teatro Arena of Sao Paulo, and the innovative, vanguard theater of student groups at the Universidade de Sao Paulo and the Pontificia Universidade Catolica de Sao Paulo.

During the past fifteen years a unique approach to popular theater has evolved in Sao Paulo. The Teatro Popular do SESI (Servico Social da Industria) was created in 1948. In its initial experimental phase (1948-58) the Teatro Popular consisted of a number of amateur theater groups of workers for workers which received technical and artistic support from SESI. During the transitional phase (1959-62) Teatro Popular became an integrated group of professionals and skilled amateurs which received financial support from SESI and had no direct ties with any specific industry. Since 1962, Teatro Popular has been an entirely professional company, paid by SESI, which daily presents the work of a leading Brazilian or foreign dramatist. In 1969, SESI added a Teatro Infantil to its activities. Also, both the Teatro Popular and the Teatro Infantil support itinerant groups which perform in

as many as fifty cities in the interior of Sao Paulo each year. The unique aspect of SESI's theater activities is that they are supported by contributions from the industries SESI serves. Teatro Popular's productions are completely free of charge. Following an established rotation, free invitations are distributed to the employees of the industries which support SESI. According to its director, Teatro Popular is "dedicated to cultural and artistic development."

Mr. Wilson is a graduate student in the Department of Spanish and Portuguese. (Objectives 1, 2, 4).

Field work: Summer, 1973.

BEATRIZ SANZ:                   The Role of the Dramatic Arts as Vehicles of  
Education in the "Barrios de Emergencia" de  
Buenos Aires

This project was designed to review the role of marginal theater groups in literacy campaigns, the improvement of educational processes in schools, and conscientización in the Buenos Aires area. Special emphasis was placed on street theater (galpones or salas improvisadas) and televised theater. There exists an incipient underground theater in the "barrios de emergencia" or "villas" on the outskirts of Buenos Aires. The works done by these groups are diverse both in quality and themes because their primary function is educational. A large majority of the plays are created collectively and the performances are free; the critics do not attend. It is very difficult for a person who does not belong to the "barrio" to attend one of these performances. Ms. Sanz was fortunate in being invited to attend some rehearsals and performances and to interview the participants of one of these groups. In the interest of mobility and economy, the people of the



patronizes theater seasons for the rural areas of Guatemala mainly through the Dirección General de Cultura y Bellas Artes, and the Universidad Popular. In order to fully evaluate such campaigns it remains necessary to establish 1) whether there is a coordinated action in programming, 2) what the rationale is behind this use of the theater arts, and 3) how, and to what extent the rural areas are affected by these campaigns.

Mr. Acuna received his Ph.D. in Spanish in 1973; he is now a visiting professor at the Universidad Nacional Autónoma de Mexico. (Objectives 1, 2, 4).

Field work: Summer, 1973.

Ph.D. degree granted in the Department of Spanish, June 1973.

Publications: Acuna, René. "Una década de teatro Guatemalteco, 1962-1973," Latin American Theatre Review. Spring, 1975.

Acuna, René. Introducción al estudio del Rabinal Achi. Universidad Nacional Autónoma de Mexico (in press).

Acuna, René. "Analfabetismo y Literatura en Latinoamérica" (in progress).

LINDA LEE O'BRIEN: Patterns of Learning Guatemalan Indigenous Music

The research undertaken from March to October 1971 among the Tzutuhil-Maya of Santiago Atitlan, Guatemala, focused on the documentation of indigenous musical traditions in their cultural contexts, through film, sound recordings, and interviews with culture members. The musical forms selected for emphasis were those in which musical and textual material and style have been accurately preserved and transmitted for centuries through processes of traditional education. Information was gathered relating to the nature, specific methods, contexts and philosophical bases of this indigenous

educational process, and their divergence from western educational concepts.

Miss O'Brien completed her dissertation for the Ph.D. degree in Ethnomusicology in 1975. (Objectives 1, 2, 4).

Field work: 1971.

Ph.D. degree in Ethnomusicology granted, June, 1975.

Publications: O'Brien, L. L. Songs of the Face of the Earth: ancestor songs of the Tzutuhil-Maya of Santiago Atitlan, Guatemala. Ph.D. thesis, UCLA, 1975.

O'Brien, L. L. Cantares de la Faz de la Tierra. Centor de Estudios Folkloricos, Universidad de San Carlos, Guatemala (forthcoming).

O'Brien, L. L. "Music Education and Innovation in a Traditional Tzutuhil Maya Community" in Johannes Wilbert (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (in press), 1976.

O'Brien, L. L. "Songs of the Face of the Earth," Ethnodisc Recordings, Pachart Publishing, Tucson, Arizona (two LP recordings) (forthcoming).

Objective 5: To relate rural-urban considerations to the process of educational development

This objective is intended to enable investigators to examine differences in the needs of rural and urban educational programs as well as to study aspects of community and village educational development in Latin America.



system using a modified version of Conklin's schema. Changes in the environmental context and the subsistence system were examined through the use of official records and publications, interviews with principal institutional personnel, and observation. In addition, institutional transmitters were interviewed in order to determine their educational objectives in terms of messages and the type and frequency of the channels used to facilitate the transmission of these messages. The channels were described through observation and through the perception of the receivers.

An adjusted random sample of 90 heads of household (approximately 50 percent of the island total) were subjected to intensive observation and standardized interviews. This sampling of receivers permitted the identification of their perceptions (part of the nondeliberative components) of the agricultural and biophysical innovations. Attitudinal and behavioral responses (feedback) to those innovations were measured and correlated with the sociocultural and demographic variables of the sample.

The second period of field work, undertaken in February 1973, was concerned principally with the nondeliberate local communications system, the process whereby extralocal messages are disseminated through a local network. The importance of politiqueros, peers, opinion leaders, relatives and parents, in the transmission of innovations related to traditional techniques occurring within the local context and the channels used by these groups was examined. In addition, while living in the communities, dissemination of local perceptions of local deliberate messages by the intended receivers were studied through intensive observation and interviews.

During the course of this study Mr. Ruddle was a member of the research staff of the Latin American Center and a lecturer in Latin American Studies. Mr. Chesterfield was a doctoral candidate in Comparative and International Education. (Objectives 1, 2, 5).

Field work: 1972-1973.

Ph.D. degree granted to Mr. Chesterfield, Education, June, 1974.

Publications: Ruddle, K. and R. Chesterfield. "The Venezuelan Demonstradora del Hogar: An Example of Women in Nonformal Rural Education," Community Development Journal, April, 1974, Oxford University Press, Vol. 9, No. 1, pp. 140-144.

Ruddle, K. and R. Chesterfield. "Nondeliberate Education: Venezuelan Campesino Perceptions of Extension Agents and Their Message" in La Belle, T. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center, 1975.

Ruddle, K. and R. Chesterfield. With the Heat of this Land: An Analysis of Nondeliberate Education and Interpersonal Communications among Shifting Cultivators of the Orinoco Delta, 179 pp. (manuscript submitted).

Ruddle, K. and R. Chesterfield. To Renew the Earth: Rural Livelihood and Its Continuance in the Orinoco Delta, 205 pp. Accepted for publication, University of California Press.

Chesterfield, Ray. "The Teaching of Food Production Activities in a Modernizing Preindustrial Society." Unpublished Ph.D. dissertation, UCLA, June 1974.

Ruddle, K. and R. Chesterfield. "Perceptions of Hazard in Man-Induced Change in a Venezuelan Rural Development Environment" (accepted for publication).

Ruddle, K. and R. Chesterfield. "A Case of Mistaken Identity: Ill-Chosen Intermediaries in a Venezuelan Agricultural Extension Programme" (accepted for publication).

Ruddle, K. and R. Chesterfield. "Securing an Old Age: A Traditional Impediment to Agricultural Development" (manuscript submitted).

RONALD L. HART:                   The Colombian Accion Communal Program: A Political Evaluation

This study examines the attitudes of Colombian peasants toward an innovative civic education project of the national government. The research was designed to survey the impact of a long-range community development program that was attempting to provide political integration and to increase national awareness in rural regions of the country. Empirical data gathered from campesinos in ten veredas was analyzed to indicate personal attitudes and the impact of this educational effort. Results were related to theories of political marginalization and integration.

Accion Comunal, the Colombian national community development program, was instituted in 1958 by the National Front government. It was originally conceived and implemented by certain "modernizing" elements of the Colombian governing class. Through the Accion Comunal program, these modernizers have attempted to reform many of the prevailing "agrarian structures"--such as patron-client relationships between large landowners and peasants--which stand as obstacles to modernization of the country. Using the mechanisms of the state, they have attempted to intervene in the peasant neighborhoods (veredas), and, through a combined public works/civic education process have sought to reform such agrarian structures.

These reform efforts have been resisted by the more traditional and parochial elements of the governing class. They view Accion Comunal as a threat to their established position in Colombian society. Using their considerable power in the Congress, in the political parties, and in the



urban barrios in Caracas and rural ejidos in Mexico, are being employed as basic data for his model of "participatory development" in Latin America. He is analyzing the complex interrelationships existing among attitudes, perceptions and the legal process. The study has been completed and is being published as part of a larger work on law and participatory development in Latin America. The main themes of the work relate to attitudes and perceptions as they are influenced by various aspects of the legal process. The subheads of the study are: (1) developmental states of mind; (2) security; (3) legitimacy; (4) community; and (5) inequality. In preparing this work, Professor Karst has used materials from his study of urban barrios in Caracas and his study on ejidos in Jalisco. In addition, he has pursued library research on judicial protections against governmental arbitrariness and the reactions of law to inflation.

Mr. Karst is Professor of Law at UCLA where his major interests concern Latin America. (Objectives 1, 2, 5).

Library work: 1971-1974.

Publication: Karst, Kenneth. Law and Development in Latin America: A Case Book (with Keith Rosenn). Los Angeles: UCLA Latin American Center, 1975.

WILLIAM T. FARRELL:           The Effects of Formal and Informal Education on  
the Process of Modernization in a Highland  
Guatemalan Community

This research was designed to assess the impact of informal education on the process of modernization in a highland Guatemalan community. It sought to isolate the effects of informal interaction with one's social and physical environments as these environments are modified by the activities of community development programs. Individuals who have, and who have not,

participated in such programs were compared with respect to their demonstrations of "modern" attitudes and behavior. In this way the modernizing influence of informal learning was contrasted with that of formal schooling. The analysis of survey data sought to establish relationships between the attributes of modernity as well as with the dependent educational activities. The study provides both a description of the effects of informal educational programs and implications for policy making.

The research compares the effects of participation in directing change programs (informal education) with the effects of schooling (formal education), as these variables relate to the concept of modernization.

Field research was completed during summer, 1972. Using a quasi-experimental research design, extensive social, economic and psychological data were obtained on three subsamples: community development project Participants (N 43); non-Participants (N 42); and Ladinos (N 28).

A follow-up project was undertaken in Fall and Winter, 1973, which concentrated on longitudinal aspects of change through life histories of selected informants. These individuals were sought on the basis of their relative rankings with respect to the conceptual domain of modernization. From such histories Mr. Farrell attempted to determine which kinds of historical situational events would help to explain current participation (or nonparticipation) in community development programs (informal education).

Analysis of the 1972 data revealed significant statistical differences between Participants and non-Participants along important socioeconomic dimensions. Further, it was found that Participants experienced more exposure to formal education ( $X = 1.09$  years) than non-Participants (0.40 years). This is significant at the .005 level. However, the relatively low educational levels attained did not seem to justify the postulation of

a causal relationship between education and participation. Correspondingly, Participators with school age children (operationally defined as 6-16 years of age) had an average of 58% of those children in school as opposed to 15% for non-Participators ( $t = 4.51$ ,  $sig. = .001$ ). Consequently, it was hypothesized that parental attitudes toward the importance of educational attainment might be of central concern rather than the actual attainment itself. That is, a household oriented to self-improvement and having relatively higher aspirations might provide the impetus for later generations to seek out new vehicles for expression of these concepts. Actual education, then, became an indicator of this type of orientation rather than a determinant in its own right. Since it was impossible to investigate the parental motives for behavior conducted a generation or more ago, it was necessary to conduct a standardized, modified life history of the contemporary informant. This included his recollections of the father's (or father substitute) economic conditions, interests, travel outside of the community, education, and so forth.

Along with the data bearing on the educational issue, the research was designed to elicit the social (nonkin) networks of the individual. Further, his socioeconomic status and innovation activities before the introduction of the development program were determined, thereby providing a description or profile of what constituted a person who was most likely to become involved in innovative programs.

Along with the problem orientation of the research, general ethnographic data were recorded through standard participant-observation techniques.

Mr. Farrell will use these data to complete the requirements for his Ph.D. degree in anthropology. (Objectives 1, 2, 5).

Field research: June-September, 1972 and Fall, Winter, 1973.

Publication: Farrell, William T. "Community Development in Highland Guatemala: A Case Study" (title tentative); submitted to the International Journal of Community Development.

JAMES D. SEXTON: Education, World View and Modernization in the Western Highlands of Guatemala

This study examined factors which account for similarities and differences in behavior between and within populations of two towns of the same general cultural tradition which were at different stages of development in the modernization process. Both towns were located in the mid-western highlands of Guatemala. One was the relatively underdeveloped Tzutuhil Maya town of San Juan La Laguna; the other town, Panajachel, was more developed and was comprised of two-thirds Cakchiquel Maya and one-third Ladinos.

Modernization was the process by which populations underwent change toward a new and technologically complex style of life. To improve knowledge of this process, the study focused on five specific objectives: (1) to identify the kinds of material and nonmaterial changes that were taking place within the ethnographic settings; (2) to determine the characteristics of the individuals who were changing; (3) to establish the sequences of the changes; (4) to identify salient traits of effective change agents in the communities; (5) to compare the effects on the attitudes and behaviors of the populations brought about by the changing environments in two communities which shared the same general cultural traditions but which were presently at different levels of development.

To accomplish these goals, a number of behavioral variables were identified and operationalized. These included changes in dress, Spanish

usage, housing, possessions, medical practices, politics, and religious change (from folk-Catholicism to Catholic Action and to Protestantism). In addition, changes in attitudes and beliefs were identified and operationalized. These included fatalism, life satisfaction, delayed gratification, occupational aspirations, and traditional beliefs. Finally, social, economic, and exposure variables such as status (education, occupation, and economic rank), mass media and travel, political awareness, and literacy were defined and operationalized. All of the above variables were incorporated into an interview schedule which was administered to 100 Indian informants in Panajachel and 61 Indian informants in San Juan. Differences between and within the samples were compared statistically and interpreted in the context of qualitative data collected from open-ended, in-depth interviews from selected informants; developmental indicators in both towns; and participant observation on the part of the author.

In regard to the nature of innovations, the study concluded: (1) innovations were adopted according to their perceived costs and benefits; (2) when costs were not overriding, variables idiosyncratic to the town became more important determinants of innovations; (3) nonmaterial innovations were best predicted by exposure and psychological variables rather than economic variables; and (4) both material and nonmaterial innovations had more uniform acceptance in the more developed towns.

In regard to the characteristics of innovators, the study found that there was no common character trait found among innovators for the adoption of all innovations. Political awareness, an exposure variable, commonly predicts the most innovative behaviors in both towns. Within each town, however, psychological variables were the most common predictors of innovative behaviors, with occupational aspirations being the most common predictor

variable for San Juan and fatalism being the most common predictor variable for Panajachel. In addition, some individuals innovated for the same reasons in respect to a given innovation despite the different levels of development found in each town, and others innovated in respect to a given innovation because of the different levels of development.

Conclusions drawn by statistical inference and ethnographic considerations concerning the sequences of change were: (1) none of the psychological variables appreciably intervene between education and innovation; (2) depending upon the attitudes and behaviors examined and depending upon the town in which they occurred, attitudinal changes followed behavioral changes, or they might have changed more or less simultaneously with behavioral changes; (3) there were alternative paths to innovation which were common to both towns; and (4) some innovations followed sequences that tended to be unique for each town.

The study concluded that a change agent's success was directly dependent upon the extent to which innovators identified with him. This conclusion was more speculative than the above conclusions as it was based on open-ended responses from informants.

Finally, it was concluded that while development was directly related to a reduction in fatalism and traditional beliefs and to an increase in occupational aspirations, it is inversely related to delayed gratification. Also, development was not related to life satisfaction. The implications of behavioral and attitudinal changes as they related to development were discussed and suggestions for further research were offered.

Mr. Sexton included data from his current research for his Ph.D. dissertation in Anthropology. (Objectives 1, 2, 5).

Field work: 1972-1973.

Ph.D. degree granted, Anthropology, December 1973.

Publications: Sexton, James D. Education and Innovation in a Guatemalan Community: San Juan La Laguna. Los Angeles: UCLA Latin American Center. 1973.

Sexton, James D. "Education and Acculturation in Two Highland Guatemalan Towns: San Juan La Laguna and Panájachel" (submitted for publication).

Sexton, James D. "Acculturation as Seen from Picture Test Analyses: A Case from Panajachel" (submitted for publication).

Sexton, James D. "Development and Modernization among Highland Maya: A Comparative Analysis of Ten Guatemalan Towns" (submitted for publication).

Sexton, James D. Idols, Saints and Bibles: Religious Change and Modernization in Two Guatemalan Towns (submitted for publication).

Sexton, James D. "Protestantism and Change in the Western Highlands of Guatemala" (submitted for publication).

WENDY FRIEDMAN:                   The Effectiveness of Formal Education in a  
  Highland Guatemalan Community

This project was designed to assess the effects of institutional schooling in transmitting both literacy skills and non-Indian attitudes, and in creating higher academic and occupational aspirations of Guatemalan Indian youngsters living in a highland community. A purposive sample of all upper grade children attending school and a random sample of children who do not attend school along with the parents of the respective groups were investigated through questionnaire and ethnographic techniques.

The site of research, San Pedro La Laguna, Guatemala, is a relatively small (pop. @ 5,000) developing Indian town. The town chosen was appropriate to the problem under study in that it was neither wholly traditional

nor modern but in transition. The study intended to discover linkages between the modernization process and formal education. It was felt that the amount of schooling completed by an individual was both indicative of his "level of modernization" and a result of the modernization process in terms of background factors.

To investigate the problem, ethnographic data was collected, concentrating heavily on the school system (San Pedro has a primary school only). Two groups were then chosen for intensive interviewing: parents who send their children to school and parents who do not. Each household head (there were 30 in each contrasting group) was administered a lengthy questionnaire which attempted to measure various dimensions of modernization. These included economic status, exposure to mass media, political knowledge, modern vs. traditional beliefs, etc. In addition, the parents were given a supplementary questionnaire exploring their attitudes toward education and educational and vocational aspirations for their offspring.

Upon returning from the field, the questionnaire material was coded and statistically analyzed using various computer programs. Using tests of group differences, it was found that parents of children in school are significantly more "modern" on almost all the variables than parents who do not send their children to school. And the economic variables are the best predictors of these differences.

The study demonstrated among other things that "who gets educated" depends on background factors of the family's level of modernization. Students, then, are self-selected by their backgrounds--most especially the economic situation of their fathers. As more modern parents send their children to school and hold higher aspirations for them, they perpetuate their own level of modernity.

Miss Friedman utilized these data for her M.A. thesis in Anthropology. (Objectives 1, 2, 5).

Field work: Summer 1971.

Master of Arts in Anthropology granted, Spring, 1972.

RAY CHESTERFIELD: Education and Modernism in Two Venezuelan Schools

Mr. Chesterfield gathered and analyzed data on the relationship between the economic setting in which schools are located and the attitudes of students and parents toward modernization. Two schools in Western Venezuela, one located in a subsistence economy and the other in a market economy, were used to test Gunnar Myrdal's assumption that schools in these settings have a differential impact on attitudes and values.

The study examined the differential degree of attitudinal modernity in a rural, near subsistence community and in an urban community at approximately the same socioeconomic level. Theoretical background for the investigation came from the model for development outlined by Gunnar Myrdal in Asian Drama. In this work Myrdal suggests that schools may play a role in the "rationalization" of attitudes in underdeveloped areas.

The principal source of data was fourth, fifth and sixth graders in the two communities of Western Venezuela and their representantes. Their attitudes were measured on a scale developed from two tested modernity scales (Inkeles and Smith, 1966; Kahl, 1968). In addition, demographic and ethnographic data were gathered to clarify the results obtained from this questionnaire.

Significant differences were found favoring the urban subjects of the same generation. It was suggested that this favoring was due to the increase of material incentives and job opportunities in the urban environment. These findings supported Myrdal's assumption that people in urban

environments have more rationalized attitudes.

Significant differences also found favoring the student generation over their representantes and over the adult generation in general, irrespective of place of residence. It was suggested that the school may be responsible for the rationalizing of attitudes. Each item of the scale was examined and those which showed the largest differences, i.e., items measuring material taught in the schools, such as concept of large political units, and activism, were presented to support this contention. The possibility of the school acting to rationalize attitudes as Myrdal suggests was discussed.

Finally, significant differences were found favoring students at high grade levels, but no significant differences were found among their representantes. The findings suggested that students become more modern over time, and raised possibilities for future research to determine the role of the school and this modernization.

Mr. Chesterfield conducted this research for his M.A. thesis in Latin American Studies. (Objectives 1, 2, 5).

Field work: Winter, 1970.

Master of Arts degree in Latin American Studies granted Spring 1971.

Ph.D. degree granted in Education, Spring 1975.

WINSTON ESTREMADOIRO: Educational Norms, Rural Education and the  
Indian: Attitudinal Orientations of Bolivia  
Functionaries

This study assessed attitudes of a group of Bolivian education officials regarding rural education, changes in the educational system, and value orientations regarding the Indian and mestizo populations.





Data have been calculated to develop time series on the location of land reform in relation to (a) the illiterate population; (b) the rural population employed in agriculture; and (c) the population receiving agricultural credit. Given the desire of the Venezuelan and Bolivian governments to discourage internal migration from rural to urban areas, it would have seemed imperative that the land reform agencies develop plans which would have maximum impact on the concerned population. Preliminary calculations by Professor Wilkie, however, reveal that this has not been the case.

The study presents revised figures on the impact of land reform in relation to subnational units and agricultural production. An analysis of problems of computing agricultural production by beneficiaries of land reform suggest that in Venezuela land distribution will do little to stem the tide of internal migration which places strain on urban educational systems. Bolivian data are nonexistent in this regard, hence one implication of the study suggests the type of data which must be gathered if planning is to be effective.

Professor Wilkie found that even though the Venezuelan land reform agency has had the advantage of a better trained and more sophisticated bureaucratic machine compared to the Bolivian land reform agency, and even though the Venezuelans have been luxuriously wealthy compared to the Bolivians, the latter agency has gathered more meaningful data on distribution (if not on production).

Rural extension was found to be very deficient and not at all related to land distribution in either country. This means that the distinction between "land reform" (i.e., land title redistribution) is, with reason, not to be confused with "agrarian reform" (which includes rural extension as well as agricultural credit, etc.).

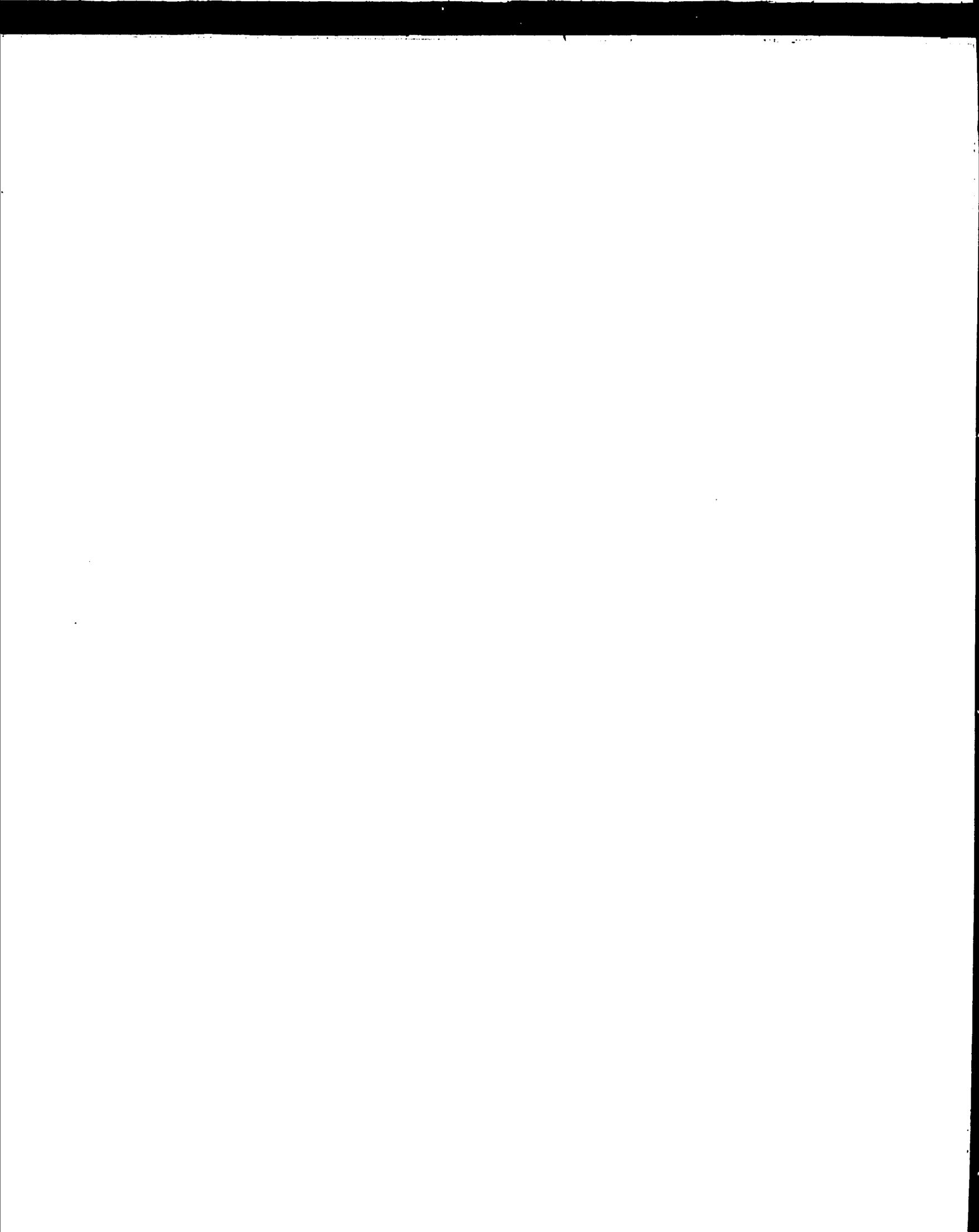
This study is the first one to date which is intended to offer "hard data" on the results of land reform. Professor Wilkie feels that the present interest in urbanization which is sweeping academic circles is somewhat unfortunate since it ignores a basic aspect leading to rapid growth of cities. His data reveal that the Venezuelan government has intentionally attempted to confuse the electorate by inflating statistics on the number of heads of family benefiting from land reform. In contrast, he finds that the Bolivian government has been more honest in its presentation of data. Professor Wilkie notes that much of this propaganda has backfired in two ways. First, the urban sector in Venezuela feels that it has been short-changed by governmental emphasis on the rural sector. Second, many peasants think that they have not shared in the "benefits" given to their fellows, hence they lose hope and leave the countryside.

Professor Wilkie's research suggests that rural and urban considerations are a vital aspect of the ambience in which educational improvement must take place. He believes that it is imperative that formal or nonformal education programs be aimed at developing an electorate as well as a sufficient level of bureaucratic manpower to carry out reform. He suggests that without a new type of education for technicians, the government cannot hope to assess the results let alone understand the process of land reform.

Mr. Wilkie is Professor of History and Associate Director of the Latin American Center. (Objectives 1, 2, 3, 5).

Field work: Venezuelan research in 1970; Bolivian research completed in 1966-1967, with a follow-up in 1970.

Publication: Wilkie, James W. Measuring Land Reform, Supplement 5 to the Statistical Abstract of Latin America. Los Angeles: UCLA Latin American Center. 1974.



VI. MAJOR ACCOMPLISHMENTS: IMPACT AND  
UTILIZATION OF INSTITUTIONAL RESOURCES  
IN DEVELOPMENT

VI. Major Accomplishments: Impact and Utilization of Institutional Resources in Development

Objective 6: To provide a project focus within the Latin American Center which will guide research and provide training and educational opportunities for professional staff members of domestic, international and foreign agencies through seminars, symposiums, and regular university course work.

This objective enables UCLA to include within the scope of the grant persons from Latin America, as well as domestic researchers and administrators who are concerned with pursuing formal course work for the analysis of socioeconomic data and the formulation of educational models. Multi-disciplinary seminars, courses, and a third-year workshop symposium scheduled to evaluate the research framework and its results were to be included under this objective.

Since the objective is designed to assist UCLA's Latin American Center in becoming a locus for educational research and training, the projects mentioned here are designed to provide an infrastructure for such a focus.

This orientation is in accord with Title II, Section 211(d) of the Foreign Assistance Act of 1966:

"To develop or enlarge centers of competence by strengthening (1) teaching capability, including restructure of curricula as necessary, (2) relevant research capabilities, including the graduate level, (3) advisory services, (4) publication and dissemination of the methodologies and findings as utilized not only by AID but all organizations concerned with international development, and (5) pertinent library inventories and services."

Implementation of each of the above goals, with the exception of research capabilities (discussed earlier in this report) is described below:

1. Teaching Capability and Curricular Reform

a. Latin American Studies Curriculum Reform 1971-1972.

As a result of receiving the grant-in-aid through the Institutional Development Grants Program, major changes in both B.A. and M.A. degree requirements in Latin American Studies were completed. Begun in January 1971, the new B.A. plan encourages selected students to spend a portion of their undergraduate careers in Latin America, where they may learn directly the language and culture of the area and may develop field research and on-the-job experience while earning full academic credit.

Undergraduates are no longer required to take specific courses in disciplines but rather are permitted to take any course in a core of social science disciplines. When a particular theory or methodology course does not contain explicit Latin American content, the student may take the course upon agreeing to apply the principles of the course to Latin America. This aspect of the program simplifies transfer of credit for work in Latin America and enables Latin Americanists to become aware of rapid advances in other fields, especially in regard to theory and methodology.

Also begun in January, 1971, the new M.A. program in Latin American Studies enables the student to choose either the Comprehensive Examination or the Thesis Plan options. Both plans emphasize an interdisciplinary approach and provide the student with considerable flexibility in designing his own curriculum. The Comprehensive

Examination option asks that the student prepare a paper involving at least three disciplinary perspectives, while the Thesis Plan is reserved for selected students who have demonstrated a capacity for research and who are especially concerned with the analysis of education in the development context.

These curricular changes at the M.A. level enables officials of government and international development agencies to return to university studies for a minimum period of midcareer training, as it is now possible to obtain an M.A. degree in as few as three academic quarters. The new program permits these officials to participate in the interdisciplinary program and bring their field experience as well as theoretical and methodological experience to our programs.

b. Course Offerings Concerning the Analysis of Education in Latin America

1. Graduate School of Education

In cooperation with the Graduate School of Education, two courses dealing specifically with education in Latin America were offered. One of these was an introductory course which surveyed the role and function of schooling in Latin America, and the other was a research seminar on educational problems and issues in Latin America. Both the introductory course and the seminar were graduate-level offerings open to students enrolled in any department at UCLA.

The introductory course surveyed the cultural, economic, and political institutions of Latin America as they pertained to increased understanding of the educational systems. The focus of the course, however, was empirical research on Latin American education. The articles comprising Professor Thomas J. La Belle's anthology, Education and Development: Latin America and the Caribbean,

were used as the primary sources for the generation of this knowledge. This book was published by the Latin American Center during the Fall of 1972. The research for the book was undertaken through funds provided under the 211(d) grant-in-aid. This was the first anthology to be published on education in Latin America and represents a tangible outcome of the research and teaching effort of the grant. The following comprise the contents of the book:

SECTION 1: Progress in Meeting National Needs

Education and Development in Latin America, by J. Roberto Moreira

Development of Education in Latin America since the Santiago Plan,  
by Michel Debeauvais

The Futility of Schooling in Latin America, by Ivan Illich

SECTION 2: Social, Political, and Economic Goals

Values, Education, and Entrepreneurship, by Seymour Martin Lipset

Education and Political Development: The Latin American Case, by  
W. Raymond Duncan

Forecasting Manpower and Education Requirements for Economic and Social  
Development in Peru, by James V. Cornehl

The Political Economy of Education, by Martin Carnoy

SECTION 3: Structure and Function of Educational Systems

Educational Differentiation and National Development: A Statistical  
Study, by Joseph P. Farrell

Educational Reform in Colombia and Venezuela: An Organizational Analysis,  
by Mark Hanson

The Organizational Climate of Paraguayan Elementary Schools: Rural-Urban  
Differentiations, by James Stimson and Thomas J. La Belle

The Geography of Youth Employment and School Enrollment Rates in Mexico,  
by Phyllis Goldblatt

Economic Development and Changes in the Composition of the Teaching Staff of Secondary Schools in Brazil, by Aparecida J. Gouveia

SECTION 4: Social and Educational Change

Democratization and Class Segregation in Puerto Rican Schooling: The U.S. Model Transplanted, by Leila Sussmann

Education and Pluralism in Selected Caribbean Societies, by Joseph P. Farrell

Education and Social Stratification in Contemporary Bolivia, by Lambros Comitas

The Cuban Revolutionary Offensive in Education, by Gerald H. Read

SECTION 5: Perspectives on Students and Schools

Peasants' Sons in City Schools: An Inquiry into the Politics of Urbanization in Panama and Costa Rica, by Daniel Goldrich

Socioeconomic Development and Secondary Education in Brazil, by Robert J. Havighurst and Aparecida J. Gouveia

Preference for Different Types of Secondary School among Various Ethnic Groups in Sao Paulo, Brazil, by Aparecida J. Gouveia

Discrepancy between Goal and Function in Educational Planning: The Guatemalan Experience, by T. David Williams

Individual Decisions and Educational Planning: Occupational Choices of Venezuelan Secondary Students, by Gordon C. Ruscoe

SECTION 6: Rural Environments

Rural Education and Socioeconomic Development in Brazil, by J. Roberto Moreira

The Role of Village Schools in the Process of Cultural and Economic Modernization, by Manning Nash

Culture and Education in the Midwestern Highlands of Guatemala, by Robert Redfield

The Development of an Educational System in a Rural Guatemalan Community, by Oscar H. Hurst and Avril McLelland

Formal Schooling, by Gerardo Reichel-Dolmatoff and Alicia Reichel-Dolmatoff

**SECTION 7: Language and Literacy in National Integration**

Language and Education in Paraguay, by Joan Rubin

National Identity and the Language Issue in Puerto Rico, by Erwin H. Epstein

Functional Literacy among Colombian Peasants, by Everett M. Rogers and William Herzog

The Paulo Freire Method: Literacy Training and Conscientization, by Thomas G. Sanders

**SECTION 8: Continuity and Change: University Students**

University Autonomy and Academic Freedom in Latin America, by Luigi Einaudi

A Comparison of the University Reform Movements in Argentina and Colombia, by Kenneth N. Walker

University Students in a World of Change: A Colombian Sample, by Robert C. Williamson

Determinants of Castro Support among Latin American University Students, by Kenneth N. Walker

Education and Social Change: The Argentine Case, by David Nasatir

University Experience and Political Unrest of Students in Buenos Aires, by David Nasatir

The Professional and Political Attitudes of Chilean University Students, by Myron Glazer

The seminar on education in Latin America was designed to give students an opportunity to investigate recent research on Latin American education, pursue the preparation of research proposals prior to conducting their own research in Latin America, and analyze and present their research findings. Because the seminar was offered in the Fall and Spring Quarters, students were able to prepare themselves to undertake field research in the Winter or Summer and to return to campus the following quarter to participate in the seminar and report their results. If research in Latin America was not

immediately anticipated, students were asked to write a library research paper on a topic related to Latin American education. Individual proposals and papers were presented to members of the seminar for general discussion of content and methodology. During the past five years an average of ten students have enrolled in each of the nine seminar offerings.

The seminar also concerned itself with individuals who were active in Latin American education but who were neither students nor faculty members at UCLA. During the past five years, several individuals addressed the seminar. These included Mr. Ernie Maes of San Diego, California, "Education: The Nature of Technical Assistance Programs in Latin America"; Mr. John McFadden of the University of California at Santa Cruz, "Paulo Freire: The Man and His Method"; Mr. Lorenzo Monroy, Vice Minister of Education, Caracas, Venezuela, "Educational Reform in Venezuela"; Mr. Hector Font Viale-Rigo, Director, Institute for Educational Research, Simón Bolívar University, Caracas, Venezuela, "Education in Ciudad Guayana"; Dr. José Rafael Revenga, Professor, Central University and Simón Bolívar University, Caracas, Venezuela, "The Analysis of Educational Alternatives in Latin America"; Dr. Rolland Paulston, Professor, University of Pittsburgh, "Non-formal Education in Latin America"; Dr. Martin Carnoy, Professor, Stanford University, "The Political Economy of Education"; Dr. David Amato, Agency for International Development, Technical Assistance Office, Mexico City, "Educational Research in Mexico"; Dr. Cole Brembeck, Professor of Education, Michigan State University, "Informal and Non-formal Education"; Dr. Andreas Kazamias, University of Wisconsin, "Research on Comparative Pedagogy"; Dr. Everett Rogers, Professor of Communications,

Michigan State University, "Nonformal Education and the Media"; and Dr. Harold Noah, Professor of Education, Teachers College, Columbia University, "The Need for Qualitative Research in Comparative Education."

## 2. Seminar on Economics and Education

In addition to the course and seminar related directly to education in Latin America, a seminar on economics and education was offered during Spring, 1972 at UCLA by Professor Martin Carnoy of Stanford University. The seminar enrolled 15 students and was sponsored by the Latin American Center, the Graduate School of Education, and the Department of Economics.

## 3. Latin American Studies and the School of Library Service

The Latin American Studies Program, in the Winter Quarter of 1972, initiated a graduate level seminar intended to assist students at UCLA in the location and use of library resources on Latin America with special emphasis on education. The instructor, Mr. Ludwig Lauerhass, is the Latin American Bibliographer in the Research Library.

This seminar is part of a newly-developed articulated degree program between the School of Library Service and the Latin American Studies program and is designed to prepare Latin American bibliographers for positions as researchers and librarians.

## 4. Seminar on Problems of Relevance in Latin American Education

Professor Johannes Wilbert organized and conducted an interdisciplinary seminar (Latin American Studies 250A-250B) during the Winter and Spring Quarters of 1972/73 and 1973/74.

The seminar sessions were designed to develop a theoretical model concerning the educational process and its relevance to the individual and community in Latin America. Graduate students from Anthropology, Sociology, Education and Latin American Studies participated. Students in the seminar reviewed the multidisciplinary literature on socialization and enculturation and wrote position papers on particular themes that helped crystallize especially important concepts. Subsequently, these data were used to test the theoretical model concerning educational processes.

#### 5. Dramatic Arts as Education in Latin America

Professor Gerardo Luzuriaga of the Department of Spanish and Portuguese, organized a special graduate seminar on the role of dramatic arts in Latin America as instruments of education designed to (a) combat illiteracy, (b) instruct urban and rural masses in the rudiments of primary education and in the fundamentals of health, hygiene, new job techniques, (c) teach marginal populations the concepts of good citizenship, and (d) quicken and sharpen the educational process in the schools.

The seminar addressed these topics by assessing current dramatic arts activities, both within and without the official educational process, in an effort to (a) single out programs worthy of emulation and of increased support, and (b) recommend modifications and innovations in programs that hold out promise of sound results. From this seminar, a variety of individual and collaborative efforts designed to advance the broad objectives of the project were undertaken.

During the Spring Quarter of 1973 the seminar, "Contemporary Spanish American Theatre," was offered for the first time. The seminar was conducted by dramatist and theatre director Rodolfo Santana from Venezuela, and by Professors Luzuriaga and Englekirk. A number of topics which bear directly on the education grant were discussed, including "teatro documental," "teatro de educación social," "teatro de información," etc. The interest among students in the theatre of Latin America was considerably aroused, partly by means of the production of a play, "Moloch," authored and directed by Mr. Santana.

An additional activity was a symposium on "The Theatre as Instrument of Education in Latin America" held at UCLA on June 1, 1973. Ten scholars from universities around the country took part in this colloquium which produced valuable and informative papers and discussions.

#### 6. Special Colloquia

In order to involve as many members of the University and International Community as possible in the evaluation and orientation of the grant, a special colloquia series was instituted early in 1971.

The colloquia series was scheduled in accord with the availability of invited guests and was open to interested students and faculty at UCLA. Through the facilities of the Latin American Center leaflets announcing the arrival of such individuals were circulated and the planned sessions took the form of either informal "Chalk Talks" or more formal paper presentations. Normally, the individuals participating from outside the University were also asked to meet with the Grant Coordinators' Committee as well as to participate in the School of Education's seminar on education in Latin America.

The colloquia series brought together individuals from different disciplines as well as from various international development agencies to discuss educational problems in Latin America. From these sessions new research thrusts were developed and collaborative programs undertaken.

The following individuals presented papers or participated in discussions through the colloquia series since the initiation of the grant:

Dr. David Amato, development specialist, Agency for International Development, Mexico City, Mexico

Dr. Cole Brembeck, Professor of Education, Michigan State University

Mr. Enrique Buenaventura, playwright and theatre director, Cali, Colombia

Dr. Martin Carnoy, educational economist, Stanford University

Mr. Hector Font Viale-Rigo, Director, Institute for Educational Research, Simón Bolívar University, Caracas, Venezuela

Dr. Andreas Kazamias, Professor of Education, University of Wisconsin

Mr. Lorenzo Monroy, Vice Minister of Education, Caracas, Venezuela

Dr. Harold Noah, Teachers College, Columbia University

Dr. David O'Shea, educational sociologist, UCLA

Dr. Rolland Paulston, education and social sciences, University of Pittsburgh

Dr. Jose Raphael Revenga, Professor, Social Sciences, Simón Bolívar University, Caracas, Venezuela

Dr. Everett Rogers, School of Communications, Michigan State University

Mr. Rodolfo Santana, Dramatist and theatre director, Caracas, Venezuela

Dr. Frank Taylor, educational economist, Agency for International Development, Rio de Janeiro, Brazil

Dr. Johannes Wilbert, anthropologist, UCLA

In addition, several individuals have come to UCLA to discuss the educational grant with students and faculty, but did not do so through the colloquia series:

- Mr. Alberto Armitano, Director of Basic and Technical Education,  
Venezuelan Ministry of Education
- Dr. Peter Bell, Ford Foundation, Chile
- Dr. Robert Berg, Agency for International Development, Washington, D.C.
- Mr. Edgardo Boeninger, University of Chile
- Mr. Peter Boynton, Agency for International Development, Colombia
- Dr. William Carmichael, Ford Foundation, New York
- Mr. Angel Polibio Chaves, Ministry of Education, Ecuador
- Mr. William Dyal, President, Inter-American Foundation, Washington, D.C.
- Dr. John Gant, Agency for International Development, Ecuador
- Reverend Gines, President, La Salle Foundation, Venezuela
- Mr. George Hall, President, Creole Foundation, Venezuela
- Dr. Frank Holmes, Agency for International Development, Washington, D.C.
- Dr. Robert Johnson, Agency for International Development, Washington, D.C.
- Reverend Cecilio de Lora, Director of Educational Programs, Episcopal  
Conference of Latin America, Bogota, Colombia
- Dr. Howard Lusk, Chief, Human Resources Division, Agency for Inter-  
national Development, Brazil
- Reverend Luis Medina, Director, Inter-American Confederation of  
Catholic Education, Bogota, Colombia
- Dr. Ralph Montee, CARE, New York
- Ms. Sylvia Ramos Zinke, Professor, University of Chile
- Mr. Alfred Ravelli, Agency for International Development, Rio de  
Janeiro, Brazil
- Dr. Charles Reed, Agency for International Development, Ecuador
- Mr. Brandon Robinson, Agency for International Development, Washington,  
D.C.

Dr. Aroldo Rodrigues, social psychologist, Catholic University,  
Rio de Janeiro, Brazil

Dr. Earl Rouche, Organization of American States, Washington, D.C.

Mr. Rolando Sanchez, University of Chile

Dr. Eleanor Sheldon, Ford Foundation, New York

Mr. Louis Sleeper, Agency for International Development, Washington,  
D.C.

In addition to the above-mentioned individuals, a two-day conference was held at UCLA on October 2-3, 1972, at which time the UCLA grant was discussed. Topics included the multidisciplinary competencies to be developed at UCLA during the five-year period in light of the objectives of the grant, the strategy and processes involved in granting funds for faculty and student research, the number and scope of research projects undertaken, the identification of mechanisms for utilizing UCLA's competencies in the subject area, the processes for designing and approving projects, the relationships between the research undertaken and the role of education decision makers in Latin America, and the use of AID expertise in assisting and guiding research activities.

The participants included John Hunter, Professor of Economics and Director of the Latin American Center at Michigan State; Brandon Robinson, Chief of the Sector Analysis Division of the AID Latin American Bureau; Steen McCall, Deputy Director of the Office of Education and Human Resources in AID's Technical Assistance Bureau; Ken McDermott, Deputy Director of the Office of Research and University Relations also in AID's Technical Assistance Bureau; Glenn Patterson, Deputy Director of the Program Development Office in AID's Latin American Bureau; and Peter Wright, Head, Education and Human Resources Division for AID Guatemala.

## 7. Scholars-in-Residence

In addition to the colloquia series, the Grant Coordinators' Committee instituted a scholar-in-residence program in order to bring Latin American scholars to UCLA to assist in the investigation of educational alternatives and to develop a dialogue between institutions concerning issues and problems of education and national development.

These individuals were identified by Latin American institutions and by students and faculty at UCLA as scholars who would benefit the grant's objectives as well as their own institution as a result of the period at UCLA. Once identified, the individual was invited to spend a period of thirty days to one academic quarter at UCLA pursuing library research interests culminating in the preparation of a scholarly paper related to the analysis of educational alternatives. During the period in residence, participants met formally and informally with faculty and students.

Dr. Jose Rafael Revenga, a recognized scholar in the field of education in Venezuela, was the first invited participant in this program. Dr. Revenga is professor of philosophy at Central University and professor of social sciences at Simón Bolívar University in Caracas. Professor Revenga spent approximately five weeks in the Spring of 1972 at UCLA pursuing his analysis of educational alternatives through the use of a systems analysis approach.

In 1972-1973, Sylvia Ramos Zincke, Professor of Educational Psychology at the University of Chile and specialist with the Ministry of Education in Chile, studied at the Center for the Study of Evaluation in the School of Education at UCLA. Her main project

was the preparation of training materials in evaluation for educators of Latin American countries.

#### 8. STUDENT ASSOCIATION FOR LATIN AMERICAN STUDIES (SALAS) CONFERENCE:

"Dependence in Latin America: Problems and Solutions"

The Second Annual Student Association for Latin American Studies Conference was held at the University of California Conference Center, Lake Arrowhead, California, on March 5-7, 1971. Each of the invited scholars prepared and discussed a paper developed on the theme of dependence as it relates to one of the social science disciplines. More than 100 students and faculty members participated in the proceedings which were then recorded for general reference. The following scholars were among the list of participants, the first of whom spoke on "Paulo Freire and Educational Development in Latin America": Jovelino Pereira Ramos, Julio Cotler, Anthony Leeds, Frank Bonilla, Maria del Rosario Green-Macias, Maurice Zeitlin, Osvaldo Sunkel, Arnold C. Harberger.

#### 9. Degrees Completed

The following students have completed their thesis and dissertation requirements as a result of having received funds through the 211(d) grant-in-aid:

René Acuna, Ph.D. granted in Spanish, June 1973, "El Rabinah Achi; Historia, Estructura, Significado"

Ray Chesterfield, M.A., Latin American Studies, 1971, "Education and Modernism in Two Venezuelan Schools"

Ray Chesterfield, Ph.D., Education, 1974, "The Teaching of Food Production Activities in a Modernizing Preindustrial Society"

- Elmer Dunsky, Ed.D., Education, 1972, "The Administration of the Elementary Schools in the State of Guerrero (Mexico) and its Relationship to the Socioeconomic Development of the Republic"
- Winston Estremadoiro, M.A., Latin American Studies, 1971, "Educational Norms, Rural Education and the Indian: Attitudinal Orientations of Bolivian Educational Functionaries"
- Wendy Friedman, M.A., Anthropology, 1972, "The Effectiveness of Formal Education in a Highland Guatemalan Community"
- Vince Gil, M.A., Latin American Studies, 1971, "Differential Attitudes of a Mexican Urban Working Class Community toward the Neighborhood Primary School"
- Vince Gil, Ph.D., Political Science, 1974, "The Colombian Accion Comunal Program: A Political Evaluation"
- Nancy Brennan Hatley, M.A., Latin American Studies, 1975, "Cooperatives and Cooperative Behavior Among the Cuna Indians of San Blas"
- H. Dieter Heinen, Ph.D., Anthropology, 1972, "Adaptive Changes in a Tribal Economy"
- Leroy Hoinacki, Ph.D., Political Science, 1973, "Copei, an Experiment in Ideological Commitment"
- William Lee, M.A., Anthropology, 1972, "Ciudad del Nino: A Case Study in Education and Culture" (film and thesis).
- Oscar Martinez, Ph.D., History, 1975, "Border Boom Town: Ciudad Guarez Since 1880"
- Linda Lee O'Brien, Ph.D., Ethnomusicology, 1975. "Songs of the Face of the Earth: Ancestor Songs of the TZUTUHIL-Maya of Santiago Atitlan, Guatemala"

Garth O'G. Alleyne, Ph.D., Economics, 1973, "A Linear Programming Model of Educational Planning for Trinidad and Tobago, 1968-1975"

Jerry I. Porras, Ph.D., Management, 1974, "A General Research Model for Measurement of the Impact of an Organization Development Project: An Argentine Experience"

C. Paul Roberts, Ph.D., Management, 1973, "The Economics of Education in Costa Rica: Effects on Earnings of Family Background, School Performance, and Occupation"

James D. Sexton, Ph.D., Anthropology, 1974, "Modernization Among Tzutuhil and Cakchiquel Maya: A Comparative Study of Two Guatemalan Towns, San Juan la Laguna and Panajachel"

Robert E. Verhine, M.A., Latin American Studies, 1974, "Education and Social Change"

#### 10. Appointment of Specialists in Education

In order to assist with course offerings related to education, as well as to pursue additional areas of research on educational alternatives, two individuals were appointed as UCLA faculty members through the combined resources of the Graduate School of Education and the 211(d) grant. During 1972-1973, Georges Nihan, Ph.D. in the economics of education from Stanford University, was appointed; and for 1973-1975, John Hawkins, Ph.D. in education from George Peabody, was appointed. Dr. Nihan pursued research on the economics of education and the analysis of alternatives, while Dr. Hawkins analyzed alternatives from a worldwide perspective with special emphasis on the diffusion of new educational strategies from the People's Republic of China to Latin America.

## 2. Development of Competence for Consultation and Service

In connection with UCLA's involvement in teaching and research on Latin American education, several projects have been undertaken which support the overall objectives of the grant and are related directly to the area of advisory services.

In January, 1971, the Venezuelan government provided the bases for the development of institutos técnicos, or postsecondary institutes directed at the training of middle-level technicians. The Ministry of Education followed the legislative action by authorizing the establishment of several such institutes, which are currently either in the planning stage or in operation.

In early February, 1971, Mr. George Hall, then Executive Director of the Creole Foundation, and Brother Gines, President of the La Salle Foundation, arrived at UCLA accompanied by Alberto Armitano, Director of Basic and Technical Education of the Venezuelan Ministry of Education. Regarding the development of such technical institutes, a program of formal conversations among these individuals and more than 20 faculty members from the School of Education and other pertinent departments on campus, was held during a period of two weeks. These individual meetings centered on such topics as educational planning, evaluation, student selection, curriculum development, library and learning resources, educational technology, language laboratories, the role and function of community colleges, and a host of other topics. In addition to these discussions, visits to community colleges in the Los Angeles area were made to provide actual contact with existing institutions.

Following these visits the Latin American Center and the School of Education hosted Mr. Lorenzo Monroy, Director of Secondary and Higher

Education of the Venezuelan Ministry of Education. Mr. Monroy also participated in numerous formal conversations regarding the development of community colleges and visited several institutions in the metropolitan area of Los Angeles. He was interested in the possibility of UCLA providing technical and professional expertise for the planning and establishment of the institutos técnicos in Venezuela. During the week of meetings with Mr. Monroy, a program was planned for nine Venezuelan educators directly involved in the community college project.

The nine Venezuelan educators arrived in Los Angeles in mid-April, 1971 for a 10-day seminar on community colleges. The program was sponsored at UCLA by the Latin American Center and the School of Education and arranged through the Council on Leaders and Specialists with a grant from the U.S. State Department. Two- and three-hour discussions were conducted by eight UCLA faculty members on the following topics: higher education in the U.S., planning a community college, curriculum planning, instructional strategies, learning resources, student services, and research and development. In addition, the nine participants were transported to three community colleges selected on the basis of their relevance to Venezuelan goals so that the theoretical concerns of the classroom could be seen as they applied to actual institutions.

During the 1970-1974 academic years several UCLA faculty and staff were involved in collaborative endeavors with Latin Americans related to the analysis of educational phenomena.

In 1971, two UCLA faculty members from the School of Education assisted in an exploratory phase of the development of a basic village education program at the invitation of the Guatemalan government in Guatemala, and one of these faculty members participated in a meeting

in Washington concerning the same program at the invitation of AID. In 1972, the same faculty member returned to Guatemala to work on the Basic Village Education Program at the invitation of AID.

During the past three years, a faculty member from the School of Engineering and a member of the staff from the Latin American Center have been actively involved in a collaborative program with one Mexican and several Venezuelan universities concerning curriculum planning and reform. This involvement has included the preparation and translation of materials concerning the institutionalization of change in professional schools as well as the planning, organization, and operation of several workshops and seminars concerning curricular decision-making. Materials related to this consulting activity are available.

An additional faculty member participated in a survey of educational resources in Brazil in response to a joint invitation from the Brazilian government and AID. The nature of this advisory activity was promoted in an attempt to assess the nature of nonformal educational activities throughout the country. The report of this activity is available from the Technical Assistance Bureau of AID.

Several other activities have been pursued in this area. For example, bibliographic materials on Venezuela and Peru have been prepared at the request of host country institutions; advisement concerning the collection and analysis of statistical data on education in Latin America has occurred in Colombia, Brazil, and Chile by a member of the staff of the Latin American Center; papers on programmed instruction and curriculum evaluation were prepared by two faculty members of the School of Education, at the invitation of the periodical Educación Hoy in Colombia; a postdoctoral fellow in education at UCIA, at the invitation of AID and

a Pedagogic Institute in Venezuela, acted as research advisor in Caracas for a period of 8 weeks on two separate occasions; a member of the staff of the Latin American Center has advised a Venezuelan university and the Corporación Venezolana de Guayana on a rural education program in Venezuela and has directed a seminar on ecology in Venezuela; a faculty member from the history department has consulted with the Mexican statistical agency concerning education and the Mexican statistical agency concerning education and the Mexican Census materials; an Assistant to the Chancellor at UCLA, in order to develop further long-range cooperative programs of research and training among UCLA and certain Venezuelan institutions, consulted with several public and private agencies in that country; a member of the staff of the Center for the Study of Evaluation consulted with AID in Brazil on educational evaluation; and two faculty members from the School of Education acted as human resource advisers to the La Salle Foundation in Venezuela.

In June of 1973, two faculty members from the School of Education, along with a recent Ph.D. graduate of the School of Management, went to Ecuador at the request of AID to assist with a sectoral analysis on education. Working with representatives of the Ecuadorian Ministry of Education, the team assisted with the preparation of an economic model on education, curriculum evaluation, socioeconomic status indicators, and computer programming for a statistical analysis of educational data. Currently, the UCLA Center for the Study of Evaluation has accepted a contract with the Technical Assistance Bureau of AID for an evaluation of a nonformal education program conducted by the University of Massachusetts in Ecuador.

These activities are examples of the kind of advisement and collaboration which have been manifested during the past five years. It is felt that one of the most beneficial ways UCLA has carried on consulting work results from the faculty and students who carry out research activities with host country counterparts in Latin America.

In this regard, increasing the possibilities for pursuing research with Latin American institutions concerned with education and development has been a concerted goal of the University through the grant funds. To date, considerable success has been achieved in this area. Several private and public institutions in Mexico, Guatemala, Costa Rica, Panama, Venezuela, Peru, Colombia, Brazil, Argentina, Chile, Ecuador, and Trinidad and Tobago have invited and received UCLA students and faculty as colleagues in various research efforts. Students and faculty are also able to take advantage of the Centro Latinoamericano de Venezuela, a special institution created 12 years ago to bring together UCLA's Latin American Center and a large number of Venezuelan institutions for the purpose of sharing resources and reaching common goals. More than 25 students and faculty members used the resources of the Centro during the 1970-1974 academic years.

### 3. Publications

The Latin American Center is committed to publishing some of the research on education in Latin America which emanates from the grant. During each academic year, the Grant Coordinators' Committee has reviewed the theses, dissertations, and papers resulting from the several research projects in light of their potential for wider dissemination and chose several for publication. The majority of the publications emanating from the Center are in monograph form and are

published in English. The editorial board is favorably disposed to publishing papers in Spanish and Portuguese as the demand warrants. Profits secured from Latin American Center publications associated with the grant are credited to the grant.

a. Latin American Center Publications

The following publications and one film have been produced and distributed by the Latin American Center. They are available from the Center at UCLA:

Thomas J. La Belle (editor), Education and Development: Latin America and the Caribbean, 1972. (Note: The Table of Contents of this anthology is presented in the section entitled "Teaching Capability and Curricular Reform" of this report.)

Thomas J. La Belle, with the assistance of Jan R. Van Orman, The New Professional in Venezuelan Secondary Education, 1973.

Thomas J. La Belle (editor), Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.

William Lee - Film: "Ciudad del Nino: A Case Study in Education and Culture," 16 mm, black and white, sound, 40 minutes.

James Sexton, Education and Innovation in a Guatemalan Community: San Juan La Laguna.

b. Currently, the following three anthologies and two bibliographies are being prepared for publication by the Latin American Center. Each book will contain articles emanating from the P11(d) grant. Titles are tentative:

Gerardo Luzuriaga, Editor, Dramatic Arts as Instruments of Education in Latin America.

David O'Shea, Editor, Education and Social Change in Latin America.

Johannes Wilbert, Editor, Enculturation in Latin America: An Anthology.

Ludwig Lauerhass, Jr., Latin American Education Bibliography.

Susan L. Poston, Latin American Nonformal Education Bibliography.

c. Statistical Abstract of Latin America

Since the first issue of the Statistical Abstract of Latin America (Volume 1, 1955), UCLA has become known worldwide for offering to scholars the only authoritative, one-volume, summary of classificatory statistics--with the 17th volume now in preparation. The Center is credited with having produced a published data bank on Latin America.

To offer research findings, the Center also publishes a Supplement to the Statistical Abstract. Thus, between compilation, classification and publication of data as well as research and interpretation in the data, UCLA stands in the vanguard of offering the statistical data and methodology necessary to understand contemporary Latin America.

To round out the statistical focus of the Latin American Center, the Latin American Studies Program now offers a graduate course, "Statistical Resources for Latin American Research." Taught by Professors Ward Keesling and Luis Laosa from the UCLA Graduate School of Education, students are encouraged to become involved with their professors in analyzing data presented in the Statistical Abstract of Latin America and its Supplement Series.

d. **List of Publications**

The following monographs, papers, and anthologies have resulted from projects related to the grant and are being or have been published:

René Acuna, "Una década de teatro Guatemalteco, 1962-1973," Latin American Theatre Review, Spring 1975.

René Acuna, Introducción al estudio del Rabinal Achi, Universidad Nacional Autónoma de México (in press).

René Acuna, "Analfabetismo y Literatura en Latinoamérica" (in progress).

Marvin Alkin, "Evaluación: Investigación o Praxis," Educación Hoy, Año III; 17; Septiembre-October, 1973.

James Bruno and Cornelius Van Zeyl, "Educational Ideology in Venezuela: A Counter Force to Innovation," in La Belle, T. J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.

James E. Bruno and C. Van Zeyl, "Innovación Educativa e Ideología Social en un Sector de Venezuela," Revista del Centro de Estudios Educativos (México), Vol. V, No. 1, 1975, pp. 9-32.

E. B. Burns, "The Intellectuals As Agents of Change and the Independence of Brazil, 1724-1822" in A. J. R. Russell-Wood (ed.) From Colony to Nation. Essays on the Independence of Brazil.

Baltimore: Johns Hopkins University Press, 1975, pp. 211-246.

Susana D. Castillo, "El Teatro de Rodolfo Santana," Mester, UCLA, Spring 1973.

Susana D. Castillo, "Qué pasa con el teatro en Venezuela?" Hester,  
UCLA, Fall 1973.

Susana D. Castillo, "Festivales en San Jose, California; Manizales,  
Colombia; Caracas, Venezuela; and San Jose, Puerto Rico,"  
Latin American Theatre Review, Kansas University, Fall, 1973.

Susana D. Castillo, "Festivales de America," Latin American Theatre  
Review, Fall, 1974.

Susana Castillo y Maria Elena Sandoz Montalvo, "V Festival Inter-  
americano de teatro y I Muestra Internacional," Latin American  
Theatre Review, Fall, 1973.

Ralph Edfelt, "Occupational Education and Training: The Role of  
Large Private Industry in Brazil" in La Belle, T. J. (ed.)  
Educational Alternatives in Latin America; Social Change and  
Social Stratification. Los Angeles: UCLA Latin American Center.  
1975.

John Englekirk, El Teatro Folklorico Hispanoamericano (Coral Gables)  
(revised edition in process).

W. T. Farrell, "A Systematic Approach to Project Evaluation: A  
Case from the Guatemalan Highlands." Presented at the 32nd  
Annual Meetings of the Society for Applied Anthropology, Tucson,  
Arizona, April 13, 1973.

W. T. Farrell, "Community Development in Highland Guatemala: A Case  
Study" (title tentative). To be submitted by solicitation to  
the International Journal of Community Development.

W. T. Farrell, "Role of Economics in Development and Modernization."  
To be presented at the Meetings of the American Anthropological  
Association in Mexico City, November, 1974.

- P. T. Furst and H. Anguiano, "To Fly as Birds: Educational Functions of Myth and Ritual Among the Huichols of Mexico" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center (in press), 1970.
- Hector Garcia, Carlos Haro and Thomas J. La Belle, "The Impact of Three Alternative Environments on the Transmission of Information to Adults," in La Belle, T. J. (ed.) Educational Alternatives in Latin America: Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Philip D. S. Gillette, "La Educación en el Peru," Educación Hoy, Bogota, Colombia, 2(12) November-December, 1972, pp. 49-59.
- John I. Goodlad (Editor), "Alternatives in Education," Special Issue of New Directions for Education, Number 4, Winter 1973; Jossey-Bass, Inc. (contributors: Gary D. Fenstermacher; John I. Goodlad; Thomas J. La Belle; Val D. Rust; Rodney Skager; Carl Weinberg).
- Mark Hanson, "Reform and Governance in the Ministry of Education: The Case of Colombia," International Review of Education, Fall 1974 (Vol. 20:2).
- Mark Hanson, "Reform and Regionalization in the Venezuelan Ministry of Education" in La Belle, T. J. (ed.) Educational Alternatives in Latin America: Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Nancy Brennan Hatley, "Cooperativism and Socialization Among the Cuna of San Blas" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center. 1976 (in press).

- Lee Hoinacki, "Learning for Politics: Experience and Political Commitment," in La Belle, T. J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Kenneth Karst, Law and Development in Latin America: A Case Book (with Keith Rosen). Los Angeles: UCLA Latin American Center. 1975.
- Thomas J. La Belle, "Educational Alternatives: Crisis in the Hemisphere," UCLA Educator, June 1972.
- Thomas J. La Belle, "Actitudes y Valores del Futuro Personal Secundaria en Venezuela," La Revista del Centro de Estudios Educativos, Winter, 1973.
- Thomas J. La Belle, "Cultural Determinants of Educational Alternatives," Alternatives in Education: New Directions for Education, No. 4, Winter, 1973.
- Thomas J. La Belle, "The Impact of Nonformal Education on Income in Industry: Ciudad Guayana, Venezuela," in La Belle, T. J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Thomas J. La Belle, "Education and Culture: The Question of Transfer for Behavioral Change" in John I. Goodlad, et al. (ed.) The Conventional and the Alternative in Education. McCutchan Publishing Co. 1975.
- Thomas J. La Belle, "Educational Technical Assistance and Latin American Dependence" in William Thomas (ed.) American Education Abroad. New York: Macmillan Publishers, 1974, pp. 123-130.

- Thomas J. La Belle, "Impacto de la Educación No-Formal sobre el Ingreso en la Industria: Ciudad Guayana, Venezuela," Revista del Centro de Estudios Educativos (Mexico), Vol. IV, No. 4, 1974: 37-65.
- Thomas J. La Belle (ed.), Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Thomas J. La Belle, "Liberation, Development, and Rural Nonformal Education," Council on Anthropology and Education Quarterly, November, 1975.
- Thomas J. La Belle and R. E. Verhine, "Education, Social Change, and Social Stratification" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Thomas J. La Belle and R. E. Verhine, "Nonformal Education and Social Stratification: Implications for Latin America," Harvard Educational Review, Vol. 45, No. 2, pp. 160-190, May 1975.
- Thomas J. La Belle and R. E. Verhine, "Community Schooling in Cross-Cultural Perspective" (in process). To be published by McGraw-Hill, 1976.
- William Lee, "Ciudad del Niño: A Case Study of Education and Culture." Los Angeles: UCLA Latin American Center. (Film)
- Gerardo Luzuriaga, "Presencia latinoamericana en el IX. Festival de Nancy," Latin American Theatre Review (University of Kansas), Spring, 1973.

- Gerardo Luzuriaga, "Simposio de Teatro Latino Americano en UCLA,"  
Latin American Theatre Review, University of Kansas, Fall, 1973.
- Gerardo Luzuriaga, "Rumbos del nuevo teatro latinoamericano. (To be  
 published early in 1976 in Alero, a publication of the University  
 of San Carlos, Guatemala.)
- Gerardo Luzuriaga (ed.), The Educational Theatre in Latin America.  
 (To be published by the UCLA Latin American Center, 1976.)
- L. L. O'Brien, Cantares de la Faz de la Tierra. Centro de Estudios  
 Folkloricos, Universidad de San Carlos, Guatemala (forthcoming).
- L. L. O'Brien, "Music Education and Innovation in a Traditional  
 Tzutuhil Maya Community" in Wilbert, J. (ed.) Enculturation in  
 Latin America: An Anthology. Los Angeles: UCLA Latin American  
 Center (in press), 1976.
- L. L. O'Brien, "Songs of the Face of the Earth," Ethnodisc Recordings.  
 Pachart Publishing, Tucson, Arizona (two LP recordings) (forth-  
 coming).
- David O'Shea. Education, The Social System and Development. The  
 Social Science Foundation and Graduate School of International  
 Studies Monograph Series in World Affairs, Volume II, Number 2,  
 1973-1974, University of Denver, Denver, Colorado.
- Susan Purcell, "Modernizing Women for a Modern Society: The Cuban  
 Case," in Ann Pescatello, Editor, Female and Male in Latin  
 America, University of Pittsburgh Press, 1972.
- Karen Reed, El INI y Los Huicholes. Secretaria de Education,  
 Publication INI (Instituto Nacional de Indigenismo), 1972, 176  
 pages.
- Karen B. Reed and P. T. Furst (eds.), Stranger in Our Midst. Los  
 Angeles: UCLA Latin American Center, 1971.

- Bertram H. Raven and Aroldo Rodrigues, "Teacher and Peer Power in Brazilian Schools." Presented at the Western Psychological Association, San Francisco, April, 1974.
- C. Paul Roberts, "Orientacion Inversionista: Costo y Beneficio de la Educacion en Costa Rica." Prepared for the Oficina de Planificacion, Ministry of Education, Costa Rica (mimeo.).
- C. Paul Roberts, "Análisis Economico de los Factores Personales determinado Educacion Superior en Costa Rica" in Estudio de Recursos Humanos en Centroamerica, Consejo Superior Universitario C.A., 1973.
- Allen and Betty Rosenstein, "La Institucionalización del Cambio en la Educacion Universitaria," in Pedro R. David and Marshall R. Nason, Radiografia de la Universidad en las Americas, Albuquerque, New Mexico, 1973, pp. 129-161.
- Betty and Allen Rosenstein, Roger E. Nava, and Vladimir Vackovlev, El Planeamiento de la Educación Universitaria: La Institucionalización del Cambio (in process).
- Ken Ruddle and Ray Chesterfield, "The Venezuelan Demonstradora del Hogar: An Example of Women in Nonformal Rural Education," Community Development Journal, Oxford University Press, Vol. 9, No. 2, April, 1974, pp. 140-144.
- Ken Ruddle and Ray Chesterfield, "Nondeliberate Education: Venezuelan Campeño Perceptions of Extension Agents and Their Message" in La Belle, T. J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Ken Ruddle and Ray Chesterfield, With the Heat of this Land: An Analysis of Nondeliberate Education and Interpersonal

Communications among Shifting Cultivators of the Orinoco

Delta, 179 pp. (accepted for publication).

Ken Ruddle and Ray Chesterfield, To Renew the Earth: Rural Livelihood and its Continuance in the Orinoco Delta, 205 pp. (accepted for publication).

Ken Ruddle and Ray Chesterfield, "Perceptions of Hazard in Man-Induced Change in a Venezuelan Rural Development Environment" (accepted for publication).

Ken Ruddle and Ray Chesterfield, "A Case of Mistaken Identity: Ill Chosen Intermediaries in a Venezuelan Agricultural Extension Programme" (accepted for publication).

Ken Ruddle and Ray Chesterfield, "Securing an Old Age: A Traditional Impediment to Agricultural Development" (manuscript submitted).

Val Rust and Roger Riske, "Nonformal Education and the Labor Force in Port-of-Spain, Trinidad" in La Belle, T. J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.

James D. Sexton, Education and Innovation in a Guatemalan Community: San Juan La Laguna. Los Angeles: UCLA Latin American Center. 1973.

James D. Sexton, "Education and Acculturation in Two Highland Guatemalan Towns: San Juan La Laguna and Panajachel." To be published in David O'Shea, Education and Social Change in Latin America.

James D. Sexton, "Acculturation as Seen from Picture Test Analysis: A Case from Panajachel" (submitted for publication).

- James D. Sexton, "Development and Modernization Among Highland Maya: A Comparative Analysis of Ten Guatemalan Towns" (submitted for publication).
- James D. Sexton, Idols, Saints and Bibles: Religious Change and Modernization in Two Guatemalan Towns (submitted for publication).
- James D. Sexton, "Protestantism and Change in the Western Highlands of Guatemala" (submitted for publication).
- Eugene F. Sofer and Mark D. Szuchman, "Educating Immigrants: Voluntary Associations in the Acculturation Process" in La Belle, Thomas J. (ed.) Educational Alternatives in Latin America; Social Change and Social Stratification. Los Angeles: UCLA Latin American Center. 1975.
- Mark D. Szuchman and Eugene F. Sofer, "The State of Occupational Stratification Studies in Argentina: A Classificatory Scheme," Latin American Research Review, XI, No. 1 (Spring, 1976), forthcoming.
- R. Verhine, "Educational Innovation in Rural Brazil: A Theoretical Exploration and Case Study" (in process).
- Maria-Barbara Watson, "A Woman's Profession in Guajiro Culture-Weaving," Anthropologica, Journal of the Caribbean Institute, Caracas, Venezuela, Fall, 1974; 37: 24-40.
- Maria-Barbara Watson, "Traditional Educational Concepts in the Modern World: The Case of the Guajiro Indians of Venezuela," Sociologus, Fall, 1974 (24: 2), 97-116.
- Maria-Barbara Watson, "Guajiro-Schamenen," Anthropos, 1974 (70), 194-207.
- Maria-Barbara Watson, "To Learn for Tomorrow: Education of Girls

- and Its Importance Among the Guajiro of Venezuela" in Wilbert, J. (ed.) Enculturation in Latin America: An Anthology. Los Angeles: UCLA Latin American Center, 1976 (in press).
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James W. Wilkie, La Revolución Mexicana Gasto Federal y Cambio Social Desele 1900 (1<sup>o</sup> Edición en Español; Mexico, D. F.: Fondo de Cultura Economía, 1976).

Merl C. Wittrock, "Instructional Programs for Today's Schools," Educación Hoy, Bogota, Colombia. (Translated into Spanish and published Fall, 1972.)

4. Conference on Multidisciplinary Analyses of Alternatives to Traditional Education in Latin America

In accord with the original 211(d) grant agreement, the Latin American Center held its third year grant review Conference at the University of California Lake Arrowhead Conference Center on April 13, 14, 15, 1973. The purpose of the Conference was 1) to examine and review the individual and institutional competencies developed through the grant; 2) to create a seminar/workshop climate for the exchange of scholarly interests from a multidisciplinary perspective; and 3) to determine refinements in current directions of the grant for further development during the remaining two years, 1973-1975.

There were more than forty individuals, primarily faculty and students, who participated in the Conference. These included one representative from AID. The participants were organized into the following five discussion groups: 1) Conceptualizing Out-of-School Educational Alternatives; 2) Form, Process, and Content of Out-of-School Alternative Educational Strategies; 3) Assessing Educational Outcomes and Effects; 4) Alternative Strategies for Institutional Change;

5) Informal Education and Natural Learning. The majority of the Conference period was devoted to these small group discussions. Reports by each group were presented at a plenary session of participants during the final day of the Conference. Several meetings of the Grant Coordinators' Committee, one with the Conference small group chairmen, took place following the Arrowhead Conference for further discussions.

The Conference was found to be a worthwhile stimulant to the discussion of educational alternatives in Latin America as representatives from most departments and professional schools at UCLA had an opportunity to share ideas and research results.

The participants included:

|                   |                  |
|-------------------|------------------|
| David O'Shea      | Larry Lauerhass  |
| Gerardo Luzuriaga | Paul Roberts     |
| Carlos Haro       | Georges Nihan    |
| Paul Sheats       | David Wilson     |
| Val Rust          | Bruce Herrick    |
| Ray Carroll       | James Bruno      |
| Henry Corona      | Thomas La Belle  |
| Eddie Wilkie      | Susan Purcell    |
| James Wilkie      | James Trent      |
| Lee Hoinacki      | Betty Rosenstein |
| William Dyal      | Allen Rosenstein |
| John Englekirk    | Mark Hanson      |
| Jackie Miller     | Robert Williams  |
| Ray Chesterfield  | Stanley Grand    |
| Robert Burr       | Elwin Svenson    |

|                  |                    |
|------------------|--------------------|
| Roger Riske      | Christina Cuadrado |
| Johannes Wilbert | Wendy Friedman     |
| Nancy Brennan    | Peter Furst        |
| Douglas Sharon   | Ken Ruddle         |
| Pete Lee         | Carol Starcevic    |
| Susana Castillo  |                    |

##### 5. Library Resources

The Grant Coordinators' Committee, through the 211(d) grant-in-aid, has collaborated with Lorraine Mathies, Education/Psychology Librarian and Ludwig Lauerhass, Latin American Bibliographer, in an effort to augment current holdings on Latin American education. With the aid of a bibliographic materials assistant funded through the 211(d) grant-in-aid, work has continued on the analysis and improvement of UCLA's collection of Latin American educational materials.

The library assistant provided bibliographic information for many of the specific research projects as well as for the overall goals of the grant-in-aid. The three objectives of this person's effort were 1) to assist with the preparation of a catalogue of UCLA's present holdings which relate to education in Latin America; 2) to assist with the compilation of an extensive and exhaustive bibliography of printed materials related to education in Latin America beyond those which are now held by the library; and 3) to assist with the acquisition of new materials in accord with determined priorities.

Funds were granted to the two campus libraries in order that materials of high priority relating to international and comparative education and education in Latin America could be purchased. These documents included books, dissertations, periodicals, government reports,

historical documents, and published independent research and private collections which would either complete important present time-series holdings or provide new referent materials.

During the 1974-1975 academic year, holdings were checked against additional bibliographies and catalogues, such as the Tulane and University of Texas catalogues and orders were placed selectively. Aside from ordering key monographic titles and doctoral dissertations on microfilm, new subscription orders, the establishment of more exchanges, and the completion of periodical backfiles were accomplished. Over the five-year period through June 30, 1975, the two libraries had purchased approximately 3,000 volumes and reels of microfilm pertaining to education in Latin America.

Two projects were begun during the 1972-1973 academic year which bear directly on Latin American Library resources at UCLA:

- a. LUDWIG LAUERHASS, JR.: Library Guides (Brochures, Catalog, Bibliography) on the UCLA Collections as Related to Education and Alternatives in Latin America

This project is designed to provide faculty and students with a series of guides to the Latin American collections at UCLA which will facilitate their research on topics related to education and alternatives to formal schools in Latin America.

These guides are of three types: 1) a general brochure on UCLA Latin American collections which will indicate how resources on education and its alternatives are dispersed within the various library collections on campus and how they may be supplemented by materials found in other institutions of the greater Los Angeles area; 2) a catalog of

the UCLA holdings on education in Latin America; 3) a selected bibliography on Latin American education and its alternatives. The catalog of UCLA holdings is in card form and is now virtually complete. It has been widely consulted by students and faculty engaged in research projects over the past five years. It will be merged into a general bibliography on education in Latin America and published in the Spring of 1976. Mr. Lauerhass is Latin American Bibliographer, University Research Library. (Objectives 1, 6).

Publications: Lauerhass, L. and S. L. Poston. The Latin American Collections in the UCLA Library: A General Guide. UCLA Latin American Center and University Library. 1973.

Lauerhass, L. and V. A. Haugse. Education in Latin America: A Bibliography. UCLA Latin American Center (in process). 1976.

b. SUSAN POSTON: Nonformal Education in Latin America:  
An Annotated Bibliography

This bibliography is an annotated collection of approximately 1250 entries dealing with nonformal education in Latin America. It includes periodical articles, monographs, and government and international agency documents in English, Spanish, and Portuguese published in the United States and Latin America since 1940. Nonformal education has been defined as structured learning activities outside of the formal school system, usually of short-term duration and often supplementary or complementary to formal schooling. A subject list was compiled to aid in the selection of material from periodical indexes, special collection catalogs, document listings, and other bibliographies. The list covered such terms as literacy programs, vocational training and apprenticeship programs, family planning programs, artisan cooperatives, and health care and

nutrition programs. Ms. Poston holds an M.A. in Latin American Studies and an M.L.S. from the School of Library Service at UCLA. (Objectives 1, 6).

Publication: Poston, S. Nonformal Education in Latin America: An Annotated Bibliography. Los Angeles: UCLA Latin American Center (in press). 1975.

6. The Involvement of Other University Resources

a. The Latin American Center and the Dean's Advisory Committees

The grant was administered at UCLA through the Latin American Center. The Center is a multidisciplinary and interdisciplinary research and training unit which acts as the organizational and catalytic agent for numerous Latin American activities. The Center is organized around eight Deans' Advisory Committees representing as many schools and colleges at UCLA. These Committees, appointed by the Deans of the Colleges, meet on a regular basis with the Director and academic staff of the Center to consider the Latin American program within their colleges, schools, and departments and to plan for and advise on research and training projects of the Latin American Center involving their various disciplines. The chairmen of the eight Committees also meet as a Policy Committee advisory to the Director of the Center. Such a structure attempts to ensure that all areas of the campus are involved and permits one office to have an overview of all campus activities related to Latin America.

After the Grant was approved on July 1, 1970 and the funds allocated in late August of the same year, these Deans' Committees became the primary units for the dissemination of information

regarding the grant. In addition, these Committees, along with the Policy Committee, performed their roles as advisers and consultants to the Director and the academic staff of the Center in terms of the utilization of funds and the programmatic thrusts of the grant. Committees meet one or two times during the academic year to discuss the grant and the potential contribution of the funds to research and training at UCLA.

b. The Grant Coordinators' Committee

In addition to the Deans' Committees and within the Center itself, a Grant Coordinators' Committee was established early in 1970-1971. This Committee has met many times during the 1970-1975 period and continually reviewed procedures for housing the grant at the Center and for establishing criteria for the funding of proposals. The Committee was composed of the Director and Associate Director of the Center, Drs. Johannes Wilbert and James Wilkie, and the Coordinator for the grant, Dr. Thomas J. La Belle. Functionally, this Committee studied, funded, and rejected proposals and counseled prospective grantees regarding the procurement of funds. Because of the wide variation in the types of proposals which were received, the Committee asked for advice from members of the Deans' Advisory Committees regarding the merit of different proposals and the capabilities of the prospective grantees. At times throughout this period, Chairmen of the various Deans' Advisory Committees and others immediately connected with the Center were asked to attend one of the meetings of the Grant Coordinators' Committee. Thus, they had firsthand experience with the deliberations preceding the acceptance or rejection of a proposal and were also able to discuss other

research thrusts relevant to their respective disciplines. In addition, an open invitation was extended to the more than 50 members of the Deans' Committees to attend these meetings.

c. The Integration of Professional Schools into Problem-Oriented Area Studies, 1973-1976

At the time the Latin American Center accepted the responsibility for the coordination and administration of the 211(d) grant, the Center's training and research programs differed little from those of other major area studies centers in the country. Traditionally, graduate studies comprise curricula of some twelve courses within three fields of the social sciences, with one of the three functioning as a major and the other two as minor fields of concentration. Research is usually carried out by social scientists in any one of the disciplines specializing on Latin America as an area. Multidisciplinary training and research has largely remained an empty phrase and, if it is true that area studies centers derive their reason for existence mainly from their being multidisciplinary in nature, most of them ought to be restructured or closed.

Close monitoring of the 211(d) grant soon made it apparent that any study of education, be it formal, informal, or nonformal can profitably be undertaken only if it takes into consideration certain basic aspects of the environment, the society and the culture in which it occurs. It was found that these three factors of the human ambient shape the conditions of education in any human context on the tribal-rural-urban continuum, and that, furthermore, any one of the three conditioning factors represent a basic problem area not only for educational development but for development as a whole.

In other words, ecology, population, and culture not only shape the educational process on any level, but they also represent problem areas which require the intervention of the professional educator for their solution. Since, by extension, the same can also be said of many other professionals, the grant activities triggered what by now has become known on the UCLA campus as the Professionalization of Latin American Studies Reform. Eight deans and their schools have gone on record in support of this reform directed toward making the university resource base instrumental for the solution of theoretical and practical problems of development. By taking this step, the UCLA Latin American Area Studies program has essentially become problem and development oriented. We train students not only in the social sciences and humanities but also in education and other professions to become cognizant of and potentially instrumental in solving some of Latin America's problems in the areas of ecology, population and culture.

Of necessity, this process involves the cooperation between the project-oriented professional and the area specialist in the social sciences and humanities. It is our aim to produce culture- and area-conscious professionals and interdisciplinary trained Latin Americanists. To realize this objective we have strengthened Latin American training and research in the several schools and colleges on the UCLA campus which (by virtue of their experienced Deans' Advisory Committees and the potential of their area-oriented faculty and students) are demonstrating continuing interest and commitment to Latin American language and area studies. Such strengthening, whether by means of additional faculty, curriculum development, or

research, has as its primary goals (a) the training of professionals by professionals with expertise not merely in their own fields, but also in the specific application of their specialties within a given language and culture area, and (b) the development of an integral approach to problems of development. The specific target areas within the professions and disciplines are those that are especially germane to the different components of the Environment-Society-Culture problem complex.

Specifically, by concentrating on Environment we are developing a training and research focus dealing with problems of ecology; i.e., man's relationship to his biophysical milieu in Latin America. (Considering the wide scope and complexity of the field of ecology, three subcurricula have been designed to address the three main areas of concern: human ecology, ecological conservation, and societal strategies for survival and adaptation.) Concentration on Society centers on problems of population, its vital statistics, migration and other aspects of population dynamics. A third curricular and research orientation is provided by problems of culture and cultural relativism, which require the humanistic study as well as specific politico-economic and value systems operative in Latin American Societies. Besides the traditional academic degrees in the social sciences and humanities, students at UCLA can now articulate their training in these disciplines with training in several schools.

Quite obviously this reform goes far beyond the field of education. What began as an institution-building process in the area of education through the 211(d) grant, has evolved into a model for

other professions as well. It now comprises a total of eight professional schools on campus. The grant coordinators, as a consequence of their intensive involvement in conceptualizing the dimension of research and training in the fields of education, have developed on the UCLA campus a resource base whose relevance goes beyond the concerns of educational development in Latin America. The impetus for the establishment of this development-oriented infrastructure can be wholly credited to the 211(d) grant program in education. In a nationwide competition of NDEA Latin American Language and Area Centers, the UCLA Center was recognized as a "center of excellence" for its proposal: Professionalization of Area Studies at UCLA. To the best of our knowledge, no other Latin American Center in the United States has institutionalized the multidisciplinary development research and training approach to area studies quite as thoroughly as the center at UCLA.

d. UCLA-Southern California Conference of International Studies

In an attempt to disseminate the Center's expertise attained through 211(d) activities, the coordinators of the grant have approached the Southern California Conference of International Studies (SOCCIS). This association of fifteen universities and colleges of the State's southern region sponsors a subcommittee for Latin American Studies, of which Dr. Wilbert is the chairman. In August, 1974, this committee agreed, upon the grant coordinators' insistence, to conduct an interinstitutional seminar for advanced graduate students. The seminar was taught by a team of ten outstanding scholars from participating institutions and focused on the problem areas of Latin American education, culture, and ecology.

The seminar was attended by some 25 students selected by the faculty of the SOCCIS consortium and met every Wednesday evening during the Fall Quarter, 1974. Coordinator of the seminar was Professor Wilbert, who also serves as a member of the 211(d) grant committee.

The important point to stress about this interdisciplinary seminar was its development-oriented nature. It provided for a series of future oriented discussions about the educational, societal, and cultural problems of Latin American republics. In the course of ten sessions per quarter, qualified scholars presented synopses of works and projects in progress in the mentioned areas. Following this the students were asked to put themselves into the position of Latin American agents in charge of these development projects. They then analyzed the implications of these current developments and systematically explored their future possibilities and probabilities.

The term paper, required of every participant, explored further these anticipated developments and events and offered possible future answers to the challenges they represented. These prognoses were presented in an annual faculty-student symposium on "Latin American Heritage in Progress," featuring presentations that outlined futuristic alternatives and contingency plans.

The interdisciplinary Seminar was designed to provide a common reference point for Latin American Studies majors and students in the other disciplines of the social sciences, the humanities, and professions interested in Latin America. Being involved in a plurality of curricula, the students experienced the Seminar as a unifying activity that stressed the compelling need for articulated cooperation

of specialists in coping with rapid environmental, societal, and educational change, and concomitant development planning.

Two of the three 211(d) grant coordinators (La Belle and Wilbert) were among the faculty of the seminar. They were specifically in charge of the educational component of the seminar, and had an opportunity during a total of seven sessions to explain and explore the research results of the 211(d) grant. In so doing they have found a rather effective way of sharing new insights with advanced graduate students from fifteen universities and colleges in the southern region of California. Since these institutions funded their students and recognized the credit their students received for the seminar, the seminar not only enjoyed the best students and faculty available in this area, but through the 211(d) grant activities it also established a precedence of formal interinstitutional cooperation in development-oriented training that may very well be unique for academic consortia in this country.

#### 7. Affirmative Action

In accord with a request from AID regarding affirmative action considerations for engaging research and service personnel supported by the 211(d) grant, the following information is being provided. In granting funds for research projects, the Coordinators' Committee has followed affirmative action guidelines supplied by the United States Department of Health, Education, and Welfare. In effect, the Coordinators' Committee has announced and provided an equal opportunity to all faculty and graduate students at UCLA for participation in grant-related activities without regard to race, ethnicity, or sex. In terms of research, 54 males and 17 females have received support. Among the 54 male researchers,

13 were members of minority groups (11 of which have Spanish surnames). Among the 17 female researchers, 4 have Spanish surnames. Among support staff who worked part or full time on grant activities, all were women. Of these 8 women, 2 have Spanish surnames.