

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523
BIBLIOGRAPHIC INPUT SHEET

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Batly # 38

1. SUBJECT
CLASSI-
FICATION

A. PRIMARY

B. SECONDARY

TEMPORARY

2. TITLE AND SUBTITLE

Development of special multidisciplinary competence for analysis of effective alternatives to processes of traditional education; annual report, 1970/1971

3. AUTHOR(S)

(101) Calif. Univ., Los Angeles. Latin American Center

4. DOCUMENT DATE

1972

5. NUMBER OF PAGES

70p.

6. ARC NUMBER

ARC

7. REFERENCE ORGANIZATION NAME AND ADDRESS

Calif.--Los Angeles

8. SUPPLEMENTARY NOTES (*Sponsoring Organization, Publishers, Availability*)
(Research summary)

9. ABSTRACT

(Education R & D)

10. CONTROL NUMBER

PN-AAC-120

11. PRICE OF DOCUMENT

12. DESCRIPTORS

13. PROJECT NUMBER

14. CONTRACT NUMBER

CSD-2825 211(d)

15. TYPE OF DOCUMENT

**Development of Special Multidisciplinary Competence
for Analysis of Effective Alternatives to
Processes of Traditional Education**

1970-1971

**February, 1972
Thomas J. La Belle
Research Coordinator**

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PREFACE

This report concerns 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, in which the purpose of the funding is to strengthen the recipient institution's "...capacity to develop and carry out programs concerned with the economic and social development of less developed countries".¹ The specific area of concern relates to the development, within the UCLA Latin American Center, of a special multidisciplinary competence for the analysis of effective alternatives to processes of traditional education in Latin America.

In accord with the institutional 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 has relied on abilities developed over two decades of work in Latin America in which emphasis has been 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

¹Foreign Assistance Act of 1966 (Public Law 89-583), which amended the Foreign Assistance Act of 1961 (Public Law 87-195). The quote is derived from Section 211(d) "Institutional Centers to Aid Foreign Development."

prove to be of value to Latin Americans. In short, the Center prides itself on involving Latin Americans in all aspects of its programs and on attempting to eliminate what some have referred to as "research imperialism." In effect, this orientation means that the Latin American Center prefers to support proposals concerning research, service, or training aspects of the grant only after being assured that a recognized need by Latin Americans has been voiced. In addition, an attempt is made to collaborate with a host country institution which is prepared to provide access to relevant data and, if appropriate, additional human and material resources.

At a time when formal education is widely criticized for its lack of relevance for students, its lack of attention to meeting society's best intentions, and its lack of being accountable for the money spent to accomplish both, the grant is perceived by those working most closely with it as a significant and logical investment. 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 viewed by us as among the greatest challenges facing the Americas and the world. Yet one cannot push aside the complexity of the problem, past research in studying schools, or importance placed by society on the school's selection function in moving toward the analysis of alternatives to what currently represents a worldwide financial, intellectual and emotional commitment. In terms of complexity, for example, it is possible that no one will discover a method for adequately analyzing financial inputs and learning outcomes on the

effects of changing an aspect of the educational process in classrooms. The reason rests with the kinds of independent variables which need to be controlled in order to provide a definite answer to such a problem. Investigators who want to assess the effects of a textbook in schools, for example, have to ask questions about size, illustrations, vocabulary, and substance. In addition, they need to know what age, sex, and family background are evidenced by the participants and they must control for such items as the location of the school, the incentives to students, and the characteristics of the teacher or transmitter. The economic models which have been used and which do not have to recognize some of these constraints have proven wholly inadequate for understanding this human process, even though such models are successful in the analysis of physical capital investment.

Although considerable progress has been made in developing the curriculum and methods which can improve the achievement of individuals in certain cognitive and psychomotor areas, much of this learning is predicated on what the child brings with him to school, rather than what he is exposed to at school. For example, the Coleman data on the equality of educational opportunity suggests that it is the family background and the peer group of the child rather than the teacher, the curriculum, or the library which have the greatest effect on achievement. Although such studies are challenged on methodological and substantive grounds, conflict in approaches and outcomes of educational research is often where the administrator and planner are left when it is necessary to make decisions. Summary data on classroom organization,

instructional procedures, and on the application of technology to school functions often result with no better than an equal chance that one alternative is better than another. Add to the complexity and conflicting research outcomes societal expectations for the school to promote educational attainment and consequent improved social status and the school can be seen as a rather cumbersome, and exceedingly complex, vehicle for behavior change. It remains, however, almost as important socially and culturally to most populations as the existence of the wheel.

In part, our attention this first year has been directed toward the linkages among schools and the wider society. We have concerned ourselves with the role and function of schools as they relate to a rural-urban and an indigenous-creolized continuum, emphasizing the effects of the family and community as they interact with the school. One rationale for pursuing this area rests with the assumption that the school has been shown to have little impact on social and economic development unless the wider incentives for continuing in school are related to the perceived pay-off existing for the individual and group. This means, in effect, that success has not been achieved through altering what goes on in school unless those alterations provide for a more effective link between the individual and his potential of improving financial status or prestige.

In assessing these linkages in order to better understand alternatives, our orientation in the first year of the grant has been to look at education as a communicative process in which the experiences undertaken by the learner in some way alter his overt and covert behavior. We are studying such

processes in the family, in schools, and in certain private and public institutions like industry and rural health centers. The major thrust has been to look at these social and cultural institutions for their potential in affecting behavior. We have analyzed and described educational phenomena from a behavioral and social science base in an attempt to discover what educational processes exist, how they function, and what is their effect.

We have not, therefore, been asking questions which will provide a nation with an alternative to schools. Because we do not believe that one alternative is feasible given current investments, we are attempting to develop analytical methods which will shed some light on the differential contribution of various forms of education to social, cultural, political, and economic outcomes. By examining the interrelationships of existing teaching and learning activities within a nation, we suggest that alternatives to certain functions performed by the already overburdened school can be identified. They also accompany schools as nearly unknowns in terms of the development process.

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

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

The greatest resource at UCLA is the broad range of faculty and students who bring to the study of education a diverse array of theoretical and methodological approaches and are able to collaborate freely through the Latin American Center as a multidisciplinary institute. The 211(d) grant has enabled these human resources to pursue educational research, service, and training activities while building upon competencies developed through specializations in academic disciplines. The outcome of such human investments are the analyses of educational phenomena, the concomitant methods and procedures by which such investigations are produced, and the training of students and faculty as they undertake such activities.

The Latin American Center is organized around eight Deans' Advisory Committees comprising 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. Thirty-two projects were funded by the Committee through June 30, 1971. These projects are headed by investigators from the Departments of Geography, Anthropology, Latin American Studies, History, Economics, and Political Science, as well as the Schools of Public Health, Education, Management, and Law. With the exception of a study undertaken on Cuba, the projects involved Latin American institutions and personnel from Venezuela, Colombia, Mexico, Bolivia, Guatemala, Brazil, Peru, Panama, and Costa Rica.

A. Research

In order to develop additional insight into alternative educational processes in the development context seven studies are attempting to assess the impact of the family and certain extended relationships on the child's perception of the world around him. A number of these investigations concentrate on the out-of-school learning environment with which the child interacts and through which he is influenced. Several concern enculturation among the indigenous tribal and creolized populations of Latin America. An additional six research projects concentrate on the school's impact on the population which it serves and on the environment in which it is located. These school-community studies augment the five studies which relate to the various components which are characteristic of the operation of schools. These include studies of administrators, teachers, and the curriculum as integral aspects of the schooling process. An additional seven studies are concerned with institutional and noninstitutional schooling at the macro level, and two are actually assessing the impact at the micro level of alternatives.

B. Training

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 have been developed. One of these is an introductory course which surveys the role and function of schooling in Latin America and the other, supported by the grant, is a research seminar

on educational problems and issues 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.

The seminar on education in Latin America draws upon visiting domestic and foreign scholars as well as faculty and students at UCLA with expertise in the development problems of Latin America. An average of five such individuals address the seminar each quarter.

Several special standing seminars have been held since receipt of the grant in the fall of 1970. These standing seminars are concerned with the development of theoretical and conceptual approaches to the study of education and development. The first of these standing seminars was held in the winter quarter of 1971 when a paper was presented by Professor David O'Shea based upon Gunnar Myrdal's model for social and economic development.

Through the Schools of Law, Engineering, Public Health, Education, and Social Welfare, and through the Departments of Anthropology, Sociology, Psychology, Economics, History, Political Science, and Linguistics, many different courses are offered concerning the areas of development. These course offerings guide most research, planning, and evaluation in education and development.

In accord with the development of UCLA as a resource base for solving multidisciplinary problems regarding education in Latin America, the Latin American Center 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. Graduates and undergraduates are able to spend a portion of their careers in Latin America supported by the 211(d) grant when their research relates to the study of educational phenomena.

Several special nondegree short courses have been conducted in Latin America through the grant. Among these, and on three separate occasions in Mexico and Venezuela, week-long workshops on the institutionalization of change in higher education have occurred. These sessions concentrated on alternative methods of curricular planning in professional schools.

A two-week short course involving nine Venezuelan educators concerned with planning community colleges as alternatives to traditional higher education tracks in Venezuela was conducted by UCLA faculty at UCLA during the spring quarter. Discussions centered around community college research, planning, and evaluation models appropriate to Venezuela.

C. Service

Consultantship activity has proceeded during the past year in several ways. Besides those in the community college short course, several other Venezuelans, including two vice-ministers of education, were on campus at

other times to discuss the development of such colleges. Several UCLA educators have collaborated with Guatemalans concerned with developing a literacy program, and with Venezuelans and Mexicans concerned with curricular change in higher education. Collaborative work has also proceeded with private foundations in Venezuela and Mexico, and with AID personnel in Mexico, Guatemala, Venezuela, and Brazil. 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.

D. Relations with Latin American Institutions

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 and Brazil have requested 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 10 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 10 students and faculty used the resources of the Centro during the 1970-1971 academic year.

E. Staff

In order to adequately administer the grant funds several faculty and staff members at UCLA have taken on new responsibilities. One professor, a specialist in Latin American Education and Assistant Dean of the School of Education, now functions as coordinator of the substantive operations of the grant. The Director and Associate Director of the Latin American Center, along with the coordinator of the grant, constitute the Grant Coordinators' Committee and are charged with administering the programs conducted through the grant. Also under the grant, a full-time professional statistician, researcher, and computer programmer has been secured to assist in the preparation and editing of empirical research studies emanating from the Latin American Center. Other individuals whose roles and functions have changed as a result of the grant include a Latin American bibliographer in the University Research Library who is engaged in the collection and preparation of source materials on education and development in Latin America; a full-time assistant librarian has also been acquired to assist in this task. Several other professionals, including Latin American educators, have been enlisted to provide consultant services to the operations of the grant.

These include one educator who is charged with planning and conducting seminars on higher education and two consulting anthropologists who, in addition to advising the committee on particular aspects of sociocultural research, conduct specialized research of their own among indigenous populations in Latin America. Additional resource people include a full-time

editor for publications and an educator specializing in Latin American development.

F. Publications

UCLA has also benefited from the grant through support of the Latin American Center's publications. The Latin American Center is committed to publishing the results of its many varied investigations on education in Latin America in the form of monographs, anthologies, and research papers. At present several theses are in press and the Center is publishing the only anthology on education and development in Latin America, entitled Education and Development: Latin America and the Caribbean. In addition, The Statistical Abstract of Latin America, also published by the Center, has initiated specialized analyses of statistical series on education in Latin America.

G. Library Resources

Library resources have also 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 through acquisition of government documents, journals, monographs and other items pertaining to research on the role of education in the development process.

**II. OBJECTIVE AND SCOPE OF PROPOSED
PROGRAM**

II. Objective and Scope of Proposed Program

The project to be carried out under this grant was designed to build upon the existing and expected expansions in the broad-based Latin American resource activity at UCLA. The grant was to be used by the Center to develop a framework 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. This was to be accomplished through a series of studies, courses, seminars, visiting lectureships, and an interchange of ideas and concepts with individuals in developing countries and in national and international agencies.

Interrelated approaches of 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 sub-cultural 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.

III. MAJOR ACCOMPLISHMENTS, 1970-1971

A. Development of Teaching Resources

III. Major Accomplishments, 1970-1971

A. Development of Teaching Resources

1. Curriculum Reform and Implementation

Bearing in mind the overall purpose of 211(d) legislation and the major shortcomings in most area study approaches, the Latin American Center developed its 1970 proposal for AID funds with special regard for its attempt since 1963 to strengthen UCLA's interdisciplinary research, evaluation, and consultation or service capabilities for a major area of the developing world. Thus, resulting curriculum reform and related program revisions introduced in January 1971 are directly related not only to UCLA's internal development plans but to a concomitant outgrowth of AID funding.

UCLA Latin American B.A. and M.A. curriculum reform has been directly related to the purposes stated in Section 211(d), which include making institutional grant awards available:

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.²

Implementation of the grant has involved each of the above five goals (discussed in detail below), and ongoing evaluation of UCLA's five-year program promises high refinement of institutional and AID goals with regard to curriculum reform.

Goal 1. Prior to the curriculum revision instituted in January 1971, UCLA's Latin American Center had specialized in building departmental strength as a basis for genuine interdisciplinary cooperation. Needless to say, without a high quality instructional staff in the University's

²Adapted from Foreign Assistance Act of 1966, Title II, Section 211(d), Entry 19006, "Institutional Centers to AID Foreign Development."

departments and professional schools (the linkage of these units being a UCLA innovation), the development of a coordinated and highly integrated program would not have been possible. Fortunately, by 1970 UCLA had achieved the desired infrastructure necessary to make curriculum revisions a real possibility, and the award of a grant-in-aid under the International Institutional Development Grants Program has enabled us to develop major changes in B.A. and M.A. degree requirements.

Under the new B.A. plan, selected students are encouraged to spend a portion of their undergraduate careers in Latin America, where they may directly learn the language and culture of the area. In order to give students opportunities to develop field research at an early stage in their careers and to encourage students to obtain on-the-job experience in national and international development agencies while receiving full academic credit, the curriculum has been liberalized within a carefully formulated framework.

Students 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.

In this manner, the revised B.A. program in Latin American Studies helps to overcome the criticism that area studies programs

have had very little impact on undergraduate education within their institutions: [and] more important, perhaps the output of their scholarship--in men and materials--has had relatively little effect (for the money invested in such studies) upon U.S. society and its understanding of other societies.³

³Allan A. Michie, *Higher Education and World Affairs* (New York: Education and World Affairs, 1968), p. 20.

Goal 2. The development of relevant research capabilities is closely intertwined not only with curriculum revision at the M.A. level but with providing a resource base of men and materials that will have an impact upon U.S. society and its relationship to Latin America. The Center now cross-lists two courses offered through the Graduate School of Education (these will be discussed in some detail in the following section on course offerings). In these project-oriented courses, students are prepared for (a) alternate periods of course and field work leading to the ultimate preparation of a thesis series for publication by the Latin American Center and (b) critical analysis of Center materials being prepared for publication. Thus, the student's research capabilities are linked to a curriculum reform which is intended to increase research output in several practical ways.

Goal 3. In order to achieve effective interaction of Goals 1, 2, 4, and 5, the achievement of Goal 3 has involved the reorganization of the Center's advisory services. At the same time that the AID proposal was submitted in 1970, undergraduate and graduate advising of students was integrated into a single office under the direction of the Center's Associate Director, who has been charged with developing a long-range plan for students moving from the B.A. into the M.A. program. Many of the curriculum revisions which emerged in January of this year were developed from student interviews. Not only has the Center guided students, but in turn it has sought guidance from students on the restructuring of programs. The results have led to the new B.A. and M.A. programs,⁴ with guidelines to students and faculty for administration of the new M.A. Comprehensive Examination and Thesis plan options. In the Comprehensive Examination plan, students must develop an interdisciplinary approach which was not possible when all students were

⁴Printed copies are available from the Center.

expected to develop a thesis and when the faculty did not meet to examine the student's ability to relate knowledge across interdisciplinary lines. Under the new M.A. plan, only selected students are encouraged to write a thesis; this development is especially encouraged in relation to the project-oriented education program financed by 211(d) funds. In this latter case, the model being developed for special multidisciplinary competence in the analysis of education is expected to be transferred to other project-oriented topics in Latin American Studies by 1975-1976, with valuable advisory inputs projected for the scheduled 1972-1973 conference which will develop midcourse corrections in AID grant activities.

Advisory and curriculum reform activities since initiation of the AID grant in 1970-1971 have already resulted in the increased output of high-level manpower in that officials of government and international development agencies who return to school for one year of midcareer training can now obtain an M.A. degree in Latin American Studies in as few as three quarters. Previously, the lack of coordination in advisory and curricular problems meant that the attainment of an M.A. degree could take as long as two years. 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. In short, our new program means that not only do our students learn from us but that we learn from them; at the same time officials can return to their agencies with a degree rather than merely a transcript listing diffuse course work.

Goal 4. As noted above in Goal 2, faculty and students are now working together to prepare thesis materials for dissemination. It is important to note that under Goal 1 the faculty is encouraged to cooperate with students to provide the broad infrastructural basis required for success of Goal 2.

In several cases faculty and student cooperation has led to preparation of statistical papers for inclusion in the Center's Statistical Abstract of Latin America Series.

Goal 5. The development of library resources (to be discussed in a later section), especially in relation to statistics on education and the socioeconomic structure which frames educational problems, provides a sound basis for curriculum reform. Without the resources provided by AID, our long-range development plans for Latin American Studies at UCLA would have been held back for 10 to 15 years.

In summary, it is apparent that the Center's curriculum reform is inextricably related to the overall AID grant-in-aid project to develop the institutional capacities of UCLA in its ongoing study of Latin American problems. The introduction of new B.A. and M.A. programs and the development of courses on education in Latin America not only provides a model for expanding Center activity in other project areas but also permit faculty and student cooperation on a multidisciplinary basis, which helps to bridge traditional barriers within the University itself. Clearly, the development of the University as a resource base for solving multidisciplinary problems is a vital ingredient in the problem-solving process, and within these broad goals curriculum reform is a most important factor.

2. Course Offerings on Education in Latin America

The Department of Education at UCLA offers a Ph.D. degree in the area of Comparative and International Education with specializations in Latin America, Asia, Africa, and Europe. Two courses dealing specifically with education in Latin America are offered through this program. 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 problems and issues in Latin America. Both the introductory course and the seminar are graduate-level offerings open to students enrolled in any department at UCLA.

The introductory course surveys the cultural, economic, and political institutions of Latin America as they pertain to increased understanding of the educational systems. The focus of the course, however, is empirical research on Latin American education. The articles comprising Professor Thomas J. La Belle's anthology, Education and Development: Latin America and the Caribbean, are used as the primary sources for the generation of this knowledge. This book will be published by the Latin American Center during the summer of 1971. The research for the book was undertaken through funds provided under the 211(d) grant-in-aid. This is 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: A 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. Horst 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 Conscientización
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 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. Because the seminar is offered in the fall and spring quarters, students are

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 is not immediately anticipated, students are asked to write a library research paper on a topic related to Latin American education. Individual proposals and papers are presented to members of the seminar for general discussion of content and methodology. Twelve students have enrolled in the seminar this year. Five of these students will have been supported by the grant and will have conducted their research and returned to campus by the fall quarter, 1971.

The seminar also concerns itself with individuals who are active in Latin American education but who are neither students nor faculty members at UCLA. During the fall quarter, two such individuals were invited to address the seminar. The first, Mr. Ernie Maes of San Diego, California, spoke on "Education: The Nature of Technical Assistance Programs in Latin America" and the second, Mr. John McFadden of the University of California at Santa Cruz, spoke on "Paulo Freire: The Man and His Method."

3. Special Seminar on Education and Development

Mechanisms were instituted to involve as many members of the University community as possible in the evaluation and orientation of the grant. Also, a special seminar was held during the academic year to discuss possible theoretical approaches to the study of education and development. The seminar was co-sponsored by the Latin American Center and the School of Education for the purpose of increasing the correspondance between students and scholars and encouraging creative scholarship on education in Latin America. The seminar was held on March 3, 1971, with faculty representatives from the Departments of Anthropology and Latin American Studies and from the Schools of Education, Engineering, and Law.

A special paper on the role of education in the development process was prepared for this meeting by Professor Dave O'Shea of the School of Education.¹ The 48-page paper, Education, Underdevelopment, and Developmental Processes: Some Current Ideas and Suggestions for Further Research, adopts the development model of Gunnar Myrdal and relates research reports to the key aspects of relative underdevelopment and development. Treating Myrdal's theoretical approach as a tentative model, Professor O'Shea's paper raises a series of questions concerning the model's applicability for analyzing the process of development and generates several hypotheses regarding the role and function of institutional and noninstitutional schooling as potential contributors to development.

The seminar served an important function. It brought together individuals from different disciplines to relate to a single concern; in this sense it contributed to dialogue among scholars. In addition, the seminar served

¹Copies of this paper are available upon request from the Latin American Center.

as an instrument for augmenting the information base on education and development and thus was an incentive to promoting research thrusts within the parameters of the grant.

III. MAJOR ACCOMPLISHMENTS, 1970-1971

B. Development of Research Competence

B. Development of Research Competence

The Grant Coordinators' Committee, in determining whether an individual project merits support, asks the following types of questions. 1. Is the study directed toward the investigation of either institutional or non-institutional 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, 1971, in accord with the objectives of the grant. The complexity of studying educational phenomena and the interrelated nature of the objective of the grant preclude the placement of any one project under one specific objective. For this reason, the following abstracts include an indication of the several objectives to which each project relates.

1. The following studies analyze alternatives through concentration on sociocultural variables in a rural context. The rationale for support of these projects rests with the assumption that most learning occurs outside of school and consequently influences in-school content and process. The instruments and procedures for analysis are drawn from several related disciplines.

Kenneth Ruddle: Education in an Indigenous Venezuelan Society of Incipient Cultivators--The Yukpa Case

Dr. Ruddle's investigation concerns both institutional and noninstitutional schooling as well as enculturative processes among the Yukpa Indians of Venezuela. Agricultural extension programs of various private and governmental organizations are analyzed for their influence on crop and animal assemblages. Cultivation technologies also are studied. These more formal

operations are contrasted to the patterns of traditional behavior evident among the Yukpa. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Venezuela. Dr. Ruddle is a geographer and a member of the Latin American Center staff. (Objectives 1,2,5)

Field work: summer, 1971

Lawrence Watson: A Study of Socialization and Education Adjustment among Venezuelan Guajiro Urban School Children

The purpose of this project is to identify the socialization and socio-cultural 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 is successful in his school performance only when the parents understand the requirements of the new urban environment and are able to convey to the child an accurate picture of the relevance of education for achieving valued urban goals. The children's adjustment behavior in the classroom and parental behavior which impinges upon the children's attitudes are important variables to be investigated. Dr. Watson is an associate professor of anthropology at San Diego State College. He has done extensive field work among this large indigenous society of Colombia and Venezuela. (Objectives 1,2,5)

Field work: summer and fall, 1971

Barbara Watson: Concepts of Education among the Guajiro of Venezuela with Emphasis on Education for Girls

Dr. Watson is investigating traditional educational concepts among Guajiro Indians with emphasis directed toward influences of urban residence on socialization patterns. Implications for the design of institutional schooling programs for female Guajiro Indians are anticipated. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Venezuela. Dr. Watson's investigation is oriented toward the enculturative factors which, in a matrilineal society, tend to promote special behavior patterns for women. Dr. Watson has a Ph.D. in Anthropology and is associated, through research activities, with the Latin American Center. She has conducted previous field work among the Guajiro which formed the basis of her doctoral dissertation. (Objectives 1,2,5)

Field work: summer, fall, and winter, 1971-1972

Karen B. Reed

Karen B. Reed embarked on a long-term study of culture-specific schooling in relation to economic development among Indian populations in highland Guatemala and western Mexico. A monograph by her focusing on educational and other development projects by the Mexican Instituto Nacional Indigenista among the Huichol Indians of Nayarit and Jalisco will be published in Spanish under the auspices of INI and the Mexican Secretariat of Public Education in 1971. In the second phase, during 1971/72, she will undertake a study of the present status of culture-specific education for

Mexican Indians in general, in light of recent changes in responsible government personnel and policy. The project is so designed as to generate optimum guidelines for educational programs specifically designed for the indigenous population. The project has the approval and cooperation of the relevant Mexican educational and Indianist authorities, specifically Dr. Gonzalo Aguirre Beltran, Undersecretary of Education for Cultural Affairs, and Professor Salomon Nahmad Sitton, director of the Direccion General de Educacion Extraescolar para el Medio Indigena in the Secretariat of Education. (Objectives 1,2,5)

Field work: summer, 1971

Peter Furst: Enculturation and Schooling among the Huichol Indians of Mexico

Through ethnographic research, including film and recordings, Dr. Furst is studying both the enculturative and the noninstitutional aspects of schooling among the Huichol Indians of western Mexico. The project focuses on the transmission of traditional Huichol values and skills to the younger generation within this relatively intact, aboriginal culture. Major emphasis will be placed on the several ways children learn the religious and ritual aspects of becoming a Huichol. Professor Furst is an anthropologist. He has conducted considerable prior research among the Huichol. 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

Johannes Wilbert: Enculturation and Noninstitutional Schooling among the Warao Indians of Venezuela

Dr. Wilbert will conduct a comprehensive study of the enculturative and noninstitutional aspects of schooling among the Warao Indians of Venezuela. The study proposes to describe the general process of socialization and to probe the socioeconomic importance of more structured schooling arrangements that exist for the purpose of transmitting religious knowledge. This study of enculturation and schooling of a subsistence-level society will be complimented by Heinen's study which examines formal missionary and secular schooling among the same tribe. Insight into the autochthonous and acculturated tribal life is expected to produce guidelines for the formulation of meaningful curricula which take into consideration both traditional values and exigencies of the modernization process. (Objectives 1,2,5)

Field work: summer, 1971

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 has spent her term as a Peace Corps Volunteer with the Trinitarios and is convinced that large parts of rural Bolivia are affected by much the same fatalism. She has been asked to examine the situation among the Trinitarios from a social psychological point of view and recommend specific techniques that would bring about positive reforms. (Objectives 1,2,5)

Field work: spring, 1971

2. Implied in most of the studies which concentrate on schools and alternatives to schools is a concern with the institution's impact on the population which it serves and on the environment in which it is located. The community is viewed as one extremely important consideration in terms of what is expected from these institutions in the fulfillment of aspirations and expressed needs. Thus, these studies encompass additional instruments and procedures for assessing the importance of schools and alternatives as they relate to sociocultural aspects of rural and urban environments.

Ray Chesterfield: Education and Modernism in Two Venezuelan Schools

Mr. Chesterfield is gathering and analyzing 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. Mr. Chesterfield is conducting this research for his M.A. thesis in Latin American Studies. (Objectives 1,2,5)

Field work: winter, 1970

Vincent Gil: Differential Attitudes of a Mexican Urban Working-Class Community toward the Neighborhood Primary School

A federal school in Tijuana, Mexico is the basis for this investigation of parental attitudes toward neighborhood schools. The author conducted a census of the colonia which surrounds the school and is now utilizing several distinct questionnaires and personal interviews to ascertain the attitudes of the adult population toward education in general and the federal school in particular. The statistical analysis is being combined with reports from participant observation within the school to provide increased understanding of the school's role and function within the community. Mr. Gil, a Cuban, is conducting this study to generate data for his M.A. thesis in Latin American Studies. (Objectives 1,2,5)

Field work: winter, 1970

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 for 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 Venezuela. Mr. Heinen's contribution will revolve around in-depth studies of a sample of missionary and national schools in an attempt to formulate curricular designs meaningful to the modernization process. Mr. Heinen is a graduate student in Anthropology.

Field work: summer, 1971

(Objectives 1,2,5)

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 utilized 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 verite technique. The 16-mm black and white film will be produced by the Latin American Center and is expected to be approximately 45 minutes in length. Mr. Lee is a graduate student in Anthropology and is a member of the research staff of the Latin American Center. (Objectives 1,2,5)

Field work: spring and summer, 1971

Wendy Friedman: The Effectiveness of Formal Education in a Highland Guatemalan Community

This project is 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, a random sample of children who do not attend school, and a random sample of the parents of these groups will be investigated through questionnaire and ethnographic techniques. Miss Friedman will utilize these data for her M.A. thesis in Anthropology. (Objectives 1,2,5)

Field work: summer, 1971

Barbara Ramsey: The Impact of Schooling on Cognition and Attitudes in Northeastern Brasil

The purpose of this research is to test for the impact of institutional schooling on cognition and attitudes in terms of racial categories in Brazil. The data for the study will be gathered from a random sample of 100 children at two grade levels in primary and secondary school, and their counterparts of the same age who are not in school. Miss Ramsey is to utilize these data in the preparation of her M.A. thesis in Latin American Studies. (Objectives 1,2,5)

Field work: summer and fall, 1971

3. Although most of the studies funded through the grant are concerned with the role and function of schools in order to better comprehend alternatives, the following projects are directly related to the various components which are characteristic of the operation of schools. These include studies of administrators, teachers, and the curriculum as integral aspects of the schooling process.

Jan Van Orman: Teachers' Attitudes in Venezuela: An Aspect of the Process of National Development

This project is part of a larger statistical and descriptive study on teachers in Latin America directed by Dr. Thomas La Belle. It proposes to investigate prospective secondary school teachers' attitudes toward occupational and career prestige and toward education as an aspect of the development process in two pedagogic institutes of Venezuela. Numerous independent indicators are used to assess the differential impact of background, field and year of study, and personal aspirations as they relate to the formation of attitudes. This project is being conducted with the cooperation of individuals from the two institutes and the Ministry of Education in Venezuela. Mr. Van Orman is a doctoral student in Education specializing in Latin America. (Objectives 1,2,3,4,5)

Field work: summer, 1971

Thomas J. La Belle: Teachers' Attitudes in Venezuela: An Aspect of the Process of National Development

This study proposes to investigate prospective secondary school teachers' attitudes toward occupational and career prestige and toward education as an aspect of the development process in two pedagogic institutes of Venezuela. Numerous independent indicators are used to assess the differential impact of background, field and year of study, and personal aspirations as they relate to the formation of attitudes. This investigation is part of a larger statistical and descriptive study on teachers in Latin America. The investigator, in addition to directing this project, will be establishing contacts with educational institutions for future research possibilities as coordinator for the 211(d) grant-in-aid. Dr. La Belle is also an Assistant Professor of Education. (Objectives 1,2,3,4,5)

Field work: summer, 1971

Nassim Mehedff: Statistical Abstract of Latin American Education: Teachers

This project involves a library search for statistical materials on teachers in Latin America and is being conducted in collaboration with Dr. Kenneth Ruddle, editor of the Latin American Center's Statistical Abstract on Latin America. It is the intention of the Center to publish a special series of

statistical monographs on educational issues in Latin America; this would be the first contribution. Mr. Mehedff is from Brazil and is a doctoral student specializing in education in Latin America. (Objectives 1,2,3,4,5)

Library work: fall, winter, and summer, 1970-1971

Elmer Dunsky: The Administration of Elementary Schools in the State of Guerrero (Mexico) and Its Relationship to the Socioeconomic Development of the Republic

Mr. Dunsky is investigating the role and function of the elementary school principal in the State of Guerrero, Mexico. He is concerned with illuminating the principal's functions as they relate to direct administration, supervision of teachers, pupil personnel activities, and public relations. This study will investigate these areas within the framework of Gunnar Myrdal's model of development and will use as controls both rural and urban environments in which the schools are located. This questionnaire and interview study will be the basis for a doctoral dissertation on educational administration. (Objectives 1,2,3,5)

Field work: summer, 1971

Winston Estremadoiro: El Programa Unico como Politica Educacional en Bolivia

This research describes the present educational policies in the rural areas of the altiplano of Bolivia. The investigator is analyzing the programa unico, or unified curriculum, in the policy-forming stage at the ministerial level and in the implementation stage at the level of the local school. The study focuses on the town of Calamarka and its environs, where the Aymara Indians reside. These two orientations will be contrasted in the research. The investigator, himself a Bolivian, is utilizing these data as a basis for his M.A. thesis in Latin American Studies. (Objectives 1,2,5)

Field work: winter, 1970

4. The investigation of institutional and noninstitutional schooling in the development process, including the collection of data at the macro and micro levels, is the subject of the following studies, which deal with economic, social, and political perspectives. They concentrate on what is the impact of schools and alternatives on the alteration of behavior through the collection of institutional as well as national and subnational data.

James Wilkie: Mexican Education and Social Indicators Project, 1930-1970

This project is an outgrowth of the investigator's book, The Mexican Revolution: Federal Expenditure and Social Change Since 1910. Through the use of census data Professor Wilkie will follow 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. By drawing on three sets of data, the author wishes to show how intensive base line information holds up over time and how the substructures of Mexican life must be central to successful political decisions if Mexico is to resolve technical problems of development. (Objectives 1,2,3,4,5)

Field work: summer, 1971

Philip Gillette: Mechanisms for Maintenance of Upper Class Monopoly of the Peruvian Higher Education System: An Historical Elite Analysis

This project concerns the examination of mechanisms utilized by the Peruvian upper class to maintain inequality of access to higher education in the period 1895 to 1970. Data on the historical development of Peruvian educational institutions, including organizational, curricular, and philosophical bases, will be utilized as will an analysis of the political and sociocultural milieu of the country in order to discern the reasons for the elitest orientation in educational policy. Mr. Gillette and his associate, Mr. Bill Bollinger, are graduate students in Latin American Studies. (Objectives 1,2)

Library research: 1971

C. Paul Roberts: Analysis of Higher Education As an Investment in Costa Rica

Mr. Roberts is conducting a comprehensive analysis of the costs and benefits of educational services to both society (the macro approach) and to the individual (the micro approach), with special emphasis on higher education in Costa Rica. Two techniques comprise the macro approach: the social internal rate of return and the Klinov-Malul benefit/cost model (a variation of the standard present value technique). The macro approach will focus on a comparison of the primary, secondary, and tertiary levels of education, whereas the micro approach will concentrate specifically on higher education. Mr. Roberts is a doctoral student in Economics and is working closely with the Ministry of Education in Costa Rica in completing this study. (Objectives 1,2,3,4,5)

Field work: winter, spring, and summer, 1970-1971

Leroy Hoinacki: Religious Motivation and Political Socialization in Venezuela

Mr. Hoinacki is investigating religious motivation, socialization, and resultant behavior among Venezuelans involved in the founding and leadership of the Christian Democratic party. It is anticipated that the study will increase understanding of the impact that religious and political training has 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. Mr. Hoinacki is utilizing these data for his doctoral dissertation in the Department of Political Science. (Objectives 1,2,5)

Field work: fall, winter, and spring, 1970-1971

James W. Wilkie: Land Reform and Educational Policy in Bolivia and Venezuela

This study will examine Venezuela's and Bolivia's hopes of easing urbanization through programs of land distribution to the peasant. Implications for long-term educational policy in meeting the educational needs of the rural populace will be made clear and related to political decisions in the two socially distinct countries. The relationships among heads of families, family size, and land productivity by region in various presidential periods are used to gauge the impact of national policy on the rural area. Dr. Wilkie is an Associate Professor of History and Associate Director of the Latin American Center. (Objectives 1,2,3,5)

Field work: summer, 1970

Susan Kaufman: Educating Women for a Modern Society: The Cuban Case

This investigation seeks to analyze Fidel Castro's policies of "reeducation" 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 and of specific institutional aspects of schooling are planned in order to illuminate Castro's program. This research will be carried out through documentary evidence and will be directed toward modernization of the individual in society. Dr. Kaufman is an Assistant Professor in the Department of Political Science. (Objectives 1,2,3,5)

Library research: summer, 1971

Thomas La Belle: Anthology Entitled Education and Development: Latin America and the Caribbean

This project involves: (1) a survey of the literature on education and development in Latin America and the Caribbean, (2) the selection of scholarly research papers, both published and unpublished, on the topic, (3) securing permission from publishers for reprinting selected contributions, and (4) organizing and preparing the articles for publication. All of the above have been accomplished during this academic year and the completed anthology, the first in the field on Latin America and the Caribbean, will be published by the Latin American Center during the summer of 1971. The book contains 37 articles on education and political, social, and economic development. Dr. La Belle is an Assistant Professor of Education and Coordinator of the AID 211(d) grant at the Latin American Center. (Objectives 1,2,3,4,5,6)

Library work: fall, winter, spring, and summer, 1970-1971

E. Bradford Burns: Intellectual Origins of Brazil's Modern Educational Problems

This project will focus on the educational plans and ideas of the more progressive elite in Brazil during the nineteenth century and suggest how these ideas are reflected in Brazil's educational system today. This case study of the impact of education on the modernization of the major Latin American nation will take into account the precedents in Brazilian educational history which impinge on current reforms in Brazil. Dr. Burns is Associate Professor of Latin American History. (Objectives 1,2,5)

Field work: summer, 1971

Milton Roemer: Schooling in Rural Health Centers in Mexico: Impacts on Health Behavior and Health Status

This project focuses on the health behavior of two rural populaces in Mexico. One of the matched communities is served by a rural health center; the other is not. The impact of the center will be assessed in terms of its efforts to provide instruction leading to behavioral changes in such areas as nutrition and child care. The project is being conducted by Drs. Milton Roemer and Hector Garcia of the School of Public Health. Dr. Garcia is also associated with the Mexican School of Public Health and the Division of Health Education in the Secretaria de Salubridad y Asistencia in Mexico. (Objectives 1,2,3,4,5)

Field work: summer, 1971

Kenneth Karst: Effects of the Mexican Ejido on Development Attitudes and Behavior

The research by Professor Karst centers on the role of law as an integrating thread in the development process. Following his previous study of the urban barrios of Caracas, the investigator is turning his attention to rural ejidos in Mexico as informal educational mechanisms of the development process. The ejidos are studied as "alternatives" to institutional schooling and as a means to "participatory development," thus providing information through which it may be possible to capitalize on attitudes and behaviors conducive to development. Dr. Karst is a Professor of Law at UCLA, and his major interests concern Latin America. (Objectives 1,2,3,4,5)

Library work: summer, 1971

5. There are several investigations and activities which attempt to augment the University's resources for coping with the problems and issues of national development and which support the Latin American Center as a research, training, and service institute.

Several of the sections of this report directly concern this area. Such activities include: the incorporation of the Deans' Advisory Committees into the education grant-in-aid project, making the project truly multidisciplinary; the planning of a special seminar on education and development involving further faculty participation; the Latin American Center's extensive curriculum reform, encouraging increased student flexibility in the planning and execution of a studies program; the course offerings on education in Latin America co-sponsored by the Center and the School of Education; the examination, analysis, and augmentation of library holdings and resources; and the changes in orientation and content of the Statistical Abstract of Latin America. In addition, the following projects have been funded and are felt to be directly related to institutional building:

Education/Psychology Library: Acquisitions

The Education/Psychology Library at UCLA houses all materials directly related to the field of education. This grant provides funds for the acquisition of books, theses and dissertations, periodicals, special reports, and other materials related to the role of education in national development with special reference to Latin America. In addition, similar materials which are related to the fields of comparative and international education and provide substantial data or theoretical perspectives on the role of education internationally are also being purchased. (Objective 6)

Student Association for Latin American Studies (SALAS) Conference: "Dependence in Latin America: Problems and Solutions"

The Student Association for Latin American Studies Conference was held at the University of California Conference Center, Lake Arrowhead, California on March 5-7, 1971. The invited scholars included Frank Bonilla, Julio Cotier, Paulo Freire, Maria del Rosario Green Macias, Arnold C. Harberger, Anthony Leeds, Osvaldo Sunkel, and Maurice Zeitlin. Each of the scholars prepared and discussed a paper developed on the interrelated theme of educational, intellectual, and economic dependence on foreign influence. More than 100 students and faculty members participated in the proceedings, which were then taped for general reference. (Objective 6)

Simon Gonzalez: Mexican American Educational Leadership Project

Professor Gonzalez is exploring the possibilities of increased collaboration of institutions of higher learning in Mexico and the U.S. in an attempt to provide institutional building in both countries. The project is concerned with reviewing the literature on this relationship in order to eventually submit a proposal to the Ford Foundation on Chicano and Mexican cooperative and exchange programs. Professor Gonzalez is an assistant to the Chancellor at UCLA and is primarily concerned with Mexican American education programs.

(Objective 6)

Field work: winter, 1970

Elvin Svenson: UCLA-Venezuelan Institutional Relations

In an attempt to promote further long-range cooperative programs of research and training in education among UCLA and certain Venezuelan institutions, Dr. Svenson will visit several individuals associated with public and private agencies in Venezuela. Dr. Svenson is an assistant to the Chancellor and is involved with several international education programs. (Objective 6)

Field work: summer, 1971

III. MAJOR ACCOMPLISHMENTS, 1970-1971

**C. Development of Competence for
Consultations and Service**

C. Development of Competence for Consultations and Service

In connection with UCLA's involvement in research on Latin American education, several special projects have been undertaken which, although not supported by the grant, are related to the overall research thrust. One of these special projects concerns the development of community colleges in Venezuela. Such a project has interested UCLA faculty members because it pertains to both research and development and because it can be viewed as an alternative to existing higher education institutions in Latin America.

In January 1971, the Venezuelan government provided the legal bases for the development of institutos tecnicos, 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, one of which is to be developed in the city of Cabimas on the eastern side of Lake Maracaibo. This particular institute, or community college equivalent, is to be owned and operated by the La Salle Foundation with support from the Creole Foundation, the World Bank, and several Venezuelan government ministries.

In early February 1971, Dr. George Hall, 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. 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 is interested in the possibility of UCLA providing technical and professional expertise for the planning and establishment of the institutos tecnicos 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 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 apply to actual institutions.

The value of these discussions to both the Venezuelans and to UCLA is multidimensional. First, the knowledge gained by both parties enhances the probability of successful implementation of Venezuelan plans and possible

UCLA involvement. Second, the request for UCLA participation in these deliberations came from Venezuelans; thus the programs were designed to meet their particular needs as they defined them. Third, such programs enhance multiinstitutional involvement in technical assistance projects and promote closer ties between participants. Fourth, such programs contribute toward institutional growth at UCLA and augment the current thrust in areas of research and development on Latin American education.

It is too early to judge the concrete outcomes of these several programmatic activities, which have occurred over the past several months. It is evident, however, that the UCLA and Venezuelan participants found the sessions to be profitable and worthwhile. A research and development proposal has emanated from these discussions which is directed at UCLA involvement in the establishment of the private institute planned for Cabimas. It is anticipated that as this particular proposal is evaluated by potential participants it will be submitted for funding. If such funds are forthcoming, UCLA's involvement will be on a long-term basis and will be related to research on and the development of community colleges in Venezuela.

2. Additional Service and Consultantship Activity

During the 1970-1971 academic year several UCLA faculty were involved in collaborative endeavors with Latin Americans related to the analysis of educational phenomena. UCLA faculty, for example, have collaborated with Guatemalans concerned with developing a literacy program, and with Venezuelans and Mexicans concerned with curricular change in higher education. Collaborative work has also proceeded with private foundations in Venezuela and Mexico, and with AID personnel in Mexico, Guatemala, Venezuela, and Brazil. 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 and Brazil 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 10 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 10 students and faculty members used the resources of the Centro during the 1970-1971 academic year.

III. MAJOR ACCOMPLISHMENTS, 1970-1971

D. The Involvement of Other
University Resources

D. The Involvement of Other University Resources

1. The Latin American Center and the Dean's Advisory Committees

The grant is 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 eight 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. The following Committees, with their respective members, met on two separate occasions during the academic year to discuss the grant and the potential contribution of the funds to research and training at UCLA. As will be noted in the following list, 18 such meetings, including two by the Policy Committee, were held during this period.

FINE ARTS

Richard C. Hawkins, <u>Chairman</u>	John Jones	Dec. 14, 1970
Juana de Laban	Lee Mullican	May 21, 1971
George Ellis	Robert Stevenson	
Peter Furst	Roger Wagner	
Sharon Girard	Dean Charles Speroni	

GBA & ECONOMICS

David Eiteman, <u>Chairman</u>	Peter Nehemkis	Jan. 13, 1971
Theodore Anderdon	Charles Nisbet	May 24, 1971
Bruce Herrick	Robert Williams	
Raymond Jessen	Michael Yoshino	
Robert Hal Mason		

PUBLIC HEALTH

Alfred Neumann, <u>Chairman</u>	Telford Work	Nov. 30, 1970
Gladys Emerson	Paul Zukin	June 11, 1971
Milton Roemer	Dean L.S. Goerke	

EXTENSION

Lois Smith, <u>Chairman</u>	Peter Furst	Nov. 24, 1970
William Evensen	Phillip Frandson	May 28, 1971

EDUCATION

Thomas La Belle, <u>Chairman</u>	John McNeil	Dec. 10, 1970
James Farmer	David O'Shea	June 3, 1971
C. Wayne Gordon		

ENGINEERING

Allen Rosenstein, <u>Chairman</u>	Russel O'Neill	Dec. 2, 1970
Morris Asimow	Craig Smith	June 7, 1971
Gary Hard	A.J.A. Morgan	
Alfred Ingersoll		

LAW

Kenneth Karst, <u>Chairman</u>	Joel Rabinovitz	Nov. 13, 1970
George Fletcher	Dean Murray Schwartz	June 10, 1971
Melville Nimmer	(ex-officio)	

LETTERS & SCIENCE

E. Bradford Burns, <u>Chairman</u>	Susan Kaufman	Dec. 8, 1970
Jose R. Barcia	Henry Nicholson	June 1, 1971
Henry J. Bruman	Norman Thrower	
Christopher Donnan	Dean Trueblood	
Claude Hulet		

POLICY COMMITTEE

Johannes Wilbert, <u>Chairman</u>	Lois Smith	Nov. 11, 1970
Richard C. Hawkins	Thomas La Belle	May 19, 1971
David Eiteman	Allen Rosenstein	
Alfred Neumann	Kenneth Karst	

2. The Grant Coordinators' Committee

In addition to the Deans' Committees and within the Center itself, a Grant's Coordinators' Committee was established early in the academic year. This Committee met at least once each month, after the grant was actually put into operation in late September, to establish procedures for housing the grant at the Center and to establish 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 would have firsthand experience with the deliberations preceding the acceptance or rejection of a proposal and would also be 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.

3. Library Resources

Through the combined resources of the librarian of the Education/ Psychology library and the Latin American bibliographer of the University Research Library, and with the aid of student assistance funded through the 211(d) grant-in-aid, work has begun on analyzing and improving UCLA's collection of Latin American educational materials. Thus far, five major steps have been taken.

1. The Public Affairs Service of the University Research Library has checked the current holdings of the various Latin American Ministries of Education "memorias" and either gifts or exchanges have been requested to make the collections complete.
2. One student assistant is compiling a card file of Latin American educational periodicals and professional journals based on the following bibliographies: (1) Irene Zimmerman, Guide to Latin American Periodicals (1961), (2) Charmion Shelby, Latin American Periodicals Currently Received in the Library of Congress... (1944), (3) UNESCO, International Guide to Education Documentation, 1955-1960, (4) UNESCO, America's Education Press... International List of Education Periodicals (1957), and most importantly (5) Handbook of Latin American Studies (1935+). The student, to date, has prepared a preliminary list of periodical holdings. Subscriptions for additional journals as well as orders for backfiles will be made from the items lacking.
3. A student has also checked the holdings on important basic serials and monographs and orders will be placed for those items which the library does not have.
4. Another student assistant is in the process of preparing a card file of all items listed in the "education" sections of the Handbook of Latin

American Studies from 1935 to the present. These cards will then be checked against present holdings and orders will be placed for the more recent items that are lacking. Older materials are to be ordered from Latin American book dealers. When completely annotated with current holdings, the card file and the serials file should serve as basic bibliographic tools for persons engaged in research on Latin American education.

5. As will be noted later under the discussion of projects which have been granted funds, the Education/Psychology library has received an acquisitions grant for the purchase of materials on the role of education in the development process in Latin America and for the purchase of materials which provide substantial data or theoretical perspectives on comparative and international education.

4. The Statistical Abstract of Latin America

The Latin American Center has recently published the thirteenth edition of its Statistical Abstract of Latin America. Since July 1, 1970, major changes have been made in this annual publication. For example, the newly appointed staff of the Abstract (Dr. Kenneth Ruddle as editor and Mr. Muhktar Hamour as co-editor) initiated a program to expedite the production of this publication. Statistical data are now stored in a way which permits rapid, annual revision. With the new system, camera-ready copy can be produced directly from magnetic tape; this camera-ready copy can be used by the printer with no further modification.

Major changes in the orientation and content of the Abstract have been effected. The publication is still a convenient reference tool and guide to other statistical sources. However, the provision of base line data for the more specialized analysis of statistical series in connection with the education project is receiving considerable attention.

The format of the Abstract has also been changed. Data for the so-called "Dependent Territories" have been discontinued. Focus is now upon the 24 republics of Middle and South America. Although the spatial coverage of the Abstract has been reduced, the tabulated thematic coverage has been considerably augmented by the inclusion of 29 new tables. Plans for the 1971-1972 academic year include continued expansion of the tabulated material to provide current data on topics not hitherto covered. To ensure the continued development of the Abstract, the Center is actively enlarging its contacts with statistical collection agencies throughout Latin America.

Plans for the coming year also include the preparation of several supplements to the Abstract. The first supplement, published in December 1970, is entitled Cuba 1968: Supplement to the Statistical Abstract of

Latin America and has been very well received both within and outside the academic community.

In addition to the Abstract and its supplements, the grant-in-aid funds for educational research have promoted initial work on a statistical analysis of the growth and change of the teaching profession within several Latin American countries. An analysis is being made of the national educational census material on teachers from preschools to teacher-training colleges.

The gross characteristics of the teaching profession are to be established by examining published statistics. The objective of this preliminary data analysis is to establish parameters for future field work, which in turn will generate primary statistical data concerning the socio-economic conditions of the teaching profession in Latin America. The examination will cover historical and contemporary conditions, and projections will be made for the future.

At the present time the different levels of teachers in Venezuela are being statistically analyzed in terms of the following variables: (a) number of teachers and percentage of teachers among professional workers, (b) marriage patterns, (c) age and sex, (d) education and qualifications, (e) income by age and experience, and in comparison with other professions, (f) mobility of teachers, (g) family status and living conditions, (h) occupations and income of other family members, (i) teachers in the labor reserve, and (j) future supply and demand.

A vitally important part of this analysis is the examination of the above characteristics on a spatial basis. Detailed data will be amassed for each of the national territorial units; it is anticipated that definite regional characteristics will be manifested in the data which will prove to be important indicators of the regional problems faced by Latin American nations.

IV. DIRECTIONS FOR THE FUTURE

IV. Directions for the Future

It should be apparent to the reader of this fiscal report that considerable research, teaching, and consultant or service activity has taken place at UCLA since the 211(d) grant-in-aid became operational in the fall of 1970. This activity is the result of an energetic and capable faculty and study body at UCLA and the nature of the innovative funding provisions embodied in Title II of the Foreign Assistance Act of 1966.

Having reviewed these activities, it is perhaps appropriate to discuss briefly some of the directions which will be pursued during the next several years in teaching, research, and service.

A. Teaching

Considerable progress has already been made in terms of curricular reform and requisite changes in the course offerings on education in Latin America. The next step is to attract capable students, especially Latin Americans, who wish to pursue advanced degrees through the various programs of the Center and the University. Therefore, the recruitment of individuals, particularly those who already hold positions of leadership in agencies concerned with Latin American educational problems and including personnel from AID, will be actively pursued. Several Latin American students have already received funds to pursue research. As previously suggested, this practice will be strengthened and broadened to include educational leaders in Latin America who are interested in bi-institutional arrangements with UCLA faculty and students and who will be able to spend a minimum of one academic quarter on the UCLA campus to plan such projects.

An additional direction which might be viewed as an aspect of training includes the building of the library resources at UCLA. In the future a

research assistant will be retained by the Center to coordinate the preparation of bibliographic material on education and development. At the same time, a full-time librarian assistant will coordinate the analysis, purchasing, and cataloging of materials relevant to the project. An acquisitions grant to the library will ensure the acquisition of pertinent resources.

B. Research

Assuming that investigations of a descriptive and analytical nature continue to be proposed, considerably more attention must be paid to the applied aspects of education in Latin America. These projects might involve investigations of an experimental or control group nature which assess teaching techniques, curricular content, and administrative decision making not only in schools but in other institutions. Such institutions might include factories, community development agencies, agricultural extension and health facilities, and various media agencies. The investigations should be directed at reforms which produce more effective learning among children and adults and must involve the use of control populations so that results can be adequately assessed. Such studies should enable more astute observations as to the effects of alternative educational processes. It should be noted that there has been no aversion toward funding such projects during this past year. Rather, such project proposals have not been forthcoming from either Latin American institutions or faculty and students at UCLA.

This state of affairs, however, appears likely to change. Recent discussions with representatives from the School of Public Health suggest that a major multidisciplinary research proposal concerned with alternative institutional, curricular, and instructional approaches to fostering change

in health behavior is in preparation. There has also emerged, within the School of Engineering, heightened interest in securing funds for studies of curricular development in Latin American professional schools. This investigation will involve both the preparation of change models and longitudinal evaluative studies in conjunction with Latin American universities.

A second area of research concern centers around the necessity for developing coordinated investigations among faculty and students which center on one aspect of education in the development process. Several thrusts are becoming apparent in this regard and should be augmented in the future. Indigenous populations, the incipient work on teachers, alternatives to schools, and economic returns to educational investments are concerns which need further collaboration.

In both of these areas, i.e. applied research and increased coordination when dealing with specific educational problems, there is the need to foster long-range working relationships between several Latin American institutions and UCLA. Only in this way will UCLA and the host country institutions reap the benefits of research activity and at the same time share in the costs of producing such outcomes. There is ample reason to suggest that the necessary institutional relationships will be forthcoming. Several Latin American agencies not only have expressed an interest in working with UCLA faculty and students but have actually done so during this first year of operation. These include the following: numerous institutions of higher education in Mexico, Costa Rica, and Venezuela; the Ministries of Education in Mexico, Guatemala, Costa Rica, Bolivia, and Venezuela; the Instituto Indigenista and the Secretaria de Salubridad y Asistencia in Mexico; the La Salle and Creole Foundations of Venezuela; and the Asociacion Venezolano del Nino.

Because applied research is often extremely expensive, the relatively limited funds available through the grant will necessarily be viewed as seed money for the establishment of additional funding provisions. This in turn necessitates increased relationships between UCLA and counterpart institutions in Latin America as well as with AID. An example of this process, although no funds of the 211(d) grant-in-aid have been used for this purpose, is the possible involvement on the part of UCLA in the research and development of community colleges in Venezuela discussed in a preceding section of this report.

C. Service

In terms of service, two thrusts are becoming apparent. The first thrust is to publish the results of the investigations conducted through the resources of the grant and to disseminate such materials, in the appropriate language, to Latin American agencies. The second thrust is to honor requests from Latin American institutions to evaluate and promote effective alternatives in meeting their stated goals.

The Latin American Center has for some time employed a full-time editor on its staff who is responsible for the technical aspects of the Center's publications. In the future, as investigations are completed the editor will be partially supported through funds from the grant. In addition, a part-time research assistant will be supported through the grant to coordinate the selection of completed investigations for possible publication. The publications themselves will take the form of books, monographs, and special papers and will, when feasible, be published in Spanish, Portuguese, and English.

The consultant activity of students and faculty has probably occurred often during the past year on an informal basis between these scholars and their counterpart institutions in Latin America. More formal contacts with these institutions, such as the collaborative discussions with various Venezuelan institutions on community colleges mentioned earlier, must be established so that both UCLA and the host country institutions will benefit from the expertise available.

V. BUDGET

EXPENDITURES
ACCURAL AND PROJECTED
UNDER THE 211(d) GRANT AID/CSD-(GRANT #2825)

	EXPENDITURES FOR PERIOD UNDER REVIEW	TO DATE CUMULATIVE TOTAL	PROJECTED EXPENDITURES ESTIMATED YEARLY EXPENDITURES FOR REMAINING YEARS OF GRANT				PROJECTED 5-YEAR TOTAL
			1970/1971	1970/71-1974/75	1971/72	1972/73	
Salaries (detail attached) :	55,425.	55.4	50.0	50.0	50.0	50.0	255.4
Fringe Benefits :	5,242.	5.2	4.0	4.0	4.0	4.0	21.2
Stipends (less travel) :	26,468.	26.5	49.6	32.8	20.7	13.6	205.7
Tuition :	0.	0.0	.5	.5	.5	.5	2.0
Honoraria for Consultants (a) and/or Guest Lecturers (b) :	0.	0.0	0.0	4.0	1.0	1.0	6.0
Travel Expenses U.S. :	3,208.	3.2	3.6	4.5	1.8	1.7	12.6
Foreign :	13,793.	13.8	30.3	28.2	18.2	14.8	45.0
Equipment (c) :	2,793.	2.8	.3	0.0	0.0	0.0	3.1
Library Acquisitions (d) :	1,000.	1.0	0.0	2.0	2.0	2.0	7.0
Other (e) :	17,166.	17.2	6.4	6.4	6.0	6.0	42.0
Total :	125,095.	125.1	144.7	132.4	104.2	93.6	600.0

FOOTNOTES

(a) & (b):

The two items, "number of consultants used" and "number of guest lecturers" are combined because the two individuals listed below performed both services. They received travel expenses but no honoraria.

1970/71: E. Maes
J. McFadden

(c):

Equipment purchased costing in excess of \$100:

PURPOSE: Administrative expenses for the seminar, data collection, and statistical program.

Item: Logos 270 Calculator
Manufacturer: Olivetti-Underwood
Cost: \$899.73

Item: IBM Executive Typewriter
Manufacturer: IBM
Cost: \$141.73

Item: IBM Selectric Typewriter
Manufacturer: IBM
Cost: \$285.24

Item: Model 217 Spirit Duplicator
Manufacturer: A.B. Dick
Cost: \$389.75

PURPOSE: Equipment for film project

Item: Optical Sound Reader with Amplifier
Manufacturer: Moviola
Cost: \$120.00

Item: 16-35mm Hot Splicer
Manufacturer: Moviola
Cost: \$210.00

Item: 4-Track 16mm Synchronizer
Manufacturer: Moviola
Cost: \$110.00

(d):

Number of books, periodicals, etc., purchased: approximately 9 through the UCLA Education/Psychology Library

(e):
Other items:

- Cartography
- Computer programming and keypunching
- Conferences
- Postage
- Printing and Production
- Supplies
- Telephone
- Xeroxing

SALARIES AND FRINGE BENEFITS

SALARIES

Academic

Miss Marilyn Farber (Roemer Grant) Research Assistant	\$ 1,220.68	
Dr. Peter T. Furst (Lee Grant) Associate Research Anthropologist	7,600.02	
Mr. Howard L. Karno Lecturer (released time for Dr. Wilkie)	2,185.00	
Dr. Thomas J. La Belle (La Belle Grant) Associate Research Educationist	905.65	
Dr. Thomas J. La Belle Research Coordinator (released time)	4,640.04	
Mr. William B. Lee (Lee Grant) Research Assistant	91.50	
Mr. Reynaldo Macias (Gonzalez Grant) Research Assistant	600.00	
Miss Dori Reeks (Reeks Grant) Research Assistant	2,048.64	
Dr. Kenneth R. Ruddle (Statistical Consultant) Assistant Research Geographer	11,799.96	
Mr. Jan Van Orman (LaBelle Grant) Research Assistant	<u>733.92</u>	\$31,825.41

Library

None

Secretarial

Mrs. E. Toney Dixon Secretary Stenographer	5,840.00	
Miss Gloria Meneses Nontechnical Translator	<u>96.36</u>	5,936.36

Other

Miss Janina Ely Editor (Publications)	3,380.00	
Mr. George Feldman Bibliographer (Purcell Grant)	499.32	
Mr. Mukhtar Hamour Editor (Program Assistant)	4,228.18	
Mrs. Takako K. Karplus Editor (Program Assistant)	2,640.84	
Mrs. Judey Landy Editor (Publications)	2,181.24	
Miss Karen B. Reed Editor (Reed Grant)	4,322.36	
Mr. Cesareo Soto (Wilbert Grant) Host Country Assistant	<u>411.00</u>	<u>17,662.94</u>
		<u>\$55,424.71</u>
<u>STAFF BENEFITS</u>		<u>\$ 5,241.94</u>

STIPENDS (less travel)

<u>NAME</u>	<u>AMOUNT</u>
Ray Chesterfield	\$ 112.00
Elmer Dunsy	265.00
Winston Estremadoiro	350.00
Vincent Gil	430.43
Leroy Hoinacki	6,199.00
Nassim Mehedff	4,050.00
Susan Purcell	1,500.00
Dori Reeks	915.20
C. Paul Roberts	2,907.00
Milton Roemer	1,922.00
Johannes Wilbert	4,551.00
James Wilkie	<u>3,266.66</u>
	<u>\$26,468.29</u>

STUDENT FELLOWSHIPS

<u>NAME AND AREA OF WORK</u>	<u>NATIONALITY</u>	<u>GRANTS</u>	<u>TUITION</u>
Ray Chesterfield (Latin American Studies)	US	\$ 1,350.00	- 0 -
Elmer Dunsky (Education)	US	1,417.00	
Winston Estremadoiro (Latin American Studies)	Bolivian	2,230.00	
Vincent Gil (Latin American Studies)	US	430.43	
Philip Gillette (Sociology)	US	525.00	
H. Dieter Heinen (Anthropology)	German	3,299.00	
Leroy Hoinacki (Political Science)	US	7,500.00	
William Lee (Anthropology)	US	13,226.52	
Nassim Mehedff (Education)	Brazilian	4,050.00	
Karen Reed (Latin American Studies)	US	4,322.36	
Dori Reeks (Latin American Studies)	US	2,963.84	
C. Paul Roberts (Economics)	US	4,116.00	

FACULTY FELLOWSHIPS

<u>NAME AND AREA OF WORK</u>	<u>NATIONALITY</u>	<u>GRANTS</u>
Simon Gonzalez (Education)	US	\$ 975.00
Thomas J. La Belle (Education)	US	2,620.77
Susan Purcell (Political Science)	US	2,172.00
Milton Roemer (Public Health)	US	3,869.00
Johannes Wilbert (Anthropology)	German	5,206.00
James Wilkie (History)	US	3,266.66

FOREIGN TRAVEL

<u>DESCRIPTION</u>	<u>DOLLAR AMOUNT PER TRIP</u>
<u>RAY CHESTERFIELD</u> Graduate Student; Latin American Studies Itinerary: Los Angeles--Maracaibo, Venezuela--Los Angeles Dates: 2/1/70 - 3/22/70 Purpose of trip: Field work for completion of M.A. thesis. (See page 26 of the report.) Accomplishments: M.A. thesis (objectives 1, 2, 5)	\$ 1,238.00*
<u>ELMER S. DUNSKY</u> Graduate Student; Education Itinerary: Los Angeles--Mexico City--Los Angeles Dates: 5/18/71 - 5/16/71 Purpose of trip: Field work for completion of Ed.D. dissertation. (See page 29 of the report.) Accomplishments: Dissertation in progress. (objectives 1,2,3,5)	1,152.00*
<u>WINSTON ESTREMADOIRO</u> Graduate Student; Latin American Studies Itinerary: Los Angeles--La Paz--Los Angeles Dates: 12/11/70 - 4/9/71 Purpose of trip: Field work for completion of M.A. thesis. (See page 29 of the report.) Accomplishments: M.A. thesis (objectives 1,2,5)	1,880.00*
<u>MARILYN FARBER</u> Graduate Student; Public Health Itinerary: Los Angeles--Mexico City--Los Angeles Dates: 7/30/71 - 8-29-71 Purpose of trip: Assisting on Dr. Roemer's project. (See page 42 of report.) Accomplishments: Research in progress. (objectives 1,2,3,4,5)	179.00
<u>DR. HECTOR GARCIA MANZANEDO</u> Professor; Public Health Itinerary: Los Angeles--Mexico City--Los Angeles Dates: 7/29/71 - 8/28/71 Purpose of trip: Assisting on Dr. Roemer's project. (See page 42 of report.) Accomplishments: Research in progress. (objectives 1,2,3,4,5)	313.32

*Included in grant stipend; estimated expense above.

<u>DESCRIPTION</u>	<u>DOLLAR AMOUNT PER TRIP</u>
<u>SIMON GONZALEZ</u> Professor; Education Itinerary: Los Angeles--Mexico City--Guadalajara-- Hermosillo--Chihuahua--Los Angeles Dates: 2/26/71 - 2/30/71 Purpose of trip: Field work designed to promote collabora- tion with Mexican institutions. (See page 34 of the report.) Accomplishments: Satisfactory completion of above. (objective 6)	\$ 375.00*
<u>H. DIETER HEINEN</u> Graduate Student; Anthropology Itinerary: Los Angeles--Caracas--Orinoco Delta--Los Angeles Dates: 4/29/71 - 10/15/71 Purpose of trip: Field work for completion of Ph.D. dissertation. (See page 27 of the report.) Accomplishments: Dissertation in progress. (objectives 1,2,5)	3,299.00*
<u>LEROY C. HOINACKI</u> Graduate Student; Political Science Itinerary: Los Angeles--Caracas--Los Angeles Dates: 4/20/71 - 5/7/71 Purpose of trip: Field work for completion of Ph.D. dissertation. (See page 30 of the report.) Accomplishments: Ph.D. dissertation completed. (objectives 1,2,5)	1,301.00*
<u>JAMES IRWIN</u> Graduate Student; Latin American Studies Itinerary: Los Angeles--Tijuana, Baja California--Los Angeles Dates: 3/23/71 - 4/2/71 Purpose of trip: Field work for completion of M.A. thesis and documentary film on a school and community in Mexico. Accomplishments: M.A. thesis and film. (objectives 1,2,5)	150.00
<u>THOMAS J. LA BELLE</u> Professor; Education Itinerary: Los Angeles--Guatemala City--Mexico City-- Los Angeles Dates: 8/16/70 - 8/22/70 Purpose of trip: Visitation to Cuernavaca and participation in a discussion on educational alternatives with personnel from CIDOC. Accomplishments: Satisfactory completion of above. (objective 6)	55.00 (per diem, Mexico City)

*Included in grant stipend; estimated expense above.

<u>DESCRIPTION</u>	<u>DOLLAR AMOUNT PER TRIP</u>
<u>WILLIAM B. LEE</u> Graduate Student; Anthropology Itinerary: Los Angeles--Tijuana, Baja California-- Los Angeles Dates: 3/23/71 - 4/2/71 Purpose of trip: Field work for filming a documentary film on a school and community in Mexico. (See page 27 of the report.) Accomplishments: Documentary film. (objectives 1,2,5)	\$ 150.00
<u>C. PAUL ROBERTS</u> Graduate Student; Graduate School of Management Itinerary: Los Angeles--San Jose, Costa Rica--Los Angeles Dates: 2/25/71 - 8/30/71 Purpose of trip: Field work for completion of Ph.D. dissertation. (See page 30 of the report.) Accomplishments: Dissertation completed. (objectives 1,2,3,4,5)	1,209.00*
<u>MILTON I. ROEMER, M.D.</u> Professor; Public Health Itinerary: Los Angeles--Mexico City--Los Angeles Dates: 5/5/71 - 5/8/71 Purpose of trip: Field work as faculty research. (See page 32 of the report.) Accomplishments: Research in progress. (objectives 1,2,3,4,5)	235.00
<u>JOHANNES WILBERT</u> Professor; Anthropology Itinerary: Los Angeles--Caracas--Los Angeles Dates: 7/19/70 - 8/6/70 Purpose of trip: Field work as faculty research. (See page 25 of the report.) Accomplishments: Research in progress. (objectives 1,2,5)	395.00 (Partial air fare)

*Included in grant stipend; estimated expense above.

THE FOLLOWING PROJECTS WERE APPROVED IN 1970/71,
BUT FUNDING (ACCRUAL) COVERS THE 1971/72 FISCAL PERIOD.
THEREFORE, THE ATTACHED FINANCIAL REPORTS DO NOT REFLECT
FUNDING FOR THESE PROJECTS:

- E. BRADFORD BURNS: Intellectual Origins of Brazil's Modern Educational Problems
- WENDY L. FRIEDMAN: The Effectiveness of Formal Education in a Highland Guatemalan Community
- PETER FURST: Enculturation and Schooling among the Huichol Indians of Mexico
- KENNETH KARST: Effects of the Mexican Ejido on Development Attitudes and Behavior
- THOMAS J. LA BELLE: Teachers' Attitudes in Venezuela: An Aspect of the Process of National Development
- BARBARA RAMSEY: The Impact of Schooling on Cognition and Attitudes in Northeastern Brazil
- KENNETH RUDDLE: Education in an Indigenous Venezuelan Society of Incipient Cultivators--The Yukpa Case
- ELVIN SVENSON: UCLA-Venezuelan Institutional Relations (consultant)
- JAN VAN ORMAN: Teachers' Attitudes in Venezuela: An Aspect of the Process of National Development
- LAWRENCE WATSON: A Study of Socialization and Education Adjustment among Venezuelan Guajiro Urban School Children
- MARIA-BARBARA WATSON: Concepts of Education among the Guajiro of Venezuela with Emphasis on Education for Girls
- JAMES WILKIE: Mexican Education and Social Indicators Project, 1930-1970