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ANNUAL REVIEW OF PROGRESS AND ACCOMPLISHMENTS
"INSTITUTIONAL MODERNIZATION FOR DEMOCRATIC DEVELOPMENT" PROJECT
TUFTS UNIVERSITY, THE FLETCHER SCHOOL OF LAW AND DIPLOMACY,
INTERNATIONAL DEVELOPMENT STUDIES PROGRAM

On May 1, 1968, the Agency for International Development, pursuant to the authority contained in Section 211(d) of the Foreign Assistance Act of 1961, as amended, made grant AID/csd-1929 in the amount of \$700,000 to Tufts University for the purpose of implementing the project "Institutional Modernization for Democratic Development" in The Fletcher School of Law and Diplomacy.

The objectives of this grant are to enable The Fletcher School to increase the competence and capability of its International Development Studies Program, through the introduction of curricular innovations and through studies to be conducted under the auspices of the Program, to analyze and evaluate the use of development assistance in relation to political and social modernization and to solve problems associated with AID's Title IX responsibilities. It is expected that this enhanced capability of The Fletcher School to deal with Title IX problems will be utilized by AID and by developing countries in research, training, and consultative activities and will be transmitted through cooperative programs with institutions and individuals in less developed countries.

Although this first annual report concentrates on progress and accomplishments in the year subsequent to the date of the grant, The Fletcher School had consulted with AID in 1966 and 1967 about the need for increased competence in the academic community to analyze means of improving, in less developed countries, the governmental and political framework within which economic and

social development takes place. In response to this recognized need, The Fletcher School initiated in the 1967-1968 academic year both curricular innovations and studies in line with the objectives and scope of this project. This School also sought and obtained a grant from the Ford Foundation for these same purposes, and which is employed to supplement the funds made available to The Fletcher School through AID's Institutional Grants Program. Thus, in the period covered by this report the International Development Studies Program of The Fletcher School completed its second academic year of activities in pursuit of the objectives of AID's grant to Tufts University. The progress and accomplishments reviewed in this report were financed by AID's Section 211(d) grant, by the Ford Foundation grant to The Fletcher School, and by other School resources.

It should be borne in mind that as this is a report only for the first year of operation employing the Section 211(d) grant, the phasing of these resources into the program has by necessity and plan been modest in the initial year.

The main emphasis of this report is on effort devoted to fulfilling the first objective cited above -- to increase the competence and capability of the International Development Studies Program through curricular innovations and studies.

In the development of broadened capability, teaching and curricular innovation are of central importance. Of the four professorial appointments in the I.D.S. Program, two are financed by the Section 211(d) grant, one by the Ford Foundation grant, and one is borne by the Fletcher School. Two other professors of the Fletcher School, however, are extensively involved in the Program; one is financed partially by the Section 211(d) grant and the other is totally on the Fletcher School budget. Expressed in terms of teaching time, two full man years are covered by the Section 211(d) grant and two man years are provided

by Ford Foundation and Fletcher School resources. Greater detail on this subject is contained in Annex I.

In addition, of course, students in the I.D.S. Program take courses offered by other Fletcher faculty members and utilize many facilities and services provided by the University, such as the library, health, and counseling resources. Also I.D.S. students avail themselves of the facilities of the related sister institutions of Harvard and M.I.T.

The review and change of curricular offerings was completed during the academic year 1968-1969. In the area of I.D.S. interest, approximately half of all new courses instituted that year are attributable to the Section 211(d) grant. Further discussion of curricular matters is contained in Annex I.

Integral to the progress made in increasing the Program's competence through teaching and curricular development are the students whom the I.D.S. Program selects, supports and trains. During the reporting period eight of 24 I.D.S. students received support from the Section 211(d) grant and ten were assisted from Ford Foundation and Fletcher School resources. The remaining six were supported by sources outside the School. More detail is contained in Annexes I and II.

Conduct of studies is the other important cornerstone of the plan to increase the Program's competence. With respect to I.D.S. professorial effort devoted to conduct of such studies during the period, .75 man year was provided by the Section 211(d) grant and another .75 man year was attributable to Ford Foundation and School resources.

Graduate student research assistance of 3.5 man years was provided by the Section 211(d) grant and an additional 2.5 man years by Ford Foundation and School resources. In addition, during the summer of 1968 student internship studies accounted for .75 man year of effort under the Section 211(d) grant

While Ford Foundation and other resources provided an additional 1.25 man years. See annexes I, II, V, VII for detail.

Three Research Associates were scheduled to be engaged but only one was active in the Program during the period. Therefore, .75 man year of Research Associate effort was attributable to the Ford Foundation grant; see Annex II.

Consultants to the Program, consisting of .5 man year, were provided by the Section 211(d) grant and .1 man year was attributable to School resources.

Increasing the capacity of the Program meant also increasing the efficiency and the capability of the administrative organization. A growing program requires better organizational structure. Two full man years of administrative effort were provided by the Section 211(d) grant. However, if administrative services, facilities, and equipment which were provided from other sources are taken into account, the percentage ratio for 1968-69 would be 45% provided by Section 211(d) resources and 55% from other sources.

While the emphasis of the first year of operation under the Section 211(d) grant has been on increasing the competence of the Program to deal with problems of political/economic development in the L.D.C.'s, the Program has had some requirements placed on it by AID to utilize the capability. A fuller discussion of this is contained in Annex II.

In all of its major aspects, the International Development Studies Program is on schedule in terms of activities initiated, appointments made, and expenditures under terms of the grant. Several comments on personnel of the Program appear to be warranted with respect to this schedule.

Dr. Richard Hough was detailed by AID to serve for one year, from September, 1967, as a visiting member of The Fletcher School faculty and to fulfill liaison responsibilities between AID and the International Development Studies Program. Dr. John Schott replaced Dr. Hough in September, 1968, and was appointed

Visiting Professor of Political Development in The Fletcher School for 1968-1969. Dr. Schott has participated in teaching, in the design of special training programs and in the planning of Title IX-related studies during the past year, as well as carrying out liaison functions between the IDS Program and AID. He has made an invaluable contribution to the progress achieved during the year under review.

In the projection of personnel participating in the IDS Program, as contained in The Fletcher School's proposal to AID, we anticipated that three senior faculty members and one Research Associate would be appointed in 1967-1968, and that the numbers would rise to four senior faculty members and three Research Associates in 1968-1969. Professors Meagher, von Lazar, and West were appointed in 1967-1968. The appointment of Dr. H. Field Haviland as Professor of International Politics and Coordinator of Research for the IDS Program in July 1968 brought the number of senior faculty members up to the projected level. Dr. W. Scott Thompson was appointed Research Associate in the first year of the program, and two additional appointments for terms of three years were made in 1968-1969: Dr. Thomas O'Leary of Williams College and Dr. Harland Robinson of Stanford University. Dr. O'Leary died in December, 1968, one month before he was to begin his appointment with The Fletcher School. Dr. Robinson requested one year's delay in initiating his appointment, and is expected to begin his work in 1970. We therefore appointed Mr. Arthur House and Dr. Susan Eckstein, and both will join the Program as Research Associates beginning in September, 1969.

We anticipated appointing three Consultants during 1968-1969, and did appoint Professor Helio Jaquaribe and Dr. William O. Brown, each for a period of one semester. Dr. Brown died a few days before his appointment was

to begin. Four additional shorter-term consultancies were completed during the year under review, by Messrs. David Spencer, Peter de Svastich, Ian Hunter, and William Tyler.

The number of graduate students and mid-career officers projected to participate in the IDS Program was eighteen in 1967-1968, twenty-five in 1968-1969, and sixteen in 1969-1970. Eleven private students, one AID mid-career officer, and six mid-career officers of foreign governments did participate in the Program in 1967-1968. Fifteen private students, two AID mid-career officers, and six foreign mid-career officers participated in 1968-1969, while two additional private students were forced to withdraw temporarily from the Program to complete their military service. For 1969-1970, fourteen private students, one foreign mid-career officer, and nine AID and State Department officers will participate in the Program, for a total of twenty-four participants. The increase in this year as compared with the projections is accounted for by the request from AID that the IDS Program conduct a special Title IX training course for AID officers in 1969-1970.

The projection of personnel called for one Program Administrator, a position held by Mr. Edward O'Connell in 1967-1968 and by Mr. Arthur House in 1968-1969. The Program Administrator has been aided by an Assistant Administrator, Mrs. Gladys Manley, who has been responsible for office management and accounting. The growth in size and complexity of the International Developmental Studies Program has required a progressive professionalization of administration and a rescheduling of the division of responsibilities between the Director and the Administrator. Dr. Robert Stephens, formerly Associate Director of the Eastern African Program of the Maxwell School at Syracuse University, has been appointed Administrator Director of the IDS

Program, and will assume broadened responsibilities for administrative direction of the IDS activities beginning in August, 1969.

The most significant problem we anticipate in 1969-1970 is to determine, in consultation with AID, means of obtaining the supplementary resources needed to maintain the planned scale of operations of the IDS Program for the duration of the grant period. Having initiated training and studies in 1967-1968 pending approval by AID of the Section 211(d) grant, finally awarded on May 31, 1968, expenditures in 1967-1968 were largely financed by drawing down the Ford Foundation grant which was intended to complement annually funds made available by AID for five years of operations. To continue its activities for four more years, until May 31, 1973, the IDS Program must either obtain a supplementary Section 211(d) grant, package Program activities for contract financing, or reduce the scale of its operations beginning in the 1970-1971 academic year. There is a disparity between available resources and the projected time span of IDS activities.

This disparity between available resources and the funds required to maintain the planned scale of IDS Program activities until May 31, 1973, has appeared because The Fletcher School request for \$1 million resulted in a grant of \$700,000 without reduction of the time-span of five years or level of projected activity. In 1967-1968 and 1968-1969 we have adhered to the projected level of Program activities because, in our considered judgment and after extensive review of our plans with AID, it represented the minimum critical level of effort required to achieve a significant increase in the competence and capability of The Fletcher School in the subject area of the Section 211(d) grant. After further review and consultation with AID officers in the spring of 1969, we determined that the maintenance of at least this level of activity in 1969-1970 was required to fulfill the objectives

of the grant. But neither the prudent management of our obligations nor the terms of The Fletcher School and Tufts University agreements to provide for the long-term support of the subject area instruction and studies will permit us to continue the original projected level of activity after 1969-1970 unless supplementary resources, of about the magnitude by which The Fletcher School request was reduced when the ALD/csd-1929 grant was made, are obtained.

Annex I

ACCOMPLISHMENTS - A BACKWARD LOOK AT THE YEAR

This report on progress achieved during the year under review is organized by reference to the objectives of the grant: to increase the competence of the International Development Studies Program to deal with Title IX problems through curricular innovation and through the conduct of studies, and to make this capability available for utilization by AID and others. Under these headings, reference will be made to the accomplishments of the Program, conclusions which we believe might be of special interest to AID, the new courses which have been initiated, the results of participant and other training, and the progress made in increasing staff competence.

Curriculum

The curricular design introduced by the International Development Studies Program provides an interdisciplinary, two year course of study concentrating on relations with less developed countries and leading to the degree of Master of Arts in Law and Diplomacy. A maximum of eighteen participants are selected for the International Development Studies Program each year from among the members of the entering class of The Fletcher School. A balance is maintained between the admission of private American graduate students preparing for careers of participation in international development and of mid-career officers nominated by agencies of the United States Government and governments of less developed countries to participate in this Program. The Program has also adjusted its admissions in light of the 1968 alterations in United States draft regulations, which now make completion of a two-year graduate program uncertain for male American students prior to fulfillment of military service. Thus, admission to this Program in September, 1967, consisted of eleven private American students, one AID mid-career officer, and six mid-career officers nominated by governments in less developed countries; admission in September, 1968 consisted of seven private American students, two AID officers, and two foreign mid-career officers; and admission for studies beginning in September, 1969, consists of nine private American students, nine State Department and AID officers to participate in a special Title IX training program.

All private American students and most mid-career officers nominated by foreign governments are expected to complete the two-year cycle; however, mid-career officers of the U.S. Government are generally available for one-year participation, only.

Each student concentrates his course work in one academic discipline: economics, political science, or international law, to the extent of one half of the courses selected during his two years of residence at the School. The remaining courses compose related work in the other two disciplines. Under exceptional circumstances area studies of Africa, Asia or Latin America may be substituted for one of the related disciplines. Principles governing the arrangement of individual study programs insure that graduates are firmly grounded in the fundamentals of their disciplines and have acquired specialized knowledge relevant to current and prospective conduct of relations with developing countries. A comprehensive examination is given at the end of the second year.

Students participating in the two year program generally are expected to conduct field studies, often in conjunction with internship assignments, in the summer between the two academic years; the students are prepared for the conduct of field studies in a seminar conducted in the second semester of the first academic year. The results of field work are developed into major research papers in the second academic year of study, through the medium of a special seminar conducted by the faculty members of the IDS Program.

While the IDS Program provides the principal teaching personnel for the development courses followed by participants, the students profit from other course offerings within The Fletcher School curriculum and from the opportunities to cross-register for courses offered by the Graduate School of Tufts University, the Harvard Graduate School of Arts and Sciences and the Harvard Law School. Courses offered by the Faculty of the IDS Program are generally open to all Fletcher School students and have attracted large enrollment; the introductory course in political development is attended by nearly two-thirds of the entering students at The Fletcher School and the introductory course in the field of law and development is followed by more than one-half of all Fletcher students.

To accommodate the specialized interest of these students, including participants in the IDS Program, two new fields of study-concentration have been introduced into the curriculum of The Fletcher School: the field of Political Development and the field of Law and Development. In addition, the School's offerings have been strengthened in the field of Development Economics and specialized courses of developmental content have been introduced in the regional studies of Africa, Asia and Latin America. The introductory, first-year courses in each of the new fields were first offered in the 1967-1968 academic year, when the initial group of students in the IDS Program were admitted to The Fletcher School. These included two introductory courses in Political and Institutional Modernization in Developing Countries (Professor von Lazar) and a course (required for students in the field of Law and Development) in institutional and policy aspects of development assistance (Professor Meagher).

In the 1968-1969 academic year additional courses were introduced for more advanced and specialized study in each of the relevant fields of concentration. These included a seminar on law and development (Professor Barnes); a course in the methods of evaluating development assistance in relation to economic growth (Professor West); a seminar on problems of economic instability and inflation in developing areas (Professor West); a seminar on the operational aspects of political modernization (Professor Haviland); a seminar on developmental problems in Africa (Professor Meagher); a similar seminar on developmental problems in Asia (Professor Meagher); a seminar on Latin America political systems (Professor von Lazar); and a year-long seminar on case studies of economic, political and social change in developing countries.

The full-year seminar on case studies of development, in which all the faculty members of the International Development Studies Program participate in instruction, is required for second-year students in the IDS Program. The cases studied in this seminar are related to the summer research and internship activities of the IDS students, and the seminar provides a medium for reviewing and guiding the research papers which these students complete in their second year on the basis of field research conducted in a developing country. The titles of research papers completed in the 1968-1969 academic year appear in the list of publications and reports in Annex VII, attached; they were based

on research and internship assignments carried out in the summer of 1968 in Thailand, Ghana, Kenya, Indonesia, Ethiopia, The Trust Territories of the Pacific, Puerto Rico, and in the Department of the Treasury, Washington, D.C. Four of these students served as non-salaried overseas interns with AID Missions: Mr. Desaix Myers in Nairobi, Mr. Allen McKee in Accra, Mr. Roger Sullivan in Addis Ababa, and Mr. Frederick Hayward in Bangkok.

The general structure of the curricular changes in The Fletcher School to accommodate the interests of students concentrating their graduate work on relations with developing countries was completed in the 1968-1969 academic year, with the introduction of new course offerings for both first and second year graduate students. Provision has been made, however, for the future introduction of studies in comparative politics, law and economics of the developing areas of the world. It is expected that these additional new course offerings will replace the courses and seminars offered by the faculty of the International Development Studies Program which deal with development problems in particular regions or areas of the world. Substantial work remains to be done to establish the appropriate methodology for these new courses and to collect relevant documents and case studies before they can be introduced into the School's curriculum. At the same time, there are many gaps in the materials available to students in the courses introduced during the past two academic years; the studies conducted under the auspices of the IDS Program are intended to contribute toward filling some of these gaps, to improve both the quality and the range of materials available to support the curricular innovations of the Program.

Studies

The studies carried out under the auspices of the International Development Studies Program are intended to enhance the capability and competence of The Fletcher School to solve problems associated with AID's Title IX responsibilities; to strengthen the curricular offerings of the Program by improving methods of analysis and producing case studies to be employed in courses and seminars on political, social, and economic development of less developed countries; and to illuminate both analytical and operational problems of priority interest to AID in the implementation of Title IX.

The studies are conducted (1) by the senior faculty members of the IDS Program, working with research assistants selected from among the advanced graduate students in The Fletcher School; (2) by younger members of The Fletcher School faculty who hold appointments as Research Associates in the IDS Program; (3) by Consultants, appointed for shorter-term assignments of one semester or less to assist in fulfilling specific objectives of the studies program; and (4) by Masters and Doctoral degree candidates of The Fletcher School who write theses under the supervision of faculty members of the IDS Program.

In the year under review, the coordinator of studies, Professor H. Field Haviland, and the other faculty members of the Program consulted extensively with the Title IX Office of AID about the design of studies to be carried out over the five-year period of the AID grant. As a result of this consultation, the schedule of studies to be carried out under the auspices of the IDS Program has been identified with research categories of the highest priority defined

by the Title IX Office and has been coordinated with research to be conducted by other institutions collaborating with AID in studying problems of implementing Title IX. There is attached under the Title "Design of Title IX Studies by the International Development Studies Program", (Annex V) a report on studies completed, underway, and projected for the future in Title IX priority categories of national and local development, democracy and development, the interrelation of political and economic development, law and development, and studies of administrative competence.

A number of studies were completed or approached completion in the past year. These include a study of the role of Latin American universities in the development process, initially undertaken for a conference sponsored by the Cultural Affairs Office of the Department of State at The Fletcher School in May, 1968. Professors William Barnes, Robert West, and Arpad von Lazar participated in the conference, and Professor von Lazar edited six case studies of Latin American universities written by Latin American Teaching Fellows. A synopsis of the conference proceedings and the six case studies were incorporated in the final conference report, completed in December, 1968.

Professor Robert Meagher completed in 1968-1969 a study on the international aspects of law and development in Africa, describing African regional and sub-regional institutions concerned with development and containing a discussion of problems of aid, trade and investment in Africa. The manuscript has been submitted for publication.

In the year under review Professor Haviland initiated a study of civic development, reviewing literature on the process of political development relevant to his subject and containing selected case studies from countries of Africa, Latin America and Asia. His study will provide a framework for examining some ingredients of a democratic system, especially civic education, the mass media, interest groups, political parties, and the structures and processes of government.

Under the direction of Professor William Barnes, a two-year study was initiated in 1968-1969 to investigate some problems of law in relationship to development of Latin America, with particular reference to the effect on legal structures of movements toward Latin American economic intergration.

Funds from the Section 211(d) grant have been employed to support the design of studies on communications aspects of development, to be conducted under the auspices of the Edward R. Murrow Center of Public Diplomacy at The Fletcher School. During the past year, Professor Robert Delaney, Director of the Murrow Center, has investigated the potential use of satellites in the improvement of telecommunications in Latin America and has designed a series of case studies of communications problems in developing countries to be conducted under the direction of Mr. Gregory Henderson, assisted by Dr. Barton Whaley of the Massachusetts Institute of Technology and three research associates, to be appointed in 1969-1970.

Dr. W. Scott Thompson, a Research Associate of the International Development Studies Program, is studying policy formation in the fields of aid and security in three Southeast Asian countries. Dr. Thompson is examining the relationship between the aid operations of the United States and other major donors, and the foreign policies of Indonesia, the Philippines and Thailand.

Dr. Thompson will attempt to identify the objectives of the recipient countries with the respect to foreign assistance, and how these objectives are related to domestic development problems in the three Southeast Asian countries.

Progress made in the design and conduct of studies was substantially assisted by the work of consultants appointed in the 1968-1969 year. These include Professor Helio Jaguaribe, on a joint appointment with the Center for International Studies at MIT, who completed during the year his review of models of structural change in the political system and his analysis of the process of political development. Professor William O. Brown, and after his death Professors Daniel McCall and Evram Vogel, consulted with the IDS Program on methods of sociological analysis relevant to the study of political modernization. Dr. Conrad Vogrin, Professor of Computer Sciences at the University of Massachusetts, assisted the IDS Program by consulting on the role of science and technology in the development process, with particular attention to the technology of information-handling in relation to management activities. Finally, Mr. William Tyler initiated a case study of the relationship between policies of economic stabilization and political change in Brazil.

Three doctoral thesis of particular relevance to the IDS studies program, and supervised by members of the Program faculty, were nearing completion at the close of the 1968-1969 year. Mrs. Elizabeth Crook, whose research was assisted by the Title IX Office of AID, submitted her thesis on "Political Development as a Program Objective of U.S. Foreign Assistance: Title IX of the 1966 Foreign Assistance Act," containing an analysis of legislative history and an attitudinal study. Mr. Robert Hormats completed his investigation of the experience with peasant-directed rural development projects in Tanzania, a case study of enlarged participation in development planning, and Mr. Arthur House was drafting his thesis on the relationship between donor policies and political changes in the Congo in the period 1964-1968.

Annex II

UTILIZATION OF CAPABILITY

At the time the Section 211(d) grant was made, it was understood by The Fletcher School and AID that the School's enhanced capability to deal with Title IX problems, resulting from the curricular and studies activities supported by the grant, would likely be utilized by AID and by developing countries under contractual and similar arrangements for research, training, consultation, and cooperative programs with less developed countries. A number of such instances of the utilization of The Fletcher School's capability occurred in the year under review.

Professor von Lazar, assisted by Mr. John Hammock, conducted research on community development projects in the Dominican Republic and evaluated their success in terms of Title IX objectives; this study was conducted from July 15, 1968, until October 15, 1968, under terms of personal service contracts with the Aid Missions in the Dominican Republic. A report of findings was presented to AID/Washington and a version of this report for publication has been completed. A second stage of this work, under similar arrangements with the AID Mission in the Dominican Republic, is planned for the period June 15, to December 15, 1969.

Several of the research projects carried out during the summer of 1968 by student participants in the International Development Studies Program were conducted under terms of internship appointments with AID Missions. These included an evaluation by Mr. Desaix Myers of the results achieved by an AID-supported program of community development in Kenya; an analysis of AID-supported projects in Ghana by Mr. Alan McKee; and assistance in examining the tariff structure of Ethiopia by Mr. Roger Sullivan. A similar research effort in Ghana by Mr. Charles Lewton is planned for the summer of 1969, to identify high potential export industries in that country. The design of these research projects has been developed in consultation with the AID Missions and with the Title IX Office of AID in Washington, and the analysis has been supervised by the faculty members of the IDS Program.

A major country study of Title IX objectives in Ethiopia was proposed by AID, and a contract for the conduct of this study by the IDS Program was awarded in the summer of 1968. Subsequent difficulties in obtaining approval of the United States Mission in Addis Ababa for the conduct of this study resulted in cancellation of the contract. The lessons of this experience -- with particular reference to the circumstances under which field work can be successfully conducted on problems of implementing Title IX -- have been reviewed in detail with the Title IX Office and the Africa Bureau of AID. This review has been carried out both in Washington and at The Fletcher School in a series of meetings attended by members of the IDS faculty and interested officers of AID.

There has also been utilization by AID of The Fletcher School capacity in training during the year under review. Two AID officers, Mr. Donald French and Mr. James E. Williams, participated in 1968-1969 in the instruction offered by the IDS Program. Both officers, who had specialized technical backgrounds with AID, were preparing for broader executive responsibilities with the Agency; both successfully completed one year of course work and were awarded the Master of Arts degree at the conclusion of their studies. Three of the mid-career

officers nominated by governments of less developed countries to participate in the IDS Program of instruction in 1968-1969 were also participant trainees of AID: Mr. Young-Woo Nam of Korea, Mr. Mohamed Larbi Fayache of Tunisia and Mr. Ghulam Fariduddin Khan of Pakistan successfully completed their second year of studies in the IDS Program and were awarded Master of Arts in Law and Diplomacy degrees, at the end of the 1968-1969 academic year.

During the past year the IDS Program was requested by AID to design a special Title IX training program for a group of AID officers. The objectives and procedures of this program -- which calls for intensive preparatory work in the summer of 1969, a pilot training program to be conducted during the 1969-1970 academic year, and a model syllabus and associated training materials to be prepared in the summer of 1970 for future training use -- were discussed in detail by members of the IDS faculty with both the Office of Personnel and Manpower and the Title IX Office of AID during the spring of 1969.

Three members of the IDS faculty have served as consultants to the Title IX Office during the 1968-1969 year: Professors Robert L. West, Robert F. Meagher and Arpad von Lazar. In the summer of 1969, Professor Meagher participated in the six-week Title IX seminar conducted by AID and the Massachusetts Institute of Technology, and he subsequently served as a consultant on Title IX country studies and research conducted by institutions working under contract with AID. Professor Field Haviland has served as a consultant on Title IX activities at an AID-sponsored conference held in Tunis, under auspices of the Brookings Institution. In the summer of 1968, Professor West served for one month as a consultant to the East African Community under arrangements made by the East African regional office of AID; Professor West assisted the Community in reviewing its new responsibilities in the coordination of economic policies of the Partner States and advised on the organization and staffing of the Community Secretariat to carry out its obligations under the new East African Treaty.

The major activity of the IDS Program conducted in cooperation with institutions in less developed countries has been the research project information exchange service provided to the fifteen African institutions which are members of the Council of Directors of Economic and Social Research Institutes in Africa. Travel grants were made by the Bureau of Educational and Cultural Affairs of the Department of State, in the summer of 1968, to enable Professor West and Mr. John Stremmlau to visit these African research institutes, consult with them about the content of their research activities, and to discuss with the United Nations Economic Commission for Africa plans for future collaboration in studies of economic and social development in Africa.

Annex III

PLANS -- A FORWARD LOOK

In December, 1968, the IDS Program was requested jointly by the Title IX Office and the Bureau of Manpower and Personnel of AID to design a special Title IX training program for a group of AID and Foreign Service officers who will prepare, through this training, for future assignments of special responsibility with respect to Title IX activities of the Agency. In a series of planning meetings with officers of AID, it was agreed that the IDS Program will conduct such a special training program in the 1969-1970 academic year for officers selected by AID and the Department of State to attend The Fletcher School for this purpose, and that the expenses incurred by the IDS Program in designing and conducting this training program should be drawn from the Section 211(d) grant and the complementary Ford Foundation grant, supplemented by a contract for some of the preparatory activities to be carried out in the summer of 1969. It was also agreed that the 1969-1970 training program will be viewed as experimental in character, and that the IDS Program will produce, as a result of this experiment, a model syllabus, a collection of appropriate documentary and case materials, and a manual that might be employed in similar Title IX training programs to be conducted by other institutions, and possibly by The Fletcher School, in future years.

The Title IX training program will consist of a full academic year of cross-disciplinary studies, including both courses adapted from the existing Fletcher School curriculum and special instructional subjects designed for the particular needs of this group of AID and Foreign Service officers. All participants will follow a common program in the fall semester designed to provide the required analytical and institutional background. The fall semester work will consist of introductory studies of political modernization in developing countries, a survey of institutional and policy aspects of development assistance, a review of relevant aspects of economical analysis, and an introduction to the background of Title IX and methods of conducting integrated economic-political analysis required for Title IX implementation. Each officer will also begin, under tutorial direction, to define a Title IX case study which will compose the major research effort of each officer during his year of study.

During the month of January, 1970, participants will do research and gather data, generally in Washington, for their case studies. In the spring semester, the officers will complete their case studies, participate in a seminar on methods of evaluating the effect of development assistance on economic growth, and receive special instruction in operational aspects of Title IX. Additional courses, from The Fletcher School or Harvard Graduate School of Arts and Sciences curricula, will be selected with particular reference to the individual needs and backgrounds of the officers.

As this training program requires introduction of four new instructional subjects, preparatory work on these new subjects will be undertaken by the faculty members of the IDS Program during the summer of 1969 under terms of a contract awarded by AID for this purpose.

The central element in the new instructional materials is a general framework for analyzing the inter-relationships of political and economic change, to which all faculty members of the IDS Program will make contributions. During the 1969-70 year this framework will be applied in the individual case studies

prepared by the AID and Foreign Service officers, and by a field project intended to test the application of the framework to the economic and political structures of a developing country. The field testing will be supervised by Professors West and von Lazar, assisted by Mr. Arthur House, Research Associate of the Program, and by Mr. Ronald Bayer, a Consultant to the Program. Preparatory work for this field testing will be carried out by Mr. Harold Payson and Mr. Charles Lawton, student participants in the IDS Program, during the summer of 1969.

In the summer of 1970 a volume will be prepared by the faculty members of the IDS Program to contain the main elements of the instruction found appropriate for Title IX training of AID officers. A collection of relevant documents will accompany the volume. The volume, documents, case studies and a model syllabus for future Title IX training will be made available to AID and other interested institutions in time for adoption in the 1970-1971 academic year.

The special Title IX training project will require rescheduling a number of studies originally intended to be carried out in 1969-1970. Under Professor Haviland's direction, we will adapt the results of the special Title IX training program to improve the design of the rescheduled and other future studies.

A number of studies already initiated will be brought to conclusion in 1969-1970. Professor Haviland's analysis of the operational problems of civic development programs will be completed in the coming year, as well as Professor William Barnes' study of the relationship between economic integration in Latin America and reform of legal institutions. Professor von Lazar and Mr. Barnock will complete an additional stage of their inquiry into the circumstances determining successful performances of community development programs in the Dominican Republic, with a final report to be completed at the end of the calendar year 1969. Professors Meagher and West will supervise the preparation of analytical papers to be employed in a conference of officers from AID's Africa Bureau with academic experts, on the bases for regional organization of development assistance programs in Africa. Professor Meagher will also prepare an outline of studies on available multilateral channels and problems of utilizing international organizations in pursuit of Title IX objectives.

Two new Research Associate appointments, both to begin in September, 1969, will permit the initiation of new studies: on the forms of political organization associated with different conditions of residence in Latin American urban centers, to be conducted by Dr. Susan Eckstein; and on the relationship between foreign assistance programs for stabilization purposes and changes in political structures in Ghana, to be carried out by Mr. Arthur House.

The Fletcher School's cooperation with research institutes abroad will be reviewed by a conference of the Directors of economic and social research institutes in Africa, to be held in Nairobi in April, 1970. It is expected that a closer collaboration with the United Nations Economic Commission for Africa, in the design and reporting of research activities in the areas of economic and social development in Africa, will result from this conference.

In 1969-1970 the IDS Program will cover most of the financial requirements of these activities by drawing down the budgeted tranche of the Section 211(d) grant and the Ford Foundation grant for the third year of the Program. The unbudgeted, higher level of expenditures resulting from the increased activities

required to conduct the special Title IX training program will be met by the training contract, AID/csd-2486, awarded by AID on June 30, 1969. In the coming year Mr. Michel Chirwan will serve as a consultant to the Program to assist the IDS faculty in preparing and presenting instruction on methods of economic analysis required by the AID and Foreign Service officers in special training at the School. Mr. Arthur House and Dr. Robert Stephens will also assist in the instruction of the AID and Foreign Service officers, in addition to fulfilling the duties of their research and administrative appointments. We expect to renew the appointment of Dr. Conrad Wogrin of the University of Massachusetts, on a short-term basis in the coming year, for further consultation on problems of the relationship between the introduction of new technology and processes of economic and social change. Mr. Ronald Bayer of the University of Chicago will serve as a short-term consultant on the field testing of the analytical framework for identifying the relationship between economic and political change. With the supplementary appointments described in the paragraphs above, the same faculty members of the IDS Program who conducted the Program in 1968-1969 will also carry out the activities in the coming year.

After completion of the special Title IX training program in 1969-1970, we anticipate a return to the balance of the objectives described in The Fletcher School's proposal to AID. We expect that the two-year curricular program will continue on schedule, and that a renewed emphasis on studies activities will enable the Program to complete, by the end of the 1972-1973 academic year, the investigations to enhance the capability of The Fletcher School to deal with Title IX problems. In the fall semester of 1969, we will review with the Title IX Office and the Bureau of Manpower and Personnel of AID the advisability of continuing special Title IX training for groups of AID officers and, if this appears to be desirable, the means of reconciling this form of AID's future utilization of the School's capacities with fulfillment of the other objectives of the Program.

During the year under review, AID has made additional Section 211(d) grants to institutions with an interest in developing special competence in research, country studies, and similar activities required by the Title IX Office. These new arrangements include activities conducted by the Stanford Research Institute, the Yale University Law School, and the Land Tenure Center of the University of Wisconsin. A sufficient volume of curricular, studies, research, and special training activities will be initiated in 1969-1970 so that, we believe, special attention is warranted to means of coordinating the Title IX-related activities of the several universities and institutions. This might be achieved through periodic joint review sessions, visits and other consultations by the director of these activities or members of the faculties of the several universities, or in other ways. Although expansion of the number of institutions engaged in Title IX-related activities was not unanticipated, the IDS Program did not budget for the expenses of consultation with such other institutions and would welcome the establishment of new procedures by AID that would make close coordination with other institutions possible.

Annex IV

Personnel of the International Development

Studies Program 1968-1969

Senior Faculty Members

Dr. H. Field Haviland, Professor of Political Development and
Research Coordinator of the IDS Program
Dr. Robert F. Meagher, Professor of International Law
Dr. John R. Schott, Visiting Professor of Political Development
(on detail from AID)
Dr. Arpad von Lazar, Associate Professor of International Politics
Dr. Robert L. West, Professor of Development Diplomacy and
Director of the IDS Program

Research Associates

Dr. W. Scott Thompson
Dr. Thomas J. O'Leary

Consultants

Dr. Helio Jaguaribe
Dr. William O. Brown (Dec. 1969)
Dr. Conrad Wogrin
Mr. Ian A. Hunter
Mr. David Spencer
Mr. Peter de Swastich
Mr. William Tyler

Graduate Students and Mid-career Officers

First Year

Mr. George Alexis
Miss Ginger DaSilva
Miss Sharron Dorwood
Miss Donna-Marie Lowsett
Mr. Donald French (AID)
Mr. Gary Jefferson
Mr. Charles Lawton
Mr. Sensey Norindar (Loas)
Mr. Frank Oweija
Mr. Alberto Sepulveda (Chile)
Mr. James Williams (AID)

Second Year

Mr. Sergio Delgado Lecourtois
(Mexico)
Mr. Mohamed Fayache (Tunisia)
Mr. Frederic Hayward
Mr. Michael Maurier
Mr. Leslie McGann
Mr. Alan McFee
Miss Cornelia Mendenhall
Mr. Desaix Myers
Mr. Young Moo Nam (Korea)
Mr. Ghulam Riaz (Pakistan)
Mr. Alexis Rieffel
Mr. Roger Sullivan

Program Administrator

Mr. Arthur House

Annex V

FLETCHER SCHOOL OF LAW AND DIPLOMACY

DESIGN OF TITLE IX STUDIES BY

INTERNATIONAL DEVELOPMENT STUDIES PROGRAM

The following is a progress report reviewing past research and describing plans for future studies, concerning Title IX of the Foreign Assistance Act, conducted by the International Development Studies Program of The Fletcher School of Law and Diplomacy under terms of the Section 211(d) grant made by AID in May, 1968. The main emphasis here is on plans for future studies which will contribute to the primary objective of the Section 211(d) grant: to enhance the capacity of the IDS Program to deal with problems of implementing Title IX. At the same time, these plans are presented within the context of the total International Development Studies Program, emphasizing how the future studies relate to, and grow out of, past research and also showing how the studies relate to the curricular program.

The total period of the grant is five years, of which more than one year has elapsed. Because of the responsibility to design and conduct a special Title IX training program for mid-career AID personnel, the studies effort during the academic year 1969-1970 will be devoted primarily to developing a methodological framework for analyzing Title IX requirements, especially regarding the interaction between economic and political development. While this will greatly facilitate the design of a more effective future studies program, it will also postpone work originally planned for next year. Thus most of the future studies described in this report are scheduled for the period from September 1970 through May 1973.

Objectives and Organization of the Program

The main purpose of both the studies and training efforts of the International Development Studies Program with regard to Title IX is to help provide policy guidelines and training for personnel especially relevant to the development of the less developed countries, giving particular attention to the relationship between economic and political development. More specifically, the studies program is intended: 1) to develop and test criteria by which to guide policies and action programs designed to carry out the objectives of Title IX of the Foreign Assistance Act; 2) to use these criteria as a basis for evaluating past and current development assistance programs; 3) to propose changes in objectives, policies and programs that might implement Title IX more effectively; and 4) in the light of these and other relevant analyses, ultimately to review the provisions of Title IX to ascertain whether it might be desirable to propose some revision of these provisions.

The Fletcher faculty members who devote their full time to the International Development Studies Program are: Robert L. West (Economics), H. Field Haviland, Jr. (Political Development), Robert F. Meagher (International Law and Organization), W. Scott Thompson (Political Development), and Arpad von Lazar (Political Development). Other faculty members whose work is primarily concerned with studies of the developing countries are: William S. Barnes (International Law and Latin America), Alan B. Cole (East Asian Affairs), Don D. Humphrey (International Economics), John H. Spencer (International Law and Africa), Robert B. Stewart (International Law and Diplomacy and Commonwealth affairs), and Walter S. Surrey (International Business). In addition, John Schott is currently on detail to The Fletcher School from AID as a Visiting Professor of Political Development.

Full-time research appointments are made by the IDS Program of younger scholars for terms of two or three years to conduct studies in depth, including extensive field research in developing countries, on subjects of central importance to this program. Consultants are appointed for shorter terms to assist the members of the Program to resolve specific problems requiring specialized skills or experience.

Specific studies projects are designed and conducted under the supervision of senior IDS faculty members, in close consultation with appropriate AID officials and other knowledgeable advisors. The manuscripts are reviewed by panels of expert readers, including representatives of AID. The final versions are immediately made available to AID, and are subsequently published for general readership at home and abroad.

The studies are also closely integrated with the curricular and training program. Graduate students enrolled in the IDS Program conduct research on case studies in developing countries in conjunction with summer internships, and Fletcher doctoral candidates prepare these under the supervision of IDS faculty members. Advanced students often collaborate in the preparation of the studies, and the results are widely used as course materials both here and elsewhere.

In keeping with the original plans of the IDS Program, which were submitted as a basis for the Section 211 (d) grant, and refinements made in the light of subsequent experience and consultation with the Title IX office of AID the substantive areas which are the main targets of the studies program are: national and local development, democracy and development, economic and political development, law and political development, and strengthening administrative competence.

NATIONAL AND LOCAL DEVELOPMENT

Most developing countries are confronted with acute problems of strengthening national identity, reconciling divisive and parochial interests, and overcoming centrifugal forces within their societies. Thus a fundamental requirement of political development is to strengthen the bonds that hold a national community together--ideological and institutional--so that the citizens can and will work together more

effectively to deal with national problems. At the same time, there is the danger that efforts toward national integration may stifle local initiative. Thus Title IX emphasizes the need to encourage "local governmental institutions."

The IDS Program gives major attention to the problem of striving to achieve a proper balance between national unity and local participation. Studies in this area emphasize analyses of broad, general political development strategies at both the national and local levels--urban as well as rural--rather than concentrating on relatively narrow, specialized aspects of development which are dealt with in the other areas discussed below.

Current Studies

Future research in this area will build on the foundation of several studies which have already been completed or are expected to be finished in 1969-1970. One such study is the case history of the United Nations civilian operations in the Congo, conducted by Dean Edmund A. Gullion and Professor West. They are assessing the means by which the United Nations and cooperating member governments acted to preserve the national unity and integrity of the Congo, strengthened the capability of the central government to integrate the Congo politically, and responded to disintegrative forces by orchestrating military, economic, technical and political assistance.

Mr. Arthur House, Research Associate, is completing a related analysis of phasing-down of United Nations operations in the Congo during the 1964-1967 period, addressed to the problems of transferring foreign assistance responsibilities from multilateral to bilateral donors and the effect on political structures and integration of the Congo.

Professor Haviland is engaged in an analysis of operational approaches to civic development. His objective is to formulate a comprehensive framework to help conceptualize and evaluate broad Title IX strategy giving particular attention to civic education, mass media, major interest groups, political parties, and the structures and processes of government.

Dr. Richard Hough has completed his preliminary study of strategies of rural development in three areas of southeast Asia: Northeast Thailand, the Central Luzon Plain in the Philippines, and the Mekong River lowlands of Laos. The purpose of his study is to consider United States foreign aid policy options which can contribute to the political integration of large alienated and non-participating segments of the population, and effect the involvement of this population in the process of agricultural modernization.

A related study, under Professor West's supervision, has been conducted in Tanzania by Mr. Robert Morrats, a doctoral candidate. Morrats investigated national integration and local initiatives as factors in planning and in administration of Tanzanian rural development programs.

Future Research

Dr. Scott Thompson, Research Associate, has begun "A Comparative Policy

Study of the Relations of Indonesia, the Philippines, and Thailand with the United States" which will continue through 1972. This analysis deals with an aspect of political development affecting the viability of national governments--the relationship between their internal political systems and their external relations with other countries. Dr. Thompson is concentrating on three important Asian countries and will focus especially on issues related to security and development. The study will examine all major aspects of internal political development that determine the national government's effectiveness with regard to the formation and execution of foreign policy, including the roles of major interest groups and political parties as well as the structures and processes of the governments themselves.

Beginning in 1970, Professor von Lazar will examine the political aspects of rural development in Chile, giving particular attention to the organization of Campeesino unions as the most important social mechanism for helping the Campeesinos to do a better job of determining and promoting their interests. This is intended to provide the broadest possible approach to studying the general problems of developing a more viable civic system at the local level in predominantly rural communities. At the same time, he will examine the relationship between this aspect of development and the relevant policies and programs of the central government, drawing conclusions which should be helpful in other instances of national-local tension.

A parallel study focusing on the same general problems in urban communities of Latin America will be undertaken by Dr. Susan Eckstein, Research Associate. Dr. Eckstein has already completed such an analysis in Mexico and will do a comparative project in either Chile or Colombia. The main objective is to examine the various factors--political, social and economic--that condition the political values, institutions and relationships of urban communities and to draw conclusions for operational policies and programs of the United States as well as the developing countries.

DEMOCRACY AND DEVELOPMENT

The principal objective of Title IX is the "encouragement of democratic private and local governmental institutions." Although democracy has always been an objective of United States developmental efforts--either explicit or implicit--Title IX reinforces this aim by providing a specific operational mandate which makes the fostering of democracy an aim not subordinate to, but co-equal with economic and social development. Yet, because of the relative lack of operational experience in this area, there is not the same development of theory and practice here that there is in other aspects of development. A major aim of the IDS Program is to examine various facets of the relationship between the concepts and practices of democracy and development. An underlying assumption of this effort is that, while all countries have experienced difficulties in reconciling democracy with development, such reconciliation is possible under certain circum-

stances and that an important and relevant area of research is the study of cases of the relatively successful marriage of democracy with effective development.

Current Research

The study now being conducted by Professor Haviland of "Operational Approaches to Civic Development" will provide a framework that should be especially pertinent in examining various ingredients of a democratic system, especially civic education, mass media, interest groups, political parties, and the structures and processes of government.

Professor von Lazar has completed a study, conducted among young technicians and local political decision makers in Argentina and Chile, of the conditions under which economic development objectives become political goals and the ways in which political preferences channel development activities.

Also under the direction of Professor von Lazar, the community development projects carried out in the Dominican Republic since the strife of 1965 are being evaluated in terms of their relation to the creation of nonpolitical institutions serving representational functions, facilitating communication between political leaders and the population, and contributing to the solution of community problems.

Future Research

Against the background of his current study of operational approaches to civic development, Professor Haviland plans next to undertake a project analyzing the concepts and practices of civic education in several underdeveloped countries. The need for such a study is reinforced by a recent amendment to Title IX of the Foreign Assistance Act which specifies that AID should "support civic education and training in skills required for effective participation in governmental and political processes essential to self-government." While a few works have examined this subject with reference to the more developed countries, there is no similar study concerning the less developed countries, although one by Dr. Kalman Silvert, based on research in Chile and Venezuela, is in preparation. Professor Haviland's study will examine operational programs which have been undertaken to help develop civic values, knowledge, analytical skills, and action skills not only through the schools but through other channels, such as business groups, labor unions, and farm organizations. A pilot study has been completed in this area by an IDS graduate student, Michael Maurier, regarding civic education in the U. S.-administered islands of Micronesia.

Under the direction of Professors Haviland and von Lazar, additional studies will be undertaken by Research Associates, to be appointed in the future, to explore other aspects of the relationship between democracy and development. One such study will evaluate deliberate efforts to foster more effective civic responsibility and participation on the part of major interest groups in several underdeveloped countries. These groups will include: business, the professions, labor, students, farmers, religious groups, and women. The objective will be to go beyond the usual analysis of the past and present organization and operations of such groups to study what measures have been taken, or could be taken in

the future, to broaden and deepen their general sense of civic responsibility, to strengthen their understanding of civic problems, and to improve their participation in civic life. An assumption underlying this approach is that it is not sufficient simply to encourage greater interest group participation in behalf of narrow, self-serving aims but that a major need is to achieve a better relationship among the major interest organizations so that they can, and will, reconcile their inevitable conflicts of interest more effectively.

Another study will appraise operational efforts to improve the staffing, organization, substantive analysis, and operations of democratically-oriented political parties in selected countries. It is evident that political parties are a major element in any democratic system and are a crucial mechanism for mobilizing and managing political participation. While many parties in the developing countries are relatively ineffective, a few of them have demonstrated exceptional capabilities. It will be the aim of this study to examine several of the more, as well as less, effective parties, with the particular goal of studying what specific operational measures have been, or could be, employed to strengthen the leadership, general training, organization, policy analysis, and other functions of these parties.

POLITICAL AND ECONOMIC DEVELOPMENT

One of the principal consequences of Title IX is to focus attention on the relationship between political and economic development. In the past, United States development assistance policy has tended to give primary attention to economic development, but in the light of experience and the enactment of Title IX it has become increasingly evident that more direct attention should be given to the interaction between political and economic development, looking at each aspect as an independent but intimately related goal. Too little is known about the linkages between economic policies and political development, and about the circumstances in which mutual reinforcement can be achieved. A major objective of the IDS Program is to study various aspects of this relationship.

Current Research

Together with Dean Cullion, Professor West has studied the political effects of devaluation and foreign exchange control policies in the Congo. Under his supervision, Robert Pomsts is concluding an investigation of the political tactics employed, and the political gains derived, in agricultural development programs in Tanzania. Frederick Gilbert, a doctoral candidate, is conducting research on the political reasons for choosing specific stabilization policies in Ghana since 1965, and Charles Lawton, an IDS graduate student, is carrying out a coordinate study of the resultant changes in political power distribution, comparing the effect actually achieved with that of alternative stabilization measures available in Ghana.

In preparation for the Title IX mid-career training program, Professors West and von Lazar are formulating an analytical framework for the more systematic analysis of the relationship between political and economic development. Fundamental to this approach is the adaptation from economic

methodology of a technique for comparing political costs and benefits in a general equilibrium framework. This analysis will be facilitated by drawing on the work of such scholars as Dr. Irma Adelman to identify indicators of political development.

Future Research

The first major application of the new analytical approach will be conducted in Ghana, beginning in December 1969, by Arthur House, Research Associate, under the direction of Professors West and von Lazar. Mr. Ronald Bayer of the University of Chicago will serve as a consultant for the field testing to be carried out in Ghana.

After completing the initial field test, Mr. House will begin work on a study designed to describe the phasing-down of the international financial consortium in Ghana and to measure the political effects of the consortium's program.

Related studies will be conducted in future years under the direction of Professors West and von Lazar in several countries and in relation to various development programs.

Frank Oweija, an IDS graduate student will investigate the political effects of the trade and foreign exchange policies adopted by the three partner states under the revised terms of the East African Community Treaty. Rudolph Rousseau will study the political effect of regional disparities in educational opportunities and facilities resulting from the developmental policies pursued in Nigeria during the period of its Six-year Plan. Professor West will extend this investigation, as a consultant to the Planning Unit of the Federal Government of Nigeria, by further studies of the political process involved in development programming by state and federal economic agencies.

LAW AND DEVELOPMENT

The evolution of modern, progressive legal institutions and skills is a requisite for achieving orderly change. The lawyer has been an important instrument of change in the United States, where his education and work make him a professional generalist. In less developed countries, by contrast, law vocation and law school training tend to be formalist with emphasis on technical law. As an integral part of the kind of development contemplated by Title IX, a major objective of the United States policy should be to assist the development of modern legal institutions capable of facilitating political, economic and social progress. The IDS program includes studies of means of achieving this objective.

Current Research

Professor Meagher, with colleagues from the Columbia University Law School and the International Bank for Reconstruction and Development, has participated over a three-year period in a series of seminars on law and development conducted at the University of East Africa. About one hundred

twenty senior officials of Kenya, Uganda, Tanzania, Zambia and Malawi have been familiarized with the inter-relationships of aid, trade, and investment and introduced to activities of various regional organizations. As a result of these seminars, the University of East Africa Law School has expanded its curriculum to include this material in preparation of its law students.

Professor Barnes is supervising a series of studies aimed at strengthening the legal framework for economic integration in Central and South America by providing an analysis of the current legal and institutional obstacles to integration and fashioning means of harmonizing diverse laws and consolidating the treaty framework for a central authority.

Future Research

Professor Meagher will undertake a major country study which will give particular attention to the relationship between the legal system--including training, personnel, institutions and doctrines--and the development requirements of the country--political, economic, and social. In undertaking his study, Professor Meagher will make use of his preparation for the Title IX mid-career training program, in collaboration with Professor Haviland, of an analytical framework for conceptualizing and evaluating operational approaches to Title IX.

Under the direction of Professor Barnes, a Research Associate and assistants will continue work on three legal aspects of regional economic integration in Latin America: 1) harmonization of corporation laws of countries within the regional association, with special attention devoted to the problem of multi-national corporations and the possibility of an international treaty for the establishment of regional corporate entities; 2) the development of uniform commercial laws, especially in the field of negotiable instruments, bills of exchange, letters of credit, and bank checks; and 3) the basic treaties and other international agreements affecting economic integration in the European Economic Community and in Latin America, including such related treaties as those providing for investment guaranties.

ADMINISTRATIVE COMPETENCE

The relationship of effective administration to socio-economic development is generally recognized; ADU had devoted substantial attention to the organization and methods of public administration at national and local levels in many developing countries. But less attention has been given to means of employing development assistance to conserve the scarce resource of administrative capability and the relation of aid strategy to the adoption of policies by recipient countries which avoid burdensome demands on their administrative organizations. The Fletcher School studies will explore some of these relatively neglected aspects of administration, and concentrate on means of relating administrative development to political change.

Current Research

Professors Barnes, West and von Lazar supervised the work of eight Latin American Teaching Fellows who have returned from year-long assignments at universities in Chile, Brazil, Uruguay and Mexico, to compare the roles of the universities in these countries in national development activities. The goal of this comparative investigation was to identify opportunities for channelling development assistance through non-governmental institutions in such activities as human-resource development, defining community and regional-level development goals, and devising techniques required for development through research, experimentation and demonstration activities. A similar study in Thailand was conducted by Mr. Suchit Bunbongkarn, under Professor Cole's supervision.

Future Research

Under the direction of Professor West, consultants and a Research Associate will study the means of conserving the administrative capacity of central economic planning and executive agencies through adoption of appropriate monetary and fiscal policies, the utilization of indirect techniques of control, and the creation of multiple-purpose parastatal institutions.

The prospect of reinforcing national administration and conserving limited capability by utilizing multi-national arrangements and international organizations seems particularly promising. Professors von Lazar and West will study the work of the Inter-American Committee of the Alliance for Progress (CIAP) and the working committees of the Organization for European Economic Cooperation (OEEC), with particular attention to the effect on conservation of national administrative resources resulting from the distribution of development assistance under the guidance of these organizations.

Annex VI

REPORT OF EXPENDITURES
 AID Contract AID/csd-1929
 with Trustees of Tufts
 College, Medford, Mass.

Recap of our report of 11/30/68
 Estimates for period of
 11/30/68 - 5/31/69

	Period of 5/31/68 - 11/30/68	Period of 12/1/68 - 5/31/69	TOTAL to 5/31/69
Professional staff salaries and corollarics	\$ 27,759.37	\$ 43,085.02	\$ 70,844.32
Consultants and visitors salaries and corollarics	4,519.50	6,530.00	11,049.50
Secretarial salaries and corollarics	577.46	6,274.89	6,852.35
Acquisitions, equipment and supplies	1,306.21	1,732.75	3,038.96
Travel	-0-	403.94	403.94
Student assistants and fellowships	<u>15,390.00</u>	<u>15,705.00</u>	<u>31,095.00</u>
TOTALS	\$ <u>49,552.47</u>	\$ <u>73,731.60</u>	\$ <u>123,384.07</u>

Report issued July 11, 1969
 International Development Studies Program
 Fletcher School of Law and Diplomacy
 Tufts University, Medford, Mass. 02155

Annex VII

LIST OF PUBLICATIONS AND REPORTS 1963-1969

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- Richard L. Hough, "Development and Security in Thailand: Lessons from other Asian Countries", Asian Survey, Vol. IX, No. 3, March, 1969, pp. 168-201.
- Richard L. Hough and Gayl D. Ness, "The JCRR: A Model for Internationally Induced Investment", International Development Review, September, 1968, pp. 14-17.
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- Robert F. Meagher and Wolfgang Friedmann, Legal Controls of Import and Industrial Licensing, Columbia University School of Law in cooperation with the International Institute of Administrative Sciences, New York, 1963, (offset).
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- W. Scott Thompson, "Nonalignment in the Third World: The Record of Ghana", Orbis, Vol. XI, No. 4, Winter, 1968, pp. 1233-1255.
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- Arpad J. von Lazar, Charles J. Parrish and Jorge Tapia Videla, The Chilean Congressional Election of March 7, 1965: An Analysis, Election Analysis Series No. 4, Institute for the Comparative Study of Political Systems, Washington, D. C., 1968.
- Arpad von Lazar, "El Papel que Desempeñan en el Desarrollo Político las Elites Jóvenes Educadas", Escuela de Publicaciones Docentes No. 22., pp. 1-23.
- Arpad von Lazar and Luis Quiros Varela, "Chilean Christian Democracy: Lessons in the Politics of Reform Management", Inter-American Economic Affairs, Vol. 21, No. 4, pp. 51-72.
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- Arpad von Lazar and Virginia Kennedy, "Movilización social, gobierno y crecimiento: Un análisis trans-nacional", Revista de Ciencias Sociales, Vol. XII, Núm. 1, May, 1968, pp. 97-112.
- Arpad von Lazar, "Latin America and the Politics of Post-Authoritarianism", Comparative Political Studies, Vol. 1, No. 3, October, 1968, pp. 419-429.
- Arpad von Lazar, "Aspectos Políticos e Sociais da Criação de Empresas Multinacionais na América Latina," Revista de Administração de Empresas, Vol. 8, Março, 1968, pp. 17-52.
- Robert L. West, "Looking at African Development", Africa Report, Vol. 13, No. 5, October, 1968, pp. 58-61.
- Robert L. West, "Exports and fixed capital formation: the case of commercial agriculture in the Congo", Cahiers Economiques et Sociaux, Vol. VI, No. 2, June, 1968, pp. 147-156.
- Robert L. West and John J. Strenlau, "Trends and Priorities in African Economic Research", Social Science Information, Vol. VII, No. 5, October, 1968, pp. 169-189.
- Robert L. West, "Economic Development in Africa Today", Current History, May, 1969, pp. 263-268.
- Robert L. West, "On Social Change and Social Science Research in Africa", African Studies Association Bulletin, October, 1969.

Unpublished Reports

- Elizabeth Crook, "Political Development as a Program Objective of U. S. Foreign Assistance: Title IX of the 1966 Foreign Assistance Act". Ph.d thesis submitted to The Fletcher School.
- Vi Ann Beadle, "Land Tenure and Social Change: Some Indications from Latin America (Chile and Mexico)".
- Sergio Delgado Lecourtois, "Puerto Rico and Caribbean Integration", M.A.L.D. thesis.
- Jan E. Dill, "Cultural Pluralism in Guatemala: Acculturation and Political Integration". M.A.L.D. thesis.
- Mohamed Larbie Fayache, "Tourism in Puerto Rico: Its Contribution to Economic Development." M.A.L.D. thesis.

- H. Field Naviland, "An Operational Approach to Civic Development."
Paper prepared for the Annual Meeting of the International Studies Association.
- Frederic M. Hayward, "Thai Public Administration and The Mekong Project."
M.A.L.D. thesis.
- Arthur House, "Problems of Establishing a Security Capability: The Congo."
Paper prepared for the Annual Meeting of the African Studies Association.
- Helio Jaguaribe, "Political Development: An Inquiry in Social and Political Theory and a Latin American Case Study." Manuscript in two volumes.
- Michael David Maurier, "Civic Education and Premodern Societies (Trust Territories of the Pacific)." M.A.L.D. thesis.
- Robert F. Meagher, "Non-American Sources of AID to Africa." Paper prepared for the Annual Meeting of the African Studies Association.
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- Cornelia M. Mendenhall, "An Analysis of Measures Taken to Reduce the Balance of Payments Cost of Foreign Aid." M.A.L.D. thesis.
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