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Hereford, K.T.

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PROGRESS REPORT

CONTRACT NO: PIO/T 899-E-66-AB-3-29039

July 1, 1962, and December 31, 1962

PROGRAMA INTERUNIVERSITARIO
of the University of San Carlos of Guatemala and
Michigan State University of East Lansing, Michigan

Prepared by: K.T. HEREFORD, Project Leader

Transmitted by: R.O. Niehoff, Campus Coordinator

Date: January 30, 1963

PARA DISCUSION INTERNA SOLAMENTE

Title: PROGRAMA INTERUNIVERSITARIO of the University of San Carlos of Guatemala and Michigan State University of East Lansing, Michigan

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Report Period: July 1, 1962, and December 31, 1962

Purpose of the Project:

The purpose of the PROGRAMA INTERUNIVERSITARIO is to bring into being, within the University of San Carlos of Guatemala, a comprehensive regional center for the study and improvement of education. The center has as its principal objectives the following:

- (1) to develop and distribute basic research information regarding education and educational needs in Central America;
- (2) to plan and formulate improvement programs and services;
- (3) to prepare advanced graduate technical personnel and university professors in the professional field of education;
- (4) to provide consultative and improvement services to Central American educational institutions;
- (5) to foster and support research in education.

The principal areas of study with which the center is initially concerned are:

- (1) higher education, particularly that of university development;
- (2) secondary education, particularly the pre-service and in-service preparation of secondary school teachers and service personnel
- (3) special education and rehabilitation.

Among its principal objects for regional research, consultation and service are:

- (1) educational planning; institutional, national and regional
- (2) educational administration and organization
- (3) finance and financial management
- (4) campus planning and facilities
- (5) staffing
- (6) general studies and graduate programs
- (7) instructional methods, materials and equipment.

- (8) research and research methodology
- (9) secondary teacher preparation programs
- (10) student personnel and personnel services
- (11) test development and evaluation services.

Origins of the Project:

The PROGRAMA is based upon two contractual agreements involving Michigan State University. First, an inter-university agreement between MSU and the University of San Carlos of Guatemala; second, a contract between MSU and the Agency for International Development (REPAS). The inter-university agreement was first developed in November, 1961. A more detailed agreement was developed in May, 1962, and amended in July of that year. The inter-university documents set forth the mutual intent of the universities to create a regional research-service-and-graduate-training center in Central America. They provide also for an inter-university governing board comprised of three members each from the respective universities.

The MSU-REPAS contract provides funds in the amount of \$610,000 during 1962-1964 for initiating the center. The scope of work, general pattern of organization and operation set forth in the MSU-REPAS contract follows that originally described in the MSU-USCG agreement of May, 1962.

Project Initiation:

Inasmuch as the MSU-REPAS contract was not signed until June 29, 1962, MSU personnel could not immediately be assigned to Guatemala. Accordingly, MSU designated a Campus Coordinator on July 1, 1962. The Coordinator prepared a tentative schedule of personnel requirements, a working budget and a plan for initiating the project in Guatemala the following September.

In late July, the Campus Coordinator, accompanied by Dr. Burton D. Friedman, visited University officials in Guatemala in order to amend the May, 1962, inter-university agreement. These amendments brought in-line the provisions of the inter-university agreement and the MSU-REPAS contract. During the July meeting, it was further agreed that Dr. Guido Barrientos M., professor of psychology of the University of San Carlos, would serve as the USCG co-director of the PROGRAMA INTER-UNIVERSITARIO beginning August 1, 1962. Licenciado Felix Hernández A., director of secondary education, Faculty of Humanities, University of San Carlos, was appointed half-time to assist Dr. Barrientos during August.

MSU then named to the inter-university governing board Dean Glen L. Taggart, Dean John E. Ivey and Assistant Dean William B. Hawley. Mr. Hawley was subsequently replaced by Mr. R. O. Nichoff, assistant dean for international programs within MSU's College of Education.

For its part, the University of San Carlos named Ing. Jorge Arias B., Rector, Lic. José Mata Gavidia, Dean of the Faculty of Humanities, and Lic. Hugo Cerezo, Dean (Elect), Faculty of Humanities.

During August, Dr. Barrientos and Lic. Hernández drafted preliminary study materials, accumulated items for the agenda of the first inter-university governing board meeting, and sought to establish the physical facilities for the PROGRAMA. Concurrently, MSU named Dr. Karl T. Hereford to be MSU Project Leader in Guatemala and to represent MSU as its co-director in the PROGRAMA. Dr. Burton D. Friedman was named researcher and administrator of funds. Both men arrived in Guatemala on September 3, 1962.

Establishment of the Center:

During September, Dr. Friedman and Lic. Hernández and the co-directors met daily to complete an agenda for a meeting of the inter-university governing board. The meeting was conducted September 26-28, 1962, at the Rectoría of the University of San Carlos.

As they formally established the PROGRAMA INTERUNIVERSITARIO, the members of the inter-university governing board also completed these tasks:

- (1) Reviewed the principal problems and issues affecting education in Guatemala, within USCG and in Central America.
- (2) Reviewed and approved the co-directors' proposed study outline and designs for regional research.
- (3) Reviewed and approved the co-directors' recommended projects in (a) child growth and development, (b) university student characteristics and (c) establishment of a psychometric laboratory within the USCG Faculty of Humanities.
- (4) Reviewed and approved the co-director's staff recommendations and plans for future staffing.
- (5) Reviewed and approved the co-directors' recommended budget.
- (6) Authorized USCG members of the inter-university governing board to approve co-directors' recommended salary schedule for local employees of the PROGRAMA.
- (7) Established procedures for the employment of personnel through the regular administrative channels of the respective universities.
- (8) Requested and authorized MSU to seek funds for a participant training program to include ten Central American educators whose work would be related to the PROGRAMA.

(9) Reviewed a proposal by USCG to redefine the center as a dependencia of the University rather than as an agency of its Faculty of Humanities. Approval by the inter-university governing board not being required for this action, USCG subsequently created and formally dedicated on September 26, 1962, the Instituto de Investigaciones y Mejoramiento Educativo (IIME) as the administrative vehicle within USCG for the PROGRAMA INTERUNIVERSITARIO. Dr. Barrientos, USCG PROGRAMA co-director, was named Director of the Instituto.

(10) Approved a distinction between IIME and the PROGRAMA, IIME to be created by USCG as its administrative vehicle to accommodate the inter-university PROGRAMA. The Director of IIME would serve as the USCG PROGRAMA co-director. Since IIME's principal and presently, sole program is the PROGRAMA, it was deemed appropriate (although technically incorrect) to use the terms IIME and PROGRAMA interchangeably, and to speak of the PROGRAMA co-directors as co-directors of IIME. It is understood, however, that IIME may undertake programs of activities which are not subject to approval by the inter-university governing board.

(11) Granted authority to the co-directors as the sole and chief executive officers of the inter-university governing board. The co-directors obtain personnel through the deans of education and humanities of MSU and USCG respectively.

(12) Agreed to a procedure of referendum to approve co-director's recommended policies, programs or appointments during periods between official semi-annual board meetings.

(13) Set the time for the board's second semi-annual meeting for the month of January, 1963, to be held at Michigan State University.

Following the meeting of the inter-university governing board, the co-directors established offices for the PROGRAMA and initiated the design of research and programs which had been approved in principle by the governing board.

Concurrently, a cash advance of \$165,000 was made by AID to MSU for the initial costs of the PROGRAMA. Of this amount, \$15,000 was set aside in an imprest cash account in the names of Dr. Hereford and Dr. Friedman. The dollar account was established in East Lansing, Michigan. Withdrawals are converted to Guatemalan currency by monthly purchases of Quetzales from the U.S. Embassy in Guatemala and deposited in an official PROGRAMA bank account in Guatemala. Dr. Friedman serves as administrator of accounts. He is authorized by the co-directors to issue checks against the official PROGRAMA account and to solicit reimbursement to the imprest cash dollar account directly from the business office at MSU.

PROGRAMA Offices:

During September, the co-directors, Dr. Friedman and Lic. Hernández shared Dr. Barrientos' desk at the USCG Faculty of Humanities. However, on October 10, 1962, the USCG made available six excellent rooms on the fourth floor of the Edificio Central, Ciudad Universitaria, and later two additional rooms plus exclusive use of a conference room.

A large part of the work between October and December was administrative. Furniture and equipment had to be secured. Professional staff and office workers had to be recruited and trained. Programs of work, working procedures and schedules had to be designed and initiated. The co-directors themselves had to adjust one to the other, and to develop and adapt to patterns of behavior that would promote project development and at the same time conform to the internal requirements of USCG and to the culture of Guatemala.

Subsequent portions of this report are organized in sections without referen to sequence or chronology of events. These are:

- Section I: ORGANIZATION OF IIME AND THE PROGRAMA INTERUNI-
VERSITARIO
- Section II: GENERAL ADMINISTRATION
- Section III: ADMINISTRATION OF RESEARCH
- Section IV: PROGRAM DEVELOPMENT ACTIVITIES
- Section V: DEVELOPMENTAL PROBLEMS
- Section VI: SOURCES OF HELP
- Section VII: PROPOSED CHANGES FOR IMPROVED OPERATION
- Section VIII: PERSONNEL EMPLOYED DURING REPORT PERIOD
- Section IX: STAFFING PATTERN FOR 1963-1964
- Section X: WORKING BUDGET FOR PROGRAMA

Appendices

Section I: ORGANIZATION OF IIME AND THE PROGRAMA INTERUNIVERSITARIO

A. Within the University of San Carlos

IIME's PROGRAMA INTERUNIVERSITARIO is governed by an inter-university board and administered by co-directors. IIME itself is an administrative device within the University of San Carlos created to accommodate the PROGRAMA. Only IIME holds legal status within the organization of USCG. The PROGRAMA derives its authority and legality from the inter-university agreements of November, 1961, and May, 1962.

Originally, IIME was established as a dependencia of the departments of pedagogy and psychology within the Faculty of Humanities of the USCG. In drafting the May, 1962, agreement, the status of IIME was elevated to that of a dependencia of the Faculty of Humanities (presumably with departmental status). During the meeting of the governing board in September, the co-directors recommended that the status of IIME once again be reconsidered in order to assure acceptance of university and region wide services. Subsequently, USCG proposed its elevation to that of an University dependencia. Changes in the University by-laws and in the inter-university agreement of November, 1961, and May, 1962, were required in order to formalize this change of status. The specific changes in language to be employed are being prepared by the officials of the University.

B. Within the Central American Organization of Universities

The PROGRAMA co-directors visited with Dr. Carlos Tunnerman B., Secretaria Permanente, Consejo Superior Universitario Centroamericano (CSUCA), and Dr. Walter Adamson, education officer of ROCAP, on November 7-8, 1962, at which time their assistance was solicited in obtaining the cooperation of the Central American universities in IIME's regional studies. It was agreed that a resolution requesting university cooperation in PROGRAMA studies would be presented by the Secretaria Permanente to the Coordinating Committee of CSUCA at its annual meeting on November 12-14, 1962, in San Salvador. A tentative document was drafted and subsequently presented at the meeting in Salvador. The Committee reviewed the proposal and unanimously recommended its adoption by CSUCA. At its regular annual meeting in December, CSUCA approved the incorporation of IIME's PROGRAMA into the regional plan for integration. Subsequently, each university rector offered the cooperation of his institution in the conduct of the regional studies.

C. Local Governance

The local members of the inter-university governing board have met on two occasions with the co-directors to review personnel recommendations and other matters of particular concern to USCG. These meetings are to be continued on a monthly basis during subsequent months. ACTAS REUNIONES DE MIEMBROS LOCALES DE JUNTA DIRECTIVA INTERUNIVERSITARIA; proceedings of these meetings, are kept for official record.

Section II: GENERAL ADMINISTRATION

A. Internal Organization

Before occupying offices in October, the IIME co-directors formulated a tentative organization chart for IIME personnel. In general, IIME personnel are employed as professors, associates, assistants or consultants by their respective universities. Whatever their title or/level of their university appointment, they may be assigned as required by the co-directors to any of the following positions within IIME:

- (a) investigador principal
- (b) investigador titular
- (c) investigador asociado
- (d) investigador asistente
- (e) editor
- (f) traductor (translator)
- (g) asesor (consultant)

These and other elements of IIME's internal organization are described in a MANUAL OF STAFF PERSONNEL POLICIES which is included as Appendix A.

Operating policies and procedures for the IIME staff were formulated during this report period. These were designed to meet the requirements of standard office efficiency and also to conform to (a) the internal requirements of the USCG and (b) the provisions of the MSU-REPAS contract. Staff personnel policies are set forth in the attached MANUAL and office procedures and duties of office personnel are described in a ditto'd manual which is also included as Appendix B.

B. Staffing

By agreement between the co-directors, MSU appointments are initially recommended by the MSU co-director and USCG appointments by the USCG co-director. In practice, both co-directors approve each recommendation before jointly recommending appointment by the respective university. Pre-approval of positions and post-approval of jointly recommended appointments of specific personnel is obtained from the governing board.

Staffing for both universities was complicated by the short period between the funding and the actual initiation of the project. For the University of San Carlos, it was necessary to make major changes in the program of its Faculty of Humanities in order to provide initial USCG members of IIME. MSU had similar difficulties in freeing already committed staff for the project. Nonetheless, a nucleus of the full time staff was recruited during this report period, and by January 1, 1963, most full time personnel will be on the job.

The clearance procedure required by AID for personnel assigned to this project proved to be workable although inconvenient. Fortunately, all parties concerned made an extra effort to clear the U.S. citizens on short notice for work in Guatemala. Blanket clearance of all present and future U.S. personnel assigned to Guatemala was received from the Guatemalan Minister of Education on December 20, 1962. Advice from the U.S. Embassy in Guatemala was freely given to the MSU co-director concerning applications of local employees. However, the routine advisement procedure was eliminated December 4, 1962, following discussions between the Project Leader and the Executive Officer of the U.S. Embassy and the education officer of USAID. The procedure was deemed to be not in the best interests of the project. It is understood that the MSU co-director may, at his discretion, solicit advice concerning any particular personnel recommendation which he or his counterpart may have in mind.

C. Directing and Facilitating

The co-directors developed a standard study guide for use by the principal investigator of each project. The guide sets forth the basic elements common to the three major areas of study. Detailed outlines were then developed within each area of study for amplification and modification by personnel in the study areas.

It was also necessary for the co-directors and administrator of funds to develop basic personnel and accounting forms and documents for use by IIME. Neither USCG nor MSU forms were adaptable for this purpose. Copies of the forms which were developed are included as Appendix C.

D. Evaluating

The project, as originally conceived, provided for three types of evaluation. First, an independent assessment by a capable historian; second, a thorough self-evaluation by the IIME staff; and third, examination by a team of Central American educators.

It is fair to say that formal evaluation of IIME activities has not been undertaken although informal evaluation takes place daily. Evaluative reports are required of each IIME staff member and of each project director each quarter. The first such reports were submitted November 10, 1962. In addition, the IIME central filing system has been designed in such a way as to provide ready access for the project historian to documents, correspondence, memoranda, etc. An arrangement has been developed whereby the Rectors or equally capable educators from the five Central American universities will formally examine and evaluate the project during the late Spring of 1964.

E. Publicity

Every attempt was made during the period of August and December to avoid dramatizing the birth of IIME. No press releases were made. No published notices of IIME's work were posted. The only public announcement of IIME was presented by the Dean of Humanities at the IIME dedication ceremonies on September 26, 1962.

A formal handbook which describes IIME's purposes, programs and personnel was drafted and prepared for release on November 1, 1962. Difficulties with the printer, however, made release of that document inappropriate, so that the handbook will not be ready for release until approximately February 1, 1963. Accordingly, the program of public notices and press releases has been redesigned to start with this publication. Four subsequent releases will be made in each country; the first, descriptive of IIME; the others, descriptive of each of IIME's major studies. An IIME editor has been retained for this purpose. It is his responsibility to supervise the preparation and release of approved IIME materials. During the Spring of 1963, it is anticipated that preliminary stories will be developed around the results of early studies of the USCG, secondary education in Guatemala, and of special education and rehabilitation programs in Guatemala. Approximately twenty articles in all will be developed, each descriptive of a major research finding or program development and distributed through each of the Central American countries major news outlets.

F. Publications

A standard format and style manual for publications is presently being developed. It is anticipated that the major projects will produce approximately thirteen staff papers for each of eighteen types of institutions and agencies in each of five countries. In addition, regional summaries will be produced for each type of institution and for each category of study (e.g., finance, facilities, organization and administration, programs, etc.) A total of 1170 staff papers is anticipated. From these, a select number of final published reports will be prepared.

Section III: ADMINISTRATION OF RESEARCH

A. Inventory of Documents

During this report period, major effort was expended in identifying and collecting documents relative to IIME's three major fields of study. The task was demanding and is not completed although most if not all of the documentation with respect to secondary, higher and special education in Guatemala has been collected and catalogued. Preliminary summaries of this documentation are now being prepared by each principal investigator. One staff member has been assigned exclusively to the task of assimilating basic population, economic, socio-cultural and manpower data for the five countries. Fortunately, the various departments of statistics, ministries of finance and foundation study groups have been most cooperative in this effort.

B. Overall Research Designs

Each principal investigator prepared tentative listings of elements for study within his area. These were reviewed by the total staff until a standard set of items was produced for each area. These items were then organized into a standard study guide by the co-directors for use in the principal study areas. The three areas of study were then divided into eighteen units of study and twenty-six operational packages. Staff assignments were made in terms of the operational studies and tentative schedules established for collecting required data from the appropriate agencies.

The standard elements of study are these:

1. Demographic, economic, socio-cultural information.
2. Student enrollments and projections.
3. Characteristics of students.
4. Characteristics of teaching and research personnel.
5. Administration and organization.
6. Finance and financial management.
7. Instructional programs.
8. Evaluation and evaluation services.
9. Non-instructional services.
10. Research and publications.
11. History and purposes of the enterprise.
12. Facilities.
13. Inferred needs.

The specific types of agencies and institutions to be studied are:

- A. National universities and other post secondary institutions.
- B. National ministries of education and national government ministries which operate secondary schools (e.g. defense, agriculture, communications, etc).
- C. Secondary schools representative of thirteen different types in Central America (e.g. bachillerato, normal, industrial, agropecuario, etc.)
- D. Special education agencies
- E. Rehabilitation agencies
- F. Regional, governmental and philanthropic agencies related to secondary or higher education (e.g. UNESCO, AID, etc.)

C. Study Calendar

1. Higher Education Study

A design for the study of USCG has been completed; preliminary studies are underway which will summarize basic information concerning enrollments, personnel, finance and course offerings.

During January-March, 1963, it is anticipated that this study will be completed. Five-week studies, modeled after the USCG study, will be conducted in each of the other Central American Universities during April-July, 1963. Regional summaries will be prepared during the Fall of 1963 and developmental plans for each university and for the region as a whole will be formulated during the following Winter and Spring.

2. Secondary Education Study

The design for the secondary education study in Guatemala has been completed. All staff positions in this area will be filled by January 1, 1963. It is anticipated that (a) the study of the ministry of education and related ministries in Guatemala will be completed during January and February, 1963. (b) the survey of vocational, homemaking and commercial education in Guatemala completed during February-April and (c) the study of general secondary schools (public and private) completed by May, 1963. Regional studies will then be conducted during the period June and September 1963.

3. Secondary School Teacher Preparation Program Study

The study of existing programs in secondary teacher preparation has been integrated into the study of higher education. In addition, data from an early study of 2700 secondary school teachers in-service in Guatemala are now being analyzed. Similar studies will be conducted among teacher in-service in the other Central American countries. This phase of study should be completed in September, 1963.

4. Special Education and Rehabilitation Study

This study has already been instrumented. Beginning January 7, 1963, the first of thirty individual agency studies in Guatemala will be initiated. The Guatemala study should be completed and published by March 15, 1963. Subsequent regional studies are under advisement.

5. Study of Educational Finance

This study has been integrated into (a) the study of ministries of education and finance, (b) the studies of secondary and higher education and (c) the basic background study for all projects. It is anticipated that the information obtained through the conduct of the several source studies will be assimilated in separate documents for analysis and ultimate publication.

6. Study of Research

This study has been integrated into the several other studies but will be analyzed and reported separately.

7. Study of University Student Attitudes

With the assistance of Dr. Paul Deutchmann, Director, Programa Interamericano de Información Popular, San José, Costa Rica, a scale was developed for assessing selected attitudes of university and secondary school students. The scale follows the model of the semantic differential as developed by Osgood and is the first of its kind for use among Spanish speaking students. Attitudes toward university, education (cultura), politics, change, ideal university, local and regional government, professors, work, self, etc. are included. The instrument was adapted for use in a comprehensive student census conducted January 1-February 15, 1963, through the Office of the Registrar, University of San Carlos. If this particular research instrumentation proves useful in the study of the 6000 USCG students, it will be modified and incorporated into the studies of secondary school students and of university students throughout the region.

8. Child Growth and Development Study

An independent proyecto was developed and approved for forwarding research in this important field. Lic. Robert MacVean, with the assistance of Dr. Warren Ketcham, Professor of Child Studies, University of Michigan, Ann Arbor, Michigan, has initiated a program of studies which should result in (1) the formal analysis of longitudinal data for Guatemalan children, these data covering the period 1956 and 1963, (2) the extension of studies to new populations within Guatemala and Central America, and (3) the development of growth norms for incorporation into teacher preparation curricula in Central America.

9. Study of University of San Carlos Course Offerings

In collaboration with the USCG Registrar a special project was developed as a means of describing each course, area of specialization, and degree program provided by USCG. Data derived from this study are basic to analysis of course duplications, efficiency of program organization, and general professional studies. The data will also be used by the USCG Registrar to produce the University's first authentic and comprehensive catalogue.

Section IV: PROGRAM DEVELOPMENT ACTIVITIES

At the time of initiation of the PROGRAM it was anticipated that research studies would be completed first and then new programs formulated and initiated. However, numerous opportunities were presented during this report period in which relatively minor programs could be improved or initiated prior to the completion of major research studies. Most of these opportunities grew out of the co-directors' concern that indigenous agencies be strengthened by the processes of as well as the outcomes of IIME research. Consequently, when a choice could be made between organizing research teams (1) independently of existing agencies and (2) that of enhancing the ability of an existing agency or individual to do research, the latter alternative was normally taken. Among those programs undertaken during this report period were:

A. Psychometric Laboratory and Special Education Center

In collaboration with the departments of psychology and pedagogy of the Faculty of Humanities, IIME established a laboratory-clinic in psychometrics and special education. The purposes of the laboratory are: (1) to serve as a physical installation for assimilation and distribution of research and research-related materials in the field of psychometrics and experimental psychology, (2) to provide demonstrations in the use of technical equipment and techniques associated with these fields of study, (3) to provide consultation to students and faculty whose work impinges upon these field, and (4) to serve as a clearing house of information for special education and rehabilitation agencies within Central America. IIME will assume responsibility for providing, on a one-quarter time basis, a professional director for the center and for the necessary remodeling of the physical facilities already available in the Faculty of Humanities.

B. Seminar in Child and Adolescent Growth and Development

The study of adolescent growth and development in Central America has been integrated into an advanced seminar within the Faculty of Humanities. In addition to the regular staff for this study, seminar students will actively participate in the collection and analysis of data, formulation of hypotheses for testing and in the translation of child growth data into useable teaching materials. The seminar is taught by the director of the study and his principal investigator. It is anticipated that approximately six advanced students will complete research theses as a result of their participation in the seminar and related study.

C. Seminar in Secondary Education

As a part of the activities of a seminar given in the Faculty of Humanities for secondary education majors, advanced students will analyze and evaluate data produced by the study of secondary school teachers in-service. Independent of IIME's regular studies in this area, the seminar nevertheless will produce one or more research theses.

D. Research Fellowship Program

IIME has developed and will undertake to administer a program of

research fellowships for advanced students and members of the USCG faculties. Originally conceived for majors in education and related studies within the Faculty of Humanities, the governing board approved a broad expansion of this program to include majors in fields in architecture, economics, law, medicine, agriculture, social sciences as well as education. It is anticipated that this program will provide grants of up to \$500, for data collection, tabulation, analysis and publication, for not more than twenty advanced students and faculty members. The grants should produce fifteen or more research theses at a total cost not to exceed \$6,000.

The program will be administered through IIME. However, an all-University committee will recommend grant awards upon the basis of detailed applications. Application forms, announcements, and reglamentos have already been developed for distribution beginning February 15, 1963.

E. Seminar in Research Methodology and Design

A research design and methods seminar was established by IIME for its own staff early in November. Each staff member participates three hours each week. The seminar is chaired by the co-directors and focuses on problems of (a) population and population sampling (b) instrumentation, (c) reliability and validity, (d) statistical analyses and inferences and (e) on the practical problems of design of administrative research in Central America.

It is anticipated that the grantees (described in item 3 above) will also participate each Saturday during 1963 as a part of their thesis design and research work.

F. Self-Study of University of San Carlos

Between February and August, 1963, USCG will undertake and complete an intensive all-university self study with the active assistance of the IIME staff. Funds for the costs of the study (in addition to those funds already allocated by IIME for USCG's part in the regional study of higher education) will be provided by USAID Guatemala. A letter of intent was issued by the USAID Mission Director in December, 1962.

The study proposal, contract and design was developed and organized with the assistance of IIME personnel. An USCG Coordinator of University Planning has been designated to head the study and to formulate plans for university development for the years 1964-1965. It is anticipated that the IIME staff will conduct the technical aspects of the study during January and March, 1963, while in the process training three young USCG assistants to conduct long range planning. USCG personnel will then assume the responsibility for the formulation of university development plans based upon these studies.

G. Cooperative Teaching with Ministry of Education and UNESCO

At the request of the Guatemalan Ministry of Education, IIME personnel assisted in the preparation and teaching of a course in the "Psychology of Exceptional Children". The course was sponsored by UNESCO. Fifty-eight school teachers participated during eleven class periods. The teachers were those expected to initiate programs of special education in the Guatemalan public schools during 1963. IIME's participation assured a positive first contact with this future clientele.

Section V: DEVELOPMENTAL PROBLEMS

A. Office Building Problems

IIME started with a dream and two pieces of paper. The dream was shared by many people at USCG and MSU, and was started toward fruition by a companion group of dreamers at REPAS. The papers are (1) the MSU-USCG inter-university agreement and (2) the REPAS contract. Although a full year of deliberation and planning by USCG and MSU personnel preceded the actual initiation of the Instituto, few people were psychologically or operationally prepared for its rapid initiation. Consequently, IIME's first developmental problems were not conceptual in nature, but organizational; e.g. selecting and recruiting staff, equipping facilities, organizing work to be done, transporting people and things. The IIME staff experienced the usual difficulties of people who hope to establish a new institution while establishing a new office. The co-directors, whose self-concepts were those of researchers, found themselves for example, devoting an unusual quantity of time and energy to the transportation of goods, exchange of currencies, dickering with customs and immigration officials, locating and purchasing equipment, interviewing secretaries (a task which proved to be more pleasant than most), securing the use of telephones, designing space-use plans, moving furniture and writing "how to type" manuals for typists and "how to spell" manuals for secretaries. Some of these problems are still with IIME. Numerous pieces of equipment and research supplies are still in customs. The offices do not have sufficient furniture or telephones. Still, the preoccupations of IIME staff already have visibly and tangibly turned from the mechanics of organization toward the conception and conduct of specific research operations.

B. Relationship Building Problems

IIME was conceived originally as a potential regional center for the study and improvement of education in Central America. Technically, however, it was fashioned in a national mold and financed independently of regional agencies. Accordingly, IIME had to earn regional recognition and acceptance. The IIME staff has had to relate to other agencies (1) within the University of San Carlos, (2) USAID Guatemala, (3) the U.S. AID Missions in other Central American countries, (4) ROCAP, (5) the five national ministries of education, (6) other vital agencies in Central America such as UNESCO, PAU, various foundations and to (7) the teachers and other educators whom it ultimately purports to serve. First contacts have been made with most of these groups. Those agencies most intimately related to IIME's beginnings have of course been carefully and repeatedly contacted. Problems which might have arisen because of IIME's presence within the University of San Carlos have been skillfully and effectively resolved by the chief officials of the University. They have effectively screened IIME from any threat which might have prompted an early failure. USCG officials also carried major responsibility for assuring IIME's recognition by CSUCA. In many less formal ways, also, they have been and continue to be effective in securing assistance from and the co-

operation of other indigenous agencies. To date, there have been no major problems of relationships with other agencies. None are anticipated until IIME actually begins to produce visible research results. However, as is noted below, problems of a social or political nature which may have no immediate relationship to IIME or its work can be expected to affect IIME's status both within the University and within Central America.

C. Problems Stemming From the Ambiente

The political and economic climate within which IIME operates definitely affects IIME's development. The co-directors are not qualified by profession to report on governmental and economic trends here. It is clear to the layman, however, that IIME's research program must be conducted within an active and potentially limiting atmosphere. Four examples should suffice to illustrate the relationship:

(1) It was intended that one of the original participants in the development of the inter-university agreement would go to MSU during 1962-1963 for advanced study. A PAU fellowship had been obtained and his colleagues at the University elected him to accept it. It was tacitly agreed that he would return to Guatemala following the year of study to take an active part as a researcher in IIME. His visa application to the United States, however, was refused (although a waiver had been granted for entry November, 1961). This person not only had directly participated in all discussions held previously between the two universities but held important posts in the ministry of education and teachers syndicate. The denial of his visa application became a political issue. Fortunately, the man chose not to use his knowledge of IIME's inner workings to IIME's disadvantage, nor to push his "claim" for a position in IIME. The issue lies dormant momentarily, but may be drawn publically at any time.

(2) The Guatemalan government instituted a dollar control program in October which grants to the Banco de Guatemala full administrative authority not only for the exchange of currencies but also for the importation of goods from the United States. The legislation for this program was generated so suddenly that neither the Banco nor other government agencies were staffed or otherwise prepared to administer it. Consequently, hardly any imported goods have moved through customs. Equipment shipments from the United States (which previously required two to four days to be released from customs) now require six to eight weeks. The problem is complicated further by the fact that the Guatemalan government appears once again to be broke, and the customs and postal clerks have struck intermittently in protest of payless paydays. Meantime, basic research equipment consigned to IIME sits in government warehouses.

(3) The University of San Carlos, itself, faces a grave financial crisis. Although its student body has increased by about five percent per year during the past several years, its financial allocations from the Guatemalan government have declined. Entitlement to government support is tied constitutionally not to enrollment but to a fixed percent of the total national budget. Consequently, the government's contributions have declined not only relatively (through enrollment increases) but absolutely because of depressed government expenditures. It has not been possible for

the University to provide all of the furniture, equipment or services which it had anticipated during the May 1962, inter-university negotiations. The financial crisis within the University, however, has created a favorable climate for self-study and for possible change in university structure and organization. Consequently the same conditions which have produced IIME's loss in convenience, etc., may provide IIME a great opportunity for assisting the University in re-conceptualizing its purposes, programs and services

(4) The IIME sponsored survey of university students has been seriously affected by an interesting although unrelated set of circumstances. The survey concentrates heavily upon the acquisition of certain socio-economic data which do not now exist in Guatemala. Students were requested to supply information which even the income tax people here have difficulty in obtaining. Checks on validity of responses were built in the study. On the day following the public announcement of the new student census, Bienester Estudiantil (a quasi-independent agency within USCG) published their proposed new plan for assessing student tuition, plan which related the tuition level to the student's economic ability; e.g. Q. xx for students with Q5,000 income, Q. xx for students with Q2,500 - Q4,999, etc. The article describing the proposed plan was published as though it were actually the University's new plan, when in reality it had never been reviewed by the University's governing board. One hundred phone calls later it was apparent that the "socio-economic" data section of the student census would probably be worthless.

D. Problems in Research

Numerous practical problems have emerged as the IIME staff has attempted to inventory research completed or underway. It would appear that Guatemala and the other countries have produced a sizable quantity of data (except crucial data such as population, manpower distribution and detailed income and expenditures). Unfortunately, it has not been part of the culture to analyze these data, merely to publish it. Accordingly, useful analytic tools and concepts such as "full time student equivalent", "net family income", "middle class" simply do not exist. IIME has the problem, then, of fashioning useful and useable analytic tools with which to conduct its studies. For example, "cost per student" has been reported by USCG and other universities as "cost per head". Forgetting whether or not "cost" means "total expenditure" or "total expenditure less capital outlay", etc., and concentrating only on what constitutes a "student", we found this interesting series of facts. There has been no central registration of students. No record of enrollments by courses exists except those that are maintained for their use by deans and secretaries in the ten separate faculties. Regular students enroll for six courses each term. Yet, students do not complete the six required courses in the term in which they are enrolled. They may or may not attend classes. No record of attendance is permitted by the Organic Law of the University. They may elect to take their examinations at the end of the course, or at special examination periods two months and eight months later, or not at all. The only record of a course completion is a certificado, a copy of which only the student keeps. When he has accumulated sufficient certificados he presents himself for public examination and, perhaps, graduation. What then is a "student"? What is a "full time student?"

It is clear that IIME has first the task of conceptualizing and then obtaining usable data before useful analyses are possible.

E. Inter-cultural Problems

There have been an abundance of minor problems in this area. All interesting. None critical. Different ways of speech, different patterns of behavior, different modes of administration, different values, etc. The co-directors, for example, are markedly different people. Both, intentionally, have tried to find effective ways to work as the dual-heads of the PROGRAMA. Each preserves his characteristic way of administering, but through frequent communication and discussion of points of potential dispute, many if not all of the potential problems in their relationship have been resolved. None of the MSU staff has had a marked "cultural adaptation" problem or undergone "cultural shock". The language problem persists however. Dr. Barrientos and Dr. Friedman are completely bi-lingual. Dr. Hereford's Spanish progresses, but is still inadequate for all of the technical aspects of the work. Fortunately, MSU's three new assistants and new full time staff members are bi-lingual. The USCG staff has evidenced great interest in improving its English competence. Tutoring would move them along rapidly were expenditures approved for this purpose. It would also seem that consultants with only one language will not be satisfactory for IIME's purpose unless they are accompanied by a bi-lingual consultant with similar professional skills. When one considers the fact that bi-lingual specialists in the field of higher education and special education are difficult to locate, IIME has a major language problem. The conventional interpreter does not seem to possess the skills required for consultation on technical problems involving the use of technical language. Consequently, in staffing IIME in 1963-1964, the co-directors are planning to use "matched-pairs" of professional to every extent possible. For example, when a consultant from MSU is brought to USCG to work with the Registrar, he will be matched with the Registrar from the University of Puerto Rico. One without the other, it is believed, would not provide the strength of both.

Section VI: SOURCES OF HELP

A new agency is not without myriad sources of real and apparent help. During this report period, many individuals and agencies ably assisted the IIME staff in initiating its programs. Chief among these were the local members of the inter-university governing board. These men gave unstintingly of their time, individually and in committee. Outside the University, IIME found many friends too numerous to mention. The below individuals and agencies provided such unique support as to warrant special mention in this report.

(1) U.S.AID Mission to Guatemala

The office of the executive officer, and in particular Sr. Julio Contreras, Sr. Enrique Contreras, and Sta. Lucy Aldaz relieved the IIME staff of practically all problems related to visas, franquicias, I. D. cards and the receipt and shipment of equipment.

Dr. L. A. Berry, Education Officer (acting) assisted in the advisement procedure concerning local employees, and carried major responsibility in the negotiations, of the USAID-USCG study.

Mr. Alexander Daspit, Director of Mission, agreed to a contract which enables the national university to conduct its own studies and to formulate its own plans as a basis for promoting USAID - local university relations. Rather than bring into Guatemala still another U.S. university team for this purpose, Mr. Daspit intends to invest funds in the University of San Carlos on the assumption that it is best qualified and can best be benefited by the opportunity to plan its own future. This, to our knowledge is a unique and potentially pace setting action.

(2) U. S. Embassy to Guatemala

The most significant single source of help during this report period, came from the offices of Mr. Siafacas, Executive Officer, of the U. S. Embassy, and that of Dr. Berry of USAID. These gentlemen agreed to suspend routine advisement procedures with respect to the employment of local personnel on the IIME project. Local review of each proposed candidate for employment in IIME is performed by the PROGRAMA co-directors, local members of the inter-university governing board, the USCG Rector and other knowledgeable persons. All reasonable safeguards against political appointments seem provided.

(3) Dr. Walter Adamson, Education Officer, ROCAP

Despite his location in San José, Costa Rica, Dr. Adamson continued to provide guidance and genuine service to the IIME project. He materially assisted in securing CSUCA recognition for IIME and has provided entree to the Central American Region. His continued assistance will be more than welcomed.

The IIME staff appreciated also the willingness of REPAS and university officials to defer official visitations on site until the PROGRAMA could be established and productive. Such visits will be most appropriate toward the middle of the next report period.

Section VII: PROPOSED CHANGES FOR IMPROVED OPERATION

It is evident from the preceding sections that some changes should be made in the operation of the Instituto. Among these are (1) changes in certain parts of the MSU-REPAS contract itself, (2) in the pattern of staffing IIME, (3) in the time devoted to IIME's establishment and (4) in the kind of backstopping services and related activities. The IIME co-directors are not as yet prepared to recommend specific changes in all of these areas. However, the general direction of changes can be indicated and in the area of contract changes, specific recommendations can be made. These are as follows:

(1) Changes in the provisions of the AID/repas Contract No. 7

Most of the changes below result from certain minor changes in the May, 1962, inter-university agreement which were made in July, 1962, and ratified by the inter-university governing board on September 28, 1962. Other changes stem primarily from the experience of the project staff during its first semi-annual period of work. The changes are presented sequentially by order of occurrence in the contract and are as follows:

Contract Page No. 2

Paragraph 1 is amended by addition of the following statement:

"WHEREAS, pursuant to the initiation of this contract, and under date of July 25, 1962, Contractor and USCG entered into new "Articles of Agreement", including Attachments I, II, and III, a copy of which is attached hereto and marked Exhibit # 3, said Articles --- without changing the scope of services to be performed under this contract --- shall supercede all previous and subsequent references in this contract to, and provisions contained in Exhibit # 2".

Page No. 3

ARTICLE I-A- 1 is amended by substituting the word Exhibit # 3 for Exhibit #2.

Article I-A-2-(b)-(i) is amended to read as follows:

"(i) The initial development of psychological and/or academic tests appropriate for the secondary school and/or university student population in Central America.

Page No. 4

ARTICLE I-A-2-(b)-(vi) is amended to read as follows:

"(vi) Provide grants for Central American pre-licenciados and/or pre-doctorates who will complete theses under PROGRAMA supervision.

Page No. 6

ARTICLE I-C-1-(b) is amended to read as follows:

"(b) short-term staff positions as required, these to include consultants, researchers, and project documenter and historian, but not to exceed a total of seventy-five man months of service."

Page No. 7

ARTICLE I-C-3 is deleted in its entirety and the following substituted therefor:

"3. Positions other than these described in paragraphs (1) and (2) above, as amended, will be filled by personnel who are not employed by Contractor but who are employed and/or retained by USCG for PROGRAMA, as follows:

(a) not to exceed fifteen (15) regularly full time staff positions, these to include USCG co-director, research professors, associates and assistants.

(b) short-term and part time staff positions as required but not to exceed twenty-four (24) such positions these to include consultants, researchers, assistants, translators, editor, and special technical advisors for a total not to exceed one hundred (100) man months of service.

(c) secretarial, clerical, office and/or student workers as required.

Page No. 11

ARTICLE III-C-5-(c) is deleted in its entirety.

Page No. 12

ARTICLE III-6-(a) is amended by addition of the following phrase,

".. and/or the cost of authorized travel by privately owned automobile(s) for the performance of work and services under this contract."

ARTICLE III-6-(b) is amended by deleting the word USCG.

ARTICLE III-8 is amended by the inclusion of, "the cost of insurance coverage for equipment purchased by Contractor for exclusive use in PROGRAMA".

Page No. 19

ARTICLE V-B is amended by substituting "Exhibit # 3" for "Exhibit # 2."

(2) Changes in the Pattern of Staffing IIME

Originally it was intended that MSU would provide consultants in each area of study. It is now clear that the original assumption is not necessary or desirable. The caliber of persons made available to IIME by USCG has far exceeded expectations and the organization of work lends itself more nearly to execution by a few full time persons than to many short term personnel. Consequently, in the plans for staffing during 1963-1964, greater reliance has been placed upon the seven full time USCG personnel and the three full time MSU personnel. Consultants will be used only in those areas in which (1) technical competence is lacking in the regular IIME staff and/or (2) studies would fall below minimum acceptable standards without outside assistance. Greater effort will also be made to train young USCG assistants in the several areas of study in order that they may undertake responsible research activities following completion of IIME's PROGRAM.

(3) Change in the Time for Completion of Initial Activities

It would appear that the proposed studies can be completed within the period of this contract despite the basic data problems indicated in Section V of this report. To what extent formal plans can also be formulated in each of the areas within the period following completion of research studies is at the moment difficult if not impossible to predict. IIME is programmed to complete both research and planning activities by June, 1964. However, it is not too early to surmise that an additional six to twelve months may well be required to formulate realistic and workable plans for each country and for the region as a whole. At the moment, the co-directors have formulated this tentative schedule of priorities among completed plans:

(1) Higher Education

- a three year developmental plan for each university and for the Central American region;
- a secondary school teacher preparation program plan for the region and an advanced program within the University of San Carlos;
- plans for uniform registration, student accounting, and financial accounting and procedures among the several universities;

(2) Secondary Education

- plans for re-organizing and financing secondary education within each country and for the region as a whole.
- plans for up-grading the preparation of secondary school teachers in-service.

(3) Special Education and Rehabilitation

- plans for developing in or related to the University of San Carlos a regional center for study in this field.

(4) IIME itself

- plans for converting IIME into a suitable Facultad or similar unit within the University of San Carlos with the staff and capability of conducting on a continuing basis regionally significant programs of research, teaching, service and publications.

(4) Changes in the Character of Backstopping and Related Services

The necessity to provide personnel, equipment and supplies from MSU to IIME in Guatemala has shaped the character of backstopping to date. It is clear that the character of backstopping must change now to emphasize (1) background studies and library research in support of field research in Central America and (2) participant training activities to assure an adequate supply of qualified professionals in 1965-1966 to carry out IIME's intended purposes and programs.

Section VIII: PERSONNEL EMPLOYED DURING REPORT PERIOD

During the period of July 1, 1962, and December 31, 1962, thirty persons were assigned to the PROGRAMA INTERUNIVERSITARIO. In each case either MSU or USCG was the actual employing agency since IIME is not constituted in such a way as to employ its personnel directly. These were:

Employed by MSU (In Guatemala):

- (1) Dr. Karl T. Hereford, Project Leader and MSU co-director.
- (2) Dr. Burton D. Friedman, Researcher and Administrator of Funds.
- (3) Mr. Paul G. Orr, Consultant.
- (4) Dr. Warren Ketcham, Professor of Education, University of Michigan, Consultant.
- (5) Mr. John Toth, Assistant.
- (6) Mr. Daniel MacAlees, Assistant
- (7) Mr. Kirkwood Yarman, Assistant

Employed by MSU On-Campus

- (1) Mr. R. O. Niehoff, Campus Coordinator (one half time)
- (2) Mr. Merlin Duncan, Graduate Assistant (three quarters time)
- (3) Mrs. Concepción Harvey, Secretary
- (4) Mr. Kirkwood Yarman, Part-time Assistant
- (5) Mr. Artemio Rivera, Part-time Assistant

Employed by USCG

- (1) Dr. Guido Barrientos M., Director of IIME and USCG Co-director PROGRAMA.
- (2) Lic. Felix Hernández A., Principal Investigator (one half time)
- (3) Licda. Beatriz Molina S., Investigador Asociado (three quarters time)
- (4) Sta. Jenny Erdmenger, Assistant
- (5) Sr. Héctor Oliva, Assistant
- (6) Sr. Alfredo Tay, Assistant

- (7) Lic. Guillermo Putzeys, Editor (one half time)
- (8) Dr. Paul Deutchman, Consultant
- (9) Sra. Lydia Torrebiarte, Secretary
- (10) Sra. Luz de Palomo, Secretary
- (11) Srita. Elsa Gularte, Secretary
- (12) Srita. Yolanda Gularte, Secretary
- (13) Sr. Victor González G., Assistant
- (14) Lic. Ivan Barrientos, Assistant (Temporary)
- (15) Lic. Miguel Angel Linares, Assistant (Temporary)
- (16) Sr. Roberto Morales, Mensajero
- (17) Lic. Robert MacVean, Director of Project in Child Development
(non salaried)
- (18) Lic. Felipe Mendizábal, Director of Student Census (non salaried).

Section IX: STAFFING PATTERN FOR 1963-1964

A. USCG PERSONNEL SCHEDULE		<u>MAN MONTHS</u>
I. Investigadores titulares		
1. Dr. Guido Barrientos M.	Full Time	23 months
2. Lic. Victor Ardón	Full Time	18 months
3. Lic. Otto Gilbert	Full Time	15 months
4. Lic. Felix Hernández A.	Half Time	11.5 months
II. Investigadores Asociados		
1. Research Associate (Costa Rica)	Full Time	15 months
2. Research Associate (Nicaragua)	Full Time	15 months
3. Research Associate (El Salvador)	Full Time	15 months
4. Research Associate (Honduras)	Full Time	15 months
5. Licda. Beatriz Molina S.	3/4 Time	17.5 months
6. Lic. Carlos Guzmán	Half Time	9 months
7. Lic. Guillermo Putzeys	Half Time	9 months
III. Asistentes		
1. Sr. Alfredo Tay	Full Time	12 months
2. Sta. Jenny Erdmenger	Full Time	12 months
3. Sr. Héctor Oliva	Full Time	12 months
4. Sr. Arnaldo Escobar	Full Time	12 months
5. Sr. Victor González	Half Time	11 months
6. Lic. José Guillermo Mayorga	Half Time	9 months
7. Other asistentes as required up to..		24 months
IV. Oficinistas		
1. Sra. Lydia Torrebiarte	Full Time	21 months
2. Sra. Luz de Palomo	Full Time	21 months
3. Sta. Elsa Gularte	Full Time	21 months
4. Sta. Yolanda Gularte	Full Time	21 months
5. Machine operator	Full Time	18 months
6. Mensajero	Full Time	20 months
7. Traducer	Half Time	9 months
V. Student Labor and Consultants as required		
B. MSU PERSONNEL SCHEDULE (IN GUATEMALA)		
I. Full Time Regular Staff		
1. Dr. Karl T. Hereford (Co-director)		22 months
2. Dr. Burton D. Friedman (Higher Education)		22 months
3. Mr. Paul G. Orr (Secondary Education)		18 months

II. Short Term Staff

1. Mr. S. Kirkwood Yarman (Higher Education)	9 months
2. Mr. Artemio Rivera (Higher Education)	8 months
3. Mr. Evenor Zúñiga (Higher Education)	8 months
4. Mr. John Toth (Rehabilitation)	5 months
5. Mr. Daniel MacAlees (Special Education)	5 months
6. Dr. Harold Byram (Vocational Education)	3 months

III. Consultants

1. Dr. Peter Haynes (Business Education)	1 month
2. Dr. Edith Mendzner (Homemaking Education)	1 month
3. Dr. Gregory Miller (Special Education)	1 month
4. Others as required	12 months

C. MSU PERSONNEL ON-CAMPUS

1. Campus Coordinator (part time)	9 months
2. Graduate Assistant (part time)	22 months
3. Lic. Otto Gilbert (Library Research)	2 months
4. Secretary (part time)	18 months
5. Project Historian and Documenter	6 months
6. Others as required	6 months

APPENDICES

- A. IIME Policies Guide and Office Manual
- B. IIME Office Procedures
- C. IIME Personnel Forms
- D. IIME Quarterly Report Forms
- E. IIME Business Forms