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

1970-1972

October, 1972
Thomas J. La Belle
Research Coordinator

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PREFACE

INTRODUCTION

At a two-day Conference held at UCLA on October 2-3, 1972, a draft form of this document was discussed by members of the UCLA Grant Coordinator's Committee and by invited representatives from the Agency for International Development and Michigan State University. These representatives included: John Hunter, a professor of Economics and Director of the Latin American Center at Michigan State; Brandon Robinson, Chief of the Sector Analysis Division of the AID Latin American Bureau; Steen McCall, Deputy Director of the Office of Education and Human Resources in AID's Technical Assistance Bureau; Ken McDermott, Deputy Director of the Office of Research and University Relations also in AID's Technical Assistance Bureau; Glenn Patterson, Deputy Director of the Program Development Office in AID's Latin American Bureau; and Peter Wright, Head, Education and Human Resources Division for AID Guatemala.

The results of these two days of discussion included an increased understanding of AID's and UCLA's expectations regarding the long term outcomes of the grant-in-aid. More specifically, the discussions concerned the multi-disciplinary competencies to be developed at UCLA during the five-year period in light of the objectives of the grant, the strategy and processes involved in granting funds for faculty and student research, the number and scope of research projects undertaken, the identification of mechanisms for utilizing UCLA's competencies in the subject area, the processes for designing and approving projects, the relationships between the research undertaken and the role of education decision makers in Latin America, and the use of AID expertise in assisting and guiding research activities.

The Grant Coordinators' Committee found the two-day meeting to be extremely helpful in the discussion of these matters. In addition, the meetings assisted in the creation of additional communicative channels between and among universities and AID through which more productive and meaningful research and development activities can hopefully emerge.

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

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

As a 211(d) grant-in-aid recipient, UCLA has made several decisions concerning the most appropriate ways in which the objectives of the grant can be met. The needs of technical assistance administrators and the AID 211(d) grant officers, the scholarly and institution building interests of UCLA faculty and students, the problems facing Latin American education and development specialists, and the expectations associated

with the foreign assistance legislation establishing such grant programs, often reflect constraining elements in this attempt. The complexity of the phenomena of educational alternatives combined with the often conflicting special interests of groups mentioned above preclude satisfying any audience completely. Furthermore, the biases inherent in each of the perspectives represented by these various groups often finds the analysis of concepts such as "education," "development," and "alternatives," to be incompatible. For example, some would like to see a narrow focus and a policy oriented approach to the analysis of such concepts while others believe that a broad, exploratory, and scholarly orientation is more appropriate.

Given the fact that not all of these and many other biases can be satisfied, we have developed a research thrust which is based upon two primary concerns. First, we feel that to develop UCLA's competence for the analysis of effective alternatives, we must build upon existing faculty resources and attempt to involve such individuals in the project by offering a challenging and new area of endeavor to which they can both apply and develop insights and experience which they find rewarding to their own career aspirations and goals. This decision effectively limits the hiring of researchers and scholars exclusively on grant funds since such investments do not assist in the expected building of a UCLA competence. It does involve, however, extensive involvement by graduate students who work closely with faculty and are likely to be searching for new and exciting avenues of creative work. Taking for granted that objectives of the grant reflect major problem foci for AID, it is important to note that the institution building focus of the grant (as dictated by Congress and promoted by the UCLA Committee on International and Comparative Studies) is the first priority in terms of the orientation and operation of the grant.

Our second major concern is related to the first and deals with the expressed needs and problems defined by host-country institutions in Latin America. Thus, UCLA faculty and students are collaborating with host-country institutions in an attempt to shed some light on the problems facing Latin American education and development specialists while at the

same time creating new institutional linkages based upon such involvement. As with our first concern, we feel this orientation is in accord with the intent of the 211(d) legislation.

In accord with the institutional building focus of the grant, the Latin American Center has carried out research, evaluation, teaching, and consultation or service activities concerning the broad area of educational phenomena in Latin America. In accomplishing these general goals, the Center has relied on abilities developed over two decades of work in Latin America in which emphasis has been placed on building counterpart relations with Latin American professionals, working on problems of mutual concern to UCLA and host-country personnel, and carrying into the relations a genuine desire to provide alternative analytic and methodological approaches which prove to be of value to Latin Americans. In short, the Center prides itself on involving Latin Americans in all aspects of its programs and on attempting to eliminate what some have referred to as "research colonialism." In effect, this orientation means that the Latin American Center prefers to support proposals concerning research, service, or training aspects of the grant only after being assured that a recognized need by Latin Americans has been voiced. In addition, an attempt is made to collaborate with a host-country institution which is prepared to provide access to relevant data and, if appropriate, additional human and material resources.

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

Considerable discussion has centered on the necessity of developing

a number of themes to which grant activities can be directed. Within the major objectives of the grant, which specify sociocultural, economic, educational technology, and rural-urban differences as the primary foci, some faculty and students have pursued more narrow themes while at the same time others have chosen to cast a wider net for potentially greater gains. We have purposefully pursued a deductive approach to the support of research, including projects which might not be acceptable to either traditionally oriented educators or bureaucrats. The exploratory nature of the grant plus the concern with the development of a "... special multidisciplinary competence..." has caused us to take advantage of our many disciplinary resources which would normally not be included in the investigation of educational phenomena.

Several themes have emerged through the many activities of the grant. These include teaching and learning in less complex societies, the relationships among formal, non-formal, and informal education with emphasis on rural environments, the identification of non-formal educational institutions and their impact on career placement, the inter-relationships at the macro level of education and development, and the role of educational alternatives in terms of promoting change and innovation with special emphasis on schools or other institutional settings. These various themes are discussed below and include the major questions being raised by all of the research studies funded thus far.

One of the major foci of the grant concerns the phenomena of enculturation, or the learning of one's culture. This has emerged as a general emphasis on the relationships between the content and process of both teaching and learning and is viewed primarily from an anthropological perspective among autochthonous societies. The following are examples of the questions which are being posed: What are the enculturative and non-institutional aspects of schooling among the Warao Indians and how can these data be used to develop a theoretical model for conceptualizing educational processes? (Wilbert); what is the structure, organization, and effects of missionary and government schools among the Warao Indians of the Orinoco Delta? (Heinen); what are the sociocultural variables which predispose successful educational adjustment among urban Guajiro

Indian school children? (L. Watson); what are the traditional educational concepts among Guajiro Indians living in urban areas which influence the socialization patterns of women? (M. Watson); how do traditional educational processes and behavior patterns of the Yukpa Indians of Venezuela interact with formal agricultural extension programs? (Ruddle); can fatalism among the Trinitarios Indians of Bolivia be altered through social psychological techniques? (Reeks); what are the several ways Huichol Indian children of Mexico learn the traditions and values associated with becoming a Huichol? (Furst); and how do government sponsored development programs function among highland Indian populations in Mexico? (Reed).

A second concentration relates primarily to the rural areas and proposes to assess the relationships among informal, non-formal, and formal educational contexts including those institutional settings which are normally associated with other than educational processes. Among the issues addressed in this area, we include: What is the impact of formal, non-formal, and informal education on agricultural innovation and diffusion among small rural landholders in Venezuela? (Ruddle and Chesterfield); when compared with formal schooling, what is the effect of informal education in the rural area of Guatemala on the modernization of peasants? (Farrell); what is the impact of a long-range Colombian civic education program on the political integration and national awareness of rural peasants? (Hart); how does participation in Brazilian 4-S clubs affect the modernization of the members' families when compared to nonparticipants? (Arecco); how does informal education among Mexican ejidos affect the development attitudes and behaviors of participating peasants? (Karst); what is the relationship among education, modernization, and socioeconomic indicators in terms of a sample of students and non-students in a rural Guatemalan setting? (Friedman); can middle-range theory be developed through the analysis of formal and informal educational processes which will help explain traditional and modern attitudes and behaviors? (Sexton); are rural health centers effective in improving the health status of rural dwellers? (Roemer); what is the relationship between the economic setting in which schools are located and the attitudes of students and parents toward modernization? (Chesterfield);

what is the relationship between the role and function of a sample of elementary school principals and community development activities? (Dunsky); what are the attitudes of a sample population of Bolivian teachers and administrators regarding the Bolivian educational reforms, rural education, and the Bolivian Indian and cholo populations? (Estremadoiro); what is the role of Popular Tribunals and community associations in the education and politicization of Cuban citizens? (Kennedy); and what attitudes are expressed by parents of a working class urban community toward specific aspects of the educational process? (Gil).

A third major focus concerns the impact which various institutions have had on the present role and status of individuals. The majority of these investigations rely upon the analysis of a sample population's experiences in order to discern commonalties in the background of individuals who hold similar occupations, attitudes, values, and aspirations. Among the questions posed in this area, we include: What is the economic relationship between occupation and educational qualifications and the education-earnings pattern of employees of a random sample of business and industrial firms? (Alleyne); what is the impact of religious and political education on the behavior of political leaders? (Hoinacki); do business enterprises as socialization instruments provide the most effective mechanisms for the assimilation of non-Catholic, non-Western European, and non-Iberian immigrants in Argentina? (Sofer); and who are the technological elite in Mexico, how did they develop, and what is their educational background? (Wasko).

A fourth area of concentration relates generally to the development process at the macro level and attempts to isolate both the effects of education on socioeconomic development and the role and function of education under varying social, economic, and political contexts. The issues addressed in this area include: What are the theoretical bases for investigating the relationship between education and socioeconomic development? (O'Shea); what is the net present value of benefits to the individual which can be attributed to increased levels of schooling in Costa Rica through the use of cross sectional and longitudinal cohort data? Does post-secondary education inevitably tax the poor

disproportionately for an education enjoyed primarily by the rich? (Roberts); what is Mexico's economic ability for providing future demands for mass education? (Wilkie); what are the trends in Catholic education in Latin America in terms of ideology, facilities, students, and teachers? (Novotney); how is national policy in Cuba affecting the education of women enabling them to participate on equal terms with males? (Purcell); what are the implications for long-term rural educational policy as they relate to Venezuela's and Bolivia's programs of land distribution to peasants? (Wilkie); how have formal and non-formal educational processes stimulated or retarded social and economic development in Chile? (Burr); how do 19th Century educational plans and ideas of the Brazilian elite relate to the current educational system in Brazil? (Burns); what is the pattern of development manifested since 1895 by the Peruvian university system? (Gillette); and how does education function in relation to the quality of life evident in Mexico's 32 political entities through the analysis of longitudinal base line information? (Wilkie).

The fifth and last concentration of the grant activities which can be singled out for its contribution to the overall thrust of the research relates to the analysis of educational change and innovation through the use of alternative and/or complimentary modes of achieving student learning in and out of schools. These inquiries include: What are the patterns of cultural transmission inherent in the use of the language and medium of music among Guatemalan Indians and how can such processes be used in traditional classroom settings to transmit new information? (O'Brien); what is the role of dramatic arts activities as instruments of literacy, health, occupational, and citizenship training in Latin America, and which of these activities are worthy of emulation: (Luzuriaga); can instructional materials be developed which will examine the adaptive process for institutionalizing educational change and operationalize educational planning theory for use by Latin American researchers and decision-makers? (Rosenstein); can a computer system be developed to deal with the issue of educational change and provide decision-makers with relevant data and a basis for selecting among alternative educational resources? (Cuccaro); what is the role of legitimacy and coercion in terms of teacher/student power relationships in Brazilian secondary schools and

how might such relationships affect educational change and innovation? (Raven and Rodrigues); what are the attitudes of prospective Venezuelan secondary school personnel toward education and development needs, occupational orientations, and educational purposes? (La Belle and Van Orman); can a film of an elementary school in Mexico be produced through the cinema verité technique which will provide a better understanding of the schooling process as it interacts within a specific cultural context? (Lee); is it feasible to assume that educational exchange of university faculty and students will augment teaching, research, and leadership capabilities of the participants? (Gonzalez); can the performance and efficiency of industrial workers be improved through increasing their commitment and satisfaction? (Porras); and what is the current usage of the television media in Mexican education? (Diamond).

Although the reader will note that some of the interrelationships apparent among the questions posed are closer than others, one may see that most of the questions do fit into meaningful thematic groupings. We feel that this is a positive attribute given our current stage of development and that further refinement and specificity will emerge as these studies are completed and new ones begin to build upon their findings.

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

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

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

The Latin American Center is organized around ten professional Advisory Committees comprising more than 75 faculty members and representing ten schools and colleges at UCLA. These Committees advise the Center Director and the Grant Coordinators' Committee and are actively involved in the functions of the grant. More than 45 research and development projects were funded by the Committee from October, 1970 through June 30, 1972. These projects are headed by investigators from the Departments of Geography, Anthropology, Latin American Studies, History, Spanish and Portuguese, Ethnomusicology, Sociology, Social Psychology, Psychology, Economics, and Political Science, as well as the Schools of Public Health, Engineering, Library Science, Education, Management, and Law. With the exception of two studies undertaken on Cuba, the projects involved Latin American institutions and personnel from Venezuela, Colombia, Mexico, Bolivia, Guatemala, Brazil, Peru, Panama, Costa Rica, Trinidad,Tobago, Ecuador, Argentina, and Chile.

A. Training

In cooperation with the School of Education's doctoral program in Comparative and International Education, two graduate level courses dealing with education in Latin America have been developed. One of these is an introductory course which surveys the role and function of schooling in Latin America and the other, supported by the grant, is a research seminar on educational problems and issues in Latin America. Whereas the introductory course surveys the cultural, economic, and political institutions of Latin America as they pertain to increased understanding of educational systems, the seminar is designed to give students an opportunity to investigate recent research on Latin American education, pursue the preparation of research proposals prior to conducting their own research in Latin America, and analyze and present their research findings.

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

Several additional seminars have been developed during the past academic year. The Latin American Studies program is collaborating with the School of Library Science in offering a graduate level seminar, taught by the UCLA Latin American bibliographer, designed to acquaint students with library resources on Latin America with emphasis on education. A two quarter seminar entitled, "Problems of Relevance in Latin American Education," will be offered by Professor Johannes Wilbert during the Winter and Spring quarters through the Latin American Studies program. This seminar will develop a model for the analysis of the educational process and the relevance of this process to the individual and the community in Latin America. A third seminar is being developed by the department of Spanish and Portuguese and is designed to assess current dramatic arts activities in Latin America as instruments of education for literacy, health, hygiene, job, and citizenship training.

The special seminars offered through the grant's colloquia series intended to involve members of the University and International Community continue to be offered. The colloquia series has brought together nine individuals from different disciplines as well as from various international development agencies to discuss educational problems in Latin America. From this series, new research thrusts are developed and collaborative programs are undertaken.

In addition to the colloquia series, the Grant Coordinators' Committee has instituted a scholars-in-residence program in order to bring Latin American scholars to UCLA to assist in the investigation of educational alternatives and to develop a dialogue between institutions concerning issues and problems of education and national development. Individuals identified by Latin American institutions and UCLA faculty and students are invited to spend a period of thirty days to one academic quarter at UCLA pursuing library research and discussions with faculty and students.

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

In accord with the development of UCLA as a resource base for solving multidisciplinary problems regarding education in Latin America, the Latin American Center instituted curriculum reforms in both its B.A. and M.A. programs. Students are encouraged to take courses outside of the traditional Latin American Studies area while applying the theoretical and methodological principles to Latin American topics.

The Second Annual Student Association for Latin American Studies Conference was held during the 1971-1972 academic year and included the presentation of scholarly papers by 8 invited speakers and attendance by more than 100 faculty and students. The Conference, supported

partially by the 211(d) grant, was organized around the theme "Dependence in Latin America: Problems and Solutions;" and one of the main problems emerging in discussion at the conference focused on dependency in research by educators.

B. Service

Consultantship activity has proceeded during the past two years in several ways.

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

A two-week short course involving nine Venezuelan educators concerned with planning community colleges as alternatives to traditional higher education trends in Venezuela was conducted by UCLA faculty at UCLA during the Spring quarter, 1971. Discussions centered around community college research, planning, and evaluation models appropriate to Venezuela.

Other consultantive activity has included work on a basic village education program in Guatemala; a survey of non-formal education in Southern Brazil; preparation of bibliographic materials on Venezuela and Peru; collection and analysis of statistical data in Colombia, Brazil, and Chile; preparation of an article for publication in a Latin American professional education journal; extended advisement on research in a pedagogic institute in Caracas; consultation with Venezuelans on rural education; and collaboration with the Mexican statistical agency on census materials.

It is felt that one of the most beneficial ways UCLA has carried on consulting work results from the faculty and students who carry out research activities with host country counterparts in Latin America.

C. Research

Investigations have been funded in accord with the grant objectives and include twelve studies which concern institutionalized teaching and learning outside of the formal, government school. Among these studies, one can include educational exchange in Mexico; community development in Colombia and Guatemala; religious and political education in Venezuela; "participatory development" through ejidos in Mexico; the role of local courts and community associations on politicizing and educating the Cuban citizen; improving the performance and efficiency of workers in an industrial corporation of Buenos Aires; the "re-education" of women in Cuba; the impact of a rural health center in Mexico; the role of agricultural assistance and informal communications among Venezuelan peasants; the acculturation of international migrants in Argentina; and the role of the Catholic Church in several Latin American countries in terms of formal schooling and community development.

In terms of sociocultural considerations in educational development, research has been sponsored concerning educational plans and ideas of the historically progressive elite in Brazil; the role of formal and non-formal education in Chilean history; the development of higher education in Peru since 1895; and the formulation of a technological elite in twentieth century Mexico. In addition, considerable emphasis has been placed on the sociocultural aspects of minority populations. These studies include enculturation and schooling among the Huichol Indians of Mexico, enculturation and schooling among the Warao Indians of Venezuela, social psychological aspects of educational reform among the Mojos Indians of Bolivia, institutional and non-institutional schooling among the Yukpa Indians of Venezuela, socialization and educational adjustment among Guajiro urban school children in Venezuela, and the bases of social power in Brazilian urban secondary school classrooms.

In terms of economic considerations, research projects funded analyze the relationship between occupation and educational qualifications and the education-earnings pattern of business and industrial employees of Trinidad, Tobago; a cost-benefit analysis in Costa Rica with comparisons

at the macro level among primary, secondary, and higher education and an analysis of the distribution at the micro level of costs and benefits; a theoretical exploration of the contribution of education to socio-economic development; and the formulation of an analytical framework for determining Mexico's economic ability to provide for future demands for mass education.

In terms of educational technology, projects include the development and implementation of a program of educational planning in Venezuela and Mexico; the design of a computer system for educational decision-making with emphasis on inputs and resources at the university level; the evolution of the use of educational television in Mexico; an examination of the patterns of cultural transmission utilizing the language and medium of indigenous Guatemalan music; the assessment of the techniques and effectiveness of current dramatic arts activities both within and without the official educational process; the preparation of a documentary film on formal schooling in Mexico; and an analysis of attitudes of prospective secondary school personnel in Venezuela.

Finally, in terms of the relationship between rural-urban considerations and educational development, studies include educational implications of land distribution in Bolivia and Venezuela; a micro study of Mexico's thirty-two political entities in order to illuminate the effects of education on the quality of life; a case study of an urban school and the attitudes of members of its referent community toward education in Mexico; a comparative study of schools in a subsistence economy and a market economy in terms of their differential impact on attitudes and values; an investigation of the effects of schools on a random sample of rural Guatemalan Indian children; an examination of the process and effects of informal and formal education in the Western Highlands of Guatemala; a study of the role and function of elementary school principals in ten rural and urban Mexican communities; and an investigation of attitudes of Bolivian teachers and administrators toward educational reform, rural education, and the education of the Bolivian Indian.

II. PURPOSE AND OBJECTIVES OF THE GRANT

II. Purpose and Objectives of the Grant

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

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

Interrelated approaches of this project are:

1. <u>To develop instruments and procedures for analysis of alternatives to traditional educational processes and, within the financial possibilities of the grant, to</u>

collect, analyze, and interpret aggregate data for (a) subnational, and (b) national levels of selected educational problems.

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

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

Under this objective, studies will be conducted by faculty and graduate students through an interdisciplinary approach on the way in which identifiable sociocultural factors interact with the educational process. Investigation will involve: (a) studies of selected value orientations of potential students; (b) examination of such orientations as they relate to educational change; (c) description of representative religious and world view orientations as they are believed to affect educational programs; (d) systematic evaluation of these religious and world view orientations as they actually interact with policy. In this manner we will suggest the congruence of curricular and pedagogical approaches to subcultural groups with particular social and occupational goals. Such analysis will provide an assessment of the relevance of selected current and planned educational programs as well as offer some general guidelines for future planning.

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

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

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

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

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

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

A related topic of study involves (c) some neglected aspects of community and village educational development in Latin America. Analysis of social indicators for local units in the 1960 and 1970 population censuses will not only permit interpretation of the social and economic

context of rural educational problems but will provide a focus for training and research projects in those countries in Latin America where statistical agencies have agreed to develop comparative data analysis.

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

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

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

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

Development of Research Competence

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

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

The projects listed on the following pages are those which were funded during the first 21 months of the Grant, between October 1970 and June 30, 1972. They are abstracted below with an indication of the current progress achieved by each. The complexity of studying educational phenomena and the interrelated nature of the objectives of the Grant preclude the placement of any one project exclusively under one specific objective. Thus, although the following abstracts are grouped under the Grant objective most closely associated with its content and purpose, an indication of the several objectives to which each project relates is also included. It is felt that the basic criteria for determining satisfactory accomplishment of each objective are inherent in the objectives themselves. Given the nature and scope of the problems under investigation, such criteria are met differentially by the separate investigations and often relate to more than one objective.

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

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

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

The following projects include exploratory studies of educational exchange in Mexico; community development in Colombia and Guatemala; religious and political education in Venezuela; "participatory development" through ejidos in Mexico; the role of local courts and community associations in politically and socially educating the Cuban citizen (with education seen as a form of discipline); improving the performance and efficiency of workers in an industrial corporation of Buenos Aires; the "re-education" of women in Cuba; the impact of a rural health center in Mexico; the role of agricultural assistance and informal communications among Venezuelan peasants; the acculturation of international migrants in Argentina; and the role of the Catholic Church in several Latin American countries in terms of formal schooling and community education.

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

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

This research will study the impact of informal education on the process of modernization in a highland Guatemalan community. It will seek to isolate the effects of informal interaction with one's social and physical environments as these environments are modified by the activities of community development programs. Individuals who have, and who have not participated in such programs will be compared with respect to their demonstrations of "modern" attitudes and behavior. In this way the modernizing influence of informal learning will be contrasted with that of formal schooling. The analysis of survey data will seek to establish relationships between the attributes of modernity as well as with the dependent educational activities. The study will provide both a description of the effects of informal educational programs and implications for policy making. Mr. Farrell will use these data to complete the requirements for his Ph.D. degree in anthropology. (Objectives 1, 2, 5).

Field research: June-September, 1972

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SIMON GONZALEZ: Mexican American Educational Leadership Project

Professor Simon Gonzalez is exploring bi-institutional relationships with institutions of higher learning in Mexico. In the initial phase of the research, the investigator will review the literature on existing

United States-Mexican cooperative higher education programs. The second phase of the project centers on studying the feasibility of placing Mexican American faculty and students in Mexican universities while at the same time bringing Mexican faculty and students to study at UCLA. Such a relationship will provide for research and teaching exchange programs between institutions, will foster leadership training for Mexican nationals, and will increase UCLA's capacity to deal not only with educational problems in Mexico but with educational problems of Mexican immigrants in the United States. Professor Gonzalez is an assistant to the Chancellor at UCLA. He has worked extensively in the field of technical assistance to educational institutions in Latin America. (Objectives 1, 4, 5).

Field work: Summer 1971

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

Thus far, ten Chicano students from UCLA studied at the Universidad Autónoma during the Winter Quarter of 1972 and received academic credit from UCLA.* Their experience has provided a basis for analyzing the role of a Latin American university in attempting to help forge the cultural identity of a marginal population.

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* The expenses associated with the travel and bi-institutional aspects of the project were not funded through the 211(d) grant-in-aid.

Currently, additional resources are being sought to expand this cooperative effort and to bring Mexican professors to the Chicano Studies Center at UCLA to assist with research projects and to participate in conferences and seminars.

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RONALD L. HART: The Colombian Community Development Program: Civic Education for Political Integration

This study examines the attitudes of Colombian peasants toward an innovative civic education project of the national government. The research will survey the impact of a long-range community development program which is attempting to provide political integration and increase national awareness in rural regions of the country. Empirical data gathered from campesinos in ten veredas will be analyzed to indicate personal attitudes and the impact of this educational effort. Results will be related to theories of political marginalization and integration. The study will provide a valuable analysis of this community development project. Mr. Hart is a graduate student in the Political Science Department and will use these data to complete his Ph.D. degree. (Objectives 1, 2, 5).

Field work: 1969-1970

To date, drafts of four chapters of the dissertation have been prepared. Chapter One consists of several parts: A discussion of the peasant sector as a critical component of political systems; formulation of an analytical construct of "peasantry;" an historical analysis of peasant politics in Colombia with special emphasis on the consequences of changing land tenure patterns and social dislocations resulting from the introduction of cash-cropping; and an analysis of the immediate and long-range political impact of La Violencia in Colombia. This chapter attempts to show that social and economic processes militated against the development of community or class consciousness and solidarity within the peasant strata. This has been compounded by the existence of a party

system which serves not to unify peasants but to divide them along partisan lines. It is argued that contrary to the conclusions of important sociological literature, La Violencia did not serve to develop viable organizational structures and leadership cadres among the peasantry, but rather to exacerbate the prevailing conditions of atomization and anomie.

Chapter Two is a discussion of the dynamics of elite domination in Colombia. The National Front Government of 1958-1974 is shown as an attempt of the ruling elite to close ranks against a perceived threat from the peasant and proletarian sectors.

The social reform policies of the National Front, such as agrarian reform and community development, are analyzed in terms of their goals of national development and civic education.

Chapter Three consists of a detailed analysis of the organization and aims of the national community development program. It is shown how through the establishment of community action councils and public work programs, the government aims to teach the peasantry not only the fundamentals of the political system and their rights and responsibilities within it, but also to teach essential organizational skills and more rational perspectives in general. Community structures and relationships are shown to be the crucible in which this program of civic education is undertaken. The community thus becomes an essential instructional unit apart from which changes in attitudes and the development of more complex definitions of self and the world among the peasantry cannot be understood.

The Fourth Chapter proposes a theoretical model which serves as a basis for explanation of the role of community development in the civic education of the peasantry. The computer analysis of interview data, now in the middle stages of computation, will serve as the empirical basis of this model.

A concluding chapter is planned which will be a more general and abstract discussion of the role of community development in the learning of political roles and of political psychology in general.

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LEROY HOINACKI: Religious Motivation and Political Socialization in Venezuela

Mr. Hoinacki is investigating religious motivation, socialization, and resultant behavior among Venezuelans involved in the founding and leadership of the Christian Democratic party. It is anticipated that the study will increase understanding of the impact that religious and political education has on the behavior of publically active citizens in Venezuela. This study analyzes the International Center for the Formation and Training of Christian Democratic activists as well as other formal educational activities in which such individuals have been engaged. Mr. Hoinacki is utilizing these data for his doctoral dissertation in the department of Political Science. (Objectives 1, 2, 5).

Field work: Fall, Winter, Spring 1970-1971

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

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

These belief sets served to establish the identity (personal and social) of each believer, and to emphasize the importance of himself and

his role at this point in Venezuelan history. A convergence between personal and social ideological needs for identity and definition became apparent.

This process, then, enabled these men to achieve certain political goals which, in the research, are conceptualized as three political "acts:" 1) The founding of this kind of political party and movement at this moment in Venezuela's history; 2) Maintaining this ideological party through twenty-five years of struggle; 3) Constantly attempting to direct party behavior in accordance with the same ideology throughout the period.

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KENNETH KARST: Effects of the Mexican Ejido on Development Attitudes and Behavior

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

Library work: 1971-1972.

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IAN McCOLL KENNEDY The Educative Role of Courts and Neighbourhood Organizations in Cuba

This study examines the role of local courts and community associations in educating the Cuban citizen for political control. The educative role

of neighbourhood organizations will be studied in relation to both youth and adult, and particularly in terms of the formulation of social norms and attitudes. The importance of such organizations to existent educational systems and in influencing those who enter these systems has not been carefully researched. This study will provide a comprehensive view of the impact of these organizations in a country where they have had a significant role to play in influencing social change.

Dr. Kennedy is a Visiting Professor in the UCLA School of Law. (Objectives 1, 2, 5).

Library work: 1971-1972.

Professor Kennedy's study of the educative role of the Courts, particularly the Popular Tribunals in post-revolutionary Cuba, is now at the stage of a first draft. He has also developed an outline of the workings of the Tribunals, the Audiencia, the Revolutionary Tribunals and the Labour Councils. Dr. Kennedy is examining the place these Courts have in the total social-political process of Cuba, paying particular attention to their educative role and the interplay between them and other social organizations, especially the Committees for the Defense of the Revolution. Parts of an earlier paper by him on another aspect of Cuban justice will be included in the present project. Currently, several key legal documents and booklets are being translated with the intent of completing the project by December, 1972.

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

This project is designed to generate an awareness of the activities of Catholic educational research agencies and to formulate a data base for generating information on Catholic education in Latin America. The data source that is being sought would provide a better understanding of

Catholic education, of the impact of educational investment, and a base for analyzing educational outputs. Such a bank of information is imperative not only for evaluation but for planning as well. Attempts will be made to define the needs for a data base to study the efforts of existent agencies in this regard and, most importantly, to encourage a coordinated effort among the various Catholic organizations involved. This attempt to build a coalition among these agencies will provide a multinational base for studying the role of Catholic education. (Objectives 1, 2, 6).

Dr. Novotney is a lecturer and Assistant to the Dean of the School of Education at UCLA.

Field work: Fall, 1971.

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

A faculty committee was then established to formulate a proposal for a possible approach to the collection and analysis of Catholic educational data which would provide policy and decision-making alternatives for Catholic educators. This faculty committee (Professors O'Shea, Keesling, La Belle, Bruno, Ruddle, and Novotney) prepared a proposal, concentrating on the trends in Catholic education in Latin America for the period 1950 to the present, which would enable educators to assess trends in facilities, teaching staff,student population, and socialization processes. In the

interim, Dr. Ruddle went to Latin America in order to assess the availability of statistical materials on Catholic education.

Currently, the proposal which was prepared by the faculty committee is being discussed by several groups of Catholic educators in Latin America. Dr. La Belle has accepted an invitation to go to Bogotá during the Summer of 1972 to carry on further discussions regarding the proposal as well as to participate in a Conference on Community Education sponsored by CELAM and CIEC.

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JERRY I. PORRAS: Managerial Training in an Argentine Industrial Organization

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

Mr. Porras is a graduate student in the Graduate School of Management with a Behavioral Science specialization. He will use these data for his Ph.D. dissertation. (Objectives 1, 2, 4).

Field work: February through September 1971.

The research reported in this study was conducted in an industrial organization in Argentina. Managers in the target organization were involved in a five month project in which they were assisted in exploring and assuming a new set of values with which they could run their organization. The new values were more humanistically based than the ones previously held. In addition, managers were taught group dynamics and were helped to improve their own interpersonal competence.

Before and after measures of key organizational and personal variables were taken of both the managers and the first line employees. The specific variables measured were: 1) Organizational climate; 2) perceived environmental freedom; 3) work value orientation; 4) organizational values; and 5) degree of self-actualization.

Preliminary results indicate that even though the target organization desires to hold values that are consonant with the humanistic basis of the training program, when the entire target organization (the Finance Division) is taken as the basic unit of analysis, no significant change of the experimental variables occurs. The second phase of the data analysis has not yet been done. It will include, however, only the managerial group as the basis of analysis.

A possible explanation for failure of the treatment to have had significant effects at the overall organizational level is that an insufficient period had elapsed between the administration of the treatment and measurement of the results. Since the treatment concentrated solely on the managers, a longer period of time was necessary for the changes in behavior of the managers to begin to affect the perceptions and behavior of the first line employees. Since the first line employees made up the bulk of the target organization, it is expected that their failure to change statistically wiped out any changes that might have occurred in the managerial group. This hypothesis will be investigated in the next phase of the data analysis.

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

This investigation seeks to analyze Fidel Castro's policies of "re-education" in Cuba. The policies are designed to change the traditional role of Cuban women thus enabling them to participate in the new Cuban society on equal terms with males. Examination of political, economic, and social programs as well as specific institutional aspects of schooling are planned in order to illuminate Castro's program. This research will be carried out through documentary evidence and directed toward modernization of the individual in society. Dr. Purcell is an Assistant Professor in the Department of Political Science. (Objectives 1, 2).

Library research: Summer, 1971

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

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

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

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

been made. On the other hand, because the initiative for and control of the modernization of sex roles rests with the political elite, unless such modernization is the highest priority goal, it will be sacrificed when it competes with higher priority goals for limited political and economic resources."

In order to support her argument Professor Purcell describes the status of women in Cuba prior to the Cuban Revolution of 1959 along with certain aspects of the modernization of Cuban women which both coincide with the higher priority goals of the Castro regime and those which do not coincide with such goals.

Dr. Purcell's paper was presented at the Latin American Studies Association Meeting in Austin, Texas, December 1971 and will be published in Female and Male in Latin America, Ann Pescatello, editor, University of Pittsburgh Press, 1972.

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MILTON ROEMER: Schooling in Rural Health Centers in Mexico: Impacts on Health Behavior and Health Status

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

Field work: Summer 1971

This research is designed to evaluate, through measurements of mortality, disability, and morbidity, the health status of two Mexican communities, one of which is served by a rural health center. Initial exploration in the state of Oaxaca with the assistance of government

officials in the Ministry of Health and Welfare, resulted in the selection of communities and the interviewing of town officials and members of the community regarding present demographic and health conditions. In addition, preliminary analysis of vital records(births, deaths, etc.) and the existence of health facilities in the communities was undertaken. Currently, the project requires some additional adjustments to make it operational. First, a larger sample of towns will be required to control for one variable which was found in the exploratory phase, that of continuity-acceptance of medical personnel in the community. Also, additional planning to include a larger number of medical students from schools of medicine, not only from the state of Oaxaca but also possibly from Puebla and Veracruz, will be needed for the actual physical examinations in the communities. Finally, officials from the Pan American Health Organization in Washington have agreed to the administration of the project with the approval of the Mexican Government, but World Health Organization support will probably take some time in coming, due to changes in the Community Health Administration staff at Geneva headquarters.

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KENNETH RUDDLE, RAY CHESTERFIELD: Non-deliberate Education and Innovation, Diffusion Among Cultivators - Isla de Guara, Venezuela.

Mssrs. Ruddle and Chesterfield are concerned with the process of information flow among conucero (peasants living on small plots of land) groups on the Isla de Guara in Southeastern Venezuela. In order to assess the impact of interpersonal communication on innovation in agricultural systems, this investigation will focus on non-deliberate innovation (from an institutional viewpoint) among the 278 families and 13 communities in accord with the biophysical and cultural constraints of the environment. The research will concentrate on cash cropping, ranching, and dairying and will assess the impact of formal educational activities including agricultural extension and school programs as well as among informal and formal gatherings of the populace in the Church, recreation center, household, bar, and at the work place. This project is being conducted in cooperation with the

Corporación Venezolana de Guayana and Simón Bolívar University. Dr. Ruddle is a member of the research staff of the Latin American Center and editor of the Statistical Abstract on Latin America. Mr. Chesterfield is a doctoral student in Comparative and International Education. (Objectives 1, 2, 5).

Field work: Summer, 1972

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

This research proposes to analyze the process of assimilation through a case study of Russian Jewish immigrants in Argentina. Although formal schooling, the family, the Catholic Church, and military service will be analyzed in terms of their respective impact on the transmission of Argentine values to the immigrant population, the major concern will be the role of business enterprises in the assimilation of this non-Catholic, non-Western European, and non-Iberian minority group. The work place is viewed as the most important influence for assimilation since where people work and their patterns of employment affect where they live, the amount of money they earn, their degree of social mobility, the structure of their families, and their aspirations. Thus, it is hypothesized that the recruitment of a work force, the character of labor organizations, and the status accorded to various occupations are important in the establishment of a class structure and determines the nature of assimilation. The results of this investigation will assist in understanding the process of assimilation of culturally and linguistically different populations and will provide insight into new educational approaches for their assimilation. Mr. Sofer will utilize these data for his Ph.D. dissertation in history. (Objectives 1, 2, 5).

Field work: Summer, Fall, 1972

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

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

Although the general nature of this objective demands the inclusion of several studies concerned with an historical overview of the role of education in terms of sociocultural influences, the concentration here is with the examination of alternatives through empirical data gathering on sociocultural variables in a rural and marginally urban context. The rationalefor support of these projects rests with the following assumptions: 1) Most learning occurs outside of school and consequently influences in-school content and process; 2) education must be viewed in relation to larger societal forces which shape and constrain its purpose, content, and process; 3) the historical, evolutionary process of change within society is primary to comprehending the current role and status ascribed to educational institutions; and 4) the analysis of teaching and learning among autochthonous, small societies enables the researcher to study a total culture in terms of the importance of the education process inside and outside of specialized institutions.

The abstracts below include exploratory studies of educational plans and ideas of the progressive elite in 19th-century Brazil; the role of formal and non-formal education in Chilean history; the development of

higher education in Peru since 1895; and the formulation of a technological elite in 20th-century Mexico. In terms of the sociocultural aspects of minority populations, the projects include studies of enculturation and schooling among the Huichol Indians of Mexico, enculturation and schooling among the Warao Indians of Venezuela, social psychological aspects of educational reform among the Mojos Indians of Bolivia, institutional and non-institutional schooling among the Yukpa Indians of Venezuela, and socialization and educational adjustment among Guajiro urban school children in Venezuela. An additional investigation relating to sociocultural influences concerns the bases of social power in Brazilian urban secondary school classrooms.

The investigators associated with these various projects represent the departments of anthropology, social psychology, psychology, geography, history and sociology.

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

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

Field work: Winter, 1972

Professor Burn's research focused on the ideas of the intellectual elite regarding education as the key to renovation and development of Brazil in the nineteenth century. He has found that most of the ideas put forth by the Brazilians during that century were utopian or otherwise impractical and out-of-touch with the Brazilian reality. Most of them were abandoned before they could be implemented. Professor Burns indicates,

however, that education--impractical, limited, and inadequate as much of it might have been for the realities of 19th-century Brazil--did give a strong impulse to the modernization process, which was underway by mid-century. Since the concepts and goals of modernization were borrowed from abroad, Professor Burns did not find it surprising that almost all the educational ideas were borrowed from foreign sources as well. He apparently searched in vain for original, native ideas for Brazilian education.

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

Professor Burns suggests that one example of educational reform which seemed to be typical of the projects put forth by Brazilians was found in the activities of Jose Lino Coutinho (1784-1836), regarded as one of the most enlightened figures during the post-independence period in Brazil. He was author of a law in 1829 reorganizing Brazilian medical education, the director of the Faculty of Medicine of Bahia, 1832-36, and the author of a pedagogical book, Cartas à Cora, published posthumously in 1849. The book was a treatise on the education of women, a study which Professor Burns sees as a pioneer work in Latin America. It contained Coutinho's ideas on how a child of the upper class should be educated. Professor Burns spent much of his time while in Brazil at the National Library and the Instituto Histórico e Geográfico Brasileiro in Rio de Janeiro investigating the career and ideas of Lino Coutinho.

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

Professor Burr is currently writing a book on the social and economic history of Chile in an attempt to test several theories which have been advanced to account for that nation's lack of development. This research will form part of that book as well as a separate monograph and is directed toward the role of education in Chilean development. Professor Burr's particular interest concerns the identification of attitudes and values which have either stimulated or retarded development in Chile and how they have been transmitted through formal or non-formal educational processes. Thus, he will investigate the school system in addition to the influences of the associations of farmers and manufacturers, labor unions, professional organizations, and the belletristic literature. Dr. Burr is professor of history. (Objectives 1, 2).

Library work: Summer, 1972

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PETER FURST: Enculturation and Schooling among the Huichol Indians of Mexico

Through ethnographic research, including film and recordings, Dr. Furst is studying both the enculturative and the non-institutional aspects of schooling among the Huichol Indians of Western Mexico. The project focuses on the transmission of traditional Huichol values and skills to the younger generation within this relatively intact, aboriginal culture. Major emphasis will be placed on the several ways children learn the religious and ritual aspects of becoming a Huichol. Professor Furst is an anthropologist specializing in the Indians of Latin America. This research is being pursued with the cooperation of the Ministry of Education and the Instituto Indigenista of Mexico. (Objectives 1, 2, 5).

Field Work: Summer, 1971

Professor Furst is investigating the educational functions of myth and ritual among the Huichol Indians of Mexico. As an autonomous culture free of European admixture, and with at least half of the adult males being shamans, or at least knowing enough of Huichol religion and ritual to conduct the ceremonies of the Huichol, Professor Furst is analyzing the way traditions and values are inculcated in children.

He has identified the single most important event in the "schooling' of children in the "Huichol way." The event is known as the Ceremony of the Drum and Squash, usually held in conjunction with the ripening of the first maize and squashes in the fields. Professor Furst remarks:

> "The basic purpose of this ritual, however, is not so much the celebration of the forthcoming harvest but rather the incorporation of the smallest children--up to the age of five--into the corpus of tradition. The main participants, then, are small children, and the shaman, who is as a rule the headman of the ranchería on which the children were born and live. The core of the ceremony revolves around the shaman's chant, lasting up to two days, recounting the adventures of the mythical ancestors on their first pilgrimage to obtain peyote from the sacred peyote country, which lies some 300 miles slightly northeast in the deserts of San Luis Potosi. By constant repetition of the events of this journey and description of the various sacred places at which the deified ancestors stopped on the way to the peyote and back, and the listing of the numerous supernaturals in their proper order, the shaman imprints on the young children a kind of territorial map on which all of the primary features of the sacred geography are clearly marked. Since all, or most, children attend such ceremonies not once but several times in their early years, such training in the sacred can hardly be called "informal," even though it does not fit precisely into our notion (or the Mexican authorities', insofar as these are not themselves anthropologists) of what "schooling" means and does."

Professor Furst, in cooperation with Marina Anguiana, a graduate student in ethnology at the Escuela Nacional de Antropología in Mexico City, is currently preparing a monograph on the function of this ritual in aboriginal enculturation. The paper will be combined with a photographic and sound recording of a Drum and Squash Ceremony, and will explore its role and function along with other rituals, as an educational tool in the perpetuation of the traditional Huichol culture.
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PHILIP D. S. GILLETTE: The Development of the Peruvian Higher Education System as a Modernizing Force

This project is a socio-historical examination of the development of the Peruvian university system from the time of independence to the recent educational reform that was promulgated in March 1972. The study will concentrate on the period beginning in 1895. Data on the historical development of the Peruvian educational system and institutions, including organizational, curricular, and philosophical issues will be analyzed as well as biographical and career data on university faculty, administrators, and graduates. Mr. Gillette is a doctoral student in sociology. Collaborating with him are Mr. Bill Bollinger, a doctoral student in history and Ms. Mary MacDonald, a master's candidate in Latin American Studies. (Objectives 1, 2, 5).

Library work: 1971-1972

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

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

Miss Hartstein is assisting in the investigation of social power relationships, or the potential ability for one individual to exert influence over another, in the secondary schools of Rio de Janeiro. This investigation is part of the UCLA-Catholic University of Rio de Janeiro study on

social power relationships of students and teachers in which Professor Bertram Raven of UCLA and Professor Aroldo Rodriguez of the Catholic University are principal investigators. The study is based on the analytical system developed by Professor Raven, et al, in which hypothetical situations are presented to students in order to discern the type of power base used by students and teachers in encouraging conformance with rules and norms established for school operations. Miss Hartstein is an undergraduate student in Latin American Studies. (Objectives 1, 2, 6).

Field work: 1971-1972

The report by Professors Raven and Rodriguez follows later in this section.

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

Mr. Heinen's investigation concerns the structure of institutional schooling maintained by both the missionaries of the Capuchine Order and the Venezuelan government among the Warao Indians of the Orinoco Delta. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Venezuela. Mr. Heinen's contribution will revolve around in-depth studies of a sample of missionary and national schools in an attempt to formulate curricular designs meaningful to the modernization process. Mr. Heinen was a graduate student in Anthropology. (Objectives 1, 2, 5).

Field work: Summer, 1971

Ph.D. degree granted, Anthropology, June, 1972.

Field work for the present study of formal education among the Warao Indians was conducted in the Orinoco Delta from the end of April through July 1971.

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

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

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

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

Another set of data, also collected in Winikina, concerns socio-economic variables of parents sending their children regularly to school as opposed to those who do not. These data include complete lists of school attendance for the last four years, compiled with the help of the local school teacher.

This research will be included in a larger study involving other investigators concerned with education among Latin American Indian populations.

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

A cross-cultural comparison of the educational influence on students is analyzed in student concepts of teacher and peer group responses to coercion and reward in the classroom. It is hypothesized that in Latin America legitimacy and coercion play a much bigger role in teacher/student power relationships than in the United States. (Research in the United States has been completed). Results of this investigation are intended to indicate directions for educational innovation and change in Brazil. (Objectives 1, 2, 4).

Field work: 1971-1972

In this investigation, social power in the classroom refers to the potential ability to exert influence. The analysis of social power relationships utilizes the analytical system developed by John R.P. French,Jr and Bertram H. Raven. It is postulated that there are six discriminable bases for social power, i.e., coercion, reward, expert, legitimacy, reference, and informational. Initial research suggests a sharp distinction between teacher and peer power bases with the teacher more likely to use coercion and the peer more likely to use reward. Analyses include differences by race, ethnicity, age, academic achievement, and school type.

The project has assumed three distinct phases: (1) preparation of the instrument for field work; (2) data gathering, coding, and card punching; and (3) data analyses and interpretation. Fifty-two interviewers were trained and subsequently interviewed over 1,300 fifth to eighth grade secondary school students. The data have now been coded, placed on cards, and are currently being analyzed.

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KAREN B. REED: Culture-Specific Schooling Among the Huichol Indians of Mexico

Karen B. Reed has studied several Indian populations in highland Guatemala and Western Mexico. A monograph by her focusing on educational and other development projects by the Mexican Instituto Nacional Indigenista among the Huichol Indians of Nayarit and Jalisco has been published in Spanish under the auspices of INI and the Mexican Secretariat of Public Education. (El INI y los Huicholes, Secretaría de Educación, Publicación-INI Instituto Nacional de Indigenismo, 1972, 176 pages).

The project has the approval and cooperation of the relevant Mexican educational and Indianist authorities, specifically Dr. Gonzalo Aguirre Beltrán, Undersecretary of Education for Cultural Affairs, and Professor Salomón Nahmad Sitton, director of the Dirección General de Educación Extraescolar para el Medio Indígena in the Secretariat of Education. A revised and updated English language version of El INI y Los Huicholes will become available from the Latin American Center, Fall 1972. Karen Reed has also co-edited a book with Dr. Peter T. Furst entitled Stranger in Our Midst, (published by the Latin American Center) which concerns the problems of education and directed change among highland Guatemalan Indians. (Objectives 1, 2, 5).

Field work: Summer, 1971

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

Over the past 250 years the much abused Mojos Indians have been under the influence of different missionary and political pressure groups. They have attempted to replace the autochthonous value systems with European patterns of thought. The modern descendants of the Mojo, known as the Trinitarios, have succumbed to the psychological pressures and, like so many acculturated Indian societies of Latin America, have adopted a

fatalistic outlook on life. Miss Reeks, who previously worked as a Peach Corps Volunteer with the Trinitarios, is convinced that large parts of rural Bolivia are affected by much the same fatalism. She has been asked to examine the situation among the Trinitarios from a social psychological point of view and recommend specific techniques that would bring about positive reforms. (Objectives 1, 2, 5)

Field work: Spring, 1971

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KENNETH RUDDLE: Education in an Indigenous Venezuelan Society of Incipient Cultivators--The Yukpa Case

Dr. Ruddle's investigation concerns both institutional and non-institutional schooling as well as enculturative processes among the Yukpa Indians of Venezuela. Agricultural extension programs of various private and governmental organizations are analyzed for their influence on crop and animal assemblages as well as cultivation technologies. These more formal operations are juxtaposed against the patterns of traditional behavior evident among the Yukpa. This project is part of a larger investigation headed by Professor Johannes Wilbert on enculturation and schooling among the indigenous populations of Venezuela. Dr. Ruddle is a geographer and a member of the Latin American Center staff. (Objectives 1, 2, 5).

Field Work: Summer 1971

Initial field work concentrated on the autosubsistence system of the Yukpa. Working closely with his informants, Dr. Ruddle focused his research effort on how young boys learn the tasks of cultivation and hunting.

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JACQUELINE WASKO: Científicos y Técnicos: The Development of a Technological Elite in Twentieth-Century Mexico

Utilizing an historical approach, Miss Wasko will analyze the development of a technological elite in Mexico through the investigation of "técnicos" (highly educated technicians in all fields) and "científicos" (those individuals who are associated with the positivist philosophy and champion a continuing social and democratic revolution based on faith in the common man). The study will analyze the impact of the "científicos" on the development of modern day "técnicos" and quantitatively define who these leaders are and were and what is and was their educational background. In addition, the study seeks to provide a description of the current governmental programs for training "técnicos" and assess the impact these individuals have in terms of political leadership. Miss Wasko is a graduate student in history and is receiving additional support from the Mexican government in pursuing this study. (Objectives 1, 2, 4)

Field work: Spring, Summer 1972

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LAWRENCE WATSON: A Study of Socialization and Educational Adjustment Among Venezuelan Guajiro Urban School Children

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

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

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

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

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

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JOHANNES WILBERT: Enculturation and Noninstitutional Schooling Among the Warao Indians of Venezuela

Dr. Wilbert conducts a comprehensive study of the enculturative and non-institutional aspects of schooling among the Warao Indians of Venezuela. The first aspect of the study proposes to describe the general process of socialization and to probe the socioeconomic importance of more structured schooling arrangements that exist for the purpose of transmitting religious knowledge. This study of enculturation and schooling of a subsistence-level society will be complimented by Heinen's study which examines formal missionary and secular schooling among the same tribe. Insight into the autochthonous and acculturated tribal life is expected to produce guidelines

for the formulation of meaningful curricula which take into consideration both traditional values and exigencies of the modernization process. The second aspect of the study concerns the development of a model for the analysis of Culture-Specific Education in Tribal Societies. This investigation will result in both an empirical and a conceptual description of the communication and growth processes in the society. It is hoped that this analysis of tribal enculturation systems will provide a determination of the relative effectiveness of these educative systems and to the design of viable alternatives in autochthonous and acculturated monolithic social systems.

Field work: Summer 1970-1971

Progress Report

Through an extensive study of the available literature, Professor Wilbert has established a baseline concerning socialization and informal schooling processes among the Warao. In addition, he has worked up his own field work on the general topic, which he has collected for more than a decade. Once this preparatory work had been accomplished, and after he had formulated a research plan by adapting his own insights to Hilger's (1960) and Henry's (1960) outlines for the study of socialization processes in primitive societies, he began work among the Winikina subtribe of the Warao. He was able to record extensive interview material with his informants, most of which concerns the worldview, the ethic code, non-institutional schooling of the Warao and child rearing practices. This information has now been transcribed and will serve to better understand the psychological matrix of this tribal society. Processes of enculturation and informal schooling are now being studied from the point of view of their relative culture-specificity.

Professor Wilbert has formally presented and discussed his model for non-institutional schooling with graduate students in several courses and seminars at UCLA as well as in off campus seminars and lectures. Currently, he is continuing to formulate, organize, and write both the descriptive and theoretical aspects of growing up among the Warao, from which several publications will be forthcoming.

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

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

The following abstracts are concerned with these economic variables and include an analysis of the economic relationship between occupation and educational qualifications and the education-earnings pattern of employees of a random sample of business and industrial firms in Trinidad and Tobago; a comprehensive cost-benefit analysis in Costa Rica with comparisons at the macro level among primary, secondary, and higher education and an analysis of the distribution at the micro level of costs and benefits; a theoretical exploration of the contribution of education to socio-economic development; and the formulation of an analytical framework for determining Mexico's economic ability to provide for future demands for mass education. The disciplines represented by these investigators include economics, education, history, and management.

GARTH O'G. ALLEYNE: Educational Planning: Age-Education-Earnings Profile in Trinidad and Tobago

This project consists of a sample survey of six hundred business and industrial firms in the private sector of Trinidad and Tobago in order to determine an

age-education-earnings profile. In effect, the study is concerned with the economic relationship between occupation and educational qualifications and the education-earnings pattern of employees of the random sample of firms. The profile will then be employed in an inter-temporal linear programming model for educational planning. The project is being conducted in cooperation with the Ministry of Education and the Central Statistical Office of Trinidad and Tobago. Mr. Alleyne is a resident of Trinidad and is a doctoral student in economics. (Objectives 1, 3, 4)

Field work: 1971-1972

A sample survey of the age, sex, education, and earnings of 984 employees of private firms in Trinidad and Tobago was secured. The firms were randomly selected from a list in the manufacturing and distribution sectors of the economy that was available at the Trinidad and Tobago Central Statistical Office; these are the leading sectors of the economy in terms of employment and contribution to the national income. The number of employees in the firms from which the selection was made ranged from 1 to 500 and more. Prior to the undertaking of the full survey, a pilot survey of 66 firms, not including those selected for the major survey, was conducted.

The sample survey, the first of its kind in Trinidad and Tobago, was conducted in the most economically developed and populous area of the country (Western sector), containing more than 80 percent of the nation's population.

Detailed analyses of the sample survey data were effected with the assistance of computers. These analyses demonstrated that, as expected, the collated data were statistically significant; the cross-sectional observations of earnings by age, sex, and education yielded by the survey were used as the basis for the assumed lifetime earnings profiles for different levels of education among the population of Trinidad and Tobago. These profiles, when discounted and otherwise adjusted, will form an essential part of the intertemporal linear programming model of educational planning for Trinidad and Tobago that will constitute Mr. Alleyne's doctoral dissertation.

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DAVID O'SHEA: Development of Theoretical Perspectives on Role of Education in Relation to Socio-Economic Development

This project is concerned with developing a theoretical framework for investigating the interrelationships between formal education and socio-economic development. An infrastructure which will provide a basis for future educational research will be developed; the model will also serve as the foundation for a graduate seminar in education and development. This phase of the project will include presenting a paper--"Education, Underdevelopment and Developmental Processes"--to scholars at the Comparative and International Education Society annual meeting. A refinement of this model, and the refutation of criticism, will be accomplished. Dr. O'Shea is an assistant professor of educational sociology in the Graduate School of Education. (Objectives 1, 2, 3, 6).

Library work: 1971-1972

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

> "In developing his suggestions for educational policy in South Asian countries Myrdal makes the following five points:
>
> 1. To achieve attitude change in rural areas and generate demand for the schooling of children, mass adult literacy campaigns are needed.
> 2. Education in less developed countries must try to rationalize attitudes as well as impart knowledge and skills.
> 3. In rural areas, primary schooling is largely wasted since it is of very poor quality.
> 4. Secondary and tertiary levels of schooling function to reinforce the existing inequitable social structure, and to that extent they obstruct development.

5. The curriculum in use derives from the past and is not adapted to contemporary needs."

According to Professor O'Shea:

"With regard to the first point, the UNESCO experience suggests that literacy campaigns are unlikely to be effective without visible pay-off in the form of employment opportunities, suggesting that typically an opportunity structure emerges prior to, or parallel with, demand for schooling. Further, research findings suggest that, with regard to attitude change, rather than being initiated by education, with subsequent consequences for structural changes in society, structural change may be the necessary first step, especially with regard to employment opportunities. New occupations create a new structure of incentives, in turn producing new motivations and associated attitude changes, which include a positive valuation of formal schooling as its instrumental value becomes apparent. This leads to increased utilization of the schools, which are now able to reinforce existing embryonic modern attitudes, accelerating the processes of both structural and attitudinal change."

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

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

"With reference to curriculum reform, among other things, Myrdal argues for the incorporation of more practical subjects to break down the "social taboo against manual labor that is one of the attitudes among the 'educated' most inimical to a country's development." The problem is one of developing sufficient numbers of middle level personnel. In fact, evidence suggests that economic incentives, rather than curriculum reform, are the solution to this problem. Ultimately, educational programs are likely to correspond to the structure of incentives in the job market."

In conclusion, Professor O'Shea remarks:

"Despite Myrdal's relatively optimistic assumptions with regard to the potential contribution of formal education to the

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

Professor O'Shea's paper was presented at the Annual Meeting of the Comparative and International Education Society, Boston, Massachusetts, March 19-21, 1971. It will be published in a forthcoming edition of the Comparative Education Review.

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C. PAUL ROBERTS: Analysis of Higher Education as Investment in Costa Rica

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

Field work: Winter, 1971 - Fall, 1972

Several inter-related research topics, investigating the economic (or human capital) implications of schooling in Costa Rica, have been prepared or are in the final stages of completion. Present output includes a preliminary rough draft

of approximately 250 pages for a dissertation for which filing is anticipated in the Fall 1972. In addition two manuscripts have been prepared based upon this research. (See the section on Publications in this Report).

Data have been gathered in collaboration with the UCLA Latin American Center, the University of Costa Rica, and the Planning Office of the Ministry of Education in Costa Rica. The stratified random sample of 489 fifth year secondary students in 1957, of which 438 were living and in Costa Rica in 1971, provided the universe for data-gathering. Of these, 371 permitted usable interviews covering up to 659 variables.

The investigation attempts to accomplish the following objectives:

1) Measure the net present value of benefits to the individual attributed to increased levels of schooling. This facet incorporates the standard cost/benefit analysis carried out on cross-sectional data provided for the author in 1971 by the Costa Rican Department of Census and Statistics. A rough draft has been approved and is now undergoing final revisions.

2) Disaggregate the standard cross-sectional model by following a standardized randomly selected age/education cohort. Tracing these individuals through a fifteen-year time horizon enables a more accurate assessment of their economic/education relationships. This group can then be compared with their equivalence cohort in the cross-sectional study in order to isolate discrepancies between the two and identify the possible adjustments to cross-sectional studies.

3) Evaluate and measure the actual effect of schooling. The relationship between formal schooling and non-schooling variables (such as parental occupation, income, and education) may lead to miss-specification of schooling functions which, in turn, affects earnings. It is conceivable, therefore, that the 40-60% net earnings differentials associated with incremental schooling levels may, in fact, include other human capital components. The longitudinal data provides a gateway to an investigation of these components.

4) Several adjustments to earnings profiles have been suggested by the theorists. One pioneered at UCLA by economics Professor Lindsay,states that returns as measured in most studies do not properly account for the additional hours worked by those with greater schooling investment. Others have postulated that the investment period is not properly measured. These questions can be solved with analysis from adequate longitudinal data.

5) Ivan Illich, the Wright Commission (Ontario), and others contend that post-secondary education inevitably taxes the poor disproportionately for an education enjoyed primarily by the rich. This hypothesis is examined within the Costa Rican context. Preliminary data indicate the validity of this hypothesis. However, the investment orientation also demonstrates that the returns to schooling itself are not as great as the returns to other human capital components. The study also indicates that the inter-generational transfer of wealth takes place through more than primarily the schooling channel.

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

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

Field work: Summer 1972

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

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

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

The projects abstracted below include the development and implementation of a program of educational planning in Venezuela and Mexico; the design of a computer system for educational decision making with emphasis on inputs and resources at the university level; the evolution of the use of educational television in Mexico; an examination of the patterns of cultural transmission utilizing the language and medium of indigenous Guatemalan music; the assessment of the techniques and the effectiveness of current dramatic arts activities both within and without the official educational process; the preparation of a documentary film on formal schooling in Mexico; and an analysis of attitudes of prospective secondary school personnel in Venezuela.

The investigators associated with these projects represent engineering and applied science, education, history, anthropology, ethnomusicology, and Spanish and Portuguese.

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

In this research a computer system will be designed and implemented for adapting the Rosenstein technique of educational decision-making in Latin America. This educational system will supply and analyze data, and provide planners with alternatives and consequences. The principal focus of the system is on curriculum planning, course construction and comprehensive educational and student planning. In this project a system will be developed for a Latin American university, the inputs will be coded and tested and a sample means for using and modifying the system will be developed. It is anticipated that one year will be required to operationalize and refine this system such that it can be learned and used by non-skilled planners. This research provides a system for dealing with the issue of educational change, it provides decision-makers with relevant data and a basis for selecting among alternative educational resources. Miss Cuccaro is a graduate student in Engineering and Applied Science at UCLA. She will use these data for her Ph.D. dissertation.

Field work: 1972-1973

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DARCY DIAMOND: Educational Television in Mexico

This inquiry will describe the current usage of the television media in Mexican education. A survey of the history of educational television will trace the evolution of this technology from the field of commercial TV to applications in public school instruction, adult education, and technical training. An analysis of the contribution of the private sector to developing educational audio-visual media will also be made. Programming innovation and planning will

be studied to observe trends in involvement of the various technical and political organizations within Mexico. This study will provide an assessment of the current levels of development of educational television in Mexico and a historical analysis of the evolution of TV as an instructional device. Miss Diamond has her own television show in Mexico City and has made extensive contacts with the communications elite to analyze educational television from the "inside."

Miss Diamond is an undergraduate student in Latin American Studies attending the University of California Study Center in Mexico City for the 1971-72 academic year. (Objectives 1, 4, 6)

Field work: Spring, Summer, 1972

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

This study proposes to investigate prospective secondary school teachers' attitudes toward occupational and career prestige and toward education as an aspect of the development process. The sample will include students enrolled as prospective secondary school administrators, counselors, evaluation specialists, and teachers in four Venezuelan universities and two pedagogic institutes. A 184 item questionnaire developed for this study will address demographic and background factors of the students as well as their perceptions of education and development needs, occupational orientations, and educational purposes. The data will be analyzed through cross tabulation and multivariate techniques in accord with the sex, age, major, institution, level of parental education, and year-in-school of the sample. The project is being conducted with the cooperation of the six institutions as well as the Ministry of Education in Venezuela. Dr. La Belle is assistant professor of education, Assistant Dean of the Graduate School of Education, and Coordinator for the AID 211(d) grant-in-aid in the Latin American Center. Mr. Van Orman is a doctoral student in Comparative and International Education, specializing in Latin America. (Objectives 1, 2, 4)

Field work: Summer, 1971

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

The monograph currently being prepared includes seven chapters reflecting the major areas of the study. Following the introductory chapter, the remainder include:

The Sample (Institutional background, personal background, family background, student employment, secondary school background);

Professional Expectations and Orientations (Employment aspirations and expectations, teachers' unions, teacher-administrator relationships, and religion and teaching);

Venezuelan Educational Needs and Development Priorities (Venezuelan educational needs, national development priorities);

Attitudes Toward Education (the purposes of education, the school's relationship to society, school management and participation in decision making, and responsibility for student learning);

Occupational Selection, Prestige, and Values (occupational selection, occupational prestige, and work values);

Chapter seven summarizes and concludes the study.

* *

WILLIAM LEE: Documentary Film on an Elementary School in Mexico

Mr. Lee, in conjunction with Drs. Thomas La Belle and Peter Furst of the Latin American Center, and Mr. James Irwin, a student in Latin American Studies, has taken Mr. Irwin's thesis on a private school in Tijuana, Mexico as the basis for the first documentary film on institutional schooling in Latin America. Mr. Lee has coordinated this project and filmed the school and its environs in the cinema verité technique. The film will be produced in 16 mm black and white by the Latin American Center and is expected to be approximately 40 minutes in length. Mr. Lee is a graduate student in anthropology and is a member of the research staff of the Latin American Center. He will use these data to prepare a written thesis for his Masters of Arts degree in anthropology. (Objectives 1, 2, 5).

Field work: Spring and Summer 1971

Master of Arts degree granted in Anthropology, Spring 1972.

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

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

The film and accompanying written thesis by Mr. Lee are intended to contribute to a greater understanding of the schooling process in a specific cultural context. The film has been released and is being distributed by the Latin American Center at UCLA. It is a 40-minute, 16 mm black and white sound film and entitled "Ciudad del Niño: A Case Study in Education and Culture."

* *

GERARDO LUZURIAGA: The Dramatic Arts as Instruments of Education for Change in Latin America

This project is the first of several exploratory studies to be carried out under the direction of Professor John Englekirk of the Spanish and Portuguese Department, concerned with the documentation and analysis of the role of dramatic arts as instruments of education in Latin America. Special emphasis is being placed on dramatic arts as they relate to literacy, health, occupational and citizenship training. The techniques and effectiveness of current dramatic arts activities in and out of formal schools will be used to identify those worthy of emulation, and to recommend modifications and innovations in programs that hold out promise of sound results. The greater Caribbean area, with special emphasis on the theatre, will concern the investigation of Dr. Luzuriaga. He will undertake a preliminary survey of Venezuela, Colombia, Ecuador, Costa Rica, and Guatemala. His contacts will include ministries of education, university and school personnel, and traditional and experimental theatre groups. Two research assistants will prepare basic annotated bibliographies concerning dramatic arts activities in these as well as other Latin American countries. Dr. Luzuriaga is an assistant professor of Spanish and Portuguese. (Objectives 1, 2, 4).

Field work: Summer, 1972

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LINDA LEE O'BRIEN: Patterns of Learning Guatemalan Indigenous Music: A Cultural Approach to Alternatives in Formal Education

This research will examine the patterns of cultural transmission utilizing the language and medium of music. Indigenous Guatemalan peoples who have a strong tradition of music as a folk form of communication will be studied as they relate to social and individual values through music. The use of ethnomusic in both the formal and informal educative processes will be studied and these patterns will be tied to their historical-ancestrial origins. Ethnomusicological and anthropological techniques will be utilized with much data being sound-recorded for future use. This form of language and learning will be examined as it provides variations for the traditional form of classroom communication.

Miss O'Brien is a graduate student in the Institute of Ethnomusicology at UCLA. (Objectives 1, 2, 4, 5).

Field work: Spring, Summer, 1972

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

In this project instructional materials which examine the adaptive process for institutionalizing educational change will be refined. Research and planning materials for curricular and educational reform which have recently been developed in conjunction with Venezuelan Universities will be prepared for application and implementation in Latin America. This effort includes (1) translating all program materials into Spanish, (2) developing an instructional package, (3) planning seminar presentations in collaboration with Latin American educators, (4) evaluating materials, and (5) organizing a seminar for presentation of the materials. The seminar is planned for Mexico during the Summer of 1972. This work operationalizes educational planning theory and develops training programs for Latin American researchers and decision-makers.

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

Field work: Summer, 1972

A translation of the book, A Study of a Profession and Professional Education, by Allen B. Rosenstein, has been placed in the hands of typists for preparation of a first draft. This manuscript of approximately 300 pages, will be distributed at a Seminar on Institutionalizing Change, to be held at the University of Zulia, Maracaibo, Venezuela, in the Spring of 1973.

The critique of the text by the participants of the Conference, along with their comments for extension and improvement, will serve as the basis for a rewrite and subsequent publication during the latter part of 1972.

To insure a culturally and grammatically acceptable translation, Professor Roger E. Nava, of the University of Zulia, Maracaibo, spent two weeks in Los Angeles, reviewing the material. For a final review, apart from the selected chapters that were examined by Dr. Felipe Padin of the University of Mexico, Dr. Vladimir Yackovlev of Central University of Venezuela, has spent several weeks in June, 1972, examining the manuscript and making detailed plans for the Venezuelan Seminars in Maracaibo and Caracas to be held in the Spring of 1973. The above-mentioned professors will be co-authors with the Rosensteins.

In addition to the preparation of a text, communication has been maintained with leading educators in Mexico and Venezuela for the purpose of holding a series of seminars on Educational Planning and the Institutionalizing of change in Latin American universities.

The Rosensteins' book will serve as a text for educators participating in educational planning in professional schools in Latin America. The work includes such chapters as:

The Crisis of the Professions,
Educational Design,
Challenge to the Professions,
Value Systems and the Synthesis of Feasible Alternatives,

Curriculum Synthesis,
Optimization, and
Communication and Implementation

As of this date, all but three chapters have been completely translated. The remaining chapters will be completed during the Summer of 1972.

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

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

The following abstracts include studies on the educational implications of land distribution in Bolivia and Venezuela; a micro study of Mexico's thirty-two political entities in order to illuminate the effects of education on the quality of life; a case study of an urban school and the attitudes of members of its referent community toward education in Mexico; a comparative study of schools in a subsistence economy and a market economy in terms of their differential impact on attitudes and values; an investigation of the effects of schools on a random sample of rural Guatemalan Indian children; an examination of the process and effect of informal and formal education in the Western Highlands of Guatemala; a study of the role and function of elementary school principals in ten rural and urban Mexican communities; and an investigation of attitudes of Bolivian teachers and administrators toward educational reform, rural education, and the education of the Bolivian Indian.

The investigators in this series of studies include representatives from the departments of education, Latin American studies, history, and anthropology.

RAY CHESTERFIELD: Education and Modernism in Two Venezuelan Schools

Mr. Chesterfield is gathering and analyzing data on the relationship between the economic setting in which schools are located and the attitudes of students and parents toward modernization. Two schools in Western Venezuela, one located in a subsistence economy and the other in a market economy, were used to test Gunnar Myrdal's assumption that schools in these settings have a differential impact on attitudes and values. Mr. Chesterfield is conducting this research for his M.A. thesis in Latin American Studies. (Objectives 1, 2, 5).

Field work: Winter, 1970.

Master of Arts degree in Latin American Studies granted Spring 1971

To be published, Latin American Center, Fall 1972

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

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

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

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

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

* *

ELMER DUNSKY: The Administration of the Elementary Schools in the State of Guerrero (Mexico) and its Relationship to the Socioeconomic Development of the Republic

Mr. Dunsky is investigating the role and function of the elementary school principal in the State of Guerrero, Mexico. He is concerned with illuminating the principal's functions as they relate to direct administration, supervision of teachers, pupil personnel activities, and public relations. This study seeks to investigate these areas within Gunnar Myrdal's model of development and will use as controls both rural and urban environments in which the schools are located. This questionnaire and interview study will be used as the basis for a doctoral dissertation in educational administration. (Objectives 1, 2, 4, 5).

Field work: Summer, 1971

Doctorate of Education granted Spring 1972.

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

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

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

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

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

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

indices was considered negligible. Of the ten principals only three were rated average or above on their role in student elections, parents' associations, and (in rural communities) local governments and planning commissions.

The generally higher ratings of urban over rural principals on the indices relating to the six categories of the Myrdal model might be attributed, in part, to the more adequate financial support given to urban schools. Apparently the decision of the Mexican government to invest resources in urban development was effecting differential returns.

No evidence was found that supervision by regional inspectors restricted principals' freedom of action. Inspectors were concerned primarily with routine managerial tasks rather than with professional activities, such as developing courses of study, improving teaching methods, conducting in-service training, and encouraging professional self-improvement.

* *

WINSTON EXTREMADOIRO: Educational norms, Rural Education and the Indian: Attitudinal Orientations of Bolivian Educational Functionaries

This research is intended to assess the attitudes of a sample population of Bolivian teachers and administrators regarding the Bolivian educational reforms of 1955, rural education, and the Bolivian Indian and Cholo populations. An attempt will be made to discern the extent to which such individuals are critical of the social and cultural dualism believed present in the Bolivian educational system and the attitudes held concerning the Indian and Cholo populations with regard to rural education. The investigator, himself a Bolivian, is utilizing these data as a basis for his M.A. thesis in Latin American Studies. (Objectives 1, 2, 4, 5).

Field work: Winter 1970

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

This study assumes that the social changes arising from the revolution of 1952 have been marginal in nature because they have not affected to any great extent the structure of the urban sectors which dominate political power. To explain the preceding assertion, a brief socio-historical summary of the transition of the duality of Bolivian society is attempted; a description of the present structure of the social order in terms of the concept of "internal colonialism" is offered to explain the relationship between the majority of Indian peasants and the controlling "blanco" and mestizo populations. This overview helps to suggest the existence of social values--long after the social revolution of 1952--permeated with a colonial attitude in the orientation of the efforts to educate the rural, largely Indian, masses.

The bulk of this preliminary and exploratory research probes evidences for the preceding considerations by way of analyzing the data obtained from an attitudinal questionnaire based on the Likert scale techniques, to which a purposive sample of educational functionaries were subjected in early 1971. The areas probed by the instrument were, first, the position of the bureaucrats with regards to a controversy about the validity of the normative framework of education resulting from the reforms of 1955; and secondly, the attitudinal orientations regarding pre-1952 notions about rural education, negative views about the Indian in Bolivian society, and stereotypes about the transitional group known as cholos.

The results reveal contradictory sentiments with respect to the first area of inquiry: while a categorical acceptance is expressed about the need to modify radically the present norms of schooling in the context of a struggle to build a better social order, the bureaucrats display reluctance to agree with specific criticisms of the present educational norms and laws. The second part of the study indicates that a majority of the functionaries shares pre-1952 notions about rural education; specifically, the sample reported acceptance of persisting negative views and attitudes about the Indian and the cholos.

* *

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

This project is designed to assess the effects of institutional schooling in transmitting both literacy skills and non-Indian attitudes, and in creating higher academic and occupational aspirations of Guatemalan Indian youngsters living in a highland community. A purposive sample of all upper grade children attending school and a random sample of children who do not attend school along with the parents of the respective groups will be investigated through questionnaire and ethnographic techniques. Miss Friedman will utilize these data for her M.A. thesis in Anthropology. (Objectives 1, 2, 5).

Field work: Summer 1971

Master of Arts in Anthropology granted, Spring 1972.

To be published by the Latin American Center, Fall 1972.

The site of research, San Pedro La Laguna, Guatemala, is a relatively small (pop. @ 5,000) developing Indian town. The town chosen was appropriate to the problem under study in that it was neither wholly traditional nor modern but in transition. The study intended to discover linkages between the modernization process and formal education. It was felt that the amount of schooling completed by an individual was both indicative of his 'level of modernization' and a result of the modernization process in terms of background factors.

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

their attitudes toward education and educational and vocational aspirations for their offspring.

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

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

* *

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

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

Field work: Winter 1970
Master of Arts degree granted, Latin American Studies, 1971.
To be published, Latin American Center, Fall 1972.

The present research explores available attitudes of a working-class community toward specific aspects of the educational process. The area under study was Colonia Guerrero, Tijuana, Mexico.

An attempt was made to view the relevance of certain aspects of formal schooling (classroom material, attendance, age/grade relationships, attitudes toward teachers, directors, etc.) to the daily lives of community children and adults.

A census was taken of the entire community and subdivided by socioeconomic indicators. A sample was drawn to represent each of the following socioeconomic levels: lower-working, middle-working, and upper-working. Interviews, as well as projective tests, indirect questionnaires, and sentence completion tests were administered to the sample populations.

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

All groups showed favorable attitudes toward education. There appeared, however, to be a discrepancy between expressed and projected attitudes. This was felt to be due to cultural influences which predisposed verbal contacts and interaction with more significance. Verbally expressed attitudes were, therefore, taken to be more realistic than projected ones.

* *

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

This research will examine the process and effect of informal and formal education in the Western Highlands of Guatemala in the area of Lake Atitlan.

The major focus will study two towns, comparing "traditional" and "modern" environments. Where relevant to the problem focus, data from 12 other differentially exposed and developed towns will also be studied. Quantitative and qualitative methods will be utilized in analyzing attitudes and behavior related to education, including psychological, sociological, economic and cultural variables. It is hoped that a holistic approach will aid in identifying salient characteristics of educational processes and their effects on individuals and communities in the research area. Once identified, these variables will be used to develop middle-range theory which might begin to explain behavioral effects of formal and informal education. This project builds upon the Masters of Arts thesis by Mr. Sexton, which will be published by the Latin American Center, Fall 1972. The monograph is entitled, Education and Innovation in a Guatemalan Community: San Juan La Laguna. (Objectives 1, 2, 5).

Field work: 1972-1973

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JAMES W. WILKIE: Land Reform and Educational Policy in Bolivia and Venezuela

The intent of this study is to examine Venezuelan and Bolivian problems at several levels. Implications for long-term educational policy in meeting the educational needs of the rural populace will be made clear and related to political decisions and education of the land reform bureaucracy in the two socially distinct countries. The heads of families as related to family size and land productivity by region in various presidential periods is used in order to gauge the impact of national policy on the rural area. Dr. Wilkie is Professor of History and Associate Director of the Latin American Center. (Objectives 1, 2, 3, 5).

Field work: Summer 1970

Research was conducted in Caracas, Venezuela, during the summer of 1970. Through intensive investigation in the Instituto Nacional Agrario, the Ministerio

de Agricultura y Cría, the Dirección General de Estadística y Censos Nacionales, and the Banco Agropecuario, the rural policy of the Venezuelan government was examined to compare the results of land reform to developments in Bolivia, especially as related to educational and political meaning.

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

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

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

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

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

Professor Wilkie's research suggests that rural and urban considerations are a vital aspect of the ambience in which educational improvement must take place, either through formal classroom education, agricultural extension, or education which aims at developing an educated electorate and particularly the problems created by a failure to create a level of bureaucratic manpower educated to carry out reform. He suggests that without a new type of education for technicians, the government cannot hope to assess the results let alone understand the process of land reform.

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

This project is an outgrowth of the investigator's book, The Mexican Revolution. Through the use of census data Professor Wilkie will follow his macro study with a micro investigation of the quality of life within Mexico's 32 political entities in order to illuminate the function of education as part of a complex of variables all of which place stress on social organization. Drawing on three sets of data the author will show how intensive base line information holds up over time and how the substructures of Mexican life are central to successful political decisions if Mexico is to resolve technical problems of development. (Objectives 1, 2, 5).

Field work: Summer 1971

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

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

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

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

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

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

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

1. Teaching capability and Curricular Reform

   a. Latin American Studies Curricular Reform 1971-1972

      As a result of receiving the grant-in-aid through the Institutional

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

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

Also begun in January, 1971, the new M.A. program in Latin American Studies enables the student to choose either the Comprehensive Examination or the Thesis Plan options. Both plans emphasize an interdisciplinary approach and provide the student with considerable flexibility in designing his own curriculum. The Comprehensive Examination option asks that the student prepare a paper involving at least three disciplinary perspectives, while the Thesis Plan is reserved for selected students who have demonstrated a capacity for research and who are especially concerned with the analysis of education in the development context.

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

b. Course offerings concerning the analysis of Education in Latin America

1. Graduate School of Education

In cooperation with the Graduate School of Education, two courses dealing specifically with education in Latin America are offered. One of these is an introductory course which surveys the role and function of schooling in Latin America, and the other is a research seminar on educational problems and issues in Latin America. Both the introductory course and the seminar are graduate-level offerings open to students enrolled in any department at UCLA. The seminar is cross listed between Education and Latin American Studies, and offers academic credit in either discipline.

The introductory course surveys the cultural, economic, and political institutions of Latin America as they pertain to increased understanding of the educational systems. The focus of the course, however, is empirical research on Latin American education. The articles comprising Professor Thomas J. La Belle's anthology, Education and Development: Latin America and the Caribbean, are used as the primary sources for the generation of this knowledge. This book will be published by the Latin American Center during the Summer of 1972. The research for the book was undertaken through funds provided under the 211(d) grant-in-aid. This is the first anthology to be published on education in Latin America and represents a tangible outcome of the research and teaching effort of the grant. The following comprise the contents of the book:

SECTION 1: Progress in Meeting National Needs

Education and Development in Latin America by J. Roberto Moreira

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

The Futility of Schooling in Latin America by Ivan Illich

SECTION 2: Social, Political, and Economic Goals

Values, Education, and Entrepreneurship, by Seymour Martin Lipset

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

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

The Political Economy of Education, by Martin Carnoy

SECTION 3: Structure and Function of Educational Systems

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

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

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

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

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

SECTION 4: Social and Educational Change

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

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

Education and Social Stratification in Contemporary Bolivia, by Lambros Comitas

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

SECTION 5: Perspectives on Students and Schools

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

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

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

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

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

SECTION 6: Rural Environments

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

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

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

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

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

SECTION 7: Language and Literacy in National Integration

Language and Education in Paraguay, by Joan Rubin

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

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

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

SECTION 8: Continuity and Change: University Students

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

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

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

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

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

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

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

The seminar on education in Latin America is designed to give students an opportunity to investigate recent research on Latin American education, pursue the preparation of research proposals prior to conducting their own research in Latin America, and analyze and present their research findings. Because the seminar is offered in the Fall and Spring quarters, students are able to prepare themselves to undertake field research in the Winter or Summer and to return to campus the following quarter to participate in the seminar and report their results. If research in Latin America is not immediately anticipated, students are asked to write a library research paper on a topic related to Latin American education. Individual proposals and papers are presented to members of the seminar for general discussion of content and methodology. During the past two years an average of eight students have enrolled in each of the four seminar offerings. Several of these students will have been supported by the grant and will have conducted their research and returned to campus by the Fall Quarter, 1972.

The seminar also concerns itself with individuals who are active in Latin American education but who are neither students nor faculty members at UCLA. During the past two years, several individuals addressed the seminar. These included Mr. Ernie Maes of San Diego, California, "Education: The Nature of Technical Assistance Programs in Latin America;" Mr. John McFadden of the University of California at Santa Cruz, "Paulo Freire: The Man and His Method;" Mr. Lorenzo Monroy, Vice Minister of Education, Caracas, Venezuela, "Educational Reform in Venezuela;" Mr. Hector Font Viale-Rigo, Director, Institute for Educational Research,

Simon Bolivar University, Caracas, Venezuela, "Education in Ciudad Guayana;" Dr. José Rafael Revenga, Professor, Central University and Simón Bolivar University, Caracas, Venezuela, "The Analysis of Educational Alternatives in Latin America;" Dr. Rolland Paulston, Professor, University of Pittsburgh, "Non-formal Education in Latin America;" Dr. Martin Carnoy, Professor, Stanford University, "The Political Economy of Education;" Dr. David Amato, Agency for International Development, Technical Assistance Office, Mexico City, "Educational Research in Mexico."

2. Seminar on Economics & Education

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

3. Latin American Studies and the School of Library Service

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

This seminar is part of a newly developed joint M.A. program with the School of Library Service and the Latin American Studies program at UCLA and is designed to prepare Latin American bibliographers for positions as researchers and librarians.

4. Problems of Relevance in Latin American Education

Professor Johannes Wilbert is organizing a two quarter seminar to be offered during the 1972-1973 academic year designed specifically to develop a theoretical model concerning the educational process and its relevance to the individual and community in Latin America. Drawing upon his own extensive background as an anthropologist and Latin Americanist, as well as the contribution of several colleagues in related disciplines, the seminar will develop a model for the analysis of education during the first quarter and apply the model to actual data coming from numerous projects associated with the grant during the second quarter.

5. Dramatic Arts as Education in Latin America

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

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

6. Special Colloquia

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

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

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

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

Professor David O'Shea, educational sociologist, UCLA
Professor Martin Carnoy, educational economist, Stanford University
Professor Johannes Wilbert, anthropologist, UCLA
Dr. David Amato, development specialist, Agency for International Development, Mexico City, Mexico
Dr. Frank Taylor, educational economist, Agency for International Development, Rio de Janeiro, Brazil
Professor Rolland Paulston, education and social sciences, University of Pittsburgh
Mr. Hector Font Viale-Rigo, Director, Institute for Educational Research, Simón Bolivar University, Caracas, Venezuela
Mr. Lorenzo Monroy, Vice Minister of Education, Caracas, Venezuela
Dr. Jose Raphael Revenga, Professor, Social Sciences, Simón Bolivar University, Caracas, Venezuela.

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

Mr. Louis Sleeper, Agency for International Development, Washington
Mr. Brandon Robinson, Agency for International Development, Washington
Dr. Frank Holmes, Agency for International Development, Washington
Mr. Alfred Ravelli, Agency for International Development, Rio de Janeiro, Brazil
Dr. Aroldo Rodrigues, social psychologist, Catholic University, Rio de Janeiro, Brazil
Reverend Cecilio de Lora, Director of Educational Programs, Episcopal Conference of Latin America, Bogota, Colombia
Reverend Luis Medina, Director, Inter-American Confederation of Catholic Education, Bogota, Colombia
Mr. Alberto Armitano, Director of Basic and Technical Education, Venezuelan Ministry of Education

Mr. George Hall, Executive Director, Creole Foundation, Venezuela
Reverend Gines, President, La Salle Foundation, Venezuela.

7. Scholars-in-Residence

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

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

Dr. Jose Rafael Revenga, a recognized scholar in the field of education in Venezuela, was the first invited participant in this program. Dr. Revenga is professor of philosophy at Central University and professor of social sciences at Simón Bolivar University in Caracas. He is also assistant to the president of the Creole Foundation of Venezuela.

Professor Revenga spent approximately five weeks at UCLA pursuing his analysis of educational alternatives through the use of a systems analysis approach. As a result of the success of his visit, the Grant Coordinators' Committee has invited him to return to UCLA during the Fall Quarter of 1972. At that time he will finish the analytical portion of his work.

8. STUDENT ASSOCIATION FOR LATIN AMERICAN STUDIES (SALAS) CONFERENCE: "Dependence in Latin America: Problems and Solutions"

The Second Annual Student Association for Latin American Studies' Conference was held at the University of California Conference Center,

Lake Arrowhead, California, on March 5-7, 1971. Each of the invited scholars prepared and discussed a paper developed on the theme of dependence as it relates to one of the social science disciplines. More than 100 students and faculty members participated in the proceedings which were then recorded for general reference. The following scholars were among the list of participants, the first of whom spoke on "Paulo Freire and Educational Development in Latin America."

Jovelino Pereira Ramos
Julio Cotler
Anthony Leeds
Frank Bonilla
Maria del Rosario Green-Macias
Maurice Zeitlin
Osvaldo Sunkel
Arnold C. Harberger

9. Degrees Completed

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

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

Elmer Dunsky, Ed.D., Education, 1972, "The Administration of the Elementary Schools in the State of Guerrero (Mexico) and its Relationship to the Socioeconomic Development of the Republic"

Winston Estremadoiro, M.A., Latin American Studies, 1971, "Educational Norms, Rural Education and the Indian: Attitudinal Orientations of Bolivian Educational Functionaries"

Wendy Friedman, M.A., Anthropology, 1972, "The Effectiveness of Formal Education in a Highland Guatemalan Community"

Vince Gil, M.A., Latin American Studies, 1971, "Differential Attitudes of a Mexican Urban Working Class Community toward the Neighborhood Primary School"

H. Dieter Heinen, .D., Anthropology, 1972, "Adaptive Changes in a Tribal Econ..."

William Lee, M.A., Anthropology, 1972, "Ciudad del Niño: A Case Study in Education and Culture" (Film and thesis).

2. Development of Competence for Consultation and Service

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

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

In early February, 1971, Dr. George Hall, Executive Director of the Creole Foundation, and Brother Gines, President of the La Salle Foundation, arrived at UCLA accompanied by Alberto Armitano, Director of Basic and Technical Education of the Venezuelan Ministry of Education. Regarding the development of such technical institutes, a program of formal conversations among these individuals and more than 20 faculty members from the School of Education and other pertinent departments on campus, was held during a period of two weeks. These individual meetings centered on such topics as educational planning, evaluation, student selection, curriculum development, library and learning resources, educational technology, language laboratories, the role and function of community

colleges, and a host of other topics. In addition to these discussions, visits to community colleges in the Los Angeles area were made to provide actual contact with existing institutions.

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

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

During the 1970-1971 and 1971-1972 academic years several UCLA faculty and staff were involved in collaborative endeavors with Latin Americans related to the analysis of educational phenomena.

Two UCLA faculty members from the School of Education assisted in an exploratory phase of the development of a basic village education program at the invitation of the Guatemalan government in Guatemala, and one of

these faculty members participated in a meeting in Washington concerning the same program at the invitation of AID. A report of this activity is available.

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

An additional faculty member participated in a survey of educational resources in Brazil in response to a joint invitation from the Brazilian government and AID. The nature of this advisory activity was promoted in an attempt to assess the nature of non-formal educational activities throughout the country. A report was prepared and is available upon request.

Several other activities have been pursued in this area. For example, bibliographic materials on Venezuela and Peru have been prepared at the request of host country institutions; advisement concerning the collection and analysis of statistical data on education in Latin America has occurred in Colombia, Brazil, and Chile by a member of the staff of the Latin American Center; a paper on programmed instruction was prepared by a faculty member of the School of Education, at the invitation of the periodical Educación Hoy in Colombia; a post-doctoral fellow in education at UCLA, at the invitation of AID and a Pedagogic Institute in Venezuela, acted as research advisor in Caracas for a period of 8 weeks on two separate occasions; a member of the staff of the Latin American Center has advised a Venezuelan university and the Corporación Venezolana de Guayana on a rural education program in Venezuela and has directed a seminar on ecology in Venezuela; a faculty member from the history

department has consulted with the Mexican statistical agency concerning education and the Mexican Census materials; and an Assistant to the Chancellor at UCLA, in order to develop further long-range cooperative programs of research and training among UCLA and certain Venezuelan institutions, consulted with several public and private agencies in that country.

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

In this regard, increasing the possibilities for pursuing research with Latin American institutions concerned with education and development has been a concerted goal of the University through the grant funds. To date, considerable success has been achieved in this area. Several private and public institutions in Mexico, Guatemala, Costa Rica, Panama, Venezuela, Peru, Colombia, Brazil, Argentina, Chile, Ecuador, and Trinidad and Tobago have invited and received UCLA students and faculty as colleagues in various research efforts. Students and faculty are also able to take advantage of the Centro Latinoamericano de Venezuela, a special institution created 11 years ago to bring together UCLA's Latin American Center and a large number of Venezuelan institutions for the purpose of sharing resources and reaching common goals. More than 15 students and faculty members used the resources of the Centro during the 1970-1972 academic years.

3. Publications

The Latin American Center is committed to publishing the research on education in Latin America which emanates from the grant. During the 1971-1972 academic year, the Grant Coordinators' Committee reviewed the theses, dissertations, and papers resulting from the several research projects in light of their potential for wider dissemination and chose several for publication. The majority

of the publications emanating from the Center will be in multilith or monograph form and will be published in English. The editorial board is favorably disposed to publishing papers in Spanish and Portuguese as the demand warrants. Profits secured from Latin American Center publications associated with the grant will be credited to the grant.

a. Latin American Center Publications

The following books, monographs, and papers are being edited in preparation for publication in 1972 by the Latin American Center:

Carlos Arecco, "Attitudes toward Education of Four-S Families in a Surrounding Area of Goiania, Goias State, Brazil"

Ray Chesterfield, "Education and Modernism in Two Venezuelan Schools"

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

Vince Gil, "Differential Attitudes of a Mexican Urban Working Class Community toward the Neighborhood Primary School"

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

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

Karen Reed - The National Indigenist Institute and the Huichols of Mexico

Allen B. Rosenstein and Betty Rosenstein, Spanish edition of: A Study of a Profession and Professional Education

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

b. Statistical Abstract on Latin America

The Latin American Center is currently publishing the fourteenth edition of its Statistical Abstract of Latin America. During the period 1970-1972 the editors of the Abstract (Dr. Kenneth Ruddle as editor and Mr. Muhktar Hamour as co-editor) initiated several changes in this annual publication. Statistical data are now stored on tape to permit rapid, annual revision. With the new system, camera-ready printout can be used by the printer with no further modification.

Although the publication remains a convenient reference tool and guide to other statistical sources, the format and content of the latest editions have been changed. Focus is currently upon the 24 nations of Middle and South America. In 1970, the first supplement to the Abstract, entitled Cuba 1968: Supplement to the Statistical Abstract of Latin America was published, and in the 1971 edition, 29 new tables augmented considerably the tabulated thematic coverage even though data on the so-called "Dependent Territories" was discontinued. The second publication in the Supplement Series, entitled Latin American Political Statistics is scheduled for publication in fall 1972.

In the 1972 edition, major attention has been directed toward education in Latin America. Collaboration with international development and statistical agencies as well as with data collection offices throughout Latin America has enabled the addition of 50 new pages devoted exclusively to education. Educational statistical tables are devoted to such issues as budgetary allocations, teacher-student ratios, availability of facilities, percentage of children in school, etc. The raw data have been treated statistically in

order to present a basic analysis of common educational phenomena. This easily accessible and comprehensive section on educational statistics in Latin America will be a resource welcomed by both the researcher and practitioner concerned with education and development issues in Latin America and augments the utility of the Abstract.

c. Additional Publications

The following monographs and papers have resulted from projects related to the grant and are being published outside of the Latin American Center:

Thomas J. La Belle, "Educational Alternatives: Crisis in the Hemisphere," UCLA Educator, June 1972.

David O'Shea, "Education, Underdevelopment and Developmental Processes," Comparative Education Review (in press).

Susan Purcell, "Modernizing Women for a Modern Society: The Cuban Case," in Ann Pescatello, editor, Female and Male in Latin America, University of Pittsburgh Press, 1972 (in press).

Karen Reed, El INI y Los Huicholes, Secretaría de Educación, Publicacion INI (Instituto Nacional de Indigenismo) 1972, 176 pages.

Merl C. Wittrock, "Instructional Programs for Todays Schools," Educación Hoy, Bogota, Colombia (to be translated into Spanish for publication). (in press).

C. Paul Roberts, "Orientación Inversionista: Costo y Beneficio de la Educación en Costa Rica," prepared for the Oficina de Planificación, Ministry of Education, Costa Rica (mimeo).

C. Paul Roberts, "Analisis Económico de los Factores Personales determinado Educación Superior en Costa Rica," in Estudio de Recursos Humanos en Centroamerica, Consejo Superior Universitario C.A. (in press).

4. Library Resources

The Grant Coordinators' Committee, through the 211(d) grant-in-aid, has collaborated with the library personnel at UCLA in an effort to augment current holdings on Latin American education. Through the combined resources of the librarian of the Education/Psychology Library and the Latin American bibliographer of the University Research Library, and with the aid of a bibliographic materials assistant funded through the 211(d) grant-in-aid, work has begun on analyzing and improving UCLA's collection of Latin American educational materials. Thus far, the following major steps have been taken:

1. The Public Affairs Service of the University Research Library has checked the current holdings of the various Latin American Ministries of Education "memorias" and either gifts or exchanges have been requested to make the collections complete.

2. A card file of Latin American educational periodicals and professional journals based on the following bibliographies has been compiled: (1) Irene Zimmerman, Guide to Latin American Periodicals (1961), (2) Charmion Shelby, Latin American Periodicals Currently Received in the Library of Congress... (1944), (3) UNESCO, International Guide to Education Documentation, 1955-1960, (4) UNESCO, America's Education Press...International List of Education Periodicals (1957), and most importantly (5) Handbook of Latin American Studies (1935+). Subscriptions for selected additional journals as well as orders for backfiles are continuing to be made from the items lacking.

3. The holdings on important basic serials have been checked and monographs and orders are being placed for selected items which the library does not have.

4. A card file of all items listed in the "education" sections of the Handbook of Latin American Studies from 1935 to the present

is complete. These cards have been checked against present holdings and orders are continuing to be placed for the more recent items that are lacking. When completely annotated with current holdings, the card file and the serials file should serve as basic bibliographic tools for persons engaged in research on Latin American education.

5. A list of doctoral dissertations completed on education in Latin America during the last ten years has been compiled and orders for selected microfilm copies have been made.

6. An annotated card file of items listed in the University of Texas Catalogue on Education in Latin America is currently being prepared.

The library assistant employed through grant funds provides bibliographic information for many of the specific research projects as well as for the overall goals of the grant-in-aid. The two objectives of this person's effort are (1) to compile an extensive and exhaustive bibliography of printed materials which relate to education in Latin America, and (2) to assist with the acquisition of priority documents. The job description of this assistant includes: analysis of holdings, preparation of holding guides, gathering information for buying trips made by the Latin American bibliographer, and compiling listings of relevant citations of historical and contemporary materials.

Funds have been granted to the two campus libraries in order that high priority source documents relating to international and comparative education and education in Latin America may be purchased. These documents include books, dissertations, periodicals, government reports, historical documents, and published independent research and private collections which will either complete important present time-series holdings or provide new referent materials. Demographic

subject matter, and documentation priorities have been established for these purchases which are being made for print-matter, microfilm and facsimile materials.

Through March of 1972, the the two Libraries had purchased approximately 519 volumes, with 161 of these volumes paid for by grant funds and 358 volumes purchased through other university resources. Appendix A provides a listing of these materials.

5. The Involvement of Other University Resources

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

The grant is administered at UCLA through the Latin American Center. The Center is a multidisciplinary and interdisciplinary research and training unit which acts as the organizational and catalytic agent for numerous Latin American activities. The Center is organized around eight Deans' Advisory Committees representing as many schools and colleges at UCLA. These Committees, appointed by the Deans of the Colleges, meet on a regular basis with the Director and academic staff of the Center to consider the Latin American program within their colleges, schools, and departments and to plan for and advise on research and training projects of the Latin American Center involving their various disciplines. The chairmen of the eight Committees also meet as a Policy Committee advisory to the Director of the Center. Such a structure attempts to ensure that all areas of the campus are involved and permits one office to have an overview of all campus activities related to Latin America.

During the 1971-1972 academic year, two Advisory Committees, representing Computer Science and Statistics and Library Science, were added to the eight committees already in operation during 1970-1971. Currently, all ten of the Advisory Committees are involved with the grant-in-aid on educational alternatives. For example, the Committee on Computer Science and Statistics has been involved with the publication

of the section on educational data in The Statistical Abstract of Latin America and is formulating proposals concerning the collection of statistical information on education in Latin America; the School of Library Science has implemented a joint Master of Arts program in Latin American Studies for the preparation of Latin American bibliographers and a special seminar emphasizing bibliographic resources on education in Latin America, is being offered; the School of Public Health is reviewing its joint M.A. program with Latin American Studies and implementing specific reforms concerning specializations in public health, nutrition, and population. Several faculty members are involved in research projects concerning educational alternatives as they relate to health education. One of these projects, currently in the planning stage, will investigate the impact of institutional climate on achievement in health education in Latin America using a church, health center, and school as the selected environments; the School of Engineering is actively pursuing research and development activities in the institutionalization of change in the professional schools of several Latin American universities; University extension is involved in the revision of social studies curricula relating to Latin American content for secondary schools in the United States through NDEA support; members of the Committee on Fine Arts are currently describing and assessing the impact of dramatic arts activities as educational techniques in Latin America and investigating the use of music in the transmission of information among indigenous populations. One of the four studies concerning music is supported through the 211(d) grant-in-aid; the Committee from the School of Law has members currently pursuing investigations regarding ejidos in Mexico and popular tribunals in Cuba. Advisory Committee members representing Management and Economics, Education, and Letters and Science are likewise pursuing numerous projects concerned with the objectives of the grant-in-aid. This work is reflected through the project descriptions included in the section on research contained in this report.

After the Grant was approved on July 1, 1970 and the funds allocated in late August of the same year, these Deans' Committees became the primary units for the dissemination of information regarding the grant. In addition, these Committees, along with the Policy Committee, performed

FINE ARTS

John Jones, Chairman	Lee Mullican	Nov. 16, 1971
Susana Castillo	Emilio Pulido-Huizar	June 1, 1972
Jay Frierman	Robert Stevenson	
David Garcia	Roger Wagner	
Sharon Girard	Dean Charles Speroni	
Gerardo Luzuriaga		

MANAGEMENT & ECONOMICS

David Eiteman, Chairman	Robert Hal Mason	Nov. 24, 1971
Theodore Anderdon	Robert Williams	May 16, 1972
Bruce Herrick	Dean Harold Williams	
Raymond Jessen		

PUBLIC HEALTH

Alfred Neumann, Chairman	Telford Work	Nov. 5, 1971
Gladys Emerson	Paul Zukin	June 13, 1972
Milton Roemer	Dean L. S. Goerke	
Eugene Boostrom		

EXTENSION

Lois Smith, Chairman	Ken Ruddle	Oct. 27, 1971
William Evensen	Dean Leonard Freedman	June 5, 1972
Phillip Frandson		

EDUCATION

Thomas La Belle, Chairman	Val Rust	Dec. 10, 1971
James Farmer	Jerrold Novotney	May 25, 1972
John McNeil	Dean John I. Goodlad	
David O'Shea		

ENGINEERING

Allen Rosenstein, Chairman	Craig Smith	May 24, 1972
Morris Asimow	A. J. A. Morgan	
Gary Hard	Jean Cuccaro	
Russel O'Neill	Dean Chauncey Starr	

LAW

Kenneth Karst, Chairman	Joel Rabinovitz	Nov. 8, 1971
George Fletcher	Dean Murray Schwartz	
Melville Nimmer		

LETTERS & SCIENCE

John E. Englekirk, Chairman		
Robert Burr	Clyde Woods	Nov. 22, 1971
David Epstein	David Lopez	May 18, 1972
Edward Gonzalez	Eduardo Dias	
Claude Hulet	Alberto Machado da Rosa	
Norman Thrower	Dean Kenneth N. Trueblood	

STATISTICS AND COMPUTER SCIENCE

Kenneth Ruddle, Chairman	Ward Keesling	May 3, 1972
Byron L. Fry	Valerie Oppenheimer	
Raymond J. Jessen	Allen B. Rosenstein	
William A. Clark	James Bruno	

LIBRARY SCIENCE

Larry Lauerhass, Chairman	Ruben A. Benitez	May, 1972
Henry B. Nicholson	Claude L. Hulet	
Mildred E. Mathias	Lorraine Mathies	
Charles F. Bennett	Fred Smith	
Henry J. Bruman	Dennis Johnson	
Robert N. Burr	Phil Gillette	
E. Bradford Burns	Dean Andrew Horn	
James Wilkie		

POLICY COMMITTEE

Johannes Wilbert, Chairman	John Jones	Oct. 19, 1971
David Eiteman	Lois Smith	
Alfred Neumann	Thomas La Belle	
Sam Weineberg	Allen Rosenstein	
John Englekirk	Kenneth Karst	

their roles as advisers and consultants to the Director and the academic staff of the Center in terms of the utilization of funds and the programmatic thrusts of the grant. The following Committees, with their respective members, meet an average of two times during the academic year to discuss the grant and the potential contribution of the funds to research and training at UCLA. As will be noted in the following list, 18 such meetings, including two by the Policy Committee, were held during each of the past two academic years.

2. The Grant Coordinators' Committee

In addition to the Deans' Committees and within the Center itself, a Grant Coordinators' Committee was established early in 1970-1971. This Committee has met 30 times during the 1971-1972 academic year and is continually reviewing procedures for housing the grant at the Center and to establish criteria for the funding of proposals. The Committee is composed of the Director and Associate Director of the Center, Drs. Johannes Wilbert and James Wilkie, and the Coordinator for the grant, Dr. Thomas J. La Belle. Functionally, this Committee studies, funds, and rejects proposals and counsels prospective grantees regarding the procurement of funds. Because of the wide variation in the types of proposals which are received, the Committee asks for advice from members of the Deans' Advisory Committees regarding the merit of different proposals and the capabilities of the prospective grantees. At times throughout this period, Chairmen of the various Deans' Advisory Committees and others immediately connected with the Center are asked to attend one of the meetings of the Grant Coordinators' Committee. Thus, they have firsthand experience with the deliberations preceding the acceptance or rejection of a proposal and are also able to discuss other research thrusts relevant to their respective disciplines. In addition, an open invitation is extended to the more than 75 members of the Deans' Committees to attend these meetings.

V. DIRECTIONS FOR THE FUTURE

V. Directions for the Future

This section of the report provides a brief discussion of the directions which will be pursued during the next several years in teaching, research, and service.

1. Teaching

It is the intention of the Grant Coordinators' Committee to continue to act as a catalyst for the development of courses, seminars, and colloquia related to the analysis of educational alternatives in Latin America.

The course and seminar on education in Latin America, through the Graduate School of Education, shall continue as shall the seminar on library resources in Latin American Studies in collaboration with the School of Library Science and the University Research Library. Seminars on the problems of relevance in Latin American education (Latin American Studies) and dramatic arts as education in Latin America (Department of Spanish and Portuguese) will be offered for the first time in 1972-1973. In addition, seminars concerning economics and education, and educational planning, will be offered through the Graduate School of Education and will be taught by visiting scholars in residence at UCLA. The special colloquia series as well as the scholars-in-residence program will proceed as visiting Latin American and United States scholars continue to be identified.

One of the major teaching activities during 1972-1973 will be a workshop-symposium scheduled for early Spring of 1973. The workshop will bring together professors and students from UCLA who have received funds to pursue research,

along with others who have participated or expressed interest in activities associated with the grant. The workshop is designed as a "mid-course" analysis of what the future thrust of the research activities of the grant should entail. Through organizing special interest groups around objectives and sub-objectives of the grant it is hoped that suggestions for future priorities can be developed, that past research activities can be augmented, and that individuals not yet associated with the grant activities can be involved in the program.

2. Research

Within the guidelines of the grant, and continuing to adhere to the institution building focus at UCLA, it is anticipated that the analytical and empirical foundations already established through past research will proceed. The objectives shall continue to set the directions for these research activities and will provide the Grant Coordinators' Committee with both an opportunity to build on completed projects as well as to embark on new and distinct avenues for investigation.

Several issues are being discussed in terms of their potential as research topics. For example, it is becoming clear that much of the current discussion and research on "educational alternatives," and "non-formal" education has been directed toward the identification and development of out-of-school institutions. Some of this activity has resulted in the a priori investigation of such organizations as youth clubs, extension services, cooperatives, political and religious action groups, etc.

Because such institutions exist, educators and social scientists are investigating them for their possible influences in terms of vocational and technical skills, as well as their cognitive and affective impact.

This type of "inventory" of non-formal educational activities is valuable for charting the resources in a given region but fails to supply the link between participation in such institutions and income or status mobility for the participants. This link would seem crucial since the catalyst to the dialogue on alternatives rests with the lower classes where drop-out and non-attendance rates are highest. If such mobility does occur, it might be hypothesized that it is rather rapid, reaching a plateau at the point where most societies begin to demand that further mobility be based upon formal schooling. Yet, such "non-formal" institutions are not sanctioned, legitimized, or recognized by society as agencies where achievement can be quantified and compared with others (diplomas, grades, etc.) Thus, those who have participated in such institutions are unable to "trade-in" their experiences for "legitimate" credits in the formal school system. As a consequence of these factors, one might argue that although such institutions offer immediate potential for individual socio-economic betterment, they are unlikely to provide the continuous opportunity for responding to the rather long-range mobility quest by groups.

Several issues for research, therefore, revolve around the question of how far one can go with non-formal education before formal schooling begins to assume primacy. What are these alternative institutions, how efficient, effective, and costly are they? Should such non-formal experiences

be able to be traded for formal school credits and diplomas? Is it feasible to assume that a new and distinct occupational structure can be developed which is not based, at least in part, on the amount of formal schooling achieved? Furthermore, should legislation be enacted to first, demand that labor unions and civil service commissions among others, not include formal schooling among criteria for job placement, and second, to demand that all young people, irrespective of their backgrounds, be required to have apprenticeship and on-the-job training as part of their experiences while growing-up?

Currently, there are several studies which are beginning to direct attention toward these issues. We are studying religious action groups which have been shown to relate to the training of the highest political office holders in Venezuela. We are also examining the experiences and background characteristics of individuals who currently hold jobs in various economic sectors in Brazil and Trinidad-Tobago. In other words, instead of identifying institutions outside of schools a priori and assuming that participation in these institutions enhances an individual's opportunity for job success, the intent is to assess the nature of the experiences that have made an impact on individuals and influenced career decisions and achievements. First, such factors are analyzed for their thematic merits in terms of institutional experiences, and second, these out-of-school institutions are studied and analyzed in terms of their effectiveness, efficiency, and cost as alternatives.

Preliminary findings to these questions in two or three geographical areas will begin to tell us whether or not experiences in out-of-school institutions are related to job success or whether such success depends instead upon ascriptive factors such as social class background or family ties. It will also begin to indicate where in the change process non-formal education is valuable and at what occupational level, in terms of societal expectations, does formal schooling begin to be demanded as a pre-condition for employment.

The cost of educational alternatives is an additional issue which will continue to occupy our attention. During the coming months we will begin to place increased attention on the development of economic models for the analysis of alternatives. Through the combined resources of the Graduate School of Education and the 211(d) grant-in-aid in the Latin American Center, an educational economist has been hired full-time during 1972-1973 to direct this research and act as a resource in relation to other teaching, research, and service projects relating to economic orientations.

As evidenced by the preceding sections of this report, these particular foci shall accompany other research thrusts well along in their development. They include teaching and learning in less complex societies, the relationships among formal, non-formal, and informal education with emphasis on rural environments, the interrelationships at the macro level of education and development, and the role of educational alternatives in terms of promoting change and innovation with special emphasis on schools and other institutional settings.

3. Service

In terms of service, the intention is to continue working closely with Latin American personnel and institutions through research, teaching, and consultantship activities. The preceding chapters provide the foundation for this continuing involvement of students and faculty with host country problems and issues related to educational alternatives. Such contacts shall proceed on the formal level through AID as well as on more informal bases through institution-to-institution and person-to-person contacts. It is in this latter area that the major contributions are likely to be made in terms of institution building at UCLA.

Several publications are currently in press which emanate directly from grant funding. As projects are finished and manuscripts written, the Latin American Center is devoted to the publication of significant contributions. As is apparent in the preceding chapter, considerable progress has been made in terms of the publication of books and monographs. In addition, the Statistical Abstract on Latin America has been revised and expanded with the inclusion of more than fifty pages devoted exclusively to education.

Library resources will continue to be a major concern. The acquisition of high priority source documents will accompany the continued development of bibliographic materials. Both areas will be guided by the staff of the libraries in conjunction with faculty and students.