

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

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*Batch #16*

1. SUBJECT CLASSIFICATION	A. PRIMARY Serials	Y-AE10-0000-0000
	B. SECONDARY Agriculture--Agricultural economics	

2. TITLE AND SUBTITLE  
Annual report June 30-1969-June 30,1970

3. AUTHOR(S)  
(101) Wis. Univ. Land Tenure Center

4. DOCUMENT DATE 1971	5. NUMBER OF PAGES 67p.	6. ARC NUMBER ARC
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7. REFERENCE ORGANIZATION NAME AND ADDRESS  
Wis.

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

9. ABSTRACT

10. CONTROL NUMBER PN-RAA- 800	11. PRICE OF DOCUMENT
12. DESCRIPTORS Land tenure	13. PROJECT NUMBER
	14. CONTRACT NUMBER CSD-2263 211(d)
	15. TYPE OF DOCUMENT

8

**LAND TENURE CENTER  
ANNUAL REPORT**

**June 30, 1969 - June 30, 1970**

Executive Committee of the Land Tenure Center

Marion Brown, Assoc. Prof., Dept. of Ag. Journalism  
Peter Dorner, Prof., Dept. of Ag. Economics  
Herman Felstehausen, Assoc. Prof., Dept. of Ag. Journalism  
Eugene Havens, Assoc. Prof., Dept. of Rural Sociology  
Don Kanel, Prof., Dept. of Ag. Economics  
Raymond Penn, Prof., Dept. of Ag. Economics  
William Thiesenhusen, Assoc. Prof., Dept. of Ag. Journalism  
Joseph Thome, Prof., School of Law  
John Strasma, Assoc. Prof., Dept. of Ag. Economics  
Eugene Wilkening, Prof., Dept. of Rural Sociology

Associated Faculty of the Land Tenure Center

Fritz Albert, Prof., Dept. of Ag. Journalism  
Carl Bøgholt, Emeritus Prof., Dept. of Philosophy  
Ronald Clark, Asst. Prof., Dept. of Ag. Economics  
Scott Eddie, Visiting Professor, Dept. of Economics  
William Flinn, Asst. Prof., Dept. of Rural Sociology  
Kenneth Parsons, Prof., Dept. of Ag. Economics  
Ann Seidman, Visiting Prof. of Rural Sociology  
Robert Seidman, Prof., School of Law  
David Stanfield, Asst. Prof., Dept. of Rural Sociology

Administrative Personnel of the Land Tenure Center

Julia Schwenn, Office Manager  
Donald Esser, Administrative Assistant  
John Alefeldt, Editor  
Teresa Anderson, Librarian

LAND TENURE CENTER  
ANNUAL REPORT  
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I. SUMMARY

After seven years of operation under a research and training contract with AID (which provided about 60 percent total financing) the research and training program of the Land Tenure Center of the University of Wisconsin has during the past year been conducted under a 211(d) grant from AID (which again provided about 60 percent of the financing; other sources of funds were foundations, the University, and consulting projects). Since the contract did not expire until June 30, 1969, effective operation under the grant did not commence until that time. Therefore this report is for the 1970 fiscal year, even though the grant document was signed and approved April 28, 1969.

The Land Tenure Center has been in operation for more than eight years. In its first seven years under the research and training contract, the primary focus was on land tenure issues and related questions of rural institutional change in Latin America. The inter-related teaching, research and informational service components of the program were keyed to the following general areas:

1. Relationship between land tenure system and agricultural modernization and economic efficiency.
2. Economic, social, political, and administrative factors related to new tenure experiments such as colonization, parcelization, and new land settlement.
3. Policies and programs of providing extension, technical information, market and credit services, and the adaptation required in current institutions to supply these services effectively to small-scale farmers or recent beneficiaries of agrarian reform.

4. Social, economic, and political changes resulting from agricultural development and in particular from agrarian reform efforts, including the nature and extent of changes in local government organization and voluntary associations necessary to effectively draw more people into the mainstream of development.
5. The legal framework which regulates economic and social activities in the rural sector, including description and evaluation of the legal and administrative machinery for planning and carrying through agrarian reform programs.

A large number of specific research projects related to these five areas were carried out under the contract, and during the past year, a major activity of the Center's faculty and staff was the integration of this research (along with research conducted by other scholars) in a major book-length manuscript entitled Land Tenure and Reform: Issues in Latin American Development. A copy of this draft manuscript is submitted as Appendix I, in accordance with the operational plan for implementation of the grant:

A major aspect of the first year's activity will be that of consolidating into the University's capabilities the knowledge, data, and staff experience obtained in the Land Tenure Center's research work under the AID contract which terminates on June 30, 1969. This may include such steps as the delineation of policy issues and guidelines, the preparation of teaching and general educational materials, country situation descriptions, land law inventories, and other materials needed to enhance the University's capability to train both foreign nationals and Americans, to meet requests for technical advice and assistance, and to conduct problem-oriented special research.

Work on this manuscript is continuing. It is now being edited (with both additions and deletions) and will be submitted for publication

as a book or monograph.

This integration project has been a difficult but most worthwhile effort. It has defined and established those areas of land reform and agricultural development on which research evidence is fairly complete and conclusive as well as revealed those which remain open to doubt. It has proved an invaluable experience for those directly participating in the effort and will provide the base for consultation and technical assistance as well as for planning additional research in Latin America and in other world regions. It has, in sum, added greatly to the total University capability in these subjects.

The Land Tenure Center's program is a continuing and expanding one. However, most of this report can deal only with the major accomplishments of the past year under the grant. It should nevertheless be noted that a number of programs in the social sciences and law (in the general area of rural institutional change in development) were organized, are active, and are growing as a result of the Land Tenure Center's on-going work. This year, for example, a three-year Ford grant was received by the University to study rural modernization in Latin America. This grant, administered by a faculty committee chaired by Professor Eugene Havens of the Department of Rural Sociology, has permitted the addition of one faculty member, Professor David Stanfield, Rural Sociology and Communications. The Ford grant also provides for student support and research in Latin America.

The objectives of the AID grant to the Land Tenure Center are as follows:

1. The University will expand its permanent, full-time professional core staff which, under the Director of the Land Tenure Center, will be responsible for the Land Tenure Center activities of the University. These activities will include organizing interdisciplinary courses of study in land tenure and related rural institutions at the graduate, undergraduate, and special short-course levels for both U.S. and foreign students. This will involve the development of new courses and the restructuring of some existing courses as required to round out the instructional program in this field.
2. The University will expand library and public information services on all aspects of land tenure and related institutional development.
3. The University will expand its research into geographic regions other than Latin America to provide inter-regional comparative analyses essential to the development of a worldwide land tenure competence.

## II. MAJOR ACCOMPLISHMENTS

### A) Teaching

The 211(d) grant has allowed the Land Tenure Center to expand and diversify its teaching program in two ways: 1) by beginning a new Ph.D. degree program in Development, and 2) by continuing the previous curriculum and adding several new course offerings.

The development degree was designed over the past year by a committee of faculty members who have felt that interdisciplinary aspects of development were not being adequately treated in some traditional University departments. The degree was designed to be flexible and to allow a student, together with a committee of faculty members, to design his own course program--always, of course, with a major emphasis in a discipline and its related body of theory. The graduate school has approved the degree on an experimental basis for

the next three years, after which it will be re-evaluated. Admissions are currently limited to five students per year. The admissions committee, chaired by Professor Thiesenhusen, includes Professors Eugene Havens, Rural Sociology; Lloyd Bostian, chairman of Agricultural Journalism; and Theodore Morgan, Economics. A description of the organization and nature of the Ph.D. in Development degree program is attached as Appendix II.

Three new courses have been developed on "Land Tenure, Peasant Agriculture and Agrarian Reform" in Latin America, Africa, and Asia. The Latin American course has been approved by the curriculum committee of the College of Agricultural and Life Sciences and the University's Social Science Divisional Committee. It will be taught for the first time in the 1970 fall semester by Professor William Thiesenhusen.

The African and Asian courses are in the process of development and should be approved and taught for the first time in the 1971 spring semester. The African course will be taught by Professor Ann Seidman and the Asian course by Professor Scott Eddie. Professors Seidman and Eddie are new additions to the LTC faculty. Professor Seidman has over five years of experience in East and West Africa. Professor Eddie will come to the campus in September 1970 after spending two years in the Philippines.

The Sociology of Economic Change program, which largely grew out of the Land Tenure Center's activities, sponsored a special seminar in the spring 1970 semester focussing on development in Africa. The seminar was taught by Professor Ann Seidman. Examples of the subjects covered are:

1. The Role of Cooperatives in Agricultural Development in Africa
2. Sociological Aspects of Subsistence Tenure Arrangements in Tanzania
3. An Evaluation of the Agricultural Extension Service in Tanzania
4. A Preliminary Discussion of Income Policy in Tanzania
5. An Evaluation of Ujamaa Socialism in Tanzania

In the past year, the faculty closely associated with the Center taught more than 20 courses of direct relevance to land tenure reform and institutional change in development. A sample of these courses includes:

1. Institutional Economics
2. Land Problems and Policies
3. Legal Problems of Land Reform in Latin America
4. Sociology of Economic Change
5. Interdisciplinary Seminar on Development
6. Economic Development of Agriculture
7. Public Finance in Developing Countries
8. Economic Problems of Underdeveloped Areas
9. Comparative Rural Societies
10. Communications in Development

Following is a list of the closely associated faculty and the proportion of their salary provided by grant funds in 1969-70.

Executive Committee of the Land Tenure Center

	<u>Proportion Grant Salary Support 1969-70</u>
Marion Brown	50
Peter Dorner	70
Herman Felstehausen	50
Eugene Havens	0
Don Kanel	46
Raymond Penn	0
William Thiesenhusen	100
Joseph Thome	50
John Strasma (in Peru)	21
Eugene Wilkening	0

Other Associated Faculty

Proportion Grant  
Salary Support 1969-7

Fritz Albert	0
Carl Bøgholt	15
Ronald Clark (in Bolivia)	0
Scott Eddie (in The Philippines)	0
William Flinn	0
Kenneth Parsons (in Nigeria)	0
Ann Seidman	0
Robert Seidman	0
David Stanfield	0

The above faculty (Executive Committee and others) are most directly involved in the program of the Land Tenure Center. There is also a large group of faculty with a continuing interest and participation in the Center's work, including individuals in Political Science, Anthropology, Sociology, Geography, as well as in the above represented fields of Law, Agricultural Economics, Rural Sociology, Agricultural Journalism, and Economics.

More than 50 University courses, besides those noted above, complement the core curriculum. A sample of these additional courses includes:

1. Social Structure in Rural Latin America
2. Comparative Analysis in Latin American Development
3. Problems of Education in Developing Societies
4. Economic Problems of the Far East
5. Economic Problems of Africa
6. Capitalism, Socialism and Democracy
7. Politics of South Asia
8. Development Policy Analysis
9. Capital Formation in Underdeveloped Areas
10. African International Relations

No grant funds are used to support the teaching of any of these courses, but they are of critical importance for the training programs of students associated with the Center.

In a less formal attempt to present development issues to and encourage discussion among University faculty and students, LTC organized a series of noon seminars. A student-faculty committee, composed of three graduate students and Professor Thiesenhusen of the LTC faculty, invited seminar speakers--LTC faculty and graduate students, University visitors, and graduate students from other programs--and informed about 240 persons on campus of the seminar dates and topics. The seminars were well attended and proved a good opportunity to introduce Asian, African and Latin American development problems. A sample of these seminars includes:

Land Tenure Center Noon Hour Seminars, 1969 - 70

<u>Topic</u>	<u>Speaker</u>
"Green Revolution in West Pakistan"	K. M. Azam, Director of Planning and Evaluation for the West Pakistan Agricultural Development Corps, currently a graduate student in agricultural economics
"Latin America's Forgotten Peasants: A Story from Mexico"	Herman Felstehausen, LTC faculty
"The Legal Insecurity of Rural Property in Colombia"	Luis Arevalo, Ph.D. candidate in law and agricultural economics
"Problems of Land Tenure and Agricultural Development in Sierra Leone"	Richard Barrows, graduate student in agricultural economics
"Prospects of Agricultural Reform in Colombia"	Miss Susena Amaya, graduate student in agricultural journalism and formerly with INCORA, Colombia
"Planning Agricultural Development in a Low-Income Region of Chile"	John Menz, currently serving with FAO in Latin America
"Modes of Modernization in Southeast Asia"	Dr. Willard Hanna, American Universities Field Staff

<u>Topic</u>	<u>Speaker</u>
"Peasant Mobilization in Peru"	Howard Handelman, Ph.D. candidate, in Political Science
"The Problems of Restructuring the Inherited Dual Economies of East Africa"	Ann Seidman, LTC faculty
"External Dependence and Development"	Eugene Havens, Rural Sociology, LTC, and Center for Developing Nations
"Political Implications of Rural Development in East Africa"	Norman Miller, AUFS Faculty Associate on leave from Michigan State who currently resides in Kenya
"Development in Malawi"	Raymond Penn, LTC faculty, former Director of the Land Tenure Center

LTC faculty and associates are, of course, engaged in many activities other than formal teaching (publication, formal consulting, speeches, etc., are detailed later). A key function is the advising, as major professor, of advanced graduate students. Members of the LTC Executive Committee had 61 advanced students as advisees during this past year. A breakdown of the students according to country or region of origin follows:

Latin America	23
Asia	5
Africa	4
United States	24
Other	5
	<hr/>
	61

B) Research

As indicated earlier, the draft manuscript of Appendix I is the result of a major research integration effort in the past year. Other research reports have also been issued; Appendix III lists LTC

publications issued since January 1969. Also, a large number of other manuscripts have been published or submitted for publication elsewhere; a sample of these includes:

A. Eugene Havens and William L. Flinn, Internal Colonialism and Structural Change in Colombia (New York: Praeger Publishers, 1970).

R. J. Penn, "The Broad Role of Agriculture in Economic Development," Chapter I in Readings in Community Development (North Carolina Agricultural Policy Center, 1969).

John Strasma, "The U.S. and Peruvian Agrarian Reform," chapter in a forthcoming book sponsored by the Adlai Stevenson Institute of International Affairs.

Herman Felstehausen, "Planning Problems in Improving Colombian Roads and Highways," Land Economics, forthcoming.

Ronald Clark, "Land Reform and Marketing Change: Post 1952 Bolivia," Estudios Andinos, forthcoming.

Marion Brown, "Agricultural Extension in Chile: A Study of Institutional Transplantation," Journal of Developing Areas, forthcoming.

Peter Dorner and Herman Felstehausen, "Agrarian Reform and Employment: The Colombian Case," International Labour Review, forthcoming.

William Thiesenhusen, "Interaction Between Import Substituting Industrialization and Agriculture in Latin America," in process.

Joseph Thome, "The Chilean Agrarian Reform," in process.

Ann Seidman, "The Comparative Development Strategies in East Africa" (Nairobi: East Africa Publishing House, forthcoming).

Peter Dorner, Marion Brown and Don Kanel, "Land Tenure and Reform in Latin America," War on Hunger, September 1969.

Eugene Wilkening and Silvia Guerrero, "Consensus in Aspirations for Farm Improvement and Adoption of Farm Practices," Rural Sociology, June 1969.

One indicator of the development of research competence in the area of land tenure and reform is the number of students trained. This report has already mentioned the number of student advisees (of LTC faculty) whose major intellectual interest is in this area. Of course many other students from several disciplines participate in seminars and courses taught by LTC faculty, consult with faculty in preparing seminar papers, and so on. Faculty members are available to any students wishing to discuss or obtain information in areas related to their research.

As part of the NIMH training grant to the Sociology of Economic Change program, five students are spending the summer in Tanzania conducting research in cooperation with the University at Dar Es Salaam. Their work is viewed as beneficial to the Tanzanian government since they are assisting in the analysis of archival data that have been gathered by the Bureau of Economic Research. Based on this summer program, we anticipate that several U.S. and Tanzanian students will be able to complete dissertation research on Tanzanian agricultural development with special attention given to the role of tenure arrangements and institutional changes that will support overall economic development. Moreover, this research will provide case study material for the University of Wisconsin's teaching program.

Most students (advisees of the LTC faculty and others) do not receive financial support from grant funds. During the 1969-70 year, 11 students received some financial support from the grant. Only five received one-half time research assistantship support. Four others received financial assistance as a supplement to support received from

other sources to total a one-half time research assistantship, or short-term support to finish work within the year. Two others were supported at the level of research associates (either post-prelim or post-Ph.D.) and made major contributions to the LTC's research integration and other research projects.

The Land Tenure Center has made a major effort during the past year to recruit students for advanced degree work in its areas of interest. Of particular interest to the Center is the expansion of trained manpower in these areas for work in Africa and Asia. Many applications were received and at least 10 new students are expected on campus by September, one-half of them from Asia and Africa.

The LTC grant does not permit extensive financing of students. This limitation is a major bottleneck which is especially serious because other sources of student financing have also been curtailed. The LTC has assisted students in obtaining financing from foundations and local AID missions. The major need is to obtain financing for at least the initial year of study, after which foreign students are eligible for fellowships and research assistantships administered by the University graduate school and the several academic departments. The University does have a relatively small Latin American Student Loan Program (chaired by the LTC Director) which provides financing for one year. Several LTC associated students have received loans and small grants under this program.

### C. Services

A variety of technical services are supplied by the Center. In the main, these services are financed from grant funds. The University,

however, provides all building and other overhead costs, and subsidizes publication and data bank expenses.

1. Library

The collection. The Land Tenure Center Library specializes in the collection of materials relating to international agricultural development, agrarian reform, and the social, economic, and political changes associated with rural development. Because of past research emphasis, approximately 75 percent of the materials in the collection deal with Latin America. However, the library has added nearly 1,500 items on African and Asian development in the past year, including such materials as U.N. economic surveys of Africa and Asia and development plans from Botswana, Ghana, Zambia, Morocco, Somalia, Nigeria, Senegal, Malawi, Libya, Rhodesia, Pakistan, Ceylon and Ethiopia. Economic surveys of Ghana, Zambia, Sudan, Rhodesia, Ivory Coast, and Pakistan, and the population census from Malawi have been received along with many other reference works and books.

The library staff has compiled a list of duplicate materials which are offered on exchange, along with LTC publications, in an attempt to obtain materials not available through commercial channels. In the past, exchange programs were established with several U.S. university libraries and some Latin American libraries. Since such programs have been a valuable source for much material the library lacks, LTC plans to set up exchanges with African and Asian institutions as well. To date, the library has received items from Université de Madagascar, Ibero Amerikanska Institutet in Stockholm, Uniwersytet Warszawski Centre of African Studies in Poland, Pakistan Institute of Development

Economics, Kyoto University Center for Southeast Asian Studies, Institute for Economic Research at the University of Tehran, Indian School of International Studies, University of Ghana, Ethiopian Planning Commission, and the Institut d'Etude du Developpement Economique et Social in Paris, among others.

Though some support for expanding the library collection is being sought from University sources, additional materials are and will continue to be financed primarily by the grant.

Approximately 11,000 non-book materials are now located in vertical file cabinets, and cards for each are filed in the library's catalog under author, title, and subject headings. These file items are primarily pamphlets, unpublished research reports, and other soft-bound items which are not indexed to this extent in most research libraries. Besides file items, there are over 5,500 hard-bound publications classified and shelved by the Library of Congress system. Holdings such as census reports, agricultural and economic development plans, statistical abstracts, national bank reports, reports from the ministries of agriculture of various nations, dictionaries, atlases, bibliographies, and international development agency reports are considered reference items; these, along with periodicals, are the only non-circulating items in the library. All other books and file items may be taken out for three week periods by persons on campus or through interlibrary loan by persons off campus.

Articles in periodicals are also indexed in the library's catalog under author, title, and relevant subject headings, providing access to the library's 330 periodicals, many of which are not indexed in the more general periodical guides. The catalog also contains cards

for the library's microfilm collection, consisting of theses from other universities and the JPRS Translations on International Development (covering Africa, Latin America, Near East, international communist developments). This series, published on microfilm by Research and Microfilm Publications, Inc., is intended to supply government agencies with translations of unclassified foreign documents, scholarly works, research reports, and other selective source material not available in English.

The services. The University has provided new quarters for the LTC library in the recently constructed Steenbock Memorial Library Building. Since the library's move its use has greatly increased, in part because it is now able to stay open 73 hours each week.

On-campus patrons check out more than 200 items per week, with as many more consulted in the library. A recent small survey of users showed that many graduate students from several disciplines use the LTC library for 50-90 percent of their research on papers and theses. The library also maintains reserve collections for development-oriented courses of the departments of economics, agricultural economics, rural sociology, sociology, political science, history, journalism, and Ibero-American Studies. The library staff has also cooperated with Law School faculty in building their law and development collection.

Off-campus use of the library has increased recently, with many requests for materials citing the library's quarterly accessions list as a source of information. This list is sent to many libraries and agencies, and requests are received for ten or more loan items each week. Such institutions as the Center for Research in Social Systems

in Washington, D.C., University of Colorado Libraries, Ohio State Universities Libraries, Louisiana State University Library, Idaho State University Library, the United States Armed Forces Academy Library, and the Library and Documentation Center of the International Rice Research Institute in Manila, Philippines have borrowed items from the LTC library recently.

Grant support for library personnel's salaries allows not only the in-library organization of materials, but also the maintenance of efficient loan and exchange programs. Compilation of accession lists, duplicate lists, and two new bibliographies of library holdings on Colombia and Mexico (Training and Methods Series Nos. 9 and 10) facilitate off-campus use. Also, campus users report that the LTC library makes materials far more accessible than other campus libraries do.

## 2. Publications

With AID support, LTC has issued 58 new publications since January 1969, when the 1968 Annual Report listed past publications. Thirty-three of these new numbers were published under the grant. (Appendix III lists January 1969 - June 1970 issues.)

Most new papers present the results of past Latin American work, but a research paper and two reprints dealing with Nigeria, the Philippines, and Indonesia are included. Moreover, new accession lists indicate, to the 2,300 addressees receiving them, the library's emphasis on Asian-African acquisitions. The LTC Newsletter has also run informal items on Asian and African subjects. A four-part reprint on East Africa is tentatively scheduled for summer 1970, and an Africa-Asia bibliography of library holdings is planned for late 1970.

Distribution of LTC publications and other informational materials expanded during the year. About 50 libraries, agencies, and individuals were added to the mailing list which receives all publications. Around 1,500 letters requesting some 27,000 publications were received this year; these figures should rise substantially when a new Available Publications List is issued, since 350 additional persons or institutions have asked to receive this List and the Newsletter. Accession List registrations also increased by 350 during the year. Altogether, more than 3,000 addressees receive LTC materials regularly on one basis or another. Distribution of all informational items is made with grant support.

LTC this year initiated a new publication, Latin American Research Briefs. Currently it is used in the Ph.D. research of Susana Amaya, a graduate student in agricultural journalism, who proposed the series. She is supported partly by the grant and partly by the Kellogg Foundation, but publication and distribution are accomplished under the grant.

The Briefs, which are sent to about 750 selected officials and administrators in the U.S. and Latin America, report research conclusions in a very short informal format, condensing LTC research papers to 5-10 pages. Both English and Spanish editions are issued; so far eight have been distributed. Hopefully, the Briefs can serve to bring recent and relevant research to the attention of busy administrators who do not have time to read longer papers unless these are especially useful. The first five months of publication have brought about 50 requests from Latin America for the longer research pieces. Also, 200 new subscribers have been suggested by the original recipients.

These preliminary results indicate that the Briefs are meeting a need.

Increasing numbers of our research papers and reports are being translated into Spanish and Portuguese. Four reprints were recently translated by the University at Chapingo, Mexico. Likewise a number of monographs and research reports have been translated by the University of Chile, the University of San Carlos in Guatemala, National University in Bogotá, Colombia, CIRA in Bogotá, etc. Currently, 16 reprints and research papers are being translated by the Regional Technical Aids Center (RTAC) in Mexico City.

### 3. Data Deposits

Since the Land Tenure Center first began sponsoring research in Latin America, it has been interested in acquiring duplicate sets of data from its researchers for further analysis by students and faculty. Original data are always left in the country where the studies are conducted. This year the LTC began data deposit in the University of Wisconsin Social Science Data and Program Library Service (DPLS), a library and reference center for machine-readable data. DPLS, which is funded primarily by the University, makes these data available, with any restriction the researcher wishes to place on them, at no cost to University staff and students. Additionally, the data are available on a direct-cost basis to researchers not at the University via DPLS's connections with other data depositories. Carded data from some LTC studies are now in DPLS and guidelines for the organization and documentation of past and future studies have been established for LTC researchers, facilitating acceptance by the DPLS.

These deposits involve no expenditure of grant funds except some project assistant time, and occasionally, a minimal charge for checking

the accuracy of data cards.

#### 4. Films

The Land Tenure Center prepared, under the contract, twelve films which document rural conditions and problems in Colombia, Bolivia, and Chile. This film footage, available from the University for rental and from USDA for purchase, has been used extensively as background for researchers or as orientation material for others planning to work in Latin America. Although no film distribution statistics for the current year are available, in 1968 the University made more than 200 rentals to over 80 universities, Peace Corps training centers, and others.

This year, LTC arranged with the Regional Technical Aids Center (RTAC) in Mexico City to translate several English sound tracks to Spanish, produce Spanish prints for Latin American use by RTAC, and provide LTC with the original Spanish track for further printing and distribution. The costs of providing RTAC with internegative prints for Spanish dubbing and of printing extra LTC copies of Spanish versions will be financed by the grant.

#### D. Consulting

The LTC staff has provided a large number of special consulting services over the years. This year, as in previous years, these can be classified under three headings: (1) off-campus consulting and technical assistance, (2) on-campus programs for visitors and short-term training, and (3) major speeches and participation in international forums. To provide some perspective with respect to these

and other activities discussed in this report, we are attaching Appendix IV, "Some Examples of Land Tenure Center Research Uses and Distribution," submitted to AID at its request in May 1970.

1. Off-Campus Consulting and Technical Assistance

An increasing volume of requests comes to the Center from U.S., international, and foreign governmental agencies for technical assistance, counsel, research, and training. The LTC frequently gives assistance in recruiting trained staff. Those recommended to the requesting agencies have been specialists trained through the LTC program or more senior social scientists with whom Center faculty have close association. Help is also given directly, on the U.W. campus and beyond, in training of Peace Corps Volunteers and others preparing for work in foreign countries, through LTC staff participation in student-staff seminars at other institutions and through consultation there with those who will execute research projects in developing countries.

In a number of instances, research was specifically requested, and in some cases partially financed, by local agencies or AID missions. In the United States and abroad the Center has received an increasing number of requests for staff assistance on a variety of problems, ranging from recommendations on policy problems to evaluation of a country's agricultural legislation. A few examples from the past year follow.

Professor Ronald Clark, who earlier had conducted research on the same topics, was asked by the AID Mission and the Bolivian Government to remain in Bolivia to continue developing the program of title distribution and mobile units for resolution of pending land ownership conflicts.

In the spring of 1969, the Costa Rica AID Mission asked Research Associate Rubens Medina to evaluate a research project on ownership security of rural agricultural land.

Professor Herman Felstehausen served in Mexico in the fall of 1969 as a consultant to its government, assisting in the design of an information and technical assistance service for Mexican farmers. The project was sponsored by Mexico's Programa Campesino and by the Inter-American Development Bank.

The Government of Libya in 1969 requested that Professor R. J. Penn consult with personnel in the Libyan ministries of Planning and Development and of Agriculture, and in the Program of Land Settlement. Professor Penn was in Libya for more than three weeks on this mission.

Professor A. Eugene Havens was invited to serve, in November of 1969 in Buenos Aires, on a panel of experts to determine FAO's five-year work plan on Latin American problems. He also assisted in the research design for a study of the relationship between land ownership distribution and governmental services and assistance in Colombia for the División de Estudios Regionales, Planeación Nacional, and gave assistance requested in curriculum planning to Instituto Colombiano Agropecuario, Departamento de Sociología Rural.

In January 1970, Professor Penn served as a member of a U.N. Development Programme team evaluating agricultural development plans and potential in northern Malawi.

Professor John Strasma is on leave with the Ford Foundation to undertake a training assignment in the Peruvian Office of Tax Studies. Strasma works with Office staff in preparing advisory material on

tax policy and related matters for Peru's Finance Ministry.

In November 1969, Professor Peter Dorner was in Buenos Aires, Argentina at the request of the Ford Foundation program director for Agricultural Economics Development in Argentina. Professor Dorner consulted with the Ford staff, gave several seminars, and assisted students in their Ph.D. thesis work.

All consulting and technical assistance during the past year was financed by the agencies requesting the service--none was financed by grant funds.

2. On-Campus Programs for Visitors to the Center

The Director and other senior faculty members, research associates, and program assistants this year met with almost one hundred persons who visited the campus to consult with LTC faculty, to further acquaint themselves with its publications, or to work in the LTC library. The visitors included scholars, technicians, and administrators, ranging from U.S. and foreign graduate students in the social sciences preparing for field work or developing their dissertations, to senior scholars and policy makers from the U.S. and many Latin American, European, African, and Asian countries. Sometimes the only assistance needed was to direct visitors to copies of research publications, but on occasion, visits required a day or more of planning and coordination and some hours of time of each of the LTC staff members consulted. Some persons visited the Center, its library, and collaborating faculty for as long as two weeks.

Assistance of this extent might be regarded as untoward use of staff time were it not for the rewards in increasing competence within

the community of scholars and institutions in the development field. Another value to the Center arises from the interaction that occurs in these visits--researchers meet with those from high decision-making positions in developing countries, international agencies, or foundations, or with other well known scholars. The base of knowledge and techniques relating to land tenure and related institutional development is thus enlarged at the Center at the same time that its visitors receive assistance.

To the extent that records can be kept of visitors to the Center or to its faculty members across the campus, individuals coming to the University during the past year to confer with the LTC staff can be classified as follows:

AID	4
Foreign governments	16
U.S. universities	18
Foreign universities	27
International and foreign agencies	23
Foundations and other U.S. private agencies	6

Besides the above assistance, information and counsel was also given to an even greater number of individual researchers and institutions who wrote the Center and received assistance in the form of letters, reports, and publications. This consultation via correspondence also goes to a wide range of individual researchers and institutional representatives--from scholars and Peace Corps Volunteers in the U.S. and other nations to AID Mission and other U.S. agency staff members in the U.S. and overseas, as well as their counterparts in foreign governments.

**3. Major Speeches and Staff Participation in International Meetings**

LTC faculty have participated in a number of international conferences and have lectured to many groups interested in the general area of land tenure and reform. Some examples of the past year follow:

(a) Professor Dorner, Seminar on Rural Manpower Policies in Development; U.S. Department of Labor, Washington, D.C., November 1969.

(b) Professors Clark, Dorner, Felstehausen, Kanel, Parsons, Penn, Strasma, Thiesenhusen, and Mr. John Bielefeldt, publication specialist, in the planning, preparation of papers, and participation in AID's Spring Review on Land Reform, Washington, D.C., June 1970.

(c) Professors Clark, Dorner, Flestehausen and Strasma, Title IX and related conferences in the U.S. and Ecuador, November 1969, January 1970, and April 1970.

(d) Professors Penn and Dorner, Conference at UNDP Offices, New York, June 1970.

(e) Professor Thiesenhusen, FAO-IICA-LTC Conference on Land Reform, Santiago, Chile, January 1970.

(f) Professor Strasma, Adlai Stevenson Institute of International Affairs Conference on Peru, Racine, Wisconsin, May 1970.

(g) Professor Thiesenhusen, major address on "Agricultural Reform in Latin America" to the Agricultural Missions of the National Council of Churches of Christ in the U.S., December 1969.

(h) Professor Havens, major address at North Carolina State University on "Internal Colonialism and Structural Change in Latin America," November 1969.

III. EXPENDITURES AND BUDGETS

A) Fiscal 1969-70

	<u>Budgeted</u>	<u>Actual Expenditures</u>
Salaries	\$ 115,600	\$ 156,753.70
Stipends and Dependent Allowances	42,000	35,231.58
Tuition and Fees	10,880	0
Travel and Transportation	24,000	10,713.34
Equipment	15,000	488.54
Supplies and Services (including books)	2,424	46,233.16
TOTAL	\$ 239,904	\$ 249,420.32

Comments

Expanded library operations and the research integration effort required the addition of extra staff. Also, increased mailing of publications required more labor. Furthermore, there were substantial salary increases in the past year. Thus salaries ran higher than estimated for the first year of operation.

Students were required to pay in-state tuition. The University, however, waived the out-of-state portion of the tuition for students supported under the grant. This contribution of the University would about equal the amount budgeted for this item.

Travel and transportation was considerably lower than estimated, primarily because of greatly restricted field research operations and the provision of funds from other sources for some of the international travel. For example, the trip by Professor Thiesenhusen to Chile in

June 1970 was paid from funds administered by the University's Ibero-American Program.

Of the total travel and transportation costs, \$7,560.32 was for international travel and \$3,153.02 for domestic travel. International travel was for the following purposes:

1. Professor Joseph Thome and family (including shipment of personal goods) return from Santiago, Chile to Madison after 18 months as LTC Director of Chilean Research, August 1969, \$2,383.40.
2. Professor Marion Brown to Mexico to arrange with RTAC for translating LTC films and publications into Spanish, with trip extended to Chile to gather data from CORA on land reform, to supervise LTC office operations, and to arrange for future Chilean research projects, November 1969, \$731.25.
3. Professor Ronald Clark and family from La Paz, Bolivia to San Francisco and return. Professor Clark had earned a home leave for work under the previous contract. However, because of illness in his family, he could not leave La Paz for his home leave before the contract expired on June 30, 1969. Thus his home leave was paid from grant funds in November 1969, \$1,657.45.
4. Professor William Thiesenhusen, to attend a FAO-IICA-LTC conference in Santiago, Chile on agricultural development and agrarian reform, January 1970, \$934.81.
5. Professor Herman Felstehausen, to Colombia to collect data for several research projects and supervise LTC office operations, January 1970, \$618.70.
6. Professor Peter Dorner, Director LTC, to Colombia, Ecuador, Chile, Bolivia and Central America, to supervise LTC office operations in Colombia and Chile and confirm cooperative agreements for future work, to consult with AID mission personnel and get current information on land reform activities in Ecuador and Bolivia, and to work with LTC student researchers in Central America, April 1970, \$1,234.71.
7. Professor William Thiesenhusen, to Chile for reinterviewing farmers interviewed in a study of five years ago, June-August 1970; travel paid by University's Ibero-American Program, per diem to be charged against grant funds in fiscal 1971.

Equipment needs for the past year under the grant were lower than anticipated. Many of the needs were met by equipment purchased in the last six months of the contract.

Supply and services expenditures were substantially higher than estimated due to increased library purchases and mailing costs.

B) Fiscal 1970-71

	<u>Budgeted July 1, 1970</u>	<u>Estimated in Grant Document</u>
Salaries	\$ 189,500	\$ 147,900
Stipends and Dependent Allowances	30,000	54,000
Tuition and Fees	0	14,960
Travel and Transportation	12,000	26,000
Equipment	3,500	10,000
Supplies and Services (including books)	60,000	28,924
TOTAL	\$ 295,000	\$ 281,784

Comments

For the same reasons outlined above (i.e., additional office staff, salary increases, anticipated increases in library purchases and mailing costs) salaries and supplies and services are anticipated as substantially higher than estimated for the second year of operation in the attachments to the grant document. Other categories were accordingly reduced. Increased efforts are being made to secure funds from other sources for student stipends and for travel and transportation.

C) Budget Summary to Date

	<u>Fiscal 1970 Actual Expenditures</u>	<u>Budget Estimates for Fiscal 1971</u>	<u>Total Budget Estimates in Grant Document</u>	<u>Remaining Sums (col. 3-1+2)</u>
Salaries	\$156,753.70	\$189,500	\$760,500	\$414,246.30
Stipends and Dependent Allowances	35,231.58	30,000	298,000	232,768.42
Tuition and Fees	0	0	78,880	78,880.00
Travel and Transportation	10,713.34	12,000	161,000	138,286.66
Equipment	488.54	3,500	40,000	36,011.46
Supplies and Services	46,233.16	60,000	101,620	55,386.84
<b>TOTAL</b>	<b>\$249,420.32</b>	<b>\$295,000</b>	<b>\$1,500,000</b>	<b>\$955,579.68</b>

**APPENDIX II**  
**THE UNIVERSITY OF WISCONSIN**  
**PH.D. IN DEVELOPMENT**

## **PROPOSAL FOR A UNIVERSITY OF WISCONSIN**

### **PhD IN DEVELOPMENT**

**Need for an Interdisciplinary Degree in Development**

**Development as an Academic Subject**

**Administration of the Degree**

**Graduate Committees**

**Informed and Participating Faculty**

**Admission and Preliminary Examinations**

**Building Academic Quality**

**Course Requirements**

**New Course Development**

**Justification for a Research Degree**

**Research Support**

**Language Requirements**

### **NEED FOR AN INTERDISCIPLINARY DEGREE IN DEVELOPMENT**

More and more graduate students are asking for an interdisciplinary degree in development to prepare themselves for careers with national and international development agencies or in university teaching and research programs concerned with development.

It was in response to this need that the University communicated to the Coordinating Council for Higher Education on August 1, 1968 the preliminary intention of establishing a doctoral degree in "Economic and Resource Development" in 1969-71.

Programs dealing with social and economic change and development at home and abroad are today an integral part of academic life. This is especially true of the University of Wisconsin where development oriented programs are not a phenomenon of the "decade of development," but the outgrowth of a long tradition of wide-ranging social science research and public service. A part of this tradition has been strong encouragement for professors to pursue individual lines of research interest. As a consequence, much of Wisconsin's early international involvement grew up around the research interest and efforts of individual professors rather than around departments or institutes.

Concurrent with the tradition of providing research opportunities for individuals, there has been a parallel tradition of interdisciplinary, interdepartmental work. As a result, individual research efforts have merged into multidisciplinary programs concerned with issues of international developmental change. Examples of programs that cut across disciplinary lines are the Ibero-American Studies Program, the Land Tenure Center, Latin American Law Program, Center for International Communication Studies, the Engineering Technology Transfer and International Programs, and the various area studies programs.

Other on-going programs are based within a single discipline but are seeking to expand the interdisciplinary and international activities of their respective departments or schools. Examples of these types of programs are the Sociology of Economic Change, Center for International Business Research, and Programs in Animal and Human Nutrition in Emerging Nations. It should be noted that while these programs were conceived and are housed within a discipline, their focus is interdisciplinary and developmental.

In addition to these disciplinary and interdisciplinary programs concerned with development, there are currently 43 international projects that are operating on a budget of \$10,000 or more per year. In the majority of instances these projects incorporate graduate student research as a major component of their study effort. Consequently, there are already students on the Madison campus who have been exposed to practical problems of development and have discovered that many of these issues are not directly encompassed by a particular disciplinary approach. These are the students who are saying with some vigor that preparation for the work they intend to do demands an interdisciplinary program of study that would lead to a PhD in development. Moreover, requests are being received every day from prospective students who would like to concentrate on interdisciplinary doctoral programs. A portion of these students are from foreign countries but more and more U. S. students are seeking an interdisciplinary approach to the question of social and economic development. The programs that currently exist on the Madison campus are highly interrelated, yet there is no central facility that students can contact for establishing programs concerned with development that are interdisciplinary in nature.

While this type of loose structuring has been satisfactory in the past, times and conditions have changed. For example, those individuals who devote a large portion of their time to international developmental change activities sometimes find themselves marginal to their own departments. This is true not only for students but professors as well. As Jenks and Reisman indicated in their article in the February 1968 issue of Atlantic Monthly, graduate schools have been notably slow to realize that problems cut across disciplinary boundaries. There is a tendency to focus upon disciplines rather

than problems. The University of Wisconsin has been one of the few schools to recognize this fact and provide students the opportunity for interdisciplinary degrees that are conducted by a faculty committee rather than a department. While such an effort has been reasonably successful up to now, a more structured program might better serve the student and selected faculty needs.

A partial step towards providing a more structured program is to utilize the existing committee degree approach but to specify a unit such as the Land Tenure Center as the admitting unit and home base for students who would like to receive an interdisciplinary committee degree in development. That office could facilitate the programming and establishment of committees for prospective students by maintaining files of faculty members who share interdisciplinary concerns in their own studies and who would be willing to serve on PhD Committees for outstanding students (such a list has been compiled in planning for this degree).

The degree provided would primarily prepare the student for research or practice in the field of development. In fact, many of the students who currently are asking for such a degree are not necessarily preparing themselves for a position in university teaching and research but rather are interested in developing careers in national and international agencies concerned with development. The committee degree structure could more successfully fit their needs than any single discipline since in almost all cases a degree in a given discipline essentially produces a person trained for university teaching and research.

One of the necessary conditions to make such a program effective is that a certain number of fellowships and/or assistantships should be available for these interdisciplinary

degrees. It is highly unlikely that a department would be willing to give up fellowships or assistantships for students who are not majoring in their discipline in the ordinary sense. Consequently, there is some necessity to solicit fellowship and assistantship support for students majoring in interdisciplinary programs.

As far as the planning committee has so far been able to ascertain, no university offers a PhD in Development through an interdisciplinary, intercollege approach. There are interdisciplinary international relations degrees in schools such as Johns Hopkins School of Advanced International Studies. Several universities offer degrees in development, usually through one academic unit. Stanford International Studies unit gives a doctorate as does the Harvard Graduate School of Education through their Center for Studies in Education and Development. Williams College has an M.S. in development economics. The University of California offers an M.S. The University of Kentucky Center for Developmental Change is currently structuring a degree which may turn out to be similar to the Wisconsin plan. Undoubtedly other U. S. universities offer such degrees, though none on the basis proposed here as far as the planning committee can ascertain. Thus, although this degree proposal is unique, other universities see need for new programs in national and international development.

Interviews with personnel of organizations involved in international development have produced a variety of responses regarding need for the degree and available job opportunities. Those recognizing the importance of the interdisciplinary approach suggest that this degree must give students more than superficial knowledge of the various disciplines involved, and that most students should master a primary discipline. This degree is so structured as to provide an answer to this suggestion.

Perhaps the greatest demand for the degree is to provide people to plan, direct and research programs of development agencies. In this regard, Ministries of Development are asking for such an interdisciplinary degree in development. Additionally, there is some demand on the part of several U. S. and international agencies such as Inter-american Bank, Agricultural Development Council, Society of International Development and a few sections of USAID and the United Nations.

### DEVELOPMENT AS AN ACADEMIC SUBJECT

Countless development agencies, ministries and institutions operate around the world without a rigorous definition of the term development. Perhaps this is true because restricted definitions are not very helpful in explaining the phenomenon. For example, many economists have defined development as an increase in per capita income. Others include in that definition the equitable distribution of income. Political development to some, concerns the formation and functioning of the body politic or the growth of political <sup>institutions.</sup> ~~institutions.~~ And so on, with each discipline.

For structuring this academic degree, development is defined only in very general terms. It is seen as a process in which technological, economic, political and other social factors interact to increase the amount and improve the distribution of knowledge, goods and services within a specific situation or environment.

This definition is of necessity a broad one. The committee does not wish to structure a program which will force all development students to take the same courses, or focus on the same problems. It wants instead to establish a context in which individual study and research programs can be designed to fit the special needs and interests of each student.

There is no doubt, however, that the degree as proposed is primarily a social science degree. In terms of available coursework and student and professor interest in the process of development, major interest in this university lies in the disciplines, without regard to specific departments, of economics, sociology, political science, education, law and communication.

#### **ADMINISTRATION OF THE DEGREE**

Major participation and administration of the degree will come from various units with a program commitment to and a demonstrated strength in development. These will primarily be the social science units now comprising the Center for Developing Nations Programs. These units have already expressed the desire to participate in this program, and include: The Center for Development, the Center for International Business Research, the Center for International Communication Studies, the Engineering Foreign Program, the Laboratory of International Research in Education, the Land Tenure Center, the Latin American Law Program, and the Sociology of Economic Change program.

The degree will be administered at two levels: by an overall Administrative Committee; and by individual Graduate Committees appointed for each candidate.

The Administrative Committee might be appointed by the Dean of the Graduate School of the Madison campus, upon recommendations of the degree planning committee. It should be composed of faculty representing the key programs involved, including faculty who have served on the planning committee. The Administrative Committee shall set policy regarding the degree (within the policy framework established by the University and Graduate School). It shall establish guidelines for admission of students into the program. It shall approve or disapprove each candidate's proposed program.

The Chairman of the Administrative Committee shall be the administrator of the Land Tenure Center or his appointed delegate, and that office shall serve as the central administrative office for the degree.

#### GRADUATE COMMITTEES

The Administrative Committee shall approve the establishment of a separate five-man faculty supervising committee for each student upon written recommendation of the student's major professor. Since the degree is interdisciplinary, the committee should represent a minimum of two disciplines. Each Graduate Committee should have as one member a professor who concurrently serves as a member of the Administrative Committee.

#### INFORMED AND PARTICIPATING FACULTY

The planning committee has informed more than 75 faculty members about the program and invited them to participate. They represent the following disciplines (not departments): anthropology, business, communications, economics, education, engineering, geography, history, law, political science and sociology. Of the 75 members contacted, 25 have indicated they will participate in the degree program. Ten others have indicated interest but have not responded in writing. As new faculty names are suggested, they will be informed about the degree and invited to participate.

#### ADMISSION

Students with two different types of career interests will be attracted to the program. The first type of student, either from a foreign country or a citizen of this country, will be interested in working with a governmental program or development agency specializing in

development. Most of these students would be interested in this interdisciplinary program because it can give them the theory and research methodology needed to deal with development problems.

The second type will be interested in a research or teaching career in a university, primarily in the United States. These students will usually have a strong disciplinary interest (i. e. sociology or economics or business, etc.) but desire the application of that discipline in the study of development through an interdisciplinary program.

The Graduate Committee structure (described above) and the course requirements (described below) insure an interdisciplinary focus, yet permit a sizable portion of credits to be selected from one discipline.

The Administrative Committee, acting as a screening committee, would admit students into the program by requesting the Graduate School to issue the permit to register. However, the student's adviser and five-member faculty committee would have prepared the proposed program and agreed to serve in advance of admission, whenever possible. Timing of admission must vary with a student's background and preparedness. (The program should begin by accepting students who have recently finished a Master's Degree in an appropriate area.)

Only the highest caliber student will be admitted into the program. Admission would be based on the student's submission of: his own letter of application, a cover letter from his major professor or M.S. adviser if a Wisconsin product (if he has an adviser at time of admission due to continuing graduate work), and a nomination letter from the director of any cooperating program. He must also submit a proposed program of coursework including graduate courses already taken, explanation of his research area,

proposed list of graduate committee members and a statement justifying his interest in the PhD and career plans. Admission is separate from preliminary examinations. Admission certifies that the student is qualified to take coursework and plan for his research.

The preliminary examination would occur at a time set by the student's committee on recommendation of the student's adviser, after any appropriate language examinations are passed. Preliminary examinations come under the jurisdiction of the student's own graduate committee. They would test whether the student is academically prepared to formulate and to analyze development problems.

The examination will be in two parts:

1. academic preparedness (based on the coursework which is a part of the student's particular program).
2. research readiness (based on the student's knowledge both of methodology in his fields and on a written research proposal).

Concerning part 1, academic preparedness, the examination would be in two sections. The first section would contain questions based on the core course requirements (including the new interdisciplinary courses in theory and methodology) and would be prepared by the Administrative Committee. All students would take this same section. The second section would have questions tailored to the coursework and disciplines peculiar to the student's individual program, and be provided by the student's own graduate committee. Part 2 of the examination, the research readiness examination, would be entirely developed by the student's graduate committee.

### Building Academic Quality

First, most students entering this program will be mature individuals with substantial international experience and career commitments to the study of development. Such students will have a clear idea of the disciplines which will contribute to their study of development and will be able to plan a program that meets their needs.

Second, because of the relevant knowledge and experience available through the student's adviser, his graduate committee, and the degree administrative committee, the student's ideas of what his program should be will be modified and strengthened. (Feasibility and effectiveness of interdisciplinary graduate committees is well proven through such degrees as the PhD in Mass Communications.)

Third, the course requirements will give the student a body of knowledge that is development-oriented, and not merely development-related, even if only existing courses are recombined.

Fourth, new courses will be developed out of the experience and needs of the first students (see next section). Further, field seminars and internships will prepare the student for overseas dissertation research.

Fifth, the preliminary examinations will require knowledge of a set of development concepts as well as theory and methodology specifically related to the student's main discipline interest.

What is an appropriate body of knowledge for one candidate is not appropriate for another. This fact in no way reduces the quality of the academic program. Contrarily, it strengthens it. Development is an interdisciplinary concept which cannot be approached with a single frame of reference. This degree and its preliminary examinations are

structured to insure that the candidate must pass both interdisciplinary and within-discipline requirements. The Administrative Committee will continually reformulate the degree through feedback from program participants.

### **COURSE REQUIREMENTS**

Credit requirements will vary depending on whether the student enrolls with a Master's Degree. With a Master's Degree in one of the discipline areas represented in the program, an additional 40 credits are advised. (Four semesters of 10 credits). Without a Master's, a minimum of 60 credits is advised. Since proposed programs are supervised by the student's graduate committee and acted upon by the Administrative Committee, these figures are guidelines and not fixed requirements. The Administrative Committee, based on the student's graduate committee recommendation, shall also judge what portion of any previously earned graduate credits may apply to this degree.

Basically, each program will be different -- tailored to the individual student's needs. However, the planning committee expects most coursework programs to fit the following rough guidelines:

1. Interdisciplinary required courses -- 6 credits.  
This involves two, 3 credit seminars emphasizing the theory, problems and research approaches to development.
2. Courses from the Major Discipline -- 15-25 credits.  
This includes any course the student, major professor and committee feel is relevant to the student's program, as long as it fits the major discipline.
3. Electives from Secondary Disciplines -- 20-30 credits.  
A list of courses related to development has been prepared by the Center for Developing Nations Programs. Most students will elect a substantial number of courses from this list. However, their choice of secondary discipline courses shall be completely flexible.
4. Research Design, Methodology and Statistics -- 10-15 credits

## NEW COURSE DEVELOPMENT

In the past decade, many new courses relating to development have been offered by various units of the University. (The planning committee has identified more than 50 courses which relate directly to the process of development.) However, several new courses have recently been developed, partly as a result of the preliminary work on this proposed degree program. These include:

1. Law of Development (Law: Thome and Seidman)
2. Role of Communications in Development (Agricultural Journalism: Bostian, Brown, Felstehausen)
3. Agricultural Resource Development (College of Agricultural and Life Sciences: committee)
4. Land Tenure and Latin American Peasants (Land Tenure Center: Thiesenhusen)
5. Institution Change and Planning in Africa (LTC)
6. Land Tenure and Rural Development in Africa (LTC)
7. Land Tenure and Rural Development in Asia (LTC)

This spring semester, the above seminar on the Role of Communications in Development (Ag Jrn 940 - 3 credits) has been broadened to discuss the role of social sciences, primarily economics, sociology and communications, in the process of development, as a basis for planning the required interdisciplinary courses of the proposed degree. (Ten professors and 12 students are participating in this seminar on a regular basis. This includes many members of the degree planning committee and includes the three students who have been admitted to this program on an experimental basis.)

## JUSTIFICATION FOR A RESEARCH DEGREE

The degree program proposed herein must be a research degree. The reason for this is that there is not a body of codified knowledge readily available for use in policy decisions that will be taken regarding development problems. Further, the development "practitioner" is not in the same situation as the medical doctor, lawyer, engineer, who relies on a large body of knowledge and on highly developed and specialized practical skills. There is no such body of generalized knowledge and skills in the area of development policy -- and no clearly defined role that can be generalized in the way a medical doctor's role can.

Those students who work in action agencies after completing this degree should be able to generate research on the development process. This research would assist them in making policy decisions as well as contribute toward the codification of knowledge regarding development. There will, undoubtedly, be times when these individuals will have to evaluate research done by others. We feel the best way to teach how to evaluate research is to develop the skills for doing research. These skills must include the ability to conduct research where data banks are not available or are incomplete. Thus, students in this program must know how to collect their own data and be able to handle data analysis problems when data are fragmentary. Thus, if there is a universally useful skill for people engaged in development, it is the ability to design, conduct and interpret situationally relevant research.

Finally, some students in this program may seek jobs in academic settings, or may hold positions in development agencies and in academic institutions concurrently. This group must also develop research skills. For these reasons, this program requires a research degree.

**RESEARCH SUPPORT**

The Administrative Committee and the administrative home for the degree shall attempt to secure research assistantships, fellowships and overseas research support for students enrolled.

**LANGUAGE REQUIREMENT**

The language requirement must be flexible and vary with each student. For many students, the requirement shall be minimal competence in one foreign language; however, the student's adviser or committee can suggest and the Administrative Committee require fluency in a foreign language if the student's area of interest indicates this need. Knowledge of two foreign languages might benefit some students.

**APPENDIX III**  
**PUBLICATIONS OF THE LAND TENURE CENTER**  
**JANUARY 1969 - JUNE 1970**

## LAND TENURE CENTER PUBLICATIONS

January 1969 - June 1970

### Land Tenure Center Reprints

- No. 29-S Charles Nisbet, "Programas de crédito de capacitación para pequeños agricultores en Chile." (Translated from Interamerican Economic Affairs, Autumn 1967, 13 pp., at Escuela Nacional de Agricultura, Colegio de Postgraduados, Centro de Economía Agrícola in Chapingo, Mexico.)
- No. 31-S Dor. Kanel. "Tamaño de las explotaciones agrícolas y desarrollo económico." (Translated from Indian Journal of Agricultural Economics, April - June 1967, 26 pp., by Carlos Fletschner and published in Spanish by ESCOLATINA, Instituto de Economía y Planificación, Universidad de Chile.)
- No. 33-S Richard Patch. "Bolivia: La revolución restringida." (Translated from The Annual of the American Academy of Political and Social Sciences, Vol. 334, 1961, 15 pp., at Escuela Nacional de Agricultura, Colegio de Postgraduados, Centro de Economía Agrícola in Chapingo, Mexico.)
- No. 37-S Charles Erasmus. "Límites superiores del campesino y de la reforma agraria: Comparaciones entre Bolivia, Venezuela y México." (Translated from Ethnology, October 1967, 39 pp., at Escuela Nacional de Agricultura, Colegio de Postgraduados, Centro de Economía Agrícola in Chapingo, Mexico.)
- No. 39-S Charles Nisbet. "Tasas de interés y competencia imperfecta en el mercado de crédito no institucional en el campo chileno." (Translated from Economic Development and Cultural Change, October 1967, 26 pp., at Escuela Nacional de Agricultura, Colegio de Postgraduados, Centro de Economía Agrícola at Chapingo, Mexico.)
- No. 50-S Herman Felstehausen. "Aumentar el acceso a información agrícola latinoamericana mediante centros de documentación." Agricultura Tropical. Noviembre 1968. 17 pp.
- No. 52 Peter Dörner. "Fourteen Million Rural Poor" [Book review of The People Left Behind: Report by the President's National Advisory Commission on Rural Poverty]. The Yale Review. Winter 1969. 11 pp.
- No. 53 E. A. Wilkening, João Bosco Pinto and José Pastore. "Role of the Extended Family in Migration and Adaptation in Brazil." Journal of Marriage and the Family. November 1968. 7 pp.

- No. 54 Ronald James Clark. "Problems and Conflicts over Land Ownership in Bolivia." Inter-American Economic Affairs. Spring 1969. 16 pp.
- No. 55 Richard N. Goodwin. "Letter from Peru." The New Yorker. 1969. 35 pp.
- No. 56 Vernon W. Ruttan. "Tenure and Productivity of Philippine Rice Producing Farms." The Philippine Economic Journal. First Semester 1966. 22 pp.
- No. 57 Wyn F. Owen. "The Double Developmental Squeeze on Agriculture." The American Economic Review. March 1966. 23 pp.
- No. 58 William L. Flinn and Alvaro Camacho. "The Correlates of Voter Participation in a Shantytown Barrio in Bogotá, Colombia." Inter-American Economic Affairs. Spring 1969. 12 pp.
- No. 59 James E. Brunig. "Economic Decision Making and Entrepreneurship Among Colombian Latifundistas." Inter-American Economic Affairs. Vol. 23, No. 1. 26 pp.
- No. 60 William C. Thiesenhusen. "Population Growth and Agricultural Employment in Latin America, with Some U. S. Comparisons." American Journal of Agricultural Economics. November 1969. 17 pp.
- No. 61 Kenneth n. Parsons. "Poverty as an Issue in Development Policy: A Comparison of United States and Underdeveloped Countries." Land Economics. February 1969. 14 pp.
- No. 62 Wyn F. Owen. "Structural Planning in Densely Populated Countries: An Introduction with Applications to Indonesia." Malayan Economic Review. April 1969. 13 pp.
- No. 63 James E. Brunig. "The Minifundio Problem in Colombia: Development Alternatives." Inter-American Economic Affairs. Vol. 23, No. 2. 21 pp.

Land Tenure Center Research Papers

- No. 33 James Robert Taylor, Jr. Agricultural Settlement and Development in Eastern Nicaragua. February 1969. 99 pp.
- No. 34 Benjamín Villanueva. The Role of Institutional Innovations in the Economic Development of Honduras. November 1968. 33 pp.
- No. 35 E. A. Wilkening. Comparison of Migrants in Two Rural and an Urban Area of Central Brazil. November 1968. 36 pp.
- No. 36 William P. Huth. Traditional Institutions and Land Tenure as Related to Agricultural Development Among the Ibo of Eastern Nigeria. August 1969. 161 pp.
- No. 37 Terry L. McCoy. The Politics of Structural Change in Latin America: The Case of Agrarian Reform in Chile. August 1969. 51 pp.
- No. 38 Lester Schmid. The Middle-Sized Farm in Guatemala. August 1969. 67 pp. + appendices.
- No. 39 Manuel Collás. Surplus Labor and Economic Development: The Guatemalan Case. January 1970. 95 pp.
- No. 40 Benjamín Villanueva. An Approach to the Study of the Industrial Surplus: The Case of the United Fruit Company in Central America. December 1969. 24 pp.
- No. 41 Douglas B. Jensen. Chile's New Water Code and Agrarian Reform: A Case Study. April 1970. 69 pp.

Land Tenure Center Training and Methods Series

- No. 3 LTC Library. Colonization and Settlement: A Bibliography.  
March 1969.
- No. 9 LTC Library. Colombia: Background and Trends--A Bibliography.  
May 1969.
- No. 10 LTC Library. Land Tenure and Agrarian Reform in Mexico--  
A Bibliography. October 1969.
- No. 11 Teresa J. Anderson. Sources for Legal and Social Science  
Research on Latin America: Land Tenure and Agrarian Reform.  
June 1970.

Land Tenure Center Papers

- LTC No. 62 William C. Thiesenhusen. Population Growth and Agricultural Employment in Latin America With Some U. S. Comparisons. February 1969. 37 pp.
- LTC No. 63 Folke Doving. Land Reform and Productivity: The Mexican Case, Analysis of Census Data. January 1969. 22 pp.
- LTC No. 64 James E. Grunig. Information and Decision Making in Economic Development: Some Evidence from Colombia. July 1969. 27 pp.
- LTC No. 65 James Petras and Hugo Zemelman. Peasant Politics in Chile: A Case Study. July 1969. 32 pp.
- LTC No. 66 Weston H. Agor. The Decisional Role of the Senate in the Chilean Political System. August 1969. 44 pp.
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- No. 27     September 1967 - February 1969. 19 pp.
- No. 29     March - August 1969. 21 pp.
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No. 23 January 1, 1969. 22 pp.

No. 24 April 1, 1969. 23 pp.

No. 25 July 1, 1969. 27 pp.

No. 26 October 1, 1969. 41 pp.

No. 27 January 2, 1970. 54 pp.

No. 28 April 1, 1970. 53 pp.

**APPENDIX IV**  
**SOME EXAMPLES OF LAND TENURE CENTER RESEARCH USES**  
**AND DISTRIBUTION**

**SOME EXAMPLES OF LAND TENURE CENTER  
RESEARCH USES AND DISTRIBUTION**

May 1970

Since its establishment in 1962, the Land Tenure Center has expanded the body of knowledge in the area of land tenure and reform, substantially increased trained development manpower, and supplied technical assistance and advisory staff services.

Since many key development issues do not fall exclusively within the subject matter area of traditional academic departments, ITC has established a wide area of cooperation involving the departments of Agricultural Economics, Rural Sociology, Mass Communications and Agricultural Journalism, Political Science, Anthropology, Geography, Economics, Sociology, Law, and others.

Although research under the AID contract was confined to Latin America, work by individual staff members associated with the program has not been so confined. A number of individuals closely associated with the work of the Center have wide experience in the Middle East, Africa, and Asia. Thus, while the work under the 1962-1969 AID contract dealt primarily with rural institutional issues in the Latin American context, many staff members working with the Center have studied these issues in other areas of the world as well.

In addition to the Land Tenure Center (and in large part as a result of its interdisciplinary activities) three other international social science programs have been organized--in law, in the sociology of development, and in international communications. The Land Tenure Center and these three programs cooperate closely, both on campus and overseas.

The Training Program

A major contribution of the Center has been the training of new professionals, both Latin American and North American, in graduate programs through participation in research projects, and in special courses of study built around the research problems emphasized by the Center. We estimate that about 250 students have been associated with the Center's programs for varying periods of time. Slightly over 200 have been or are now enrolled for degree work on the Madison campus. The others are Latin American students who worked on research projects in Latin America but who never came to Wisconsin for graduate work. Of the 103 students completing advanced degrees in these past seven years, 56 are now with academic

institutions, 27 with governmental agencies (e.g., Bank of Mexico, Colombian National Planning Department, Chile's Corporación de Reforma Agraria), 15 with international organizations (e.g., Inter-American Development Bank, International Bank for Reconstruction and Development, Instituto Americano de Ciencias Agrícolas, Secretaría Permanente del Estado General de Integración Económica Centroamericana), and 5 with private industry. Latin American students are more heavily concentrated in governmental agencies and international organizations than are North American students, although a good number of the former are with academic institutions in their home countries. Of the 103 who have received advanced degrees, 54 are Latin American and 49 are North American. With only one or two exceptions, Latin American students who have finished their degree work have all returned to Latin America.

The Center's program also provides an important vehicle by which individual University staff members can build their knowledge and skills. Over the past five years, more than fifty faculty members have actively participated in this program. About half of these were senior faculty from the University of Wisconsin; some were from other U.S. universities.

One of the main benefits of staff experience and competence developed via the ITC program comes in University coursework. A partial list of U.W. courses taught by ITC-associated faculty follows. It includes several new interdisciplinary offerings initiated largely because of the ITC; moreover, the direction and content of the established courses rest heavily on ITC research.

Economic Problems of Underdeveloped Areas--Kanel, Thiesenhuson  
Seminar in Land Problems--Fenn, Thiesenhuson, et. al.  
Economic Development of Agriculture--Danner, Parsons, Kanel  
Economic Problems of Africa--A. Seidman  
International Marketing of Agricultural Products--Strauss  
Theories and Policies Relating to Land Tenure in Africa--  
A. Seidman  
Institutional Economics--Kanel, Parsons  
Public Finance in Developing Countries--Strauss  
Land Tenure and Agrarian Reform in Asia--Eddie  
Introduction to Rural Sociology--Ellis  
Social Structure in Rural Latin America--Havens  
Technological Change in Rural Society--Wilkening  
Cooperative Rural Societies--Wilkening  
Sociology of Economic Change--Wilkening, Havens, A. Seidman  
Rural Social Change--Wilkening  
Societal Development--A. Seidman

Land Tenure and Peasant Agriculture--Thiesenhusen  
Seminar on Current Issues in Communications Theory and  
Research--Brown, Folstehausen  
Seminar on the Role of Communications in Agricultural  
Development--Brown, Folstehausen  
Seminar on Development--Havens, Bostian, A. Seidman,  
R. Seidman, Folstehausen, Brown, Thiesenhusen  
Latin American Legal Institutions--Thome  
Legal Problems of Land Reform in Latin America--Thome  
African Law--R. Seidman

Some other courses complementary to the Land Tenure Program  
a/ot

Economic Problems of Latin America--Glade  
Comparative Analysis in Latin American Development--Glade  
Latin American International Relations--Anderson  
Latin American Politics--Anderson  
Development Policy Analysis--Anderson et. al.  
Social Problems in Latin America--Chaplin  
Seminar: Socio-Economic Change in Underdeveloped Areas--  
Glade

#### Publications

A primary goal of the Land Tenure Center is to make its research results widely available to other researchers, policy makers, and administrators in the United States and abroad. The Center has published more than 190 papers in six series (monographs, research papers, MEC papers, MEC reprints, discussion papers, and training and methods) and thirty issues of a periodic newsletter.

Approximately 500 researchers, libraries and agencies receive all our publications. Over the last two years, we have distributed about 75,000 publications to these 500 and in answer to approximately 3,000 requests from every Latin American nation, from most countries of Western Europe, and from many Asian and African nations (particularly in 1969-70). In addition, many Ph.D. theses have been printed and given wider-than-usual circulation.

MEC this year initiated a new publication, Latin American Research Briefs. Currently it is used in the Ph.D. research of Susana Amaya, a graduate student in agricultural journalism, who proposed the series. She is supported partly by the grant and partly by the Kellogg Foundation, but publication and distribution are accomplished under the grant.

The Briefs, which are sent to about 750 selected officials and administrators in the U.S. and Latin America, report research conclusions in a very short, informal format, condensing LTC research papers to 5-10 pages. Both English and Spanish editions are issued; so far eight have been distributed.

Hopefully, the Briefs can serve to bring recent and relevant research to the attention of busy administrators who do not have time or inclination to read longer papers unless these are especially useful. The first five months of publication have brought about fifty requests from Latin America for the longer research pieces. Also, 200 new subscribers have been suggested by the original recipients. These preliminary results do seem to indicate that the Briefs are meeting a need.

### Land Tenure Center Library

The Land Tenure Center Library specializes in the collection of materials dealing with agrarian reform, social change, and economic development in Latin America. It acquires nearly 2,000 new publications per year. Approximately one-fourth of these are books, but the majority of the materials gathered are pamphlets, clippings, unpublished research reports, and other softbound items, which are classified by subject. These non-book materials, now numbering over 10,000, make the collection a unique one. The library also has about 1,500 items in a reference section (census reports, national bank reports, statistical abstracts), and receives about 200 newspapers and periodicals. Many library materials are in Spanish and Portuguese.

Each week about 125 people visit the library, and more than 150 items are circulated on campus each week, with an additional 5-10 mail requests weekly.

Other institutions interested in setting up specialized libraries, such as Cornell University and Ohio State University, have sent people to inventory the holdings of the Land Tenure Center Library. The library staff has assisted them with this and with organizing a specialized subject heading list.

### Films

The Center has twelve films documenting land tenure, land use conditions, colonization, and reform projects in Colombia, Bolivia, and Chile. In 1968, the University of Wisconsin Bureau of Audio Visual Instruction lent these films to more than 200 users at more than eighty universities, Peace Corps training centers, and others.

LTC has arranged with the Regional Technical Aids Center of AID in Mexico City to translate certain films' sound tracks into Spanish, making this documentary footage more usable for Latin American audiences.

#### Research Use and Technical Assistance--a Few Illustrations

LTC research has attempted to be relevant for policy makers--for questions of public and collective action rather than private action. In citing some uses of LTC research, it should be clear that this research did not result solely from work done by scholars from the University of Wisconsin. Had this been the case, the direct influence on policy would likely have been much less. These studies were all joint products of staff and students from Wisconsin and from the Latin American universities and agencies.

a) In Bolivia, the confused title situation and the resultant critical conflicts became evident in the early phases of the research. The AID mission and the Bolivian government were kept informed of the study's progress, and they developed an interest in pursuing action in this titling area. Special studies were conducted on speeding up the legal and administrative procedures for clearing land titles. This research recommended a mobile unit program whereby topographers, agricultural technicians, and agrarian lawyers and judges would travel to the field to facilitate and speed up this process. Through joint financing by the Bolivian government and the AID mission, this policy was implemented in April 1968, when three mobile units began this work in the department of La Paz. Other units were added later. Since that time, these units have done the work necessary for distributing more land titles than were distributed in the preceding five years.

b) Two LTC research undertakings in Chile led to certain modifications in the Frei sponsored land reform legislation. One study concerned the results and potentials of profit sharing arrangements on some large farms; the other dealt with the consequences of private parcelization. The participating Chilean scholars later helped draft some sections of the legislation, and profit sharing was among the provisions introduced in the law which, if followed by a large landowner, permits him to retain more land in expropriation proceedings. The findings from the private parcelization study provided the evidence for including restrictions in the law on such private subdivision in the future. The profit sharing study had, it is believed, another consequence since included was a suggestion for evolving from the profit sharing phase to a corporate phase so that farm laborers could become share-owners in the enterprise. It was gratifying to hear a large

landowner in a recent public debate on land reform in Chile advance this idea as a desired route for large farmers to follow.

c) LTC research on water law and its implementation has also received some attention in the formulation of new legislation, in both Colombia and Chile.

In a number of instances, research was specifically requested, and in some cases partially financed, by local agencies or country AID missions. In the United States and abroad the Center does receive an increasing number of requests for staff advice on a variety of problems, ranging from recommendations on policy problems to evaluation of a country's agricultural legislation.

In 1964, Professor R.J. Penn (Agricultural Economics) served as a member of a team of U.S. and Mexican specialists which, at the request of the Government of Mexico and the Ford Foundation, prepared a proposal concerning the Mexican Agricultural Extension Service.

In November 1966, at the invitation of USAID, Professors Peter Dorner (Agricultural Economics) and Raymond Penn visited the Dominican Republic for two weeks for the purpose of evaluating the agrarian reform program proposed by the Dominican government. During the summer of 1967 Professor Joseph Thome (Law) made an evaluation of the legal aspects of the agrarian reform program in the Dominican Republic; and Professor C.W. Loomer (Agricultural Economics), a fourth member of the team, prepared a report on the land settlement program and procedures for land titling. He also evaluated the alternatives of selling land to the settlers as compared to giving them the land and instituting a nationwide land tax.

At the request of Chile's AID Mission, Professors Kenneth Parsons (Agricultural Economics) and Jacob Bouscher (Law) visited Chile for a two-week period in 1966 to evaluate provisions of the agrarian reform law which had just been submitted to the Chilean Congress.

Professor Joseph Thome spent three months in Bolivia, at the request of the AID Mission in La Paz and of CIDA, during the summer of 1966. The purpose of his visit was to learn the reasons for a slow distribution of land titles under the Bolivian agrarian reform law, and to propose new procedures for speeding up the title distributions.

Professor John Strauss travelled to La Paz from Santiago in July 1967 to consult on the FAO-Inter-American Development Bank study on financing agrarian reform and assisted in writing the final report.

Richard W. Patch, then visiting professor of Anthropology in the Land Tenure Center, served as a member of the Latin America Board of the National Academy of Sciences and of the Institute of Current World Affairs. In 1967 he also consulted with the Ford Motor Company on the social feasibility of a small hand tractor for use in Peruvian sierra agriculture.

Professor William C. Thiesenhusen (Agricultural Economics) spent July 1967 in Venezuela assisting with the analysis of data collected for the CIDA study on land reform as a consultant for OAS. One result of this work and another month's work as an OAS consultant on the Madison campus was a joint ITC-CIDA study: "Leonardo Ruiz Pinoda: A Case Study of a Venezuelan Agrarian Reform Settlement."

Professor Ronald Clark, who earlier had assisted research on the same topics, was asked by the Mission and the Bolivian Government to remain in Bolivia and to help develop a program including title distribution, land taxation, creation of mobile units to resolve pending land ownership conflicts, and reorganization of the National Agrarian Reform Service.

Professor Herman Falckehausen (Agricultural Journalism) served in Mexico in the fall of 1969 as a consultant to that government, assisting them in the design of an information and technical assistance service for Mexican farmers. The project was sponsored by Mexico's Programa Compadino and by the Inter-American Development Bank.

In 1969, the Costa Rica Mission asked Research Associate Ruben Medina to evaluate a research project on ownership of rural agricultural land.

The Government of Libya in 1969 requested that R.J. Penn consult with personnel in the Libyan ministries of Planning and Development and of Agriculture, and in the Program of Land Settlement.

In 1970, Penn served as a member of a UN Development Programme team asked to evaluate agricultural development plans and potential in northern Malawi.

In 1970, Professor John Strasza (Agricultural Economics) was asked to join the Ford Foundation staff for a time and undertake a training assignment in the Peruvian Office of Tax Studies. Strasza works with Office staff in preparing advisory material on tax policy and related matters for Peru's Finance Ministry.

While the purpose of the Land Tenure Center is to generate an understanding of rural institutions, staff members have also been of service in action programs of host countries and the U.S. government. Such activities have increased as the Land Tenure Center has gained in experience and expertise. Following are some examples:

- 1) Studies of rural property appraisals and land tax administration have provided the Government of Colombia and AID with guidelines for improving cadastral programs.
- 2) The State (Departamento) of Antioquia asked Land Tenure Center personnel to help analyze the administration of local and state services and allocation of funds.
- 3) The AID Mission in Bogotá asked the Center to collect information on the structure and functioning of local units of government, and to formulate recommendations for improving rural services and local programs.
- 4) LTC/Colombia was asked to cooperate in the Peace Corps training program.
- 5) LTC/Chile was asked to assist in evaluating the feasibility of an offer by a foreign agency to develop a line of agricultural machinery especially designed for the small farmer.

Land Tenure Center research people have cooperated closely with international agencies, especially with the Interamerican Institute of Agricultural Sciences (IICA), the Interamerican Committee of Agricultural Development (CIDA), and the Institute for Research and Training in Agrarian Reform (ICIRA) sponsored by the United Nations Special Fund and the Government of Chile.

The field centers offer other services besides research. Small libraries are maintained, and numerous professionals from Latin American agencies, U.S. universities, U.S. and Latin American newspapers, etc., seek information from personnel at the centers. The U.S. Embassy, the AID Mission, and the agricultural attaché seek information and judgments on specific issues. Likewise, representatives of European universities and embassies call on Center field personnel.

The Latin American research and knowledge of LTC personnel have several times proved useful to Congressional committees. In 1962, R.J. Penn explained the pressures for land reform at the "Economic Developments in South America" hearings of the Subcommittee on Inter-American Economic Relations, Joint Economic Committee.

In 1966, Peter Dornier described the relationship between land tenure reform and Latin American agricultural development in the hearings of the Subcommittee on International Finance, House Committee on Banking and Currency.

In 1967, the Subcommittee on American Republics Affairs, Senate Foreign Relations Committee, asked the Land Tenure Center to prepare a statement on the problems of agriculture within the Alliance for Progress. This statement was prepared by William Thiesenhusen and Marion Brown and formed part of the Subcommittee's series of studies of the Alliance. Thiesenhusen, Brown and Dornier later testified before the Subcommittee.

In 1968, the Research and Technical Programs Subcommittee, House Government Operations Committee, invited William Thiesenhusen to prepare a statement on the scientific brain drain into the United States and to testify before the Subcommittee.

There is also a substantial amount of consultation at the Madison Center. About 100 professionals come to Madison yearly to visit the Center. These individuals, besides those from the U.S., represented governments in Latin America, Africa, and Asia. International agencies such as the United Nations, the International Bank for Reconstruction and Development, and the Inter-American Development Bank were represented, as well as universities and research agencies from all over the world. Some of these recent visitors gave their affiliations as follows:

AID	9
Foreign governments	28
U.S. universities	33
Foundations and other	
U.S. private agencies	12
International agencies,	
foreign agencies, and	
foreign universities	75

LTC receives numerous inquiries about the availability of personnel--graduating students for example--to fill positions in universities and development agencies. It should be noted that these requests have not come through normal University placement channels. A few examples are listed below:

--the Ford Foundation sought a training associate for an agricultural development program in Pakistan

--AID/Columbia sought a staff economist and a marketing expert

- the Inter-American Development Bank asked for economists for service in Uruguay
- the Stanford Research Institute needed agricultural economists specializing in land tenure and institution-building
- the Agribusiness Council sought persons with credit institution and marketing skills
- the International Development Fund sought a country representative for Honduras
- the Harvard Development Advisory Service requested a grain-marketing advisor for work in Colombia