



REGIONAL CONFERENCE
of

COMMUNICATIONS MEDIA OFFICERS



BEST AVAILABLE COPY

Rio de Janeiro, Brazil - Feb. 24 - March 1, 1958

FIRST REGIONAL CONFERENCE

of

**COMMUNICATIONS
MEDIA OFFICERS**

Rio de Janeiro, Brazil

Feb. 24 March 1, 1958

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INTRODUCTION

Moving knowledge and proved techniques from the more developed to the developing countries is the essence of the economic and technical cooperation programs.

Within this broad framework, communication media have two different but mutually complementing functions: one, to create or increase competence in the communications media in the participating countries—thus serving as a substantive program; and two, to support programs in agriculture, health, industry and the like—thereby performing a service function.

The development of communications media, particularly in its service function, is essential to the effectiveness of technical cooperation programs, inasmuch as it enables them to move more knowledge more rapidly and to more people at less cost. This development is desirable since the need to reach and teach vast numbers of semi-literate and illiterate people—and to do so in such a way that the new-acquired knowledge is translated into action and into new behavior patterns—is becoming more urgent every day.

To foster the communications media, a conference of technicians engaged in this field throughout Latin America was held in Rio de Janeiro, Brazil, from the 24 of February through the first of March 1958.

While region-wide conferences for this purpose would be advantageous anywhere in the world, they are particularly useful in Latin America, where common factors among most of the countries of the area make regional planning possible and desirable—as demonstrated by the region-wide training undertaken—and exchange of experiences and ideas singularly effective.

Inasmuch as the conference was to discuss the service function of communications media, representatives from such fields as health, agricultural extension and education were invited, as well as representatives from The Inter-American Institute of Agricultural Sciences, and The Regional Technical Aids Coordinator, Mexico City, D.

The conference took place immediately before the opening of the Regional Audiovisual Communications Workshop that was held in Belo Horizonte, Brazil. This enabled the Workshop Director and the Faculty to also attend the conference.

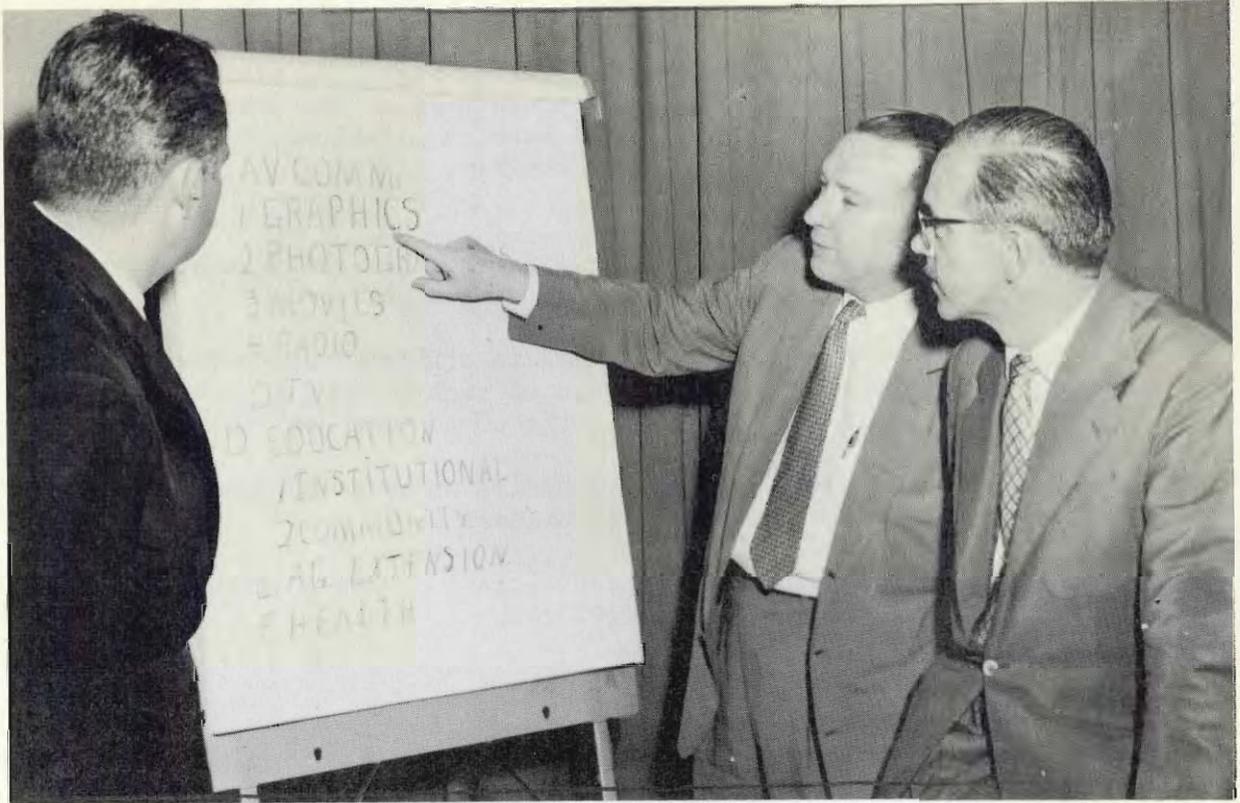
Since the World Health Organization through the Pan American Sanitary Bureau had requested the Workshop to produce prototype material for a hemisphere-wide malaria eradication campaign, and since much of the educational work of this campaign would fall on the communications Media Officers of several of the Latin American missions, one afternoon was devoted to a presentation of this program.

Attending participants, in evaluating this conference, state it was particularly valuable in the following aspects:

1. Providing communications media officers with better knowledge and appreciation of each country's problems, programs and planning in the communications field.
2. Making possible a comprehensive exchange of mutually profitable ideas and techniques.
3. Giving Communications Technicians a clearer idea of ICA/W policies and procedures.

A group of delegates and officials of the U. S. Operations Mission to Brazil.





Dr. Gerald F. Winfield, Chairman of the Conference, discussing the basic factors in Audiovisual Communications with Brazilian Communications Media technicians.

4. Providing ICA/W participants with a clearer understanding of field needs and problems.
5. Arriving at valid and valuable recommendations for:
1) more effective use of trained personnel, equipment and services; 2) better administrative and backstopping procedures; 3) training of local communications media technicians, and 4) improved relations with substantive program technicians.
6. Providing a better understanding of communications media support to representatives of other substantive programs.
7. Reaffirming, with the concurrence of representatives of other programs, basic concepts of communications media principles and functions.

CHRONOLOGY OF EVENTS



Dr. Howard Cottam, Minister of Embassy and Director of U. S. Operations Mission/Brazil, welcomes the delegates and declares the conference officially opened.

On Monday February 24, 1958 at 9:30 a.m., the inaugural session of the Conference was held at the Hotel Excelsior, Rio de Janeiro.

After introduction of the delegates, Dr. Gerald Winfield, Chairman, introduced Mr. Howard Cottam, Minister of Embassy and Director of the United States Operations Mission, Brazil, who welcomed the delegates and declared the Conference officially opened. Besides his prepared statement (see Appendix 1), Mr. Cottam extemporized briefly referring to the importance of Communications Media as movers of knowledge and wishing success to the delegates in their deliberations, and to the Director and Staff of the Third Regional Audiovisual Workshop in their undertaking.

Following Mr. Cottam's welcoming speech, Dr. Winfield addressed the Conference on "The Place and the Problems of Communications in Nation Building". (See Appendix 2).

The definitive agenda, schedule, procedures for the conference, and composition of committees, prepared the previous day by the Steering Committee, were submitted to the assembly and approved without change after discussion.

Mr. Lawrence Tate, Communications Media Officer, United States Operations Mission, Brazil, made several housekeeping announcements, and the meeting was recessed for lunch at 1 p.m.

The conference reconvened at 2 p.m. to hear and discuss substantive programs and problems.

Speakers in this session were:

Mr. Ralph Hanson, Chief, Agriculture Division, United States Operations Mission, Brazil, who spoke about the development, scope and organization of the cooperative program in agriculture;

Dr. Ross Jenney, Chief, Health and Sanitation Division, United States Operations Mission, Brazil, who spoke about the health and sanitation program in Brazil and the supporting role of Communications Media;

Dr. Thomas A. Hart, Chief, Education Division, United States Operations Mission, Brazil, besides presenting the education program, submitted a significant paper on the need for subprofessional training in Latin America and a proposal for meeting this need. (See Appendix 3).

Mr. Ralph Apton, of the Regional Technical Aids Center, Mexico City, made a presentation of the materials and services available to all Latin American United States Operations Missions from the Office of Industrial Resources, Washington, and the Regional Technical Aids Center.

The meeting was adjourned at 5:15 p.m.

At 8:30 p.m. a Film Clinic was held at the United States Information Service, Rio de Janeiro theater. Two films on Community Development—one produced in Haiti and one on Brazil—were analyzed for content and treatment, as well as for production techniques, budgets and utilization.

Tuesday, February 25

The four committees into which the entire membership of the conference was divided convened at 8 a.m. and held day-long, simultaneous work sessions. As roving members, the Chairman of the Conference, Dr. Gerald Winfield and Mrs. Florence Thomason, Communications Media Staff, Latin America Area Officer, assisted each of the committees in its deliberations.

Wednesday, February 26

Communications Media Officers Executive Session

The morning session was devoted to:

Presentation and discussion of ICA Trends and Personnel Policies.

Discussion of problems arising from U. S. Operations Missions' payroll policies.

Discussion of problems arising from duplication of equipment and personnel.

Review and discussion of a draft policy paper on Relations with U. S. Information Service in the field of public information in participating countries.

Role and responsibilities of Communications Media Officers in phasing out projects and Servicios.

A meeting of the steering committee was held during luncheon.

From 2 to 3:45 p.m., the afternoon session was attended by Mr. John McKnight, Public Affairs Officer, and Messrs. James E. Asper and Charles Mertz of U. S. Information Service, Rio de Janeiro, and devoted to an exchange of views on the draft policy paper on International Cooperation Administration - United States Information Service relations, preparatory for clearance of this paper by ICA and USIA.



Roberto Coaracy, Brazilian Communications Media Adviser explains the USOM/Brazil Program and Services.

Mr. Washington Patino, presented U. S. Information Service, Rio de Janeiro, a copy of his paper "Editorial Support of Point 4 by the Public Press of Peru," as an example of what close U. S. Operations Mission - U. S. Information Service liaison can accomplish.

After departure of the U. S. Information Service, Rio de Janeiro representatives, the meeting continued with presentations of organization and administration of Communications Centers by Messrs. McIntyre, Marks and Schlomann. The meeting adjourned at 5:00 p.m.



Homero de Oliveria, Communications Media Technician, USOM/Brazil used the flannelgraph to illustrate his talk on "The Brazil A-V program".

Thursday, February 27

Simultaneous committee sessions were held from 8 to 11 a.m. The balance of the morning meeting was taken up by presentations of Communication Media programs developed in their respective countries by Messrs. John Hoke (Surinam); Washington Patino (Peru); Edward Marks (Paraguay); and Jack Hartline (Jamaica). Each presentation was followed by a brief question and answer period.

The afternoon sessions opened with a presentation of the organization functions and services of the Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica by Mr. Armando Samper. It continued with country presentations by Manuel Caceres (Honduras); Frederick McKelvey (Guatemala); Ernst Schlomann (Haiti); Walter Lekis (Ecuador); Miss Ann Obert (Colombia); Mario Vazquez (Costa Rica); Hernando Silva (Chile); Roberto G. Coaracy and Homero de Oliveira (Brazil); and Loren McIntyre (Bolivia).

There was hearty concurrence with the Chairman's remark that this had been a most useful and enlightening day.

From the presentations themselves and from the ensuing discussions, three facts were apparent:

Ann Obert, Health Education Adviser, USOM/Colombia, discusses the role of Audiovisual techniques in Health Education programs in Colombia.



1. The Communications Media activities in the several countries are as varied as the needs and development of the countries themselves, and the history and nature of the technical cooperation programs that are being carried out in each country.

2. Despite this variety, a discernible trend seems to be developing in Latin America--decentralized origination, centralized production, decentralized utilization of communications media materials.

3. Because of the variety of communications media activities, the functions, responsibilities and operation of Communications Media Officers vary widely from country to country.

Dr. Winfield suggested--and the conference concurred--that each Communications Media Officer send to the Communications Media Staff a descriptive organizational chart of his operation for distribution to Latin America and to other parts of the world.

Friday, February 28

The morning Plenary Session was devoted to detailed discussion of committee reports. The final committee recommendations that are part of this Conference Report are the result of changes and amendments, deletions and additions worked out in plenary sessions.

Following the pre-established agenda, the first to report was the committee on administration.

During discussion on exchange of materials, Dr. Winfield suggested the advisability of closer coordination, from the planning stage onwards, among groups of countries having certain common problems or characteristics, such as those of the Andean region. Another such grouping could be formed by the Central American republics, and a third by the countries of the Caribbean area.

Mr. Hartline proposed adoption of a system similar to the Notices of Intent to Print used by the U. S. Department of Agriculture. The proposition was accepted and a committee composed of Messrs. Hartline, Hoke and Silva was appointed to work out a Notice of Intent to Produce form to be submitted for approval by the Plenary Session.

Discussions on the Committee on Administration report were postponed in mid-morning to take up the Training Committee report because Dr. Thomas Hart, who had suggested a plan for regional training, was available only at that time.

Since the Third Regional Audiovisual Workshop had been requested to produce prototype materials for a continent-wide Malaria Eradication Campaign, and since Communications Media Officers in several countries would probably be called upon to cooperate in the educational effort that such a campaign presupposes, the afternoon session was devoted to a presentation on this campaign.

Present at the session were Dr. Kenneth O. Courtney, Dr. Rene Racheu, Engineer Marcel Pierobon, Dr. Tito Lopes da Silva, Dr. Fernando M. de Bustamante, Engineer Luiz Romeiro Silva, Dr. Olympio da Silva Pinto, Mrs. Hortensia de Holanda, Dr. Lucio Costa, Miss Angelina Leite Ribeiro, Mr. Lorenz.

Dr. Penottex sent his regrets. He had just been called by the President of Brazil, and was therefore unable to attend the meeting.

At the behest of the Chairman, Dr. Tito Lopes presented to the meeting a broad picture of the proposed Malaria Eradication Campaign. Dr. Lopes traced the history of this campaign, which had its inception at the meeting of the World Health Organization held in Santiago, Chile in 1950. He presented the scientific foundation of the eradication effort--senescence of the parasites after periods of up to three years of confinement within the body without transference by vectors; the urgency of the campaign--vectors are developing immunity to insecticides, and because of control campaigns underway this factor makes it imperative that the eradication effort begin in 1959 at the latest; and the magnitude of the effort being undertaken: eradication will not be satisfied with less than reduction of incidence to zero; this involves a gigantic spraying operation, a census of every sprayable dwelling, distribution of specially medicated salt to great numbers of people, a vast checking of all cases of fever and a tremendously meticulous coordination and timing of operations.

Several questions were asked of Dr. Lopes in an effort to clarify the role of communications media in the eradication effort.

After Dr. Lopes' presentation, Dr. Bustamante spoke about the plans for the Malaria Eradication Campaign in Brazil. His presentation was followed by the showing of a filmstrip produced by Shell Oil Company on the use of Dieldrin in combating malaria vectors.

Saturday, March 1.

Plenary Session

Immediately upon convening, the conference took up discussion of the report of the Committee on Administration.

This was followed by presentation and discussion of the Training Committee report, which lasted until the meeting was adjourned at 1 p.m.

The afternoon session took up first the Technical Committee report. Following discussion of the recommendation that information about equipment now in use in the U. S. Operations Missions and about specialized talents of Communications Media Officers in sub-specialties in the Communication field be made available to all Communications Media Officers, Messrs. McIntyre and Schlomann, respectively, were asked to draw suitable forms for cataloging and distributing this information.

The Client Relations Committee report was approved without modification. Mr. Silva submitted a draft of the proposed "Notice of Intent to Produce" form worked out by the committee appointed for this purpose, which was approved. (See Appendix 4).

The conference unanimously voted appreciation to Mr. Lawrence Tate of U. S. Operations Mission, Brazil, Communications Media Staff, and to the entire Mission, for their assistance and untiring work in preparations for the conference and for their continued help.

The conference also voted unanimously to commend and thank Mrs. Jean Dupont Miller for her work in connection with publication of THE MULTIPLIER.

The Chairman requested all participants to submit a brief evaluation of the conference, thanked them for their contributions and recessed the conference, sine die, at 5:50 P.M.



Dr. Tito Lopez Da Silva, Epidemiologist, Pan American Sanitary Bureau, addresses the Conference on the role of Communications Media in the hemisphere-wide Malaria Eradication campaign.

COMMITTEE REPORTS

ADMINISTRATION COMMITTEE

Lawrence J. Tate, Chairman
G. Roberto Coaracy
Ernst Schloemann
Edward Marks
Walter Lekis
Jack Hartline

1. Coordination

a. Country coordination

- 1.1 In the operation of country coordination in communications matters, the Communication Media Officer should represent the Mission Director.
- 1.2 It is recommended that a committee of authorized representatives of the entities requiring services be established to coordinate communications media activities.
- 1.3 This Committee should coordinate:

Planning; Procurement; Production; Distribution;
Utilization; Evaluation; Training.
- 1.4 Whenever possible and appropriate, the Coordinating Committee should seek opportunities to serve the needs of more than one subject matter field through a single medium. For example, a well-illustrated booklet on health or agriculture can be used as reading material for schools, or vice versa. It should also establish production priorities.

b. Area Coordination

- 1.1 The Conference recommends that continuing attention should be given to developing coordination among countries in areas that have special common problems and similar audiences, such as the Andean "Altiplano."

c. Regional Coordination

1.1 The conference recognizes with appreciation the effectiveness of regional coordination achieved through such devices as the Materials LOG developed by the Latin American Area Officer, Communications Media Staff, ICA/W and further recommends:

1.2 That pre-production coordination be established through an exchange of information to be carried out by the device of a "Notice of Intent to Produce". (See Appendix 4).

d. Coordination with other agencies

1.1 At the country level, the conference recommends that Communications Media Officers establish and maintain close contact with other agencies operating in the Communications Media field, such as specialized agencies of the United Nations, Organization of American States and national agencies.

2. Communications Media Functions in the country

a. Organization

2.1 Considering that Communications Media Officers have responsibilities for Mission-wide services such as liaison with USIS and coordination of the Communications Media function, etc., the conference strongly recommends that Communications Media Officers report directly to the Mission Director.

2.2 The Communications Media function in each country should be organized to provide:

Administration of Communications Media activities; Technical advice in planning the communications element in subject matter areas; Technical supervision and/or advice, as applicable, for production, distribution, utilization and evaluation of communications materials; Training of Communications personnel; Training of subject matter personnel in the use of effective communications techniques.

2.3 The conference recognizes the necessity of developing the communication element as an integral part of each substantive field and the desirability of either developing or improving communication staffs and services within these fields. However, under conditions prevailing in

Latin America, the conference believes that this process may best be served through centralization of ICA's specialized technical assistance in communications media. The conference further believes that, unless there are overriding considerations to the contrary, elaborate services such as film production and large-scale printing should be centralized. The contrary may well be true of the simpler types of media. Within these considerations, the conference believes an appropriate pattern of organization should be evolved by each country.

- 2.4 In developing organizational patterns, Communications Media Officers should bear in mind the eventual integration of personnel, facilities and functions into ongoing cooperating government agencies as the most effective means by which communications media can assist country development and of ensuring the continuing use of effective communications processes. To achieve this goal, Communications Media Officers should endeavor to foster a willingness to assume a continuously increasing share of responsibility in planning, personnel, administration and financing communication activities on the part of cooperating government institutions.
- 2.5 The professional standing of U. S. Operations Missions national communications personnel, is an important factor in effectively meeting the communications media needs of a country. Communications Media Officers, therefore, should pay careful attention to the development of adequate job descriptions by which national personnel may receive adequate remuneration and gain recognition and prestige. Communications Media Officers should do what they can to foster the recognition of the profession and the development of adequate levels of compensation of communications media personnel in cooperating government institutions. The Coordinating Committee may be an effective means of accomplishing these purposes. Care should be exercised, however, not to push USOM salaries so high above government salary scales as to hinder the eventual integration of these personnel into government institutions.
- 2.6 Communications Media Officers should give constant attention to developing national personnel who will eventually be able to assume the responsibilities of the highest level positions in the communications field.
- 2.7 The conference believes that Mr. Schlomann's report on cost accounting is excellent and that all Communications

3. Reporting

Media Officers will profit by a study of this report. In measuring the total value of communications media activities consideration should be given to activities of the cooperating government which have been stimulated by Mission's Communications Media activities.

- 3.1 The conference recommends that quarterly reports to the Communications Media Staff, in airgram form, and containing sections on program planning, training, production and utilization activities, as well as significant problems, be prepared by each Mission Communications Media Officer. Such reports to be given wide circulation within the country and mailed directly to other CMOs in the Latin American area.
- 3.2 Communications Media Officers are urged to use other means, such as news letters and press releases, to further communications media interest among cooperating government officials.

4. Exchange of Materials

- 4.1 The proposed revised Manual Order on Exchange of Materials was discussed and approved by the conference.
- 4.2 The conference recognized the value of exchange of Communications Media Officers experience within the area, and suggest that steps be taken to encourage brief work assignments of CMOs from one Mission to another.
- 4.3 The conference believes that the film loan library, bibliography and translation services provided by Regional Technical Aids Center are useful, and recommends that when such services are used by any Mission, they be evaluated and reports of this evaluation sent to the Communications Media Staff as well as to RTAC. This is particularly important with respect to the usefulness of films.
- 4.4 It is suggested that the Communications Media Officers ascertain and encourage distribution of IAIAS materials.
- 4.5 It is recommended that, whenever possible, Communications Media Officers produce and hold additional copies of materials to service requests from other missions.

5. Evaluation

- 5.1 The conference urges continually increasing efforts to augment the use of the evaluation process by devices such as: pre-testing, end-use studies and feedbacks from other technicians. In this respect, it is recommended that CMOs study the paper presented by Mr. Washington Patino.

6. General Recommendations

- 6.1 The conference believes that the orientation now being done in ICA/W with respect to communications media is effective.
- 6.2 The conference recommends that Communications Media Officers take steps to insure that all incoming technicians visit the CMO's office for further orientation regarding communications media support to their programs.
- 6.3 The conference recommends that the Communications Media Staff originate and clear instructions which will result in the clear identification of the communications media portion of the technical support funds in country budgets.

TECHNICAL COMMITTEE

Loren McIntyre, Chairman

Arnold Robinson	Manuel Caceres
M. J. dos Santos Filho	Wyatt E. Bryce
John Hoke	Frank Triaber
Charles Baptie	Marcela de Valdivia

1. Equipment and Supplies

a. Procurement

It is recommended that:

- 1.1 Ascertain local maintenance facilities or factory-return procedures before purchasing.
- 1.2 Equipment be procured directly from source and on a free world-wide basis. This would insure lowest prices, ease of handling, and ability to purchase from sources offering most advantageous terms--such as West Germany for letter presses and Japan for cameras. It is to be noted that local representatives receive their normal commissions on such purchases and may be expected therefore to render limited service in ordering, installation, maintenance and the like.
- 1.3 That ICA/W conduct a study of sources and problems of procurement of paper, leading to technical advice to the field and statement of procurement procedures. Such study should take into consideration world-wide sources, bulk purchases, complexity of specifications, multiplicity of suppliers and paucity of GSA offerings.
- 1.4 That, whenever applicable, direct purchase order contain any or all of the following instructions:

- a. No substitutions unless specifically authorized. (However, "or equal" should be stated wherever possible. When no substitutions are permitted the specifier's file must show a specific justification.)
- b. Government prices apply to all purchases, whether they are equipment, parts or materials.
- c. Inclusion of all pertinent factory maintenance and repair manuals, installation instructions, parts lists, operational instructions and similar material. These materials should be provided to the purchaser in advance to assist field operation and repair personnel in extending knowledge, and preparing translations where required.
- d. Specification of packing for overseas shipping, stating the packing desired by the USOM in each case, such as crated, boxed, baled in double-weight cardboard cartons, strapped, wrapped in waterproof, rustproof or shockproof materials.
- e. Specification of shipping desired--either surface, air, or a combination of several systems. Damage to certain materials by slow transportation or by delays in trans-shipment and consequent economy resulting from faster transportation methods should be considered in each individual case. This applies particularly to films and photographic papers, and all materials affected by tropical climate.

1.5 That a policy of payments be established whereby payments will be made only upon receipt of goods and in accordance with instructions contained in purchase orders to substitute present normal procedures of payment against shipping documents and commercial invoices. This would prevent short orders and losses resulting from failure to follow packing and shipping instructions.

b. Installation, Accounting, Maintenance and Repair

- 1.1 In order to obtain maximum efficiency and add more life to equipment, especially complex equipment demanding periodic checking, a check-off list should be prepared including: operation procedures; lubrication; safety precautions; and periodic maintenance checks. This check-off list can be provided on boards, or booklets chained to the equipment or on adjacent wall-charts, or painted on or rivited to equipment. This method also will encourage constant follow-up--a difficult discipline in most of the Host countries.

1.2 That ICA/W provide a master guide for administrative and accounting procedures, including the maintaining of Kardex inventories for equipment and supplies; tickler systems for re-ordering; and releasing equipment for field use. This type of system is considered to be so important and it can become complex through inexperienced handling. Therefore, a short-term contract with an office management or plant management consultant is recommended as a long term money-saving device to establish standard operating procedures for use in the field. Field personnel may wish also to discuss this with their available public administration technicians assigned to their Missions.

1.3 Invite local manufacturers' representatives of makes of equipment being used, or like equipment, or general repair agencies to become familiar with equipment being used. This will result in increased service from these representatives.

c. Utilization

1.1 That in the Communications Media Officers and Advisers, ICA/W has brought together a reservoir of technical knowledge which is not readily available to all Communications Media Officers. It is recommended that ICA/W circularize all Communications Media Officers, requesting the following information:

- a. List of all Audiovisual equipment, and certain categories of supplies in use by the Missions, with brief comments on each item as to its utility, excellence, and value.
- b. List of the areas of special professional knowledge of Communications Media Officers, describing his ability as an expert, for example at documentary film production, offset press operation, radio scripting, color photography, reflecting sufficient experience in one or another field where his comment merits respect. This information would then constitute a clearing house file for consultant service. The information could be duplicated and distributed to all countries so that all Communications Media Officers would have a ready reference to qualified personnel in other countries who might be requested by direct letter to provide professional information or reports on experience which would be invaluable in solving local problems on a vast range of subjects

- 1.2. Mr. Ernst Schloman was asked to design suitable cards to implement a., and b. above.
- 1.3 Increased emphasis should be placed on the use of professional publications. ICA/W should supply the field with a list of trade journals and other valuable publications such as "Consumers' Research" and "Consumers' Digest". An alternate recommendation is that ICA/W write circulation managers of useful publications requesting that they send copies of their magazines to all Missions, so that Communications Media Officers may study them and enter desired subscriptions.
- 1.4 Pooling and centralization (not necessarily of physical plants and equipment, but of administration) increases efficient use of equipment and trained personnel, and encourages desirable cooperative utilization while minimizing unnecessary duplication. This may be best accomplished through a Communications Media Coordinating Committee or similar device. That, before increasing or duplicating facilities in a given area, a census should be made of actual percent of utilization of existing equipment and, if utilization is at a low level, an attempt should be made to achieve cooperative sharing. The Communications Media Officer should be consulted whenever other technical areas are contemplating purchase of audiovisual equipment, since he can best provide the technical advice needed.
- 1.5 That "THE MULTIPLIER", published by the Communications Media Staff, ICA/W be published on a strict monthly basis and its contents expanded to include a professional "Question and Answer column"; that the conference extend a vote of appreciation to Mrs. Jean Dupont Miller from all Latin American field personnel for her imaginative direction of this publication.

d. Surplus equipment

- 1.1 Communications Media Staff, ICA/W is requested to prepare full information for the field with regard to correct procedures for declaring unused equipment surplus for possible transfer from one Mission to another, and to provide guidelines on the use of surplus equipment purchasable from the U. S.

e. Simpler devices for Field use

- 1.1 Field personnel should feed into the Communications Media Staff, ICA/W for use in "THE MULTIPLIER" all

practical ideas on materials which can be adapted to production in rural areas. This should include "incomplete" or "too complicated" ideas. S/CM could then submit them to a selected Communications Media Officer who is specially qualified to study the idea and recommend modifications, for subsequent publishing. Example: home-made crayon and hectograph (Paraguay); school chalk (Puno, Peru).

- 1.2 That Communications Media Staff information about the new type inexpensive slide and filmstrip projector be distributed as soon as possible.

f. Recommendations to Manufacturers

- 1.1 Communications Media Staff, ICA/W should arrange to call packing standards for shipment of equipment and materials overseas to the attention of suppliers in the Audiovisual field. The committee made references to particular manufacturers who provided excellent packing, as well as those who provided poor packing.

g. Mobile Units

- 1.1 Communications Media Staff to work with manufacturers to develop and manufacture an audiovisual mobile unit in addition to the JEEP unit. Communications Media Officers world-wide should be requested to submit their recommendations based on their experience and needs of the country to which they are assigned. The conference recognizes that no one unit can meet total world conditions and needs; the present jeep has the following weaknesses:

- not designed for rocky roads
- engine performance poor at high altitudes
- no portable power generating plant
- no silent power source
- not rugged; high maintenance costs; short life
- minimum extra spare space for storage additional items
- vehicle spare parts difficult to obtain in some locations

- 1.2 The conference recommends that the large size Chevrolet panel truck, with 2 or 4-wheel drive, 17" wheels should be studied. It is rugged powerful and has large cubic capacity. Furthermore, Chevrolet and Ford parts are obtainable throughout the world.

- 1.3 The conference also recommends the Volkswagon panel truck for study, since it is rated as an excellent European-built vehicle. Similarly, data and specifications should be compiled on the many custom-built vehicles from U. S. and other sources abroad, as well as from USOMs. This data could guide field technicians in constructing their own mobile units.

2. Utilization Techniques

- 2.1 Concepts of the use of Audiovisual aids should reach all areas of the host country.
- 2.2 The conferees acknowledge that the Communications Media Officers and Audiovisual specialist are not the sole experts on communications media techniques; that the Communications Media Officer has responsibility for expanding the host governments source of knowledge through in-service training and all other possible means.
- 2.3 Personnel concerned with administration and policy should receive orientation on the real need and significance of audiovisual aids through appropriate means, such as the USOM/Brazil Communications Media Officer's pre-service teaching plan.
- 2.4 The conference endorses the procedures recommended by the Training Committee, particularly as they apply to training of technicians in utilization techniques. This type of personnel should be trained mainly to use simple equipment and to understand utilization rather than production. This avoids the possible discouraging effects on provincial leaders who may otherwise come to believe they need a printing shop, overhead projectors, etc., before they can function through the use of audiovisual techniques.
- 2.5 The USOM/Bolivia Communications Media Officer is planning to publish a pamphlet describing the facilities of the Communications Media center at La Paz. The conference recommends that other Communications Media Officer's be advised of the contents of this pamphlet through the "Notice of Intent to Publish" form and that copies be distributed to all Communications Media Officer's in the Latin American area.
 - a. Distribution Agencies
 - 2.1 The conference recommends use of the following agencies for the distribution of communications media.

a. Governmental agencies

Agricultural Extension: Agent's offices; Supervised Credit Offices; 4-H Clubs, Demonstration Centers, Mobile Units, Puppet Shows.

Health Education: Preventive medicine centers, hospitals, vaccination centers, feed distribution centers.

Educational materials services: Schools of all kinds, training courses, Police and traffic offices and individuals.

Transportation Services: Railroad companies, motor transportation advertising departments, station signs.

Post Offices: Commemorative postal stamps (suggest contest in each country on malaria campaign); cancellation stamps (mataselles); free franking privileges; billboards.

USIS: Close cooperation for mutual benefit from use of channels of distribution.

b. Commercial Enterprises

Stickers and decalcomanias; distributors of beer and other commodities reaching all parts of the country; labor unions; radio; periodicals; other established media; tourist and similar propaganda agencies.

c. Other

Poster Art Contests; Missionaries.

b. Multi-Media "packaged" campaigns

2.1 That the Communications Media Officers always give consideration to this technique when advising on communications media materials for use in specific campaigns.

c. ICA/W Technical Exhibits

2.1 That the use of traveling exhibits be studied with regard to value after the present round of exhibits is completed. The conference submits that it is almost impossible to design a traveling exhibit which will meet the needs of many countries; that development costs are high; and shipping costs are higher. Complete plans

and instructions, together with descriptive photographs as well as color prints and layouts, and a few essential gimmicks could be supplied to each country at less cost, for local manufacture and permanent use if desired.

3. Production Techniques

a. Desirable facilities and capacity of audiovisual facilities.

3.1 A procedure should be designed to introduce most of the least costly audiovisual techniques and equipment into each country where they either are non-existent or not known or tried. Such items as flannelgraphs, exhibits, silk screen process, puppets, etc., should be a part of every activity, no matter how small, and no matter where the main emphasis might be placed. These are inexpensive tools and are a very desirable part of the technical education process. A case in point is the filmstrip: even in a small country where utilization of filmstrips might be presently limited, and needs for filmstrips more economically met by hiring work to be finished in the U. S., or elsewhere, the Communications Media Officer should provide training to at least two or three nationals, so that they may be thoroughly familiar with this increasingly useful technique.

b. Jobs to be done by local commercial sources.

3.1 Local circumstances should dictate the decision on this matter. The Controller's Office (USOM) should be consulted so that the Communications Media Officer and the local representative will not be suspected of favoritism.

c. Field expedient maintenance and repair

3.1 See suggestions contained in the paper presented by John Hoke entitled "Taking Standards Seriously", and that this paper be distributed world-wide to all Communications Media Officers.

d. Quality Standards

3.1 The following considerations should be given in weighing quality vs. quantity in the production of audiovisual aids: Cost; End-use; Target size; Equipment available; Duration of impact relative to permanence of message materials.

4. Developing Ideas for information programs.

- 4.1 That the paper presented by Roger Wolcott entitled "Developing Ideas for Information Programs" be distributed world-wide to all Communications Media Officers.
- 4.2 That the paper presented by Washington Patino entitled "Evaluation of Agricultural Extension Information", be distributed world-wide to all Communications Media Officers.



Samuel Muschkin, National Health Service, Chile, and Luis Ramiro Beltran, Audiovisual Adviser, Project 39 Inter-american Institute of Agriculture Sciences; discuss teaching techniques with a Brazilian Communications Media Technician. Mr. Muschkin and Mr. Beltran are teachers at the Regional Workshop, Belo Horizonte Brazil. Mr. Muschkin designed the cover of this report.

TRAINING COMMITTEE

Mario Vazquez, Chairman

Homero F. de Oliveira	Samuel Muschkin
Luis Ramiro Beltran	Francisco Arinos
Vinicio Valdivia	David Morris

Recognizing that training at frequent intervals or even on a continuing basis is essential to continual improvement of Communications Media Programs, there was agreement that 3-month Workshops at 2-year intervals are not sufficient, alone, to meet required needs for technicians in the Latin American Area. While the overall efficiency and effectiveness of the Puerto Rico and Panama Workshops are obvious, improvements in the mechanics of selection of trainees and in the method and type of instruction is required. Also, the fact that 70% of the Puerto Rico trainees and 25% of the Panama trainees have already left the Program indicates the need for more effective follow-up and more careful planning of training programs to assure better utilization of trained personnel. This rate of loss will likely continue and therefore is a principal reason why the volume of training in the area should be increased.

1. Audiovisual Communications Workshops

a. Criteria for selection

- 1.1 Criteria for selection of trainees should include the following considerations in order to narrow, as far as possible, the range of talents and experience among the students, and to raise the general level of training.
- 1.2 Experience, ability and potentiality to assure greatest advantage from the training offered and most efficient application of the new knowledge upon return to Post.
- 1.3 Importance of the candidate's job in the total Communications Media Program of the Post and the priority of need for additional skills, based upon a carefully pre-planned training program by each Mission.
- 1.4 Ability of candidate to adapt to the changed environment of the training locale. Differences in language, customs, foods, weather, etc., become increasingly important when training in the United States is involved.
- 1.5 Selection of candidates should be made with the participation of competent USOM Officers who have adequate knowledge of local conditions.
- 1.6 Bio-data which includes the level of technical competence and experience of each trainee should be in the hands of the Communications Media Staff and Workshop Director at least one month before the Workshop opening.

b. Workshop curricula

- 1.1 The basic Workshop curricula designed to increase technical skills and the application of those skills to the production and utilization of audiovisual aids for communicating knowledge and information should be expanded to provide more lectures or other training experience for imparting knowledge of administration, teaching techniques and evaluation.
- 1.2 To assure uniformity of approach and action in candidate selection and in the activities of future Workshops, more detailed instructions regarding purpose, type of training and curricula should be transmitted, well in advance of each Workshop, to all USOM, the Workshop Director, all Instructors and Candidates.

c. Workshop Faculty

- 1.1 Workshop faculty members, in addition to their professional skills, should have basic knowledge of the principles of teaching and of the use of Communications Media for popular education. They should also have facility in the Spanish language.
 - 1.2 Faculty members should gather at the Workshop location at least 15 days prior to the opening of the Workshop in order to carefully plan coordination of courses and curricula scheduling, bearing in mind the needs as evolved from study of trainee bio-data.
 - 1.3 Workshop Director or his deputy should be on location one month ahead of the opening date in order to supervise preparation of adequate physical facilities, equipment and supplies, secretarial services, etc., preliminary screening and compilations from trainee bio-data, etc.
 - 1.4 Workshop Director should, where possible, limit the number of students per class to 15, setting up second classes where necessary in a particular subject.
- d. Workshop Training Equipment and Material
- 1.1 Instructor for each course should have the opportunity to recommend the type and kind of equipment and material to be provided for use in his course.
 - 1.2 Type and kind of equipment and materials used should be carefully considered to assure the proper balance between training in advanced techniques and the frustration resulting from inability to obtain new or costly items when the trainee returns to his Post.
- e. Length and Frequency of Workshops
- 1.1 In order to adequately cover the training courses, Workshops should be extended to at least 4 months, preferably 6 months.
 - 1.2 Until such time as adequate supplemental or substitute training facilities are established, Workshops should be held annually.
 - 1.3 Thorough study of the present Workshop concept, in conjunction with other training possibilities recommended under 1.3, Supplemental Training Recommendations, is strongly recommended.

2. Communications Media Manuals

- 2.1 To fill the great need for manuals on Communications Media and Techniques in the languages of the area-- primarily Spanish and Portuguese--the subject matter of Workshop courses should be printed in the appropriate languages and distributed throughout the area.
- 2.2 All concerned should endeavor to obtain, by translation if necessary, literature in the area languages on audiovisual and communications subjects.
- 2.3 ICA/W is requested to seek special funds or means for obtaining such literature.

3. Supplemental Training Recommendations

- 3.1 In-service training at each mission should be the vehicle for basic training in technical skills. Candidates for Workshop or other advanced training should possess at least a basic, working knowledge of one or more communications media techniques.
- 3.2 The program for advanced and leadership training in the United States or other highly developed countries should be carefully studied to determine the positive value, primarily because of language and environmental differences.
- 3.3 Careful study should be given to the Mobile Training Units scheme submitted by Roger Wolcott. (See Appendix). Such units should be composed of highly qualified communications specialists.
- 3.4 Consideration should be given to possible assistance from the Inter-American Institute of Agricultural Sciences at Turrialba, Costa Rica or other regional agencies' facilities and also the hiring of third country technicians to provide training at each mission.
- 3.5 A study by ICA/W is recommended to determine the advisability of the establishment of permanent Regional Training Centers as an alternative method of filling the continual training needs.
- 3.6 Looking toward the future phasing out of ICA programs, ICA should seek to foster the establishment of Departments of Audiovisual Education in Universities or other educational institutions in each country.

- 3.7 Continuing effort is recommended toward change in legislation to allow for training in the United States of USOM local employees. Present legal restrictions against advance training of qualified USOM locals who have obvious growth ability is robbing many Missions of potential leaders and greater efficiency.

4. Pre-Training Orientation

- 4.1 All participants should receive adequate orientation about the training he will receive and about the differences in environment he will face in the country where training is to be received. When persons who have already received training in the same country are available, their experiences should be given directly to the participant.
- 4.2 The possibilities and limitations of promotion and utilization of new skills upon participant's return to Post should be carefully explained to him.

5. Post-Training Orientation

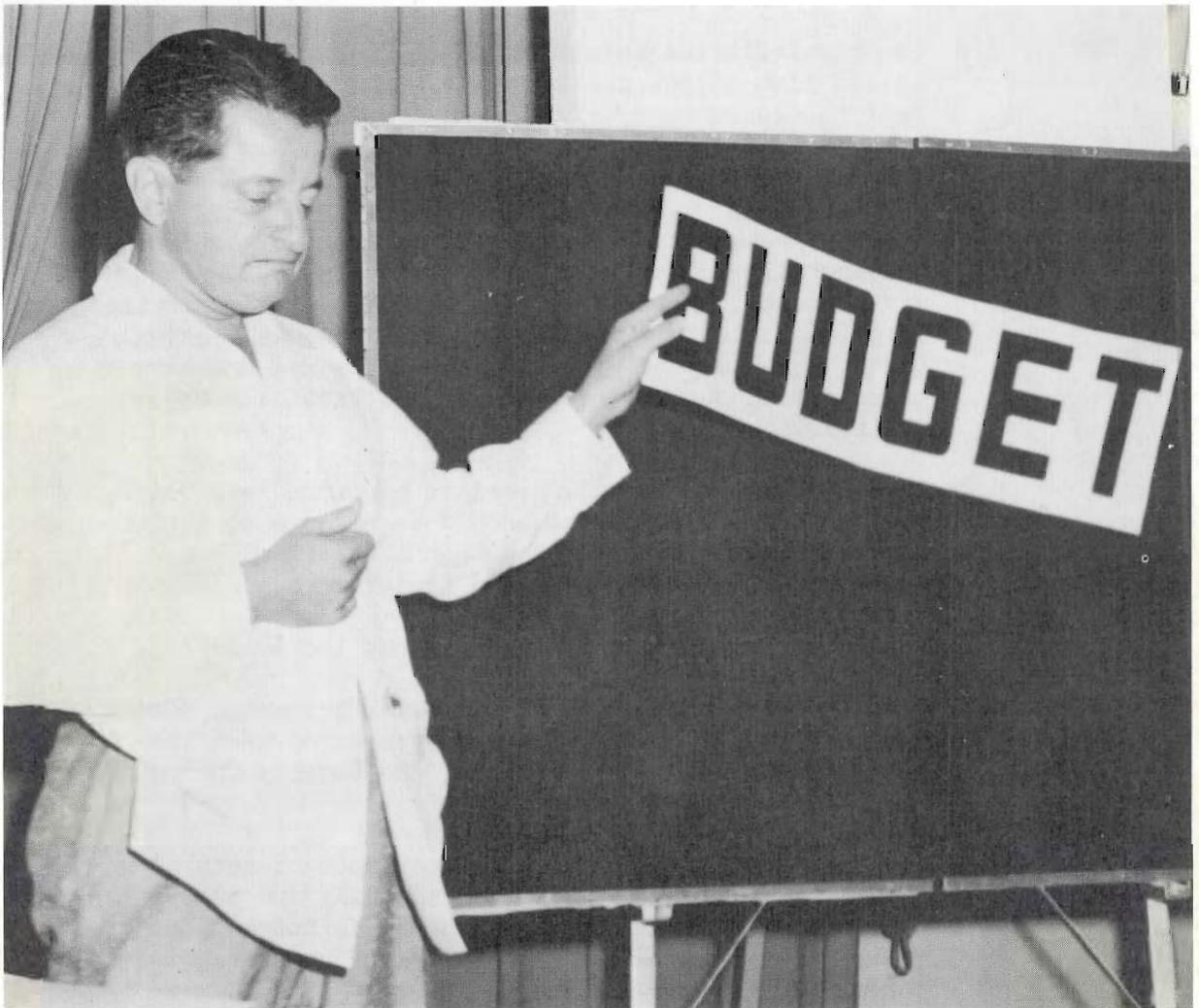
- 5.1 Upon his return to his own Post, the participant should be carefully guided toward re-adaptation to his Post environment. The possibilities and limitations of the immediate or future utilization of his new skills, a factor which may have changed since his pre-training orientation, should be carefully and tactfully explained.
- 5.2 In addition to a formal report to his immediate Chief, the returning participant should be given opportunities to demonstrate and discuss with his Chief and his colleagues the experiences and training received.

6. Full Utilization of Trained Personnel and Promotion Policy

- 6.1 Each Mission, before selection of participants, should have a well-planned training program based upon the needs, present and potential, of the Country Communications Media Program.
- 6.2 The newly acquired skills and experience of returning participants should be utilized as fully and as soon as possible after his return to Post so as not to lose qualified personnel because of lack of understanding and stimulus.

- 6.3 So far as possible, new equipment and supplies which would expedite the utilization of the participant's new abilities should be obtained. Part of such equipment should be ordered in advance, so that when the trainee returns to his Post an adequate amount will be on hand. The participant should help in the ordering of additional equipment and supplies required.
- 6.4 The higher professional status of the returning participant should be recognized and his job reclassified as appropriate. However, no participant should, at any time, be led to believe that, solely on the basis of his new training, will he automatically receive a promotion.

Mario Vazquez, Communications Media Officer, USOM/Costa Rica explains the importance of Budget by the flannelgraph technique, in the administration of CM Services.



7. Building a Balanced Training Program

- 7.1 Each Communications Media Officer (or the USOM official responsible for the Communications Media function in countries which do not yet have CMOs) should plan a comprehensive training program which will lead to well balanced multi-media production and utilization conforming to the needs of the country.
- 7.2 Each training program should provide for the orientation of clients about the services available through the Communications Media Office as well as training of those clients in the most effective utilization of Audiovisual aids.
- 7.3 Interchange of basic knowledge of various media skills within the Communications Media Staff should be encouraged in order to build a well coordinated team.
- 7.4 As much time as possible should be provided for experimentation, study and training to increase individual skills of Communications Media Staff.
- 7.5 Maintenance and repair should be remembered as a most important item in skill training of CM staff and basic emergency maintenance instructions should be given to clients handling equipment.
- 7.6 High priority should be given to the development of economical training facilities. Mechanisms should be set up in each Mission for experimentation in the use of economical, locally available materials for the preparation of audiovisual aids and for the development of cheap, locally manufactured equipment. Area-wide, and through S/CM, world-wide interchange of information on these experiments should be encouraged.

CLIENT RELATIONS COMMITTEE

Hernando Silva, Chairman

Washington Patino	Frederick McKelvey
Leontine Engler	Ann Obert
Dr. J. Grossman	Ralph Apton
Dr. A. Byrnes	Lloyd E. Clyburn
Armando Samper	

1. It was the consensus of the Committee that in the context used, the term "client" refers to all those served by Communications Media--individual technicians or agencies, such as Joint Funds, Services and cooperating agencies of the participating Government. It was considered that the term has connotations that make it less desirable if used indiscriminately.
 - 2.1 Achieving acceptance of the AV concept should be construed to mean "how to create a better understanding of communications media philosophy and services among all persons engaged in technical cooperation programs."
 - 2.2 Discussions on the wording of the agenda led to recommend that the use of trade jargon with those unfamiliar with it be avoided and that this apply to official communications to the field unless marked for the attention of Communications Media personnel.
 - 2.3 To foster greater understanding, it is recommended that Communications Media Officers seek every opportunity to spread basic communications concepts among all technicians, both U. S. and nationals, and to acquaint them with services available. Included may be orientation sessions, talks, lectures and participation in training.
 - 2.4 The committee believes that actual demonstrations of audio-visual support to substantive programs are the most effective means of achieving understanding and appreciation.
 - 2.5 That exhibits of materials produced, together with clear statements on their purpose and end-use should be staged from time to time at Mission staff meetings and at meetings of servicios and other agencies.
 - 2.6 That constant awareness on the part of Communications Media Officers of the fact that theirs is essentially a service function is necessary to understanding.

3. Relations with other U. S. Technicians and Nationals

- 3.1 Achieving recognition of communications media as a separate specialty is fundamental to successful working relationships with other technicians.
- 3.2 To help achieve this recognition and to enable communications media personnel to serve better all programs and projects, it is recommended that whenever feasible, Communications Media Officers report directly to the Mission Director.
- 3.3 In a good working relationship, it is the substantive program technician who should define the problem, and the communications technician who should suggest the materials and techniques which would contribute most to its solution. The former should supply the content of the materials to be produced and the latter should be the one to advise on the presentation of the technical information.
- 3.4 While requests for audiovisual support should normally originate with substantive program technicians, it is the responsibility of the communications technician to point out the advantages of using audiovisual materials to solve a given problem or to increase the effectiveness of a given project—even when such advice has not been requested.
- 3.5 It is suggested that ICA/W recommend to Mission Directors that Communications Media Officers participate in program planning to enable them to discharge this responsibility.
- 3.6 It is further recommended that in project planning for all technical cooperation projects, budgetary provision be made for the communication component, whenever appropriate.
- 3.7 It is recognized that knowledge of his specialty, willingness to learn from the "client", thought and flexibility on the part of communications media personnel are the best assurances of achieving satisfactory relations with other technicians.

4. Planning with the "Client".

- 4.1 The most important step in planning with the "client" is the ability of the communications technician to elicit all the relevant facts bearing on the "client's" problems or needs. In the planning of specific pieces or campaigns the most important factor is having as clear a definition as possible of the purpose of the material or campaign and of the audience for which they are intended. It is the communications media technician's responsibility to assist in such clarification.

- 4.2 A realistic appraisal of budgetary and time factors is essential.
- 4.3 As far as possible, plans for evaluation and pre-testing should be made at the same time as planning for production, distribution and utilization.
5. Communications Training with and for the "Client."
 - 5.1 Training of non-audiovisual personnel in broad communications concepts and in utilization is essential. It is important that the training also include techniques for preparation of simple audio-visual aids.
 - 5.2 Training in the application of audiovisual materials to the educational process is as important as the development of the materials themselves.
 - 5.3 In addition to in-service training, workshops, both national and regional, and the participant program, the possibility of establishing subject matter cooperative projects in communications should be explored.
6. "Client" action in Utilization and how we can help.
 - 6.1 It is recognized that utilization is primarily the responsibility of the "client". However, communications technicians should share in the responsibility for effective utilization. This responsibility may be discharged through: Training; Assistance in planning; Development of guides; Assistance in evaluation.
7. In view of the fact that language and cultural background are particularly important in communications, the committee recommends that, insofar as possible, personnel rotation be made within areas of similar language and cultures.
8. It is recommended that the REPORT ON ACTIVITIES UNDER CONTRACT BETWEEN INTERNATIONAL COOPERATION ADMINISTRATION AND DONALD G. LERCH, JR., be made available to all Chiefs of Agriculture Field Parties and Communications Media Personnel.
9. The committee wishes to thank Miss Leontine Engler, of USOM/Haiti, for her excellent paper on "Teacher Participation in the Development of Materials for Rural Schools in Haiti".

POST CONFERENCE SESSION

COMMUNICATIONS MEDIA OFFICER'S CONFERENCE SPECIAL SESSION - MARCH 3, 1958

COMMUNICATIONS PROBLEMS OF REACHING THE PEOPLE OF THE ANDES

Participants: Dr. Gerald F. Winfield, Chairman
Mrs. Florence S. Thomason, Recording Secretary
Sr. Luis Ramiro Beltran, IAIAS, Turrialba, C. R.
Mr. Loren McIntyre, CMO, USOM/Bolivia
Mr. Walter Lekis, CMO, USOM/Ecuador
Mr. Hernando Silva, CMO, USOM/Chile
Dr. Thomas Hart, Chief, Education Div., USOM/Brazil
Dr. Kalavero Oberg, Anthropologist, USOM/Brazil
Miss Ann Obert, Health Education Adviser, USOM/Col.

Because of Mr. Silva's intimate knowledge of Colombia, the country of his birth, the chairman asked him to make some general comments on communications factors in Colombia. Mr. Silva stated that Colombia has no language problem, relatively speaking, and does not belong in the Andean region for purposes of discussing specifically the problems of that region. He spoke of the high literacy rate, and of the many differences between the peoples of Colombia and other Altiplano regions of Peru, Bolivia and Ecuador. Mrs. Thomason spoke in the context of the Andean region as differing from the narrowing area of the Altiplano and stated that there are many similarities between Colombia and other Andean countries, particularly Ecuador. She recommended that Colombia should be considered as an integral part of this discussion on communications problems in the Andes. She spoke of the similarities of the agricultural potential, the health problems and many other related factors.

Mr. McIntyre then spoke of Bolivia. He stated that 80 percent of the people speak either Aymara or Quechua, the major Indian languages of the nation and that only 20 percent can read Spanish--while a larger number of the people speak Spanish; that there is a general illiteracy rate of at least 80 percent and in some areas it is higher. He said that the Indian is part of the national economy; that the USOM Country Director of Bolivia considers the Altiplano Indians the most potentially powerful economic group of the nation.

He then spoke of the neighboring country of Peru, where he recently completed 10 years in close contact with the Indian populations. He said that at least 60 or 70,000 children are being reached by

the Nucleo Schools, and that because of these schools, Peru's school services to the Indians have advanced greatly. He contrasted the Peru rural schools with the present educational services of Bolivia and said that Bolivia has the greatest potential in education; that their schools are of high quality, but they are not reaching the people.

Dr. Thomas Hart spoke specifically on the educational services of Bolivia. He stated that the present structure of rural education in Bolivia dates from the MNR Revolution of 1952. Prior to that time, rural education or Indian Education, was administered within the Ministry of Education. In 1952 another Ministry was added--the Ministry of Indian Affairs, and all rural education was put into that Ministry. It is in many respects the poorest of all the Ministries. The rural or Indian education service is one of the Divisions of the Ministry and it has a Director-General. Under him there are a series of Section Chiefs who have to do with curriculum, health, agriculture, but not in the sense of land reform which operates the main program of the Ministry. This machinery of the Ministry of Indian Affairs is chiefly concerned with land reform. Out from La Paz, in the various districts, you have a chief of each school district who has under him the Directors of the various schools. Bolivian educational systems in the rural areas is divided into two types: 1) the Nucleo , serving anywhere from 15 to 30 satellite schools around it, there are perhaps 700 of these Nucleo Schools; 2) the rural normal school system, which is sometimes within the Nucleo Center. There are 7 rural normal schools in the whole country and SCIDE has work going on in three of them--at Warisata, Canasmoro, and Tarija. Seven are too many, but when Paracaya was taken over in the Cochabamba valley, it was thought that the Ministry would reduce some of the others to Nucleos. The Directors of the normal schools and the Nuclear schools report to the Chief of the School District, and he in turn to the Ministry in La Paz.

Dr. Hart has always been impressed with the enterprising spirit of the Aymara Indians in their quest for educational services, and their ability to do their part in providing for physical facilities as well as teaching services. It was not unusual for a group of Aymaras to come into La Paz, from long distances on foot and camp in front of the Ministry of Indian Affairs. Often they already had the land for a school, but lacked the means to complete a building, such as installation of a roof, windows, etc. In one instance, they lacked under \$100 to complete a school, and the SCIDE people dived into their own pockets to make up the cash needed to complete the school.

With only three normal schools, and about 10 Nucleos, SCIDE, Bolivia was reaching 25 percent of the rural teachers of Bolivia. Workshops have been held in all of the Nucleos, in all of the Normal Schools under SCIDE guidance, and in La Paz.

Commenting on the language problem in education, Dr. Hart said that there is a language problem within the Indian and Spanish culture of the country, but that it is very easy to find bi-lingual teachers. The children are taught Spanish, and usually they are not aware that their teacher is bi-lingual. If they cannot read their lessons in Spanish they can learn to read them in Aymara. There was much pressure put upon the SCIDE group to teach in Aymara, but it kept on as it was, and discovered that the children were almost bilingual at the end of a three-year period. It is a problem whether they will progress, because SCIDE has been unable to concentrate on enough teaching and reading materials for the parents, so that the children can easily revert back to Aymara, losing the Spanish they have gained in school. They understood some, but since 1952 emphasis on literacy in Spanish in rural areas probably has increased. In 1945, it was common knowledge that if one could speak Spanish, it could be used as a foreign language to confuse the Police, but today the police also speak Spanish and this means of evading communication is rare.

Study has shown that in the primary grades, which include the children between six to nine, the children are encouraged to learn to speak Spanish in the homes. In the 10 - 15 age group, the children are encouraged to learn to read also in Spanish and learn arithmetic for practical reasons. This stems from the basic culture of the Indian that when a child reaches 10 years of age, family responsibility begins to be shifted to his shoulders.

Dr. Hart was then asked what channels of communication he would recommend as priority channels for effectively reaching the people. He replied that No. 1 channel in Bolivia is group teaching by controlled radio, with complementing visual materials. This technique has produced amazing results in the Las Penas project carried on by the Maryknoll fathers with the assistance of SCIDE. One of the important factors was the timing of the public services programs of the broadcasting station, which would exclude political and other non-educational types of programs. These were usually scheduled for very early in the morning--between five and six, and late in the evening between seven and eight, when it was highly unlikely that politicians would be able to make themselves available. Thus, the program has been kept purely educational and religious. It is an educational service to adults and children alike. Single band receiving sets are used. These were donated to the Maryknoll Fathers by Phillips Radio Corporation.

Dr. Hart said that any piece of paper is a very valuable thing to the Indians. They do not see many papers, so a wall newspaper does have great influence. Somebody is usually found who can read it. It keeps the Indian's interest up for a long time. Thus, effective channels are:

- 1) Radio - concentrated, but limited to specific small areas
- 2) Wall newspapers
- 3) Coordinated distribution of printed materials on a regular basis

He spoke of a standing rule of SCIDE that no jeep ever leaves La Paz without a supply of published materials, including copies of La Paz newspapers to give to officials in the rural areas. It has become a known fact that whenever such a jeep arrives in a town, it will carry with it useful materials of all kinds and newspapers which bring news of their country and the world.

4) Movies: If you can get away from the entertainment feature you are all right. Dr. Hart has had better luck with filmstrips than movies because they can be paced slower and repeated often (Back in 1946, SCIDE showed the Disney film on Privies. It was run once, and then they asked that it be shown again and again. It was cold in that village on the Altiplano, at night, and finally Dr. Hart questioned why they continued to want to see the film. The projectionist said he thought he knew. He stopped the film just as a drawing of the fly appeared in large enough size to almost cover the screen. This was the interest--the Indians had never seen a fly so large, and it was a tremendous curiosity to them.) He stressed the repetitive use of material and equipment which could be easily used to achieve repetitive use. He said that one shot--one picture shown once has little meaning. He stressed the use of color slides, such as those used in the Ecuador agriculture program which Mrs. Thomason described, where the Agriculture information Adviser would go into an Indian Village and take color slides of the villagers, as an incidental part of his demonstration, then return months later and show those slides to those same villagers. This created an intensive interest in the SCIA (Servicio) program, the people in it, and the teaching they performed.

Dr. Hart emphasized the need for concentrated programs, and warned against the danger of letting any program get too dispersed. He said he is known as a "Concentration Guy", and it has been his unfortunate job to try to bring the program into concentrated focus, when it has been too widely spread.

Mr. Lekis reported on Ecuador and stated that the Sierras literacy rate is about 20 percent--with the 80 percent illiteracy being among the Quechua and other Indian populations. The most significant effort in reaching the Indian in the Point Four program activities has been made through the work of the 4-F club youth activities.

A 4-F club Foundation has been established to finance 4-F club projects. Such necessities as chicks, eggs, hog litters, seeds, etc., are provided on a credit basis, and provision is made that they are paid back in kind. A community development program is being started at Loha near the Peruvian border, and other types of educational self-help community projects are in operation, such as the self-help school building projects carried out through "mingos". The Health Educationists are going to get their AV utilization training in the USOM center. They are also using AV in self-help housing projects, where block making machines for school development are in use. They have a resettlement of land project which is apart from this.

Mr. McIntyre again talked about Bolivia and Peru. He said we must ask ourselves just what are the tools to be used; how do we direct our motivating forces: to the people direct or through the leadership to the people. He said the importance of building local leadership and supporting it is self-evident. That the Peru and Bolivian Indians (Aymara) are the same in the Lake Titicaca area. The national boundaries are known by the Indians. There is a long standing fight between the countries of Peru and Ecuador. Nationals will drag their feet on any AV movement across boundaries of Peru and Ecuador. He suggested an effective interchange of materials, so that the people will get a better sense of Bolivia as a Nation. Dr. Oberg said that it is important to recognize formal leadership and work with it-- or work around it, and it is equally as important to develop informal leadership such as 4-H club work.

Mr. Beltran's paper on communicating in the Altiplano has been made a part of this report.

APPENDICES

WELCOMING ADDRESS

• Howard R. Cottam

It is a pleasure indeed to welcome you to Brazil and we are pleased that you have chosen Rio de Janeiro as the site of your first regional conference.

In your deliberations you will wrestle with some of the most complex problems which face every technician whose responsibility it is to reach the people he must teach.

Technical Cooperation is basically a communications process--the moving of knowledge in the most simple, practical and effective way--so that people may act upon that knowledge, voluntarily and understandably, to strengthen economically and culturally their homes, their community and their country. Knowledge, practical and usable, at work through the actions of people, is essential to free world survival and growth.

One of the most practical processes by which this knowledge can be moved is your primary concern. You are challenged--now--today--to meet the needs generated by the human events of our day. We should ask ourselves--"are our free world partners moving knowledge far enough--fast enough--to keep pace with world economic, scientific and cultural progress?"

Let's take the eradication of Malaria as one example. Our President has long recognized the economic impact of this world-wide scourge which kills, but more serious, debilitates millions of people who otherwise could be productive citizens. Member-nations of the World Health Organization, including the 21 member-nations of the Pan American Sanitary Organization, have recognized the need for eradication of Malaria in this Hemisphere. I compliment you on recognizing the practical role that communicating knowledge must assume in the ultimate success of this hemisphere-wide campaign.

In Latin America alone, there are 51,000,000 human beings living in endemic areas: 27 million in areas where control programs exist and where 40 percent of these 27 million cannot read or write; 24 million are living in areas where no control programs exist, and of these 24 million, 60 to 80 percent cannot read or write. Is this a challenge? How can we move knowledge far enough and fast enough--across cultural and language barriers to conquer the economic scourges which plague the peoples of the free world.

You are a small group of technicians, pioneering in a science new to the most advanced nations of the world, but essential and critically needed in the less developed areas. There are but a handful of you--and because it is your responsibility to support all technicians in moving knowledge, you must multiply your own efforts and those who must train others. You have necessarily had to spread yourselves thinly, and in Brazil, as well as other countries where Missions have recognized the need for your guidance, the results are self-evident.

Our emphasis here in Brazil is on training audiovisual technicians and personnel working in the technical fields of health, agriculture, education, etc. This training includes planning, production and use of audiovisual communications techniques, and it makes possible the establishment of national and local self-sufficient communications media institutions. We are also bringing about a wider understanding, particularly on the part of planning and supervisory personnel, for the need of integrating communications media support to their programs in the planning stage. Without this understanding by high-level personnel, efforts to move knowledge effectively can be wasted and in vain.

The emphasis which you are placing on training, particularly within Latin America is significant. The development of highly skilled Latin Americans over the past five years as audiovisual communications technicians and teachers in regional institutional training programs and workshops is unique. I am sure that the forthcoming audiovisual workshop at Belo Horizonte will see another group of fine creative technicians trained by Latin Americans to serve their countries, as did the Panama Workshop two years ago.

The problems of moving knowledge across economic social and language barriers to the many resettlement projects now being established in Latin American countries is particularly acute. Here again we need your help--during the critical phase of stabilizing resettlement, and to prevent an otherwise long-range problem of educational and cultural regression.

May this conference be a richly rewarding experience for all of you, and may we all look forward to the continuous strengthening of our technical cooperation programs with the support of audiovisual communications, skillfully planned and carried out with the cooperation of all concerned.

February 24, 1958
Hotel Excelsior
Cocacabana, Rio de Janeiro, Brazil

THE PLACE AND THE PROBLEMS OF COMMUNICATIONS IN NATION BUILDING

• Gerald F. Winfield

Essentially technical cooperation, as carried on by the International Cooperation Administration, consists in cooperative nation building.

The so-called "underdeveloped countries" are really countries which have now become rapidly developing countries. Because of the lag of their technological position with respect to the advanced countries, they have requested the cooperation of the United States in closing this gap. In essence this means speeding the rate at which they build a modern nation and society.

A. The Communications Complex in a Modern Society

One of the principal characteristics of a modern society is that it possesses an extensive and richly developed communications complex. Indeed it is communications that bind populations together and makes them societies and states. It is impossible to have a modern state unless there is such a well developed communications complex.

Let us briefly outline the communications complex in a modern society and then comment on some of its principal features.

1. Physical Communications (People and Things)

- a. Roads
- b. Railroads
- c. Airlines
- d. Postal System
- e. Freight and Shipping Organizations

2. Knowledge Communication (Information and Thoughts)

- a. Telecommunications
 - 1) Telegraph
 - 2) Telephone
- b. Mass Communications
 - 1) Press (Daily, Periodical, Book)
 - 2) Radio
 - 3) Television
 - 4) Films
- c. Audiovisual Communications
 - 1) Graphics
 - 2) Photographics
 - 3) Film
 - 4) Radio
 - 5) Television
- d. Educational Communication
 - 1) Institutional education
 - 2) Community education
- e. Agricultural Extension
- f. Health
- g. Industrial communication
 - 1) Advertising
 - 2) Training and Internal Communication
- h. Other fields

Let us examine this communications complex from the point of view of its significance for our jobs as Communications Media Officers and subject matter people who are concerned with the use of communications to speed the growth of modern societies through the cooperative efforts of ICA and the host countries where we serve.

In speeding the flow of knowledge in these countries the whole communications complex is of concern to us even though physical communications are not a part of our direct responsibility. These physical communications consist of the roads, railroads, airlines, postal system and the freight and shipping organizations which move people and things throughout the country. We are concerned with physical communications because through them the persons and materials which we use as instruments of communication move about the country.

Recently a young participant from Latin America said (After he had studied communications in the United States) that in his country one of the most important gaps in the communications complex was the lack of rural free delivery.

It is in the area of the movement of information and thought that we are more directly concerned.

Telecommunications like physical communications are instruments through which the communications with which we work can move. We are interested in their development, but not directly responsible. However, when you come to mass communications, then you move into that part of the communications complex for which the Communications Media Officer has direct interest and some degree of responsibility.

In our effort at cooperative nation building we are concerned to assist the growth and use of the media of mass communications. Among them are the press, radio, film, and television. All are channels through which the knowledge we wish to get to the people can move. One of the characteristics of the underdeveloped countries of the world is that these channels of mass communication are poorly developed or critically lacking. It is therefore a direct part of the responsibility of the communications media activities to be of as much assistance as possible in the development of the mass communications media. This we must do in many ways--by training, by stimulation, by making more active use of existing facilities, by encouraging governments to think of and develop these channels.

It is in the area of audiovisual communications that the Communications Media program is specifically and directly involved. As we shall see later on, the need for audiovisual communications is particularly great in the underdeveloped parts of the world because of the low level of literacy and the urgent need for achieving mass impact in order to carry the heavy communications loads involved in cooperative nation building. Because of these factors, the audiovisual channels, making full use of graphics, photographic, film, radio, and in the future television, are particularly important. Just how these methods of audiovisual communication fit into the total program will become apparent as we go along.

In considering the total communications complex, it is possible to look on the whole education effort in the society in terms of educational communication. The major emphasis in most countries is on formal institutional education which can be considered to be a part of the communications complex because it is through it that knowledge is communicated to the new generation of children and young adults in both the general fields of knowledge and in the special fields and professions. In addition, many societies have a more or less highly

developed system of community and adult education. Again, one of the characteristics of the underdeveloped countries is that both at the level of institutional education and community education the facilities and organizations required are inadequate for the needs of the country.

Agricultural extension represents a whole specialty in the communications complex directly concerned with the movement of knowledge to farm people. The field of health, through health education in operating health programs also is involved in a wide spread communication task. In the Industrial field, the whole vast system of advertising which has grown up in the more advanced countries and is now growing in the underdeveloped countries constitutes an important part of the communications complex. Further, within industry there are enormous structures of communication which are designed for communication within companies and for the training of workers and others who participate in these activities.

Finally, there are many other subject matter fields which have their special communications needs, methods and opportunities. Taken all together with numerous ramifications, this is the communications complex of a modern society. Recent research has indicated that since at least as long ago as Roman times, societies which are rapidly developing spend something in the order of one-quarter of the gross national product on the development and operation of the communications complex. Indeed it is not difficult to see that a state can develop rapidly in all its phases only if the communications complex is developed in advance of the other elements in national growth. As Communications Media Officers, therefore, we are concerned with the task of stimulating and speeding the growth and utilization of the communications complex in the countries where we are stationed. This is the reason we are involved in such things as National Radio Programs, the establishment of Film Production Centers, and other activities of this sort that are a definite and specific contribution to the growth of the communications complex in a country.

B. The Communications Load in Rapidly Developing Countries

A second major concept which I should like to lay before you is the concept of communications load. The communications load in the underdeveloped countries of the world is several times as large as that in the United States. Let me illustrate what I mean. For the purposes of this illustration we will look at the communication load in agricultural extension, since it is in this field that we can most clearly demonstrate the point to be made. However, it should be kept in mind that a parallel situation exists with respect to practically all subject matter fields.

The following table will present the basic data that illustrate this concept.

I. United States Average Farm Size 250 Acres

1 Farmer		Change on
1 Crop	=	50 to
1 Practice		250 acres

II. Latin America Average Farm Size 25 Acres

1 Farmer		Change on
1 Crop	=	5 to
1 Practice		25 Acres

Communication Load = to 2 to 50 times greater than in U.S.

III. Far Eastern Average Farm Size 5 Acres

1 Farmer		Change on
1 Crop	=	1 to
1 Practice		5 acres

Communication load = 10 to 250 times greater than in U.S.

In other words, in order to have the same economic effect in Latin America, it will be necessary to teach from 2 to 50 farmers to change their practices with respect to a particular crop in order to have as much economic effect as teaching one American farmer to produce. Similarly in the Far East it will be necessary to reach from 10 to 250 farmers to have the same economic effect as results from reaching 1 American farmer.

This quite clearly means that with approximately the same expenditure of money and effort on the communications process, in order to get equal economic gain, it will be necessary to reach from 2 to 50 times as many people. The only possible way this can be done is by making every contact that each extension agent has as productive in effect to the largest number of people possible. This can be done in two ways.

a. By equipping each paid extension person with the tools that make it possible for him to be effective in working with groups of from 50 to 250 people.

b. By organizing and training a great number of volunteer community leaders to become effective teachers under the general guidance of the paid workers.

Communications media techniques are absolutely essential for the accomplishment of both of these steps. Just how this can be done will be discussed in greater detail in a few minutes.

C. Population Dynamics of Literacy in Iran

As a result of a recent evaluation report from Iran, we were stimulated to make a study of the dynamics of literacy in that country and to project foreseeable trends over the next 20 years to determine, as best we could, what might be the problem of teaching the people of Iran how to read and write so that they might use the tool of literacy as a means of obtaining new knowledge.

Briefly, the situation is this. At the present time Iran has a population of 19.4 million people. Of this number 2.1 million can read and write, 13.2 million are of school age and above and are illiterate while 4.1 million are under 5 years of age and therefore have not had the opportunity to learn to read and write.

Of this present population, approximately 3 million are in the primary school age group, between 6 and 12 years of age. Of this number, 824,000 or only 29% are now in primary schools. Right now Iran is growing a crop of 2-1/5 million illiterate children who should be in schools, but are not.

When we took the most rapid rate of expansion of primary education as indicated by the longest increase in enrollment achieved in any one year and projected that rate of increased enrollment into the future for 20 years, against an estimated population increase of .2% per year, we got the following estimate. In 1977 the Iranian population will have 27.6 million people. Of this number 6.1 million will be literate, an increase of approximately 300%. However, there will be 15.6 million school age and adult members of the population who will be illiterate. This is a net increase in illiterates in this group of 2.4 million people. There will be 5.9 million in the under 5 years of age group who, of course, will be illiterate.

Then we took another projection. We determined that if it were to become possible for there to be 1 teacher and 1 classroom for each 40 children in the 6 to 12 year age group 20 years from now, it would be necessary to increase the rate of expansion of primary education by 2-1/2 times that presently being achieved. Projecting the population and education situations on this basis in 1977 of the 27.6 million people in the population, 11.5 million would be able to read and write, 10.2 million of school and adult age would be illiterate and 5.9 million would be in the pre-school age group. In other words, it will be necessary for Iran to expand her present rate of increasing her primary school education by 2-1/2 times in order to significantly reduce her absolute number of illiterates over those in her present population. Even with this enormous expansion of educational effort it will still be true that the absolute number of illiterates in the population will have been reduced only by 3 million in twenty years.

I believe that two important conclusions can be drawn from this Iranian data.

First, in order to achieve the enormous expansion in primary education required to reduce illiteracy in that population, it will be necessary to set many poorly trained individuals to teaching in primary schools. It will not be possible to produce the average of 5,000 new teachers per year required for this expansion if they are to be carried through a college education. There is simply not that amount of higher education available in Iran nor is it likely to be built rapidly enough to supply college trained people for these teaching jobs. It is therefore going to be necessary to take the equivalent of junior high school level people and equip them with the necessary instructional tools--crutches, if you please--to make it possible for them to rapidly expand the sheer quantity of rote teaching in order to begin to break the back of illiteracy in Iran.

This means that within the primary education situation itself the audiovisual tools as extensions of the more conventional tools of text books must be produced in considerable quantity to serve as guides, stimulators, and aids to the poorly trained teachers so that as they teach they may both do a good job and grow as teachers themselves. These materials must be planned in such ways that they can be mass produced at low cost.

Second, it is quite obvious that the great mass of adults, who for the next 20 years will be making most of the agricultural and other key economic decisions of the nation of Iran are going to be illiterate. This means that as far as the present generation is concerned, non-reading techniques must be the major channels through which knowledge gets to these people. Again, communications media has an enormous task to perform because effective communication to the illiterate audience is almost entirely restricted to the seen image and the heard word. It is this type of audiovisual communication that it is our task to design, institutionalize in the countries concerned, and cooperate with the subject matter fields to develop. It is only as this type of material is developed and actively used in wide spread operating programs that knowledge can be moved rapidly enough to the enormous numbers of persons which must be involved in these processes.

Both in school and in the community audiovisual techniques must play an important part in achieving the necessary mass impact if the out-sized communications loads in education and agriculture and in all the other fields are to be carried effectively.

D. Some Latin American Comparisons

But, you may say, what has the situation in Iran to do with us here in Latin America. We are not up against those conditions. Well, the situation is probably not as different as you may think. Let us compare the literacy situation in Iran with several Latin American countries. The following table will illustrate.

Country	Total Population in Millions	Total Illiteracy Rate %	Rural Illi- teracy Rate %	Percen- tage in School
1. Iran	19.3	80	95	20
2. Brazil	60.5	52	67	51
3. Bolivia	3.1	80	--	---
4. Paraguay	1.5	45	--	--
5. Ecuador	3.4	50	--	--

These figures will indicate that Brazil is somewhat better off than is Iran since only 67% of her rural population compared to 95% of Iran's is illiterate and 51% of her school age children are in school as compared with 29% in Iran. Bolivia has a situation with an overall illiteracy approximately equal to that of Iran while Paraguay and Ecuador have illiteracy rates that are more nearly like those of Brazil.

It should be noted in passing that all of these illiteracy rates were taken from UNESCO reports and are perhaps on the somewhat optimistic side. The truth probably is that the percentage of illiteracy is higher than shown by these figures. Be that as it may, the major conclusion still stands. The situation with respect to the problem of the dynamics of illiteracy in the Latin American population is not vastly different from that of Iran. There must be an enormous expansion in primary education if illiteracy is to be reduced in these countries and there must also be a wide spread system for moving knowledge to the adult populations in ways that do not depend on their ability to read.

E. The Channels of Communication

We have already seen that the communications load both in agricultural extension and in the field of primary education and literacy training in the underdeveloped areas of the world are enormous. We have also seen that it is necessary to vastly expand the use of audiovisual techniques if the bare minima of communications are to be achieved. These loads and the need for the use of visual methods in communication are made even more difficult to meet because the channels of communication are inadequately developed. The following table will illustrate the point.

A Comparison of the Channels of Communication in Illinois with Brazil and Bolivia:

Channel of Communication	Illinois (6 million population)	Brazil (60 million population)	Bolivia (2 million population)
Daily Papers	100	260	11
Weekly Papers	500	?	?
Radio Stations	85	447	47
Television Stations	22	5	0
Farm magazines	6	?	?

A glance at this table will show that Illinois with a population of 6 million people is absolutely better supplied with all of the major channels of communication than are Brazil and Bolivia with the exception of daily newspapers and radio stations in Brazil. On a comparative basis Brazil is far behind Illinois in these categories since Brazil has 10 times the population of Illinois and should have 1,000 daily papers to compare with the 100 in Illinois and 850 radio stations to compare with the 85 in Illinois. This further underlines the nature of the problem confronting us in effectively moving knowledge in these countries.

F. Levels of Communication in Nation Building

In our efforts to assist countries in increasing the effectiveness of communication as an element in their nation building, we must give attention to communications at many levels. These levels are both verticle and horizontal. In terms of verticle relationships, communication must be effective at the person-to-person level, at the level of person-to-small-group, at the level of communications within institutions and organizations, at the level of professional group to professional group, at the level of technicians to technicians, and in the more advanced reaches of education and higher learning. On the horizontal plane, communications must move within small to large groups in the community, the state, the nation, and internationally. As communications media people, it is a part of our job to give consideration to the communications problems in the countries where we work at all of these various levels. We must determine to what degree each of them is of significance in the development of our cooperative programs in nation building and seek to develop the means to train the people and form the institutions required to effectively meet these various communication needs.

G. Types of Information in the ICA Program

Within the ICA program we can distinguish between information in the program and information about the program. As Communications Media Officers we have responsibilities in both of these areas although it is true that communication of information in the program is our major responsibility while information about the program (by order of the President) has been made the responsibility of the USIA.

Let us first look at this matter of information in the program. There are of course many ways in which information in ICA's programs are now being developed and used and there are many new ways that we need to be constantly exploring and developing. A multi-media communications campaign is one of the principal ways in which information in our programs can be brought to bear on the operational needs of a subject matter field or area of activity. I like to think of such a multi-media campaign as consisting of 4 steps that are inter-related as follows:

Step 1 - The Advance Agent. The purpose of this step is to determine the interest of the community in the problem and to arouse that interest by focusing attention on the problem. Very frequently a person must be the advance agent in the early stages of such a multi-media campaign. Some of the tools which such a person may find useful are posters, newsletters, picture newsletters, general news stories and radio.

Step 2 - Community Motivation. Following the advance agent it is necessary for the community to be motivated to tackle and solve the problem at hand. The film is the community motivator par excellence. It has enormous drawing power. People will come from considerable distances to see a movie. A carefully made movie made within the cultural context and dealing with the subject at hand can through a semi-dramatic presentation arouse the whole community to an awareness of the problem they have and generate a considerable amount of support and motivation for a solution. Motivating the community is important, but is useless unless there is an organization in being to carry out the next step.

Step 3 - Instruction of the Operative Group. By the Operative Group I mean those in the community who must do the things that need to be done to solve the problem. If it is a nutritional problem, the operative group is made up of the food preparing housewives. If it is an agricultural problem, the operative group may be the adult farmers, etc. After the community has been motivated to have an interest in the problem it is necessary to specifically instruct the operative group in how to do the new thing which will solve the problem. This can be done by teaching in groups and leading through to actual demonstration and practice of the new process. The flipbook and the filmstrip with the flannelgraph are the instruments most suited to the instructional situation that surrounds the training of the operative group. It is at this level that the volunteer may be effectively used because if a carefully prepared flipbook has been put together the professional extension agent or trainer can easily teach a considerable number of community leaders how, with the use of the flipbook, to instruct additional units of operative groups in the process concerned. This requires very careful planning and production of the teaching tool to be used. It requires careful pre-testing before general reproduction, and it requires that the teaching tool, whether it is a filmstrip, a flipbook or flannelgraph be reproduced in sufficient quantity to make it available to all of the volunteer teachers. It is at this point that the multiplication of the communications process can be most rapidly achieved if the necessary effort for organizing and instructing community volunteer leaders is set up and carried out.

Step 4 - The Follow-Up. The final step in the process of carrying out a communications campaign is leaving some kind of a follow-up in the hands of the people who have been instructed. This follow-up function is probably best performed by the pictorial pamphlet or booklet. If the same graphics that have been used in the film and the

operative group instructor flipbook or filmstrip are used, it will be possible for even the illiterate to be reminded of the processes by looking at the pictures. This follow-upper remains in the hands of the operative group to remind them both of the need to function and how to perform the operation in question. There have not been enough carefully designed communications campaigns that use this type of an integrated approach, carried out in our programs. Every situation does not require such an elaborate approach, but in many of the programs which we are involved, we would be making much greater impact on the developing economy of the countries if we were giving greater attention to the development of such a one-two-three-four integrated information campaign, because it is through this kind of technique that a mass multiplier effect can be achieved in our program. Remember that we are going to achieve more toward the raising of the standards of living in these countries by making it possible for millions of people to make small gains than we will by having a few people make large ones.

Information about the program is also an integral part of our job. While we can look to the U. S. Information Service for the major part of the activity in this field we still need to be a source of information for U.S.I.S and in many countries the Communications Media Officer is the designated representative of the Mission Director in maintaining liaison with the U. S. Information Service. In dealing with information about the programs we can identify several different kinds of information.

First, there is institutional information about the institutions in the host government that have been developed through our cooperative efforts. Most frequently in Latin America these institutions are the Servicios.

Second, there is information that is of primary interest to the host government because always we are engaged in cooperative work with host governments and they have a tremendous interest in the information about these programs because they are their programs.

Finally, there is information that is of primary interest to the U. S. Government. I think that it is fair to say that it is the basic policy of both ICA and USIS that wherever possible, it is desirable that the host government itself take responsibility for putting out information about these joint programs. We are concerned that the public in the countries know of the cooperation which the United States Government provides in these efforts. However, our major purpose is to see that the peoples of these countries feel that their own governments are serving them and their needs and that they, themselves, can control what their governments do. It is therefore desirable that every effort be made to get the host government to fully fulfill its obligations in publicizing these programs and clearly indicating the United States' part in them.

U. S. information about these programs is likely to be of a more restricted nature than is the host government's information about them, since as a rule the information attributed to the United States sources should be of considerably less quantity and more concerned specifically with the movement of American personnel and other similar subjects than with the more general information about the program.

In addition to these types of information about the program there is the problem of the feed-back of information to the United States for ICA/Washington use in the United States. You bear an important responsibility for this feed-back of information to the United States. Again the U. S. Information Agency could be of assistance to you in this matter, but you should be aware of the fact that it is ICA that is legally permitted to inform the American public about our operations, and not the U. S. Information Agency. Communications Media Officers should therefore carry a continuing responsibility for the collection and transmittal to Washington of suitable color, factual, and picture information about our programs so that the boys in Washington can have some straw out of which to make their information brick.

We must always be aware of the fact that our programs and all types of information both in and about them carry an overtone of political significance. Whether we like it or not, and certainly it would be much easier if we could operate in our economic programs without any regard to political factors, we are engaged in activities that do affect the political scene. It is therefore never possible for us to take a purist attitude toward information and insist that it has no connection with the realities of politics. Indeed, we must keep ourselves adequately informed so that we can get the most effective use possible out of the political overtones that accompany our efforts in the information field.

Finally, I want to briefly outline for you the objectives of this conference. First, in this conference we want to take a hard look at all aspects of the problem of moving knowledge in cooperative nation building; second, we want to pool and exchange our experience as we have gathered it in our various fields and countries; third we want to confer with representatives of our subject matter clients and co-workers; fourth we want to chart the course ahead for communications media activities in Latin America; and fifth, we want to make specific recommendations for policy for the future in this field of activity.

EDUCATION

• Thomas A. Hart

I have just completed my first year as chief of the USOM Education Division in Brazil. When I arrived midway of February 1957, I had to pick up the threads of a program that was changing its pattern, for which I had the "Packer plan", as I call it, of Dr. Paul Packer, who served as interim chief for 10 months. The plan involved the focussing of industrial education (for some years our major educational activity here) into the creation of a Training Center for industrial teachers; the development of a new project in Elementary Education and another in Secondary, and the continuance of certain other activities, which I shall account for later.

No technical assistance program can be discussed in a void, as though it were its own reason for being, and I am going to quote from the Background given in our Annual Report:

"A tourist from the U.S.A. visiting the glamorous Copacabana beach of Rio de Janeiro or caught in the bustle of industrial Sao Paulo, with its 3,000,000 inhabitants, might well ask why, with all such evidence of elegance and progress, Brazil should be interested in U. S. cooperation in education. The paradox of the Brazilian economy is that it is mainly a development of the coastal fringe. This country occupies almost half of the South American continent, and its coastline skirts the Atlantic ocean for 4,500 miles, but its major economic activities are concentrated in a coastal fringe which probably does not exceed 300 miles in its widest part. Here are the cities, the factories, the coffee, cotton, cacao and sugar plantations, the commerce, and here railroads and highways take off for short runs inland. Behind this strip lies a lot more of Brazil, much of it roadless and inimical to man."

Articles on Brazil, with handsome photographs, often leave the impression of a tremendously progressive industrial country. Actually, only 15.79% of the gainfully employed are in industry, and 57.47% are in agriculture, much of this being of the subsistence variety, which adds nothing to the national wealth. In the United States, 8.60% of the gainfully employed are in agriculture, while 26.2% are in manufacturing and mining, and 30.7% are in occupations stimulated by industrial production - transportation, construction, trade, etc.

A few years ago, Brazilian industry could sell anything and need not worry about quality, but competition has increased and management is recognizing the need for securing workers with a good basic education. In other words, industry is recognizing the need for more and better elementary education.

Not only industry. All over Brazil, voices are raised to deplore the paucity of educational facilities. And Brazilians are highly vocal, too, about the necessity of raising the general level of education. For example, the influential daily CORREIO DA MANHA, on October 22, 1957 in the column ECONOMIA & FINANÇAS, ran an editorial on Education and Development, in which the writer asserted that less than one percent of the pupils who enter the first grade ever reach high school. He added, "Progress means education. The example of the United States is clear proof with its index of 36% of primary students who go on to high school." Other writers have characterized secondary education as lyrical and academic and a poor copy of the French system.

Some of you may have met J. Roberto Moreira, Director of the Center for Educational Research in the Department of Elementary Education and Teacher Training in Rio, when he was in the States on a grant from USOM. During his stay he wrote a little dissertation for ICA on the Brazilian school system, in which he said that 18% of the children who enter school drop out before they finish one year, 22% fall short of two years, and 25% fail to complete three years. "We believe," he writes, "that the principal reason for that situation lies in the fact that the elementary school is a selective one rather than a real educational agency for all. It does not provide primary education for all, but a kind of elementary intellectual training and learning that only a few children can understand and succeed in." He designated the system, from the elementary school through the university as a series of three sieves destined to select, after 17 or 18 years of study, a group of intellectually well-prepared people, who will hold the best positions in politics, or administration or in the professions. He said that the system is so selective that enrollment in secondary schools is only about 12% that in the elementary, and enrollment in universities and higher colleges is 8% of that in secondary.

All this is by way of explaining why we are here with an education program. The program started in 1945, and up until this past year it was mainly industrial education, operated under the name of Comissao Brasileiro-Americana de Ensino Industrial (CBAI). The organic law of industrial education, back in 1942 pulled the existing schools, devoted mainly to the training of artisans, into a federal system, which today has 22 schools with an enrollement of 6,000 students.

There is also another series of schools for apprentice training operated by an organization known as SENAI (National Service of Industrial Apprenticeship) a quasi-official agency supported by a one percent tax on industry. The CBAI set afloat in this great country had to spread its efforts among all federal industrial schools, but the staff

concentrated on introducing teaching techniques (through summer sessions and in-service training), on the improvement of teaching materials, and on assisting the schools to get equipment needed and to organize their shop layouts. Up to 1957, over 100 Brazilians had gone to the States - directors of industrial schools and industrial teachers. In 1946, CBAI brought in the first of three guidance specialists.

These years of work produced a better climate for the development of industrial education, and the CBAI intended when the time seemed ripe to establish a Training Center for Industrial Teachers. In 1956, the Escola Tecnica de Curitiba in southern Brazil was chosen, and when I arrived in February the U. S. Advisors were in the throes of moving to Curitiba. There was a great deal of remodeling and construction to provide shops for a Training Center, but during the year a Guidance Seminar was staged, and the first course for industrial teachers was given, attended by 13 teachers from 10 States. The next course begins in March, and Dr. Lauro Wilhelm, Director of the Curitiba School, says that they can take care of 50. I might say that the President of Brazil in his report to the nation at the beginning of 1957 spoke of the CBAI move to Curitiba and said that this was the beginning of the creation of a research and training center for industrial education. The program is slated to phase out in 1960. However, we have been fending off pleas from the Brazilians to bring in another guidance specialist.

Our next biggest project is Elementary Education, bespoken in 1956, by the Minister of Education and Culture, with the concurrence of the director of the National Institute for Pedagogical Studies, and the Governor and Secretary of Education of the State of Minas Gerais. The city of Belo Horizonte in this state is the locale for the project, which is designated to create a pilot elementary demonstration school within the Institute of Education. The Institute combines teacher training, secondary and elementary schools, and kindergarten, and has a total enrollment of 3000.

In preparation for this project, we sent 14 Brazilian teachers up to the University of Indiana in 1956 for a year of study and observation of classroom teaching, and in August 1957 our U. S. Advisors began to arrive. Dr. Charles M. Long, Technical Director, came first, and was joined later by advisors in language arts, arithmetic, psychology and measurements, and social studies. We still lack an advisor in science.

The Americans began work on their materials and the centers they proposed to establish for their subjects, pending the return of their Brazilian colleagues, but almost immediately their assistance was solicited by the Director of the School, who wanted to conduct an in-service training course for elementary teachers of Belo Horizonte. One hundred and forty teachers attended. The Americans were drawn in more than they expected because the teachers liked the group work and the thinking and planning demanded of them. Out of this joint endeavor came an Advisory Council for elementary education - the Secretary of State is a member, the directors of the Institute of Education, and our own

people - and one good course leading to another they had three more on the agenda, for Catholic teaching sisters, for directors and supervisors of elementary schools, and for selected faculty members from rural normal schools. The course attended by 90 teaching sisters from Catholic schools closed on 14th February and we shall just quote the comment of one of them that "light had been let in such as they had never seen before." That was quite a compliment for our new project in Catholic Minas Gerais. The Brazilian participants turned out to be good choices all of them, and both Americans and Brazilians are knee deep in work, what with the extra in-service courses over and above the elementary demonstration school.

For lack of space, I am going to skip over the Secondary Project for the development of a demonstration secondary school in Rio de Janeiro (for which the Brazilian government agrees to put up a new building to cost (\$40,000,000) because the project has been indefinitely postponed by mutual decision within USOM and the Embassy. Training of Brazilian participants in secondary education is the only part that continues, and 10 of these are now in the States.

Neither do I have the time to do full justice to Harold Ballew's one-man job. He claims to come from the textile center of the United States (it's Clemson, S. C.) and he arrived in 1953 after the Education Division had been requested to put on a program of training for the textile industry. Following a survey of the textile industry, by Harold Ballew and Ed Berman, Harold persuaded the powers that be that he could do more good if he concentrated on one school than if he spread his efforts over the whole industry. He argued that what the industry needed was first line supervisors who know how to train people on the job. The Escola Tecnica Federal de Industria Quimica e Testil, in Rio de Janeiro, is a SENAI school, which was offering one year of apprentice training and accepting students as young as 12 years. The school now has a three-year curriculum, to which high school graduates only are admitted, leading to a degree. Four jobs are waiting for every graduate. The Director was given a year of preparation in the States and Mr. Ballew serves as co-director. Eight others, slated to be heads or assistant heads of departments, were selected for training, and three have returned from the States while five are still there. Harold Ballew has just returned from home leave and during his concluding assignment on this project he will shift responsibility to the Brazilians as they return to their posts, and the school will cease to be a demonstration and become an operating institution.

Another project using but one U. S. Advisor is Training-Within-Industry. TWI, as this form of adult education is known, evolved in the United States during World War II for the training of the thousands of workers, men and women, who were new to industry. It was picked up quickly by industrial Europe, and a few years ago Brazil adopted it in the hopes of developing the first line supervisors and

middle management so greatly lacking in this country's industries. Mr. Lawrence was brought in by the Education Division in 1955 to help the local TWI program. During his two years here, he helped to extend the TWI regional offices into the main industrial states. The project was conducted through institutes for intensive training in industry and follow-up on the job, and some 400 people have been trained within industry to carry on the work. The TWI program has reached 300 companies and has influenced more than 30,000 supervisors. I would venture to say that it has had more impact in proportion to U. S. investment than any other that can be cited throughout Latin America. Radio and television companies and newspaper and magazine editors have featured the work, with emphasis on the fact that it increased Brazilian production.

Marcos Pontual, who is in charge of the Sao Paulo TWI office, has a file of testimony from different companies. The Goodyear Company of Brazil, for example, says that workers used to need from 12 to 18 months to learn how to fabricate tires, and this time has been cut from six to twelve months by methods of instruction introduced through TWI.

This program does not represent, let me hasten to say, any squeeze on the workers. They stand to benefit by training on the job through their increased capability and earning power.

REGIONAL TRAINING CENTERS

• Thomas A. Hart

The TWI project is going to serve as a take-off for me into an idea which I have cherished ever since I have been in foreign service. Like an author, I bring it out of the files periodically and dust it off and send it out. One of these days, some smart editor is going to grab it.

I am speaking of ICA/USOM regional training centers for the development of local talent in every field on which our programs touch. This idea came to me when I watched what the British were doing in the South Pacific, though I do not think they carried it far enough. Learning this past year in Brazil the success of TWI in multiplying manpower skills has confirmed my already strong convictions that we need centers for the developing of indigenous resources of competence - one or two would do perhaps for Spanish speaking peoples and one for the Portuguese side of the continent.

If we stop with professional training, we are going to produce a fine USOM vacuum, for

Engineers need foremen, mechanics and carpenters;
Doctors need medical assistant, laboratory technicians and
sanitarrians;
Nutritionists need food analysts and laboratory assistants;
Malariologists need survey and eradication teams;
Industry needs skilled labor;
Administrators need skilled clerks, secretaries, and office
managers.

In the early days of the SESP, when they were starting a string of health centers up the Amazon and the Rio Doce valleys, they trained visitadoras to help the doctors and the few available nurses to get those centers started. There are times that we have to think of training in quantity, giving a lot of people a bit of individual skill to be used in the general pattern. When you get things going you can then think of raising standards. The U. S. has gone through this experience. At one time, boys began their study of medicine by holding the doctor's horse. Nurses then were a far cry from our university trained pediatric nurses, and psychiatric nurses of today.

Technical assistance is not merely supplying the special knowledge and skills a country needs for its development. It is helping a country develop such knowledge and skills among its own people.

Economic development is a continuing process, never finishing, but going on and on. The mere introduction of abilities within a country is not enough; they must be multiplied within the country itself. Training of local people is the warp and woof of all ICA/USOM programs. Every U.S. technician is a teacher - or should be - and his "students" should become teachers in turn.

What we have to consider is group training of subprofessional workers needed in large numbers in USOM programs, such as agricultural aides, health and sanitation aides, community social workers and teachers of basic literacy and vocational skills, and skilled labor for industry and business. This training should be provided as close to home as possible, as an intimate part of the country program.

Regional training programs will not exclude advanced training elsewhere for the same personnel when they are able to absorb it. These programs should include inter-country exchanges, development of complementary training facilities in neighboring countries, and other facilities for selective training in the higher skills, arts, sciences, and professions, in environments like "home", with a minimum of travel, cultural transition, language difficulty and with maximum effect in building up training and educational facilities in host countries. Training should fit the individual, and probably the best possibilities are in Peru, Chile, Guatemala, Colombia, Costa Rica and in Brazil for the Portuguese-speakers. The place chosen must be well developed, of course, to provide the facilities needed - hospitals, laboratories, schools, shops, and offices.

Development of audio-visual training aids as an integral part of such centers goes without saying. Every technician should understand audio-visuals and their role, should possess audio-visual aids for the job, and know how to use them.

Group training of faculties for national technical schools in regional centers by American teacher-technicians would accelerate the pace of training and increase the impact and reach of USOM programs. It is the "multiplier" principle of increasing and improving skills through teaching a few basic skills to many individuals over a short period of time in multiple purpose training institutions. The overall service pattern would continue the same but unskilled individuals would become skilled participants. The graduates of these regional centers would return to serve in their own countries. They would be the trainers of a skilled labor force.

A. What the training program should be

The sub-professional training program should be developed without reference to U.S. standards in teacher training, health, educational and vocational training in agriculture, the trades and industrial arts. It must start where the students are, even if that means beginning with illiterates. It must fit the specific needs of the country or countries to be served by the products of this program. This training at the sub-professional level must reach the farmer, the village housewife, the truck driver, the office clerk, the merchant, and the teacher. It will increase the demand for services and thereby multiply programs. This training multiplies the 'hands' of the doctors, nurses, sanitary engineers, extension and vocational education teachers without having to rob the U. S. economy of these valuable technicians.

B. How it should be organized

The organization should consist of a small group of U. S. teacher-technicians who could be located at one or several places in Latin America. The initial group should be small - not more than five or six. The first job to be done by this Field Service group would be to locate school facilities, furnish and equip the premises for teaching, demonstrations, audio-visual aids, group meetings, and for necessary offices. It is assumed that the first students would come from those countries where the Country Directors are enthusiastic about sub-professional training. Since it is common practice for governments in Latin America to pay tuition, board, lodging, travel, incidentals, and books and material costs for many students, it is assumed that they will continue the practice. Otherwise, U.S. training funds available might be used or counterpart funds.

ICA has one such example of a regional training center in the industrial hygiene laboratory in Lima, Peru, where one U.S. technician has trained the local personnel, and also chemists for industrial hygiene programs in Chile, Brazil, Colombia, Mexico, Bolivia and Venezuela.

Another example, not quite so exact, is the use we made in Bolivia of the vocational school established by the Education Servicio of Peru at Chosica for the training of teachers from the industrial schools under our supervision. We could send participants down to Peru at little cost, and they could go to work at once with no language barrier to cross, and absorb quickly the new skills and techniques to take back home and put to immediate practical use.

The U.S. teacher technicians at the Regional Center would act as a vocational training service to assist Country Directors by:

- a - Initiating specific training programs in rural education, health and sanitation, agriculture, the trades, and industrial arts.
- b - As a Vocational Education pool - from which short-term assignments might be made for special lectures, short courses, and training projects.
- c - Acting as a clearing house for information.

Teacher-technicians in a Regional Center or national centers would report to the Country Director of that country in which the center is located through the Chief of the Center. Administrative and housekeeping services would be provided out of Washington.

Regional training has several advantages over training in the United States:

- 1. - It is less expensive.
- 2. - It produces less of a cultural disorientation and reorientation for the trainee.
- 3. - It draws upon the experiences of nearby countries, where problems are frequently similar to those of the trainee's country, and there exists a body of experience in meeting such problems.
- 4. - It adds to the sense of participation in technical assistance programs on the part of the country where the training takes place.

The regional training system would speed up the production of critically needed sub-professionals in Latin America. It would screen out those who might not profit by training in the United States. It would simplify and improve the selection of the participants who would receive training in the United States.

NOTICE OF INTENT TO PRODUCE

USOM/ _____

COMMUNICATIONS MEDIA

NOTICE OF INTENT TO PRODUCE

DATE _____

1. TYPE OF MEDIUM		2. PRODUCTION TARGET DATE	
3. DESCRIPTION. (Physical characteristics)			
4. INTENDED PRIME AUDIENCE (Cultural, economic level, special characteristics, etc.)			
5. PURPOSE OF MEDIUM. (Specify as clearly as possible the end-result sought)			
6. CONTENT.			
7. TREATMENT. (Describe how content is treated, such as proportion of visuals, level of languages, pacing of film, elements of motivation, etc.)			
8. LANGUAGE		9. ESTIMATED UNIT COST (in dollars)	
10. SOURCE OF TECHNICAL INFORMATION			
11. CONTACT		12. DEADLINE DATE	

DEVELOPING IDEAS FOR INFORMATION PROGRAMS

• Roger A. Wolcott

When we examine the factors which make some communication messages highly successful where others fail, we repeatedly find certain attributes which are responsible. The element of surprise, the unusual which snatches attention like a magnet, the familiar used in an unfamiliar manner, a sun-like simplicity of approach, clarity of subject matter interpretation, craftsmanship and techniques of creation, directness of purpose; all are necessary ingredients of the effective message.

Now, how do we measure the worth of an audiovisual message? What are the components we must carefully weigh in the planning, the development and the use of an information aid? Since we are dealing with the communication of ideas, and the subject covers an enormous segment of human thought and activity, let us try to get at some of the roots, the basic considerations which are reduced to the simplest terms. And the simplest common unit of expression in use today is the word, spoken or written. If you will pick up a copy of Roget's Thesaurus you will discover two sections in this famous treasury of synonyms and antonyms devoted to words which have some relation to communication. In fact, you will find one section of twenty-three and a half pages devoted to the "Formation of Ideas", and a second section of twenty-two and a half pages given over to the "Communication of Ideas". Within these forty-five pages are probably several thousand words, each of which has a slightly different connotation about some aspect of communications. I suggest that we reduce these considerations to fundamentals.

All of the words relating to this subject of communications are grouped under sub-headings, and it is these sub-headings which are of special interest to me as a communicator. Why? Because they provide guide posts for the making of a communication, and the use and effect of a communication.

It is interesting that Roget has communication divided into two main parts: "The Formation of Ideas" and the "The Communication of Ideas". As a communicator I have had the feeling that we are prone to get so wrapped up in trying to deliver the goods that we frequently pay scant attention to the concept and manufacture of the goods. In order to meet the daily demands of getting information programs into operation, we tend to neglect the creative and formative word. There-

fore, Roget's simple classification is a smashing reminder that "Formation of Ideas" is equally important with "The Communication of Ideas", and of the two "Formation" comes first.

Now, let us look at the subdivisions and we will again be reminded sharply of considerations we should bear in mind. The Thesaurus groups negative words as well as positive words. Do we weigh our audiovisual production in such an impartial manner? Do we consider them on the basis of plus as well as minus? Being human, I'm inclined to think that we give ourselves the benefit of the doubt.. on the plus side.

I won't expound on Thesaurus any longer than it is necessary to agitate your thoughts. But I said it provided a good measure and offered a guide for communicators. How? If we read through the group-headings we can make an imposing list of considerations with which to test the Formation of an Idea and the Communications of an Idea. I won't burden you with the entire list, but a sample will indicate what I mean. Here are subtitles: Care, Neglect, Inquiry, Answer, Experiment, Comparison, Discrimination, Measurement, Evidence, Counter-Evidence, Possibility, Probability, Reasoning, Demonstration, Judgment, Overestimation, Doubt, Credulity, etc., etc. These are some of the group titles under "The Formation of Ideas". Under each subtitle are fifty to a hundred words with variant interpretations. Personally, I found that Thesaurus jolted me into a reappraisal of my work as a communicator and made me realize that many of us have been overlooking some very important aspects in the formation and communication of ideas. I am convinced that we have much to learn about the psychological implications surrounding the communication and acceptance of ideas. We are making progress, but we still are Babes in the Woods. There are some fundamentals which have been found to be reasonably sound, and there are clues to certain pathways of discovery which appear to be promising. The little that we really know and the opportunities that lie ahead of us - these are the provocatives which I wish to discuss today.

Look, Listen and Learn is the effect we strive to obtain from every audiovisual piece of instruction material that is made. As every school teacher knows, getting the attention of the student is the first requisite to the learning process. If the student is gazing out of the classroom window with his mind on a distant object, the teacher is defeated. This lack of attention means a lack of interest, and neither the instructor nor the student can benefit in this kind of a negative atmosphere. The poster, the leaflet, the bulletin board, like the teacher, must arouse the interest of the spectator. A common trait of human beings is curiosity, and it is the trait most responsible for human progress. If we can stimulate curiosity - then we have aroused interest. "Curiosity Killed the Cat" is an expression which carries a great deal of truth, and not confined solely to cats, but it does illustrate the kind of predomi-

nant inner impulse with which all humans are endowed. If something is unfamiliar or strange, we feel compelled to investigate and find out what it is. Just as today, human beings are trying to find out about the mysteries of outer space.

What does this mean to us as communicators? Aren't we engaged in trying to arouse interest and bring out a change too? If "Curiosity killed the cat", we can also charge curiosity as a main cause for creating change, the changes which have resulted in the sum of man's cultural, economic and scientific progress to date.

To return to earth from outer space, and the realistic problem of stimulating interest and curiosity through medias of communication..how do we accomplish this? The answer is through IDEAS. And I emphasize IDEAS in great big capital letters because it spells the difference between the inventor and the mechanic, the artist and the draftsman, the author and the printer. Let me illustrate my point. Mark Twain, listening to an excellent sermon in church one day, afterward complimented the minister. Then he added, "But, I have every word of it in a book in my home." "That's impossible," exclaimed the minister, "I just wrote the sermon this week." Later in the day a boy delivered the book to the minister. It was Webster's Dictionary! Of course Mark Twain was literally right, every word of the splendid sermon was in the book, but it was the ability of the minister to compose the words to express his ideas which created the memorable sermon.

In the art school, there are usually a good many students who learn how to paint with superb technical skill. But most of them never become outstanding painters because they lack ideas. They can paint beautifully, but they have little or nothing to say that is original, or interesting in an unusual way.

So it is with audio-visual media. The words and pictures can all be there, like an illustrated dictionary, but it takes more than that to spark interest and to create a lasting impression. Elmer Phillips, head of the Visual Aids Department at Cornell University, made a penetrating remark about visual aids. He compared posters, exhibits and bulletins to a man fishing. The fisherman puts a bright lure on the end of his line to attract the fish toward the bait. When the fish is drawn to the bait by the lure he can't resist the bait, snaps at it and is hooked. The fisherman then reels in his catch. In a sense, isn't this precisely what every communicator tries to do? Arouse interest, hold attention, and induce the spectator to change his ways? I'm sure Elmer doesn't mean to infer that we should filet the spectator for our evening meal.

I say that we need ideas, good ideas, to arouse curiosity and stimulate interest. "Of course", you'll remark, "but how do you develop ideas? Not everyone is capable of thinking up original ideas." My answer to you is another question. Have you heard of "Brainstorming Sessions"?

This is a technique for revealing and developing the inventive potential of the average person. Most people have more hidden creative ability than they realize and Alex Osborne devised this method to prove his contention. Author of "How to Think up Ideas", "The Gold Between your Ears", and numerous publications on the subject of creative thinking, Osborne's "Brainstorming Technique" is now widely used in industry for stimulating new ideas. Universities also conduct similar courses using his text-book for reference purposes. If you are not familiar with "Brainstorming" I will attempt to explain it as briefly as possible.

A common object, such as a screw driver, is held up before a group of people and they are asked to think of anything that comes into their minds that might make the screw driver more useful. They are told that no matter how wild an idea might seem they are to report it. These are written down on a blackboard and when all ideas are recorded they are evaluated. So many excellent ideas have been unearthed through this method that "Brainstorming" is now given the recognition it deserves.

I should like to add a personal observation about developing ideas. It was many years ago that I first read Osborne's book on "How to Think up Ideas" and I was impressed with a recurring statement throughout the book. He asserted that the more a person tries to think up ideas, the easier it is, and eventually it becomes a kind of sub-conscious habit. I know now, from personal experience, that he was right, for I find that ideas are continually popping into my mind quite effortlessly and at the most unexpected times. But at first it takes a conscious effort to think up ideas, and only through constant practice does one gain a ready creative facility.

The technique of thinking up ideas is somewhat like a good conversation. In a conversation that is interesting and alive, one word suggests a topic for another train of thought, and so a steady flow of conversation follows. So it is with ideas, where one thing will suggest another. I frequently thumb through old magazines, looking at pictures and advertisements. What other uses do they suggest to me? Perhaps a poster, a cover for a bulletin, or an exhibit, if I change a little part here and substitute something else there and write a new caption. I write these ideas down on the picture, tear it out and file it in my "savings bank". It is surprising how many ideas I've been able to use for practical visual aids by digging through my "Idea Savings Bank."

Another helpful device in finding solutions to information problems is what I call "360°" thinking. Much as a mountain climber will scout all around the base of a Mt. Everest, or a Matterhorn to find the best route to the top, the mental exploration of a problem from all angles will frequently provide several satisfactory answers. 360° Thinking is a good habit to acquire for solving any problem, large or small.

An active imagination, unhampered by preconceived norms, is a definite asset to the communications media officer in developing successful audiovisual materials. I know of no formula for acquiring a lively imagination, but I believe that 360° thinking, and the daily practice of developing ideas frees the mind and increases the powers of imagination. The daily problems which confront the media officer are often difficult and they are frequently complicated by local customs and conditions. Sometimes they can seem to be insurmountable and in addition to patience and tact, imagination can help overcome frustration.

I have been speaking about characteristics essential to successful media materials, and qualities which help to conceive and produce them. Another factor to be considered is the interpretation of subject material for audiovisual use. You are well aware of the fact that not all media methods are equally effective in presenting the same subject. It depends upon many variables which media you select to communicate subject matter. The kind of audience, the physical conditions where the media will be used, the cost and availability of materials, and the nature of the subject matter itself, are all governing factors. A flannelgraph may be the perfect answer in one instance whereas a leaflet may be the proper media in another. Or, we may find that we can effectively use a combination of media. These limitations we recognize and are accustomed to evaluating. But.. interpretation and the methods we employ to translate facts and figures so that they are presented in the most interesting, lucid and informative manner...what of that? How adept are we? What techniques are recommended for obtaining the kind of information you need from the subject matter specialist, the administrator, or the scientific research technician which we can adapt for visual purposes? And how shall we best present this material so that it will completely satisfy these coordinators? Our task of fulfillment is a three-way, and often a four-way, proposition. For the materials are supplied by the subject matter specialist, to the audiovisual communicator for interpretation, to the field worker who must operate it, on to the consumer who must understand the information and be motivated by it. It must satisfy the needs and special purposes of each one of these groups. The manner in which communications officers accomplish this objective is a subject which I would like to see more fully discussed, since it is a matter of some importance. My own method is one born of experience through trial and error, but it seems to work. For what it may be worth I'll pass it along to you.

Upon receiving a request from a subject matter specialist or technician, an appointment is scheduled with him for a general discussion. At that time I find out what information it is that he wishes to have translated into audio-visual terms, who is going to use it, how often it will be presented and where, the type and number of people it is to reach, and the job the audio-visual is intended to do.

In discussing the material to be presented, I have learned that it is a great asset for me to appear to be rather stupid about the subject (and, frequently, I am) and to ask very childish questions. This has the double effect of producing a rather painful expression on the face of the specialist and the very simple explanations which I want. Reducing technical information to simple terms that the layman can understand, and which the communicator can use in an effective manner, is a constant battle. Thus the "Dumb Dora" act helps get me over this particular hurdle.

Another hurdle, which the informal discussion helps to overcome, is the business of finding suitable titles and apt phrases. When a conscious effort is made to think up a good title for a leaflet or a flip book, the result is usually a long, stilted expression, full of technical terms. But in casual conversation, nine times out of ten, the subject matter specialist will unconsciously let drop the right phrase or the apt expression in simple words. I watch for these and the job is on its way as I jot them down along with the answers he gives me to my childish questions. At this first session we don't decide on the type of media which we will use. But I set a date for another appointment a few days later and tell him that I want to think about the matter and make some rough sketches. In the interim, I prepare sketches of different kinds of visuals for a media which I think may be suitable. At the same time I do some personal "Brainstorming" and write down all ideas, no matter how far-fetched or unusual they may be. Of these, the best two or three are worked up into rough sketches.

During the second consultation period with the subject matter technician, the sketches and ideas are presented, discussed, and revised. We evaluate the ideas in the light of all the considerations which I have outlined above. Together we decide upon the best of the lot and final preparation of the instructional material is commenced. Consultation with the technician or subject matter specialist is repeated until the work is completed. In the case of publications, exhibits, and some media, other staff members join in the planning sessions after the first consultation. It is always good practice to present materials to others who approximate the kind of audience for which it is designed. Then faults can be corrected and suggestions incorporated before the work is finally delivered.

There is no limit to what ingenuity can contrive for effective use in communications. We have heard about the resounding success of puppet presentations in Bolivia, the plans one media officer has for building an audio-visual power boat to reach communities only accessible by rivers and streams. Another is planning to set up a communications system of circular letters, leaflets and educational material to people in remote areas by using local schools for distribution points and school children as postmen to their homes. In one country, the annual Independence Day Parade is used as a

means of communications to thousands of people, with special floats, signs, and a mobile unit sound truck conveying pertinent information to the masses.

These are but a few of the possibilities in extending the arm of communications. It has not been my purpose to present specific outlines for information programs in this paper today. Definite programs have to be tailored to the special conditions and circumstances of each country to obtain maximum results. I believe my purpose will have been better suited to the exploratory atmosphere of this conference, by examining the kind of soil which is needed to germinate the seeds of ideas. Healthy, vigorous ideas which will enable more people to share in the fruits of knowledge for a happier way of life.

MOBILE TRAINING UNITS

Roger A. Wolcott

It is clearly evident to ICA technicians working as Communications Media advisors, that among the younger people of Latin American countries there exists a desire for knowledge and an urge to develop special skills in information methods. Juan, Lucho, Alfredo, Maria, and a host of young and capable students understand that education is the means thru which their people can obtain a better life. And they also know that the success or failure of educational programs depends upon effective methods of communicating ideas. They have had opportunities to observe programs in action within their own countries, and to become aware of the need for well trained local information specialists. A few who have had sufficient financial resources of their own, or obtained institutional scholarships have been able to go abroad for special studies, but this privilege has not been available to the majority of aspiring students of communications in Latin America.

With the advent of technical assistance under the Point Four Program, more opportunities for such specialized study have been created. Numerous scholarships are granted annually for second or third country institutions, and the Regional Audio-Visual Communications Seminars have further increased the training facilities for Latin-American participants have proven the value of the technical assistance training programs, and we can be fairly certain that the workshop about to commence here will produce excellent results.

But there are many nationals who, for one reason or another cannot benefit by second or third country training programs. There are only so many scholarships available, or the cost of sending a participant to a distant workshop may be considered prohibitive. Finally, there is the frequent difficulty of replacing an employee in order to maintain production for program needs while that employee is absent for a long period of time on a training grant. Unfortunately for many of us who are responsible for the development and functioning of communications media centers, the situation can too often be like wanting to "eat one's cake and keep it too". Either our budgets prevent us from sustaining a complete, second team, so that when one man is gone we have another who can step into his place, or as it so often happens, there just isn't a substitute good enough to qualify. If he is a competent candidate for substitution he is already gainfully employed elsewhere. We want to give our staff members every possible

opportunity for study and self-improvement, but his absence can frequently create a serious handicap in an information office. This is especially true in communications where the production flow of materials is dependent upon the services of an integrated staff. For example, take out your printer, or your artist, or your photographer, and you know what happens to the production of leaflets. It bogs down.

What then, is the answer? Each system of training has its merits, and I am not suggesting that we rule out any one of the systems, for each serves an essential purpose. I am more concerned about strengthening a weak link in the overall training program; to supplement existing means at the country level, and to create a flexible arm which can reach out and put its fingers on many of the local problems. An arm which can help to remove the barriers I have just mentioned and bring training to the local scene. For want of a better name, let us call it a "Mobile Training Unit".

The development of a mobile training unit is an idea which came to me when I was assigned to the Second Regional Audio-Visual Workshop held in Panama in 1956. As I watched the graduation ceremony and as each participant proudly received his diploma from Director Robinson, I began to wonder what he would be able to accomplish back home. What special problems would Luis Fonseca have to face when he returned to Brazil? How well would Elmer Rojas be able to utilize his newly gained skills and knowledge on his home ground? Would each hopeful participant have the necessary facilities and equipment with which to work properly? If not, would he be able to improvise basic equipment in order to carry on the program? Would he be given a chance to use his new skills and would his associates be cooperative? These and many other questions came to mind during this graduation ceremony. I thought of the rich experience I had had while working closely with these students from fourteen Latin-American countries, and how much we had mutually benefited from this association. The faculty had come to know each individual fairly well.

We recognized his potential abilities and we knew too where he was weak and needed our help. Would he still need our help six months or a year after graduating from this workshop? It occurred to me then that a follow-up by a team comprised of two or three of the faculty which could visit individual countries at a later date might prove to be very beneficial. Beneficial not only to former workshop participants but beneficial to country programs as well. During the past two years I have discussed this team idea with many communication and information officers passing thru Panama. Each expressed an active interest in the possibilities and a number of suggestions have been incorporated in this paper.

The idea of a mobile training team is not new. It has been a customary practice of commercial firms and institutions to conduct field training programs. For example, the Interamerican Institute of

Agricultural Sciences at Turrialba, Costa Rica, regularly sends out teams of agricultural information specialists to conduct country-level training programs. According to its 1957 report it held seven special courses in six Latin-American countries for more than ninety-three participants. These courses varied from three days to one week, and although the results were reported as quite gratifying, it is my conviction that more time is needed to obtain maximum benefits. From personal observation and some experience with workshops at the country-level it is my opinion that two weeks, but preferably three weeks should be devoted to training courses.

In the past two years Panama has had several individual specialists available from one to three days for consultation purposes about communications. Much was gained from these visits, but much was also lost too. Had these consultants been able to extend these visits for a longer period of time they would have had an opportunity to become better acquainted with the local situation, to assist on project work, and to conduct special training sessions. In teaching there is need of sufficient time for students to assimilate information and develop skill through practice, and it requires more than two or three days if any appreciable results are to be obtained. In 1957, effort to secure adequate training periods in audio-visual courses for agricultural personnel in Panama was not very successful. One three day program and three one-half day programs were the most that were granted for this purpose. If this is a prevalent condition in common with other countries, it emphasizes the need for impressing administrators with the necessity of allowing more time for local workshops and in-service country-level training.

Unless more time can be scheduled our efforts in making use of our training resources will not be fully utilized. When it costs three thousand dollars to send a national to the United States for a year of specialized study in communications, it is expected that he will, in turn, teach other nationals at home. But he must be provided with the opportunity.

In my opinion, the ideal combination of specialists for a Mobile Training Unit should consist of a writer, a photographer, and an art graphic expert. The writer should be adept in the preparation and use of materials for radio, press, and audio-visual teaching aids. The photographer should be thoroughly familiar with the management and operation of a photographic laboratory, know motion picture, photography and projection, and be able to instruct in the operation and maintenance of mobile unit and tape recording equipment. The art graphics specialist should be an expert in the preparation and use of all kinds of visual aids suitable for exhibits, displays, publications, and general teaching aids. At least one of the three specialists ought to be familiar with library management procedures, and one or more should have had experience in the administration of an educational communications service in an overseas program. All three of the team should have exceptional ability as teachers of communication methods, and be willing to devote ninety percent of their time to country-level training programs.

I inferred that country level training programs have certain advantages over regional and third country training systems. What are some of the advantages? Given a reasonable period of time for orientation and training, the three-man team can be in a position to:

1. Observe, assess and make recommendations in the administration of the national communications center. It can advise on equipment, technical problems, production techniques, staffing, program objectives, office procedures, budgets and inter-agency relationships.

2. Assist the regional seminar participant, (or individual who has had U. S. or other country training) on important local projects in which he is engaged.

3. Train and assist nationals who have not had the opportunities of special studies in communications either outside or within their own country.

4. Involve subject matter technicians, who would not normally undertake special studies in communication methods, in the development of informational materials concerning their spheres of interest.

5. Observe and evaluate the qualifications of nationals deserving opportunities for special study in communications, and make recommendations accordingly.

6. Provide instruction to a larger number of nationals than would be possible at a regional seminar. Transportation and cost of living prevents many potential participants from attending regional seminars. Also, absence of an employee on a training grant may create local production difficulties. But country-level training would reduce this item of expense to a minimum and more people would have an opportunity to participate.

It may be argued that it is the job of the U. S. Communications Media Officer assigned to the Mission to conduct local training programs. To a certain degree this is a valid contention, and to the extent of his abilities the Media Officer undertakes this responsibility. However, I would like to point out that the scope of communications is extensive and each media requires a highly specialized knowledge which is gained only through considerable study and experience. The Communications Media Officer who is an expert in every media is a rare bird, and I have yet to meet him. And by expert I mean, a man who can roll up his sleeves and produce with his own hands. Is there a man among us who can qualify by this definition as an expert in radio, motion pictures, photography, journalism, printing, library methods, and all the commercial arts? If there is, he is a second Leonardo da Vinci. But it is much easier to find three experts in combination who can cover the communication field. It is for this reason that I suggest a team of specialists, and by enlisting the local communications media officer it

can comprise a strong teaching unit. It may be augmented further by drawing upon nationals who as outstanding professionals will contribute talks and demonstrations.

In order to make a trial test of country-level training and to establish practical references based on first hand experience, the Communications Media Officer at Panama made a request of the ICA Washington office for the services of John Hoke to supervise and instruct our staff photographer, Rogelio Martinez, in the making of a ten minute motion picture on the control of banana diseases. Mr. Hoke had just been appointed Communications Media Officer to Surinam, and he was granted permission to stop several days at Panama while enroute to his new post. He arrived in Panama in July of the last year, and for two weeks an intensive filming program was carried out. It should be pointed out that Mr. Hoke had conducted the course on Still Photography at the Second Regional Audio-Visual Seminar in 1956 and Senor Martinez was a participant in that course. However, Sr. Martinez had had not training in motion picture photography and Mr. Hoke is also a recognized professional in that field of work. Consequently he was able to come into Panama on this special assignment and give a former pupil valuable additional training. Because of the scientific nature of the film on banana disease control, it was necessary to work in close cooperation with the U. S. Horticultural Specialist and his two Panamanian assistants in planning the script and in the actual filming at the banana plantations. As a result, three subject matter technicians became actively involved in the preparation of an audio-visual communication project. They assisted on writing the scripts, setting up scenes, taking close-ups and pan shots and other aspects of film making. Although Sr. Martinez received the most benefit from Mr. Hoke's instruction, the subject matter technicians picked up a considerable amount of useful information, which would normally not be obtained. Back in the laboratory Sr. Martinez learned how to process the motion picture film and commence the work of editing and making titles. Aside from the making of the motion picture, Mr. Hoke inspected the audiovisual equipment, and made numerous worthwhile suggestions on laboratory techniques, repair and maintenance of equipment, and he provided information on sources of materials and supplies. It was generally agreed that Mr. Hoke's two week assignment in Panama had produced worthwhile results of a decidedly practical nature. While this experiment was not set up as a local training seminar and only one instructor was available, the advantage of on-the-scene training was clearly demonstrated.

In my opinion, these advantages appear to be sufficiently evident to warrant further investigation. Because there are considerable variations in customs, traditions, racial origins, climates, soils, plant and animal life among the countries of Latin America, some problems of communicating information are more efficiently handled within the country concerned than outside of it. In one country radio may be the best means of disseminating information, in another the mobile unit may be the most useful, or yet another local demonstration methods may be best suited to the purpose. Or it may be a combination

of two or more media that does the best job. Whichever media is utilized, it must be fashioned to meet the needs of the people and to be properly sensitive to their customs and beliefs if it is to evoke appreciable interest and response. There is no one technique, no one method of approach which will guarantee success in every town, in every province and in every country. In Panama there is a diversity of races, of cultures, customs and beliefs, and the land surface varies from jungle swamps, to arid plains to high volcanic mountains.

People live in all these places but they do not live alike, nor think alike throughout the entire country. It is necessary to understand these differences in order to plan and prepare the special kind of communication which will awaken interest, and create purposeful effort. The best place to gain an insight into the special characteristics of any country is within that country, and if for no other reason, country-level training programs are an essential adjunct to a complete training system. They cannot be considered a substitute for a highly specialized training in an university or large commercial firm with tremendous resources; they are not intended to serve that purpose. Each type of training program is designed to meet certain requirements which cannot be fully met by the substitution of another type. Just as the regional workshop can better perform some functions, the country-level workshop is better able to provide other services.

If we agree that country-level training programs can serve a useful purpose what type of programs should we be prepared to offer? I think we can accept the proposition that regional workshops are better suited for teaching basic skills, since better facilities and equipment are available here than in any one country. However, this does not preclude the possibility of teaching basic skills at the country level where there is suitable equipment. I believe rather, that country level programs should be aimed toward the improvement of local operating methods, local program planning, distribution, and utilization of audio-visual materials by field workers. It is the rural agricultural or health agent working in the interior, and the school teachers scattered throughout the provinces or districts of a country who need help in the preparation of simple teaching aids, from local materials. These are the teachers who are in contact with the people we are continually trying to help attain a better standard of living. It is the rural agents and teachers who need to know how to make the most effective use of audiovisual aids. Consequently, it is my conviction that the closer we can get training programs to these rural workers the more effective our teaching will be. For this reason it seems particularly essential to gear country-level training programs to local needs.

How would a Mobile Training Unit operate in actual practice? As I see it there are three ways in which it can function. 1. - In its advisory capacity, it would be available to assist in the establishment, or reorganization as the case may be, of communication media facilities within a country. 2. - With direct technical

assistance to the Communications Media Staff, working alongside local personnel in the development of specific projects. The work of Hoke on the banana movie in Panama illustrates this application.

3. - Conduct local training seminars for groups of government employees, and thereby extending audio-visual instruction to the grass roots level of the point of end use.

Naturally any two or more of these functions of the Mobile Training Unit may be scheduled at the request of the host country. The make up of a program would undoubtedly be arranged by a committee headed by the Communications Media Officer assigned to the Mission, and including administrative members of the Mission and host government.

It is proposed that the Mobile Training Unit use existing facilities for training purposes as far as possible. This would serve two purposes: the practical demonstration of accomplishment with local equipment and materials, and minimum of expense for importing special equipment to be used for training purposes. However, final determination of these needs should rest with the Mission committee.

Scheduling of country assignments for the Mobile Training Unit would be so arranged that a minimum amount of travel would be required between engagements, and it would be expected that the Training Unit would spend a major portion of the year in the field. This implies that the unit be of a permanent nature, operating on a year around basis. Thus a faculty of communications media experts would be available at all times for conducting courses at both regional workshops and country-level programs. The difficulty of recruiting a faculty for special three month regional workshops is well recognized and a permanent training unit would help to facilitate this problem.

Cost of operating a Mobile Training Unit would be predicated upon the number of countries it served, the amount of equipment required, salaries and transportation costs, and local purchases of materials. It is conceivable that these costs might be pro-rated between ICA Washington and the country governments. A more extensive and detailed study is required in order to establish cost estimates for the operation of a Mobile Training Unit.

I sincerely hope that this assembly will consider the advantages of a Mobile Training Team which can operate at country-levels for adequate periods of time, and bring instruction to those who cannot otherwise obtain it; that this conference will recognize these statements as suggestions for further study; that it will take whatever action it considers appropriate in order for the field to give helpful guidance to Washington in the strengthening of its training program.

BACKSTOPPING THE U. S. TECHNICIAN

• Mario M. Vazquez

We members of the staff of the Office of Technical Cooperation have agreed over and over again that our work has one major objective—to teach. We are all teachers, regardless of our individual field of specialty. And to teach we must:

COMMUNICATE IN ORDER TO CHANGE IDEAS

I want to stress our responsibility, as teachers, to introduce to our Latin American associates new ideas, and improved ways of doing things, and better application of old ideas. We need to keep this function in mind because it reveals the fact that our task of communication is a very difficult one; sometimes successful communication can only be achieved after overcoming very real hurdles, such as prejudices inherited from the past, misinterpretation of our own motives, or misinterpretation and misunderstanding of the ideas which we are trying to transmit to our associates. Because communication is so difficult, we must and should resort to the best available media of communication: this is where we come to the techniques of audio-visual education and communication.

We often receive memoranda, telegrams, letters, etc., which we can not very clearly understand because of lack of dramatization and poor description of scenes, places, facts, etc. It has been said that a picture is worth a thousand words. If this is true, it means that if we stop to think more in terms of scenes, facts, and places, by placing an imaginary picture in front of us, and describe exactly what we see in a simple, but clear, language and style, we will obtain faster, more accurate, and more effective communication. If we fail fully to avail ourselves of the effective means of communication offered by audio-visual techniques, we are automatically limiting our effectiveness as technicians in the technical cooperation program.

Having pointed out very briefly the importance to us of the use of audiovisual aids in our work as technicians, let me now explain the services which are available to each of you through the Audio-Visual Office of the Mission. Therefore, I shall discuss:

- a. Facilities available
- b. How we select the most effective audio-visual media to use in a specific project
- c. Training in the use of audio-visual media
- d. All of them are very practicable

I will not attempt to judge the media you should use in any particular case, but I will try to explain to you in the best possible way the advantages and disadvantages of each one.

What is audio-visual education? What are the duties of the audio-visual specialists? What are Latin-American countries doing in this respect? What are audio-visual media?

There are several answers to these questions; but, according to my experience, I will try to give you my answers to them.

Since we were babies we have heard our mother call us with tender expressions. We learn to speak through the perception of sound. Before our eyes, scenes pass by, some which we do not understand, but which are explained to us by our parents. Immediately after being born, we receive the first impression of our existence upon the world by audio-visual means.

Audio-visual media date back thousands of years. It has been said that even the Atlantans used audio-visual aids in their meetings, such as hieroglyphs, layouts, drawings, and sculptures. The first inhabitants in Mexico also used audio-visual media to express their feelings - frescos, bas-relief, etc., made by pre-Cortesian artists. Nowadays we still use the same procedures, except that they have been modernized and their utilization improved.

Progress has forced us to learn more and to obtain the best possible information in the least time. Now here, development of modern audio-visual media starts. Teachers and instructors use them now to achieve a more sustaining effective, real, and accurate education. These means are important vehicles for the dissemination of information in an organization. They are not intended for entertainment, neither should they take the place of the information officer, teacher, or instructor. Now, the brightest men have joined together to develop the necessary methods to keep pace with the accelerated progress of today.

The major duties of the USOMs Latin American AV officers and advisers is to give information, teach, and train. Most of the technical information that we have to give to our counterparts requires a high degree of intellectuality and skillfulness. But to make this information, teaching, or training effective, we must motivate. How? By using audio-visual aids.

Some of the people with whom our counterparts have to deal are illiterate, especially in Latin America, where a large segment of the population does not speak the Spanish language, but a dialect. Mexico, Guatemala, Bolivia, Peru, Ecuador and others are countries with great number of dialects. To reach all of these people in the least time, the use of audio-visuals is one of the best methods. But we should never forget that they are only aids to teach, train and motivate.

To carry on the above, we ought to produce pilot audio-visual materials. Why? To gain time and save money. Our main job is to sell knowledge and experience, only that our selling represents a different type of profit, a profit to the buyer.

Here are some of the audio-visual media, enumerated according to their utilization and economical importance: 1) flipbooks, 2) flipcharts, 3) photographic booklets, 4) photographs, 5) color slides, 6) flannelgraphs, 7) filmstrips, 8) paper roll technique, 9) posters, 10) motion pictures, 11) Vu-graphs, 12) opaque projects, 13) miniature theatre technique (sequence of graphics or photographs in a continuous roll), 14) models, 15) mock-up, etc.

Training involves proper application of audio-visual methods, materials and equipment. We should know why, when, how, for whom, and where to utilize them, as well as their evaluation.

Building of audio-visual equipment, such as: flipcharts, flannelgraphs, projection screen, easels, etc., is another service that we will be able to render you.

What are some of the most important problems with which we deal almost everyday? 1) budgets, 2) human relations, and 3) good neighbor policy. To solve or help someone solve these problems, education is one of the best tools; but better still is audio-visual education. This is why your Audio-Visual Center will never hesitate to assist consultants in solving the difficult tasks.

During the World War II, audio-visual education was one of the best weapons. People were not properly prepared for war, but with the valuable help of audio-visual methods the problem was immediately solved. First, informational films were produced; next motivational films to arouse interest in the citizens on the prime need of producing all sorts of goods, especially war goods; and then, educational films. One of the most serious problems at that time was health. The Malaria Control in War Areas of the U.S. Public Health Service, through audio-visual education fought against one of the worst enemies: Malaria, responsible for many casualties. After its eradication, this institution became the Communicable Disease Center, which, in thirteen years of work, spent around \$3,500,000.00. The American Medical Association

has been their best supporter because of the excellent training materials they produce, which have been thoroughly investigated by the Congress. Therefore our perserverance to produce nuts and bolts films that would educate, not entertain. I was one of the first pioneers of this program, where I spent over thirteen years and I have always been a firm believer that audio-visual education is one of the best methods for fast and accurate teaching and training and a route for a permanent peace among nations.

Some of the methods and media used today in audio-visual education are:

Methods - Demonstrations, dramatized experiences, direct experiences, contrived experiences, models, mock-ups, dioramas, objects, and specimens.

Media - Motion pictures, filmstrips, photographs, exhibits, bulletin boards, posters, paper roll techniques, pamphlets, flip-charts, radio, television, etc.

Before presenting the different audio-visual media to the audience, it is of utmost importance to do research to study their habits, habitats, problems, and thinkings.

Another important point that should be considered in the use and preparation of audiovisual methods and media is the sensibilization and motivation of the students or public. Educating means not only giving information through instruction and teaching, but should make people change their attitudes to act in accordance with what they have learned. It is not enough that they know the way of preventing a certain problem; they must have interest and desire to do it.

For the production of audio-visual materials, the following information is essential:

- a) what is the intended objective for the production of the material?

A faster, easier, and longer retention of the message.

- b) For whom?

For heterogeneous, homogeneous, or any group in which there is an interest in giving a message or in educating.

- c) When?

When learning needs to be strengthened

d) Where?

Everywhere.

e) How?

By using economic materials and equipment, if possible, from local fountains.

To avoid confusion in the information, instruction, or teaching being given to the public, a set of rules should be followed. Many producers of audiovisual materials think that all they need to do to prepare this material is to shuffle scenes, pictures, graphics, words or ideas, just like a gambler shuffles the cards. Following is a set of rules that, after 24 years of experience in educational aids, acquired in Puerto Rico, the United States, Mexico, Central America and Latin America I think should be followed in the production of audiovisual media:

1. Still many educators do not use audio-visual media in their instruction. They ask themselves: "Why is my labor so hard and difficult?" "Why is the class so prolonged?" "Why doesn't my audience understand the message?"
2. The answer lies in the use of audio-visuals. By using the following audio-visual aids that help the student, or public, have a better and faster comprehension of the message; motion pictures, filmstrips, slide series, posters, pamphlets, exhibits, etc. They should be selected according to the type of information, instruction, or teaching that will be given. (Drawing of montage depicting these media).
3. But, before using audio-visuals we must find our educational problem.
4. Information or teaching topics should be visualized. (Drawing of a mosquito)
5. Before production of audio-visual materials is started, a form, similar to the one presented below, should be filled in by the requestor.

REQUEST FOR THE PRODUCTION OF AUDIO-VISUAL MATERIALS

TO _____ DATE _____

FROM _____

(Requesting Office)

Training activity for which the film is intended: _____

What training objective is the film expected to accomplish? _____

Who will use the film? _____

Has the primary audience had previous experience in the subject, and if so, to what extent? _____

Is the problem local, regional, national or international? _____

What is the proposed content of the material? SUBJECT: _____

List briefly the major concepts: BASIC CONCEPTS: 1, 2, 3, 4, 5, 6.

Who will be the technical advisor? _____

Is approval of other groups required? _____

If so, of what groups, to what extent, and at what stage of production?

Are there any other factors which may help to justify the material? _____

Request initiated by _____ Approved by _____

6. For the production of audio-visual materials a man of great experience in the field, the project supervisor, also called project officer or director, is required.

7. The selected person should:

hold conferences with the technical consultants, production manager, and chief of the corresponding section, in order to obtain the necessary information to produce the right material for the educator, public and community. (Graphic of a conference).

8. He should make the investigations required for the production in libraries, film libraries, getting in contact with other experts, etc. (Graphic of a library and a film library).

9. When investigations are completed, he is ready to prepare the script or text for the material. (Drawing of a man typing).
10. Sketches are made following the script or text, with the assistance of the project supervisor, cameraman or draftsman (according to the type of production), with the purpose of having a preliminary idea of how the material will be developed.
11. When finished, they are placed on a flannelgraph or bulletin board to discuss with the technical consultants the authenticity, accuracy, continuity, and educational power of the intended message. (Drawing of sketches on a flannelgraph).
12. The most important step is the survey or field trip, usually made by the project supervisor, technical consultant, and cameraman or draftsman, to study the habits, characteristics, conditions, etc., of the community. In Latin-America this step is essential because the many dialects spoken by the natives makes the production more difficult.
13. Changes and corrections are then made to the script or text according to the data obtained from the survey and discussed with the technical consultants.
14. Methods of production are used accordingly: motion picture, filmstrip.
15. Graphic animation, mimeograph, silkscreen, printing press etc. (Montage of a movie camera, 35 mm camera, artist and silkscreen).
16. In the case of motion picture or filmstrip production, developing takes place.
17. If charts, posters, etc., illustrations are drawn according to the respective techniques; if pamphlets, leaflets, etc., printings are prepared.
18. A provisional edition of the material is made. (Graphic of editing).
19. This edition is presented to the technical consultants, directors, project supervisor, and cameraman or draftsman to check its content before it is finished. (Drawing of a small group of people revising the material).
20. A trial edition is then elaborated.

21. If it is a sound motion picture, a trial recording and synchronization is made; if silent, titles are prepared.
22. Once more the material is presented in private to the technical consultants for approval. (Drawing of a man giving a motion picture and a booklet to a person sitting on a desk).
23. Then, the last edition is elaborated. (Drawing of a movieola, where both negative and positives can be seen).
24. If a sound motion picture, a professional narrator is required for the last recording; if it has musical background, it should also be recorded.
25. Another presentation takes place for the production personnel and the chief of the section.
26. In the nearest classroom the material is presented to an audience of different education levels to evaluate its acceptance as an educational material and to make final corrections before it is distributed.
27. To guarantee the right content of the educational material, an additional evaluation should be made with different types of groups - farmers, laborers, white color employees, and others. The purpose of this presentation is to find out the reactions of people indifferent to the material presented. This allows the producers to make any additional corrections pertaining to the subject matter of the material.
28. Complementary instructive materials, such as: guides, charts, texts, etc., should always be prepared.
29. The material is then submitted for final approval to the chief of production, technical consultants, and chief of the corresponding section. (Drawing of three persons approving the material).
30. Printing process takes place immediately after. (Drawing of a processing machine).
31. The material is distributed following the requestor's previous instructions. (Drawing of the distribution process).

32. The teacher should study the material before it is presented to the students or public and should always explain to them, in a previous talk, its objectives, contents and importance. He should observe their reactions and make his deductions as to the utilization of the material. (Drawing of a teacher and a screen)
33. After the material has been shown to different types of audiences, a thorough evaluation should be done.
- a) Observe classes at different educational levels.
 - b) Observe instructors and pupils.
 - c) Prepare questionnaires for the students or public pertaining to the material presented, such as: Did you understand the subject? Did you find something unintelligible in the material? Were you confused? Was the voice clear? Were you disturbed by music?
 - d) Prepare questions for educators and experts regarding content of the material, such as: Was the technical content well presented? Was it clear? Could it have been better presented in a different type of material rather than in the one used? Was it too long, too short, correct; very bad, bad, fair, good, very good, excellent? Under what conditions was the material projected or presented? For what type of audience?...and many other valuable ideas in evaluating audio-visual material.

COST CONTROL AND ANALYSIS

• Ernst Schlomann

You may wonder why a Communications Media Officer would choose the theme "Cost Control and Cost Analysis" as a topic of discussion as you may think that it would be more appropriate for a cost accountant, Mission controller or an executive officer to tackle such a problem.

There are several reasons, however, why I have chosen this topic. First of all, ever since I was a youngster I had occasion through the years to accompany my father who was a consulting engineer and the European equivalent of a Certified Public Accountant, on his inspection tours of factories he reorganized and rationalized, read his reports, listened in on conferences and discussion he had with factory owners, controllers and engineers and as a teenager and later as a university student I earned my pocket money by making production flow charts and other mechanical drawings for him. In later years, I spent two years as my father's apprentice and he taught me the principles of the Break Even Method and its application in the analysis of the operational and financial efficiency of business and manufacturing enterprises.

This training, although it did not turn me into a qualified accountant, and was in a field far removed from my chosen profession, has benefited me immeasurably as it made me cost conscious and helped me in the planning of the manufacturing phase of audiovisual work with an eye to proper flow of production, utilization of all possible time and labor saving methods within the limitations of the equipment and facilities of the Communications Media Production Center and the technical training of production personnel available. This training also helped me in the designing of various cost control forms and devising methods of recording of practically all cost factors involved in production of audio-visual materials.

Another important reason for choosing this topic and my concern with cost problems is the fact that in the early stages of development of the Audio-Visual Center of USOM/Haiti, when an attempt was made to establish a system of Servicio contributions to the maintenance of Communications Media personnel, and for purchase of equipment and materials to be used for production and services for the

agencies, representatives of these agencies frequently made fantastic claims as to amounts already contributed by them to the center, and the cost of services and materials produced by the division. They also minimized the account of services received from the Center. In order to disapprove these largely unfounded claims I felt the need for some research to find out exactly what the contributions of the various agencies had been, what the services rendered by the division had cost and just what the extent of services rendered to each agency were.

The final reason for choosing this topic is the hope that I may help my colleagues who are assembled here to formulate their thinking along these lines insofar as they have not already done so.

Naturally in each Mission there are specific problems, differing from those of other Missions. The organizational set up in each Mission is a different one and the position of the Communications Media Center within the framework of the Organization of the Mission differs in most countries. In one respect, however, there is a uniform problem namely the need for the Communications Media Officer to know exactly what the costs of his operations are and those of each item produced and each service rendered by the Center. The records collected of production costs and materials and manhours consumed for each project will greatly facilitate planning for future production of similar materials, submitting of cost estimates to the client, establishing manpower needs, ordering of materials, preparation of PPA's, annual reports, etc. Other indispensable records needed are a complete inventory of non-expendable equipment and spare parts and a file of stock cards for expendable materials; the former to have on hand a record of equipment, date of purchase, supplier, purchasing cost and condition at the time of inventory; the latter to see at a glance the rate of material consumption and the need for reordering when the stock has been depleted to the danger level and the quantity to be reordered on the basis of consumption rate and planned production.

In order to be able to keep the necessary records of all cost factors involved in the operations of the Communications Media Center we have been fortunate to have an accountant assigned to us who is in charge of stock control and all bookkeeping tasks of the Center, as well as the paperwork connected with ordering of equipment and materials. In addition he keeps time and attendance records and prepares the cost sheets based on information contained in the daily work sheets, material issue slips, etc. In view of the size of the staff of the Communications Media Division, USOM/Haiti and its diversified activities this is a full time occupation for a qualified accountant. This task could not be tackled by the Communications Media Officer in view of the fact that his other duties require his full attention, nor could it be handled by an accountant of the controller's office as a side line as he could do justice neither to his regular work nor the requirements of the Center. Thereby both would suffer.

Now to talk specifically about the procedures applied in tracking down the cost factors involved in production of materials or services rendered we have designed a number of control sheets from which we extract the relevant information. First of all, we have a weekly time and attendance sheet (slide no. 1) - probably all of you use a similar one) - to check total manhours actually worked each month, as compared to total theoretical working hours for the month. There is no need to dwell on this subject as you are all familiar with it. Second, we use a daily work sheet (slide no. 2) which each staff member engaged in production has to fill out. This applies also to the secretary for such work as mimeographing, stapling of flipcharts, etc., i.e., any work incidental to production. The production supervisor likewise has to fill out this form as he has to allocate his work hours to various projects in progress. On this work sheet are listed name of staff member, date, project title, agency which has project on order, description of work done that particular day, starts and stops as there is the possibility of interruption of work for rush orders, materials used for work, unit cost and total amount for such materials used and charges for labor. The staff member fills out time of work started, work stoppage, type and quantity of materials used, the accountant fills in total work hours and materials and labor charges, the latter based on the hourly rate of the particular staff member. On the backside of this form (slide no. 3) is a space for special remarks as for instance "dark-room interrupted because no water" or offset printing stopped at such and such a time because no electricity", etc., at the bottom of the page completion of the project is to be listed if it falls on the particular day the form is filled out. Each project a man works on requires a separate work sheet, i.e., if a man works on two different projects on a given day, he has to fill out two work sheets.

The daily work sheets are collected the following morning by the production supervisor who checks them and if necessary corrects them in consultation with individual staff member if he notices that they failed to list some materials used or otherwise overlooked some detail. After having checked the work sheets the production supervisor passes the work sheets on the Communications Media Officer who checks them again. This gives the Communications Media Officer a chance to check work progress on a day to day basis, even if he has to spend several hours away from the office because of conferences at USOM headquarters, The Servicios, etc. He also can check this way the work efficiency of individual staff members to a certain extent. The checking of the work sheets, however, does not absolve the Communications Media Officer from the obligation to look over the shoulder of each staff member frequently in order to correct, adjust, prod and generally help the work along.

After having checked the work sheets, the Communications Media Officer passes the work sheets on to the accountant who fills in the cost figures after having checked them against his stock delivery slips (slide no. 4) on which he has listed project and

materials issued to certain persons for this project. These slips are signed by the persons receiving materials. The accountant then files the daily work sheets according to projects. Once a project is completed, the accountant prepares a cost sheet (slide no. 5) on which all costs exclusive of administration and overhead costs are listed. On the top of the front page are listed Project, Agency Ordering Project, Date of Completion; in the columns below are listed from left to right, Type of Work, Manhours (number and cost); Materials (Quantity, Unit, Description, Cost); Contracts (Quantity, Unit, Description, Cost); Total Cost. At the bottom are listed Administrative and Clerical Work and finally Grand Total. The administrative and clerical work listed here refers to the supervisory work and clerical work incidental to production. Under Contracts are listed either the costs of artists or workmen such as carpenters or electricians hired from the outside for this job; or bookbinderies, film processing labs, etc., to which work has been farmed out. On the backside (slide no. 6) of the Cost Sheet you find Distribution of Charges.

Permit me at this juncture to explain to you shortly the financial arrangement between USOM and the Joint Fund Agencies concerning the financing of CM Division production of materials. USOM pays all salaries of CM Division personnel, Rent and Utilities, Transportation, Purchases of Equipment and other Overhead Costs. The Servicios pay for expendable materials and contract work incidental to production of materials they order. This naturally places an undue burden on USOM, a situation which will be remedied next fiscal year.

Now to return to our cost sheet: the following items are listed under Distribution of Charges:

I. - Prepared by CM-Division, USOM (Manhours, Indirect Costs, Supervision, Maintenance and Repairs incidental to production)

Total Amount paid by CM Division, USOM

II. Forwarded by and reimbursable to CM Division, USOM (Materials, Contract Work)

To this I have to remark that the Communications Media Division has established a revolving fund for material and has a certain stock of material on hand. The Center uses material out of stock and charges the agencies for materials used. The agencies then establish a credit for the Center and reorder materials from this credit balance as requested by the Communications Media Division as USOM cannot be reimbursed since it would have to turn over the money to the U. S. Treasury. This is a bit cumbersome, but it is the only way to work it under the present set up. There is also some type of contract work which USOM occasionally pays; such contract work is reimbursed to the division in the form of material purchases.

III. Prepaid by Agency (Materials, Contract Work)

The agencies occasionally have to buy locally materials needed for production and not on the shelves of the Division, e.g., cover material for booklets, etc. Contract work is normally directly charged to the agencies.

Total amount paid by agency

Total cost of project

Project cost to agency

Prepaid by agency

Reimbursable to CM Division, USOM

Total Cost to Agency

These cost sheets are supplemented semiannually by a semiannual consolidated cost sheet and in connection with the Annual Report by an Annual Consolidated Cost Sheet (Slide no. 7).

The daily work sheets and the cost sheets are the principal cost control forms used by the Communications Media Division. They are, however supplemented by several other forms which help to keep the record straight, e.g., periodically after having ordered expendable materials through the Joint Fund agencies the Division Controller sends a statement (Slide no. 8) to the respective agencies showing the entries passed through their accounts and the original and remaining balance. The Business Manager then checks and acknowledges the statement.

Other control forms include a Unit Cost Sheet (Slide no. 9) to establish cost of a unit, e.g., a sheet of illustration board, considering all charges and deductions such as freight charges and discounts; Receiving Report (Slide no. 10), a standard form; Invoice Control Card (Slide no. 11); Expendable Materials Control Card (Slide no. 11) on which are listed Unit Cost, Article, Minimum stock requirements; Date received, supplier, Voucher no., quantity requested, and by whom, material issue slip number and balance on hand; Overtime Authorization and Report (Slide no. 12) a standard form; Field Trip Log (Slide no. 13) on which apart from Date of Departure and hour and date of return and hour are listed activities, material consumption and possible damage or loss of equipment; Application for Town Trip (Slide no. 14) showing purpose of trip (personal trips are charged to annual leave); Request for loan of equipment and/or materials (Slide no. 15) showing purpose of loan, type and size of audience if applicable, place of use, date needed and date to be returned; Loan Slip for Equipment and Materials (Slide no. 16) showing Make, Serial Number, Condition going out and Condition returned; Work Order Request (Slide no. 17) which is to be filled out by agency in triplicate - agency retains one copy and re-

ceives second copy back with completed job. Internal Work Order (Slide no. 18) which is filled out by either the CM Officer or the Production Supervisor and original is given to staff member who has to do the job; the Production Supervisor retains carbon copy in a desk top file; Project Progress Log (Slide no. 19) (20) which will show status of project. There is one log for art and printing and one for motion pictures, filmstrips, etc., (slide no. 20-22); Project Clearance Slip (slide no. 23-24) showing clearance of script, sketches and final art, and has to be signed both by the project manager of the agency and the Communications Media Officer or Production Supervisor; Delivery Slip (Slide no. 25) which has to be signed by the person receiving an item, and finally a Monthly Statistical Report (Slide no. 26-27) in which each staff member lists the type and quantity of work he produced. This statistical report is used for the preparation of the Monthly Report. There are one or two other control forms which are not mentioned here which, however, you will find in the kits distributed to you.

The use of cost control forms, work progress and other forms alone, are not enough to insure efficient operations. There remains the task for the supervisory personnel to devise and enforce efficient time and material saving work methods. Production has to be coordinated so that every staff member is kept busy at all times and the printing press or presses are running full time. Only by production in quantity can the operation become half way economically feasible. But before analyzing the economic feasibility of audiovisual operations in a government agency let us take a look at the cost figures and their meaning. As you well understand it is not enough just to produce figures and let it go at that. The cost figures, once established, have to be analyzed. They are quite revealing and tabulations and graphs can be developed from them which give a vivid picture of the productivity of the Communications Media Staff, the distribution and types of services rendered, the ratio of financial contributions of the various Agencies to production costs and total Communications Media Operations; the share of each Agency in Production Costs, share in man-hour consumption and share in financial contribution to man-hour consumption; number of CM man years consumed by each Agency; Cost of individual projects, comparison with cost of commercially produced equivalent materials, cost to Agency ordering materials because of possible partial absorption of Cost by USOM; Servicio contribution to equipment cost, etc, etc. These tabulations and charts will certainly show up any flaws in productivity or other unhealthy condition or inequitable distribution of costs which can be remedied once the facts are known. Let us look now at some tabulations and charts extracted from the Annual Report of the CM Division, USOM/Haiti for the fiscal year 1957 to illustrate the point. Tabulation No. (Slide No. 26) shows Number of Items completed and delivered each month according to type of work. This chart indicates the productivity of the Division and as such a tabulation is included in each monthly report it gives the supervisor an opportunity to keep tabs on the output of each production unit and take corrective measures if production slows down without

apparent reason in a certain unit. Tabulation No. 2: Number of Projects delivered each month to each Agency (Slide No. 27) gives strictly quantitative information. In recent months reports, this tabulation has been improved by showing type of work as well as number of projects delivered to each Agency. Chart No. 1. (Slide No. 21) shows on the left side Direct and Indirect Production Cost for projects delivered during the fiscal year and relative USOM and Servicio distribution of costs. The right side of the chart shows the Ratio of Production for USOM and the Servicios, the column on the left shows consumption of production by Servicios and USOM, the center column shows relative financial contribution to production cost by USOM and the Servicios and the column on the right shows relative contributions by USOM and Servicios to total Cost of CM Division, USOM.

This chart certainly shows up an undesirable ratio of distribution of costs. The Servicios, although consuming 74% of manhours, materials, contract and indirect production cost are contributing only 22% towards the financing of production and only 11% to the total cost of operations. This puts an undue burden on USOM. Chart no. 2 (slide 29) shows in the Center the percentage and dollar volume of production for USOM and the individual Servicios, this pie chart gives an indication as to the extent to which the Servicios and USOM respectively used the services of the CM Division. It may help to find a key for prorating the Servicio contributions in the future under a different organizational setup. The chart on the lower left shows the ratio of manhour consumption by the Servicios and USOM and the one on the right the ratio of financial contribution to manhour consumption by USOM and Servicios. Again the unfair distribution of contributions becomes evident. As a matter of fact USOM provided almost 5 man years free labor to the Servicios as a result of which the Servicios received audiovisual services at bargain rates, as illustrated in tabulation no. 5 (slide 30) this fact is amply demonstrated by four projects for which comparative commercial cost figures have been obtained. The figures are as follows: Project no. 1 - production cost were 70% of commercial value, cost to servicio 30% of production cost and 21% of commercial value; project no. 2 - production cost were 49 1/2% of commercial value, cost to Servicio 48 1/2% of production cost and 23% of commercial value; project no. 3 - production cost were 58% of commercial value, cost to Servicio 70% of production cost and 40% of commercial value; - project no. 4 - production cost were 42% of commercial value, cost to Servicio 77% of production cost and 32 1/2% of commercial value. Finally I should like to mention the cost of the film "Tetes Ensemble" which amounted to \$4,110.00 of which the agency is charged with only \$1,956.00 or 47 1/2% of production cost. I do not know what such a film would cost if produced by an outside group, but presume it would be at least \$12,000.00. It is hoped that as a result of these investigations a more equitable solution for cost distribution among USOM and the Servicios will be arrived at next fiscal year.

As you may well have come to realize, the knowledge of the facts behind your figures is essential for operating efficiently and for effecting changes in the financing of your operations if necessary. In the case of my Mission, the charts and tabulations which are shown here have certainly convinced the Director, USOM that the financing of the Division has to be revised and they have made the Chiefs of Party more receptive to this planned revision.

In conclusion let us take a quick look at audiovisual operations in a USOM versus commercial enterprise. I do not have any analysis of a commercial art studio on hand for comparison, so the probably somewhat far fetched comparison with a manufacturing enterprise and a department store will have to do. (I am not in this paper entering into the intangible value of audiovisual operations in the field such as changing of attitudes or pattern of life which in the long run will benefit the economy of a country). The comparison is only a superficial one and if carried to its conclusion could take up a special lecture.

As you all know, in commercial enterprise you have costs and markup and if you have figured your costs and markup correctly and have sufficient sales volume you show a profit. In government operations, at least in our field of activities you have no markup therefore only costs and the more you produce, the more your operation costs. You can never show a profit. All you can hope for is that you produce enough and efficiently enough that if you compare your total product with the sum total of equivalent products manufactured commercially you at least arrive at a value equivalent to the total cost of your operation.

This is, however, almost impossible to achieve unless you engage almost exclusively in film production and produce at least 4 or 5 evening filling films a year at 25% or less of the cost of commercially produced films. The fly in the ointment is the high administrative cost of your operation and the fact that the salary of the CM Officer is —if you have a \$50,00.00 budget— already almost one third of your operating cost. If you add to this the other administrative costs, i.e., rent and utilities, clerical personnel, etc., your total administrative costs push close to 50% of total cost of operations. Actually all your salaries, local and U. S. are fixed, as your personnel is on a monthly salary basis. You may argue, however, that production personnel wages are of a variable nature as you do not hire them unless you produce. Now, how does this situation compare with commercial enterprise: total salaries in CM-USOM Haiti for instance comprise 65% of division cost, in one of the commercial enterprises used for comparison they are approximately 20% and whereas the salary of the CM Officer amount to 42 1/2% of division cost, total fixed salaries in one of the commercial enterprises used for comparison amount to only 9.34% of sales volume. Total fixed cost in the two commercial enterprises used for comparison amount to approximately 15% and 17% of sales volume respectively whereas in CM they amount to

117% of production if production personnel payroll is considered variable, and 202% of production if total payroll is considered fixed. Total fixed cost amount to 76% of total operations if payroll is considered fixed or 55% of total operations if production personnel is considered variable. In view of these considerations, it is certainly an uphill fight to produce eventually materials of sufficient commercial value to carry the top heavy administrative and other fixed cost and break even, i.e., equal total cost of Communications Media operations.

I presume that an honest appraisal of the cost factors involved in other communications media operations will show that the picture is not much more encouraging unless there is a mission with a large local production staff and high speed printing presses producing tens of thousands of publications of a kind so that the administrative or fixed costs are reduced to a reasonable size in relation to variable costs and total output. In view of the diversity of product, almost 300 projects in Haiti last year and relatively small quantities produced of any given material, it would be most unfair to judge the performance of a communications media operation solely with an eye to the commercial feasibility of the operations. There are other and equally important aspects to our mission in the field the discussion of which, however, goes beyond the topic of this paper.

TEACHER PARTICIPATION IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS

• Leontine Engler

Haiti, land of mountains, is primarily an agricultural country, with most of its three and one half million inhabitants living in rural areas. As in other Latin American countries, the fundamental educational problem is that of the rural school. Haiti's school system is modeled on that of France and is centralized under the Minister of Education, who is aided by a director general with an assistant in charge of rural schools. Among the more serious impediments to progress in education are poverty, political instability, linguistics, topography, climate. Such statistics as are available report that approximately 100,000 children are enrolled in about 800 rural schools and taught by 1500 public and private teachers. Overcrowded classrooms, poor facilities, and lack of teaching materials and supplies are prevalent handicaps. Most teachers have had only eight years of schooling; 7% have had some normal school training. Teachers receive about \$480 annually, not as much as some secretaries, chauffeurs, or cooks; they are further demoralized by insecurity of tenure and uncertainty of promotion. Teaching is primarily by rote. Those who learn to read often lose the ability for they have no reading materials; it is estimated that only 10% of the total Haitian population over ten years of age is literate. French is the official language, but most rural people do not speak or understand it; they use Creole, but there has been conflict over acceptance of a method for writing Creole. Some textbooks in certain subject matter areas have been developed by Haitians; however, Haitians rely on France and to some extent on Canada for its texts.

The Cooperative Service for Rural Education, known as SCHAER, was organized in Haiti in July 1954, as part of the Ministry of Education. The Director General and the Chief of the Education Field Party serve as co-directors. Three technicians were originally assigned in teacher-education, curriculum, and instructional materials, each working with a Haitian counterpart. Technicians in industrial arts, agriculture, and homemaking have been added. The major objectives of the program are to provide pre-service and in-service teacher education and to improve the preparation and use of instructional materials. These objectives

are being achieved through the Rural Normal School and its practice school, demonstration community-centered schools, and in-service teacher education programs, including workshops, conferences, and other teacher education techniques. Each technician while giving leadership in his special field works closely with all other technicians in major projects. Activities are planned so as to integrate all available services and utilize all available resources of other agencies, Haitian, American, and United Nations, operating in Haiti. The Rural Normal School and its practice school were established in December of 1954; the normal school is being developed as a co-educational institution to afford more and better-trained teachers for rural schools. The in-service education program began with a series of summer workshops in 1955 for all rural educators. The resources of the Cooperative Service for Agriculture and for Health and Sanitation, the Communications Media Division, the United Nations, and agencies of the Haitian Government were used in planning and developing the program for this first workshop. In the teacher-education program, both pre-service and in-service, emphasis is placed on interpretation of the community-centered school and means for attaining its objectives.

Demonstration community-centered schools have been organized in the five departments of Haiti, with the entire program based on self-help, for it is the judgment of the Haitian Government and SCHAER that self-help is the only foreseeable means of solving the aforementioned problems. The demonstrations are planned to show how economic and serviceable facilities can be provided at a minimum cost when the community and the school work together for a common purpose. Such a procedure achieves desirable material results, and at the same time, provides many opportunities for adults to engage in experiences that have educational values. These schools serve as centers for practice teaching and also for evaluation and improvement of instructional materials.

It has been previously cited that rural education is severely handicapped by lack in quality as well as quantity of materials for teaching. During the workshops of 1955, efforts were made to develop in educators an understanding of their needs and also their role in helping to solve the problems. Methods for teaching the basic essentials and development of simple teaching aids were emphasized. Through other conferences, demonstrations, and distribution of carefully selected professional literature and school texts, the Section has assisted in further informing teachers of current concepts of education. As a more specific approach the Section has assisted in the organization and conduct of a series of conferences with supervisors and teachers committees, representative of all areas of Haiti, primarily designed to improve methods and materials for the teaching of reading. Teachers manifested a growing interest and were encouraged to prepare and submit text materials. The first production to result from guidance by the Section was an ABC booklet, which was useful in rural schools as well as in adult education; it is also serving as an inspiration to other educators to participate in the development of instructional materials. A book of

games and songs for rural schools was prepared from materials gathered by two rural recreation leaders. A professor at the Rural Normal School submitted translations of a series of booklets on better rural living, published in Spanish by the Pan-American Union. Two of these booklets have been completed; Pan-American Union has reproduced an additional 20,000 copies of the first, *Maison Paysanne* (Rural Home), for Haiti.

While other materials have been developed, the preparation of texts for teaching reading have been purposely delayed, because of the prevalence of a phonetic approach to teaching reading and the general lack of professional training among teachers. It was evident that such factors must be considered in the preparation of texts that teachers would understand and use. To give educators opportunity for understanding other approaches to the teaching of reading and also to acquaint them with the initial stage, attention was centered on interpretation of the pre-reading period. No conflict on method of teaching was involved. Materials produced in sessions by teachers, principals, and supervisors were selected, edited, and used in preparing a text for the pre-reading period. For beginning reading, there have been prepared four reading primers designed to follow in text and illustration the pre-reading booklet. A supplement is included in the primer; it contains a progressive approach to the use of a phonetic method for teaching reading. The supplement is of particular importance, for it presents to the teacher the method in use as well as provides for transition toward more universally accepted methods. Copies of materials produced are distributed to all rural schools with the demonstration community-centered schools serving as centers for evaluation and improvement. Copies have also been given on request for use in adult literacy and extension programs. Educators are encouraged to make suggestions for revision and elaboration to lead toward development of more and better teaching materials. Materials for publication are always submitted for approval to the National Department of Education, which is also cooperating in distributing and assuring effective use.

There has necessarily been close working relationships between the Communications Media Division and the Cooperative Service for Rural Education. The Communications Media Division has prepared demonstration materials for workshops, such as posters and charts for agriculture, home economics, and school-community development; members of the staff have given lectures and demonstrations at workshops in preparing and using puppets, flannelboards, flip charts and sand tables, as well as instructions in simple drawing and duplication methods.

In further developing an improved educational program for rural Haiti, SCHAER hopes to organize a demonstration community-centered school in each of the thirty-four school districts and develop five or

more secondary schools for meeting the needs of rural Haiti; there is no rural secondary school at the present time. Plans also include summer school courses and extension classes through the Rural Normal School to provide additional in-service education opportunities. The Instructional Materials Section must necessarily expand its activities as a materials production and demonstration center. A team of four participants, formerly in the SCHAER program, are now in the United States following a special program of guidance in the preparation and use of instructional materials. It is planned that these educators will give leadership in the development of text materials aided by a group specially chosen for their interest, effort, and cooperation in training activities. With plans for increased production and demonstration there will be increased demand for services of the Communications Media Division. Closer association of writers, artists, and editors will be indispensable for providing a continuous understanding and participation in development of materials by the cooperative services and Communications Media Division along with the National Department of Education.

More reading materials, more and better trained teachers, and improved school facilities through the aided self-help program must continue as the major objectives to improve education in Haiti. Only through education can the problems of economics be solved with any lasting effect.

TAKING STANDARDS SERIOUSLY

• John Hoke

With few exceptions, the "product" of the A.V. section of each mission is the exposure to the public of each of the mission's projects. It is potentially both the strongest and the weakest link between the work of the mission, and those whom it serves. Because of the inherent difficulties involved in keeping standards of quality high--and a common misconception that high quality work does not impress those who have no basis for comparing quality--one of the first symptoms of a visual's shop that is 'going native' is the movement of 'less than the best' out of the shop. This is a trap! All the rationalization possible will not detract from the fact that a 'knock out' of a picture will look quite mediocre to anybody--printed badly, or on the wrong paper. An often used rationalization is that local standards of photo reproduction render it pointless to strive for photographic perfection.

First off, this just isn't so. However sad the reproduction of a local newspaper, their cut of an excellent print you have submitted, will stand out as the superior example, among a sea of muddy pictures, elsewhere in the newspaper. Secondly, such rationalization only emphasizes a lack of awareness of one of the prime purposes of Technical Assistance . . . to set a good example.

Keeping Standards High, is a two-fold process of profiting from the examples of others who have received industry-wide recognition for their efforts, and a continual examination of your own work for ways to improve it.

The Number One Over-all Cause of Poor Quality, is a failure to use materials and equipment in the manner intended by their designers. The preparation of photographic A.V. materials is particularly subject to this consideration. With few exceptions, if the photographer and lab technician do not use the materials in the manner specified by the manufacturer, good work cannot be expected. In the use of equipment for public presentation--such as motion picture projectors--if the operator fails to use the machine properly, in only a few respects, it will all add up to a lousy performance at the cost of the whole purpose of the showing. (At the very least the audience leaves less 'sold' than before).

Poorly Maintained Equipment - Poor Quality. This is a close second as a cause of poor quality. No one denies that tropical and field conditions make equipment maintenance a rough proposition for the A.V. technician. But this is only one of the many occupational hazards that is our lot. It may seem a questioning of one's ability to suggest that the A.V. technician should take better care of his equipment, but this is still a leading reason for quality falling off. And don't forget . . . while you may treat a projector as though it were a baby, does everyone who uses your equipment afford it the same consideration? Tossing a projector into the back of a pick-up truck--besides scarring the case--will probably break, or weaken the elements in the tubes and the projector bulb. Do the same thing with a tape recorder or motion picture camera . . . (it's too horrible to think about!) Be sure that everyone who handles your equipment knows that it is usually quite delicate--and how to handle it.

Periodic Checks of A.V. Equipment will Pay off in keeping the incidence of poor quality to a minimum. There are countless ways in which flagging equipment will let you down--without outright coming to a halt. These are the most frustrating causes of poor quality, because they are so difficult to pin down. Here are some good examples: A projector lens with the inner elements beginning to coat with fungus, will resolve a not-quite-sharp image--and will 'shed' stray light. The result will be flat pictures, slightly out of focus. It is important to be constantly on the alert for fungus growth on lens elements, for fungus--in time--can permanently etch the glass, and ruin its optical properties. (little carbon tetrachloride on a piece of lens tissue will kill the fungus, and facilitate cleaning up the mess.) Amplifier tubes can be a real plague on quality. (Both sound motion picture projectors and tape recorders employ them.) Long before the sound stops altogether, the quality of the 'signal' will fall off. Distortion will muddy the message, and your audience has to strain to hear it. Tape recorders suffer from this same malady, as well as an additional shortcoming. If the machine is subject to much banging around, the record-playback head may fall out of vertical alignment. This latter condition is really elusive for the recorder will still continue to play its own messages fairly well, but the same recording played on another machine will be muddy and indistinct; suffering badly in the higher frequencies. If you employ tape recorders for much of your work, an 'alignment' tape is a must for periodic re-alignment of the recording heads of your machines.

Typewriters, Vari-typers, etc., will continue to deliver legible copy long after they need service . . . but just try to cut a clean stencil on the same machine . . . Uneven pressure among the letters, filled in letters, and punched out letters, all add up to a thoroughly amateurish product. There are countless additional gremlins that might be listed here, but the important consideration is . . .

How to Identify Causes of Poor Quality--and be prepared to eliminate them. The best defense against poor quality escaping your notice--and having others bring it to your attention--is to be thoroughly familiar with not only how to use the material and equipment at your disposal, but why they work as they do. This does not mean that you must be an electronics engineer to be able to work a tape recorder, but it does encourage you not to be a "housewife operator", i.e., operating the machine with one hand--with the instruction book in the other. While the instruction book advises that you will get professional performance from the machine if you religiously follow the instruction book, it does not promise these results if the machine is not in perfect working order. Unless you have become more familiar with what goes on 'under the cover'--and why-- you will be quite helpless, when the machine, itself, is not functioning properly. The same thing is true with materials you use--from photographic paper to silk screen film. If you do not know why these materials do what they do, you will find it excessively difficult to analyse the reasons for poor results--even when you have carefully followed directions.

This brings up an obvious prerequisite to high quality. Give your Technicians the Right--and Time--to Play Around with these Tools of the Trade, because high quality is a natural by-product of experimentation. By trying experiments--often not directly related to the shop's work--the technician will become increasingly more familiar with the why's as well as the how's of the materials with which he must work. A little bit of wasted material, right off the bat, will save the continued waste which will result, if your technician is forced to produce work with materials with which he has not become thoroughly familiar. Most important of all . . . a technician should not have to experiment on someone else's work. If he is not familiar with a new material, method, or piece of equipment, he cannot be expected to do his best on a job--and the person for whom he is doing the work has every reason to object.

One good example of the disastrous results of a technician's not being allowed to become familiar with a piece of equipment is as follows: On one occasion, a visiting technician had to use a local mission-owned motion picture camera on an official assignment. The local technician advised that the mission's motion picture camera was in good order--and a close examination by the visiting technician verified the claim. Three weeks--and eighteen-hundred-feet-of-light-struck-film later--it was found that the camera had a serious, but elusive, light leak. Needless to say, the local technician was asked why he had not known this. The reason given was that he did not know the condition of the camera, for he had never seen any of the footage he had shot with the camera! Had the local mission's technician been given the opportunity to become familiar with the camera, he would have known of its condition, and not recommended its use until it was repaired. As such, such a tragic waste of time and money was unnecessary.

Local Servicing of Equipment is an Important Quality Factor for the A.V. technician--and another reason for his becoming as familiar as possible with the fundamentals and physics of A.V. tools--and what makes them tick. First off, you should prepare for the ultimate day when a machine needs servicing, the day you buy it. Whenever possible, insist that new equipment be delivered complete with the factory's service manual and parts list (complete with amplifier schematics, where they are needed.) If the company wants to charge you for it, pay it. It is a good investment--and may save months of wasted trans-shipment, and costs, for essentially simple adjustments and repairs, when the machine ultimately gives out. Many breakdowns in equipment can be avoided, by just an occasional check-up; something easily done, with a manual at hand. Without the manual, the job is often frightening--and, as such, it is only human to put it off.

Mimeograph machines, Vari-typers--and other similar machines--are prone to the adverse effects of neglect, where cleaning and adjustment are concerned. With a manual, a local typewriter repairman can usually make such minor adjustments--and follow cleaning instructions--even though he has not previously dealt with the equipment.

There are certain tools and testing devices that make up An A.V. Technician's 'Medical Bag', for keeping his shop, ship-shape. It calls for tools no more complex than those found in the average 'do-it-yourselfer's' kitchen or toolbench drawer. Suggested examples are three or four varying-sized plastic handled screw drivers, several pairs of pliers--including needle-nosed, and slip-joint pliers, a hammer, several different sized adjustable wrenches, a coping saw, a hand drill, and a set of metal files. An inexpensive 25 watt soldering iron (with rosin core solder), and a pocket knife, round out the list of tools. The only formidable-sounding addition to this 'medical kit', is a good volt-ohm meter, such as a model 260 "Simpson", (Allied Radio catalogue #84F780 - \$43.07) or model 240 'llameter', (catalogue #84F787 - \$26.37). The test meter is to the A.V. technician, what an oral thermometer is to a doctor. Either of these meters will help you track down innumerable electrical difficulties--many of which are correctable without even going into the 'inerds' of the equipment you suspect is faulty. The A.V. technician will find that this meter will 'grow' on him, for--with little more electrical knowledge than how to wire up an extension cord--the meter will facilitate even this lowly job. As the technician tackles increasingly more complex electrical problems, he will find that the meter keeps right up with him--and simplifies each job immensely.

In addition to the suggested service kit, the A.V. technician should Maintain a Minimum Stock of Parts that Wear Out, or Burn Out. For example, just as you stock replacement lamps for projectors, you should have on hand one each of every amplifier tube that is used in all of the amplifiers in your shop. Tape recorders, projectors—and even some pieces of darkroom equipment—employ amplifier tubes. If one of these burns out, you are just as bad off, as when a projector lamp blows—i.e., no show. Having a complete set of replacement tubes will get you back into business quick. If a projector gives out during a show, do not try to determine which tube is out. Replace all of them—and get on with the show. Later on you can replace the original group of tubes, and, by the process of elimination, (replacing one tube at a time), determine the defective tube (if that's the cause of the trouble)—and discard it. Projector take-up springs, phonograph turntables idler-wheels and replacement needles, cartridge amplifier fuses, etc., are but the beginning of a long list of parts that wear in and A.V. shop—that it pays to have on hand.

Keep a stock of Expendable Materials that is Flexible to your Changing Needs. The most difficult consideration is knowing how much to stock of what. This is compounded further by some materials being subject to limited 'shelf life', (such as photographic film - which has an expiration date.) If the material you stock is poorly managed, you will frequently be faced with running out of the right item—and having to substitute something else instead. Naturally, the quality of your work will suffer. Shipping time and records of how fast you absorb supplies are considerations you must keep close track of—if you want to avoid an unbalanced stock of supplies. Where photographic 'raw stock' is concerned—and other supplies with limited shelf life—a second hand refrigerator is invaluable. Keeping such materials at a low temperature will lengthen their shelf life well beyond that specified by their manufacturers. This will greatly increase your 'margin for error'. One word of caution, however . . . Even though you have lengthened the shelf life of a product by refrigeration, do not employ expired materials in work that cannot be conveniently done over again. Just how far you can stretch shelf life, is a subject still being debated at the manufacturing level. (Motion picture footage should almost always be shot with 'in-date' film—because of the unusually excessive costs.)

Keep Up to Date on What's New, by subscribing to publications related to what you are doing, New products, less expensive ways of doing jobs, changes in existing standards, etc., are most important to keep up with. Such popular consumption journals as "U. S. Camera", "Popular Science", and "Popular Photography", are invaluable aids in keeping you well informed on what's new. Most of us are many miles from home—where it is easy to get out of touch with things, and fall behind the times. Every field of endeavor has its 'bible'. For example...the Photo-Lab Index is a 'must' in the dark room. All the industry standards are therein—plus pounds of other printed matter that is the cream of tons published.

Professional Pride Yields High Quality. The lack of this is not listed as the third most important cause of poor quality, because it is an intangible aspect inter-related with the other points listed. With all the other consideration taken care of, this thing called 'professional pride' is the icing on the cake, that will keep your output better than average. It will keep a bad photo-print from reaching your desk, because the lab technician will have discarded it--and reprinted it until it was right. It will keep a poorly mimeographed page out of a pamphlet, because the man running the machine will discard the page--and run off a cleaner copy to take its place. Out-of-register silk screen work will never materialize--because the man doing the job will take greater pains to adjust his frames to perfection. Only Professional Pride will insure these virtues.

Professional Pride is the Fruit of Tolerance plus Praise. The techniques all of us employ in the production of A.V. materials, are pretty much put to test when subjected to such local liabilities as lack of supplies, insufficient--or too warm--water in the darkroom, or silk screen materials that will not work like they are supposed to, in tropical climates. It is quite natural to expect a certain amount of failure. In our dealings with those who work for us, and remembering that we are training local nationals who are often quite new at what they are doing, it is often very taxing on our patience to endure the 'snafus' and 'boners' that are perpetrated--daily--in this business. In spite of this, a cardinal rule is to avoid bawling out those who may fall down on a job. An obvious question will come up here as to how to differentiate between justifiable mistakes--and goofing on the job. There is a fairly good rule of thumb that can be passed on to those who do the work. "Mistakes are expected--and you will make many. Just don't make the same mistake twice." If mistakes are approached with constructive criticism, in an academic vein, and subsequent successes accompanied with recognition and praise--a natural sense of professional pride will begin to develop. There are some times when a local technician may not be aware of the importance of mistakes which, to him, may seem a small thing. For example: A motion picture operator may run a film--permitting the 'academy leader' numbers to flash on the screen. To most audiences--naturally untrained in film techniques--this has a jarring effect, and gets them off to a bad start. Your operator is entitled to know about some of these subjective aspects of public presentation. Aside from throwing the numbers on the screen, starting a film with the image out of focus, blaring the sound, and with torn sprocket holes that are bound to cause interruptions during the showing, will only add up to an amateurish job. Your audience will be unsympathetic and unresponsive from the start. The whole thing--at best--will have been a waste of everyone's time. He should be advised of the importance of running a little of the film before the actual performance--to check sound, focus, and the condition of the film, and then reverse the film to the proper starting point--ready to run at the right time.

Now . . . as subsequent work-performance shows response to your efforts--and things are beginning to be carried out with spit and polish--back it up with a pat on the back. This does not imply that you must make a production out of it. A simple, "well done" or "good show" is sufficient. Every now and then you may receive a "bouquet-of-roses" letter for a job well done. Well, pass it around. Let the fellows who did the job enjoy it, too. They will appreciate the unsolicited recognition as much as you--and what's more--they will respect you the more for having thought of them. Constructive criticism and subsequent praise are the two most complimentary components calculated to engender a sense of professional pride. With professional pride will come a natural increase in the standards of performance.

Lastly, set up your shop so that it is run in a business-like way. High Quality costs Money--and it will only be appreciated if it is paid for. This doesn't mean that you should run your shop as a profit making concession. You may not even charge as much for your shop's services as they actually cost, but--like the deposit on a coke bottle--the amount is meant only to engender a 'sense of values' . . . not to pin-point its actual cost. (Actually, a coke bottle costs a lot more than two cents--but it brings them home.) Charging something for each of your shop's services will have the following quality advantages:

It will cut down large--more-than-needed--orders for printed matter, and photographic prints. (Something we are all inclined to do--when it is 'free, for nothin'.) This will save everybody money, and will give you more time to do a better quality job than is possible, when you are snowed under with unnecessarily voluminous work....

Both you and your 'customer' will pay more attention to the message-quality of the work-- when it is costing something. In planning the job, the party requesting the work will strive to make his message as effective as possible--and you will find yourself more attentive that he gets his money's worth, where the technical aspects are concerned, by turning out a better than average job. . . .

Those working in the shop will have a tangible measure of the value of what they're doing. (Professional pride is not whetted by doing something for nothing--even though a salary pays for the time.)

Aside from these quality-encouraging virtues, even though it seems like taking money out of one pocket, and putting it into another, a system of charges--and the record keeping thereof--provides you with a way of periodically 'reading the pulse' of your operation. Your product--measured in dollars and cents returns--can be weighed against how much material you use to perform tasks...How much waste is involved?...Is time efficiently used?...Which service is in the most demand?

The sum total of all the foregone is a constant awareness that is essential for the continued performance of High Quality work. While the word, 'Standards' implies only physical and technical considerations, such intangible factors as 'professional pride,' 'sense of value', 'criticism' and 'praise', are all part of the same picture. (If the guys doing the work don't give a hoot, they are not going to give their 'all'--and it will pull your standard of quality down with them.)

There are a thousand and one technical standards that might be gone over in detail, here, but the field of publishing is rich in its collection of easily readable publications for assisting the user in getting the most out of the devices and materials he uses. The manufacturers themselves will bend over backwards to help you get the most out of their products--for only in this way will they keep their products selling in what is a very competitive field. But the combined efforts of the Library of Congress, and an International Conclave of Manufacturers, will not offer much help--if the user is not in a receptive frame of mind . . . And this has been the motivating purpose of this article--ways and means of conditioning this sense of receptivity.

THE ROLE OF THE COMMUNICATIONS MEDIA OFFICE IN COUNTRY BUILD UP

- Homero de Oliveira
and
- G. Roberto Coaracy

Two of the principle objectives of all USOM Communications Media Offices are:

(a) To provide direct communications media support to American technicians and their related programs, and

(b) To work toward the establishment and development of communications media services within the organization framework of host country institutions.

The latter is commonly referred to as the "country build up" objective. In the long run, progress in this area will make the more significant contribution to the technical assistance effort. It will result in a host country capability to provide communications media support to its own training, educational and informational programs. "Country build up" projects must be planned and executed in such a way that the resultant communications media services are established on a firm foundation and operating as an integral and vital element of the programs which they support.

USOM/Brazil has developed an approach to the "country build up" process which is yielding good results. Believing that this approach can be employed or adapted for use elsewhere it is briefly outlined on the following pages.

In pursuing the "country build up" objective USOM/B drew upon experiences (successful and unsuccessful) encountered in ICA communications media operations elsewhere. In analysing these experiences it was determined that certain key elements had to be considered in any plan for a country build up project.

It is recognized that other obvious factors (geographical, cultural, political, economic, etc.) must be observed. However these factors vary in different countries and are therefore omitted from this discussion. The key elements which remain constant and are considered basic to the country build up process are:

1. PROMOTION

Support on the part of host country officials who are in a position to make necessary decisions regarding funds, personnel, housing, program objectives, etc., must be obtained; agreement or concurrence is not enough. Unless full support and backing is obtained from these key personnel complete failure may be expected, or at best an isolated, weak and faltering attempt. Therefore the process must contain a promotional element directed toward convincing these officials of the value of the Audio-Visual concept for moving technical knowledge.

2. TRAINING

The backbone of the "country build up" process is training. This element has two major aspects. It must be planned for and organized in such a way that, first, all levels of the necessary AV personnel are developed, and second, methods are provided for training the vast population of potential AV "utilizers."

In the development and preparation of AV personnel - (the AV administrators, the utilization experts, the trainers and the various AV technicians, artists, sound men, printers, projectionists, cameramen, lab technicians, etc.) there are many opportunities for training. Within the first or host country these include:

- (a) Training which can be conducted by the CMO on an apprenticeship basis within his own shop.
- (b) Special four to six weeks concentrated training programs sponsored by the CMO, preferably in his own shop. This has been accomplished successfully by USOM/Brazil. It requires careful planning in order to avoid disrupting the normal production of the shop. It also requires that CMO production personnel be orientated and developed to undertake instructional duties as well as production responsibilities. This is staff development. The capability of the office to carry out this dual production and training function is affected also, to a certain degree, by the organizational structure of the shop.
- (c) Mobile training teams composed of CMO personnel to conduct on-the-job AV technician training anywhere in the country.

- (d) Cooperative help, such as from local USIS establishments, which are quite often capable and willing to provide training especially in 1st or 2nd echelon repair of equipment.

- (e) Training within established commercial houses that may exist. For example, Addressograph Multigraph in Brazil has agreed to train USOM recommended personnel on Multilith operation and in the use of the Vari-Type. A local commercial silk screen printing house has provided specific training on different occasions. And an off-set plate making organization has offered its facilities for training small groups in the process of making plates.

Beyond the first or host country there are many opportunities for second (U.S.) and third (other) country training. These include periodic regional AV workshops such as those sponsored in the L.A. area, regional seminars for the evaluation and exchange of information such as the recent agriculture information seminar held in Lima, Peru. They also include the variety of specialized AV short and long courses available in the U. S. thru S/CM, S/FOOD, and to a lesser degree the Health and Education offices in ICA/W.

These available training resources for the development of AV personnel must be analyzed and carefully studied against the projected AV personnel requirements for the particular "country build up" project under consideration. Then, and only then, will it be possible to develop a coordinated training program that will yield the desired results.

The second major aspect of the training element and one which is all too often overlooked is the very important need for training the "utilizers." These are the educators or trainers. They are the communicators. They are the people who carry the skills and knowledges to the field. They are the people who will utilize audio-visual media. They are the people who will feel the need for AV services and who in consequence will demand from their organizations the necessary AV support. They are represented by agronomos, home economists, community development workers, rural educators, teachers, health educators, etc. These people must be convinced that audiovisual media can help them to be better communicators, and they must be trained in the basic techniques of audiovisual utilization. They should also be trained in some of the simple techniques for making locally prepared teaching materials.

The "country build up" process would be incomplete without some carefully planned and executed program for reaching these people. The above mentioned promotional element has a direct bearing here. If the support of host country key officials has been obtained, then arrangements can and will be made to bring the "utilizers" together to receive the indicated motivation, orientation and training.

In the approach used by USOM/Brazil, this phase of the training element is being achieved on two fronts. On the first front, mobile training teams (two to four persons depending upon the circumstances) operating on prearranged schedules reach the "utilizers" for a three to five day period while they are undergoing pre-service instruction in their substantive field. Here the "utilizers" are impressed with their role as communicators of skills and knowledges pertinent to their subject field. They are exposed to the various methods and media available to them in this role. (AV instruction is now becoming recognized as a necessary element in the pre-service training curriculae for rural educators and health educators. It is already built in to the pre-service curriculum for agronomos and home econcmists.)

On the second front, the mobile training teams are reaching "utilizers" who are already going about their work in the field. In this situation, which is referred to as in-service training, the AV instruction is more practical. At this point the "utilizers" have already been confronted with communications problems, so the training is geared to help in the solution of these specific problems. This training is conducted on a workshop basis, providing the "utilizers" with an opportunity to learn simple techniques applicable to the local preparation of various communications media.

3. PHYSICAL ELEMENT

The necessity of a physical element in the "country build-up" process is quite obvious. It deals with the provision of necessary equipment, materials, consummable supplies, AV center housing, etc. In many instances this element is over emphasized, receiving attention quite out of proportion to its relative importance with the related elements. The physical aspects of the project must be kept in balance with the training element's capability to provide skilled AV specialists and trained "utilizers."

4. ADMINISTRATIVE ELEMENT

The bringing together of AV specialists, equipment, supplies, housing and "utilizers" to form a new AV program does not just happen. It requires a high degree of organizational and administrative planning. Consideration and detailed planning must go into such factors as AV center design, shop layout, special shop furniture, staffing pattern, job descriptions, cost accounting and budgeting. These are the factors

that convert isolated elements into an operating organization. The "country build up" process must provide for technical advice and consultation in these matters throughout the planning and implementation stages, and to a lesser degree during the early operational stages of the new program.

These, then, are the basic elements that make up the USOM/Brazil pattern for AV "country build up." The results have been good. They are not measured in terms of the number of new AV centers, nor in the size or capacity of these centers. Rather, the significance of these results is found in the following facts relating to these centers:

- (a) They are Brazilian organizations.
- (b) They are located and operating in key project areas.
- (c) They are responsive to the immediate and local needs of the utilizers.
- (d) They are an integral part of the training programs which they serve
- (e) They are established on sound foundations and are growing at a pace which is dictated by the needs of the projects they serve.
- (f) As a consequence of training courses for "utilizers" the new centers are automatically faced with production requirements. (The "utilizers" also represent a built-in distribution channel.)
- (g) They are established with the full support and backing of the cognizant top level personnel.

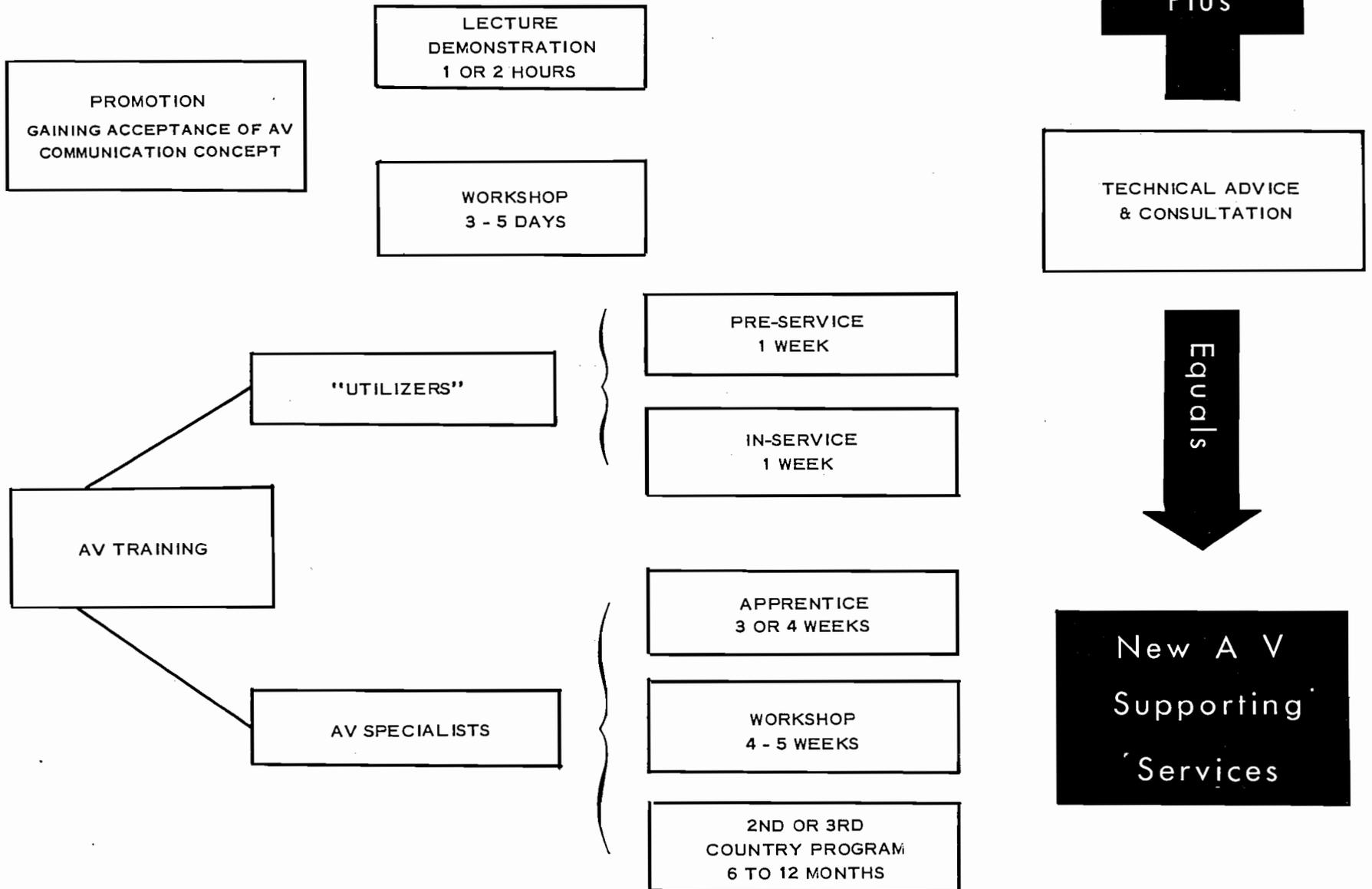
This is why the results have been good.

Individually, the AV centers that have grown out of this pattern are small. There is no single "showpiece" that could be compared with a national media production center. These centers have been developed in such a way that they preserve the balance between availability of funds, AV technicians, trained "utilizers" and real requirements. Collectively the centers represent a pool of approximately 41 AV technicians operating in 18 different locations from Rio Grande do Sul to Rio Grande do Norte over 3,000 miles away. They are serving agriculture, health, education and rural community development projects in 10 different states. And, as the substantive projects grow, the AV centers are capable of expanding from a firm foundation to meet the new training needs.

1

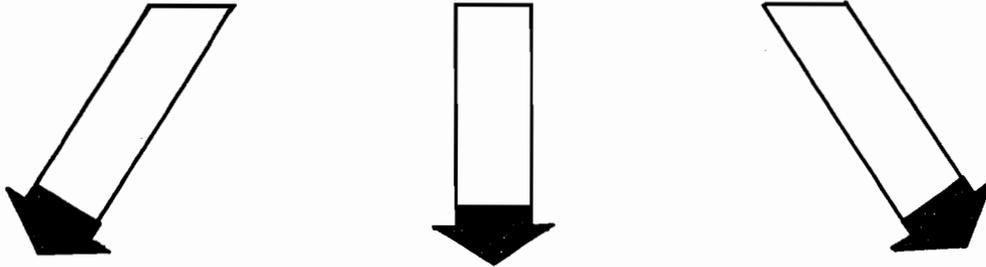
PATTERN FOR DEVELOPING AUDIO VISUAL SERVICES WITHIN HOST COUNTRY INSTITUTIONS

C. M. O. USOM/BRAZIL



AV SERVICE DEVELOPMENT
IN SUPPORT OF AGRICULTURE
USOM/BRAZIL
TWO YEARS OF PROGRESS

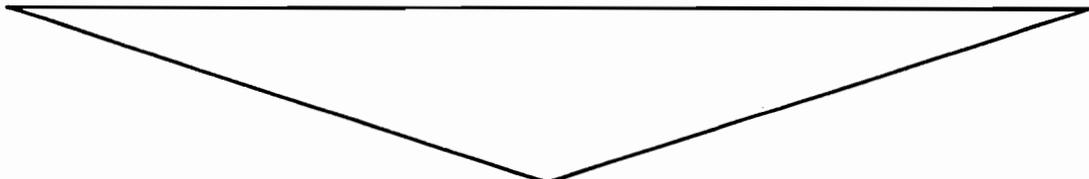
C.M.O. & E.T.A.



PROMOTION

TRAINING

TECHNICAL ADVICE



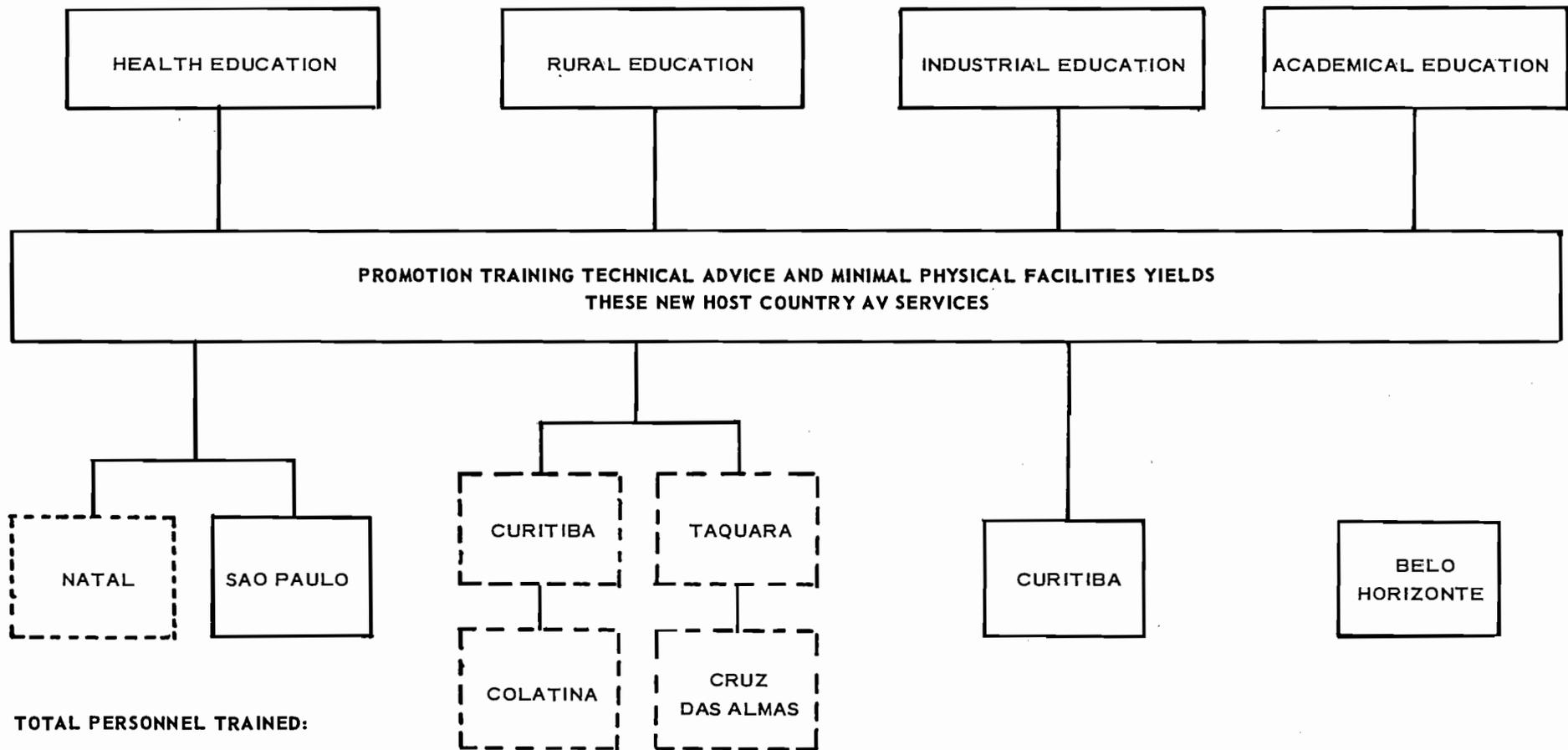
NEW HOST COUNTRY AV SERVICES

- PROJECT NO. 2
- PROJECT NO. 4
- PROJECT NO. 6
- PROJECT NO. 9
- PROJECT NO. 11
- PROJECT NO. 15
- PROJECT NO. 17
- PROJECT NO. 33
- PROJECT NO. 39
- PROJECT NO. 40

AV TECHNICIANS: 23

"UTILIZERS" (AGRONOMISTS & HOME-ECONOMISTS): 450

AV SERVICE DEVELOPMENT
 IN SUPPORT OF HEALTH AND EDUCATION
 USOM/BRAZIL



TOTAL PERSONNEL TRAINED:

AV TECHNICIANS: 18

"UTILIZERS" (Teachers, Nurses etc.): 320

————— IN OPERATION
 - - - - - IN DEVELOPMENT
 PLANNED

COMMUNICATIONS IN THE RURAL AREAS OF THE ANDEAN ZONE

• Luiz Ramiro Beltran

When we speak about Andean Zone rural areas, we are speaking mostly about Indian populations. Percentages may differ from country to country and the predominant languages may also be very different from one place to the other, but in general, we can agree easily at least about the following points:

1. The Indian population is a very important element in the demographic structure of the Andean countries.

2. The Indian culture is a very different one than the urban type culture of the Andean countries. Among other factors, the following main ones can be underlined:

a. Language - In the rural areas of the Andean Zone there are many native languages. They are alive and strong. They are not going to be substituted by the Spanish language overnight. For a long time to come, personal oral communications in those languages will still play a very important role for immediate communication purposes. To help the Andean Indians, we cannot wait until all of them learn how to write and read Spanish.

Moreover, the anti-illiteracy campaign lies usually within the boundaries of the formal and regular school-type education system rather than being trusted to the informal or extension type educational methods. Knowing that illiteracy rates are pretty high, while on the other hand, the needs for community development are constantly growing, we ought to seek a short cut: visual communications, as a strong aid to those already running oral communications. Most attempts to contact a majority of the Indian people through written materials are likely to fail. This will be true even if the materials are written in the Indian language, since in order to achieve this, the Spanish alphabet would have to be used.

b. Ignorance - Although some of the Andean Indian cultures are still highly developed in more than one sense, it is true that most of them are quite backward in the sense of living according to modern life requirements and facilities. Technological change in agriculture--which is the predominant occupation - is very slow. Therefore, their present living conditions are extremely unsatisfactory.

A half Catholic, half Pagan religious pattern has determined a very complicated spiritual structure, which ties up very closely with witchcraft practices and many strange beliefs in all aspects of life. Spanish colonial domination and the resulting Republican way of life have superimposed very different cultural patterns in the way of living on the Indians, without much respect for their own valuable culture and with almost complete disregard of their feelings, their needs and their goals.

In many instances, force--steming from politics, Army and Church--has been the favorite "teaching" tool applied to the natives. They are pretty familiar with lack of justice, abuse and violence. Under those conditions, it is only natural that they are ignorant, and their scope of life is very limited. All these facts should open our eyes towards research of the Indian community life if we want at all to be able to pass on to their culture the elements of modern technology and better habits of living and working. The future of agricultural production, which is the basis for general progress, will largely depend on how soon and how well we can fit our knowledge with the existing Andean Cultures. Not in how rapidly we can push the Indian culture to reach our standards and accept our own culture.

c. Poverty - Due to the facts mentioned in the preceding points and to others, the economic conditions of the Indian population are extremely poor. This ought to be watched when trying to communicate to them messages about certain practices which, because of lack of resources, they may never be able to afford. It also connects directly with the very relative reach of a mass media like radio.

d. Isolation - Because of the centralized system of government prevailing in the area, most rural populations are out of the reach of the best communication systems. Roads in the Indian areas are usually very poor and the distances to the main centers are quite long. With no facilities, knowledge cannot be moved fast enough to reach the Indian people. For one example, newspapers (if they can read them at all) are of a very little value to them. They are, in most cases, isolated from the cities and even isolated from other Indian groups as well. The impact of mass media under these conditions is a very limited one.

3. At present, no communications office is producing enough specialized materials for the Andean Indian people. The materials being produced, in many cases, are far above the ability of the Indian to profit from them. Although some of such materials can be used by

the Indians, the final percentage is very low. Therefore, definitely, in every information office of any popular education service, provisions should be made to produce at least certain materials specifically designed for the Indian people. This should go along with the idea of organizing communications research in the Indian area in order to find out proved arguments and tested experiences to select which media can do the best job there.

4. The media being used now in the Indian area are chiefly:

- individual contact (oral)
- group demonstrations (talks with props and in very few cases with visual aids also)
- motion pictures
- publications
- posters
- radio (both regular broadcasting and special controlled frequency system)
- loud-speakers

Under present conditions, mass media are not likely to do the best job. Regular radio broadcasting faces three major problems: a) lack of electricity; b) lack of money for the Indian to buy the receivers; and c) language. Radio, if using the controlled system, can be a very valuable exception.

Motion pictures should receive much more careful consideration, both from the point of view of materials and of utilization. Easily, ninety-five percent of the films in use are not adequate to match the Indian culture. The fact that thousands of Indian farmers may easily crowd around a projection unit does not mean that they are being educated. The most they get out of it is entertainment because most of the persons and things they can see on the screen are so far away from their own environment and previous experience. The popularity of films among Indian people should not lead us to believe that such films are doing a good job, not even on the motivation side of the business. However, until we can produce our own films, emphasis should be put on the utilization of the existing films. Field personnel should know how to utilize films to the best advantage from the educational point of view and how to tie up any foreign film to a local audience so that the explanation makes sense to it. Since no finished film for projection can be altered, the way to make it usable by Indian people should be the knowledge of the proper presentation (oral adaptation and explanation) techniques by those in charge of projection.

The group media can do the best job for most of the communications tasks at the present stage of the Indian culture. It is the rural teacher, the rural health educator, the county agent, the social worker, the farm doctor, the rural priest, the home economic specialist,

all those who live among the Indian people are the ones to be used. To teach something to the Indian people, few things can be as effective as the personal contact.

However, it has many weaknesses in the way it is done now. The field men do their communications job the best way they know how, but they receive very little support and very little training to perform an efficient task. They do not have the basic skills nor the necessary materials which permit them to turn highly scientific knowledge into easy-to-understand simple communication pieces. Nor is there enough back-stopping for them coming from the central information offices. They produce very little teaching aids by themselves, they are not familiar with effective communications techniques and, specially, they do not know how to use properly whatever materials may be fed into their hands. In many instances they teach through individual contacts but most of their work is done through group techniques.

Therefore, they need training, even if elementary, in public speaking and in group dynamics. In addition they must be trained and encouraged to produce their own visual aids. These aids would have to be simple, light and of a low cost. No special equipment is needed. Locally available low cost materials should be used. No highly specialized skills are required. If properly and intensively trained to use materials, they can improve rapidly and considerably their abilities to communicate. One of the main advantages of the system would also be the fact that it will permit the precise production necessary to fit into each local situation, which would be impossible and not economical to attempt doing by a central information office.

Central information offices can produce some materials for general use. Especially those which call for large quantities, high cost, complicated skills and expensive equipment. In a lower level, central offices can also provide the field personnel with printed paper (mastheads) for local circular letters, flannelboard pieces and special models or patterns of drawings for those figures and designs which are likely to be the most needed ones. The finishing, adapted to meet the local needs, would be done by the field men themselves.

Field personnel can produce with just a little intensive training the following visual materials locally:

flannelgraphs	models
charts	puppets
flipbooks	tackboards

Training for production and utilization of press, radio, publications and other mass media should definitely occupy a secondary place at the present stage of communicating with the Indian populations of the Andean Area.

Field personnel should also receive intensive and careful training in utilization of the materials above listed as well as filmstrips, motion pictures, slides series and others.

