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A Report to the Membership

by
Carmen Diana Deere
LASA President, 1992-94

Eighteen months ago, at the Los Angeles Congress, then President Lars Schoultz presented LASA's Strategic Development Plan (SDP) to the membership. The SDP presented a clear vision of where we were going as an association and of our proposed new activities, targeted to fostering a hemisphere-wide community of Latin American Studies.

At the LASA Business Meeting at the Atlanta Congress, I was pleased to report that we had initiated many of the proposed new activities, including the Ford-MacArthur Junior Lecturing Fellows for Latin American Scholars and the inaugural LASA seminar-congress in Latin America, the latter hosted by the Task Force on Scholarly Relations with the Natural Science Community.

As LASA's activities expand in scope and number, the task of fund-raising has become increasingly complex and challenging. Hence, the LASA Executive Council decided during 1993 that it was time to undertake the Association's first-ever capital campaign to build LASA's Endowment Fund.

I am pleased to report that we now have the infrastructure in place to launch LASA's Endowment Campaign. The first step in the process was hiring a fund-raising consultant. LASA contracted with the nationally recognized firm of Ketchum, Inc., based in Pittsburgh. Since February, Charles Trimble has been working for us full-time for two months carrying out the planning study for the campaign. A number of the changes in strategy, to which I will refer below, are a result of his counsel.

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Final Report of the

LASA '94 Program Committee

by
Edna Acosta-Belén, XVIII Congress Program Chair
University at Albany, SUNY

I hope you were able to enjoy the Atlanta Congress, the results of a year and a half of hard work and exciting challenges in which we often tried to face the unexpected, unreasonable, or esoteric with some measure of good humor. As I have noted many times before, one of my most valued experiences during the last eighteen months was the opportunity to offer my support to my esteemed colleague LASA President Carmen Diana Deere, whose dedication and tireless efforts on behalf of LASA and the development of its endowment will be felt through the years to come. I thank her for sharing with me a commitment to making the programming process run as fairly, consistently, and smoothly as possible.

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economic interests and measures. The counterpart to the university is less society as a whole than only a part of it, the one concerned with the generation of profit. This promotion of an economic growth function is new to the Latin American university, alongside its classic training, social extension, and research functions. In accepting this economic role, the university moves uncertainly in the direction of a commercial corporation, assuming entrepreneurial and marketing activities. Again, however, it starts from a point of often negligible contact with the productive sector.

To consider these expanding functions of higher education is to move beyond just the university. Other institutions tackle some of the tasks for which new demands exist. To some extent, this development relieves the university of otherwise greater pressure to fit into the new economic model. But there is a danger that financial stringencies stemming from the reduction of government support will induce universities to overadapt to the emerging needs and changes in the marketplace, ultimately threatening the versatility and intellectual breadth fundamental to their basic educational and research missions.

So strong are the pressures that it becomes necessary to explicate and defend the idea that higher education is not exclusively or primarily training and service for the business community. An excessively narrow economic approach has as its counterpart the dangerous neglect of other inherent functions of higher education, especially as concerns the university. Good quality education and research are more necessary than ever in today's complex world, to face the enormous challenges confronting the region. A labor force trained overwhelmingly in business administration, management, and other service fields, with few engineers, scientists, or social scientists, may fit current fads more than broad development needs. And while short-term and contract research increases for industrial and other clients, the university's basic research is in crisis.

Such concerns about higher education's changing functions emerge even in the developed world but the problem may assume catastrophic proportions in Latin America's already beleaguered public universities, which often housed the region's modest research activity. What is developing at a rapid pace are varied forms of services, such as continuing education in a variety of subjects, special types of short-term courses for business firms, consultancies, and even lotteries and real estate transactions. The university/industry couplet often gets translated in practice into university connections with a loose entity called "the market." Contractual relationships dealing directly or indirectly with significant research results are few and concentrate at the mere handful of true research universities.

All this forces a fresh look at the problem of demand and supply. The 1990s have started in a socio-psychological climate favorable to institutional reforms in Latin American higher education, obviously as a result of the depth of the crisis within and beyond higher education. But the economic inheritance of the 1980s imposes severe restrictions as to what can be done. External debt, striking inadequacy between the structures of international demand and the composition of Latin American exports, and accumulation of insufficiencies and legitimate but unsatisfied demands, the lack of economic dynamism, macroeconomic disequilibria, the regressive nature of structural adjustments, marked weakening of the public sector, and reduction of investments, are key features that will condition Latin American national economic behavior in the 1990s and its impact on higher education.

Regarding the technology function also, Latin American higher education faces a number of daunting obstacles. Some concern the access to modern technology, especially to information networks. The strengthening of indigenous scientific and technical capability is a paramount need. Well-trained human resources are necessary to enable national suppliers to participate in R&D activities of foreign suppliers, to establish consulting centers dealing with service technology in industrialized countries, and to promote the demand for technological services within the region. Insofar as scientists, engineers, and technicians are located in higher education institutions, this suggests that technological as well as scientific evolution at the national level must be thought of in conjunction with these institutions and not independent of them. Such an approach might help to reduce the distance long separating ministries of economy and business or industrial firms from higher education institutions.

As in the past, innovation in higher education's functions in the 1990s could come from external agents—mostly governments but increasingly other actors as well—or from higher education's own internal actors, or a combination. If there is neither external nor internal pressure to change, then the status quo will be preserved or, more likely, decay will become more acute.

Rationalization

Emphasis on higher education's economic functions contributes to a great concern for "rationalization." In fact, much of the pressure also arises from the consequences of the massification function pursued to a greater, longer extent than rationalization has been. Crucial are rising costs connected to expanded enrollments and staff, as well as expanded laboratories, and other infrastructure. Additional pressures come basically from outside the

system. These include the changing posture and ideology of the modern state. At the same time, education systems have to provide their societies with the competence centered on knowledge and skills needed to participate in the increasingly open and international economy; this too is a central challenge for higher education reform and the political-economic changes of the 1990s. And higher education must perform its functions while competing for resources with health, environment protection, road maintenance, basic education, and other pressing problems.

Thus, even were higher education institutions efficient, they would be under pressure to rationalize—to do more with less. But, in truth, they are generally inefficient. They stand out for their sluggish and rigid use of resources. This finding emerges on many measures. Although the real meaning of most (*e.g.*, high staff/student ratios) can be questioned, especially when they are simplistically invoked by those who bash public higher education, they must be considered seriously, for reasons of both good academic policy and practical contemporary politics. And some measures are rather clearly negative (*e.g.*, high attrition rates), especially when seen in invidious comparison with universities outside Latin America.

Still, a contemporary neoliberal tendency is to propose radical rationalization solutions to problems that are identified with deceptive simplicity. One argument along this line provocatively relates to privatization in governance. Public universities, which lack managerial tradition and share the inefficiency of most state-run institutions, would ostensibly benefit from efforts to train their administrative staff and to provide them with the tools of modern business efficiency. Yet much managerial competence exists, and some of the best-run universities in Latin America are public, while many of the private ones are run poorly or at least run with disgraceful inattention to quality output. Rationalization should be discussed on firmer grounds than simplistic invidious comparisons. At the same time, however, it must be discussed and taken more seriously than much of the opposition to modernized rationalization acknowledges as that opposition continues to engage in its own simplisms of denial of problems and anti-empirical faith in the feasibility and equitable effects of continued expansion without fundamental structural and financial changes.

Latin America's higher education institutions, especially its public ones, are multifunctional, and cannot be measured against a common standard (like profit in the business sector). Then there is the important distinction between "efficiency" and "efficacy." Private diploma mills are often efficient in getting students quickly through their rituals, but not very efficacious in providing good training and education. "Rationalization," for academic institutions,

should be understood as a quest for better use of available resources, and the ability to provide a basket of diverse products needed by society, in proper quantity and quality. These products range from professional to general education, from scientific to technical training, from mass to elite education, from the transmission of conventional wisdom to the generation of new and controversial knowledge. In other words, they relate back to higher education's various functions.

With this in mind, let us review some important rationalization efforts. At least a little historical scope helps put current efforts in perspective.

Brazil's 1968 higher education reform was probably the region's most ambitious attempt to bring a country's higher education establishment into one single dimension of quality and evaluation, emphasizing research. For the reformers, the research function was the soul of the university, which would take its lead if freed from the constraints brought by the traditional chair system (where a single, senior professor autocratically dominated a field of knowledge), and uncoordinated, non-academic professional schools. The reformers were naive in their contempt for the strength of the professional schools, and did not foresee the pressures towards mass higher education which were just gaining force. In the ensuing years, Brazilian higher education moved further and further away from the "rationality" of a research-based university model, which remained, however, the only legitimate model to which all institutions supposedly strove.

In Chile, there have been two attempts at rationalization since the military took power in 1973. At first, the military tried to organize higher education along a rigid military command structure. This failed for many reasons, including the lack of legitimacy of the military government and their agents seated in the rector's chairs. Less obvious is the fact that, even in such special, repressive conditions, modern universities are generally too complex to be handled through mechanisms of vertical control. The 1980 reform then proposed movement toward another extreme, and tried to place the whole university system under market regulation. In practice, Chile adopted a mixed system, going from a "core funding" of the public and more traditional universities to full self-reliance for new, freely proliferating, institutions. Belief in the strength of the market made the Chilean authorities more relaxed about the internal organization of the institutions. A three-tier system was introduced (full universities, professional institutes, and technical training centers), and deregulation was supposed to open the way for further differentiation.

wherein a set of private universities has been funded much as public universities have been, through incrementally expanding public subsidies.

This dual funding of public and private institutions, adopted by most of the region's countries, is one cause of the heterogeneity in Latin American higher education. It can be linked to the great differences in quality of teaching, high internal inefficiency, widespread inequalities, and a general feeling of public mistrust and dissatisfaction towards both public and private institutions. In any case, governments have come to perceive higher education as a costly and more or less unproductive enterprise, and are not willing to invest scarce public resources in the expansion of the system. In several countries, including Colombia, Brazil, and Chile, they have chosen to restrain growth in the public sector, while openly or implicitly favoring the growth of private institutions that do not burden the public budget. Without significantly changing the financing of either sector, a policy aimed at altering the relative weight of the sectors thus has great implications for the financing of higher education overall. The strategy of limiting public finance while increasing private finance is obviously consistent with the broader political-economic policies promoted by most governments in the 1990s. This financial privatization allows governments to escape the funding responsibilities of an expanding system.

The increase in private institutions has had ambiguous effects linked to their funding. On the one hand, students (willing and able to pay) gain access to higher education. On the other hand, most of the new private institutions suffer academic quality limitations connected to limited finance, although elite private universities have led the way on many indicators of quality and rationalization. For example, most concentrate on teaching and low cost fields only. Meanwhile, public institutions suffer from long-standing problems, exacerbated by a shortage of public funding.

Thus, the prevailing funding policy does not provide good academic results. Among other things, this means that higher education cannot play an adequate part in broader national modernization models (e.g., preparing a sufficiently skilled work force). Critics thus question how rational funding policy is, however much it reduces the burden on governments.

To increase the quality of higher education and its ability to foster governments' and others' modernization aspirations, it is probably necessary both to increase total finance and to change the way finance is allocated. Several basic strategies are being implemented or are under study in this respect. These include the following four.

1. Charging tuition fees and thereby forcing cost recovery in public universities. Until now, only Chile has adopted an extensive policy of cost recovery for its public higher education institutions. Again, this is an example of policy launched under the military regime in 1980 but maintained by the democratic government elected in 1990. Currently, over one-fifth of the annual income received by Chile's public institutions comes from direct payment of tuition fees by students and their families, a figure similar to that found in the U.S. public sector. Several other nations are implementing tuition fees (e.g., Mexico) or seriously debating a general policy for cost recovery (e.g., Colombia).

2. Contract funding. Most Latin American countries have adopted some type of contractual funding mechanism for the financing of research activities. Brazilian, Chilean, and Colombian researchers compete for funds to carry out projects that they consider important. After a peer review process, funds are allocated by one or more public agencies to those projects judged to be of the highest quality. Governments and funding agencies are stating national research priorities more clearly, and researchers and their institutions must respond to get funds. In other countries, such as Argentina, Mexico, and Venezuela, productive and widely recognized researchers become part of a national research system and are entitled to grants, supplementary salaries, and other incentives. Typically, such merit and contract funding is available to researchers in public and private institutions, including nonuniversity centers. Moreover, modernization efforts also include increased contracting with private as well as international funding agencies.

3. Formula funding uses performance criteria, more or less sophisticated, for the allocation of resources to public institutions. In Western Europe, formula funding has by now largely replaced incremental budgeting, previously predominant, as the main basis of institutional financial support. This sets a precedent for Latin America. Venezuela is discussing formula-based funding for research, as Brazil is for teaching. Many problems make adoption of a formula funding strategy difficult, however. For example, available information on average cost per student in the different knowledge areas, *facultades*, and careers, is poor. There is also, as suggested in the discussion of rationalization, powerful political opposition to this, as well as to each of the other financial reforms identified here.

4. Evaluation-linked funding is designed to stimulate institutional accountability and to improve both goal attainment and internal efficiency on the part of public institutions. Brazil was the first Latin American country to employ an evaluation-linked mechanism for the financ-

ing of its graduate programs. Mexico and Chile are discussing ways and means to institute a similar mechanism, designed to channel public resources for institutional development, but retaining incremental budgeting as the main source for core institutional funding.

Despite the various proposals for funding modernization, to date only Chile has drastically altered its basic financial policy in the public sector, as well as overall. Only about a third of Chilean total higher education income now comes from government, and this includes not only annual subsidies and incremental budgeting but also student loans and funds competitively allocated to research. Another third originates from tuition fees paid by students in both public and private institutions, and the remaining third must be generated by each institution (mostly public institutions) through the sale of services and a variety of other contract-based activities. Whether one agrees with such changes or not, Chile stands as a model that many Latin American governments would like to emulate to one degree or another.

In sum, during the last decade many Latin American policy modernizers have come to perceive that annual subsidies with incremental budgeting has reached or exceeded its limit. Most of their new strategies include some market-oriented ingredients and tend to create a more challenging context for higher education institutions. Competition for financial resources, students, and faculty becomes a central issue within the emerging context, alongside more demanding procedures to allocate public resources. Only through the application of new types of funding mechanisms will governments and private actors be in a position to increase the amount of resources allocated to higher education while at the same time introducing quality control devices, furthering institutional accountability, and improving institutional efficiency.

At least that is the predominant modernization view held by top policymakers and seen by them as consistent with their broader market-oriented reforms connected with a state that subsidizes less. For many groups within the university this modernization view is mostly a cover for state abdication of financial responsibility and these reforms, themselves good or bad, are no substitute for vastly increased funds.

Privatization

Clearly then, much of the proposed financial modernization involves privatization (or opposition to it). One privatization approach involves the relative increase of private enrollments, mostly privately financed, rather than public enrollments, mostly publicly funded. Another

privatization approach deals with increased private funding for public institutions.

Latin America has led Third World regions in the development of private institutions of higher education. Most Latin American countries already had such institutions by mid-century, even if regional private enrollment outside Brazil was only about 10 percent by the end of the 1950s. The following two decades showed the emergence of private sectors in countries where they did not exist before and a substantial absolute and relative growth in enrollments outside the elite schools. The proportion achieved by the mid-1970s, of about one out of three students in private institutions, has held or increased slightly since then. In some countries where the rate of total enrollment growth continued high, such as Mexico and Colombia, the private sector has at least kept its proportional space. In others, such as Chile and Argentina under military rule, where total enrollment leveled off or declined, the private sector gained in absolute and proportional terms.

Given the poor economic performance of the Latin American economy during the 1980s, such growth might be surprising: as private institutions depend almost entirely upon student fees, it is hard to understand how the number of families able to send their children to expensive schools would increase when income per capita actually decreased. The answer lies largely in real or perceived failure in public higher educational institutions, including their diminished resources, and inability to meet quantitative demands, declines in quality, threatening or debilitating political orientations, as well as the uncertainties associated with political mobilization and police repression, and so forth. Put more positively, leading Catholic and secular-elite private universities have provided attractive alternatives in quality, job relevance, tranquility and accountability.

However much these underlying causes may explain, we can point specifically to the direct impact of two major public policy orientations. First, policies for the public sector are crucial for the whole system, including private institutions, since public institutions may dominate the picture even when, as in Brazil or Colombia, they enroll a minority of the total student body. Second, a flexible public policy vis-à-vis accreditation of private institutions and a trend towards deregulation of their activities has been crucial in allowing a diversified supply to consolidate in higher education.

A major change in the overall policy orientation vis-à-vis higher education took place when the fiscal crisis of the state made it abundantly clear, in some countries already in the 1970s, but everywhere by the 1980s, that federal

private institutions and programs, governments and experts are discussing a policy change that would place further restrictions on accreditation, as well as other control mechanisms. But policy mechanisms to achieve these goals in the face of little or no public funding of private institutions are difficult to implement. Besides, the culture of evaluation is still embryonic within the region, and private universities have not developed associations or other vehicles to establish voluntary procedures leading to greater visibility of quality standards.

Pressure to increase accountability and coordination throughout the system is now emerging; regarding the private sector, concern has been voiced about fee regulation, for-profit versus nonprofit status, program approval and standardization of diplomas, opaque accreditation procedures, and the lack of quality controls. Major reform efforts, suited to the political-economic trends of the 1990s, are pro-market. For example, it is often argued that state procedures should help consumers (*i.e.*, students) differentiate products (*i.e.* programs and diplomas) by establishing clearer standards and by providing market information (*i.e.*, evaluation results). Paradoxically, larger, older, and more prestigious institutions—which may need regulation less—are more prone to be supervised, partially because they are more often eligible for some sort of public subsidy. Meanwhile, many private sector institutions lobby for less rather than more bureaucratic controls, including greater freedom to set fees. To the extent that lobbies also request subsidies of one sort or another, these goals become contradictory in practice.

One may generally expect in the near future that once policies are adopted regarding the public sector they will often be implemented in some form also in the private sector, although there is much resistance in several countries to subsidizing private higher education. Thus, the private sector will be affected by systemic efforts at rationalization. Even many pro-market public policymakers simply do not accept that university privatization produces desirable effects or deserves backing.

Academic Professionalization

Democracy's triumphs have had obvious positive effects on Latin America's professorate. So has the triumph of relative peace within previously more ravaged countries. Physical and job insecurity based on one's political beliefs has been greatly reduced in most places even as the situation elsewhere remains so dangerous that colleagues deserve praise and support for their heroic persistence. Although traditional LASA concerns for academic freedom from repression remain relevant and could become central again in the future, other challenges—and opportuni-

ties—are now usually at center stage. These relate more to a shrinking than an overbearing state. But as much as the state backs away from direct finance and administration, it may also demand greater accountability from academic staff. And much of that accountability is to come through market mechanisms. This new push thus represents yet another neoliberal aspect of contemporary higher education reforms. It intensifies and shapes the enormous stratification that already characterizes the academic profession.

We can outline the story largely in terms of the rationalization discussed in the other subtopics of this Task Force report: changing functions, privatization, finance, and governance.

Functions.

Massive growth in the professorate, to over 600,000, has followed massive enrollment growth. Neither has occurred primarily as a labor market response to increasingly productive economies or capable governments. Nor have graduate programs been remotely ready to train well the suddenly large teaching corps. Outside a few exceptional countries (*e.g.*, Venezuela, Brazil), the majority of today's professors, consequently, are economically and academically marginal. In fact, unlike predecessors, they lack expertise as professionals in private practice.

Other higher education developments or functions, however, have produced professorial substrata that fit far better into modernization plans (or rationalization). These plans emphasize meeting the productive sector's needs rather than society's diffuse demands for more educational opportunity. Business fields have been the fastest growing, but crucial across fields are those professors combining academics with service and consultancy functions. Also key is the substratum of well-trained professors who staff the pockets of excellence on which modernizers rely. Their ranks have multiplied, yet they are numerically overwhelmed. The result is enormous stratification within the profession. Whether the measure is true full-time status, decent training, or participation in research, at best 20 percent lie on the higher side. The others are especially vulnerable to modernization policies aimed at rewarding valued performance and cutting waste.

Privatization.

Much of the stratification finds institutional expression. Where one works matters. Rationalization policies did not create this but they surely promote and capitalize on it. This holds for intrainstitutional stratification; a good

example is the contrast between academic work in a university's research institutes and its faculties. Differentiation of professorial status and tasks also emerges across institutions. Many examples exist within the public sector. The academic profession is most advanced in universities such as the USP (Brazil) and the Universidad del Valle (Colombia) and in rather freestanding public research centers such as the CINVESTAV (Mexico) and IVIC (Venezuela).

Here, however, we emphasize the private side, which epitomizes changes in accord with broader political economic trends. Even elite private universities have not usually been bastions for an academic profession: they have hired part time and offered few research opportunities. Exceptions include some venerable Catholic universities and a few secular ones (e.g., Mexico's ITAM and ITESM) that have seized upon opportunities created by horrible deterioration in public university salaries, business's growing higher education and research interests, and government's favorable disposition. Still, most professors in the private sector fit the mass, low-quality picture painted above. As they work in governance settings very different from the public sector's, however, their presence does much to destroy once proud myths of a national academic profession, with a recognizable, respected (usually left/progressive) intellectual and ethical voice.

Further fragmentation results from the incredible proliferation of private research centers. The centers are proving their value to professors as more than sanctuaries from repression at public universities. Indeed, they form perhaps higher education's response par excellence to the contemporary political economy. In many nations, leading social and policy researchers affiliate with the best-known private centers (CIEPLAN in Chile, CEDES in Argentina, GRADE in Peru, etc.). Where many once fled military repression at the universities, they now work with civilian governments through consultancies, training programs and, often, assumption of high official posts. The centers' professors also serve the region's invigorated private organizations, both businesses and nongovernment organizations. While a few prominent centers, some publicly funded, allow for a classic research-teaching academic profession (e.g., at El Colegio de México and its local CIDE counterpart), more common at private centers is an academic profession combining research with service. Living by project grants and contracts more than fixed state salaries, these professors lead higher education's movement toward the market—responsiveness or dependence, according to one's emphasis. Taken to extremes, at consultancy centers or centers of *promoción social*, orthodox images of an "academic profession" or of "higher education" disappear.

Finance.

Remuneration for most professors has not changed fundamentally. Part-timers, they earn a small amount by the course. A good living depends on regular employment elsewhere. But of course full-timers are especially important to the academic profession, and here change has been huge.

Public university salaries, which plunged in the 1980s, have not returned to prior levels in the 1990s. Much of the explanation lies in continued national economic disasters, as in Peru. But even where the economy has turned up, as in Mexico, the new ideology argues for reduced state financial obligations. It argues against increased salaries that would run across the board, regardless of merit. Full-time academic activity has thus declined, almost disappearing at places like the autonomous Universidad Autónoma de Santo Domingo. Some simply leave the university or retreat to part-time status. Others retain nominal full-time positions but must devote time to earning income elsewhere; besides, meager finance limits work opportunities (e.g., research) within the university.

Still others piece together a living within higher education. Itinerant professors work at several institutions within their city, and/or regularly tour in the provinces. Many work at both private and public institutions, universities and separate centers. An alternative that also fits the new market reality is to emphasize academic tasks that earn money. These include contract research, consultancies, sales of products, and special training seminars. Income goes either directly to the professor or to institutions (especially private but increasingly public ones as well) that expect such work as part of full-timers' obligations.

This income is only one aspect of a rising market trend in which earning depends on performance. Following European rather than U.S. leads, the traditional pattern has been standardized pay, across public institutions, according mostly to seniority-determined rank. In fact, the pattern has been reinforced by recently enlarged union power. The rationalization affinity for private institutions, which mostly escape the pattern, is easy to understand in this regard. But the public sector is not immune from changes. As mentioned above, governments have increasingly established special merit-based funds, sometimes from sources other than the education ministry. Often, it is national science and technology councils that award research grants to individuals. Beyond such supplemental methods, modernizers are proposing to break the standardized salary system that seems at odds with wider political economic trends. They find some support from leading academics within the highly stratified professorate.

A NOTE TO ALL MEMBERS OF LASA CALL FOR COMMENTS ON SUGGESTED CHANGES IN LASA'S BY-LAWS

Some LASA members have proposed that it is time to "end the carnage" that occurs when two of the association's "stars" are pitted against one another in an election. And some senior scholars are choosing not to accept nomination rather than face the embarrassment of defeat.

Should LASA Change the Way the Executive Council is elected?

The recent composition of the executive council has tended to be dominated by political scientists and economists; there has been chronic underrepresentation of scholars from the humanities and from some social science fields, such as sociology and history.

The Latin American Studies Association elects its president, for 18-month terms, on the basis of mail ballots from members who are asked to select among two or more candidates for the vice presidency. The winning candidate serves terms of one and one-half years as vice president and automatically becomes president for the following term. Candidates are selected by a nominating committee appointed by the executive council for each election. All members of the executive council are elected to three-year terms, via mail ballots. LASA presently elects members of the executive council on an at-large basis, where five or more candidates are nominated for the three 3-year positions that must be filled in each election, and the top three vote-getters are elected.

The Executive Council of LASA has appointed a subcommittee to seek member advice on two proposals:

a) That the nominating committee should select only *one* candidate for the Presidency of LASA, and that a more explicit policy on write-in candidacies be developed and communicated to the membership at the time of each election. This change would, in fact, place the principal exercise of democratic choice in the election of the executive council, rather than in the direct choice of the future president.

b) That the executive council should be restructured into "places" representing general fields within Latin American Studies, and that the nominating committee should then nominate candidates for specific places, rather than having them run at large. This change would guarantee a voice on the executive council to presently underrepresented areas, such as the Humanities.

We would like to get your feedback on each of these proposals, in whatever ways that you consider appropriate.

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The program aims to strengthen guarantees of citizen rights and assist consolidation of democratic institutions in the region and support strategies of research and action on issues of public policy to achieve greater social equity, enhanced governmental accountability, and broader citizen access to government. The Program Officer will identify opportunities for program actions and develop links with the social science and related research community, human rights and citizen interest groups, and national and local government entities. Presently the program focuses on basic monitoring of human rights issues, addressing discrimination in the law against disadvantaged or excluded groups with the citizenry, and promoting reforms in the administration of justice as an element of democratic governance.

Qualifications include:

- Demonstrated understanding and substantial prior experience in issues of civil rights, democratic process and public policy.
- Advanced degree in Law, Political Science or related Social Science field.
- Experience in Latin America.
- Expertise in project development, monitoring and evaluation.
- Strong analytical, interpersonal, and organizational skills.
- Fluent English and Spanish and excellent writing skills in both languages.
- Familiarity with Andean and Southern Cone countries.
- Experience in citizen advocacy.

Interested candidates should send a C.V. and brief writing sample for Position #280 to: **Joan C. Carroll, Manager of Employment, Human Resources.**



THE FORD FOUNDATION

320 East 43rd Street
 New York, NY 10017

The Ford Foundation hires staff without regard to race, color, religion, national origin, age, gender, sexual orientation, marital status or disability. Minority candidates are encouraged to apply.

President's Report continued

The second step was hiring an additional staff person for the Secretariat, our new Assistant Director for Institutional Advancement. I am extremely pleased to announce that we hired Sandy Klinzing on March 4th. Sandy has over eleven years of experience in development work, including for the University of Pittsburgh and the American Red Cross. She has traveled extensively in Latin America and speaks Spanish fluently. Sandy holds an M.Ed. and MBA from the University of Pittsburgh. During March she was working closely with Charles Trimble in the design of the campaign and will be implementing it in the months ahead.

Another step in the process was securing external funding for some of the costs of the capital campaign. I am delighted to announce that we obtained a \$60,000 grant from The Ford Foundation to partly fund the hiring of our fund-raising consultant and the Assistant Director position.

This grant will support a complementary project, what we are calling the Ford-LASA America's Project. In future years, as LASA gains experience with its capital campaign, we plan to share this expertise in fund-raising with Latin American institutions. In the coming months, we will be initiating this project with a membership drive among Latin American institutions. We hope that LASA members residing in Latin America will help us recruit their institutions as LASA institutional members and as potential beneficiaries of this project. With the America's Project we are taking another step towards the goal—outlined in the 1992 LASA Strategic Development Plan—of more thoroughly integrating Latin American Studies in this hemisphere.

A fourth step in launching the Endowment Campaign was constituting LASA's Development Committee to advise the Executive Council on all matters regarding the campaign. The Development Committee, which is composed of many of LASA's most senior and distinguished members, met for the first time at the Atlanta Congress. A listing of the committee's membership may be found on page 20.

The final step in mounting the Endowment Campaign has been rewriting LASA's proposal for a Challenge Grant from the National Endowment for the Humanities (NEH). In March of 1993 LASA constituted a Humanities Committee, consisting of 1994 Program chair Edna Acosta-Belén (Literature), Executive Council member Marysa Navarro (History), Executive Director Reid Reading, and me. We have been hard at work, along with LASA's Ways and Means Committee, and Sandy Klinzing and Charles Trimble, revising the NEH proposal, which must be submitted by May 1 of this year. We will hear in December about the success of our proposal.

At the Atlanta Congress, the LASA Executive Council approved several changes in our endowment campaign strategy. The Executive Council decided to maintain the long-term goal of building our Endowment Fund to \$5 million, the level necessary to sustain LASA's special activities, while lowering the amount that we seek from the NEH. We will be asking the NEH for a Challenge Grant of \$500,000, which, if successful, commits LASA to raising \$1.5 million in matching funds from private sources between 1994-98. The income generated from this \$2 million endowment must be used for activities to strengthen the humanities within Latin American Studies.

It is important to point out that NEH defines the humanities as including the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

The Executive Council also decided to carry out a two-pronged endowment campaign. One component is targeted toward raising a \$2 million endowment for the humanities while a concurrent, second component is building our general endowment fund to \$3 million. Our initial emphasis will be upon the humanities both because of the possibility of an NEH Challenge Grant and because traditionally it has been the most difficult to raise funds for travel awards for humanities scholars.

Another decision taken by the Executive Council was with respect to the proposed uses of endowment income. Our general endowment income will be targeted for the following activities: travel awards for Latin American scholars to attend LASA's congresses, including the Junior Lecturing fellowships; a new program of travel support for U.S.-based graduate students to present papers at the congresses; the work of LASA's Task Forces, including planning meetings for Seminar-Congresses; and an expanded Secretariat, capable of engaging in systematic development work as well as providing more services to the membership.

The reviewers of our first NEH proposal were not very keen on funding planning meetings of LASA Task Forces for Seminar Congresses. We will thus be proposing that, if awarded an NEH Challenge Grant, the income generated from the humanities endowment of \$2 million be used to support travel awards for Latin American humanities scholars to attend LASA's congresses, including Junior Lecturing fellowships in the humanities; a new travel competition for U.S.-based graduate students in the humanities to present papers at the congresses; and support of the LASA Secretariat.

congresses. Of a total of 364 organized sessions and 461 paper submissions, the Program Committee only was able to accept 335 panels and accommodate 391 individual papers in existing or created panels. This is a non-acceptance rate of approximately 8 percent for panels and 15 percent for papers, reducing the total number of potential participants in what was already an overloaded Congress, but allowing for increased quality control. In some cases, worthy individual submissions could not be accommodated in already organized or created panels due to space limitations.

We were notified of ten panel cancellations after the publication of the official program and the program supplements. This was partially offset by the addition of two panels dealing with the recent crisis in Mexico. During the Congress, four other panels were not held because of "no shows" and without prior notification to the Program Office. This lack of professional courtesy is quite irritating to all of us, particularly if panels have to be cancelled during the Congress because of unannounced "no shows." Beginning with LASA95 a "no show" policy will be adopted and panel organizers or participants who do not inform the LASA Program Office of cancellations prior to the Congress, will forfeit their opportunity to appear in the program of the next Congress.

Problems with lost or delayed mail to Latin America, incomplete address information or misspelling of names in the proposal submission forms, and lack of communication between panel organizers and participants still create a certain level of havoc both for the Program Office, the LASA Secretariat, and the participants themselves. Increased cooperation from the participants is needed in this regard and should be continuously encouraged. During the programming process, too many members still cannot differentiate between the Program Office and the LASA Secretariat, and the different functions they perform throughout this process. We tried to clarify these functions in the correspondence sent to the membership and through the various LASA Forum reports and should continue doing so in the future as emphatically as we can.

Travel for Latin America-Based Participants: Through the tireless efforts of the Finance Committee, chaired by Mark Rosenberg, and of a few of the Task Forces (Cuba and Higher Education), LASA was able to support approximately 126 Congress participants (95 regular travel; 31 Jr. fellows) or 33 percent of the total of 384 applicants. A total of 93 applications were received for the Junior Fellowships. Of the total number of travel awardees about 53 percent were women. Exact figures still are being compiled.

Travel awards are perhaps the aspect of the programming process most leading to disappointments and frustration,

both for the Program Office and the panel organizers and participants who do not get funded. What makes this process so difficult and unpredictable is the thematic and country restrictions imposed by some of the funding agencies that often make it necessary to modify the priorities established by Section Chairs and the Program Office. Most of travel funds that LASA was able to secure were restricted by thematic priorities in areas such as public policy, development, and peace and population issues. Hardly any foundation funds were available to support participants in the humanities. Therefore, because of its commitment to the humanities, LASA used some of its own funds for a limited number of travel awards to humanists.

This year, with the support of the Ford and McArthur Foundations, a total of 31 Junior Lecturing Fellowships were awarded to younger scholars to attend the Congress and allow them the opportunity to conduct research or lecture at a U.S. institution. Our thanks to Rose Spalding, member of the Finance Committee, for securing support from the McArthur Foundation, adding a few more junior fellowships to those granted by the Ford Foundation.

I am making some specific recommendations to the LASA95 Program Committee on how to deal more effectively with travel awards. We need to convey more clearly to panel organizers that: 1) LASA travel awards are always limited by the results of fund raising efforts; 2) Panels that totally rely on securing funding in order to materialize will probably receive a lower priority by the Program Committee; 3) When Latin American scholars are "invited" to join a panel this does not guarantee funding; 4) LASA travel priorities are established by each Program Section Chair, with minor modifications by the Program Chair; 5) Funding priority will be given to individuals who have not received any LASA funding before or for any of the last two Congresses. LASA Task Force Chairs in particular, should work closely with Section Chairs when their proposals are submitted, in order to ensure that at least one of their panel participants is ranked high enough in the travel priority list to increase the likelihood of funding. This year a few Task Force Chairs "assumed" they would get at least one participant funded and did not fill out the required travel request form or talk to the appropriate Section Chair about the travel ranking of their participants in Task Force-sponsored panels.

Technical Aspects of the Programming Process: With each new Congress, the Program Office is placed at a different institution; thus too much time and effort is initially invested in figuring out the technical aspects of the programming process (which database software to use; the building of the database; the format or mailing weight of the program). We feel that this time, with minor modifications, we can

pass along what we used to the next Program Office. However, with the continuous changes in technology this might not hold true for other future congresses.

LASA Endowment Fund-Raising Efforts: For the Atlanta Congress, the Program Office also tried to come up with some innovative fund-raising ideas that would give a boost to the LASA Endowment campaign. The introduction of an artistically meaningful and attractive Congress Program was a way of encouraging the membership to purchase the Congress commemorative T-shirts and tote bags. If it proves to be a profitable enterprise, it should be continued in future congresses. This is also a good way of promoting the work of Latin American visual artists. Small quantities of these items are still available from the LASA Secretariat, including a limited number of the original silkscreen *Vegigantes*, signed and numbered by the artist Luis A. Maisonet Ramos. The silkscreen is a valuable collector's item and was not available at the Congress, but may be ordered from the LASA Secretariat for \$35 a copy.

At this Congress, LASA also welcomed the Brazilian Studies Association (BRASA), which held its annual conference at the Westin Peachtree Plaza during the Atlanta Congress. We were also joined by officials and members of the Caribbean Studies Association (CSA) and the Puerto Rican Studies Association (PRSA), who organized several special sessions for the program. We hope to have established a pattern for future collaboration with these organizations and look forward to seeing you again at LASA95.

Once again, thank you all for your contributions and I hope you had a pleasant and memorable experience in Atlanta.

Table 1: Scale of Recent LASA Congresses

Location/ Year	Panels/ Workshops	Mtgs	Receps	Total Sessions/ Participants
Boston 1986	220	22	10	242/966
New Orleans 1988	201	24	5	225/950
Miami 1989	322	23	7	345/1575
Washington 1991	273	27	1	300/1350
Los Angeles 1992	361	37	9	398/1657
Atlanta 1994	403	46	15	449/1827

[Figures for total sessions exclude receptions]

Table 2: Atlanta Congress Participants

A. Country of Origin

Country/Region	Total Participants	Overall %	
United States	1171	64.1%	
Latin America		Other Countries	
Argentina	34	Australia	2
Barbados	1	Canada	20
Belize	1	Denmark	2
Bolivia	4	France	7
Brazil	79	Germany	9
Chile	27	Great Britain	12
Colombia	12	Italy	2
Costa Rica	23	Japan	3
Cuba	37	Netherlands	9
Dominican Republic	4	Spain	29
Ecuador	10	Switzerland	3
El Salvador	5	One each	8
Guatemala	11	(China, Fiji,	
Haiti	2	Norway, Poland,	
Honduras	3	Russia, South	
Mexico	193	Korea, Sweden,	
Nicaragua	5	Taiwan)	
Panama	2	Subtotal	106
Paraguay	16		5.8%
Peru	13		
Puerto Rico	32		
St. Thomas	1		
Surinam	1		
Uruguay	8		
Venezuela	26		
Subtotal	550		30.1%

B. Gender of Participants

Country/Region	Total Participants	Percent Women
United States	1170	45% (527)
Latin America	550	43% (237)
Other	107	38% (40)
Overall for LASA '94	1827	44% (804)
Overall for LASA '92	1657	38.5% (638)

CALL FOR BIDS
TO EDIT AND PRODUCE THE
LATIN AMERICAN RESEARCH REVIEW

The Executive Council of the Latin American Studies Association announces a request for proposals to edit, produce, and mail the *Latin American Research Review (LARR)* commencing with Volume 32 (1997). Manuscript selection procedures will be assumed by the successful bidder in July 1995, and all other functions (copyediting, production, subscriptions, advertising, and mailing) in July 1996. It is assumed that the contract to edit and produce *LARR* will be for a five-year period, although the Executive Council reserves the right to award a contract for a different duration. Completed proposals must be received by October 1, 1994, and should be directed to Reid Reading, Executive Director, Latin American Studies Association, 946 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260.

It is expected that the completed proposals will include a short statement of the proposed editorial direction of the journal and identify the proposed new editors and their qualifications, specify the nature and extent of the support provided by the host institution, and contain a letter from the president of that institution formally committing the resources and personnel of the institution as specified in the proposal.

In its present quarters at the University of New Mexico, the journal occupies two large offices and a large storage area, not including the offices of the faculty editors. The staff include the Editor (a faculty member with half-time release from teaching), two Associate Editors (faculty with one-third release time), a Managing Editor, a Subscription Manager, an Editorial assistant, and a work-study student. Journal revenues cover the costs of production and mailing of the publication, as well as the salary of the Managing Editor.

It is recommended that applicants contact the staff of LARR, c/o Latin American Institute, University of New Mexico, Albuquerque, NM 87131, for more information about journal operating requirements, host institution subvention, and procedures.

NEW LASA OFFICERS

On May 1, 1994, Cynthia McClintock became President of the Latin American Studies Association, succeeding Carmen Diana Deere. Professor Deere retains voting membership on the LASA Executive Council as Immediate Past President.

The secretariat received 877 valid ballots by the March 1, 1994 deadline. Jane Jaquette was elected Vice President. Sonia E. Alvarez, Lourdes Arizpe S., and Charles R. Hale were elected to three-year terms on the LASA Executive Council. They join Michael E. Conroy, Marysa Navarro Aranguren, and Augusto Varas, all of whom will continue to serve on the Council until October 31, 1995. Lourdes Benería is first alternate.

Lars Schoultz retires after four and one-half years of service to LASA as Vice President, President and Immediate Past president. Retiring after three years of service on the Executive Council are Susan Eckstein, Ricardo Ffrench-Davis, and Steven Sanderson. Elizabeth Mahan, chair of the CLASP Steering Committee; Gilbert Merckx, editor of *LARR*; and Reid Reading, LASA Executive Director, are ex officio members of the Council. ■

BRYCE WOOD BOOK AWARDS

Nancy Scheper-Hughes, author of *Death Without Weeping: The Violence of Everyday Life in Brazil* (Berkeley: University of California Press, 1992 [A Centennial Book]), was honored *en absentia* by the Latin American Studies Association at its March 11, 1994, Business Meeting. Professor Elsa Chaney, chair of the 1994 Bryce Wood Book Award Committee announced in the meeting that Professor Scheper-Hughes had received the Wood Award for her book on Brazil, described by Professor Chaney as providing the reader "access to real human beings," and probing "the source of their despair and seeming paralysis of will." Professor Scheper-Hughes is presently in South Africa.

Honorable mentions were earned by Gordon Brotherston for *Book of the Fourth World: Reading the Native Americans Through Their Literature* (New York: Cambridge University Press, 1992), and by Joyce Marcus for *Meso-American Writing Systems: Propaganda, Myth and History in Four Ancient Civilizations* (Princeton: Princeton University Press, 1992).

Echoing the sentiments of past Bryce Wood Committee chairs, Professor Chaney noted that for her and the Committee, "this exercise has been enriching for all of us, not only as a learning experience in that we have read books outside our fields that we certainly would not have opened

otherwise, but we have enriched our libraries as well. A lot of work, but well worth it on both counts."

Professor Chaney, chair of the Center for International and Comparative Studies, was joined on the Committee by Professors Paul Gootenberg, Department of History, SUNY at Stony Brook; Mary Louise Pratt, Department of Spanish and Portuguese, Stanford University; and Gary Wynia, Department of Political Science, Carleton College. LASA is indebted to these colleagues. ■

LASA MEDIA AWARDS

The LASA Media Awards recognize long-term journalistic contributions to analysis and public debate as well as original investigative journalism on Latin America. Because there was an outstanding number of candidates, several awards were presented at the March 11 LASA Business Meeting by LASA Media Award committee member Carol Wise, on behalf of Terry Karl, 1994 Media Award Committee chair. Awards were made in two categories: to journalists working with U.S.-based news organizations, and to those affiliated with Latin American-based entities.

In a letter to Kathy Ellison, Bureau Chief of the *Miami Herald* in Rio de Janeiro, and Media Award winner, LASA President Carmen Deere wrote that LASA recognizes "your distinguished contributions to public awareness of Latin America through your insightful interpretation and analysis in a series of articles in the Miami Herald. Professor Deere went on to note, among other things, the unusual depth of Ms. Ellison's coverage in a broad spectrum of countries.

Honorable mentions for outstanding work over the past year were received by Dudley Althaus, Mexico City Bureau Chief of the *Houston Chronicle*, and Mark Danner of *The New Yorker*.

An entire publication, *Caretas*, of Lima, Peru, was the winner in the Latin American category. The director of *Caretas*, Enrique Zileri, was present to receive the award. Particularly noted was the courageous choice of the subject matter dealt with by *Caretas*, the ability of the journal to clarify controversial subject matter, and the general excellence of *Caretas* journalists.

Terry Karl, Director of Stanford's Center for Latin American Studies, and Carol Wise, Carnegie Endowment, worked with fellow committee members Arturo Arias, San Francisco State University; John Dinges, National Public Radio; and William Leogrande, American University. Thanks to all of you on behalf of our Association. ■

I. Resolution on Chiapas

WHEREAS the Mexican military has been implicated by indigenous groups and by human rights organizations (such as Amnesty International and Human Rights Watch/Americas) in torturing, executing and *disappearing* native peasants;

WHEREAS the demands of the Zapatista National Liberation Army for land, housing, food, education, health care and work are basic and just; and

WHEREAS the people of Chiapas have expressed their desire to freely and democratically elect their local, state and federal government representatives;

THEREFORE, in the interest of peace and justice in Chiapas, BE IT RESOLVED that The Latin American Studies Association urges the Mexican government to:

1. Effectively respect the human rights of indigenous peoples and all others in Chiapas;
2. Address the social justice concerns of the people of Chiapas that focus on the equitable distribution of land, housing, food, education and health care.

(Resolution to be sent to President Carlos Salinas de Gortari and the press)

II. Resolution on Ending the United States Embargo Against Cuba

WHEREAS the U.S. has built a wall between two nations by banning travel and restricting cultural exchange with Cuba, preventing the free flow of people and ideas between two countries in contradiction with the principles of freedom of thought and civil liberties for all peoples, and reducing the potential for peaceful change through dialogue;

WHEREAS the United States embargo against Cuba causes human suffering and has deprived Cubans of needed food and medicines and has had a terrible impact on the lives of children, the elderly and the sick;

WHEREAS Cuba is no threat to the U.S., the Cold War has ended, and there is no significant Russian military presence in Cuba or significant Cuban military presence in any other country;

WHEREAS the U.S. stands alone (the U.S. embargo has been rejected by the General Assembly of the UN, twenty-three Latin American heads of state, and thirteen members of the Caribbean community; many countries, including Canada, Britain, Mexico and Japan are increasing trade with

Cuba), and the policy meant to isolate Cuba has actually isolated the United States; and

WHEREAS the opposition to the embargo is growing at home (members of Congress and of the Cuban American community, business executives and respected publications such as *The New York Times*, *The Wall Street Journal*, and the *Los Angeles Times* have called for an end to the embargo and many Americans are delivering needed medicines and supplies to Cuba and traveling there in defiance of U.S. policy);

THEREFORE, BE IT RESOLVED THAT the Latin American Studies Association urges an end to the embargo against Cuba and urges the enactment of H.R. 1943 (amended to: H.R. 2229), the Free Trade with Cuba Act.

(Resolution to be sent to President Clinton, U.S. Secretary of State Warren Christopher and appropriate members of the U.S. Congress)

The above two resolutions were approved by a majority vote by secret ballot of those present and voting. The resolutions will take effect upon ratification by mail ballot of the membership. A majority vote of those voting on each resolution is required for ratification.

ADDITIONAL NEW BUSINESS

President Carmen Diana Deere reported on two items from the Executive Committee meeting. The first is a proposal to change the LASA constitution to add the Congress Program chair as an ex-officio (non-voting) member of the Executive Council. Reasons include improved communication between the Executive Council and the Program Committee and the provision of incentive for members to become future Program Committee chairs. The proposal necessitates a change in the constitution, requiring approval by two-thirds of LASA membership. Ballots containing the resolution will be sent to the membership with the spring issue of the *LASA Forum*. LASA members are encouraged to respond.

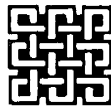
The second item discussed by the Executive Council would involve a significant change in LASA voting procedure. It has been proposed that LASA follow the practice common in most discipline areas, in which one candidate only is nominated for the position of president (or vice president/president-elect), thus eliminating the current practice of having two senior candidates run against each other for office. A second proposal would nominate Executive Council candidates under particular fields such as humanities, social sciences, etc., allowing for more balanced representation within various discipline areas. A subcommittee of Marysa Navarro, Michael Conroy and Augusto Varas will

be discussing this proposed change with LASA members to determine their support.

President Carmen Diana Deere acknowledged the contribution of Chris Mitchell, chair, and the members of the 1993 Nominating Committee.

INTRODUCTION OF NEW OFFICERS

Vice President and President-Elect Cynthia McClintock thanked President Deere for her leadership during the previous eighteen months. She introduced incoming Vice President Jane Jaquette, and welcomed incoming Executive Council members Sonia Alvarez, Lourdes Arizpe, and Charles Hale. She also introduced Thomas Hollway, Program chair for the XIX International Congress. ■



NEW LASA DIRECTORY of CENTERS AND PROGRAMS

LASA proudly announces
the publication of
**Latin American Studies
in the United States
Canada and Mexico
1993-1994**

See page 23 for details

SHARE COPIES
of your

**1994 MEMBERSHIP FORMS
with nonmember colleagues**

See pages 57 and 58
this LASA FORUM

LETTER

To the Latin American Studies Association:

I am writing you on behalf of the Spanish teacher at Thurston Middle School in Laguna Beach, California. Among the 14 classrooms lost in the recent fire at the school was the foreign language classroom.

Mr. David Dixon has been a teacher for twenty years and has won many awards. His students had the benefit of an extensive collection of extracurricular materials (non-textbook), specifically items related to the Spanish-speaking countries and their people, culture, customs, history, pastimes, geography and lifestyle. **In the fire all was lost.**

Whereas the school district can replace textbooks and audio visual equipment, naturally they cannot replace items such as magazine articles, brochures, posters, and videos related to these countries. It is my hope that your organization may have materials that would be appropriate to this age (6th through 8th graders) group and be able to give them to the school. The materials most appropriate would be in English or perhaps very elementary Spanish and highly pictorial.

Materials may be sent to me or directly to Mr. David Dixon at Thurston Middle School, 2100 Park Avenue, Laguna Beach, CA 92651.

In advance, I wish to thank you for any help you can provide for our special need at this time.

Anita Dingrani
31423 Coast Highway #25
Laguna Beach, CA 92677
704-499-3064
January 8, 1994 ■

LASA FILM FESTIVAL ENRICHES LASA 1994

**Professor LaVonne Poteet
again shows the critics' choices**

**If you missed Atlanta
request from the Secretariat
the list of films
awarded and exhibited
while supplies last**

- Bromley, Ray**, Immigration, Employment, and Microenterprise: Economic Dimensions to New York's Happy Land Tragedy.*
- Brown, David**, Democracy's Impact on Education in Brazil.
- Buchanan, Paul**, Filling the Trenches: Wars of Position in a Neoliberal Era.*
- Buchenau, Jürgen**, Unfriendly Neighbors: Mexico and Guatemala's Manuel Estrada Cabrera, 1898-1920.
- Burgess, Katrina**, Redefining Mexico's Revolutionary Legacy: The Symbolic Politics of Carlos Salinas.*
- Burke, Melvin**, The Political Economy of NAFTA, the Global Crisis and Mexico.
- Burnett, Virginia Garrard**, Indian Identity and Protestantism in Chiapas.*
- Bustani, Camilla**, The Forest For the Trees: Explaining Change in Brazilian Environmental Policy.
- Buzo, Ricardo**, La economía política en las relaciones trilaterales en América del Norte.*
- Cabrera Trimiño, Gilberto Javier**, Interrelationship population-environment in Los Palacios: Cuba. Emergent paradigm of Environmental Demography.
- Cabrera, Ernesto**, The Damocles' Sword of the New Emerging Polyarchy: The Electoral College, Proportional Representation and the Increasing Fractionalization of Electoral Competition in Argentina.
- Caccia Bava, Silvio**, Pesquisa e políticas urbanas.*
- Caetano, Gerardo and José Rilla**, Estado y partidos en el Rio de la Plata, 1850-1930.
- Caldeira, Teresa P.R.**, Violence, the Unbounded Body, and the Disregard for Rights: Limits of Democratization in Brazilian Society.
- Camacho de Schmidt, Aurora**, La ciudad como espacio y personaje en la narrativa de Elena Poniatowska.*
- Cameron, Maxwell**, Explaining Autogolpes: A Comparative Analysis of Peru, Russia, Guatemala, and Brazil.
- Camp, Roderic Ai**, Battling the Voter, Religion, Politics and the Laity in Mexico.
- Campbell, Constance E.**, Gender Issues and Non-timber Forest Products: Some Preliminary Observations from On-going Research in the Brazilian Amazon.
- Campisi, Elizabeth**, Agrarian Policy and Deforestation in Central America: Honduras Agricultural Modernization Law.
- Canache, Damarys**, Desencanto político y crisis de la democracia en Venezuela.*
- Canache, Damarys**, Political Dissatisfaction and Democracy in Venezuela: The Impact on Electoral Abstention.
- Canales C., Alejandro**, Cambio agrario y poblamiento regional en Chile.
- Canby, Colin**, Financial Liberalization in Mexico: Bank Performance, and the Implications of "Globalization".
- Canin, Eric**, Christian Base Communities in the Nicaraguan Revolution from Below.*
- Cañuelas, Carlos M.**, Nurturing Nation: Nature as National Discourse in 19th Century Argentina.*
- Cardaci, Dora**, Salud reproductiva y ONGs en México.
- Cardenal, Ana Sofía**, Central America in the Nineties: The Challenge of Democracy.*
- Cárdenas, Mauricio**, Neoliberalism and the Labor Movement in Colombia.
- Carey, John M. and Matthew Soberg Shugart**, Presidential Decree Authority: Toward a Theoretical Understanding.
- Carreras, Charles**, The U.S. Debate Over Support for the Central American Common Market: 1958-1959.
- Carrillo, Ana Loreno**, Mujeres, poder y luchar por los derechos humanos en Guatemala.
- Carrión, Julio F.**, The "Support Gap" for Democracy in Peru: Mass Public Attitudes Towards Fujimori's Self-Coup.
- Carroll, Leah**, Unintended Democracy: "Subversive" Mediation of Violent Agrarian Conflicts amid the Oil Wealth of Arauca, Colombia.
- Carter, Michael R.**, see Barham, Bradford.
- Carton de Grammont, Hubert**, La organización gremial de los agricultores frente a los procesos de globalización en la agricultura.
- Casanovas i Codina, Joan**, The Cuban Labor Movement of the 1860s and Spain's Search for a New Colonial Policy.
- Casey, Geraldine**, Roles of Women Clerical Workers in Puerto Rico.*
- Cason, Jeffrey**, Is There a Tiger in Latin America? Brazilian Export Promotion in Comparative Perspective.
- Castelar, Armando**, Recent Experience of Privatization In Brazil.*
- Castro, Mary Garcia**, O conceito de gênero e as análises sobre mulheres e trabalho: Notas sobre impasses teóricos.*
- Castro, Donald S.**, Theatre and the Gaucho Revival: José González Castillo's Theatrization of "El Martín Fierro."
- Castro, Aura**, Causas y consecuencias del deterioro ambiental de la haciendas de cacao barloventeñas.
- Castro, Nadya**, Crisis and Economic Restructuring in Brazil: Effects on Labor Market and Industrial Organization.
- Catasús Cervera, Sonia I.**, Características sociodemográficas y reproductivas de la mujer cubana.
- Cazón, Sandra**, Fidelidad y transgresión. La mujer y la familia a principios del siglo XX. Un estudio de caso..
- Cebada Contreras, María del Carmen Paula**, El impacto del credito rural en las nuevas formas de producción y organización campesinas en el sur de Tamaulipas.

- Chabat, Jorge**, NAFTA and the Evolution of U.S.-Mexican Relations.*
- Chalker, Cynthia**, The Politics of Adjustment in Costa Rica: Peasants and Professionals.*
- Chapela, Gonzalo**, Política pública y bosques en México. Estado y perspectivas.
- Chauvet, Michelle**, Los ganaderos frente a la crisis, el ajuste, y la reestructuración del México rural.*
- Chaves Tesser, Carmen**, The Contexts of Rubem Fonseca's *Agosto*: The Fall of Vargas and the 1990s.
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- Woo-Cumings, Meredith, *Regionalization and East Asia.**
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- Yashar, Deborah, *Recasting Regimes: Coalitions of Counter-reform and the Historical Origins of Political Democracy and Authoritarianism in Costa Rica and Guatemala.*
- Young, Elliott, *Identity as a Means of Struggle and Social Control: Race, Class, Gender, and Nation in the Making of Catarino Garza's Revolution.*
- Youngers, Coletta, *Circumventing the Law: U.S. Human Rights Policy toward Latin America.*
- Yunén, Rafael Emilio, *Estrategia de capacitación en gestión ambiental urbana: universidad + municipalidad + comunidad.**
- Zabludovsky Kuper, Gina, *Business Women and Economic Rights in Mexico.**
- Zabludovsky Kuper, Gina, *Las mujeres como propietarias y dirigentes de empresas: el caso de México.**
- Zapata Martelo, Emma, *Nuevas formas de asociación: mujer campesina-iniciativa privada.*
- Zaverucha, Jorge, *Civil-Military Relations During the First Brazilian Post-Transition Government: A Tutelary Democracy.*
- Zebich-Knos, Michele, *The Politics of Responsible Tourism and Its Contribution to Community Based Development in Latin America.**
- Zendejas-Romero, Sergio, *Respuestas locales a reformas gubernamentales en el campo mexicano: el ejido con forma de organización de prácticas políticas de grupos locales.*
- Zhang, Sengen, *Sino-Latin American Relations: Status Quo and Prospects*
- Zhour, Andréa, *Globalism-Localism: Environmentalism as a Political-Cultural Phenomenon.*
- Zirker, Daniel, *Rethinking the Failure of Agrarian Reform in Brazil: Social Pacts and Political Elites, 1985-1988.*

*Papers by these authors *have been reported* as received by Kinko's in Atlanta; at this writing the Secretariat is not in possession of these papers. Titles of papers were extracted from the LASA 1994 program booklet. Thus, the LASA Secretariat *cannot guarantee* exact paper title, exact author or co-authors, or even availability of these papers at the Secretariat after May 15th. ■

Through the support of the Ford Foundation, the **LASA TASK FORCE ON HIGHER EDUCATION** is pleased to announce a competition for the LASA/FORD Prize for Scholarly Work on Latin American Higher Education. The prize will be awarded for an outstanding scholarly contribution in the field of Latin American higher education. Contributions may be from any field (History, Political Science, Sociology, Management, etc.) although preference may be given to works informed by substantial interdisciplinary research. The prize is targeted for scholars in the early stages of their academic careers, especially those residing in Latin America. Prize money would be used to foster the recipient's professional development and international contacts as an academic specialist on Latin American higher education. Total prize money, \$4,000, will go to one recipient or will be divided between two recipients. The competition is open, but not restricted, to members of LASA. Applicants must hold at least a Masters degree. Another, similar, competition is projected for 1995; appropriate notice will be distributed.

Guidelines: 1. Submissions may be journal articles, chapters in edited books, monographs, or accepted professional conference papers. They may also be chapter(s) from an authored book or doctoral dissertation. They may not, however, be other drafts of work in progress or miscellaneous papers; 2. Date of publication or paper delivery must be 1990 or later; 3. Maximum length is 75 double-spaced pages; Submissions may be in English, Spanish or Portuguese; 5. In addition to the outlined piece, applicants should submit: a) a curriculum vitae, b) a one-page statement of research interests, and c) a plan for expenditure of Prize funds (i.e., travel to research libraries and other institutions, participation at conferences, research assistance, purchase of books or journal subscriptions, etc.); 6. All materials should be submitted in triplicate by *September 1, 1994* to Dr. Larissa Adler Lomnitz, Chair of the Prize Committee, Iglesia 2, Torre D-504, Col. Tizapán de San Angel, C.P. 01090, México DF, MEXICO. The Committee expects to announce its decision by December 1994.

exposición de temas por reconocidos especialistas, con la realización de paneles, mesas redondas, talleres y grupos de estudio. Todo interesado o interesada en participar debe enviar una carta de solicitud y su curriculum vitae antes del 2 de junio a la siguiente dirección: XII Curso Interdisciplinario, Att: Gonzalo Elizondo, Director del Departamento de Educación, Interdisciplinario en Derechos Humanos, Apartado 10.081-1000 San José, Costa Rica. Telephone: 506-234-0404; fax: 506-234-0955; Telex: 2233 CORTE CR. (A partir del 31 de marzo marque telephone: 506-234-0404; fax: 506-234-0955.)

O Comitê para a Integração Latino-americana (CILA) do Paraná em parceria com a Universidade Estadual de Maringá e Prefeitura Municipal de Maringá, realiza neste ano de 1994, nos dias 28 de julho a 02 de agosto, na cidade de Maringá, norte do Paraná, o II Congresso de Educação para a Integração da América Latina (II CEPIAL), que pretende congrega Instituições da sociedade civil organizada, interessadas em apresentar propostas que contribuam para a solução dos problemas sociais, propiciando o desenvolvimento integrado da América Latina. Todos os que participaram do I CEPIAL, em Marechal Cândido Rondon, em agosto de 1992, souberam destacar os aspectos altamente positivos daquele encontro, no qual reuniram-se aproximadamente três mil pessoas comprometidas com as transformações sócio-político-culturais de nossa terra. Maiores informações e esclarecimentos podem ser obtidos directamente com a comissão organizadora do II Congresso, na Pró-Reitoria de Extensão e Cultura, pelo telefone: 0442-26-2834; fax: 0442-26-2834, ou na Avenida Colombo, 3690-CEP: 87020-900, Maringá-Paraná-Brasil.

Interdisciplinary conference on Belize seeks proposals for individual papers, complete panels, session chairs and commentators in all fields of study. This second interdisciplinary conference on Belize will be held March 2-4, 1995 in Jacksonville, Florida. Submission deadline: *October 13, 1994*. Send proposals to: Tom Leonard, Conference Coordinator, Department of History, University of North Florida, Jacksonville, FL 32224. Telephone: 904-646-2886; fax: 904-646-2563.

The Mid-American Conference on Hispanic Literature (MACHL) will be convened September 8-10, 1994, in Lawrence, Kansas. For more information, contact MACHL, Department of Spanish and Portuguese, University of Kansas, Lawrence, KS 66045.

The 1994 annual meeting of the New England Council of Latin American Studies (NECLAS) will be held at Harvard University, Cambridge, Massachusetts, on Saturday, September 24, 1994. Dr. David Scott Palmer, Professor of International Relations at Boston University and President

of NECLAS, is in charge of the program. Dr. Anne Normann, Latin American and Iberian Studies at Harvard University, will be in charge of local arrangements. To receive registration information, contact: Susan C. Bourque, NECLAS Secretary-Treasurer, c/o Department of Government, Smith College, Seelye Hall, Room 210, Northampton, MA 01063. Telephone: 413-585-3591; fax: 413-585-3593.

The North Central Council of Latin Americanists (NCCLA) seeks papers for its 1994 conference at the University of Wisconsin at La Crosse, September 22-24, 1994 on the theme "Imagining Latin America: Interdisciplinary Visions of Latin America's Past, Present, and Future." Paper proposals are invited from all disciplines and panels are encouraged. It is hoped that the theme will encourage creative, novel, and fresh interdisciplinary analysis and discussion that will be as much fun to contribute to as to observe. Applications to chair sessions and serve as commentators are also welcome. All paper/panel proposals must reach the Program Chair no later than *July 18, 1994*. Send a one-page abstract to: Dr. Roger P. Davis, NCCLA Program Chair, History Department, University of Nebraska at Kearney, Kearney, NE 68849. For further information, telephone 308-234-8771. Graduate student and advanced undergraduate student participation is encouraged. Up to six travel grants of \$80 will be awarded to students who attend and participate in the convention. Students submitting proposals should indicate their interest in the travel grant awards. Participants wishing to compete for the NCCLA Research and Teaching Awards must submit their completed work in triplicate to the Program Chair no later than *August 31, 1994*. The award descriptions and criteria are noted in the NCCLA Boletín or can be requested from Ms. Julie Kline at the UWM Center for Latin America. Telephone: 414-229-5986.

The Peruvian National Commission for the José Carlos Mariátegui Centennial announces that throughout 1994 several universities, groups and institutions in Peru and elsewhere in the world will host conferences and other events to celebrate the 100th anniversary of the birth of José Carlos Mariátegui (1894-1930), a stellar figure of the twentieth-century Latin American left. Mariátegui was many things: journalist, essayist, maverick marxist, labor and political organizer, literary figure, founder and editor of AMAUTA (1926-1930), a brilliant journal that introduced readers to a new generation of Peruvian writers and social critics, to the Mexican muralists, Freud, Lenin and a host of other fascinating artists and radicals. For more information on the Peruvian and international commemorative conferences and events, please contact Comisión Nacional del Centenario de José Carlos

Mariátegui, Avenida Larco 299, Lima 18, PERU. Telephone: 475-4999; fax: 051-14-458-583.

The Southwest Historical Association will meet in conjunction with the Southwestern Social Science Association in Dallas, Texas, March 22-25, 1995. Proposals for papers or sessions in U.S. History, European/Asian History, and Latin American/African History should be sent to: Professor Howard Beeth, Department of History, Texas Southern University, 3100 Cleburne Ave., Houston, TX 77004. Proposals for complete sessions are especially encouraged, as are suggestions for interdisciplinary sessions, panels, and roundtables. The deadline for proposals is *October 1, 1994*. Paper prizes of \$100 will be awarded in each of the three categories.

Coloquio y Simposio Internacional "Globalización y Construcción de Identidades y Diferencias Conflictos y Transformaciones Socio-Políticas en América Latina". Caracas, 9 al 13/10/95. Organizado por la Universidad Central de Venezuela, UNESCO y Asociación Latinoamericana de Sociología. El Coloquio (9 al 11/10/95) será un ámbito de intercambio entre un grupo de veinte "investigadores-ponentes" y un grupo de "interlocutores" (representantes de ONGs, movimientos sociales y agencias internacionales) en presencia de una "audiencia" integrada por estudiantes, investigadores, líderes, funcionarios de agencias, etc. (información completa sobre el Coloquio circulará desde el 01/03/95). El Simposio (11 al 13/10/95) será un ámbito para la discusión intensiva entre los veinte "investigadores-ponentes" sobre los resultados de sus investigaciones y los debates del Coloquio con el objeto de elaborar el Documento de Recomendaciones y enriquecer sus líneas de trabajo. Posteriormente se publicará un libro contentivo de versiones desarrolladas de las ponencias y el antedicho Documento de Recomendaciones. La Selección de los veinte "investigadores-ponentes" se hará mediante arbitraje de resúmenes de ponencias evaluados anónimamente y seleccionadas en atención a la significación de su temática y sus méritos académicos. El objetivo es examinar interrelaciones entre el proceso de globalización (entendido como multidimensional y no meramente económico o comunicacional) y los procesos de construcción de identidades y diferencias (locales, étnicas, de género, nacionales, transnacionales, etc.) y sus consecuencias en la configuración de conflictos y transformaciones socio-políticas en América Latina. Algunos tópicos de especial interés serían: relaciones inter-étnicas e internacionales; fronteras; migraciones; relaciones estado-sociedad; participación ciudadana; derechos humanos; desarrollo de base y organizaciones locales; comunicaciones; ambiente; políticas sociales, educativas y culturales; reformas constitucionales; retos y avances del multiculturalismo. Los ponentes aceptados deberán abonar Inscripción por US\$ 100 (residente en América

Latina: US\$ 60). Las personas interesadas deberán enviar dentro de un mismo sobre: 1) un resumen anónimo de la ponencia de 1 a 2 páginas de extensión (mínimo 250 y máximo 500 palabras en total), el cual incluirá a continuación del título cinco "palabras clave"; y 2) un sobre más pequeño dentro del cual incluirán una página con los siguientes datos: 1) título de la ponencia, b) nombres y apellidos del autor (a), c) afiliación institucional, d) domicilio postal, e) teléfono, f) correo electrónico, g) Fax o Telex (imprescindible uno de ambos para postulantes del exterior), 8) nacionalidad. Fecha límite para la recepción en Caracas de los resúmenes: *15/09/94*. Dirección postal: Simposio Globalización (D.Mato). Apartado 88.551. Caracas-1080, VENEZUELA.

Coloquio y Simposio Internacional "Globalización y Construcción de Identidades y Diferencias Conflictos y Transformaciones Socio-Políticas en América Latina" to be held in Caracas (Venezuela), October 9-13, 1994, sponsored by UNESCO, Asociación Latinoamericana de Sociología and Universidad Central de Venezuela, have put a call for papers for the third of a series of meetings focusing on global interdependence and construction of local, ethnic, regional, national and transnational identities in Latin America. Suggested paper topics include: interethnic relations, multiculturalism, migration, borders, human rights, environment, grassroots development, education, constitutional reforms, international relations, among others. The Symposium will be open to only twenty participants to be selected through blind peer review of paper proposals. Paper proposals (250-500 words) will not show author identification; author identification will be provided in an attached envelope containing title of the paper, key-words, name of the author, affiliation, address, fax, telephone and e-mail. Deadline for paper proposals is: *September 15, 1994*. The Colloquium, open to public, will include the Symposium presenters and a group of Discussants from non-governmental organizations, social movements and international agencies. Information about the Colloquium will be available only after March 1995. For more general information and/or paper proposals, contact: Simposio Globalización (D. Mato) Apartado Postal 88551, Caracas-1080, VENEZUELA. A book will be published by UNESCO with the results of the meeting. Results from the former two meetings in the series have been published in the books: *Diversidad Cultural y Construcción de Identidades* (Caracas: Ed. Tropikos, 1993) and *Teoría y Política de la Construcción de Identidades: América Latina y el Caribe* (Caracas: UNESCO-Nueva Sociedad). Deadline: *September 15, 1994*. Information about these two books can be obtained by writing to the publishers: Editorial Tropikos, Apartado Postal 47.687, Caracas 1041-A, VENEZUELA, and/or: Editorial Nueva Sociedad, Apartado 61.712, Caracas-1060.A, VENEZUELA. ■

scholars, teachers, students, and the public. The program has supported a broad range of projects, including the translation of single works, the complete works of a particular writer, and anthologies. Translations of texts from virtually all of the European languages have garnered support from the Endowment, as well as texts from a vast array of languages—ancient and modern, Eastern and Western, oral and written. American citizens and institutions and foreign nationals who have been living in the United States for at least three years are eligible to apply. The next application deadline is *June 1, 1994* for projects beginning after April 1, 1995. For more information, telephone: 202-606-8207, or write to: Translations, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, DC 20506. Fax: 202-606-8204; e-mail: NEHRES@GWUVM.GWU.EDU.

The National Security Archive, an independent, non-profit research institute and library, is offering internships to students who are interested in international relations and how the U.S. foreign policy bureaucracy functions. To carry out its mission, the Archive combines a unique range of functions in one institution. It is simultaneously a research institute on international affairs, a library and archive of declassified U.S. documents obtained through the Freedom of Information Act, a public interest law firm defending and expanding public access to government information through the FOIA, and an indexer and publisher of the documents. Each intern is assigned to work with a staff analyst on a specific research project. Assignments generally include building chronologies of events; helping obtain, order and catalog government documents; assisting with computer data entry; and performing library and archival research. Every effort is made to keep non-substantive tasks to a minimum. While at the Archive, an intern can expect to gain a solid body of knowledge in their project area, as well as a familiarity with the resources available for foreign policy research in Washington and how to obtain documents through the Freedom of Information Act. Current priority projects include U.S. policy on the following: nuclear history; Southern Africa; Persian Gulf; Cuba; international aspects of the war on drugs; Eastern Europe; human rights. Additionally, the National Security Archive's Freedom of Information Litigation Project seeks a legal intern each semester. Interns are expected to stay at the Archive for a minimum of two months, although internships of a full semester are preferred. In general, interns work a minimum of 12-15 hours per week. The actual number and scheduling of hours is flexible. Located just off Dupont Circle, the Archive is easily accessible by public transportation. Internships are unpaid. Academic credit or independent funding for work at the Archive is sometimes possible; students should contact the appropriate persons at their school if they wish to pursue either of

these options. Please include a cover letter specifying areas of interest and/or expertise, a resume, short writing sample, and transcript. One or two recommendations are optional, but often helpful. Applications are accepted from students at any point in their college career, as well as from graduate students and recent college graduates. For Summer internships, the application deadline was March 15, 1994. Fall internships begin in early September; we suggest that applications be submitted by the end of *July 1994*. Spring internships begin in January; students should apply by *December 1, 1994* if possible. Later applications will be considered whenever possible; however, it is strongly suggested that summer applications be submitted by the application deadline to receive full consideration. Internship opportunities shall be offered without regard to race, religion, national origin, age, gender, sexual preference, marital status or non-job related physical handicap. To apply, write to: Lynne Quinto, National Security Archive, 1755 Massachusetts Ave. NW #500, Washington, DC 20036. ■

PUBLICATIONS

The Centers for Disease Control and Prevention, Division of Reproductive Health, has released several new family planning survey reports: *Encuesta Nacional de Salud Familiar: Nicaragua, 1992-93, Informe Preliminar; Encuesta Nacional de Salud Familiar: El Salvador, 1993, Informe Preliminar; Encuesta Nacional de Salud Familiar: Costa Rica, 1993, Informe Preliminar; Los Padres, La Educación y las Relaciones Sexuales Premaritales de los Hijos, and La Salud de la Mujer Costarricense Menor de 25 Años*, from the 1990 National Young Adult Reproductive Health Survey in Costa Rica; *Encuesta Nacional de Jóvenes, 1992—Republica Dominicana. Informe Preliminar; 1993 Jamaica Contraceptive Prevalance Survey. Preliminary Report*. Single copies are available at no charge from: Behavioral Epidemiology and Demographic Research Branch, Division of Reproductive Health, MS K35, Centers for Disease Control and Prevention, Atlanta, GA 30333.

Volume I no. 1 of the *Latin America Resource Review* is now published. This new publication highlights new and notable publication titles of interest to people concerned with Latin America. It is an invaluable tool for researchers, professors, students, community activists, and others who are interested in the latest publications on Central and South America and the Caribbean. The Resource Center of the Americas works to promote peace and justice, human rights, and respect for sovereignty and self-determination in the Americas. Its library is named in honor of the late Penny Lernoux, an investigative journal-

ist whose writings were highly influential in educating U.S. citizens about critical issues in Latin America. For subscription information contact the Center, at 317-17th Avenue S.E., Minneapolis, MN 55414-2077. Telephone: 612-627-9445; fax: 612-627-9450.

Contributions are sought for a multidisciplinary (excluding literature) collection of essays examining women's lives in the twentieth-century Caribbean and in "exile communities." Of special interest are essays illustrating the transnational/transcultural essence of Caribbean societies. If you are interested in contributing and would like further information, please contact: Consuelo Lopez Springfield, Center for Latin American and Caribbean Studies, Indiana University, 313 N. Jordan, Bloomington, IN 47405. Telephone: 812-855-9097; fax: 812-855-5354; Internet address: CSPRINGF@UNCS.INDIANA.EDU.

The Latin American/Luso-Brazilian component of the **Twayne World Author Series** is seeking innovative manuscript proposals. We are interested in proposals that group authors, texts, and topics together in ways that would cover significant critical gaps in literary and cultural historiography. We are not interested in single-author studies. Examples of the types of proposals that might be of interest would be Cuban writing (revolution and diaspora), Puerto Rican/Neo-Rican writing, Spanish American modernism, Latin American postmodernist writing, Hispanic science fiction. Proposals (3-5 pages), accompanied by a curriculum vita and a sample of critical writing in English, should be addressed to: Professor David William Foster, Department of Languages and Literatures, Arizona State University, Tempe, AZ 85287-0202. ■

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of
COLLECTOR'S ITEM

Artist Luis A. Maisonet Ramos, creator of the **Vegigantes** design used for the cover of the 1994 LASA Congress Program, has made available to LASA members a limited quantity of the original numbered and signed silkscreens

Send \$35, plus \$1 shipping to U.S. addresser, to the LASA Secretariat, for your copy

Proceeds support LASA's capital campaign

THE VISITING SCHOLARS PROGRAM
UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN
UNIVERSITY OF CHICAGO

The University of Illinois/University of Chicago Joint Center for Latin American Studies announces its annual Visiting Scholars Program for faculty from U.S. colleges and universities without major research facilities. The program enables visiting scholars to do research and write on a Latin American topic for a month during the summer of 1994 at either Chicago or Urbana, or both. Awards include \$2,500 for living expenses for the month of residence and up to \$500 in travel expenses.

Visiting scholars will be associate faculty of the Joint Center and will enjoy full access to libraries, faculty, and other resources at both universities.

Applicants should submit a letter of application, curriculum vitae, a separate letter of reference, and project proposal of no more than 500 words; the proposal should show how a period of residence at either or both institutions would relate to the project. The deadline for receipt of applications for summer 1994 is **May 9, 1994**.

Send applications and inquiries to:

CENTER FOR LATIN AMERICAN STUDIES
THE UNIVERSITY OF CHICAGO
5848 SOUTH UNIVERSITY
CHICAGO, IL 60637-1584
(312) 702-8420

LATIN AMERICAN STUDIES ASSOCIATION
 946 William Pitt Union
 University of Pittsburgh, Pittsburgh, PA 15260
 FAX: (412) 624-7145 INTERNET: LASA@VMS.CIS.PITT.EDU

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Please print or type all information requested:

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Members receive three issues of the **Latin American Research Review** and four issues of the **LASA Forum** per year. If you live outside the U.S., Canada or Mexico, and wish to receive the **Forum** by air mail, please add **\$15 per year** for postage. [If you desire air mail delivery of **LARR**, please contact the **LARR** office at the Latin American Institute, 801 Yale NE, University of New Mexico, Albuquerque, NM 87131; (505) 277-7043] \$ _____

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