

VOL. VI NO. 4
DECEMBER 1975



LATIN

AMERICAN

STUDIES

ASSOCIATION

NEWSLETTER

LATIN AMERICAN STUDIES ASSOCIATION

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Published in September, December, March, and June. All contributions and correspondence should be directed to the Editors at the LASA Secretariat: Box 13362 University Station, Gainesville, Florida 32604. Telephone: (904) 392-0377. Copy deadlines are the 10th of the month preceding month of publication. The LASA Newsletter is distributed to members of the Association and by separate subscription at \$10 annually. For information regarding membership, please see final page and back cover of Newsletter.

Opinions expressed herein are those of individual authors and do not necessarily reflect the views of the Latin American Studies Association and of its officers.

PRE-REGISTRATION FORM
LATIN AMERICAN STUDIES ASSOCIATION
SIXTH NATIONAL MEETING

March 24-28, 1976
Atlanta American Motor Hotel
Atlanta, Georgia

NAME _____

ADDRESS _____

ARRIVING _____ DEPARTING _____
Date Time Date Time

LASA Member ___ GSA ___ Neither ___ Representing _____

REQUIRE CHILD CARE FACILITIES _____ NO. CHILDREN _____
yes no

Please note that a charge will have to be made for those reserving child care in advance, regardless of whether actually used, unless cancelled in writing to the Secretariat before March 10, 1976.

HOTEL RESERVATIONS

Hotel reservations should be made directly with the Atlanta American Motor Hotel, using the card you will be sent by the Secretariat. Please indicate single or double. Rates are \$23 single and \$27 double which are about as reasonable as can be found in Atlanta. Even though all sessions will be held at the Atlanta American, persons attending the National Meeting may, of course, stay where they choose. A limited amount of dormitory housing is available. If dormitory housing is required, please indicate ___yes ___no. We cannot promise to accommodate all such requests.

REGISTRATION FEES

	<u>Pre-Registration</u>	<u>At National Meeting</u>
Member	\$ 8.00	\$10.00
GSA	\$ 2.00	\$ 4.00
Non-LASA Member	\$10.00	\$15.00
Non-LASA Student	\$ 3.00	\$ 4.00

REMITTANCE MUST ACCOMPANY PRE-REGISTRATION

(OVER)

LUNCHEON ROUNDTABLE DISCUSSION GROUPS

Please circle your choice of topics for table reservations. For topics, please see program printed in this Newsletter. Lunch tickets are to be paid for at the time of actual registration. No tickets will be sold at the door.

Friday, March 26 (12:00-1:45 p.m.)

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18 19 20 21

Saturday, March 27 (12:00-1:45 p.m.)

10 11 12

and additional visiting foreign scholars to be announced (see program)

REGISTRATION

All registration, ticket sales, etc., will be held in the Mezzanine area of the Atlanta American Motor Hotel. Registration will be Wednesday, March 24th, from 7:00 to 9:00 p.m.; Thursday, March 25th, from 8:00 a.m. to 9:00 p.m.; Friday, March 26th, from 8:00 a.m. to 5:00 p.m.; and Saturday, March 27th, from 8:00 a.m. to 12 noon.

Pre-registration forms must be received at the Secretariat by February 15, 1976. Checks for pre-registration fees must accompany pre-registration forms and must be made payable to the Latin American Studies Association. Please address all registration forms, correspondence and inquiries to:

LASA Secretariat
Box 13362
University Station
Gainesville, Florida 32604

Phone: (904) 392-0377

ANNOUNCEMENTS

DUES INCREASE

Association annual dues will rise to \$18.00 for members and \$9.00 for Graduate Student Associates on January 1, 1976. Dues will be accepted at the old rates if received at the Secretariat prior to December 31, 1975. Dues statements were mailed to all members and GSA's in November, 1975.

TRANSFER OF LASA SECRETARIAT

The bidding period for the transfer of the LASA Secretariat has been extended to June 1, 1976. Please see pages 3-5 of the March, 1975, Newsletter for further information and bidding procedure, or address inquiries to the Secretariat.

SIXTH NATIONAL MEETING

A tentative program schedule and a pre-registration form for the Atlanta National Meeting, March 24-28, 1976, are bound in this issue. Please note that the deadline for pre-registration is February 15, 1976. Please also note that to qualify for the member/GSA rate one must be a currently paid member/GSA.

Groups and individuals desiring meeting space at the National Meeting are asked to get in touch with the Secretariat at once. Requests for space cannot be accommodated at the last minute in Atlanta. Groups arranging meals, cocktail parties, etc., with the hotel are reminded that they are responsible for their bills, and that the Association must decline all responsibility. Panel coordinators and panelists who need special equipment are asked to inform the Secretariat at once. The Association cannot provide audio-visual or other equipment for roundtable luncheons.

Member attention is also called to the fact that proposed resolutions for the Business Meeting must be received at least two weeks in advance of the Business Meeting to be held on March 26, 1975, so that the Executive Council may refer resolutions to appropriate committees and individuals, and clarify wording with resolution authors, where necessary. Resolutions should be sent to the Secretariat for forwarding to Executive Council members.

SEVENTH NATIONAL MEETING

Although the Program Committee for the Fall, 1977 National Meeting has not yet been selected, we are at this time issuing

a first call for papers, suggestions, and input into the program planning process. Please send all such suggestions to the Secretariat. Deadline dates will be published in the March, 1976, Newsletter.

1975 MEMBERSHIP LIST

The 1975 Membership List will be mailed to all paid members and GSA's in late December or early January. The membership list has been computerized and the Association now has the capability to fun off, for example, a list of women anthropologist members/GSA's living in the state of New York. Address all inquiries to the Secretariat.

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CHANGE OF ADDRESS AND NEWS FORM

APPLICATION FOR MEMBERSHIP

THE ASSOCIATION

SIXTH NATIONAL MEETING
THIRD PROGRAM COMMITTEE REPORT
AND
TENTATIVE PROGRAM SCHEDULE

Atlanta, Georgia

With the approval of Panels 24-30, the Program Committee is pleased to present the results of its consultations on November 18, 1975:

TENTATIVE SCHEDULE
(Panels are Listed in Caps)

AM 9:00-11:45 a.m. NM 2:15-5:00 p.m. PM 8:00-10:45 p.m.
N 12:00-1:45 p.m. E 5:00-8:00 p.m. L 11:00- p.m.

Tuesday, March 23, 1976

7:00-10:00 p.m. Executive Council Meeting

Wednesday, March 24, 1976

9:00 a.m.-5:00 p.m. Executive Council Meeting

NM Registration begins; ends at 9:00 p.m.

NM Set up book exhibits

E LASA Committee meetings

PM Film screenings

Thursday, March 25, 1976

AM Registration begins; ends at 9:00 p.m.

AM Regional associations' officers' Open Meeting

AM Union of Radical Latin Americanists (URLA) panel:
COLONIALISM

N Meeting on the "Panama Canal Issue"

N Meeting on Latin American Thought

N CLASP Steering Committee Lunch

NM EDUCATIONAL ALTERNATIVES

CUBA
U.S. NEWS MEDIA
Women's Coalition of Latin Americanists (WOCLA) Meeting

- E WOCLA cocktail party
Film Screenings
- PM POPULAR LITERATURE
QUANTITATIVE STUDIES
MODES OF PRODUCTION
Consortium of Latin American Studies Programs (CLASP) institutional representatives meeting; cocktail party immediately following

Friday, March 26, 1976

7:00 a.m. CLASP Steering Committee Breakfast

- AM Registration; ends at 5:00 p.m.
CORPORATISM
LORE
INTERNATIONALIZATION OF SOCIOLOGY
MEXICO-U.S. INTERFACE
CLASP Service Panel: TEACHING
SELECTED TOPICS (Wiardas)
- N Luncheon roundtables
- NM LASA Business Meeting
Agenda includes commemoration of LASA's tenth anniversary; introduction of past presidents and other officers and chairpersons, and past Program Committee chairpersons
- E LASA cocktail party; no host, cash bar
- PM SHORT-RUN ECONOMIC POLICY
APPLIED TECHNOLOGY
LITERATURE: LATIN AMERICAN VIEW OF U.S.

Saturday, March 27, 1976

- AM Registration; ends at noon
MILITARY
CINEMA PANEL
POWER POLITICS
SCIENCE AND TECHNOLOGY
- N Luncheon Roundtables
Granting Agencies Meet with Applicants

- NM Book exhibits and
 U.S. RESPONSE TO DENATIONALIZATION
 POLITICAL CULTURE AND SOCIALIZATION
 INTERNAL MIGRATION
 TRANSFORMING THE STATE
 CLASP Service Panel: CAREERS
- E Editors and Publishers meet Authors
- PM (PLENARY SESSION) DEPENDENCY RECONSIDERED
- L Film Screenings

Sunday, March 28, 1976

- AM Executive Council Meeting
 DRUGS
 FOREIGN IMMIGRATION
 HUMAN RIGHTS
 URLA: FEMINISM
- N URLA BUSINESS MEETING

We have developed this schedule with the purpose of starting and finishing the National Meeting on strong notes, with important panels spread throughout the program. By increasing the number and quality of the panels, as well as by attracting leaders in as many fields as possible, we hope that membership's interest will be sustained from beginning to end. Hopefully we have succeeded in avoiding the construction of a program that begins slowly on Thursday and "peters out" on Saturday, with heavy drinking required on Friday. The expansion of our time-frame into all evenings may test this hypothesis, but we have confidence in the professionalism of our membership and look forward to a productive meeting.

The Program: Panels

- Panel 1: Popular Literature and Popular Culture
 Presiding: Jean Franco (Stanford)
 Papers: Angel Rama (Univ. Central de Venezuela)
 Joan Dassin (Amherst)
 June Nash (NYU)
 Comment: Sylvia Wynter (UC, San Diego)
- Panel 2: Lore in Latin America
 Presiding: Johannes Wilbert (UCLA)

Papers: Raúl López (UCLA)
Allen Woll (Rutgers--Camden)
Candice Slater (Stanford)
Comment: Peter T. Furst (SUNY/Albany)

Panel 3: Cuba: Empirical Analyses of Change in Individual Beliefs and Behavior
Presiding: Jorge Domínguez (Harvard)
Papers: Lourdes Casal (Rutgers/Newark), "Images of Cuban Society in Pre- and Post-Revolutionary Novels"
Margaret Crahan (Columbia); "Salvation Through Christ or Marx: Religious Attitudes in Cuba Before and After the Revolution"
Marifeli Pérez-Stable (Florida), "Some Preliminary Hypotheses on the Attitudes of Cuban Workers: 1975"

Panel 4: Transforming the State: The Changing Role of the Public Sector in Latin America
Presiding: David Collier (Indiana)
Papers: Guillermo A. O'Donnell and Oscar Oszlak (Centro de Estudios de Estado y Sociedad, Buenos Aires), "Políticas Públicas y Estado en América Latina"
Alexandre Barros (Instituto Universitário de Pesquisas do Rio de Janeiro), "Transforming the State in Contemporary Brazil: The Technocratic-Military Alliance"
Carl F. Herbold, Jr. (Pomona), "The Maintenance State and the Service State: Strengthening the Public Sector in Peru, 1919-1945"
Susan Eckstein (Boston), "State Building After Revolution: Mexico, Bolivia, Cuba"
Comment: Alfred Stepan (Yale)

Panel 5: Quantitative Studies
Presiding: Peter H. Smith (Madison)
Papers: Harley L. Browning (Texas/Austin)
Richard Ratcliffe (Washington U., St. Louis)
Susan M. Socolow (SUNY/Plattsburgh)
Mark Szuchman (Texas/Austin)

Panel 6: New Latin American Cinema: Evolution and Future Directions, with Separate Film Screenings
Presiding: Julianne Burton (UC, Santa Cruz)
Papers: Andrés Hernández (New York, N.Y.)
Julia Lesage (Illinois/Chicago Circle)
Comment: Lourdes Casal (Rutgers-Newark)
Anna Marie Taylor (Chicago)

- Panel 7: Human Rights in Latin American Countries
 Presiding: Patricia Fagen (San Jose State)
 Papers: Kalman Silvert (NYU)
 Rose Styron (Rocksbury, Conn.)
 J.P. Morray (Corvallis, Oregon)
 Comment: Angel Rama (Univ. Central de Venezuela)
- Panel 8: Internationalization of Research in Latin American Sociology
 Presiding: Alejandro Portes (Duke)
 Papers: Richard N. Adams (Texas/Austin)
 Rubén Katzman (Fundación Bariloche)
 Arturo Valenzuela (Duke)
 Louis Wolf Goodman (SSRC)
- Panel 9: Science and Technology in Latin America
 Presiding: Rosario Morales-Levins (Harvard Medical School)
 Papers: Orlando Fals Borda (Bogotá), "Sociología"
 Mario Bunge (Montreal), "Filosofía"
 Jaime Hurtubia (Naciones Unidas, Santiago),
 "Ecología"
 Tomás Morales (Puerto Rico), "Biofísica:
 Protección Ambiental"
 Rosario Morales (Harvard), "Antropología
 de la ciencia"
 Richard Levins (Harvard), "Biología de
 Poblaciones"
- Panel 10: Dependency Theory Reassessed
 Presiding: Albert O. Hirschman (Institute for Advanced Studies, Princeton)
 Papers: Fernando Henrique Cardoso (CEBRAP)
 Osvaldo Sunkel (Sussex)
 Thomas Weisskops (Michigan)
 Theodore Moran (Johns Hopkins)
 Comment: Robert Packenham (Stanford)
- Panel 11: Short-Run Economic Policy in Latin America
 Presiding: Shane J. Hunt (Boston)
 NO REPORT
- Panel 12: Corporatism
 Presiding: Evelyn Stevens (Shaker Heights, Ohio)
 Papers: William P. Glade (Texas/Austin)
 Glen D. Dealy (Oregon State)
 Lois Wasserspring (Boston, Mass.)
 James A. Morris (San Diego State, Imperial Valley) and Stephen C. Ropp (New Mexico State)

Comment: Helen Douglass (Boston)

- Panel 13: Alternatives to Formal Education
Presiding: Thomas J. LaBelle (UCLA)
Paper: Francisco Gutiérrez (Univ. Nacional de Costa Rica)
Comment: To Be Invited
- Panel 14: The United States Connection: Traditional Drug Use and Modern Drug Policy in Latin America
Presiding: Paul L. Doughty (Florida)
Papers: Roderick Burchard (Manitoba), "A Peruvian Dilemma: Coca Use and the Cocaine Frontier"
William Vickers (Florida), "Ecuador: The Tribal Hallucigens"
Dina Krauskopf (Univ. de Costa Rica), "The Psychology of Lower Class Marijuana Smokers in San José, Costa Rica"
William True (Florida), "Marijuana Smokers and the Law in Costa Rica"
Comment: William Partridge (South Carolina)
- Panel 15: Selected Topics in Latin American Studies
Presiding: Howard and Ieda Wiarda (Massachusetts/Amherst)
Papers: Christopher Mitchell (NYU); "The Coup That Wasn't: Press and Politics in Contemporary Colombia"
Donald Herman (Grand Valley State), "Christian Democracy in Venezuela: An Ideologic Framework"
Roderic Ai Camp (Central College), "The Vasconcelos Campaign and Future Political Leadership in Mexico"
Harry Vanden (South Florida), "The Peasants as a Revolutionary Class: An Early Marxist View by José Carlos Mariátegui"
Emil B. and Wava G. Haney (Wisconsin/Green Bay), "Social and Ecological Consequences of Rural Production in a Highland Region of Colombia"
Peter Ranis (CUNY/York College), "Juan Perón: Perspectives on His Historical Impact on Argentinian History"
John Lent (Temple), "Organizing for the Paraphenalia of Modernity: Commonwealth Caribbean Mass Media"
David Geithman (Russell Sage College) and

M.J. Carvajal (Florida), "An Economic Analysis of Sex and Income Difference in Costa Rica"
Bruce J. Calder (Illinois-Chicago Circle), "The United States and the Dominican Republic: Insurgency and Counter-Insurgency in the First Insurrection, 1916-1924"

Panel 16: URLA: Colonialism, Class Formation, and Class Consciousness in Puerto Rico
Presiding: Mary Kay Vaughan (Illinois/Chicago Circle)
NO REPORT

Panel 17: URLA: Feminism and the Class Struggle
Presiding: Terry Dietz-Fee (UC, Riverside)
Papers: Norma Chinchilla (UC, Irvine), "Imperialist Strategy for Latin American Women"
Nancy Hollender (Cal State--Domínguez Hills), "Women Proletarianized: A Leap Forward?"

Panel 18: The Mexico-United States Border Interface
Presiding: Oscar J. Martínez (Texas/El Paso)
Papers: Jorge Bustamante (El Colegio de México), "A New Face of International Capitalism in Mexico's Northern Frontier"
C. Daniel Dillman (Northern Illinois), "Mexico's Border Industrialization Program: Current Patterns of Development and Alternative Futures"
Julius Rivera (Texas/El Paso), "An Introduction to the Human Ecology of the U.S.-Mexico Border"
Oscar J. Martínez (Texas/El Paso), "Conceptualizing Approaches to the Study of the U.S.-Mexico Border"

Panel 19: U.S. Response to Nationalization and Denationalization in Latin America
President: Marvin D. Bernstein (SUNY/Buffalo)
Papers: Albert L. Michaels (SUNY/Buffalo), "U.S. Response to Policies of the Chilean Military Junta, 1973-75"
James Petras (SUNY/Binghamton), "U.S. Response to the Venezuelan Nationalization of the Petroleum and Iron Industries, 1973-75"
Alfred E. Osborne, Jr. (UCLA), "The Historical Cost of Panama of U.S. Control of the Canal Zone and Projected Benefits of Nationalization"
Comment: Maurice Zeitlin (UCLA)

- Panel 20: U.S. Newsmedia and Latin America
 Presiding: John C. Pollock (Rutgers/Livingston)
 Papers: Jerry Knudson (Temple), "Herbert L. Matthews and the Cuban Story"
 Oswaldo Kreimer (Stanford), "The International Trade of Environmental Ideologies"
 John C. Pollock (Rutgers/New Brunswick), "The U.S. Press, the Cold War, and Latin America: An Anthropological Approach"
- Panel 21: The Comparative Role of Foreign Immigration in Argentina and Brazil
 Presiding: Robert C. Sheck (New Mexico State) and Robert Manley (Seton Hall)
 Papers: Robert C. Eidt (Wisconsin/Milwaukee)
 George P. Browne (Seton Hall) and Robin L. Anderson (UC, Davis)
 Eugene Sofer (UCLA)
 Thomas H. Holloway (Cornell)
- Panel 22: CLASP: Alternative Careers in Latin American Studies
 Presiding: Doris Turner (Kent State)
 NO REPORT
- Panel 23: CLASP: The Teaching of Latin American Studies at All Levels
 Presiding: Miriam Williford (Winthrop College)
 NO REPORT
- Panel 24: Political Culture and Socialization
 Presiding: Susan Bourque (Smith College) and Scott Palmer (Bowdoin College)
 Papers: Oliva M. Espin (Boston), "The Quinceañeras: A Latin American Expression of Women's Role"
 Ricardo Nuccio (Williams College), "The Family as Political Metaphor in Authoritarian-Conservative Regimes: The Case of Spain"
 Rafael López-Pintor (Univ. Autónoma de Madrid), "The Political Beliefs of Spaniards: The Rising of a More Democratic Generation"
 Robert E. Byles (Sam Houston State), "Modes of Political Participation in Uruguay"
 Klaus de Alquerque (Wolfford College), "The Colombianization of Black San Andrians"
 Bela Bianco (Columbia), "Sex, Class, and Power: Women's Role in Brazilian Local Politics"
 Shirley Harkness (Kansas) and Judith Talbot Campos (Univ. del Valle, Cali), "The Timing Mode and Content of Status Attainment: Re-

cruitment Patterns of Colombian Women in
Party Politics"

Comment: Kay V. Warren (Mount Holyoke)

- Panel 25: Power Politics in Nineteenth-Century South America
Presiding: Robert N. Burr (UCLA)
Papers: Ron L. Seckinger (North Carolina), "South
American Power Politics During the 1820's"
John Hoyt Williams (Indiana State), "Para-
guay, 1800-1870: Política Paranoica"
John H. Hann (Lowell, Massachusetts), "Bra-
zil and Uruguay, 1851-1855: The Limits of
Intervention"
Comment: John W. Kitchens (Tuskegee Institute)
- Panel 26: The Multiple Roles of the Military in Latin America:
Institutional Development and Hemispheric Relations
Presiding: John T. Fishel (Wisconsin/La Crosse) and
Caesar Sereseres (UC, Irvine)
Papers: Edward Gonzalez (UCLA), "Cuba"
Frederick Nunn (Portland State), "Chile"
Max G. Manwaring (Memphis State), "Career
Patterns and Attitudes of the Military in
Brazil"
Caesar Sereseres (UC, Irvine), "Guatemalan
Armed Forces and the Making of Public
Policy"
David Ronfeldt (Rand), "The Mexican Military"
Comment: Luigi R. Einaudi (U.S. State Dept.)
Abraham Lowenthal (Princeton)
Richard Fagen (Stanford)
Kalman Silvert (NYU)
- Panel 27: Applied Technology in Regions of Latin America
Presiding: Dilmus D. James (Texas/El Paso) and
James H. Street (Rutgers/New Brunswick)
Papers: Loretta Fairchild (Nebraska Wesleyan and
Cornell), "Empirical Evidence on the In-
dustrial Transfer of Technology: A Com-
parison of Mexico, Colombia, and Brazil"
Allen Jedlicka (Northern Iowa), "Choice of
Technique in Latin American Agriculture:
The Impact on Efficiency, Employment, and
Income Distribution"
W. Paul Strassmann (Michigan State), "The
Development of Alternative Construction Tech-
nologies in Latin America"
James H. Street (Rutgers/New Brunswick), "The
internal Frontier and Technological Progress
in Latin America"

Comment: Ross Hammond (Georgia Tech)
Robert Alexander (Rutgers/New Brunswick)

Panel 28: Two Hundred Years of U.S. History as Seen by Latin American Writers
Presiding: Joaquín Roy (Emory)
Papers: Alfredo Roggiano (Pittsburgh)
Ronald Christ (Center for International Relations, New York, and Rutgers/New Brunswick)
Ivan A. Schulman (Florida)
Comment: María A. Salgado (North Carolina)
Frederick Langhorst (Georgia Tech)

Panel 29: Internal Migration System in Latin America: A Spatial-Analytic Perspective
Presiding: Robert N. Thomas (Michigan)
Papers: Richard C. Jones (Wright State), "Myth Maps and Migration in Venezuela: Perceived Versus Objective Urban Opportunities"
Richard W. Wilkie (Massachusetts/Amherst), "Environmental Perception and Migration Behavior: A Case Study in Rural Argentina"
Ernst C. Griffin (San Diego State) and Lynden S. Williams (Ohio), "Rural Depopulation in Colombia: A Changing Concept in Population Distribution"
Luis E. Aragón (Michigan State), "The Neglected Rural Component of a Colombian Migration Model: The Case of the Chocó, Colombia"
Luc J.A. Mougeot (Ottawa), "Socio-Economic Integration of Migrants on the Urban Fringe: The Case of Cali, Colombia"
John D. Stephens (Virginia Polytechnic and Virginia State), Robert J. Wittick (Michigan State), and Robert N. Thomas (Michigan State), "The Migration System of Tegucigalpa, Honduras: Examples of Automated Spatial-Analytic Methods"

Panel 30: Modes of Production and Regional Development in Latin America
Presiding: Patricia A. Wilson (Cornell)
Papers: To Be Invited

The Program: Meetings

1. Editors and Publishers Meet with Authors:
Presiding: Michael C. Meyer (Hispanic American Historical Review)
Discussants: John D. Martz (Latin American Research Review)
Mathias Kieman (Americas)
Grant Barnes (UC Press, Berkeley)
2. Granting Agencies Meet with Applicants on Applying for Research Support
Presiding: Louis Wolf Goodman (SSRC)
Discussants: To Be Invited
3. Meeting on the Panama Canal Issue
Presiding: Abraham F. Lowenthal
Discussants: To Be Invited
4. Regional Officers' Open Meeting: "LASA and the Regional Area Studies Groups--Problems and Prospects"
Presiding: Roberto Esquenazi-Mayo (MALAS/Nebraska)
Discussants: Joseph L. Arbena (SECOLAS/Clemson)
Bernard Ansell (SULA/SUNY College/Buffalo)
Joseph Criscenti (NECLAS/Boston College)
Kenneth Grieb (Secretary/Wisconsin-Oshkosh)
Robert Hayes (RMCLAS/Texas Tech)
Philip Johnson (Chairman/San Francisco State)
Robert M. Smetherman (PCCLAS/Cal State-Fresno)
5. Meeting on Latin American Thought: "Traditionalism in Iberian Thought"
Presiding: Antón Donoso (Detroit)
Paper: O. Carlos Stoetzer (Fordham)
Discussant: To Be Invited
6. LASA Meetings
Business Meeting
Executive Council
Ad Hoc and Standing Committee Meetings
Steering Committee, Consortium of Latin American Studies Programs (CLASP)
CLASP Institutional Representatives Meeting
7. Other Business Meetings
Women's Coalition of Latin Americanists (WOCLA)
Union of Radical Latin Americanists (URLA)

The Program:
Luncheon Roundtables
and Chairpersons

1. "Corporatism"
David Mabry (Mississippi State)
2. "Government and Mass Media in Latin America"
Marvin Alisky (Arizona State)
3. "Problems of Student Field Trips in Latin America: Cultural Imperialism or Experiential Education?"
Elinor C. Burkett (Frostburg State)
4. "Export Performance of Latin American Countries"
Joyce E. Howland (SUNY/Oswego)
5. "The Experience of Latin American Recent Economic Integration"
Fuat Andic (Puerto Rico)
6. "Modern Plantations and Systems in Latin America"
John G. Corbett (Vanderbilt)
7. "Violent and Non-Violent Communism in Latin America"
Donald L. Herman (Grand Valley State)
8. "Research Reports on Argentina Since the Return of Perón: Problems and Prospects in Current Research"
Karen L. Remmer (New Mexico)
9. "Research Reports on Latin America's Fine Arts"
Sharon Girard (UCLA)
10. "Lunch with Angel Rama"
11. "Lunch with Osvaldo Sunkel"
12. "Lunch with Fernando Henrique Cardoso"
13. "Latin America and the Commonwealth Caribbean: Patterns of Conflict and Cooperation"
Anthony P. Bryan (Rhode Island)
14. "The Presidential Succession in Mexico and Its Significance for Understanding Mexican Politics"
Roderic Ai Camp (Central College)

15. "Amazonian Development"
Colin Maclachlan (Tulane)
16. "Theory and Methodology of Studying Women in the Latin American Labor Force"
Helen I. Safa (Rutgers/Livingston)
17. "Where are the Visual Arts in Latin America?"
Lester C. Walker (Georgia)
18. "Studying the United States in Latin America: Programs and Problems"
Joseph S. Tulchin (North Carolina)
19. "Human Rights in Latin America"
Brady Tyson (American University)
20. "Research Reports on Community Studies"
Carlos Gil (Washington)
21. "The Varieties of Income Distribution in Latin America"
Clark Reynolds (Stanford)

In addition, it is hoped to hold further luncheon roundtables on Saturday, March 27, 1976, with distinguished visiting foreign scholars from Europe and Latin America and the Caribbean. Selection of these roundtables may have to be made at time of registration. Members are requested to keep in mind hotel deadlines for meals: ticket sales close 24 hours in advance of the particular luncheon desired.

Conclusion

With regard to the panel on "Political Culture and Socialization," it is pleasing to note that papers presented there originally were sent by individuals to the Wiardas to be judged as part of the volunteer or selected topic paper panel. The Wiardas recommended that the papers be combined to form a new panel because of their unity; Susan Bourque and Scott Palmer were then named by the Program Committee to pull this new panel together. If this practice of moving from the particular to the general can be continued, we believe that LASA National Meetings will indeed be strengthened in a spontaneous way.

With regard to the draft program and schedule, we would appreciate the membership's help: If you see any necessary additions, corrections, or changes, please notify us through our UCLA office so that we can rectify matters for the final program. The deadline for the final program is January 26, 1976.

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A PROPOSAL TO THE FORD FOUNDATION
FROM THE
LATIN AMERICAN STUDIES ASSOCIATION (LASA)
FOR
CONTINUING AND EXPANDING LASA'S SERVICES
TO THE SCHOLARLY COMMUNITY

Submitted by the
Executive Council of LASA
June, 1975

SECTION I: INTRODUCTION

Since its founding in 1966, the Latin American Studies Association has experienced steady growth in membership and responsibilities. Indeed, as the Association moves to celebrate its tenth birthday in 1976, it enjoys a membership approaching 2,000, and has projects and activities under way on three continents. Foundations were generous to the Association in those early years, and the above achievements would not have been possible without their help--especially that of the Ford Foundation.

University institutional support has also been of critical importance to the Association. From its founding until 1974, The Latin American Research Review was generously backstopped by the University of Texas. Similar support has been provided since then by the University of North Carolina. The LASA Secretariat, nerve center of the Association, has since 1972 been housed and partially supported by the University of Florida. Prior to that date, the Hispanic Foundation (now the Latin American, Portuguese and Spanish Division) of the Library of Congress had given the Secretariat space and financial backing.

In general, a new pattern of funding and amplified activities has emerged since 1972. A judicious mix of foundation support for committee projects, university institutional support, and dues and publications income has permitted expansion of the Association's services, while facilitating the growth of LASA as a vigorous and articulate spokesman for Latin American Studies in the United States and in the international community. These activities, quite properly, have come to be defined rather broadly as professional service to the membership; service to the nation, through helping to focus public attention on a somewhat neglected area of continuing importance; and service to the international community, through cooperative and collaborative activities of all kinds.

A brief review of priority activities for the past three years may be helpful in suggesting how the Association has evolved and matured. When the Secretariat was transferred to the University of Florida in 1972, the first priority was to

set LASA's administrative and financial house in order. At a substantial expenditure of human and financial resources, this has been done, and internal housekeeping problems should not hamper Association activities in the future. The second priority was to increase the Association's visibility and viability, and again, we believe this has been accomplished. As part of this effort, LASA's roles as instigator of new activities, broker between professional publics, and clearinghouse for information about Latin American studies have multiplied. All of this involves increased demands on the Secretariat, the Executive Council, and the committees, but we view these demands as a sign of institutional health.

A third priority was to increase the number and scope of our publications. We began with an expanded and enlarged LASA Newsletter, designed primarily as a house organ for the membership, and proceeded to publish other studies, handbooks, and reports. We are gratified that reception of the Newsletter has been enthusiastic, while demand for our other publications continues to grow. 1975 will be a banner year for LASA publications; in addition to Data Banks and Archives for Social Science Research on Latin America, which appeared early in 1975, the following publications are, or soon will be, in press: Latin America: An Acquisition Guide for Small Colleges and Public Libraries, and A Guide to Latin American Studies Programs in the United States. In addition, as a spin-off from its first National Seminar on the Teaching of Latin American Studies to be held at the University of New Mexico, July-August, 1975, the Association hopes to begin a new publications series of teaching materials of all kinds, including audio-visual.

A fourth priority, no less important, has been to work to increase collaboration among Latin Americanists in this hemisphere, Europe, and Asia. Cordial cooperative relations now exist between LASA and the Consejo Latinoamericano de Ciencias Sociales (CLACSO), and negotiations are at present under way to begin a similar relationship with CLACSO's European equivalent, CEISAL. Central to this collaboration is the Ford Foundation-sponsored Ph.D. dissertation distribution project. Now beginning its third year, this project has provided U.S.-authored Ph.D. dissertations on Latin America to a dozen countries. A total of 427 individual dissertations have, to date, been forwarded to depositories in Latin America, and--judging from the responses received--this has been an immensely successful and useful program.

Finally and closely related to the fourth priority, LASA has been deeply committed to forging contacts and stimulating activities which link Latin Americanists to other scholars sharing similar concerns. For example, just recently we have agreed to co-sponsor an up-coming conference on Women and Development to be held at Wellesley. In the same vein, the 1977 LASA National Meeting will be held concurrently and in co-

ordination with the national meeting of the African Studies Association.

Thus, in a number of ways we feel that LASA has "come of age." Although the youngest of the professional area associations in the United States, it has already achieved a degree of membership participation and enthusiasm which augurs well for the future. Recognition of LASA's legitimate representational function is spreading, both nationally and internationally. We have been called on (as an Association) to testify before Congress, and the services and advice of the Secretariat are sought by a wide range of constituents, both individual and institutional. Contacts, services, activities and membership continue to expand at a time when other professional organizations and associations find themselves eroded by financial and other pressures. Ford Foundation funding has been central to many of these achievements, and on the following pages we present our plans and arguments for continuation of that support.

SECTION II: GRANT RENEWAL

In this section are listed those activities both on-going and new, for which Ford Foundation funding is being sought. Associated with each activity is a sub-budget extended over the three years which would be covered by a grant renewal. An overall picture of the manner in which these activities and this funding fit into the totality of LASA activities and funding will be presented in Section III.

1975-78 LASA Activities:

To be funded wholly or in part under the proposed grant

COMMITTEES:

The committee structure of LASA is varied and vigorous, and in the main we feel that it has been productive. Under the current Ford grant many of the committees have developed plans and executed projects that we clearly wish to continue. On the other hand, we are also acutely aware that major committee activities must now be or soon become self-financing. In fact, certain committees such as the Committee on Teaching (\$65,000 from the Tinker Foundation) and the Committee on Women (\$9,800 from Ford) have already demonstrated their capacity to generate additional financing. We are thus requesting three more years of support (stepped down each year) for committee activities, but with the clear understanding--to be communicated to the committees--that at the end of this period it will probably not be possible for LASA to offer direct subsidies to any committees except under unusual circumstances.

Although LASA is preparing a shadow budget allocating approximate amounts to specific committees over the three year period, we wish to continue our practice under the current grant of flexibility in inter-committee transfer of funds. It has been our experience that it is impossible to foresee with any high degree of accuracy which committees will be able to use funds most effectively. In fact, the last three years suggest that new committees must occasionally be formed in response to new needs, and existing committees disbanded as they accomplish their stated purposes or as priorities change in an environment of scarcity. As an example, the Regional Liaison Committee, formed to improve communication and interchange between LASA and the regional Latin American studies organizations, now has a weaker claim on our budget than a committee such as Scholarly Resources which continues to develop small but extremely useful projects in areas such as Cuban bibliography and Peruvian photographic archives.

Budget: All Committee expenses and activities

First year:	\$10,500
Second year:	9,000
Third year:	<u>6,000</u>
Total	\$25,500

Comment: The annual scaling down of the committee budget reflects LASA's determination to achieve a greater degree of self-financing in this area.

INTERNATIONAL SCHOLARLY ACTIVITIES:

In the current Ford grant and array of activities, a number of items bear directly on the relations of LASA and the U.S. community of Latin Americanists with their counterparts in other regions. Examples are the work of the Committee on Scholarly Relations, liaison with CLACSO, the dissertation distribution project, the free distribution of LASA publications in Latin America and Europe, the presence of Latin Americans at LASA national meetings, and--at least indirectly--much of the work of the Scholarly Relations Committee and the Emergency Committee to Aid Latin American Scholars (ECALAS). The time has come, we feel, to gather together and rationalize these activities--above, and beyond what properly belongs to the existing committee structure and to ECALAS.

In grouping these activities together, we are motivated by at least two concerns growing out of our experience in this area. First, the construction of truly co-joint activities with our Latin American colleagues has proved difficult for reasons relatively well known to all who have attempted this

kind of work. Thus, we wish to give more emphasis to co-operative work on key issues of shared concern to Latin Americanists whatever their nationalities and places of work. In this spirit, for example, we are exploring contacts with both Western and Eastern Europeans. Second, the rapidly changing political and cultural realities of Latin America continue to present new opportunities and challenges for the creative use of our resources. For example, during the past three years, beyond the dissertation distribution project and other more personal contacts and exchange of materials, we have not been able to work directly with Cuban scholars. We have, however, lobbied patiently and tenaciously to convince the State Department that Cuban scholars ought to be granted visas to enter the United States to attend professional meetings. In May, the first such Cuban scholar was granted a visa, and there are indications that LASA's high energy but low cost efforts were important in securing this favorable decision. Recently, through the good offices of a friend of LASA, we were able to make direct contact with Prime Minister Castro to initiate a preliminary exploration of a larger exchange of persons and materials with the Cubans. It is clear that current trends in U.S.-Cuban relations facilitate such exchanges, and LASA is well situated and staffed to act as these opportunities arise.

Budget: International Scholarly Relations

First year:	\$3,000
Second year:	3,000
Third year:	<u>3,000</u>
Total	\$9,000

Comment: Permissible expenditures would include, but not be limited to, related travel by LASA members and non-members (of diverse nationalities), non-U.S. travel to national meetings, distribution of dissertations and LASA publications, and exchange of scholarly materials.

LASA PROFESSIONAL WORKSHOPS:

The Lambert Report on area studies and numerous discussions in LASA and other professional organizations all underscore the need for increased opportunities for "mid-career" training and rejuvenation. Many young--and not so young--professionals find themselves loaded with teaching and administrative responsibilities, locked into pedagogical and research patterns and interests that have changed only marginally since their days in graduate school. Meanwhile, the field or fields in which they were trained or are now interested are changing rapidly under

the influence of fresh research, cross-disciplinary fertilization, methodological developments, and significant new inputs by non-North American scholars.

To meet in part the members' needs generated by this situation, we propose to establish a series of training and research workshops organized along the following lines: All workshops would be held in the summer and would last from three to five weeks. The clientele would be two to three dozen (young?) professionals who already have the Ph.D. but who need time and a structured opportunity to get into a new literature (public policy studies?), new ways of thinking about old foci (church, military?), guidance in working across the boundaries of conventional disciplines (political economy?), methodological innovations (quantitative history?). To the extent possible, such workshops would have a regional base and be organized in cooperation with the appropriate regional Latin American studies association. LASA would grant seed money on a competitive basis to established professionals submitting proposals to organize and run such a workshop. This seed money (to perhaps a limit of \$1,000 in each case) would provide travel and administrative expenses to be used in setting up the workshop and obtaining additional funding and support. No fixed format for the workshops would be set a priori. Some, with additional funding from agencies like NSF or NEH might be resident workshops with all expenses paid for participants. Others, held in areas of high academic density, like New York, Boston, or the San Francisco Bay area might be summer school commuting workshops of the sort commonly held for secondary school teachers--although with quite different content and purposes. We are also investigating the possibility of holding one or two workshops in Latin America. In any event, these workshops should tap the most vital topics and persons in the field, bringing scholars engaged in methodological and theoretical ground-breaking together with others who have not had the opportunity for exposure to such developments. Above all, it will be important to recruit vigorous, imaginative, and capable organizers for the workshops. Our preliminary discussions suggest that this will be possible.

Budget: LASA Professional Workshops

First year:	\$3,000
Second year:	3,000
Third year:	<u>3,000</u>
Total	\$9,000

Comment: We would expect to be able to offer three to four "organizational grants" each year to persons wishing to

run these workshops. A screening committee of the LASA Executive Council would evaluate proposals and award the grants.

PUBLISHING:

LASA has developed a vigorous program of publishing which includes six CLASP publications, the paperback reprint of the Handbook of Latin American Studies, occasional papers such as the Report on Guatemala, and subsidies to scholarly works such as Nelson P. Valdés, A Bibliography on Cuban Women in the Twentieth Century. (Note: The Latin American Research Review is self-financed out of membership dues, direct subscriptions and advertising; the LASA Newsletter will be discussed in the next section.) We hope to continue and even expand these activities-- at a time when printing and mailing costs are rising more rapidly than the general inflationary index.

Since we are well aware of the impossibility of having a vigorous publication program unless it is largely self-financing, we are reviewing our total range of such activities and sales policies with the intent of reaching at minimum a "break-even" point. Ideally, of course, we would hope eventually to be earning income from the sale of publications. (The paperback reprint of the Handbook should be a money-maker, as should the future sale of the proceedings of the national meetings.) But at present we continue to require backstopping for the program at a modest and decreasing annual rate.

Budget: LASA Publishing (exclusive of LARR and the Newsletter)

First year:	\$4,000
Second year:	3,000
Third year:	<u>1,000</u>
Total	\$8,000

Comment: The sharply reduced third year budget puts LASA on record as committed to achieving self-financing in this area.

LASA NEWSLETTER:

The main vehicle of communication between and among the LASA membership is the quarterly Newsletter. Under the current Ford grant, the Newsletter has expanded from a mimeographed sheet to an informative and handsomely bound offset publication averaging about 125 pages per issue. Actual annual Newsletter expenses (essentially printing costs, since copy is prepared in the Secretariat and not budgeted separately) are running as budgeted

in the current grant--approximately \$8,000. It is clear to LASA that this level of subsidization cannot be maintained. Additional LASA non-grant income will have to be devoted to the Newsletter, the format and length will have to be changed substantially, or both. We do not foresee substantial changes in the Newsletter next year, but with some lead-time, we expect to be able to reach a viable resolution of this dilemma. Thus, we are requesting an additional year of support for the Newsletter at 75% of the current level, with sharply diminished levels for the succeeding two years.

Budget: LASA Newsletter

First year:	\$6,000
Second year:	4,000
Third year:	<u>2,000</u>
Total	\$12,000

Comment: As suggested above, this budget forces LASA to absorb and/or sharply restrict Newsletter costs.

WAYS AND MEANS:

Under current institutional arrangements, the Ways and Means Committee of the Executive Council is, in fact, the Council as a whole. The Winter meeting of the Executive Council (as opposed to the Fall and Spring meetings) is considered the Ways and Means meeting and therefore concentrates on long-range planning, budgetary questions, and decisions having to do with the financial condition of LASA. As useful as it is to meet as a whole to consider these questions, it is also somewhat expensive and at times a bit unwieldy. Thus, at its May, 1975 meeting, the Executive Council of LASA reconstituted the Ways and Means Committee to consist of the President, the Vice-President, the Executive Secretary, and one named member of the Council. It is hoped that this more streamlined Committee will be able to take more frequent and vigorous actions to ensure the financial health and continued high activity level of LASA.

We are thus asking for a small annual budget for this Committee and its activities apart from the overall committee request. Ways and Means monies would be used for activities that bear directly on the management and strengthening of LASA's financial situation: Examples would be travel and expenses of members of the Ways and Means Committee, membership drives, contacts with foundations and potential contributors to LASA activities, special studies and consultantships related to the above.

Budget: Ways and Means

First year:	\$2,000
Second year:	2,000
Third year:	<u>2,000</u>
Total	\$6,000

Comment: Not part of the regular committee budget for reasons explained above.

EMERGENCY COMMITTEE TO AID LATIN AMERICAN SCHOLARS (ECALAS):

With the phasing-out of the ECALAS office in New York during June of this year, ECALAS activities and files will pass to the University of North Carolina. Under the direction of Professor Federico Gil, the Institute of Latin American Studies at North Carolina will assume responsibilities for continuing a modest level of ECALAS activities and maintaining a critical mass of contacts and resources that can be utilized if and when the North American academic community is again called upon to aid Latin American academics as it was in the Autumn of 1973. ECALAS activities, achievements, problems, and budgetary situation are well covered in ECALAS grant reporting and direct correspondence with the Ford Foundation. There is no need to review that record here. Rather, what is relevant is (1) continuing LASA commitment to ECALAS (in its revised form), and (2) the budgetary implications of that commitment.

Over the past two years, Ford funding to ECALAS has been larger than total Ford support directly to LASA. This creates obvious problems for "incorporating" ECALAS into a current grant request. Even a much scaled down ECALAS, expending approximately one tenth of the past annual ECALAS budget, looms as potentially the largest single committee activity of LASA, and the only one involving salaries. Were we to treat ECALAS as just "another" committee of LASA, serious distortions to both committee budgets and perhaps ECALAS activities would occur. In fact, aside from the Secretariat and LARR (neither of which is funded by Ford), LASA pays no salaries--all work being donated by members. But it is clear that the minimal organizational requirements of ECALAS are such that a part-time employee is needed. Faculty in the Durham and Chapel Hill area have pledged to donate time to placement and administrative questions. The Institute of Latin American Studies at North Carolina will donate space and some infrastructural support. Carry-overs from the direct Ford grants to ECALAS will pay xeroxing, mailing, and telephone costs at a modest level for up to three years. What remains to be funded is one half-time assistant (fluent in Spanish) who will carry on the day-

to-day work of ECALAS correspondence and administration. We have reason to believe that such a person could be contracted (perhaps as a research assistant under the University of North Carolina) for approximately \$3,500 per year. Thus, in this grant proposal we are treating ECALAS as an additional "special" activity of LASA. Were we not to handle it in this way, a separate small terminal grant directly to ECALAS would probably be necessary.

Budget: ECALAS

First year:	\$ 3,500
Second year:	3,500
Third year:	<u>3,500</u>
Total	\$10,500

Comment: ECALAS has contacted approximately six dozen foundations and alternate sources of funding, without success, in an attempt to defray these costs of continuation.

SUMMARY DRAFT BUDGET FOR A \$80,000 GRANT RENEWAL
TO LASA FROM THE FORD FOUNDATION
(INCLUDING ECALAS)

<u>ACTIVITY</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>TOTAL</u>
Committees	\$10,500	\$ 9,000	\$ 6,000	\$25,500
International Scholarly Relations	3,000	3,000	3,000	9,000
LASA Professional Workshops	3,000	3,000	3,000	9,000
Publishing	4,000	3,000	1,000	8,000
<u>LASA Newsletter</u>	6,000	4,000	2,000	12,000
Ways and Means	2,000	2,000	2,000	6,000
<u>TOTALS</u>	<u>\$28,500</u>	<u>\$24,000</u>	<u>\$17,000</u>	<u>\$69,500</u>
Emergency Committee to Aid Latin American Scholars	<u>\$ 3,500</u>	<u>\$ 3,500</u>	<u>\$ 3,500</u>	<u>\$10,500</u>
<u>TOTALS</u>	<u>\$32,000</u>	<u>\$27,500</u>	<u>\$20,500</u>	<u>\$80,000</u>

SECTION III:
LASA, FINANCES, AND THE FUTURE

Although the Ford Foundational institutional support has been critical to the growth and maturation of LASA, it has always constituted a minority of the total financial package. Because these financial arrangements are a bit complex, we have, in this section, attempted to sketch a "typical" income statement for LASA, grouping sources of income under three headings: (1) Continuing cash income; (2) Special grants and projects; and (3) University contributions (shadow budgets for the Secretariat and for LARR). Figures for 1975 have been used as the basis for constructing this schematic income statement. No claim is made that all figures are exact to the last decimal place. Some are estimates. But none is probably off more than plus or minus 10%, and thus the overall picture presented is very representative of the financial structure of LASA. Specific financial information of a more conventional sort (i.e., budgets--both consolidated and disaggregated--income and expenditures, and the 1974 audit) are all available for those who wish more detail. The schematic income statement is followed by a series of comments and elaborations which further explain the current financial situation of LASA, the financial future of the Association, and the place of a Ford Foundation grant renewal in this picture.

Schematic Income Statement
Latin American Studies Association
1975

CONTINUING CASH INCOME

Membership dues

Regular (1,400 @\$15)	\$21,000	
Student (400 @\$8)	3,200	
Institutional (CLASP) (120 @\$50)	<u>6,000</u>	
Sub-total	\$30,200	\$30,200

<u>Sale of Publications, Membership Lists, etc.</u>		\$ 2,000
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<u>Interest on Accounts</u>		\$ 2,000
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<u>Latin American Research Review</u> Direct subscriptions, Advertising, Royalties, etc.		\$29,000
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TOTAL CONTINUING CASH INCOME	\$63,200	<u>\$63,200</u>
<u>SPECIAL GRANTS AND PROJECTS*</u>		
<u>Institutional Support (Ford)</u> (\$105,000 three-year grant terminating at end of Sep- tember, 1975, calculated at 3/4ths of \$35,000	\$26,750	
<u>ECALAS (Ford)</u> (\$43,000 one-year grant phas- ing out July, 1975, calculated at 1/2 of total)	\$21,500	
<u>Women's Committee (Ford)</u> (\$9,800 three-year grant cal- culated at 1/3 of total)	\$ 3,270	
<u>Teaching Committee (Tinker)</u> (\$65,000 one-year grant cal- culated at 100% of total)	<u>\$65,000</u>	
TOTAL SPECIAL GRANTS AND PROJECTS	\$116,520	<u>\$116,520</u>

UNIVERSITY CONTRIBUTIONS, SALARIES
AND SUPPORT (SHADOW BUDGETS)

<u>University of Florida, Secre-</u> <u>tariat</u>		
Half-time Executive		
Secretary	\$10,500	
Full time Assistant	9,300	
Half-time Graduate		
Assistant	4,000	
Office Space	3,000	
Utilities, Services,		
Equipment	<u>3,000</u>	
<u>Sub-total, Florida</u>	\$29,000	\$29,000
<u>University of North Carolina</u> <u>Latin American Research</u> <u>Review</u>		
Half-time Editor	\$11,000	
Half-time Associate		
Editor	10,000	

*It is this section of the schematic income statement that is most elastic--which shows most variation from year to year as grants and projects come and go.

Full time Secretary	\$ 8,000	
Two half-time graduate assistants	7,000	
Office space	3,000	
Utilities, services, equipment	<u>2,000</u>	
Sub-total North Carolina	\$41,000	\$41,000

TOTAL UNIVERSITY CONTRIBUTIONS		\$ 70,000
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<u>TOTAL:</u> ALL CASH INCOME, SPECIAL GRANTS AND PROJECTS, UNIVERSITY CONTRIBUTIONS		\$249,720
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Comments and Elaborations

1. Although the relevant data are not contained in the above schematic statement, LASA is currently in good financial condition. Significant cash balances are on hand, we are living within our income (not undertaking projects for which financing is not guaranteed), and attempting to balance income against expenditure on occasions like the national meetings where registration fees, sale of space to exhibitors, and the sale of papers have traditionally covered the expenses involved in putting on the meetings. The Latin American Research Review has a balanced income-expenditure budget which consists of the \$29,000 listing under continuing cash income plus approximately \$14,000 which LASA pays to LARR out of membership dues. Expenses for the Secretariat and the Executive Council above and beyond the shadow contribution of the University of Florida are met by the remainder of membership dues and Secretariat income LASA committees are disciplined in their spending by close Executive Council scrutiny and by the parameters set by the special grants and projects income.

2. As a "first cause" of the sound financial situation of LASA, however, the importance of the two major university contributions should be noted. Were the University of North Carolina not supporting LARR, and were the University of Florida not supporting the Secretariat, there is no conceivable way that LASA could continue its present level of activities and services. In the short run (three to five years), no possible combination of growth in membership, change in dues structure, or other money-raising schemes would enable LASA to purchase

these services on the open market on a cash basis.

Fortunately, we have every expectation that we will be able to continue to elicit equivalent and even increasing levels of University support. Our contract with the University of North Carolina for the housing and support of LARR runs through August, 1979. The Secretariat is "up for bid" as of the Fall of 1975, with an actual transfer to take place in the Summer of 1976. If an acceptable bid is not received next Fall, the University of Florida would continue to house LASA for an additional year. Although the generalized university financial crisis will make this transfer of the Secretariat more difficult than it was last time, we have already received some "feelers" and expect to be able to evoke an acceptable bid.

3. The Executive Council has made a careful review of its own dues structure, the dues of other professional organizations, and the increasing costs of the Secretariat. A decision has been taken to raise regular member dues from \$15 to \$18, and graduate student dues from \$8 to \$9, effective, 1976. Even without any growth in membership, this will generate an additional \$4,600 of income for the Secretariat, enough to meet rising costs and perhaps fund a few additional activities. But it is clear, as noted in the previous section, that certain money-losing activities, such as the array of LASA publications will have to be put on a break-even or money-earning basis over the next few years. And new sources of funding for LASA committees and projects will have to be sought.

4. Finally, the schematic income statement allows us to place present and future Ford Foundation support of LASA in proper perspective. In a 1975 income picture in which approximately a quarter of a million dollars are flowing directly or indirectly into support for LASA, only slightly more than ten per cent (\$26,750) of this total is in the form of direct institutional support under the Ford grant now terminating. Of course this percentage would rise were the Ford support figure in the schematic income statement set at \$35,000 (an un-prorated one-third of \$105,000). It would rise even further if the schematic income statement did not include \$21,500 as a pro-rated ECALAS figure. But even were these two conditions to prevail in the calculation, the Ford grant as a proportion of total LASA income would reach only a bit more than 15% in 1975. In 1976, assuming the full renewal of the Ford grant as requested, the change in dues structure, and an otherwise similar income structure (minus ECALAS, of course) the Ford contribution to the overall income structure of LASA would approximate 13 percent, diminishing in 1977 and 1978 as the grant phased out.

We thus feel justified in making a series of assertions: LASA is currently in good financial health; the successful transfer of the Secretariat is the key problem looming in the short-run; we are cautiously optimistic regarding the solution to

that problem; the Executive Council is very actively engaged in attempts to strengthen the financial situation of LASA; in the past, present, and--we hope--the future of LASA, Ford Foundation support has been critical in providing us with the flexibility needed to undertake new activities and provide increased services to the membership. Although critical, however, that support has always been in some sense "additional" to other monies. As evidenced by our success with the Tinker Foundation, we are confident that we can increasingly call on others to help with those projects and activities which we consider to be of most benefit to our membership, the larger set of persons concerned with Latin America, and the community at large.

Editor's Note: As previously announced in the September News-
letter, this proposal was funded by the Ford
Foundation in September, 1975.

LASA PROFESSIONAL WORKSHOPS

Under the terms of its new Ford Foundation grant, the Latin American Studies Association will award several grants for the organization of professional workshops in 1976, 1977, 1978. These workshops are aimed at increasing opportunities for mid-career training and professional up-dating in such areas as recent methodological developments.

To meet in part the members' needs generated by this situation, LASA has established a fund of \$3000 per year to develop training and research workshops along the following lines: most workshops will be held in the summer and will last from two to five weeks. Participants will number one to three dozen professionals active in research, administrative or teaching positions who need a structured opportunity to get into new literature, new ways of thinking about old questions, direction in working across the boundaries of conventional disciplines, and current methodological innovations. Graduate students will not normally be included.

To the extent possible, such workshops would have a regional base and be organized in cooperation with the appropriate Latin American regional council (e.g., PCCLAS, NECLAS, etc.). LASA would grant seed money on a competitive basis to established professionals submitting proposals to organize and run such a workshop. This seed money, to a maximum of \$1000, would provide travel and administrative expenses to be used in setting up the workshop and exploring additional funding and support.

There is no fixed format for the workshops. Some, with additional funding from universities and/or other funding sources, might be resident workshops with participants' expenses paid. Others, held in areas of high academic density, might be summer school commuting workshops with quite different content and purposes. The holding of workshops in Latin America will be encouraged. It is hoped that these workshops will assist not only in upgrading the professional standards of the participants, but will also result in the production of teaching aids, publications, or other materials of use to the field of Latin American Studies.

To be included in the 1976 competition all completed proposals must be received at the Secretariat, Box 13362 University Station, Gainesville, Florida 32604 by January 31, 1976. All letters of intent or application must include the following information:

Name(s) of Organizer(s), Address(es), and Telephone(s)
Position and Institution
Participants and Criteria for Selection (Specific Names if Possible and Institutional Affiliations)
Title of Workshop
Objectives and Expected Results

Procedures

Location/Arrangements and Dates

Institution Affiliation or Cooperative Arrangements for
Support and Funding

Proposed Budget: travel; telephone; general expenses; other
support funds; LASA portion

The LASA-CLASP Screening Committee will announce the awards by
March 15, 1976. Deadline for the 1977 competition is June 1,
1976.

REGIONAL LIAISON COMMITTEE

Chicago, Illinois

June 7-8, 1975

Minutes

Members Present: Joe Arbena (SECOLAS), Marvin Bernstein (SULA), Joseph T. Criscenti (NECLAS), Roberto Esquenazi-Mayo (MALAS), Kenneth J. Grieb (Committee Secretary and Regional Newsletter Coordinator), Robert Hayes (RMCLAS), Phil B. Johnson (Committee Chairman), Robert Smetherman (PCCLAS), Felicity Trueblood (LASA Executive Council).

The meeting was called to order at 9.20 A.M. on June 7 by Chairperson Phil Johnson. Professor Johnson opened the session by reporting on his discussion with the LASA Executive Council and officers regarding funding of the Regional Liaison Committee, in accordance with the decisions made by the committee at its previous meeting. Professor Johnson reported that the Executive Council had reviewed the work of all committees, and was pleased with the work of the Regional Liaison Committee and with the regional collaboration it has promoted among the various associations. He emphasized that the Executive Council considers this a significant activity and hence considers this group an important association committee. Prospects for funding, however, are clouded by the impending termination of the Ford Foundation Grant to LASA, which will end this summer. Although a dues increase is contemplated, obviously the finances available to the Association will be restricted, and consequently its ability to fund any particular committee will be correspondingly reduced. As a result, the previous level of funding to the committee cannot be continued. Professor Johnson stated that the LASA Executive Council consequently wishes the committee to establish priorities from among its activities for LASA funding consideration.

Professor Johnson explained that there were several possible funding alternatives which should be considered. One was associating the committee with the institutional arm of LASA, that is, CLASP. Another was seeking a new grant for the Committee with the cooperation of LASA, more specifically to conduct regional workshops and seminars. Such a grant might be sought to promote the study of new areas by individuals in mid-career, or to study the methodology of teaching Latin America, employing a pedagogical-outreach approach such as that currently being conducted by several of the regional associations such as MALAS and PCCLAS, as well as by CLASP. It was also possible, he added, for the Regional Liaison Committee to seek separate grant funding. An extended discussion followed regarding the various al-

ternatives available to the committee and LASA, and the implications of this situation for the future relationship between the regional associations and the national organization. During the course of the discussion it was noted that CLASP has only limited funds, with most of these devoted to its publication program. Professor Trueblood noted that LASA would be unable to fund any of its committees after the termination of the grant, and consequently this committee was being treated in the same manner as all others. She emphasized that LASA had regarded the prior funding as "seed money", and also will make every effort to continue to fund on-going projects. All agreed upon the value of the committee's work, and the desirability of finding some means to continue its operations at the present level, if not to expand them. It was noted that committee funding requests could be routed through LASA, as the agency for tax purposes, and that the various regional associations could also seek external funding independently. Professor Arbena cited the Regional News Column as a tangible product produced by the committee, whose value in promoting cooperation was self-evident. The calendar of annual meetings and annual list of officers, which have appeared in the national LASA Newsletter, were also cited as tangible products of the committee.

Professor Esquenazi-Mayo noted that the various regional associations have a life of their own, and that their priorities were placed primarily on their own functions. Consequently, he contended that liaison at the national level was most in the interest of LASA, and that it was correspondingly incumbent upon the national association to promote this type of activity rather than upon the regional associations. All agreed, however, that the committee had a great value to the regional associations as well. Considerable discussion about possible association with CLASP followed, with an examination of the roles of this committee and CLASP. Some members felt that CLASP's function was quite different. Professor Trueblood commented, however, that CLASP was engaged in "network building" and that this committee certainly constituted a "network" of interlocking regional associations. In this sense she felt that some future association with CLASP was possible. At this point the discussion of the various financial alternatives was temporarily terminated, so that the committee could move to its agenda items. All present agreed to give further consideration to the matter, reporting back to their respective associations, and to return to the topic at this meeting and subsequent gatherings.

At this point Chairperson Johnson called for reports from each of the regional representatives, regarding their organization's activities during the past year, and future plans for the forthcoming year. Professor Grieb opened the session, reporting on the national committee activities, specifically the Regional News Column and its supplements, the annual calendar of meetings

and list of officers. He noted that the Regional News Column had been regularized on a bi-annual basis, being prepared in November and March. He explained that this coincided with the majority of the regional newsletter press deadlines, but added that it was impossible to match all. Professor Grieb also noted that the calendar of meetings would be issued on an annual basis, most likely during December. He thanked the regional representatives for their cooperation, and emphasized that continued cooperation was essential, since the success of the column depended on various associations forwarding their news to the Regional Newsletter Coordinator as early as possible, particularly in the case of meetings to be included on the calendar. Professor Johnson noted that the Regional News Column was now being carried in virtually all the regional newsletters, and that plans were underway for the remaining regional newsletters to begin publishing it. The result would be a national network for interchanging news among various associations enabling members of each to read about events in other regions in their own newsletter, and reaching members of LASA who might not be affiliated with a regional association through the national newsletter.

The group then turned to a discussion of the various activities of the specific regional associations, with each member reporting in turn on the activities of his organization. The diversity of programming and the varying amount of advance planning for future meetings was apparent in the reports collectively. Particular emphasis was placed on special projects. Professor Criscenti, reporting on the activities of NECLAS, observed that the success of the first charter flight to Rio had inspired his association to plan for future charters. Several alternatives were being explored, and NECLAS hoped to sponsor additional charter flights next year to at least one point in South America and perhaps several. Professor Bernstein noted that SULA had looked into the possibility of booking flights on a group plan rather than on a charter basis, providing more flexibility. He added that SULA planned a special joint meeting with ATLAS to be held in the New York City area. This would be an extra meeting, in addition to SULA's regular annual session. Discussing the activities of MALAS, Professor Esquenazi-Mayo noted that MALAS planned well in advance for its annual meetings. He emphasized that a separate meeting, a gathering of Directors of Latin American Study Centers and Programs from Mid-Western Universities also was held, and that this group was scheduled to meet September 29-30 at the University of Nebraska-Lincoln.

The morning session was suspended at 11:50 A.M. for lunch.

The meeting was again called to order by Chairperson Johnson at 2:40 P.M. Discussion of various aspects of the activities of specific regional associations continued with members exchanging ideas and plans, regarding administrative details and various

projects, so that all might benefit from the experiences of each association. Considerable discussion regarding the size of membership, trends, and various possible ways to expand membership in each of the associations followed. The variations in membership among the disciplines received extensive consideration. The potential for involving Chicanos and other Hispanic-Americans was also explored, as were the prospects for expanding membership among high school teachers. The potential was evident in the fact that the Association of Teachers of Latin American Studies (ATLAS), in New York City now included 1,500 members. The members exchanged information about the various grade levels at which Latin America was taught in their respective states. All agreed that the regional associations needed to make a greater effort to interest and involve high school teachers in their programs and activities. It was noted that teachers at the secondary level are particularly lacking in appropriate curriculum materials regarding Latin America, and that this void created a possibility for cooperation between university faculty members and high school teachers to prepare appropriate curriculum materials for use at the various grade levels. Prospects for workshops and re-training institutes were also discussed.

It was agreed that the regional organizations would urge their members to join LASA, while LASA would encourage its members to affiliate with the various regional associations. This would be accomplished through the respective newsletters. Membership lists would also be exchanged, to enable direct contact by each organization with members of the other.

Professor Grieb reported that NCCLA had instituted a new program of offering a modest annual scholarship to a high school teacher offering Latin American subjects who had never been in Latin America, for the purpose of assisting travel to Latin America.

The committee then turned to the question of publication by the regional associations. Details regarding production costs, and means of meeting the expenses, as well as feasibility studies and long range plans were exchanged. It was noted that PCCLAS and SECOLAS published their proceedings, while papers presented at the SULA conferences have been made available through the special studies series of the SUNY at Buffalo. NCCLA publishes one of its papers as an essay.

Diversity in the selection of representatives to the Regional Liaison Committee was apparent in the discussion of this aspect. Both MALAS and NCCLA elect special representatives who serve for three-year terms. SULA sends its secretary and NECLAS its secretary-treasurer, both of whom hold office for two-year terms. The other associations send their presidents.

The meeting adjourned at 5:45 P.M.

The meeting reconvened at 9:25 A.M., June 8. The committee

turned to plans for the forthcoming LASA national conference. Professor Trueblood observed that Wednesday evening, before the start of the conference, would offer the best time for special meetings, and that a session of the Regional Liaison Committee for that time could be scheduled. Professor Grieb recalled that a special regional association table had been established at the Madison meeting. Although he noted that only a few of the associations had employed the table to disseminate information about their groups, he suggested the establishment of a similar table at the forthcoming meeting. This suggestion was approved by the committee.

The members also discussed the report of the LASA committee on press coverage regarding Latin America, and agreed to recommend to their respective associations that they take a greater role in encouraging local press coverage about Latin America.

Professor Esquenazi-Mayo referred to a recent segment of the TV program "60 Minutes," in which the commentator made a statement which implied that corruption was a way of life in Latin America, and only in that region. Professor Esquenazi-Mayo proposed that the Committee go on record as condemning this statement. A sub-committee was appointed to draw up an appropriate resolution. The letter was reported back as follows:

[Gentlemen:

On your program "60 Minutes" of June 1, your commentators addressed themselves to the alleged bribe of some U.S. oil companies to public officials in South Korea, Bolivia, and Honduras. Both of them implied, and Mr. Kilpatrick actually said that "corruption is a way of life in those countries". We feel that this was an ethnocentric statement, implying that "those countries" carry on all kinds of shady deals without regard to law or morals.

On behalf of the regional representatives of Latin American Studies in the U.S. we take exception to that idea and statement.

No country in the world has ever been immune to corruption. In Latin America many people have given their lives to improve public life. Statements such as the one we mentioned above mislead the American public and underlines the misinformation that still prevails with regard to Latin America in some areas of the media.

Unfortunately, corruption does exist in Latin America as it does in the U.S. and other areas of the world. But also there is, as in the U.S. and elsewhere, a long history of dedicated public servants and statesmen who have led exemplary lives. They have contributed a great deal not only to improve their respective countries, but also the rest of the world.]

Professor Smetherman moved acceptance of the text, which was seconded by Professor Arbena and passed unanimously.

The group then returned to the question of financing for the Regional Liaison Committee. It was agreed to request LASA to include the committee in any funding which it did receive. It was noted that thus far the committee had several accomplishments to show, specifically:

1. the publication of the Regional News Column.
2. participation in program sessions at the LASA meetings by regional associations.
3. the great strengthening of relations between the regional associations and LASA, which had materially increased cooperation and goodwill between them.
4. the functioning of the committee had certainly improved liaison between the various regional associations, and provided a vehicle through which they could share their common experiences and expertise.
5. the resulting interchange had clearly broadened the activities of several of the regional associations.

Future objectives included:

1. expanding the outreach of the various regional associations, through lending expertise and sending speakers to various groups in each of the regions, preparation of curriculum materials, the conducting of workshops at regional meetings in the various regions, and the establishment of committees in each of the regional associations to foster press coverage of Latin America.
2. an expansion of the publications of the regional associations.
3. an expansion of the travel-charter program pioneered by NECLAS, to provide low-cost transportation for scholars to travel to Latin America.
4. an expansion of the membership of the regional associations, particularly a broadening of their base to include high school teachers.

It was also decided that the committee should explore independently to identify sources of funding. The group decided to establish its own sub-committee on finances, to report at its next meeting. With the consent of all present, Professor Johnson appointed Professor Marvin Bernstein as chairman of the subcommittee, whose members included Professors Joseph Criscen Robert Smetherman and Roberto Esquenazi-Mayo.

Professor Johnson also suggested that each representative consult with his association to find out if each regional organization could contribute \$100-\$150 to help defray the expenses of the Regional Liaison Committee. Professor Johnson noted that the regional associations had benefited substantially from the committee's functioning, and suggested that it seemed appropriate for them to provide some financing now that the LASA would expire.

The committee also resolved to propose a panel dealing with "The Future of Latin American Studies" to the LASA program committee for inclusion in the next national LASA meeting.

In concluding, a resolution of thanks to the committee chairman for his arrangements for the meeting was proposed by Professor Bernstein and seconded by Professor Esquenazi-Mayo, and unanimously approved. The meeting adjourned at 11:30 A.M.

Respectfully submitted,

Kenneth J. Grieb, Secretary
LASA Regional Liaison Committee

ECALAS

YOUR HELP IS NEEDED!

Events in Chile and other parts of Latin America continue to force scholars out of their native countries to seek employment in exile.

Positions are desperately needed:

---at the graduate student level, get your department/school/college to waive tuition and, ideally, offer an assistantship, travel support, etc.

---at the faculty level, get your department to reserve a vacancy (as short as six months) at any level, hopefully with some travel assistance

Openings are needed in all fields: contact us for details of urgent and available candidates.

The Emergency Committee to Aid Latin American Scholars
(ECALAS)

--A Committee of LASA--

Henry A. Landsberger, Executive Director
A. Douglas Kincaid, Administrative Assistant

Note New Address:

ECALAS
Institute of Latin American Studies
Hamilton Hall
University of North Carolina
Chapel Hill, North Carolina 27514

Telephone: M-W-F 2-4 P.M.:

(919) 933-1241

LASA AND CLASP PUBLICATIONS
AVAILABLE FROM THE SECRETARIAT

A Report to the American Academic Community on the Present Argentine Situation (1967) is available to interested individuals without cost.

Reprint Project Publication 1: Reference Works (1967) published in cooperation with Xerox Corporation is available to interested individuals without cost.

Copies of the 1973 Fourth National Meeting Papers are available at \$1.00 each plus postage.

Copies of the 1974 Fifth National Meeting Papers are available at \$1.00 each plus postage.

Abstracts of papers of the 1974 Fifth National Meeting are available at \$1.00 each.

CLASP Publication #1: The Current Status of Latin American Studies Programs

The charge for this CLASP Publication is \$1.00 for non-CLASP and non-LASA members and 75¢ for members.

CLASP Publication #5: Latin America: Sights and Sounds. A Guide to Motion Pictures and Music for College Courses (Jane Loy, Compiler)

The charge for this CLASP Publication is \$2.50 for non-CLASP and non-LASA members and \$1.50 for members.

CLASP Publication #6: Data Banks and Archives for Social Science Research on Latin America (ed. Wm. Tyler)

The charge for this CLASP Publication is \$7.00 for non-CLASP and non-LASA members and \$3.50 for members.

CLASP Publication #7: Latin America: An Acquisition Guide for Colleges and Public Libraries (ed. Earl J. Pariseau)

The charge for this CLASP Publication is \$10.00 for non-CLASP and non-LASA members and \$5.00 for members.

CLASP Publication #8: Directory of Latin American Studies Programs and Faculty in the U.S. (comp. Margo Smith)

The charge for this CLASP Publication is \$7.00 for non-CLASP and non-LASA members and \$3.50 for members.

LATIN AMERICA: SIGHTS AND SOUNDS
A GUIDE TO
MOTION PICTURES AND MUSIC
FOR COLLEGE COURSES



Prepared by
JANE M. LOY
University of Massachusetts,
Amherst
1973

(CLASP)

CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS

Publication No. 5

1973

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THE PROFESSION

WHY FINANCE LATIN AMERICAN STUDIES IN UNIVERSITIES?

Paul L. Doughty and Carmelo Mesa-Lago

What sound reasons are there for supporting the study of Latin America? In whose interest are such costs underwritten? National themes are quickly evident in the traditional responses to such queries. We are interdependent nations; business investments of our citizens depend upon our understanding of other countries; we require the political support of hemispheric "neighbors" to succeed in the world arena; we need the natural resources possessed by Latin Countries; and, it is an intellectual obligation to explore the character of life and relationships of those with whom we deal.

Such reasoning, however phrased, has come to sound trite and even "colonial" in spirit, however true and obvious it may be. However, the traditional uses to which some foreign research knowledge was presumably applied have become suspect in the eyes of both Latin Americans and many North American scholars. The increasingly stringent local controls over research in Latin America and the circumscription of the political and economic roles of the U.S. by nationalistic Latin American polities raise additional questions about the functions of any North American scholars and universities under such conditions. It is now the urgent business of scholars to examine their activities in light of present and future requirements.

The recent severe cutbacks in foreign research and study funds have underlined and exacerbated this need. The major source of support for international studies comes from National Defense Foreign Language Program (NDFL) funds. Since the original objective was to train Americans in foreign languages, the role of the area studies component of these programs is often overlooked. Area studies however are critical because they provide the link between the various academic and professional fields which offer training applicable to a particular world area. Yet in 1974, Latin America ranked second in terms of the largest share of U.S. trade but only fifth among the 7 world regions funded by the NDFL program. With respect to the ratio of research support to economic importance of the Latin American region, Latin American studies have always been the poorest funded. (See attached tables.)

Some voices have attacked the most basic assumptions of international studies. They claim that we KNOW all we need to about Latin America because the government and foundations have supported research there over the past 15 years.

The voices of withdrawal are wrong for two clear reasons. Fifteen years of modest academic support have scarcely rippled the ocean of ignorance and ethnocentrism built up since the

Monroe Doctrine was proclaimed and which undergird many public views and policies toward Latin America even today. Secondly, there is a continuous need for new knowledge. Leaders and events, issues and national agendas are not stable, either in the U.S. or in Latin America. Within a decade we moved from the "Alliance for Progress" to the "Low Profile" to a virtual withdrawal in some areas altogether. OPEC, land reforms, urban guerillas, dictatorships, authoritarian social revolutions and strident nationalism have radically disrupted business as usual.

Such disquieting developments do not provide a rationale for "know-nothing" policies. To the contrary, the changes of the past decade demand the most serious attention. We need new and effective bases for intercultural and international relations. These cannot be generated from old or static models. New roles must be found that are adaptive and forward-looking, building upon a systematically and constantly revitalized knowledge in every sphere.

The universities must continue to shoulder the major responsibility for leadership in this task. However, the financial retrenchment in U.S. universities and the withdrawal of foundation, national, and state government support have decimated dozens of international study centers across the country. The number of active Latin American centers has dropped by forty percent in the last five years--just as some of the greatest hemispheric changes in the past century have been manifested.

Latin American study and research need a new financial charter which permits us to develop and maintain an adequate personnel level of knowledge and professional relationships. We require a base of support which lasts more than a year at a time upon which programs of depth can be based. It is unlikely that the states can or will provide significant contributions towards this end for they are rightly concerned with local, not national or international affairs. The vacuum of the national political leadership with respect to international education and Latin American affairs cries to be filled by new, forward-looking proponents. The Latin American Studies Association is working to achieve these goals. The development of responsible institutional and financial policy and regular commitment of funds to Latin American studies on a regular basis are essential for this next critical decade.

May we count on your help to increase federal support to international studies and to obtain an equitable proportion of such funds for Latin American Studies centers and fellowships? This is one concrete step toward insuring future U.S. leaders who are prepared to deal intelligently with the Latin American members of the world community of nations.

Table 1

Percentage Distribution of U.S. Trade^a and NDFL Fellowships^b by World Regions: 1969-74

Year	Latin America		Eastern Europe		Middle East		Africa		South Asia		Southeast Asia		East Asia	
	Trade	NDFL	Trade	NDFL	Trade	NDFL	Trade	NDFL	Trade	NDFL	Trade	NDFL	Trade	NDFL
1969	14.5	16.3	0.9	16.7	2.4	15.3	2.1	10.5	1.6	10.3	2.0	5.3	16.5	24.1
1970	14.9	16.3	1.0	16.6	2.2	15.1	2.1	10.3	1.6	10.3	2.1	5.6	17.9	24.2
1971	14.0	15.9	1.0	17.5	1.8	15.9	2.1	10.6	1.5	7.8	2.1	7.3	18.0	23.5
1972	13.6	11.0	1.4	15.3	2.6	15.4	2.0	11.1	1.2	11.3	2.2	7.1	19.1	27.2
1973	13.9	10.1	2.4	14.7	3.2	15.4	2.5	11.8	1.1	11.1	2.5	6.6	19.4	28.4
1974	17.0	10.6	1.4	14.8	5.1	15.9	4.0	10.2	1.1	10.6	2.6	6.4	17.6	29.7

^aPercentage of U.S. Total Foreign Trade by Region

^bPercentage of NDFL fellowships by region; excludes summer fellowships except for 1974. If data on summer fellowships had been systematically included, the percentage of NDFL funds allocated to Latin America would have been slightly smaller in most years.

Sources: Trade from International Monetary Fund, Direction of Trade, various years.
NDFL Fellowships from USOE Awards for Modern Language and Area Studies and assorted statistics, various years.

Table 2

Ratio of NDFL Fellowships to Share of U.S. Trade by Regions: 1969-74

Year	Latin America	Eastern Europe	Middle East		Africa	South Asia		Southeast Asia		East Asia
			East	West		Asia	Asia	Asia	Asia	
1969	1.1	18.6	6.4	6.4	5.0	6.4	6.4	2.7	2.7	1.5
1970	1.1	16.6	6.9	6.9	4.9	6.4	6.4	2.7	2.7	1.4
1971	1.1	17.5	8.8	8.8	5.0	5.2	5.2	3.5	3.5	1.3
1972	0.8	10.9	5.9	5.9	5.6	9.4	9.4	3.2	3.2	1.4
1973	0.7	7.4	4.8	4.8	4.7	10.1	10.1	2.6	2.6	1.5
1974	0.6	10.6	3.1	3.1	2.6	9.6	9.6	2.5	2.5	1.7

Source: Table 1

RESEARCH

RESEARCH CLIMATE IN GUATEMALA

The Government of Guatemala has no formal requirements for clearance of social skill behavioral research projects carried out by foreign scholars. However, contacts with local university officials or other local specialists by researchers are a virtual necessity if a project is to be successfully completed. U.S. Government officials with experience in Guatemala recommend the Universidad del Valle, a private university in Guatemala City that has a strong social science program.

The potential researcher is likely to run into a variety of difficulties. For example, lack of reliable data is encountered at all levels in Guatemala; consequently, researchers must be prepared to view easily acquired data with skepticism and be willing to search out their own.

Social science researchers may have difficulty in collecting data directly from the urban lower middle class because of lack of understanding and possible mistrust. Political science research presents problems because it is generally a sensitive area and requires a longer period for making and cultivating contacts. Population research is another topic that is considered sensitive by some universities and Government agencies. In addition, anyone conducting research in rural areas will be faced with Indian language barriers.

In general, however, it is helpful for the researcher to bear in mind that the success of scholarly enterprise in Guatemala is often greatly determined by the personal style of the researcher. Sensitivity and an attitude of "I want to learn from you" will make any researcher's work in Guatemala much easier.

The sponsorship of U.S. researchers, whether public or private, makes little difference in rural areas. Americans are looked upon as simply Americans. Guatemalan officials may distinguish between publicly and privately sponsored research enterprises, but they are not likely to draw fine distinctions among the various public agencies.

Future researchers might note that Guatemala's 5-year plan includes the creation of an Institute for Technical Research and Studies. Should this institute be established, researchers would have a valuable point of contact and an information source about the government's attitudes on specific research topics.

--Reprinted from FAR Horizons, Vol. VIII, No. 3, Summer, 1975, the Quarterly Newsletter of the Under Secretaries Committee, Subcommittee on Foreign Affairs Research, Department of State

PEDAGOGY

REVOLUTIONARY EDUCATIONAL REFORM EFFORTS IN LATIN AMERICA

Rolland G. Paulston
University of Pittsburgh

If one takes an overview of Latin American educational systems during the past decade or so, a number of continuing problems become clearly apparent. For one, the educational sector, with explosive expansion to meet growing social demand for schooling, has consumed a staggering percentage of national budgets, a situation that has frequently led to the neglect of related social sectors such as public health, housing, and the like.

A second critical problem is the extremely low retention power, or internal efficiency, of Latin American educational systems. That is to say, most students fail to complete primary schooling. In 1957, for example, 41 per cent of all primary school enrollment was concentrated in the first grade and 7 per cent in the highest primary grade; in 1965 the percentages were 38 per cent and 8 per cent, with only slight improvement today. This situation means that those few who graduate are produced at enormous cost, while the vast majority of students learn only the rudiments of literacy and numeracy.

The third problem concerns what is learned in school, i.e., how school-acquired and/or reinforced behaviors, attitudes, and skills link up with national development plans and aspirations. Here the educational reformers face, perhaps, the most enduring and tenacious problem of all: how can schools that have traditionally functioned--and with great success--essentially as instruments for acculturation and the legitimization of Hispanic cultural dominance be reoriented to serve the difficult processes of technological modernization and societal development?

Beginning in the early 1960's, the U.S., through the AID, the Peace Corps, the military, and other technical assistance missions, sought to encourage and support the reorientation of Latin American educational systems. International organizations such as UNESCO and ILO and large foundations (Ford, Rockefeller, et al.), along with numerous U.S. universities, addressed the same set of problems. These efforts worked variously to provide educational facilities which would reduce unit costs and make schooling more internally efficient by reducing waste and increasing completion rates, and perhaps most importantly, to relate reformed educational programs to ongoing and proposed economic development plans. In education as in other social sectors, models and standards from the U.S. and Western Europe--i.e., from advanced urban and technological societies--were naively superimposed on rigidly-stratified and largely rural Latin American societies with entrenched educational traditions

focused on the granting of academic professional titles and the cultural symbols considered appropriate for elites already determined by family membership.

Results of this multinational educational intervention in Latin American development have, to say the least, not been as expected. Rather than the hoped-for incremental improvements in production, consumption, and participation, we have seen the rise to power of military dictatorships in what was a continent where at least quasi-democratic states predominated. The consequences of this development for educational reform have in most cases been increased inequity in educational opportunity, and accordingly, increased inequity in life chances for the vast majority of children.

In sum, attempts at incremental social reform in Latin America have failed because privileged elites have been unwilling to accept even modest reform and a corresponding minimal redistribution of resources in favor of the grossly deprived and impoverished majority. The military regimes that have come to power to halt any further moves toward redistribution have viewed schooling essentially as a mechanism for social control and the maintenance and legitimation of inequality and special privilege.

Against this background of failure, I would like to examine a notable exception to rigidification and repression in Latin American society and education. This is the case of Cuba, where revolutionary efforts to create greater equality in economic and social relations during roughly the same years have required corresponding efforts to revolutionize education and turn it from what might be characterized as an egocentric consumer orientation to one seeking the creation of a "new man": i.e., youth who will be selfless producers and fighters in the struggle for social reconstruction and economic development.

In this article, I would like to briefly examine how Cuban educational reform attempts have taken place, and how they have been related to social, economic, and political change efforts in the society at large. The basic question addressed might be stated as: under what conditions can Latin American educational systems, with their still powerful colonial functions, be remade into mechanisms to support national goals of social equity, economic development, and the elimination of dependency? My intent here is not to hold up Cuba as an exemplary development model--the Cubans themselves will no doubt carry out this task--but rather to indicate something of the highly political nature of education and the close correspondence between educational change potentials and the dominant ideological and reward systems operating in any given society. I will examine in a general way how the Cuban educational change strategy has, on the one hand, come to grips with basic obstacles to educational development, and on the other, completely altered relationships

within the educational complex, as well as educational contributions to other sectors seeking to advance social and economic development.

Critical Defects in Pre-Revolutionary Education

Given the near breakdown of Cuban society, the problems facing revolutionary educational reformers in 1959 appeared nearly insurmountable. Decades of political turmoil, graft, bureaucratic mismanagement, and the instability arising from the revolutionary war in the late 1950's all helped to produce one of Latin America's most inequitable and inefficient school systems. In most Latin American countries, the proportion of any school-age generation reaching each level of the school system slowly increases over the years. In contrast, the proportion of children receiving primary education in Cuba dropped markedly from the 1920's to the 1950's.

Perhaps the crucial deficiency of pre-revolutionary Cuban education lay in its orientation to professional training, and a near total rejection of practical, work-oriented skills required for national development. Graduates of law, the humanities, and the arts comprised the largest group among the economically active technical and professional population; in the mid-1950's, for example, agricultur^e, the nation's primary economic sector, employed less than one per cent of all professionals.

On taking power, Castro took pains to instruct all Cubans how inequities and inefficiencies in the educational system reflected the consequences of economic and cultural domination. His critique saw the essential function of Cuban education up to 1959 as one of replicating in the schools the social relations of production. This view, in what Samuel Bowles has called the "Correspondence Principle," relates education and economy in any society. As the social relations of schooling reproduce the social relations of production in each age group, the class structure is, in large part, also reproduced from one generation to the next. And when the division of labor results in a highly-stratified class structure dominated by foreign (largely U.S.) management, technical personnel, and ideological orientation as in pre-revolutionary Cuba, then we may well expect to find corresponding underdevelopment of a nation's educational institutions.

This, of course, is not to say that a small number of poor urban children, and even fewer rural youth, did not use schooling as a means to higher social status. By far the vast majority, however, attended schools for no more than four or five years. This provided time enough for children to learn the rudiments of numeracy and literacy on the one hand, the stigma of their lower-class origins and their failure to succeed

on the other. By colonizing the majority of Cuban youth to accept individual responsibility for school failure, and to accept economic and political relationships that favored the few, Cuban education functioned essentially to perpetuate and legitimize an oppressive status quo.

Let us now examine how recent Cuban efforts to build a new egalitarian society have called for parallel efforts to fundamentally alter the goals, programs, human relations, and outcomes of the educational system.

Priorities and Programs

When a group with radically different values comes to power in any society, they will attempt to implant their ideology or system of evaluative principles about the nature of reality. They will set new standards for social relations and bring these standards to bear on the programs of existing institutions. When possible, individuals who are for one reason or another unable or unwilling to accept the legitimacy of the new values and prescribed behaviors will seek to escape, as did many American Tories who fled to Canada after 1776, and many upper- and middle-class Cubans who fled to the U.S. after 1959.

During the first years of revolutionary social and economic reconstruction, the new government, accordingly sought to equate the process of education with the process of revolution. Cuba would become, in Castro's words "one big school," where radically-altered socio-economic relations would be supported and reinforced by massive educational efforts to teach Cubans of all ages the behaviors and skills necessary to insure the survival of the new dominant ideology. Castro's commitment to education as the critical element in efforts to create new social values is well illustrated in his remarks that: "We will make revolution if we really win the battle of education," and "Education is the country's most important task after having made the revolution, for it will create the ideological framework for the new generation." Thus, successful attainment of a new educational policy became a critical factor in the task of securing a revolutionary new status quo dedicated to egalitarian values and the development and distribution of national resources.

To what extent have Cubans actually been able to change the educational system? What programs have been developed to address the dual problems of reducing the educational deficit inherited from Batista's dictatorship, and implanting the "new system of values"?

With regard to the first task, the government mobilized hundreds of thousands of teachers, students, and other urban dwellers during 1959 and in the early 1960's to provide schools for all children in rural areas to mount a national literacy campaign in 1961 for all adult illiterates, and to provide adult

education follow-up courses for the newly literate. In 1961 alone, the government claimed a reduction of illiteracy among those over 14 years of age from about 21 per cent to only 3.9 per cent. Through this vast mobilization of volunteers, over one million Cubans of all ages participated either as teachers or new learners in a revolutionary educational experience of several months' duration. At the same time, elementary school enrollments shot up and the percentage of school-age youth enrolled in educational programs rose from about 58 per cent to over 98 per cent. The nonformal, or out-of-school educational sector in like manner grew at an impressive rate with the creation of educational programs on the job, in the community, and in the large mass organizations representing small farmers, workers, youth, women, and other groups.

Regardless of the exact figure of new literates, the literacy campaign through mass mobilization and a massive input of resources accomplished in a period of less than one year what no other Latin American society has been able to do: carry out a successful national frontal-attack on chronic, widespread illiteracy. The largely rural campaign cost a good deal in time lost from work and school by the 271,000 volunteer teachers, and planning and administration often foundered. But more than literacy for 707,212 of Cuba's 985,000 illiterates resulted. Furthermore, many young Cubans who went to the countryside as teachers experienced for the first time the grim living conditions, the poverty, and the lack of opportunity in Cuba's most rural areas. With this experience, the campaign's slogan of "The People Should Teach the People" became a reality as Cubans from all classes and areas mixed as never before and began to understand themselves better, as well as to see in real life the revolution's causes and the legitimacy of its ambitious goals to eliminate exploitation and structured inequality.

After 1966, educational priorities shifted from the problems of equal access to educational opportunities and programs to a more focused concern on "correct" ideological formation. Drawing heavily on the example and writings of Ernesto (Che) Guevara, schools received the charge to mold "el hombre nuevo," a new socialist man whose deeds and accomplishments would make possible Castro's utopian call for a Marxist society in Cuba. Starting from the belief that human nature is not fixed but largely a product of social relations, Cuban educators now seek to form youth dedicated to self-sacrifice, to struggle against injustice and exploitation, to creative productivity, and to defense of the revolution and present regime. Efforts seeking these ends are, for example, currently underway in a plan to move most secondary schooling from cities into coeducational rural boarding schools where academic study is combined with productive labor in agriculture. Students are, accordingly, not only removed from the ego-enhancing temptations of city life and family, but

placed in quasi-military settings, new living and learning contexts where the ideological formation and individual behavior can be closely observed and influenced with powerful new rewards and sanctions.

What then are the tangible accomplishments of Cuba's two-pronged educational attack on inherited educational problems, and its efforts to create a "new man"? A thorough assessment, will, of course, only become possible when the Cuban government feels confident enough to permit research on the question of Cuba. Until that time, we will have to depend largely on accounts of visiting scholars, on UNESCO data (Cuba is an active member), and on critiques of educational programs in the Cuban press. The following section will draw on these sources as well as from first-hand observations made by the writer during a three-work tour of Cuban educational programs in December, 1970.

Evaluation

In Cuba after 1959, powerful pressures have been brought to bear on every individual to develop a revolutionary awareness, to participate in mass organizations seeking individual and social change, and to contribute to national economic development largely by learning new needed skills and by volunteer labor. As the chosen instrument to accomplish these ends, education has been vastly expanded and reoriented both in the formal school system and in the out-of-school educational sector.

In the formal school system, elimination of private schools after 1961, vastly-increased budgetary inputs, along with community pressure and vigorous enforcement of extended attendance requirements, have all contributed to skyrocketing public school enrollment figures. Even in Cuba's most remote areas, i.e., the coastal swamps and eastern highlands, all children now have opportunities to attend local primary schools. But as schools remain rigidly test-oriented and authoritarian, wastage and grade-repeating rates are still high. Cuban educators today justify the continuing highly-selective nature of their school system on the need to build technical and leadership cadres capable of defending the revolution and maintaining its ideological purity.

Over a quarter of a million state fellowships, mostly for secondary school study in approved concentrations, have indeed opened opportunities for many poor rural and urban students to complete their schooling and bring sorely-needed technical skills into agriculture, industry, construction, and other sectors. Universities seek the dual priorities of ideological commitment and technological expertise. The law faculties have decreased and "careerism" is viewed as selfish and counter-revolutionary behavior. Rather, students are taught that new knowledge and skills must be used to advance social reform and development,

and not be viewed--as in the old days--as private capital to be accumulated for individual or family gains of status and consumption.

In sum, the 15 years of revolutionary change in Cuban society have brought vast revisions in the values, programs, and outcomes of the school system. And as the revolution consolidates its gains, government expectations are that the new social and economic relations will be even more powerfully reflected in and continued through the socialization process in all aspects of daily life, and especially in schools. Although these new relationships are clearly evident in all school programs and settings, formal schools continue to be highly-selective authoritarian and ego-enhancing institutions, even while using new standards for socialistic "good behavior".

For youth and adults who for various reasons are viewed as non-integrados, or lacking integration in the revolutionary process, Cuban educational authorities have set up a fast nonformal, or parallel, educational sector enrolling nearly 400,000 students for largely on-the-job technical and indoctrination courses in the factories and fields, in work camps, in community centers, and in the mass organizations. These programs are often carried out with participation of the military and basically seek the same dual objectives as formal schools, but in more disciplined and work-related settings.

As the enormous educational deficit inherited from the previous regime has been eradicated with the building of a socialist nationwide learning system, educational policy in recent years has increasingly turned to the nagging problems of economic development. Attempts to raise production and to have such efforts viewed as the next revolutionary phase require that educational programs place greater emphasis on learning technical skills. If this shift from moral to technical priorities continues, it will be a powerful indicator of the degree to which Cuban authorities believe that the Cuban revolutionary ideology has been effectively implanted in new behaviors, in new norms, and in new social relations. For when revolutions succeed or achieve a new stage of equilibrium, routinization, and conservation, educational priorities also shift from learning revolutionary morality and the culture of the utopian goal to learning the new techniques used in maintaining that new culture.

Conclusions

Jose Marti, Cuba's poet-revolutionary, long ago set the direction for educational change in his small Caribbean country with the exhortation that "One should learn in school to control the forces one has to grapple with in life. The word 'school' should be replaced by 'workshop.'" With a new national develop-

ment strategy based on the concepts of equality, participation, and productivity, revolutionary Cuba has, for the first time in any Latin American country, created a social context where educational reform aspirations, work opportunities, and national development goals have been brought into a considerable degree of harmony.

Whether other Latin American countries will be able to draw upon this experience is, to say the least, highly problematic. An unusual combination of circumstances not likely to happen again facilitated Cuba's social revolution. A radically-altered value system has been developed and put into practice during the past decade with corresponding changes in individual behavior, social relations, and the operative system of rewards and sanctions.

When political groups seeking to pattern social and educational change on the Cuban model have failed to take complete power, as in Chile, Bolivia, or Uruguay, externally-supported repression has soon followed. Nor, on the other hand, is it sufficient for new elites, as in Peru, to dominate and intend to selectively adapt revolutionary educational programs. Recent Peruvian efforts to copy Cuban educational reform programs and approaches have, for example, largely failed because the schools cannot be radically changed within a relatively static social situation characterized by gross structured inequality. In Cuba, behaviors associated with the "new man" receive both moral and material rewards in the school, in the work place, and in the community. In Peru, however, exhortations for self-sacrifice and service to the community pronounced in the classroom or workshop are largely viewed as naive nonsense, as another bureaucratic ploy, in the larger, unreformed society. In Cuba, young volunteers are treated as heroes; in Peru, they are most often characterized as "tontos utiles," useful fools.

Thus, Peru's attempt to create a "new Peruvian man" through selectively drawing on Cuban educational change examples for school reform, but in a largely unreformed class society, is unlikely to meet the military junta's expectations. To the extent that the "Correspondence Principle" is valid, formal schools can never serve as centers for the dissemination of radical change into the larger society. Quite the contrary, only when a new value system has come to power will schools undergo rapid and profound change so as to reflect altered priorities and social relations.

--reprinted from Pitt Magazine, Vol. 30, No. 2, May, 1975,
University of Pittsburgh.

FILM GUIDE

Professors Carlos Cortes and Leon Campbell of the University of California, Riverside have published a guide for teachers who use films in courses on Latin America and persons who are interested in the inter-relationship of films and history. The publication is entitled Latin America: A Filmic Approach (Latin American Studies Program, University of California, 1975). It is based on a course which the authors taught entitled "The Latin American Experience: A Film Survey," which used feature-length films as primary source material. The guide contains an introductory essay on the teaching of a film course on Latin America, a general discussion of the strengths and weaknesses of student film analyses, and nine selected student film analyses written during the course. Copies are available for \$1.00 from the Latin American Studies Program, University of California, Riverside, California 92502.

**LETTERS TO
THE EDITOR**

August 19, 1975

Editor, Newsletter:

Those giving papers at the Fourth National Meetin in Madison are advised that after extended inquiries and negotiations we have now reluctantly concluded that there is no prospect of the papers being published en bloc. However, they will be deposited with University Microfilms in Ann Arbor, which will make copies available on request.

Yours sincerely,

/s/ Martin C. Needler
/s/ Ann Pescatello

NOTES AND NEWS

CONFERENCES

AMERICAN COUNCIL ON EDUCATION

The fifty-eighth annual meeting of the American Council on Education was held October 8-10, 1975, in Washington, D.C.. The meeting's theme, "Higher Education in the World Community," provided an opportunity for U.S. and foreign educators to discuss common problems. The sessions focused on such topics as the changing employment market, new exchange opportunities, language and cultural studies, autonomy and accountability, the international intellectual community, equalizing educational opportunity for women, the food crisis, international support for emerging universities, and the effectiveness of international organizations in higher education. Further information on the conference may be obtained by writing to the American Council on Education, One Dupont Circle, Washington, D.C. 20036.

MIDDLE EAST STUDIES ASSOCIATION OF NORTH AMERICA

MESA held its ninth annual convention November 20-22 in Louisville, Kentucky. Panels dealt with "Modernization of Traditional Bureaucracy," "Alternative Perspectives on Class and Conflict in the Middle East," "Political Roles of Women in the Middle East," "The Image of the Middle East in High School Textbooks," etc. For further details write to the Local Committee for MESA Convention, Department of Political Science, University of Louisville, Louisville, Kentucky 40200.

NATIONAL ASSOCIATION FOR HUMANITIES EDUCATION ROCKY MOUNTAIN REGION

The fourth biennial conference of Division Two (Rocky Mountain Region) of the National Association for Humanities Education (NAHE) met October 24-25, 1975, in Flagstaff, Arizona. Among the many interesting panels two were of special interest to Latin Americanists: "Teaching Mexican-American Humanities Today" and "Indian Culture in Education." For further details, write to Dennis Atkin, Conference Committee Chairman, University Box 6031, Northern Arizona University, Flagstaff, Arizona 86001.

UNIVERSITY OF NEW MEXICO

The second annual symposium sponsored by the University of New Mexico's Andean Study and Research Center in Quito, Ecuador, was held during the week of November 24, 1975. Organized around the theme "La Investigación Socio-Antropológica en el Ecuador,"

symposium activities included a feature address by Dr. Hugo Burgos, two round table discussions on the topics "Relaciones Inter-Etnicas en el Ecuador" and "La Nueva Antropología Frente a la Realidad Nacional," and a final session for the presentation of general findings. Scholars participating in the symposium from Quito, Guayaquil, and Cuenca included: Juan Cueva Jaramillo, Carlos Ramírez, Pedro Porras, Plutarco Cisneros, Hernán Crespo, Olaf Holm, Orlando Sandoval, Alfonso Gotraire, Napoleón Cisneros, Vicente Mena, Jorge Salvador Lar , and Gonzalo Abad. It is expected that a publication based on the symposium will be forthcoming during 1976.

SECOND CARIBBEAN ARCHIVES CONFERENCE

Dr. Irene Zimmerman (U. of Florida) reports that the Second Caribbean Archives Conference, which followed the first by ten years, was held in Guadeloupe and Martinique October 27-31, 1975. The conference, which was sponsored by the French government and the International Council on Archives, was attended by 59 participants from the West Indies, French Guiana, Canada, France, the Netherlands, and the United States. Sessions were held on historical research, public relations, archival and technical training for the Caribbean area, archival buildings and equipment in tropical countries.

A proposal was accepted to change the name of the sponsoring organization from the Caribbean Historical Association to the Caribbean Archives Association. This will avoid confusion with the Association of Caribbean Historians based in Puerto Rico. The CAA also constitutes the Caribbean Branch of the International Council on Archives (CARBICA). It welcomes participation by interested librarians, historians, or others determined by the Executive Council to be qualified for membership. The incoming President is Mrs. Gale Saunders, Archivist of the Bahamas. The Third CARBICA Conference will be convened in about four years.

UNIVERSITY OF TEXAS-SAN ANTONIO

Participants from 10 states and Canada attended a Mexican investment seminar sponsored by the UTSA Division of Continuing Education September 9, 1975. Held in conjunction with the Mexican Trade Fair in San Antonio, the seminar featured several high-level Mexican government officials and business leaders, including the Ambassador to the United States, Juan José de Olloqui Olloqui. Discussion focused on the climate of foreign investment in Mexico with attention to the important aspects of fiscal considerations, labor relations, investment laws and related topics. A highlight of the seminar was an exhibit of 100 Mexican imports which officials believe could be produced domestically. This was part of the "In Mexico the Best Investments exhibit that opened last year in Mexico City.

EMPLOYMENT

THE AMERICAN UNIVERSITY

The Board of Trustees of the American University, a private institution in Washington, D:C., invites nominations and applications for the presidency of the American University. Nominations and applications with resumes should be sent to:

Mr. Raymond I. Geraldson, Chairman
Presidential Search Committee
The American University
Washington, D.C. 20016

UNIVERSITY OF CALIFORNIA-SANTA BARBARA

The University of California-Santa Barbara is seeking a tenure level (Associate Professor-Professor) person for a joint (50/50) appointment in Chicano Studies and another department (arts, humanities, social sciences, education, engineering). Administrative experience is desirable. The appointee would be expected to serve as the Chairperson of the Chicano Studies Department. A strong research and teaching record is required. Candidates for junior and higher level joint appointments other than for chairperson are also of interest. Please send vitae to: Professor William Reardon, Department of Dramatic Art, University of California, Santa Barbara, California 93106, before February 1, 1976.

LA TROBE UNIVERSITY (MELBOURNE, AUSTRALIA)

La Trobe University is seeking a Lecturer in Latin American History who specializes in the colonial and national histories of Mexico, Brazil, or Cuba. However, qualified candidates who specialize in other regions of Latin America will also be considered. As the History Department also contributes to interdisciplinary programs, historians with some additional training in other disciplines will be preferred. The appointee will be required to commence duties on July 1, 1976, but this date may be negotiated. The salary range is A\$12,063-16,193. The deadline for applying is February 7, 1976. Further information and applications are available from the Registrar, La Trobe University, Victoria, Australia 3083.

UNIVERSITY OF MICHIGAN

An Assistant Documents Reference Librarian is being sought by the University of Michigan. Applicants should have a graduate degree in Library Science and a working knowledge of three European languages; an undergraduate degree in one of the social sciences is highly desirable. The job carries a minimum salary of \$10,308 with 24 working days of vacation per year.

The University of Michigan is also seeking an Assistant Librarian for the Monograph Cataloging and Bibliographic Searching Division. Applicants should have a graduate degree in Library Science and a working knowledge of at least three principal European languages. The job carries a minimum salary of \$10,308 with 24 working days of vacation per year.

For further information write to:

Mrs. Lynn Marko
Assistant for Personnel and Staff Development
818 Hatcher Library
Ann Arbor, Michigan 48104

OHIO UNIVERSITY

The Department of History anticipates an opening in the field of Latin American History at the Assistant Professor level beginning September, 1976. Final approval for the position will not be forthcoming until later this year, but, in the meantime, applications are being solicited. A young person with a Ph.D., field experience in Latin America, a solid commitment to excellence in teaching, and promise of continuing productive scholarship is sought. Applications, with accompanying resumes, should be sent to Dr. Alan R. Booth, Department of History, Bentley Hall, Ohio University, Athens, Ohio 45701.

SAN DIEGO STATE UNIVERSITY

The Women's Studies Program at San Diego State University is recruiting for several full-time faculty positions in the fields of history, anthropology, literature, political science, psychology, and sociology for the academic year 1976-77. Candidates should have the Ph.D. completed or near completion, with research on a topic of relevance to women, and experience in women's studies. Salary range is \$12,120 to \$15,480 depending upon qualifications and experience. For further information, write to: Dr. Shelly Chandler, Chairperson, Women's Studies Faculty Advisory Committee, Department of Sociology, San Diego State University, San Diego, California 92182.

SAIS-JOHNS HOPKINS

SAIS, Johns Hopkins is looking for an international economist for a term appointment at the rank of Assistant Professor effective September, 1976. The Ph.D. in Economics with emphasis on international economics is required. Teaching experience preferred. Send Resume to Professor I. Frank, SAIS, Johns Hopkins, 1740 Massachusetts Avenue, N.W., Washington, D.C. 20036.

TEMPLE UNIVERSITY

The Department of Sociology anticipates three openings for September, 1976. They are seeking a Professor with strong teaching and research interests in two or more of the following specialties: theory, macrosociology, social change, political sociology, and historical methods. Applicants for the two Assistant Professorships must have been awarded the Ph.D. Preference will be given to candidates with specialty interests in deviance, area studies (especially Latin America), and policy analysis. In all cases, candidates with other specialties and exceptionally strong credentials are encouraged to apply. Send Curriculum Vitae and three letters of recommendation to Chairperson, Faculty Recruiting Committee, Department of Sociology, Temple University, Philadelphia, Pennsylvania 19122.

UNIVERSITY OF THE WEST INDIES-JAMAICA

The University of the West Indies-Mona, Jamaica, has several positions open in economics, sociology, and broadcast journalism, as well as one for a Professor of Spanish who specializes in Latin American Literature. Salaries vary for the different positions and depend upon qualifications. Further information may be obtained by writing to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica.

UNIVERSITY OF THE WEST INDIES-TRINIDAD

Applications are invited for appointment to a vacant post of Lecturer/Assistant Lecturer in Latin American History and/or the History of the Americas at the University of the West Indies, St. Augustine, Trinidad. Applicants should be qualified to teach Latin American History, with specific reference to the circum-Caribbean and Central American region, as well as the general area of the History of the Americas, including North America and Canada. Salary varies depending upon rank and qualifications. For further information write to the Secretary, University of the West Indies, St. Augustine, Trinidad.

WHITTIER COLLEGE

Whittier College is seeking a person in political science with strong teaching skills and specializing in Latin America. Rank and salary depend upon background. Contact: Dr. Michael J. McBride, Chairman, Department of Political Science, Whittier College, Whittier, California 90608.

FELLOWSHIPS AND GRANTS

ROGER SHERMAN SCHOLARS IN HISTORY AT THE UNIVERSITY OF CONNECTICUT, 1976-1977

During this coming Bicentennial year, the Department of History at the University of Connecticut expects to appoint up to four Roger Sherman Scholars. The number of awards will depend upon the qualifications of the applicants and budgetary constraints. Sherman Scholars must indicate an intention to pursue the doctorate in any field of history. Awards will consist of a \$2500 pre-doctoral fellowship and a one semester teaching assistantship for a total of approximately \$4500. The exact amount will depend upon the applicant's progress toward the degree and his or her teaching experience. Sherman Scholars will be selected on the basis of potential for outstanding teaching and research careers, the quality of their prior academic record, GRE aptitude and history scores, recommendations, a written personal statement, and previously completed research papers or other analytical writing which may be submitted with the application.

To secure application blanks for admission and financial aid and the Bulletin of the Graduate School, write to the Graduate Admissions Office, Box U 6A, The University of Connecticut, Storrs, Connecticut 06268. Awards cannot be made until all application material for both admission and financial aid have been received. Applicants should note on their financial aid forms that they are specifically interested in being considered for appointment as a Sherman Scholar. However, all applicants for financial assistance will be considered for the Sherman Scholarships. Other financial assistance may be offered to those not selected. All material should be sent by March 1, 1976, but preferably earlier, to the Chairman, Graduate Admissions Committee, Department of History, The University of Connecticut, Box U 103, Storrs, Connecticut 06268. For further information about the graduate program in history, request the prospectus from the same address.

FORD FOUNDATION FELLOWSHIPS
FOR SCHOLARS FROM THE CARIBBEAN REGION

The Ford Foundation has announced a limited number of graduate fellowships available on a competitive basis to scholars from the Caribbean region. These awards are designed to promote the development of social science research and training in the Caribbean. Fellowship support is offered for the completion of coursework leading to the Ph.D., but applications will also be considered for a small number of dissertation research awards. Applicants should be of Caribbean origin (i.e., the islands of the archipelago and the Guyanas--U.S. citizens are not included). Furthermore they must have demonstrated evidence of academic excellence and the appropriate language skills, have a letter of admission to the host university, and have a personal commitment to return to research and training work in the Caribbean. Fellowship awards will be for terms of up to two years while dissertation awards will be for periods of up to one year. The amount of the award will depend upon the need of the applicant. The deadline for application is March 31, 1976, for the academic year beginning September, 1976. For further information and application forms write to the Caribbean Fellowship Committee, Office for Latin America and the Caribbean, The Ford Foundation, 320 East 43rd Street, New York, New York 10017, USA.

LATIN AMERICAN TEACHING FELLOWSHIPS

The Fletcher School of Law and Diplomacy, Tufts University, is offering its Latin American Teaching Fellowships for 1976-77 for teaching and/or conducting research in major Latin American universities. Positions are available to pre- and post-doctoral individuals in the natural and social sciences, engineering, business administration, educational theory and administration, and law. Preference is given to applicants who have completed doctoral or professional degrees, and to doctoral candidates who have completed all degree requirements except the dissertation. There are no citizenship or age requirements. Generally, applicants are expected to speak and write the language of the host country. Prior teaching experience is desirable, but not mandatory. The positions in most cases are offered for 24 months. The stipends may vary, but average monthly income for 1976-77 Fellows will be between \$600 and \$1000. Application forms may be obtained by writing: Latin American Teaching Fellowships, Fletcher School of Law and Diplomacy, Tufts University, Medford, Massachusetts 02155.

FELLOWSHIP AND GRANTS CORRECTION

The correct deadline for submitting manuscripts for the Organization of American States competition in honor of the U.S. Bicentennial (see Newsletter 6:3, September 1975, pp. 62-63) is December 31, 1976. The Newsletter regrets any confusion resulting from its failure to make this clear in the last issue.

FILMS

TRICONTINENTAL FILM CENTER

The 1975-76 catalog of the Tricontinental Film Center offers a large selection of contemporary Latin American films which are available for purchase or rental. The titles range from award-winning, critically acclaimed feature-length films, ideally suited for film society and public screenings, to medium-length and short films designed for classroom or other educational use. This year's offerings include films from Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, Mexico, Puerto Rico, and Uruguay. There are also films available on the Chicanos. For further information write to one of the Tricontinental Film Center regional offices listed below:

Western Region	Midwest Region	Eastern Region
P.O. Box 4430	1034 Lake Street	333 Sixth Avenue
Berkeley, CA 94704	Oak Park, IL 60301	New York, NY 10014

FOREIGN SCHOLARS IN RESIDENCE

SPECIAL LATIN AMERICAN LECTURER PROJECT-1975-76

The scholars listed below have accepted appointments to serve as visiting lecturers at U.S. universities under the 1975-76 Special Latin American Lecturer Project. It is expected that four additional appointments will be confirmed within the next few weeks.

All of the institutions in the Project are making arrangements for the visiting scholars to participate in a variety of lecturing and consulting activities in the local community. These include guest lectures at neighboring universities with active or developing Latin American area programs, as well as with foreign affairs councils, business groups and/or other organizations interested in Latin America.

SCHOLAR

DR. ENRIQUE MIGUENS, Argentina
Director, Institute for Motivational
and Social Research; Professor of
Sociology, Superior School of War;
Adviser to Secretary General of
National Presidency

PROF. JUAN CARLOS TORRES, Argentina
Research Sociologist, Center for
Social Research, Torcuato di Tella
Institute, Buenos Aires

DR. EULALIA LOBO, Brazil, Researcher
IBMEC (Instituto Brasileiro Mercado
de Capitais) Rio de Janeiro

DR. ALDO SOLARI, Chile, Director,
Social Planning Program, Latin
American Institute for Economic and
and Social Planning (ILPES)
Santiago

U. S. UNIVERSITY

University of Connecticut
Spring Semester
Faculty Associate:
Prof. Frederick C. Turner
Dept. of Political Science

New York University
Spring Semester
Faculty Associates:
Dr. Juan E. Corradi, Inter-
American Language & Area Center
Dr. Kalman H. Silvert, Dept. of
Political Science

University of California, Los
Angeles, Winter Term
Faculty Associate: Dr. E. Brad-
ford Burns, Dept. of History

University of Pittsburgh, Spring
Term
Faculty Associate: Dr. Carmelo
Mesa-Lago, Director, Center for
Latin American Studies

TEACHING PROGRAM

Undergraduate seminar on po-
litical elites in Latin
America

Graduate seminar on domestic
politics and international
relations of Argentina,
1945-1975

Graduate courses on: Work-
ing class and politics in
contemporary Latin America;
the sociology of dependency

Courses on history of Brazil;
history of 19th century Latin
America; participation in the
Latin American Colloquia

Graduate seminar on inter-
pretations of Latin American
development, plus a course
on Elites in Latin America
or Sociology of Education

SCHOLAR

DR. XIMENA BUNSTER, Chile, Professor of Anthropology and Sociology of Education, University of Chile, Santiago

DR. MANUEL ZAPATA OLIVELLA, Colombia, Executive Secretary, Colombia Foundation for Folklore Research; Chief, Division of Cultural Extension, Ministry of Education, Bogota

DR. JOSE LOPEZ TOLEDO, Guatemala, Chief of Geographic Studies and Director of Planning for Pacific Regions, Ministry of Public Works

U.S. UNIVERSITY

Rutgers University-Livingston College, Academic Year-September, 1975-June, 1976, and Fordham University-Lincoln Center, Spring Term
Faculty Associates: Dr. Helen I. Safa, Dept. of Anthropology, Rutgers University; Dr. Nina Swindler, Dept. of Anthropology, Fordham University

Howard University, Spring Semester
Faculty Associate:
Dr. Miriam de Costa Willis, Dept. of Romance Languages

Western Kentucky University, Spring Semester
Faculty Associate: Dr. John Peterson, Chairman, Latin American Studies

TEACHING PROGRAM

Courses on: People from Cultures of Latin America: Applied Anthropology; Anthropology in Education; and participation in Latin American Seminar

Course on "The Black Presence in Latin America", with emphasis on Colonial Period and Wars of Independence. Participation in Workshop on Afro-Hispanic Studies, co-sponsored by Howard University and MLA Commission on Minority Studies

Courses in geography: Planning, theory and practice; Remote Sensing: Principles and application (co-instructor) Will also serve as consultant on rural regional development

SCHOLAR

DR. CARLOS SOLORZANO, Mexico,
Professor of Dramatic Art, National
University of Mexico

DR. MIGUEL LEON-PORTILLA, Mexico,
Professor of Ancient History of
Mexico, National University of
Mexico

DR. JOSE ANTONIO ENCINAS, Peru,
Director of Economic Studies,
University of Lima

U.S. UNIVERSITY

Columbia University, Spring
Semester
Faculty Associate: Dean
Ward H. Dennis, Director,
Institute of Latin American
Studies

University of Arizona, Spring
Semester
Faculty Associate: Dr. Michael
C. Meyer, Director, Latin
American Center

University of Kansas, Spring
Semester
Faculty Associate: Dr. Charles
Stansifer, Director, Center for
Latin American Studies

TEACHING PROGRAM

Graduate course on contempo-
rary theatre in Mexico and
Latin America: Seminar on
The Art of Writing for the
Theatre in Spanish
Will also work with newly-
developing Spanish-speaking
theatre groups in New York
City

Courses on Theory and for-
mation of ethnic groups;
Aztec thought and culture

Course on comparative ap-
proaches in selected Latin
American countries; a semi-
nar for advanced and gradu-
ate students on aspects of
economic development in
Latin America
The Mid-America State Uni-
versities Association (MASUA)
has designated Dr. Encinas as
its first Foreign Visiting
Scholar. It will be arranging
short visits for him at each
of its member campuses.

DISTINGUISHED LATIN AMERICAN SCHOLARS
AT UNIVERSITY OF PITTSBURGH

Two distinguished Latin American scholars will teach courses at the University of Pittsburgh during its winter term (January 5-April 22, 1976). Aldo E. Solari, sociologist from Uruguay and José L. Corragio, economist from Argentina, will be visiting professors under the Special Latin America Lecturer Project of the Mutual Educational Exchange Program (Fulbright-Hays Act).

Professor Solari is Director, Social Planning Program, of the U.N.-associated Latin American Institute for Economic and Social Planning (ILPES), with headquarters in Santiago, Chile. He is one of Latin America's leading sociologists and the author of numerous books and articles, including Elites in Latin America, coedited with U.S. sociologist, Seymour Martin Lipset. Dr. Solari will have a joint appointment in the Graduate School of Public and International Affairs and the Department of Sociology, Faculty of Arts and Sciences. He will teach a graduate seminar, "Interpretation of Socio-Economic Development in Latin America" and an upper-level undergraduate seminar, "Elites in Latin America."

Professor Corragio is head researcher at the Center for Urban and Regional Studies (CURS) of the Torcuato di Tella Institute in Buenos Aires, and a professor of space economy in the geography department of the University of Buenos Aires. He serves as a regional expert for the Federal Council of Investment (FCI) and has held posts as professor of economics at universities in Argentina and Chile. His appointment at the University of Pittsburgh is in the Department of Economics, Faculty of Arts and Sciences, where he will teach a graduate seminar on regional economics and an upper-level undergraduate course "Technique of Regional Analysis."

Administered by the Council for International Exchange of Scholars, the Special Latin American Lecturer Project was begun this year for the purpose of improving communications between academic communities of the U.S. and Latin America and strengthening programs in Latin American Studies at U.S. institutions. The program provides travel and partial maintenance expenses for the scholars, with the U.S. institution paying a complementary salary. During the 1975-76 academic year, fourteen scholars, (including the two at Pitt) will be associated with universities throughout the United States.

FORTHCOMING CONFERENCES

AMERICAN POLITICAL SCIENCE ASSOCIATION

"U.S. Relations with Latin America: Empire, Sphere, or Good Neighbor?" is the title of a panel discussion to be held at the 1976 annual meeting of the American Political Science Association, September 2-5, in Chicago. The panel is part of a section dealing with the general topic of "American Expansionism--1776-1976 and Beyond." Political scientists interested in presenting papers at the panel session should send detailed proposals to Dr. Evelyn P. Stevens, 14609 South Woodland Road, Shaker Heights, Ohio 44120.

COMMONWEALTH CARIBBEAN PANEL AT ASPA MEETING

When the American Society of Public Administration holds its annual convention in Washington, D.C., April 19-22, 1976, one of the panels will be entitled "Nationalism and Development Administration in the Commonwealth Caribbean," Dr. Jean-Claude Garcia-Zamor (Howard U.) will chair the panel and present a paper on "The Administrative Heritage of the New Mini-States." A second paper entitled "The Consequences of Independence for Commonwealth Caribbean Public Administration" will be delivered by Prof. Ken I. Boodhoo (Florida International U.). Mr. Wilfred S. Williams, Project Manager and Chief Advisor of the United National Development Program in Trinidad-Tobago, will read the third paper on "The Bureaucracy and Administrative Planning in the Commonwealth Caribbean." The presentation of the papers will be followed by comments from two discussants: Mr. Dudley R. Clarke, Executive Director for Jamaica at the International Bank for Reconstruction and Development, and Dr. Charles T. Goodsell (Southern Illinois U.)

DOWLING COLLEGE

Dowling College and the Delamar Foundation are sponsoring a symposium at the Royal University of Malta, June 28-30, 1976. The symposium, Mediterranean II, will focus on Iberian and Maltese History, Economics, and Sociology. For details on participation or other information contact: Norman Holub, Director, Dowling College, Oakdale, New York 11769.

UNIVERSITY OF FLORIDA

The Center for Latin American Studies of the University of Florida will hold its 26th Annual Conference in Gainesville,

Florida, March 1-2, 1976. Honoring the American Bicentennial, the general theme will be "The Florida Borderlands in the Age of the American Revolution." The papers presented will deal with the interaction of the Spanish historical presence, British colonial interests and practices, and the Anglo-American revolutionary movement. Printed programs will be distributed in early January. Further information may be obtained from Dr. L.N. McAlister, Conference Coordinator, Center for Latin American Studies, 319 Grinter Hall, University of Florida, Gainesville, Florida 32611.

INTERNATIONAL CONGRESS OF HUMAN SCIENCES
IN ASIA AND NORTH AFRICA

Asian and North African specialists will meet for the first time in Latin America when the 30th Congress convenes August 3-8, 1976, in Mexico City, where it will be hosted by El Colegio de México. Included in the program are two seminars dealing with Latin America: "Asia and Colonial Latin America," coordinated by Ernesto de la Torre Villar (Universidad Nacional Autónoma de México), and "Asiatic Migrations in Latin America, 19th and 20th Centuries," coordinated by José Thiago Cintra (El Colegio de México). For further details on participation or the presentation of papers write to: Secretary General, 30th International Congress of Human Sciences in Asia and North Africa, El Colegio de México, Guanajuato 125, México 7, D.F., MEXICO.

SOCIETY FOR LATIN AMERICAN STUDIES (GREAT BRITAIN)

The Society for Latin American Studies of Great Britain (SLAS) will hold its annual conference at the University of Leicester March 26-28, 1976. For further information write to Rory M. Miller, Secretary, Society for Latin America Studies, School of History, University of Liverpool, L69 3BX, ENGLAND.

INSTITUTIONAL

UNIVERSITY OF MAINE-ORONO

The University of Maine-Orono has established a Latin American Institute. It supervises a Certificate in Latin American Studies to be offered together with a Bachelor's degree in specific disciplines. The Institute is seeking to formalize ties with institutions in Latin America and to arrange student and faculty exchange programs. For further details write to William H. Jeffrey, 170 Stevens Hall, University of Maine, Orono, Maine 04473.

UNIVERSITY OF NEBRASKA-LINCOLN

The University of Nebraska-Lincoln hosted Jornadas Mexicanas, a festival of art, music, literature, and lectures sponsored by the Mexican government in honor of the Bicentennial of the United States, October 19-24, 1975. An exhibition of Mexican arts and crafts and a large collection of books by Mexican authors were given to the University by the Mexican government. This program provided the public with an opportunity to become better acquainted with the culture of a nation that has made many contributions to the civilization of the United States.

NEW YORK UNIVERSITY

The Ibero-American Language and Area Center has announced the publication of the latest additions to its Occasional Papers Series: No. 15, Literature and Ideology: Vargas Llosa's Novelistic Evaluation of Militarism by Joseph Sommers; No. 16, Criticism and Literature within the Context of a Dependent Culture by Jean Franco; and No. 17, Political Strikes in Brazil, 1960-1964: Strengths and Weaknesses of Organized Labor by Kenneth Paul Erickson. Copies can be ordered at \$1.00 each from Ibero-American Language and Area Center, 566 Waverly Building, Washington Square, New York University, New York, New York 10003.

UNIVERSITY OF PITTSBURGH

An agreement has been concluded between the Graduate School of Public Health and the Center for Latin American Studies enabling students to earn a certificate in Latin American studies in conjunction with their graduate degree in public health. This collaboration makes students from Latin America who enroll in the Graduate School of Public Health eligible for financial aid administered by the Center. In addition, certificate candidates majoring in other departments or schools of the University may now select public health courses that specifically complement their study of Latin America.

Arrangements have recently been completed for the association of the Departments of Music and Fine Arts with the Latin American Studies Program also. This action expands Latin American Studies into the arts, in addition to the humanities, social sciences, and social professions. It will enable students to earn a certificate in Latin American Studies in conjunction with their degree in art or music, encourage faculty research and course offerings in Latin American art and music, and promote community activities such as exhibitions and concerts.

Sixteen departments or schools now participate in the Pittsburgh Latin American Studies Program. In addition to Art and Music, they include the Departments of Anthropology, Economics, Geography, Hispanic Languages and Literatures, History, Linguistics, Political Science and Sociology; and the Schools of Business, Education, Library and Information Sciences, Public Health, Public and International Affairs, and Social Work.

UNIVERSITY OF TEXAS-AUSTIN

The renowned Latin American Collection of the University of Texas at Austin General Libraries henceforth will bear the name of its distinguished former director, Dr. Nettie Lee Benson. The Regents of the University of Texas System, acting on the recommendation of President Lorene Rogers of UT-Austin, recently designated the collection the Nettie Lee Benson Latin American Collection. Dr. Benson became head librarian of the Latin American Collection in March, 1942, and held that post until her retirement in August, 1975. The UT System administration, noting her distinguished service and scholarship, added, "In her position as head librarian of the Latin American Collection and as one of the prime movers in the Latin American Cooperative Acquisitions Program and the Seminar on the Acquisition of Latin American Library Materials, Dr. Benson has made additional impact on national and international Latin American librarianship."

INSTITUTIONAL CORRECTION

The June, 1975 Newsletter gave the impression that the Seminar on the Acquisition of Latin American Library Materials (SALALM) is based at Syracuse University. The SALALM Secretariat, which for most of its twenty year existence was located at the Organization of American States, is now based at the University of Massachusetts Library. The name of the SALALM Sub-Committee on Supplements to Gropp has been changed to the Sub-Committee on the Bibliography of Latin American Bibliographies. The Newsletter regrets these errors.

JOURNALS AND NEWSLETTERS

AMERICAN INDIAN QUARTERLY

The Southwestern American Indian Society, a non-profit organization, is pleased to announce the publication of the American Indian Quarterly: A Journal of Anthropology, History, and Literature, on the subject of the native Americans of Canada, the United States, Mexico, and Middle America. The AIQ will feature articles, book reviews, bibliographies of current

articles that appear in other journals, professional news, and an inventory of current research projects. Correspondence, manuscripts, and other editorial matters should be addressed to William L. Turnbull, Editor, American Indian Quarterly, P.O. Box 443, Hurst, Texas 76053. Announcements and professional news should be sent to Francis J. Munch, Department of History, Fort Worth Museum of Science and History, 1501 Montgomery Street, Fort Worth, Texas 76107

AMNESTY INTERNATIONAL ANNUAL REPORT

Amnesty International Annual Report 1974/75, is available from Amnesty International Publications, 53 Theobald's Road, London WC1X 8SP, England. Price: 90 pence (US\$2.40).

CALIBAN

A new literary journal has recently appeared entitled Calíban: A Journal of New World Thought and Writing. It offers selections, in English, from Latin America, the Caribbean, and the United States' and Canada's "own domestic Third Worlds." In the words of the editors, "Calíban aims to reflect the deepening commitment, the anti-imperialist and increasingly revolutionary consciousness of the poets, artists, and writers of Our America and, however modestly, to contribute to the general dissemination of their work," Calíban will be published twice a year. Unsolicited manuscripts are welcome. All contributions, correspondence, and subscriptions should be addressed to Calíban, Box 797, Amherst, Massachusetts 01002.

CUBAN STUDIES/ESTUDIOS CUBANOS

Volume 5, Number 2 of Cuban Studies/Estudios Cubanos (July, 1975) contains two articles: "Cuba: The Cybernetic Era" by Ramón C. Barquín and "Cubans in the U.S.: A Survey of the Literature" by Lourdes Casal and Andrés R. Hernández. It also includes a classified bibliography of recent publications, annotations, and an inventory of current research.

Volume 6 (January and July, 1976) will be devoted to: The Process of Institutionalization of the Revolution. Articles will deal with the party, the armed forces, the unions, and other institutions. Each issue will also contain the other sections mentioned above.

Annual subscription costs are \$4.00 for individuals and \$10.00 for institutions; all back issues are available at \$2.00 each (\$3.00 for institutions). Orders may be placed with the Publications Section, University Center for International Studies, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, Pennsylvania 15260.

THE GEOGRAPHICAL SURVEY

The review editor of this journal, published quarterly at Ball State University, has invited LASA members to submit volunteered reviews of Latin American publications which would be of interest to the discipline of geography. Correspondence concerning reviews should be addressed to: Gary S. Elbow, Review Editor, The Geographical Survey, Department of Geography, Texas Tech University, P.O. Box 4020, Lubbock, Texas 79409.

LATIN AMERICAN REPORT

This digest of Latin American political and economic events is published monthly under the auspices of the World Affairs Council of Northern California. Subscription price is \$12.00 per year for the United States; \$18.00 per year for international subscriptions, which will be airmailed. For further information write to: Latin American Report, World Affairs Council of Northern California, 406 Sutter Street, San Francisco, California 94108.

REVISTA/REVIEW INTERAMERICANA

Revista/Review Interamericana has announced a special edition devoted to "Cuba in the 20th Century" whose guest editors are Professors Lynn Darrell Bender and Harry Swan. Unsolicited manuscripts in Spanish or English are welcome. Further details may be obtained from them at the Department of History, Political Science, and Geography, Inter-American University of Puerto Rico, San Germán, Puerto Rico 00753.

PERSONAL

ERIC BAKLANOFF (U. of Alabama) has published a book entitled Expropriation of U.S. Investments in Cuba, Mexico, and Chile (New York: Praeger Publishers, 1975). He is also editor of Mediterranean Europe and the Common Market, which will be published by the University of Alabama Press in 1976. His contributions to this work are Chapter 1, "Mediterranean Europe: Perspective on a Developing Region," and Chapter 6, "Spain."

JAMES DOW (Oakland U.) has published a book entitled Santos y Supervivencias: Funciones de la Religión un una Comunidad Otomí, Mexico. The book is a comparative ethnographic study investigating the social and economic functions of peasant religion in the Otomí area of the Sierra de Puebla of Mexico. It has been published by the Instituto Nacional Indigenista in Mexico. Copies may be purchased from the publisher by writing to the Biblioteca, Instituto Nacional Indigenista, Avenida

Revolución 1279, México 20, D.F., México.

LUIS A. ESCOVAR (U. de Panamá) received the Ph.D. in Social Psychology from Pennsylvania State University in August, 1975, and joined the faculty of the Psychology Department at the Universidad de Panamá the same month.

DONALD W. FOSTER (Phillips Exeter Academy) was awarded the Ph.D. in anthropology by the University of Illinois in May, 1975. His dissertation dealt with "Survival Strategies of Low-Income Households in a Colombian City."

ABRAHAM F. LOWENTHAL has been named Acting Director of Studies at the Council on Foreign Relations in New York. He is also a lecturer on Public and International Affairs at Princeton University.

TERRY L. MCCOY (Ohio U.) was recently appointed Assistant Director of the Center for Latin American Studies at the University of Florida.

SEYMOUR MENTON (U. of California-Irvine) has published Prose Fiction of the Cuban Revolution (Austin: The University of Texas Press, 1975), 396 pp. \$12.50

EDWARD MOSELEY (U. of Alabama) attended the Fulbright-Hays Workshop in Boston, September 16-18, and the Annual Meeting of the American Universities Field Staff in Chicago, September 19-20.

GATALINA RODRIGUEZ (Centro de Investigaciones Superiores, INAH, México) has published an article entitled "El trabajo de la mujer entre los tarascos," in América Indígena, July-September, 1975.

REGIONAL

SOUTH EASTERN CONFERENCE ON LATIN AMERICAN STUDIES

Florida International University will host the XXIII Annual SECOLAS to be held in Miami, Florida, May 6-8, 1976. The central theme of the conference will be "The Role of Foreigners in Latin America." Sessions have been scheduled on "The Colonial Milieu," "Literary Perspectives," "In Quest of Modernity," "Diplomatic Themes: Between the Big Stick and the Good Neighbor," and "The Problems and Politics of Foreign Investments and Interventions." In addition, the Saturday morning breakfast session, chaired by Felicity Trueblood (U. of Florida), will treat the

topic "Alternative Careers in Latin American Studies." The Chairman of the Committee on Local Arrangements is José M. Aybar (Florida International U.).

CHANGE OF ADDRESS

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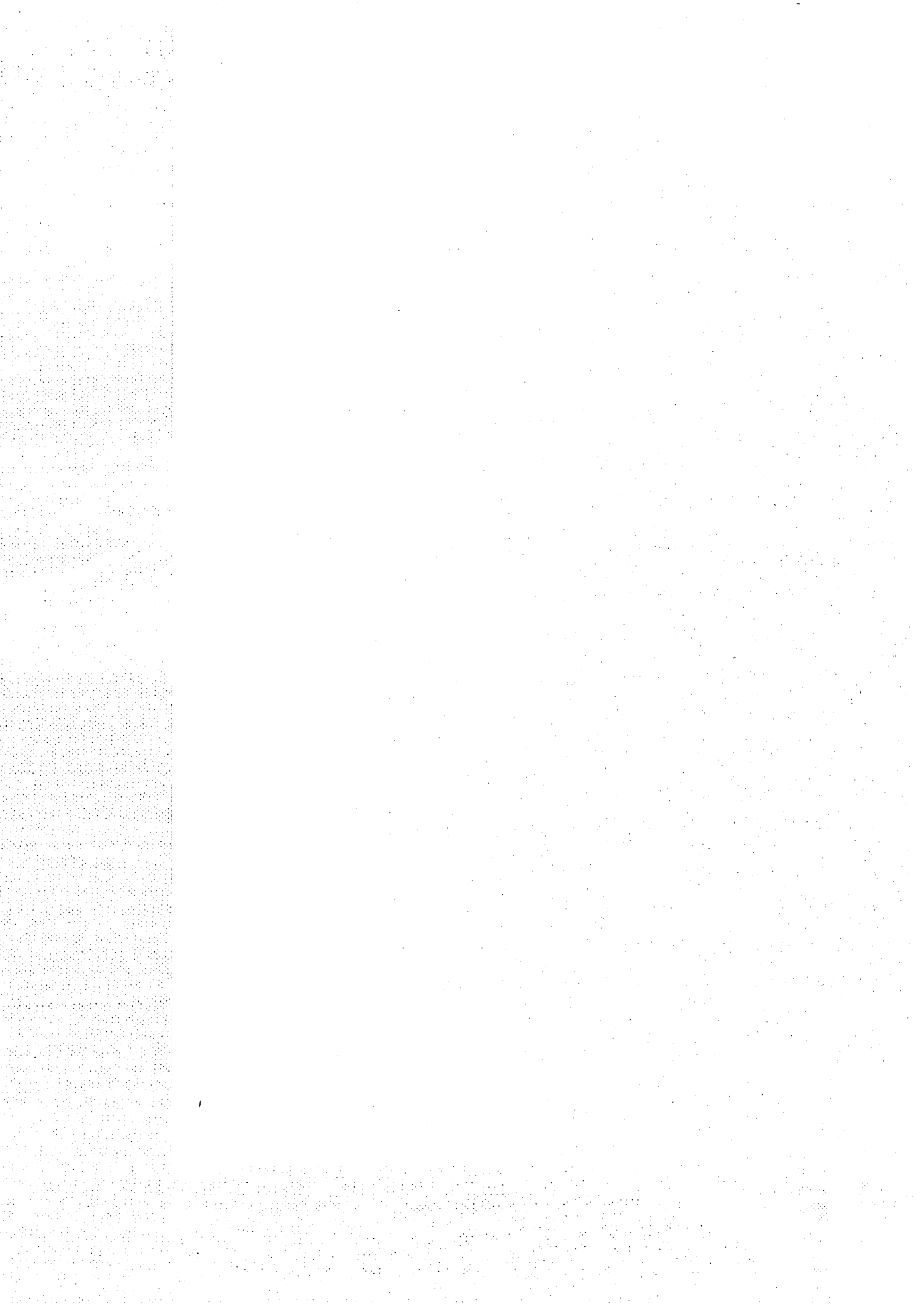
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PERSONAL AND INSTITUTIONAL NEWS

Please use this form for short items to be included in the
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LATIN AMERICAN STUDIES ASSOCIATION

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GRADUATE STUDENT _____
yes no SIGNATURE OF FACULTY ADVISOR _____

Membership dues include receipt of the *Latin American Research Review*, *LASA Newsletter*, and occasional publications of the Association for one calendar year. Dues are \$18.00 for Members and \$9.00 for Graduate Student Associates, who must obtain faculty advisors' signatures to qualify for the reduced membership rate. Both membership categories enjoy full voice and vote in the affairs of the Association. Please mail with remittance to:

LASA Secretariat
Post Office Box 13362
University Station
Gainesville, Florida 32604



LATIN AMERICAN STUDIES ASSOCIATION
Founded and Incorporated May, 1966

PURPOSES

The Latin American Studies Association is a charitable and educational body. It is a national, non-profit learned society of scholars and specialists that fosters the interests, both educational and professional, of persons concerned with the study of Latin America and that promotes education through more effective teaching, training, and research. The Association provides both a forum and an instrumentality for treating matters of common interest to the scholarly disciplines and to individuals concerned with Latin American studies.

MEMBERSHIP AND DUES

Persons and institutions having these educational and scholarly concerns in matters related to Latin America are welcomed to membership. Membership is not restricted to United States citizens. Persons and institutions seeking membership should apply to: LASA, Box 13362 University Station, Gainesville FL 32604. Annual dues for Members are \$18; and Graduate Student Associates \$9. Checks should be made payable to Latin American Studies Association. Dues include receipt of the Association's publications for one year.

ORGANIZATION

The activities of the Association are directed by an Executive Council of nine scholars, including the immediate Past President, President, Vice-President (President-Elect for the following year), and six elected members, two of whom are elected annually by the voting membership of the Association. The several scholarly programs of the Association are fostered by committees appointed by the Executive Council including Scholarly Resources, ECALAS, Academic Freedom and Human Rights, U.S. Press Coverage of Latin America, Teaching of Latin American Studies at All Levels, Women in Latin American Studies, Regional Liaison, and LARR Editorial Board, as well as ad hoc committees for special research and inter-American liaison.

CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS (CLASP)

The Consortium is the national organization of institutions of higher education offering study related to Latin America and is in effect the institutional arm of LASA. Formed in the fall of 1968, the Consortium provides the institutional dimension for the realization of the educational purposes of the Association. Cooperative activities are arranged through the Steering Committee of the Consortium, while liaison is maintained through the Executive Secretariat which serves both organizations. Annual dues for 1975 are \$50. 1975 Steering Committee: Doris J. Turner, Chpn. (Kent State U.), Eugenio Chang-Rodríguez (Queens Coll./CUNY), Carl W. Deal (U. of Illinois), John J. Finan (American U.), Philip F. Flemion (San Diego State U.) Marshall R. Nason (U. of New Mexico), G. Micheal Riley (U. of Wisconsin-Milwaukee), Philip B. Taylor, Jr. (U. of Houston), Miriam Williford (Winthrop Coll.).

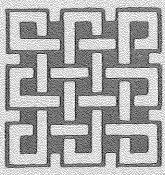
PUBLICATIONS

The Latin American Research Review is the official publication of the Association. The Review is published in three issues annually. The LASA Newsletter, a quarterly release of the Secretariat, is the basic news organ of the Association. Announcements and news items for the Newsletter should be sent to the Secretariat. It is available to the membership of the Association and by separate subscriptions at \$10 per calendar year.

Latin American Studies Association

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