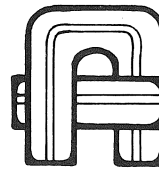



# NEWSLETTER

VOL. VIII NO. 2

JUNE 1977

 **L**ATIN

 **A**MERICAN

 **S**TUDIES

 **A**SSOCIATION

## TABLE OF CONTENTS

ANNOUNCEMENTS	2
FIFTH REPORT OF THE LASA PROGRAM COMMITTEE	4
LASA/CLASP PROFESSIONAL WORKSHOP	5
LETTERS TO THE EDITOR	6
IN MEMORIAM, GERALD E. FITZGERALD	8
RESEARCH	9
NOTES AND NEWS	
Conferences	10
Employment/Employment Solicited	11
Fellowships and Grants	11
Foreign Scholars in Residence	12
Forthcoming Conferences	12
Institutional	13
International	16
Journals and Newsletters	16
Manuscripts Solicited	18
Personal	19
Regional	21
The Latin American and Caribbean Learning Fellowship on Social Change	22
Special Newsletter Supplement, Report, ACADEMIC FREEDOM AND UNIVERSITY AUTONOMY IN CHILE	23

## LATIN AMERICAN STUDIES ASSOCIATION

President: Evelyn P. Stevens (Cleveland, Ohio)

Vice President: Riordan Roett (Johns Hopkins U.)

Executive Council: E. Bradford Burns (UCLA), William E. Carter (U. of Florida), Elsa M. Chaney (Fordham U.), John H. Coatsworth (U. of Chicago), Carmelo Mesa-Lago (U. of Pittsburgh), Sarah Kerr Myers (Am. Geographical Soc.), Peter H. Smith (U. of Wisconsin), Barbara Stallings (Churchill Coll., Cambridge U.)

Executive Director & Newsletter Editor: Felicity M. Trueblood (U. of Florida)

Assistants: Curtis R. Glick, Kathleen Stipek

LASA NEWSLETTER ISSN: 0023-8805

Published in September, December, March, and June. All contributions and correspondence should be directed to the Editor 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. For information regarding membership, please see final page of Newsletter. Opinions expressed herein are those of individual authors and do not necessarily reflect the views of the Latin American Studies Association or its officers.

---

### ANNOUNCEMENTS

On April 28, 1977, OFFICIAL 1977 ELECTION BALLOTS were mailed to all members. The results of the elections are as follows:

Vice President: William P. Glade--421 (elected)

Margaret E. Crahan--333

Executive Council: Alfred Stepan--380 (elected)

Jean Franco--307 (elected)

Lourdes Casal--209 (first alternate)

Louis Wolf Goodman--206 (second alternate)

Juan E. Corradi--193

Carlos Muñoz--181

The Executive Council is pleased to announce that the EIGHTH NATIONAL MEETING will be held in Pittsburgh at the William Penn Hotel, April 5-7, 1979. Serving as local host will be the Center for Latin American Studies of the University of Pittsburgh. Serving as chairperson of the 1979 Program Committee is Jorge Domínguez (Political Science/Harvard University). Members of the committee are: Douglas Graham (Agricultural Economics/Ohio State), Shirley Harkess (Sociology/University of Kansas) and Mary Kay Vaughan (Latin American Studies/University of Illinois-Chicago Circle). Please address all 1979 program matters to them.

On May 17, 1977, copies of PROSE FICTION CRITICISM AND THEORY IN CUBAN JOURNALS: AN ANNOTATED BIBLIOGRAPHY by Terry J. Peavler were mailed to all paid members. This bibliography, a project of the Sub-Committee on Cuban Bibliography and Reprinting of the Committee on Scholarly Resources, was reprinted from Cuban Studies/Estudios Cubanos (7:1, January, 1977). If you did not receive your copy, please write the Secretariat.

The BY-LAW AMENDMENT covering vacancies occurring in the office of Vice-President is considered passed, since requests for a mail ballot from at least 100 members and GSA's were not received by the deadline of April 11, 1977. For complete text of the amendment, please see the December, 1976, Newsletter.

Micheal Riley (University of Wisconsin at Milwaukee) has been elected chairperson of the CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS (CLASP) Steering Committee, succeeding Marshall Nason (University of New Mexico). They will jointly chair a discussion of "Non-Academic Employment Opportunities for Latin Americanists" at the CLASP Institutional Representatives meeting at the National Meeting in Houston, Thursday, November 3, 1977, at 8:30 p.m. CLASP is continuing its efforts to obtain useful employment information and

strategies, for LAS graduates, and invites all CLASP/LASA members to contribute to an updating of Employment Opportunities for the LAS Graduate (CLASP No. 2, 1971). Please send all such contributions to the Secretariat. Persons wishing to participate in the above discussions at the National Meeting are requested to contact Professors Riley and Nason directly.

Members are reminded that nominations for the SECOND LASA CITATION FOR DISTINGUISHED SCHOLARLY CONTRIBUTION to a non-academic periodical and the THIRD LASA CITATION FOR DISTINGUISHED REPORTING ON LATIN AMERICA are now being accepted. Deadline is September 1, 1977, and all submissions and nominations should be addressed to the Secretariat. For further details, please see the announcement in the March Newsletter or write the Secretariat.

The Secretariat is continuing to explore the possibility of GROUP FLIGHTS TO THE HOUSTON NATIONAL MEETING. Quite honestly, the prospects appear bleak since we have to date received expressions of interest from only 12 members. May we again ask how many members would be interested in reduced-rate flights, and from what gateway cities they would wish to depart? Simply send a postcard to the Secretariat with your name, address, business telephone, gateway city, and travel dates. It would also be most helpful if you would check with colleagues and friends to see whether they would wish to be included. Deadline for receipt of such information at the Secretariat is September 1, 1977.

The Executive Council is pleased to announce that the guidelines for application for LASA/CLASP PROFESSIONAL WORKSHOPS have been expanded to include the following: individual projects will now be eligible to receive a maximum of \$2,500 rather than \$1,000 as before; workshop competitions will be open year-round, with awards made twice yearly; workshops may now be held at any time of the year, rather than preferably in the summer, and the time duration of individual workshops may be more flexible than formerly. For further details, please write the Secretariat.

The special LASA paperback editions of the HANDBOOK OF LATIN AMERICAN STUDIES, volumes 36 (Humanities) and 37 (Social Sciences) are now available to non-members as well as members. Volume 38 will also be available in paperback edition later this fall. These volumes are the biggest professional bargain going, and we urge members to buy them for their students as well as themselves, and for their colleagues' coffee tables. Price: a ridiculous \$7.90 each postpaid or a supercolossal \$13.30 for both volumes postpaid. Florida residents please include sales tax. All orders must be prepaid. We need not remind members that the usual price of the HLAS is \$35.00.

The Association announces with pride that a joint dues checkoff system is now in effect with two regional associations, the Inter-American Council of Washington, D.C., and the North Central Council of Latin Americanists (NCCLA), for a two-year experimental period. Other regional associations are also in the process of considering the joint dues system. Basically, the system works as follows: members of regional associations electing the joint membership system may, if they wish as individuals, receive membership in both their regional association and LASA by paying only LASA dues. LASA, in turn, remits the appropriate amount of regional dues to the regional association. Though this system will initially result in a small loss of revenue to LASA, the Executive Council believes that ultimately this loss will be offset by increased LASA membership. The Council also believes that the joint membership system will be of great aid in achieving one of the Association's prime goals: closer cooperation with the regional associations in order to strengthen the cause of Latin American Studies at all levels--local, state, regional, national, and international.

SEVENTH NATIONAL MEETING  
Houston, Texas, November 2-5, 1977

FIFTH REPORT OF THE LASA PROGRAM COMMITTEE

Plans for the Seventh National Meeting of LASA, to be held jointly with the 20th Annual Meeting of the African Studies Association, are now virtually complete. The final version of the program has been typeset, and advance copies will be mailed to all LASA and ASA members in early July, along with abstracts of papers to be presented at the meeting. Pre-registration materials were sent to the memberships during the third week in May. These materials included a LASA pre-registration card, a hotel reservation card, a luncheon/breakfast Roundtable registration card, and a preliminary time schedule.

We urge you to return the pre-registration cards as soon as possible; only those who pre-register before September 15 can qualify for the special pre-registration discount, and only those who make an early hotel reservation can be assured of having a room in the meeting hotel, the Shamrock Hilton. (Special rates apply to rooms reserved by LASA members.) We also urge members to make their plane reservations well in advance. While the Houston International Airport is served by several major airlines, certain flights arriving on November 2 will undoubtedly be heavily booked.

An exciting program awaits those attending the Houston meeting. Nearly 200 panels, workshops, roundtables, open meetings and other types of sessions have been organized. About one-third of the sessions will deal exclusively with African studies topics (though some of these should also be of interest to LASA members); the remaining two-thirds will focus on Latin American topics or will examine, in comparative fashion, subjects of interest to both Africanists and Latin Americanists. There will be two joint LASA-ASA plenary sessions, on Friday and Saturday evenings (November 4-5). We are pleased to announce that the featured speaker at the Saturday evening plenary will be Mr. Anthony Lake, Director of the Policy Planning Staff of the U.S. Department of State. Mr. Lake's pivotal position in the U.S. policy-making process concerning Third World countries and his previous scholarly work on southern Africa equip him to provide a stimulating assessment of the problems confronting African and Latin American nations and of U.S. government responses to these problems. A question-and-answer session will follow Mr. Lake's address.

The Program Committee is also most happy to announce that approximately 50 scholars and non-academic specialists from Latin American and Caribbean countries will be participating in the Houston meeting as paper-presenters, discussants, and panel chairpersons. Their participation has been made possible by generous grants of travel funds made by the Ford Foundation, the Tinker Foundation, and the U.S. Department of State. It is also hoped that delegations of scholars from Cuba and the Soviet Union will be participating in the meeting.

For those seeking a respite from weighty academic and public policy concerns, the diversions will include a concert of Latin American music, performed by faculty and students from the University of Houston's excellent School of Music; a performance of Meso-american marimba music by the University of Houston's Carlos Monsanto; an extensive program of feature and documentary films on Latin America and Africa; an exhibit of Chicano art; a tennis tournament; and the world's largest hotel swimming pool (bring bathing suits--the weather should still be mild).

Meeting room space at the Shamrock Hilton is very tight, given the large number of sessions already scheduled. Therefore, any special-interest groups which have not yet requested space should contact the Program Chairperson immediately.

We regret to announce that, for financial reasons, it has not been possible to arrange advance duplication of papers to be presented at the meeting. All paper presenters have been asked to bring an appropriate number of copies of their papers, for distribution to those attending the panel sessions. To obtain papers of interest to you, it will be necessary for you to attend the panel meetings in which they will be presented; there will be no central distribution facility.

We wish to extend our deepest thanks to all members of the Association who have contributed to the organization of the meeting since planning was initiated in January, 1976.

Recognition of special individual contributions will be made in our final, post-meeting report.

1977 LASA Program Committee

Wayne A. Cornelius  
Massachusetts Institute of Technology  
Chairperson

Margaret E. Crahan  
Lehman College, CUNY

Jacinto Quirarte  
University of Texas, San Antonio

**LASA/CLASP PROFESSIONAL WORKSHOP**

A LASA/CLASP Professional Workshop, "Seminar on the Faces of Participation in Latin America: A New Look at Citizen Action in Society", was held November 12-13, 1976, supported by the University of Texas at San Antonio, the University of Arizona Institute for Government Research, the Border States University Consortium on Latin America, and LASA. Papers were given on "The Theory of Participation," "National Level Participation," "Participation in the Countryside," and "Participation in Peru." For additional information, contact Mitchell A. Seligson, Department of Political Science, University of Arizona, Tucson, Arizona 85721.

A few remaining copies of CLASP Publication #3: Financial Aid for Latin American Studies: A Guide to Funds for Individuals, Groups, and Institutions have been unearthed at the Secretariat. Copies of this publication are available from the Secretariat at \$1.00 for non-CLASP/non-LASA members and \$0.75 for members.

## LETTERS TO THE EDITOR

From H. J. Rosenbaum, February 24, 1977:

Editor, Newsletter:

As a LASA member employed by a U.S. Senator, Jacob K. Javits, who is the ranking minority member of the Western Hemisphere Subcommittee of the Foreign Relations Committee of the Senate, I would welcome the advice of other LASA members. In particular, should any member or the organization itself care to recommend possible legislative initiatives that would improve our relations with Latin America or a specific Latin American country, I would be pleased to bring these suggestions to the attention of Senator Javits. In this regard, I would also be pleased to have proposals for oversight hearings dealing with Latin American affairs.

Sincerely yours,  
/s/ H.J. Rosenbaum  
Special Assistant to Senator Jacob K. Javits  
United States Senate  
Washington, D.C. 20510

From Martin C. Needler, January 27, 1977:

Sr. Juventino Olivera López  
Gerente General, Excelsior  
Paseo de la Reforma, 18  
Ciudad de México  
México

Estimado señor Gerente:

Alguien acaba de mandarme un ejemplar de Excelsior fechada el 27 de noviembre del año pasado en el cual apareció un artículo escrito por Fausto Fernández Ponte citando unas opiniones supuestamente mías sobre la posibilidad de una "desestabilización" del gobierno de José López Portillo. Yo nunca decía ni escribía las palabras atribuidas a mí; no he hablado al Sr. Fernández sobre este tema; no he hablado sobre este tema ni al Sr. Fernández ni a nadie. Noté también que en el artículo queda atribuida a mi también una supuesta denuncia en 1972 que la política hacendaria del presidente Echevarría fuera sabotada por Hugo B. Margaín, opinión que no he expresado ni siquiera tenido. O sea, el artículo del Sr. Fernández es pura fabricación sin base ninguna. Espero que un ultraje de este índole jamás se repitirá.

Siento el lamentable deber de escribir en este sentido a la gerencia de Excelsior, un periódico que he siempre hallado de gran importancia.

Atentamente,  
/s/ Martin C. Needler, Director  
Division of Inter-American Affairs  
University of New Mexico  
Albuquerque, New Mexico 87131

Editor's Note: We have been asked to print this letter in the LASA Newsletter.

From Carmelo Mesa-Lago, January 5, 1977:

Dr. Edward Meador, Director  
Division of International Education  
United States Office of Education  
U.S. Department of Health, Education and Welfare  
7th and D Streets, S.W.  
Washington, D.C. 20202

Dear Dr. Meador:

As the director of one of the most active Latin American studies programs in this country, I was pleased that last year USOE reallocated funds for NDEA Language and Area Centers, increasing the number of Latin American centers. It is my understanding that this improvement was mainly as a result of your initiative. Therefore, I would like to call your attention to the fact that the distribution of NDFL fellowships not only continues to be extremely uneven but recently has become even more unfavorable to Latin America.

In 1977-78 the Latin American area will receive the smallest proportion of NDFL fellowships in the history of the program and, excluding Western Europe, will fall to the very bottom of the distribution (see attached table). The proportion of fellowships allocated to Latin America has steadily decreased from 16 percent in 1969-70 to 8 percent in 1977-78. (This represents an even worse decrease than for language and area centers, 11 percent of which are now allocated to Latin America.) In the same eight-year period, while the proportion of fellowships to Latin America has been cut by half, the proportion going to other world areas has increased: Southeast Asia from 5 to 9 percent, Near East from 15 to 18 percent, Eastern Europe from 17 to 18 percent, and both Africa and South Asia from 10 to 11 percent. (The proportion of fellowships for East Asia is the same for 1977-78 as it was in 1969-70.)

If the subregions of an area are clustered, their merged fellowship allocations become even more disproportionate vis-à-vis Latin America: Asia (made up of South, Southeast, and East) will receive 44 percent of NDFL fellowships next year, more than five times the proportion allocated to Latin America.

In geographic, economic, demographic, political, and international terms Latin America has traditionally been of pivotal significance to the United States. It is our nearest neighbor to the south, one of our largest trade partners, a major source of oil and raw materials, an area of great investment, and the native land of many U.S. ethnic groups, and has largely voted together with us in the United Nations and other international organizations. However, in the last two decades, selected Latin American countries have conflicted with the United States on numerous issues, such as nationalization, fishing rights, foreign military interventions, nuclear missiles, oil cartels, guerrilla warfare. Cuba, Panama, and Puerto Rico are examples of the challenges that the United States has faced in the past and will confront in the future. Brazil, one of the most powerful nations in the western hemisphere and potentially one of the great world powers, is a close U.S. ally, but it has shown its capacity for independent foreign policy (e.g., by its recognition of the MPLA in Angola). The creation of the Latin American Economic System (SELA) is an indication of the increasing independence of the region. Several Latin American countries also play an important role in the non-aligned movement and are observed as models for many countries in Africa and Asia.

The hemispheric and world significance of Latin America and its potential for conflict makes it especially important for study and analysis by U.S. language and area specialists. If it is true that there is a large pool of Americans trained in Spanish, it is also a fact that they are highly concentrated in a few disciplines. The need remains for such specialists in most disciplines and the professions. A need also exists for Latin American area specialists trained in Portuguese and Amerindian languages.

Editor's Note: We are printing this letter at the request of Professor Mesa-Lago.

I therefore request that you initiate action to obtain a more equitable distribution of NDFL fellowships in 1977-78, increasing the proportion allocated to Latin America.

Sincerely,  
 /s/Carmelo Mesa-Lago  
 Director and Professor of Economics  
 Center for Latin American Studies  
 University Center for International Studies  
 University of Pittsburgh  
 Pittsburgh, Pennsylvania 15260

Distribution of NDFL Fellowships in 1977-78

Areas	Number of Fellowships	Percentage Distribution*
East Asia	193	24
Eastern Europe and USSR	140	18
Near East	140	18
Africa	89	11
South Asia	88	11
Southeast Asia	70	9
Latin America	65	8
Western Europe	15	2
<b>TOTALS</b>	<b>800</b>	<b>100</b>

\*Rounded

Source: HEW, Office of Education, Modern Foreign Language and Area Studies Grants, December, 1976.

**IN MEMORIAM**

Gerald E. Fitzgerald, Professor of Government and Politics at St. John's University, New York, died suddenly on April 25, 1977. Born October 23, 1920, in Brooklyn, New York, Prof. Fitzgerald was educated at Brooklyn College (B.A., 1945), City College of New York (M.P.A., 1956), and New York University (Ph.D., 1961). Among other professional activities, he was the author of a number of articles and editor of two political-science textbooks dealing with Latin America.



## RESEARCH

The Research Library of the FEDERAL RESERVE BANK OF ATLANTA systematically collects Caribbean Basin periodicals, monographs, pamphlets, maps and other materials. In its two years of existence, the Caribbean Basin Collection has become a major source of statistical, background and current opinion on subjects ranging from agriculture and banking to trade and urbanization. In addition to nearly 1,000 monographs on hand, the collection regularly receives over 200 Basin-related periodicals, including 15 major Sunday newspapers published in the Basin. The classification most commonly used is by country, but often material is filed by subject. The Collection is open for use in the Research Library from 8:30-5:00 Monday through Friday, by appointment only. (No appointment is necessary for member bankers.)

The INSTITUTO SUPERIOR EVANGELICO DE ESTUDIOS TEOLOGICOS announces the forthcoming publication of Volume 3 of the Bibliografía Teológica Comentada del área Iberoamericana, an annual publication of its seminary. This is an exhaustive bibliography of all books and articles of a theological nature printed in Spanish or Portuguese. As the only one of its kind, it is an invaluable reference book for seminaries, theological libraries, churches, theologians, and students of theology. In addition, it may be of use to anyone interested in Latin America or the Iberian peninsula, as it contains a section on social sciences in relation to theology. The 634 page volume 1-2 of this publication, published in 1976, covers the theological material of 1973-1974, and volume 3 covers 1975. Each is available for the price of US\$5 for Latin America, Central America and the Caribbean, and US\$10 for all other countries. Address inquiries to the Instituto Superior Evangélico de Estudios Teológicos, Departamento de Bibliografía, Camacué 282, 1406 Buenos Aires, ARGENTINA.

ROBERTO CUBA JONES is writing an evaluation of a peace mission in Central America which was to report to the United States delegation to the Sixth International Conference of American States held in Havana in 1928 about the stationing of U.S. Marines in Nicaragua. Dana G. Munro was U.S. Attache des Affaires in Nicaragua at that time. Information from any sources would be appreciated. Address Dr. Jones at Antillas 813, Mexico 13, D.F. MEXICO.

The LOUISIANA STATE UNIVERSITY Department of Archives and Manuscripts has recently completed a guide to its Latin American Collection entitled An Inventory of Sources for the History of Latin America in the Department of Archives and Manuscripts, Louisiana State University, Baton Rouge, Louisiana. The collection includes: personal and official correspondence of government and military officials, planters, farmers, merchants, doctors, soldiers of fortune, and others. Business correspondence and records pertain to those U.S. companies maintaining operations in Latin America. There are also dispatches and diaries of U.S. diplomats in Latin America, taped interviews of prominent Latin Americans, collections of Latin American poetry and plays, research field notes, recipes, sheet music, and a collection of imprints and broadsides pertinent to Latin America. A map collection pertains mainly to the circum-Caribbean area.

Major strengths of the collection include: records of the state of Puebla, Mexico; records of Haitian exiles; papers of American filibusterers; correspondence of Confederate exiles in Latin America; papers concerning Louisiana's participation in the Mexican-American and Spanish-American Wars; correspondence of U.S. diplomats in Latin America; and papers and business records of the sugar industry.

Copies may be obtained by writing the Department of Archives and Manuscripts, Library, Louisiana State University, Baton Rouge, Louisiana 70803.

A REGISTRY OF RESEARCH ON THE ENLIGHTENMENT IN LATIN AMERICA is being compiled to locate individuals from various disciplines with similar interests in hopes of meeting informally at conferences. Those interested in any aspect of the Enlightenment, up to and including the independence period, are encouraged to send name and address, discipline, research interests, published and in-progress research to: John F. Wilhite, Department of Romance Languages, University of Tennessee, Knoxville, Tennessee 37916.

## NOTES AND NEWS

### CONFERENCES

A conference on "Women and Change: Comparative Perspectives with Emphasis on Cuban Women" was held at BOSTON UNIVERSITY, May 6-7, 1977. Panel discussions centered on papers concerning the topics "Women and Change," "Cuban Women in Comparative Perspective," and "Hispanic Women in the U.S. with Emphasis on Cuban Women." The conference was sponsored by the Institute of Cuban Studies. For information on papers read at the conference contact Dr. Oliva Espín, Dept. of Counselor Education, Boston University, 232 Bay State RD, Boston MA 02215.

The CONFERENCE ON LATIN AMERICAN HISTORY held its 1976 Annual Meeting in affiliation with the American Historical Association in Washington, D.C., December 27-30, 1976. Featured were the various regional studies committee meetings at each of which papers were read and discussed. Major sessions dealt with the topics "The Filmic Approach to Latin America's Past," "Crime and Justice among the Poor in Late Colonial Latin America," "Latin America: The Seventeenth-Century Crisis," "Electoral Behavior in Twentieth-Century Argentina," and "Women in Colonial Spanish America: A Reappraisal". For information concerning papers contact Charles A. Hale, Program Chairman, University of Iowa or the CLAH Secretariat, The University of Wisconsin-Milwaukee, Center for Latin America, College of Letters & Science, P.O. Box 413, Milwaukee WI 53201.

From November 8 to 24, 1976, the UNIVERSITY OF ILLINOIS-CHICAGO, CIRCLE hosted Mexposición II, an exhibit of photography from the Mexican Revolution by Agustín Casasola. The photographs, purchased from the Casasola family, were the focal point of a program lasting several days and involving the Chicano and Latin American populations of Chicago as well as faculty and students interested in Latin America. This first U.S. showing was mounted and sponsored by Movimiento Artístico Chicano, and the UICC site was chosen because of its accessibility to a large portion of Chicago's Latin American community. Juan Gómez Quiñones of the UCLA departments of History and Chicano Studies integrated the experience of the Mexican-Chicano with the history of the Revolution. Additional programs included an evening with the Mexican community's senior citizens who recalled the revolution as they had experienced it, and an evening of music including works of Manuel María Ponce, Carlos Chávez, and Silvestre Revueltas. The photographic exhibit is available on loan to universities or schools from Quinto Sol, Inc., 122 W. Grand River, Lansing MI 48906. (tel.: 517-484-2004)

A colloquium on "The Comparative Development of Australia and Argentina" was held at LA TROBE UNIVERSITY, Melbourne, Australia, on November 5-6, 1976. The sessions were chaired by Dr. Barry Carr (La Trobe U.). Papers were presented by Dr. Ezequiel Gallo (Instituto Torcuato Di Tella), Dr. John Fogarty (Melbourne U.), Dr. Barry Dyster (U. of New South Wales), and Mr. Kelvin Rowlen (U. of Melbourne).

The Institute for International Studies of the UNIVERSITY OF NEBRASKA AT LINCOLN and the U.S. State Department sponsored a one day conference on the theme "Towards a North-South Rapprochement: U.S. Relations with Africa and Latin America" on March 30, 1977. The conference featured participants from the Department of State as well as the business and academic communities. The goal of the conference was to contribute to a better understanding of the policies of the U.S. toward Africa and Latin America and the relationship of these policies and the intellectual, cultural, and economic resources of the regions. For information on papers and discussions given at the conference, contact Dr. Roberto Esquenazi-Mayo, Director, Institute for International Studies, 1034 Oldfather Hall, University of Nebraska-Lincoln, Lincoln NB 68508.

A conference entitled "Latin America and the United States: The Cultural Barrier" was held at PENNSYLVANIA STATE UNIVERSITY March 16-18, 1977. The conference dealt with ethnocentricity as an impediment to Latin American-U.S. understanding and cooperation. For information concerning papers, please contact Prof. Charles D. Ameringer, Professor of Latin

American History, Pennsylvania State University, University Park PA 16802.

An international conference on "The Role of Cuba in World Affairs" was held at the UNIVERSITY OF PITTSBURGH November 15-17, 1976, sponsored by the Center for International Studies, with support from the Rockefeller Foundation. For information on papers read at the conference, contact the Center for Latin American Studies, University of Pittsburgh, Pittsburgh PA 15260.

A symposium entitled "Amazonia: Extinction or Survival? The Impact of National Development on the Indians of Tropical South America" was held at the UNIVERSITY OF WISCONSIN AT MADISON April 22 and 23, 1977. The conference was co-sponsored by the Tinker Foundation, the Department of Anthropology, and the Ibero-American Studies Program. For information on papers presented, please contact the Tinker Symposium Committee, Dept. of Anthropology, 5240 Social Science, University of Wisconsin-Madison, Madison WI 53706.

### EMPLOYMENT

The UNIVERSITY OF NEW MEXICO announces the opening of a position in the Latin American Center. The Center is seeking a Latin American development specialist with an interdisciplinary orientation to play an active role in research and program development. An economist is preferred but other social science specialties will be considered. The appointment will be made at the rank of associate or full professor, either tenured or probationary. Maximum Salary will be \$30,000. The University of New Mexico is an equal opportunity/affirmative action employer. Inquiries or applications should be directed to Dr. Marshall Nason, Chairman of the Search Committee and Director, Latin American Center, University of New Mexico, Albuquerque NM 87131.

The Division of International Education of the U.S. Department of Health, Education and Welfare advises LASA that UNESCO employs qualified citizens of member states for educational technical assistance projects. UNESCO recruitment is international in scope and highly selective. UNESCO experts must be persons of proven professional stature in their fields. The UNESCO expert serves primarily as an advisor in curriculum development, teacher training, teaching methods, etc. For further information and inquiries regarding employment, please contact UNESCO Recruitment, Division of International Education, U.S. Office of Education, Room 3916-ROB#3, 400 Maryland AV, SW, Washington D.C. 20202. Potential applicants are advised that the selection process is lengthy and that elementary and secondary teachers are not considered for positions.

### EMPLOYMENT SOLICITED

BARBARA McKEE, a young woman with a degree in Latin American Studies from the School of International Service of American University and considerable experience in international development is seeking an administrative position in international administration of a development or visitors program in the U.S. or overseas. Ms. McKee has held internships in government, international development and community relations and speaks good Spanish. For a vita and references please write to Barbara McKee, 700 Pearl ST, Key West FL 33040.

### FELLOWSHIPS AND GRANTS

THE FORD FOUNDATION has made grants to the following institutions since December, 1976: The Association of Brazilian Centers for Teaching and Research in Economics, Brazilian National Library, Brazilian Society for Instruction, Center for Educational Studies (Mexico), Center for Family Promotion and Education (Peru), Colombian Institute of Family Welfare, Federal University of Minas Gerais (Brazil), Federal University of Rio Grande do Sul (Brazil) College of Mexico, Pan American Health Organization, Paraguayan Center of Sociological Studies, Paulista School of Medicine (Brazil), University of São Paulo, the Social Science Research Council, and Latin American graduate fellowships for awards to graduate students

from Latin America and the Caribbean. For further information on any of these grants, please contact The Ford Foundation, 320 E 43 ST, New York NY 10017.

The UNIVERSITY OF PITTSBURGH announces a new program of Tinker Research Internships for Latin Americans. The Internship will enable young Latin American scholars or technocrats who have not had previous formal graduate training in the U.S. to work at Pittsburgh for a period of eight months to one year, utilizing research facilities and faculty expertise. Four to six interns will be selected for the 1977-78, 1978-79, and 1979-80 academic years. Candidates should be at an intermediate level in their careers, with the equivalent of a Master's degree plus some publications or considerable research experience. Good reading ability and basic conversational skills in English are essential. Candidates should present project statements with their applications; research projects should deal with the social sciences or socially-related topics in the professions or humanities. The award will include travel expenses for the intern, a monthly stipend, tuition for up to three graduate courses at the University of Pittsburgh and access to library facilities. Applications for 1977 are due by April 15 (by March 15 of succeeding years). Additional information can be obtained by contacting Director, Center for Latin American Studies, University of Pittsburgh, Pittsburgh PA 15260.

The TINKER FOUNDATION announces the recipients of the second Post-Doctoral Fellowship Competition, whose purpose is to foster understanding among the people of Ibero-America by providing scholars with an opportunity to do interdisciplinary research in social sciences, combining the candidate's area of specialization with any other field of study. This year's fellows are Julianne Burton (U. of California/Santa Cruz), John B. Carlson (U. of Maryland), Juan E. Corradi (NYU), Harry E. Cross (U. of California/Berkeley), Susan Eckstein (Radcliffe Institute), Beatriz R. Lavandera (Johns Hopkins), Candace Slater, (Dartmouth Coll.), Robert W. Slenes (U. of California/Boulder), and Mark Wasserman (Northern Illinois U.).

#### FOREIGN SCHOLARS IN RESIDENCE

The Institute of Latin American Studies at LA TROBE UNIVERSITY sponsors and finances visits to La Trobe by overseas Latin Americanists to participate in its colloquia and research and teaching program. It is normally anticipated that visiting scholars will spend three to four months at the University but from time to time shorter visits may be arranged. An office and secretarial assistance is provided. Inquiries from interested scholars should be addressed to Dr. Barry Carr, Chairman, Institute of Latin American Studies, La Trobe University, Bundoora, Victoria, Australia 3083.

#### FORTHCOMING CONFERENCES

The 1978 Program Committee of the CONFERENCE ON LATIN AMERICAN HISTORY invites proposals for sessions at the December, 1978, meeting. The Committee particularly solicits ideas for complete panels. Topics involving new substantive material, innovative methodology, problems of interpretation, and non-traditional teaching will be especially welcome. Proposals should contain a brief outline or summary of each paper and a curriculum vitae for each participant. Please send proposals no later than October 15, 1977, to Mark A. Burkholder, Dept. of History, University of Missouri-St. Louis, St. Louis MO 63121.

The Seventh General Conference of the INTERNATIONAL PEACE RESEARCH ASSOCIATION will be held in Mexico City on December 11-16, 1977. Proposed working groups will include: World Military Order, Military Rule and Fascism in the Third World, The New International Economic Order as a Strategy of Change, Transfer of Technology, Development Strategies and Transnational Corporations, Peace Education, Political Economy of Food, and World Information Order. Persons interested in attending and/or participating should contact Paivi Toiva, Assistant Secretary General, International Peace Research Association, P.O. Box 70, 33101 Tampere 10, FINLAND.

The Twenty-first annual MISSOURI VALLEY HISTORICAL CONFERENCE will be held in Omaha, Nebraska, March 9-11, 1978. Papers and sessions will relate to the traditional topic and area studies as well as quantification, psychohistory, teaching methodology, research tools and techniques, and interdisciplinary studies. Proposals should be submitted by August 15 to: Prof. Jacqueline St. John, Dept. of History, University of Nebraska at Omaha, Omaha NB 68101

The UNIVERSITY OF NEBRASKA AT OMAHA is planning a comprehensive Third World Conference for October 27-29, 1977. Persons interested in participating should write to Prof. Carl H. Camp, Program Chairman, Office of International Studies and Programs, University of Nebraska at Omaha, Omaha NB 68101.

Evelyn Stevens and Brian Weinstein have been invited to co-chair a section on Language Policy and Socioeconomic Development at the IX WORLD CONGRESS OF SOCIOLOGY to be held in Uppsala, Sweden in August, 1978. They are interested in hearing from persons who may be interested in participating in any of the activities of their section. The main responsibility of the section will be the formal presentation of four position papers on the "state of the art". At the same time they will be concerned with organizing more informal sessions such as round tables, workshops, lunch groups, etc., to exchange information on work in progress and map out areas of research that need additional effort. They are specifically interested in detailed proposals for the main position papers and suggestions for themes for the informal meetings, together with recommendations as to the specific structure of such meetings, and names and addresses of persons who may be interested in participating in them. Proposals for position papers should be accompanied by a one-page description of the author's approach to the subject and a copy of the author's curriculum vitae. Interested persons should contact Evelyn P. Stevens, American Studies Program, 4250 Crawford Hall, Case Western Reserve University, Cleveland OH 44106.

## INSTITUTIONAL

The CENTER FOR INTERNATIONAL POLICY, a project of the Fund for Peace, was initiated one year ago to provide an independent, critical analysis of current foreign policy issues. The Center's primary focus is on the United States' interaction with the developing nations of Latin America, Asia, and Africa. A principal concern is to document human rights violations and the denial of basic freedoms in countries abroad and to analyze the factors, internal, as well as external, which have paved the way for repressive and authoritarian governments. In its reports, the Center examines U.S. diplomatic, military, and economic relations with the developing world. Of potential interest to Latin Americanists are the International Policy Reports: "Communists Fall to Third in Economic Aid to Developing Nations," April, 1976; "Chile's Chronic Economic Crisis," September, 1976; "Foreign Aid: Evading the Control of Congress," January, 1977. A forthcoming publication on human rights legislation and U.S. foreign economic and military aid will be available after March, 1977. All International Policy Reports are available from the Center for International Policy, 120 Maryland AV, NE, Washington DC 20002. (tel. 202-544-4666). The cost for existing publications is \$1 each. A \$15 subscription covers all publications for the year.

The CONFERENCE OF LATIN AMERICANIST GEOGRAPHERS (CLAG) is an organization designed to facilitate communication among individuals and institutions around the world that are interested in Latin America. CLAG's formative meeting took place at Ball State University, Muncie, Indiana, in 1970, and annual meetings have been held subsequently with such themes as: "Latin American Development Issues" (1971), "Geographical Analysis for Development in Latin America" (1973), "Latin America: Search for Geographic Explanations" 1974, "Resources and Strategies for Teaching Latin American Geography" (1975), "International Aspects of Latin American Development: Geographical Perspectives" (1976). The Conference is governed by a board of eighteen members who serve on a rotational basis for terms of three years. It strives to publish the papers of all annual meetings as proceedings; six volumes are currently available. CLAG issues a quarterly newsletter. For further information, contact Tom L. Martinson, Executive Office, Conference of Latin Americanist Geographers, Department

of Geography and Geology, Ball State University, Muncie IN 47306.

The UNIVERSITY OF DELAWARE program in Latin American Studies is composed of faculty from several departments, including geography, political science, history, languages, and anthropology. The program publishes monographs, the first of which was Indian Labor in Mainland Colonial Spanish America by Juan and Judith Villamarín (1975). Kenneth Ackerman, Dept. of Anthropology, is the editor of the series. The program has a strong anthropological content, with six faculty members having worked in Latin American countries. Charles Leslie assumed the chairmanship of the Anthropology Department in September, 1976.

The GEORGIA CONSORTIUM, twelve four-year colleges in the state's university system, is sending 24 faculty on a two-month study program in Brazil this summer. The program, financed under the Group Projects Abroad section of the Fulbright-Hays Act, includes one month at the Universidade Federal de Pernambuco in Recife, activities in Salvador and Rio, and ten days at the Universidade de São Paulo. Parke Renshaw, West Georgia College, is Project Director.

An Institute of Latin American Studies supported by funds from the Myer Foundation was established at LA TROBE UNIVERSITY in 1976 to promote the study of Latin America at advanced levels. Building on programs and material already available in the University, ILAS is designed to become a major center for academic Latin American Studies in Australia. The Institute coordinates undergraduate courses and promotes research and postgraduate work on Latin America. It also helps promote the study of Latin America at La Trobe by means of conferences and seminars designed to keep members in touch with ongoing work elsewhere in their field and to provide a means whereby members' own work may be made known to other scholars. These two aims are encouraged by the publication of occasional papers, the sponsorship of visiting scholars from overseas, and the editing of the newsletter of the Australia-New Zealand Academic Association for Latin American Studies (ANZALAAS). For further information contact the Chairman, Institute of Latin American Studies, La Trobe University, Bundoora, Victoria, Australia 3083.

The Program in Latin American Studies of the UNIVERSITY OF MASSACHUSETTS has published the first two monographs in the Occasional Papers Series announced in the December, 1976, Newsletter: #1-"The Patrimonial State and Patron-Client Relations in Iberia and Latin America: Sources of 'The System' in the Fifteenth Century Writings of the Infante D. Pedro of Portugal" by Sidney M. Greenfield; #2-"The Llanos in Colombian History: Some Implications of a Static Frontier" by Jane M. Loy. Requests for copies and inquiries regarding the Series should be addressed to: Prof. Howard J. Wiarda, Chairman, Program in Latin American Studies, University of Massachusetts, Amherst MA 01003.

The Latin American Studies Center of MICHIGAN STATE UNIVERSITY has published a volume on diverse aspects of Hispanic culture entitled Homage to Irving A. Leonard: Essays on Hispanic Art, History and Literature. For many years Prof. Leonard was Professor of Spanish American History and Spanish American Literature at the University of Michigan. The present volume has been assembled by a group of his friends and colleagues in his 80th year. Copies of the work are available for \$10.00. Please send orders to Prof. Raquel Chang-Rodríguez, Dept. of Romance Languages, The City College/CUNY, New York NY 10031.

The NORTHWEST COUNCIL OF COLLEGES offers several Latin American study programs abroad. The Mexico Instructional Center, presently in its sixth year of operation, has a new facility in Guadalajara; the program at the Ecuador Instructional Center in Quito has been broadened from its previous community health focus to include liberal arts. Enrollment is open not only to students attending Consortium schools but also to students in good academic standing at other institutions. Undergraduate and graduate credits are transferable to many U.S. colleges and universities. Inquiries and applications may be made to the administrative office, Northwest Council of Colleges, 202 Peterson Hall, Ellensburg, WA 98926.

As a result of discussions with Latin American universities and research centers conducted by Carmelo Mesa-Lago last July, the UNIVERSITY OF PITTSBURGH has signed agreements with

Centro de Estudios Latinoamericanos "Rómulo Gallegos" in Venezuela, Pontificia Universidad Católica in Ecuador, and Universidad Javeriana in Colombia. These agreements provide for exchange of graduate and postgraduate students, researchers, and faculty members between Pitt and the Latin American institutions; publications exchanges; and the development of collaborative research projects and cooperative use of research and computer facilities for such projects.

The second edition of Cuban Periodicals in the University of Pittsburgh Libraries (November, 1976) has been published by the Libraries and the Center for Latin American Studies. It includes 368 entries: 253 titles currently received or inactive and 115 cross references. Although most are periodicals, the list includes some annual reports, year-books, statistical serials, and scientific and technical series regularly published by Cuban universities. The publication may be ordered for \$2 per copy from: University of Pittsburgh Libraries, Room 271, Hillman Library, University of Pittsburgh, Pittsburgh PA 15260.

The Interdisciplinary Communications Program of the SMITHSONIAN INSTITUTION is publishing an Occasional Monograph Series on world population issues. Recent numbers include New Perspectives on the Demographic Transition (#4); The Dynamics of Migration: Internal Migration and Migration and Fertility (#5:1); Empirical Findings on Fertility: Korea, Nigeria, Tunisia, Venezuela, Philippines (#7); Family Planning Programs: India, China, Costa Rica, Venezuela, Lebanon (#8); and a series of Annotated Bibliographies on population. For further information, contact the International Program for Population Analysis, Interdisciplinary Communications Program, Smithsonian Institution, 1717 Massachusetts AV, NW, Washington DC 20036.

In October, 1976, THE COLLEGE OF ST. ROSE hosted a seminar meeting for professors and students from area colleges and universities. Professor Robert J. Alexander of Rutgers University, Brunswick, New Jersey, addressed the group. Professor Alexander discussed the origins and development of the military in Latin America.

The Institute of Latin American Studies at the UNIVERSITY OF TEXAS AT AUSTIN has received a grant from the National Endowment for the Humanities to encourage the study of Latin American culture in community colleges. The one-year project will be directed by Dr. Edward Glab, Jr. By focusing on curriculum development and personnel training in two-year and small four-year institutions, it is expected that the program will be likely to reach individuals who would otherwise not have the opportunity of being exposed to studies of the humanities and multi-cultural education. The project will work closely with the Community College Leadership Program and the Community College Teaching Internship Program, in collaboration with department faculty and educators throughout Texas. The program will involve training faculty in the humanistic aspects of Latin American culture through two conferences and a summer workshop from which will come a core curriculum of Latin American culture studies. Through the project the Institute hopes to integrate Texas community colleges into its Latin American Studies communication network. A publication based on the results of the project will be distributed throughout the state. For further information, please contact Dr. Glab at the Institute of Latin American Studies, Sid Richardson Hall, University of Texas, Austin TX 78712.

A Mexican-U.S. Border Research Program has been established at the University with Dr. Stanley R. Ross as coordinator. The program is a bi-national effort to do policy-oriented research on problems that affect the border area and their national and international implications. It was developed in coordination with a group of Mexican scholars including Lic. Gerardo Bueno of CONACYT (National Council for Science and Technology); Ambassador Vicente Sánchez Gavito; Prof. Mario Ojeda, Secretary General of El Colegio de México, and Lic. Horacio Flores de la Peña, director of CIDE (Center for Economic Research and Studies). By agreement, research priorities are economic aspects, demographic aspects, social and cultural aspects, and others such as the implications of the foreign policy of each nation for the border zone and the impact of border zone phenomena in shaping the foreign policy of both countries. A major effort in the economic field will be a parallel study of the border economy in relation to the national economy of each nation. Support for the border research program comes from a grant from the Ewing Halsell Foundation of San Antonio.



## INTERNATIONAL

The CORPORACION DE INVESTIGACIONES ECONOMICAS PARA LATINOAMERICA (CIEPLAN) is publishing documents which are part of the series "Estudios CIEPLAN" that will include twelve or fifteen titles per year with the advances of the work the Corporacion is carrying out in four main areas: (a) structure of employment, under-employment and poverty; (b) international cooperation and economic integration; (c) economic policies and redistribution; (d) state role in the development process. Copies of these studies may be purchased for US\$1.50 each through subscription or in separate issues. For further information and a list of titles, please write: CIEPLAN, Av. C. Colón 3494, Casilla 16496-Correo 9, Santiago, CHILE.

Con fecha de 15 de marzo de 1977, el Dr. Ezequiel L. Gallo ha resumido la dirección del INSTITUTO TORCUATO DI TELLA, luego de haber hecho uso de licencia para cumplir con obligaciones académicas en Australia, Gran Bretaña y Estados Unidos. Dr. Virgilio R. Beltrán ha sido designado Director Asociado en las áreas académica y administrativa y Lic. Mario Marzana es el nuevo Director Asociado en materia financiera. Desde el 30 de noviembre pasado el Instituto esta instalado definitivamente en su propio edificio, construido conforme a sus necesidades actuales. La nueva dirección es 11 de Septiembre 2139, 1428 Buenos Aires, ARGENTINA.

The PROGRAMA DE ESTUDOS COMPARATIVOS LATINOAMERICANOS (PECLA) has been founded at the UNIVERSIDADE FEDERAL DE MINAS GERAIS. The objective of the program is to promote teaching and research on Latin America at the UFMG. Participating departments include History, Sociology, Political Science and Economics. Among the activities anticipated are:

1. the exchange of students and professors with other universities and research centers and the sharing of results of such exchanges;
2. the exchange of books and journals;
3. a future journal to translate and publicize material on Latin America appearing in foreign languages and not usually available to Brazilian scholars;
4. meetings and conferences on topics of general interest to Latin Americanists. The first such meeting will be in July, 1977 in cooperation with CLACSO on the theme "The State and Rural Structures in Latin America."

Comments, proposals, or suggestions are welcome on other possible areas of cooperation. For additional information, please contact Dr. Bernardo Sorj, Director, PECLA, Rua Carangola, 288-3ª Andar, Belo Horizonte BRAZIL.

The Centro de Información y Documentación of the ASOCIACION PANAMERICANA DE INSTITUCIONES DE CREDITO EDUCATIVO (APICE) has published two volumes of its bulletin Red Informativa listing postgraduate educational programs in Latin America and the Caribbean in several fields in October, 1976. One volume is entitled "Programas de Posgrado que Ofrecen las Universidades de Latinoamérica y el Caribe en: Antropología, Educación y Sociología," and the other is "Programas de Posgrado que Ofrecen las Universidades de Latinoamérica y el Caribe en: Administración y Economía. Both are based on information gathered in a survey made by the Centro. Information regarding the availability of these bulletins may be obtained from Sra. María Lucía de Barbosa, Jefe, Red Informativa, APICE, Centro de Documentación, Calle 38 No. 8-56, Of. 202, Bogotá, D.E., COLOMBIA. (A.A. 17388).

## JOURNALS AND NEWSLETTERS

La Academia Norteamericana de la Lengua Española publica, desde 1976, el BOLETIN DE LA ACADEMIA NORTEAMERICANA DE LA LENGUA ESPANOLA, que aparece por lo menos una vez al año. El Boletín publica estudios lingüísticos y filológicos sobre el castellano, y dedica atención preferente a los trabajos que se ocupan de la lengua y la literatura de los hispanohablantes de los Estados Unidos. El precio de suscripción anual es US\$8.00. Correspondencia acerca de artículos, canjes y reseñas debe dirigirse al Director del Boletín, Dr. E. Chang-Rodríguez, Dept. of Romance Languages, Queens College/CUNY, Flushing



NY 11367. Subscripciones deben ser pedidas al Sr. D. Odón Betanzos, Academia Norteamericana de la Lengua Española, Box 7, F.D.R. Post Office, New York NY 10025.

DOCUMENTACION PARAGUAYA es una publicación dedicada a difundir la bibliografía paraguaya. El interés de esta publicación es servir como referencia para todas aquellas personas empeñadas en emprender estudios sobre el Paraguay. Las diversas áreas cubiertas así como el tipo de material incluye libros, revistas, folletos, correspondencias, artículos de periódicos, revistas, resultados de investigaciones, encuestas, censos, datos estadísticos varios, crónicas, reportajes, etc., servirán para tener una visión exhaustiva de lo publicado en diversas épocas sobre el país. Las citas bibliográficas van unidas de su correspondiente numeración y siglas CPDS, a fin de detectar los documentos clasificados por este centro, a quien se podrá dirigir en caso de solicitud del material por medio de fotocopias. Esta publicación aparece tres veces al año. Estos pedidos podrán realizarse a la siguiente dirección: Eligio Ayala 973, Asunción, PARAGUAY. La suscripción anual cuesta US\$5.00 en América del Sur y US\$7.00 en los otros países.

The transfer of the journal ESTUDIOS ANDINOS from the University of Pittsburgh to the Universidad del Pacífico in Lima has been made possible by a grant from the Ford Foundation to the Peruvian institution, matched by a contribution from Pacífico itself. The journal, which publishes articles in Spanish relating to the social sciences in the Andean region, had been edited by Edward Cleary and housed at Pitt's Center for Latin American Studies since 1971. The new editors, Guido Pennano and Alejandro Lavalle are recent alumni of the University of Pittsburgh's Latin American program. Being based in Peru will enable the journal better to fulfill its purpose of stimulating social science research and publication by Latin American scholars. Pittsburgh's Center for Latin American Studies will continue to cooperate with the journal through an exchange agreement with the Universidad del Pacífico.

The Asociación Colombiana para el Estudio de la Población (ACEP) publishes a journal entitled ESTUDIOS DE POBLACION. The journal carries scientific articles originated in Latin America treating the themes of population and family planning within the general interest area of the South American continent. Its readership is international. The journal also reviews current publications on population. For information concerning subscriptions or submission of articles, contact Asociación Colombiana para el Estudio de la Población (ACEP), Departamento de Publicaciones, Carrera 23 No. 29-82, Bogotá, D.E., 1, COLOMBIA.

LATIN AMERICAN INDIAN LITERATURE, a journal of articles, reviews, and bibliography primarily for teachers of Latin American civilization, began publication this spring. Published by the Department of Hispanic Languages and Literatures with the cooperation of the Center for Latin American Studies and the University Center for International Studies, the journal will appear twice a year--Spring and Fall. An annual subscription is \$4. For information or subscriptions write: Latin American Indian Literatures, Department of Hispanic Languages and Literatures, University of Pittsburgh, 1309 Cathedral of Learning, Pittsburgh PA 15260.

LATIN AMERICAN PERSPECTIVES has just published its Special Series "The Bicentennial: From Colony to Empire" which includes the following issues: The Working Class in Latin America (Issue 8); Capitalism in Latin America: The Process of Underdevelopment (Issue 9); Puerto Rico: Class Struggle and National Liberation (Issue 10); and Dependency and Dimensions of Imperialism (Issue 11). Issues for 1977 will focus on women, culture, and population in Latin America; in addition there will be one issue devoted to a critical analysis of the Peruvian "Revolution." Individual subscriptions are available for \$10, institutional subscriptions for \$20 from CMS, P.O. Box 792, Riverside, CA 92502. Latin American Perspectives also distributes microfilm of newspapers, journals, and documents in Mexico, Cuba, Chile, Colombia, Brazil, Uruguay, and other countries. Write the above address for a complete listing of titles available. If your library is interested in having materials microfilmed, write Latin American Perspectives.

PERSPECTIVA MUNDIAL is a new Spanish-language news magazine published in the United States,

with political analysis from a revolutionary Marxist point of view. Perspectiva Mundial will take much of its material from Intercontinental Press, a radical weekly publication with a worldwide network of correspondents and translations from more than twenty-five languages, and will print articles and documents from foreign sources including the underground press in Argentina and Brazil. The magazine will be published bi-weekly. A one-year subscription costs \$10.00. Subscriptions may be ordered from Perspectiva Mundial, 408 West Street, New York NY 10014.

#### MANUSCRIPTS SOLICITED

LA ACADEMIA COLOMBIANA DE HISTORIA anuncia un concurso para premiar la mejor biografía del General Domingo Caycedo, quien durante su periodo de vice-presidencia fue Presidente interino varias veces en tiempos difíciles. La biografía debe ser de trescientas páginas como mínimo, de tamaño carta, escritas a máquina a doble espacio. Los trabajos serán presentados en cuatro ejemplares en la Secretaría de la Academia Colombiana de Historia (Calle 10 #9-95, Bogotá, Colombia) bajo seudónimo y en sobre cerrado el nombre del concursante, su seudónimo, su dirección y el título de su trabajo. El concurso está abierto a ciudadanos colombianos y extranjeros; los estudios deben ser escritos en castellano y las obras deberán tener las bibliografías, referencias documentales, e índices analítico y anamástico como se acostumbra en trabajos de esta naturaleza. El concurso se cierra el 31 de diciembre de 1977 y los jurados deberán presentar su informe antes de julio de 1978. El premio de la mejor obra será la suma de treinta mil pesos colombianos, la publicación del libro en la "Colección Biblioteca de Historia Nacional" y cincuenta ejemplares para el autor.

The BRASILIA UNIVERSITY PRESS desires to publish a series of studies by American and European "Brazilianists". Such works may be on history, geography, economics, sociology, and anthropology. Book manuscripts, as well as Ph.D. dissertations will be considered. All manuscripts should be mailed to: Presidente, Editora Universidade de Brasília, Campus Universitario--Asa Norte, 70.000, Brasília, D.F., BRAZIL.

The African Studies Association announces the establishment of a press to publish scholarly and useful materials on the Third World called the CROSSROADS PRESS. The principal concern of the press will be to publish worthwhile books; the basic criteria for publication will be intellectual significance and good writing. The Crossroads Press will now consider manuscripts for publication in 1977 and 1978. Manuscripts must be of no more than 400 pages. Symposia, edited collections, and technically complicated material will not be accepted. Copyediting services will not be provided. Manuscripts which are improper or incoherently written will be returned. The Press requests a clean, original typescript. Manuscripts may be sent to: Crossroads Press, African Studies Association, 218 Shiffman Center, Brandeis University, Waltham MA 02154.

G.K. HALL & COMPANY, publisher of scholarly reference books, invites the submission of manuscripts for its series of reference publications in Latin American Studies. Bibliographies, reference guides, checklists, indexes, or other book-length reference works providing access to Latin American, Central American, or Caribbean materials will be welcomed for review. Please direct manuscripts and specific inquiries about the Latin American program to Reference Publications Editor, G.K. Hall & Co., 70 Lincoln ST, Boston MA 02111, or to the advisory editor, Professor William V. Jackson at the University of Texas, Austin.

The coordinating editors of LATIN AMERICAN PERSPECTIVES are reviewing recent manuscripts (in Spanish, Portuguese, or English) for a special issue on "Rural Underdevelopment and the Peasantry in Latin America" to be published in early 1978. They seek both highly developed theoretical and empirical analyses of the plight of the peasantry and general issues of rural underdevelopment and class oppression in Latin America. All manuscripts should be in finished form and submitted no later than June 30, 1977. For a prospectus, write: Managing Editor, Latin American Perspectives, P.O. Box 5703, Riverside CA 92507.

The Institute of Latin American Studies, LA TROBE UNIVERSITY, has established a series of Occasional Papers intended for distribution both in Australia and overseas. Scholars in the United States and Canada who are interested in contributing to this series should contact Dr. Barry Carr, Chairman, Institute of Latin American Studies, La Trobe University, Bundoora, Victoria, AUSTRALIA 3083.

## PERSONAL

NETTIE LEE BENSON, professor of history at the University of Texas, has received the Distinguished Service Award of the Conference on Latin American History. The honor, presented only three times in the Conference's history, was bestowed in recognition of "distinguished service in the acquisition, organization, and dissemination of teaching and research materials in the field, not only in her home institution but through her work in national bibliographical and library associations and programs." For many years Dr. Benson was director of the University of Texas at Austin Latin American Collection, which has been renamed in her honor.

ROBERT H. CLAXTON, associate professor of history and coordinator of environmental studies at West Georgia College, has been awarded a grant from the National Science Foundation to study the historic patterns of climatic variation in Central America and the impact of such variations on the economic history of the region from 1700 to the present.

CARLOS E. CORTES has edited a 55-volume reprint series, The Chicano Heritage, which has been published by Arno Press, New York. He has also co-authored with LEON G. CAMPBELL and ALAN CURL a book entitled A Filmic Approach to the Study of Historical Dilemmas (Riverside: Latin American Studies Program, University of California, 1976). He and Campbell will offer a course entitled "Film as a Revolutionary Weapon" this spring at the University of California, Riverside.

ROBERT PETER DEWITT, JR (SUNY/Binghamton) has published The Inter-American Development Bank and Political Influence (Praeger Special Studies Series in International Economics and Development, 1977).

RAWLE FARLEY was invited along with his wife, DR. ENA L. FARLEY, to visit Guyana in January, 1977, as guests of the government and people of Guyana.

WILLIAM J. FLEMING is teaching Latin American and U.S. history at Indiana University-Purdue University. His dissertation, "Regional Development and Transportation in Argentina: A Case Study of Mendoza Province and the Grand Oeste Argentino Railroad, 1885-1914" was accepted by the Graduate School of Indiana University (Bloomington) in September, 1976. An article "Regional Research in Argentina: A Critical Evaluation of the Libraries and Archives of Mendoza Province" is scheduled for publication in The Americas early this year.

ROY ARTHUR GLASGOW has been appointed Visiting Professor of History at the Instituto de Ciências Humanas e Filosofia of the Universidade Federal Fluminense from August, 1976.

JERRY HAAR, Special Assistant to the Secretary of HEW, has recently published The Politics of Higher Education in Brazil (Praeger Special Studies, 1977).

SISTER MARIA ANN KELLY, College of St. Rose, served as a member of a Middle States Association team which evaluated the San Juan Center of New Hampshire College, in San Juan, Puerto Rico, during October, 1976. She also directed and organized a study/travel tour to Mexico during January, 1977.

Mão-de-Obra No Brasil: Um Inventário Crítico by HELENA LEWIN, JAQUELINE PITANGUY, and CARLOS MANUEL ROMANI has been published in Brazil jointly by Editora Vozes Ltda., the Pontifícia Universidade Católica and the International Labor Organization. The work was published originally in English as Evolution of the Labor Force in Brazil from 1950 to

1970: The Woman's Participation.

MARTIN C. NEEDLER, Director of the Division of Inter-American Affairs and Professor of Political Science and Sociology at the University of New Mexico, presented the Twenty-Second Annual Research Lecture at that university, on "The Logic of Conspiracy: The Latin American Military Coup as a Problem in the Social Sciences."

MANUAL M. ORTEGA has been appointed Dean of the Division of Research and Diffusion of Scientific Knowledge at the Instituto Tecnológico de Santo Domingo, Dominican Republic. Previously, he was Director of the Unit of Population Studies, Research Center, Universidad Nacional Pedro Henríquez Ureña, Santo Domingo, Dominican Republic.

ROLLAND G. PAULSTON, Professor of International and Development Education at the University of Pittsburgh, has completed a comprehensive annotated bibliography on ideology and educational change for the World Bank entitled "Evaluating Educational Reform: An International Casebook" which contains an extensive section on Latin America and the Caribbean.

SUSAN KAUFMAN PURCELL and her husband JOHN have been named Fellows of the Woodrow Wilson International Center for Scholars from November 1, 1976 to September 1, 1977. They will devote their stay to writing up their field research on business-government relations in Mexico.

CLEMENTINE RABASSA, Medgar Evers College/CUNY, read a paper entitled "The Tip of the Iceberg: O'Neill, Aguilera-Malta, and Négritude--A Comparative Approach to the Evaluation of Latin American Theatre" at the Symposium of Theatre in Latin America held at Penn State University in October, 1976. Her article, "Hacia la Négritude: las Ediciones Variorum de Dientes Blancos" has recently been published in Homenaje a Andrés Iduarte (Clear Creek, Indiana: The American Hispanist, Inc.).

MANUEL D. RAMIREZ (University of Georgia) completed his three-year term on the Executive Council of the American Association of Teachers of Spanish and Portuguese at the 58th annual meeting held in Atlanta, December 28-30, 1976. In addition, he served as General Program Chairman for the convention and presided at the annual AATSP banquet.

H.J. ROSENBAUM has left the Department of Political Science at the City College and Graduate School of the City University of New York to become Special Assistant to Senator Jacob K. Javits.

JOAQUIN ROY (University of Miami) has been awarded a research fellowship by the Organization of American States. He will spend more than three months in South and Central America completing research on "The United States and Latin American Writers," a theme he has been developing in several publications projects and courses. He organized and chaired a general session on the Latin American essay at the XVIII Congress of the International Institute of Iberoamerican Literature held at the University of Florida. At that conference, he was elected to the Nominating Committee for a two-year term. He has been re-elected business manager of Los Ensayistas, a publication dedicated to the study of the Latin American and Spanish essay and history of ideas. He has recently published several reviews of literary works by Latin American Writers in Revista Iberoamericana.

SIMON SCHWARTZMAN, Instituto Universitário de Pesquisas do Rio de Janeiro, is heading a research project on the social history of contemporary science in Brazil, sponsored by FINEP. This project is based on in-depth interviews with a sample of Brazilian scientists and covers the period from the late thirties on.

Friends and acquaintances of the late KALMAN H. SILVERT will be interested to know that his The Reason for Democracy has been published by the Viking Press.

HAROLD D. SIMS, Associate Professor of History, University of Pittsburgh, is completing a second monograph on the Spanish question in early nineteenth-century Mexico for publication

in Spain. In October, 1976, he, along with PHIL SIDEL and SUSAN SANDERSON (University of Pittsburgh) presented a paper on "Mexico's Asian Naturalized Citizens" at the International Asianists Conference in Mexico City. Sims has also embarked on a new research project, "Cuban Labor Communism, 1925-1977."

JAMES H. STREET (Rutgers University) has been named chairperson of the American Republics Area Advisory Committee for the Senior Fulbright-Hays Program. He is also a member of the executive committee of the Council for the International Exchange of Scholars. His article "The Technological Frontier in Latin America: Creativity and Productivity" appeared in the Journal of Economic Issues, September, 1976.

RICHARD S. THORN, Chairman of the Department of Economics at the University of Pittsburgh, participated in a tax reform mission to the government of Bolivia in July, 1976. He prepared a plan for the revision of the system of agricultural taxation.

Latin America and the United States, jointly written by JAMES L. TIGNER (University of Nevada, Reno) and GRAHAM H. STUART (Stanford University), will be translated into Portuguese by Editora Artenova, S.A., São Cristóvão, Rio de Janeiro.

HOWARD J. WIARDA, Professor of Political Science and Chairman of the Program in Latin American Studies at the University of Massachusetts, has been invited by the Harry S. Truman Research Institute of the Hebrew University of Jerusalem to assist in directing the Workshop on Modernization and Development in Latin America, May 5-12.

MARVIN WILL (University of Tulsa) has received academic leave to assume the directorate of the Civic Education Center, an inner-city political participation project in St. Louis. He will also chair the Comparative Contemporary Politics Panel at the ISA Annual Conference on March 18 in St. Louis.

## REGIONAL

### MALAS

The Midwest Association for Latin American Studies (MALAS) will next assemble October 21-22, 1977, in St. Louis. The Program theme is "Revolution or Evolution; The Challenge of Development Versus Atrophy in Latin America." Sessions will focus on such themes as: The Writer as Revolutionary, Economic Aid, Violence and/or Development, Dependency and Latin American Subcultures in the United States, and Revolution or Evolution--the Historical Perspective. The conference will be hosted by the Latin Americanists of the greater St. Louis area. For further information, contact the program chairman, Richard Millett, Department of History, Southern Illinois University, Edwardsville, Illinois. The 1978 MALAS meetings will be held during October in Cincinnati, with the Latin Americanists of the greater Cincinnati area serving as hosts.

### NECLAS

The New England Council of Latin American Studies (NECLAS) will hold its annual meeting on October 15, 1977, at Boston University. Further information may be obtained from its secretary-treasurer, Joseph Criscenti, Department of History, Boston College, Chestnut Hill, Massachusetts.

### NYSLA

The State University of New York Latin Americanists (SULA) have changed their name to the New York State Latin Americanists (NYSLA). It is felt that this title more effectively represents the group, recognizing that its membership transcends the State University system, and includes members from public and private schools throughout the

state. New officers include: President: Manuel Alguero, Department of Sociology, SUNY/Brockport; Executive Secretary: Warren Fish, Department of Geography, SUNY/New Paltz; Bernard Ansel, Department of History, SUNY/Buffalo, continues as Newsletter Editor. Other board members include: Bruce Solnick, SUNY/Albany and W. Dirk Raat, SUNY/Fredonia.

#### PCCLAS

The 1977 meetings of the Pacific Coast Conference on Latin American Studies (PCCLAS) will be held at the University of Santa Clara, October 21-22. The conference's general theme is "Latin America, Frontier of the Future?" For further information, contact PCCLAS President Matt S. Meier, Department of History, University of Santa Clara; or Newsletter Editor, Richard B. Hill, Jr., Imperial Valley Campus, San Diego State University, Calexico, California.

#### SECOLAS

A reminder that panel and paper proposals for the spring, 1978, meeting of the Southeastern Conference on Latin American Studies (SECOLAS) are now being solicited. SECOLAS will meet at The Citadel in Charleston, South Carolina. The theme will be "Political Parties and Participation in Latin America." Panels should deal with a variety of Latin American participant groups: the military, peasants, etc., in addition to political parties. Send inquiries to: Mary Jeanne Reid Martz, Clemson University, Department of Political Science, Clemson, South Carolina 29631.

#### THE LATIN AMERICAN AND CARIBBEAN LEARNING FELLOWSHIP ON SOCIAL CHANGE

The Inter-American Foundation announces the expansion of its Latin American and Caribbean Learning Fellowships on Social Change. In addition to multidisciplinary trained doctoral candidates and post-doctoral scholars in the social sciences and professions, applications will also be entertained from graduate students in Latin American Studies at the Master's degree level. By the time field work begins, graduate students must have fulfilled all regular course requirements exclusive of independent studies. Field support may be requested by graduate students for periods ranging from one summer to nine months. For further information on the pre- and post-doctoral learning fellowships as well as the graduate learning fellowships on social change, contact IAF Fellowship Office, Fellowship Officer, Elizabeth Veatch, 1515 Wilson Boulevard, Rosslyn Virginia 22209; phone 703-841-3864.

## REPORT

### ACADEMIC FREEDOM AND UNIVERSITY AUTONOMY IN CHILE<sup>1</sup>

Michael Fleet

The assessment of the status of academic freedom and university autonomy in another country is a difficult and somewhat presumptuous undertaking. In preparing this report, we have thus been acutely aware of both our presumptions and our limitations. In an effort to mitigate the latter, we have attempted to build as broad an informational base as possible within the United States and to examine and assess this information in as rigorous, responsible, and discriminating a manner as possible. Above all, we have attempted to hear and consider all perspectives and assessments regarding Chilean universities by interviewing current government and university officials as well as former public figures, university officials, professors, and students. In addition, we have relied extensively on published accounts in the U.S., Chilean, Latin American, and European presses, and on Chilean government and university reports and documents.

Before turning to the body of the report, we should clarify one additional matter, i.e., the relationship between academic freedom and university autonomy and the broader issue of human rights. Human rights in Chile have been the object of considerable attention and concern since September, 1973. Individual governments, international human rights organizations, the Organization of American States, and the United Nations High Commission on Human Rights have conducted inquiries and issued reports confirming the widespread, recurrent, and frequently tragic violations in this regard. During the past year, the Chilean government has released a large number of political prisoners and has sought to improve its image in connection with human rights. There is little evidence, however, that its concern runs beyond that for its image, and current conditions remain depressingly bad.<sup>2</sup>

In view of the widespread awareness of the human rights issue, we have confined our attention to developments affecting university education as such. The reader is asked to keep in mind, however, that the violation of or threats against academic freedom and university autonomy are but one aspect of the country's larger tragedy. On the one hand, their impact has been limited to a small and relatively privileged sector of the population, and has thus been less directly prejudicial to human life and integrity. On the other, they cannot be fully understood, nor prospects for the future assessed, unless examined within this larger context. It is clear, for example, that military authorities believe Chile to be living in a virtual state of war, and that this requires occasional, if not continual suspension or violation of human and civil rights. In this light, it is little wonder that the "less fundamental" rights of intellectual freedom and criticism have been restricted. In view of the scant progress to date in restoring human rights, the prospects for reasserting rights and freedoms less widely understood and less the focus of massive public concern and protest would not seem good.

#### INTRODUCTION

The 1973 coup in Chile brought to power a military government determined to rid the country of both its "Marxist cancer" and the conditions permitting its growth. From early

statements and actions, it was clear that the military planned to hold power indefinitely and exercise it absolutely. It was also clear that it was interested in more than a mere restoration of the pre-Allende status quo. Military leaders were (and remain) convinced that the Allende government was an expression of the generally pathological condition of Chilean society, and that a complete transformation of the latter's moral, intellectual, and political values was in order. These concerns and convictions led the military to assume direct control of the country's educational institutions. In its view, "foreign ideas" and the politicization of national life had been major factors in Marxist penetration of the country. The educational system and the universities in particular were believed to bear considerable responsibility. Accordingly, the military sought to reorient higher education in line with "national" values and with its own thinking and priorities. To this end, it has sought to "depoliticize" higher education by eliminating students, faculty members, and administrators who oppose or critically discuss its educational or other policies. Further, it has reduced and redistributed state support of the universities for both political and economic reasons, adversely affecting the quality and scope of teaching and research activities. It has laid the foundation for a new, uncritical university designed to inculcate students with "proper" values and prepare them with largely technical training and skills for the assumption of productive social roles.

In its public statements, the military has linked its intervention to a restoration of integrity allegedly lost as a result of the University Reform Movement begun in 1967. In its three years of direct control, the government has gone beyond such a goal. Its efforts to depoliticize the universities have in fact politicized their structures, academic activities, and social impact to a degree unparalleled in the country's history. The steps it has taken to restore academic integrity have, in effect, robbed the universities of much of the high quality for which they were once known. In describing and assessing the current situation in Chilean universities, we will first deal with university life and development prior to 1973; second with the initial phase of military intervention (September to December, 1973); third, with the consolidation of military control; fourth, with the impact to date on individual universities; and finally, with the overall status of academic freedom and university autonomy.

#### A) Chilean Universities Prior to 1973

As noted above, the military has characterized its intervention as an effort to restore academic integrity lost as a result of the Reform Movement begun in 1967. By almost any criterion, the Reform was a major turning point in the development of the country's universities, and even before the coup its impact on them was the subject of considerable attention and controversy. On balance, it brought many positive and badly-needed changes to university life, and most of its allegedly disastrous consequences were in fact the result of broader, exogenous forces which enveloped all Chilean institutions.<sup>3</sup> When placed in broad, historical perspective, the Reform can be seen as having a positive, modernizing, and democratizing effect on Chilean higher education. Prior to the mid-1960's, Chilean universities were stereotypically traditional institutions. They were collections of isolated and virtually sovereign Faculties devoted almost entirely to teaching (done overwhelmingly by part-time lecturers who read notes that students later purchased and memorized), and governed by unaccountable, sometimes poorly-prepared, academic administrators. During the late 1950's and early 1960's, forces of renewal and change began to stir from within. Frustrated students, along with increasing numbers of U.S. and European trained faculty, began to call for new curricula, greater emphasis on research, new methods of instruction, and more modern, integrated structures. These forces were subsequently joined by others calling for a democratization of university life and governance. The result was a sweeping reform process, beginning in the Universidad Católica de Valparaíso in 1967, and spreading to the remaining universities by the following year.

Although the proportions varied from university to university, the Reform involved both modernization and democratization. Courses and fields were restructured and redesigned in line with recent trends and to meet better the needs of Chilean society. Greater emphasis was placed on research. Additional funds were obtained and set aside for full-time appointments for recently-trained scholars in the natural and social sciences. Junior faculty members were given full voice and vote in departmental, school, and university affairs.



Students and non-teaching personnel were also represented on university bodies and were permitted to participate in limited fashion in the election of university authorities. Enrollments increased substantially as efforts were made to open the university to lower-income students traditionally denied access to higher education by lack of finances, or requisite educational credentials.

Concurrently with these developments the country was swept by a process of increasing social tension and politicization. Inevitably, these currents enveloped both the universities and the Reform, accentuating the political character of each. As in the nation at large, leftists, Christian Democrats, and right-wing groups formed clearly delineable blocs within the universities, and began to vie for control of Faculties, schools, and departments. University politics were often difficult to distinguish from national politics, and occasionally academic activities were interrupted by strikes, building seizures, elections, and the like.<sup>4</sup> During the Allende years, these trends and tensions grew even more intense. Increasingly, leftist elements came to defend the notion of a universidad comprometida, a university committed to the revolutionary transformation of society, and oriented their activities directly to that end. Christian Democrats and others countered this conception with the notion of an independent, pluralistic intellectual community with no direct political mission as such. The right oscillated between general support for the Christian Democrats (in a broad anti-leftist front) and more direct efforts to undermine and ultimately overthrow the government.

Interestingly enough, Allende himself opposed prevailing leftist student activism, believing that a student's most effective contribution to the revolution was the acquisition of the knowledge and skills which promote the country's development. Though he may not have effectively controlled his supporters, his government generally respected university autonomy, despite the adverse political consequences often involved. One reflection of this stance was the government's decision (in May, 1973) to authorize a substantial supplement to the University of Chile's budget (10% of the original) at a time when the Christian Democrats (who controlled the University administration) and Marxists were locked in battle over the University's television station. Although they held majorities only at the University of Concepción and the Universidad Técnica del Estado (Santiago), Marxists were for a time a virtually co-equal force within the University of Chile (controlling its Consejo Superior and many of its Faculties),<sup>5</sup> and one to be reckoned with in most of the others. Their commitment to carrying on the political struggle within the university had mixed results from an academic point of view. In some instances it produced rigorous and imaginative social research (as with the Universidad Católica's CEREM and the University of Chile's CESO), but more often it led to sectarian activities that helped neither the universities nor the Popular Unity government.

However politicized the university became during these years, it continued to govern itself in keeping with its own established principles and statutes. Moreover, despite a frequently uncondusive atmosphere, quality teaching and research were carried on in the natural sciences, agronomy, and veterinary medicine, while the social sciences enjoyed a period of growth and creativity that, while of uneven quality, was a marked improvement over the years prior to the Reform. All currents of political and philosophical thought continued to be represented within the University, with people free to do as they would and say what they wished. If those holding minority views within a department or Faculty were occasionally inhibited or harassed intellectually, they were almost always able to go elsewhere within the university to work and express their views, thus accounting for the phenomenon of "parallel" Faculties and departments (e.g., Medicine, Physics, and Economics in the University of Chile segregated along political lines.

Inexorably, university life was enveloped and immobilized by the national political struggle. As it entered its final, fatal phases, universities became political and often physical battlegrounds. Under the circumstances, little serious academic work was possible. In view of the character of university institutions and practices prior to the mid-1960's, however, the Reform must nonetheless be considered a generally positive development. Whatever harm it may have directly engendered was more than outweighed by its elimination of outmoded practices. To the extent that university life did ultimately deteriorate, this was not the fault of the Reform, but of the broader social forces and processes by which all of national life was affected.

## B) The Initial Phase of Military Intervention

Following the coup, student registrations were cancelled, university personnel retained on an interim and contingent basis, and known leftist activists and sympathizers dismissed from faculty and administrative positions. Many were arrested and held without charges, and at least three are believed to have been executed.<sup>6</sup> The departments, schools, and institutes in which leftists were dominant were either dissolved or reorganized.<sup>7</sup> Documents were seized, "subversive materials" confiscated, and large numbers of books, particularly in history and the social sciences, were taken off the shelves and burned.<sup>8</sup> In some cases, these initial moves were undertaken with the acquiescence of existing authorities (most of them political "moderates" who had opposed the Allende government), some of whom appeared to approve wholeheartedly. Others objected strongly, but saw the reprisals as an inevitable and perhaps bearable price for an ultimate return to normalcy. Still others were simply eager to take advantage of the opportunities created by the sudden removal of erstwhile rivals or enemies.

All were soon swept aside, as military authorities rejected the offer of self-imposed reorganization, and depoliticization under existing structures and leadership. Military Rectores Delegados ("Delegate Rectors") charged with implementing policies and enforcing decisions made by the Minister of Education and the Junta itself were assigned to each of the eight universities. In the University of Chile, concurrent with the designation of Air Force General César Ruiz Danyau as Rector Delegado, well-known conservative Dean Enrique D'Etigny (of the Faculty of Physical and Mathematical Sciences) was appointed Pro-Rector (senior academic officer) in an effort to provide a semblance of continuity and academic responsibility. While there were issues on which the Pro-Rector might exert influence, those of consequence would invariably be determined by either the Rector Delegado or higher government officials.

The central task of the new military authorities was to restructure the universities in order that they "might fulfill their lofty and indispensable educational function within the spirit that inspires the government of national reconstruction." The government characterized its intervention as serving to restore university autonomy by "extirpating" those who would use it to subvert the university's true essence and function. In the Junta's view, true academic freedom required the depoliticization of university life, and this in turn implied the elimination of Marxists, leftists, and other "undesirable" elements.

The principal casualty area during this period was that of the social sciences, although others were affected as well. In the social sciences, courses were dropped, major programs discontinued, and research institutes closed on the grounds that they were instruments of Marxist-Leninist indoctrination, or that their subject matter was unduly "conflictive." In the University of Chile, the Faculties of Social Sciences, Political Economy (including the Center of Socioeconomic Studies, the Center of Mathematical and Statistical Studies, and the Institute of Economics), and Political Science were either closed or dismantled, and the Faculty of Architecture (particularly its Department of Regional and Urban Studies) was drastically restructured. In the Universidad Católica, the Center for the Study of National Reality, the Center for Agrarian Studies, and the Program in Economic History were dismantled, and the Center for Regional and Urban Development, and programs in Social Work, Sociology, Architecture, Communication Arts, and Journalism were all substantially restructured. With minor exceptions, this same pattern prevailed in the remaining universities as well.<sup>9</sup> Chile's third university, the private Universidad de Concepción, was also decimated by the military after the coup.

Most of the dismissals or suspensions of personnel, both in social sciences and elsewhere, came as the result of personal, often anonymous, denunciations. In the University of Chile, some 54 fiscales (prosecutors) were assigned to hear accusations and determine if there was sufficient evidence to warrant suspension and formal charges. Technically, the person charged had the right to appeal and review, but it was almost never used, and most of the initial suspensions held. In many instances, the denunciations were made by undercover informants, and in others by academics fueled as much by jealousy and professional ambition as by ideological fervor. Virtually overnight, one no longer knew whom to fear or trust, and a generalized atmosphere of uneasiness and intimidation quickly developed.

Beyond this initial "purification" of programs and personnel, military efforts were characterized by a concern for order and bureaucratic reorganization. Government officials

were impatient with what they saw to be waste and inefficiency in existing structures, and sought to coordinate and centralize overall decision-making and control. A national university system was to be created under the Minister of Education to coordinate the work of the eight universities "in accord with the common criterion of efficiency and based on national priorities." Steps were also taken to eliminate duplication of function and resources. A decision also was made to reduce financial support of universities, initially by 10%, with additional cuts to be made in succeeding years. Cited by the military in this regard were the country's general economic condition, the need to reduce all government spending, and allegedly inordinant increases in administrative and teaching personnel in recent years.<sup>10</sup>

As this initial phase of military intervention came to an end, the situation was unclear and future prospects uncertain. Drastic measures had been taken, many academics arrested, persecuted, and expelled, and worthwhile programs dissolved. But it was possible to regard these actions as "one-time" emergency measures somehow compatible with an ultimate reassertion of academic freedom and integrity. Moreover, individual "civilian" administrators had in some instances been able to protect moderate and leftist faculty members from expulsion, leading some to conclude that one could "deal" with the military, and that the future would bring an easing of restrictions and control. Under the circumstances, however, it was impossible to say how long, how extensive, or for what ultimate purposes military control would be. The military's approach to the university would almost certainly depend on political developments at the national level, and these were difficult to foresee. And, as in other policy areas, it would probably be some time before a university plan or program satisfactory to the Junta's various component elements and supporters could be developed.

The military's long-term intentions would, however, become increasingly clear over the succeeding three years. Whatever its initial determination or objectives, it would be caught up in the dynamic of action and response, and forced or persuaded to go farther than many had initially hoped or expected. A major factor in this regard was opposition from moderate and rightist elements of the academic community. Though initially sympathetic to military intentions and motivations, they would grow increasingly restive under its insensitivity to academic principles and integrity. The military, however, was not prepared to accept resistance of any sort from any quarter, and as a result "normalization" of university life would come to imply elimination of all who would question or challenge it in any way.

### C) Consolidation of Military Control

In this section we shall briefly discuss the principles and concepts governing the military's approach to the universities, and then consider the major policies, programs, and decisions adopted since September, 1973. The principles or guiding notions are 1) nationalism; 2) apoliticism; 3) hierarchy; and 4) national unity. The policies, programs, and decisions include 5) military control; 6) regionalization; 7) financial self-sufficiency; 8) reductions in the number of students and personnel; and 9) curriculum changes.

1) Nationalism--From the beginning of its intervention, the military government's principal aim has been to restore respect and appreciation for traditional Chilean values and virtues. This concern has greatly influenced its approach to the university and to education. The military regards educational institutions as agents of cultural formation, and has effected changes in personnel, curriculum, and overall orientation in order to inculcate greater awareness of, and devotion to "Chilean" values and traditions. As is frequently the case with nationalist movements, the Chilean variant is less an adhesion to what is Chilean than to the military's own view of what should be Chilean. Its principal connotations are a glorification of past military exploits, of the "enlightened dictatorship" of 19th-century figure Diego Portales, opposition to foreign ideas, ideologies and criticism, rejection of class or partisan political concerns as illegitimate, and concern for maximizing economic and military power.<sup>11</sup>

2) Apoliticism--The military is further characterized by its pronounced hostility toward "politics" and politicians, each of which it blames for the country's "near-fatal collapse". It sees politics as an obstacle to the rational understanding of social and economic reality. And it proposes its elimination as part of the process of national recon-

struction, permitting other groups and institutions (including the universities) to fulfill their own functions more effectively, thus assisting the military in its. During the past three years, however, the military has tended to define all ideas, views, and actions other than its own as "political". As a result "depoliticization" has amounted to the elimination of those questioning or resisting government policies, not of political interests, viewpoints, or indoctrination as such. The government refuses to acknowledge, for example, that its apoliticism is in fact a political position, and that its conception of the country's national interest is as fully political as are the views to which it is strongly opposed.<sup>12</sup>

3) Hierarchy--The Chilean military has attempted to restore what it believes to be proper respect for "hierarchy" in the exercise of authority and in the distribution of rewards and opportunities. It has reestablished unipersonal (individual) and vertically-structured authority within the university, restricted entrance to the most highly qualified students (who also tend to be the best endowed financially), and discontinued certain "technical" courses and programs as unsuitable for institutions of higher learning.

4) National Security--A final commitment of the military is to the doctrine of National Security. The doctrine stems largely from the ideas and experiences of the Brazilian military government. According to the Brazilians, effective national security requires not only military strength and development, but corresponding social, economic, and political growth and development as well. In their view, actions and policies in all areas must be coordinated and integrated, with emphasis on the potential internal and external threats to national security, the need for permanent vigilance, and the need to expand national economic and military power. An additional feature of the doctrine of National Security is the commitment to ethically desirable ends, and at the same time to the most forceful and expedient means for achieving them, whether or not such means violate the spirit or the letter of these ends in the process.<sup>13</sup>

5) Military Control--Military control of Chilean universities is best described as total. Military Rectores Delegados direct each of the eight institutions, and report directly to the military Minister of Education. All collegial authority has been abolished. Power and authority have been restructured along vertical lines, with little or no opportunity for horizontal contact, and authority is unipersonal, resting in the hands of the individual Rector.

The Rectores Delegados, who have served thus far have varied considerably in intellectual quality, administrative ability, and sensitivity to the academic nature and needs of their institutions. Some, while committed to the overall goals and perspectives of the military government, have challenged, or at least attempted to circumvent, policies in certain areas. This has accounted for some of the difficulties encountered in connection with the government's regionalization and financial self-sufficiency proposals, and has led to the dismissal of several Rectores Delegados. Despite these phenomena, the overall trend of tight military control remains clear. In the final analysis, only Rectores Delegados willing to do the government's bidding have remained, and, in turn, only those academics unconditionally supportive of the Rector Delegado have any degree of latitude or influence in university policy. A case in point was the dismissal (between December, 1975 and March, 1976) of 300 University of Chile faculty and administrators who had begun to oppose continuing budget cuts and political persecutions.<sup>14</sup>

Under the military, the Minister of Education has come to exercise increasing amounts of direct control over university policy and activities. In addition to formulating the goals and overall policy for higher education, he sets the budgets for all eight universities, is responsible for formulating principles governing formation of teachers within the Schools of Education, and can introduce obligatory curriculum reforms, as in the case of the program in National Security (see below). The major flaw in this otherwise integrated fabric has been the Council of Rectors, which was to have served as the basic governing body for all eight universities. An essentially consultative body prior to September, 1973, it has been given policy-making authority, although it is now chaired by the Minister of Education. Whatever its potential for effective influence or leadership, the Council has been unable to function as a whole. Several of the military Delegate Rectors have been caught up in the needs, interests, and perspectives of their respective institutions, and have either been unable or unwilling to hammer out integrated national policy. By default or design, this task has been assumed by the Minister of Edu-

cation, who has become the central force and figure in Chilean higher education.<sup>15</sup>

6) Regionalization--One of the issues on which the Council of Rectors has bogged down continually during the past three years has been regionalization, an idea involving integration of Chile's universities and redistribution of their collective resources and energies. The declared object of regionalization was a more efficient use of academic resources in meeting the diverse needs of the country's various regions. In December, 1973, the Council of Rectors committed itself to the development of a regional plan and directed that plans for a national university system be drawn up as quickly as possible. In the meantime, regional campuses and centers were to share research, extension, and instructional resources, and to coordinate activities in order to avoid duplication.<sup>16</sup> The Council's efforts were to produce only meager fruit during the next three years. It was unable to agree on either basic definitions or criteria and continued to postpone decisions and resubmit proposals for further study and clarification. By late 1976, little significant progress towards regionalization has been made. Several northern branch campuses and centers were placed under the control of the Universidad del Norte in Antofagasta, and those of Valdivia, Osorno, Llanquihue, and Chiloé under the Universidad Austral in Valdivia. Since 1974, there has been a relative reduction of the University of Chile's operations to the benefit of more conservative and politically manageable provincial universities. But little progress has been made in identifying or distributing areas of specialization among the universities, or in establishing the status and responsibilities of so-called "regional" versus "national" universities (the University of Chile, the Universidad Técnica del Estado, and the Universidad Católica de Chile).

As one well-informed critic has argued, the lack of progress in this regard may be the result of the lack of a coherent notion or plan for the university system as a whole.<sup>17</sup> It no doubt also reflects a certain amount of institutional self-defense on the part of individual Rectores Delegados. An even more determining factor has probably been the military's own overriding concern for unity of university policy and purpose. In effect, emphasis on the need to defend the universities from "ever threatening" subversive elements appears to have outweighed the Junta's commitment to a more efficient use of energies and resources. Indeed the past three years have seen a countervailing trend toward centralization of power and decision-making authority, as in the case of the abolition of the four regional campuses of the University of Chile in Santiago, despite their fulfillment of the stated criteria and objectives regarding regionalization and decentralization.

7) Financial Self-sufficiency--The other issue on which the Council of Rectors has divided repeatedly has been financial self-sufficiency (autofinanciamiento). The idea has had a checkered career since its initial formulation in early 1974. At that time the Council suggested that university research might be sold commercially to help finance other activities, and to show that the universities pursued "practical ends". The following June, General Pinochet himself ordered all public agencies, including the universities, to reduce their expenditures and to move toward ultimate financial self-sufficiency. Subsequently, in a Treasury Ministry memorandum, it was announced that state support for the eight universities would be cut by 40% in 1975 and eliminated entirely by 1976. The universities were thus to be included in the government's overall austerity program. At the time of the announcement it was emphasized that universities could raise considerable amounts of money by charging tuition, and that the goal of self-sufficiency would encourage more efficient use of resources and more effective coordination with other universities. It was clear from the beginning, however, that the budget cuts would also provide the occasion and pretext for laying off politically undesirable professors and staff, and for redistributing resources among universities in line with political criteria. The introduction of tuition charges would also assure that only the most able and determined students would be able to continue their studies, thus reducing enrollments and restoring high standards.

The notion of self-sufficiency immediately became the object of public concern, and of widespread, though discreetly voiced, criticism. Even the Council of Rectors was moved to object and "respectfully" urge that universities be excluded from the government's "pay one's own way" program.<sup>18</sup> Negative reaction led the government to restrict self-sufficient status first to teaching, administrative, and teaching-related research activities (60% of total expenditures), and later to teaching alone. In addition, a number of ways were proposed by which students unable to meet the tuition charges might still enter or remain within the university.<sup>19</sup>

Despite these developments and suggestions, opposition to the overall ideas remained intense. Initially the government refused to back down, and Rectores Delegados and others who had spoken or worked against the program were dismissed from their positions. A substantial budget cut (roughly 15% for all universities), while less than initially projected, was ordered for 1975. In late 1975, the Ministry of Education commissioned a study of the per-capita cost of instruction in the various major field areas, with an eye to implementing the program in either 1976 or 1977.<sup>20</sup> At present, the government appears to have accepted a stalemate on the issue. Budget cuts for 1976 were again substantial, and the government now devotes the greater part of its educational budget to primary and secondary education, reversing traditional patterns in this regard.<sup>21</sup> It no longer seems inclined to push financial self-sufficiency as such, and there are indications that support for the universities may stabilize at existing levels. On the one hand, the military appears to have concluded that implementation of self-sufficiency would involve both administrative difficulties and academic and general political opposition. On the other, it seems more sensitive to the possibility that additional cuts might also entail disproportionate costs in terms of academic quality.

8) The Reduction of Student Body Size and Academic Personnel--Along with cut-backs in university budgets, there have been reductions in the size of university student bodies and in the number of staff and faculty personnel. Exact figures are difficult to obtain, and estimates vary widely, often in line with one's sympathies toward university developments generally. Some data are available, however, which permit fairly reliable conclusions in both respects. Further, there is considerable evidence suggesting that faculty dismissals have been as much political as economic.

a) Regarding student body size, critics charge that a substantial reduction has taken place, initially because of the political purifications and later due to the rising cost of university education. Government supporters allege, in contrast, that overall numbers remain about the same. The latter claim appears closer to the truth, although the leveling off marks a sharp departure from the growth rates of previous years, and thus a substantial "net" reduction in the size of the student population. Official student enrollments in Chilean universities for 1975 are given in a Ministry of Education study of per-capita instruction costs. It lists the number of students in the various fields of study at each university (including regional campuses and centers). The total for the second semester for 1976 was 138,202.<sup>22</sup> This figure is considerably higher than the approximately 80,000 enrolled in 1970, and roughly equal to the number enrolled in 1973.<sup>23</sup> The University of Chile, which had an enrollment of about 65,000 in 1973, fell to 60,000 by 1975, and to about 50,000 in 1976.<sup>24</sup> These figures are consistent with reports indicating continuing reductions in the number of students taking entrance examinations at the University since 1974, in the proportion of those taking the exam who are subsequently accepted, and in the number of openings for first year students.<sup>25</sup>

The overall student population's relatively static character under the military government contrasts sharply with trends prior to the coup. During the late 1960's and early 1970's, enrollments increased substantially from year to year, reflecting general population growth, the dramatic increase in the number of secondary school graduates, and an effort to open the university to those traditionally denied access.<sup>26</sup> Taking note of these trends and factors, a UNESCO report on Chilean higher education projected a student population of over 200,000 by 1975, and of 279,000 by 1976.<sup>27</sup> Freezing at or pulling back to 1973 levels thus represents a large net reduction of the student population. The introduction of substantial tuition charges appears to be one reason for this reduction. Tuition for the year varies from about \$1,000 pesos (at 16 to the dollar) at the University of Chile to over \$2,200 at the smaller private universities. These amounts are between two and four times the monthly minimum wage, and represent a substantial burden for lower-income individuals. In this connection, the government offers student loans (whereby one borrows to cover tuition and other expenses, and repays the amount within 5 years of beginning professional employment), which it considers more than adequate to meet existing needs. It is difficult to pass judgment on the matter, although the government's own figures, and reports of sharp drops in applications and enrollments in areas (e.g., technical education) normally attracting lower-income students, cast some doubt on official claims that the system is working adequately.<sup>28</sup>



b) The evidence indicates that reductions in faculty and administrative personnel have been substantial, and that political considerations have played a central role. As noted earlier, the social sciences (traditionally a leftist stronghold in virtually all Latin American universities) have been particularly hard hit, with people almost invariably dismissed unless their views accorded with those of the military government.<sup>29</sup> "Politically undesirable" professors in other areas were also dismissed both immediately after the coup and in the period since. Exact numbers of those dismissed are not known.<sup>30</sup> In addition to these clearly political cases, even greater numbers have resigned or been laid off for apparently economic reasons. Low salary levels (\$4,000 pesos--roughly \$250--appears to be average), and the lack of adequate research support and facilities have driven many to seek positions abroad. Further, budget cuts imposed since the coup have frequently been accompanied by instructions to eliminate a certain number of full-time faculty and staff, often as many as 200. Many not actually dismissed have been reassigned to part-time or hourly status, reducing their involvement and salaries to minimum levels. In 1975, the total number of faculty (full- and part-time) at the University of Chile was slightly over 7,000, compared with about 9,000 in 1973. Of these, 4,179 (60%) were full-time, and although we do not have comparable figures for 1973, the proportion of full-time faculty appears to have dropped considerably.<sup>31</sup>

As suggested above, there is considerable evidence indicating that these apparently economic moves have been substantially political in character. In the cases which have come to light, virtually all those dismissed have been either leftists, Christian Democrats, or, more recently, independent rightists. All, in one way or another, have been seen as obstacles in the way of thoroughgoing military reorganization of the universities.<sup>32</sup> Second, the dismissals have included some of the country's most distinguished teachers, researchers, and educators, not the sort one normally considers expendable in a strictly economic reduction.<sup>33</sup> And finally, in a number of instances, dismissals of persons let go for allegedly economic reasons have been continued despite the subsequent procurement of funds which would permit their retention.<sup>34</sup>

These cutbacks in the numbers of students, faculty and staff have been accompanied by significant reductions in the extent and quality of university activities. In general, the social sciences have been reduced to shadows of their former selves, and many university centers and programs oriented toward lower-income sectors and community problems (e.g., Social Policy and Action, Legal Aid, etc.) have been discontinued. In the sciences, (natural, medical, and agricultural), the amount and calibre of research have slipped markedly<sup>35</sup> as financial support has dwindled, and leading figures have sought positions elsewhere.<sup>36</sup> The widespread use of informants and the encouragement of denunciations has created a climate of fear and mistrust, inhibiting intellectual candor and criticism, and producing a passive, uncritical environment in which independent intellectual activity is virtually impossible.

9) Curriculum--Curriculum changes introduced under the military have been considerable. Heavy emphasis has been placed on technical and scientific subjects, along with primary and secondary education. The social sciences have been cut back sharply, and have been purified of their "subversive," "conflictive," or "distractive" potentials. Finally, coursework in the field of National Security is now beginning to be required of all university graduates.

During the second semester of 1975, only 3% of the total number of students enrolled were in courses in the social sciences, and if the fields of Law and Psychology are excluded, the figure falls to 1.5%.<sup>37</sup> The remaining students were enrolled in either the humanities, education, or science, with the overwhelming majority in the latter two. This distribution appears to reflect government efforts to redirect university activities in line with "national needs", and in accord with the personnel requirements of public agencies and private industry.<sup>38</sup> In the sciences and education, and notably the law as well, military authorities have encouraged a narrow conception of and approach to the fields, stressing technical aspects, and ignoring the varying theoretical perspectives from which they might be viewed, and the social applications or consequences to which they might lead.<sup>39</sup> The fields of sociology, economics, political economy, and political science, once among the most prominent in Chilean university life, have simply been eliminated except where the prevailing orientation accords with that of the government. The latter seems to be the case with the programs of Sociology, Economics, and Administrative Sciences at the University of

Chile, that of Sociology at the Universidad del Norte, that of Basic Social Sciences at the University of Concepción, and Sociology and Urban Development at the Catholic University.<sup>40</sup> Even in these programs, discussion of "contingent" or controversial subjects is forbidden, as is the presentation of views or theories in a manner that "exceed the natural limits of objective information."<sup>41</sup>

The major curriculum development under the military has been the obligatory program in National Security. First proposed in 1974, it reflects the military's strong conviction that national security is the responsibility of all citizens, and that the average university graduate was insufficiently aware of both the requirements of national security and the many subtle and direct threats against it. After considering several alternative programs, authorities selected one requiring as many as 60, and possibly 96, hours of classwork of all students prior to graduation.<sup>42</sup> The subject matter would include such themes as subversion, political "deviations", political and ideological aggression, national defense, the armed services, and the Chilean doctrine of national security. Given these themes, the program would appear to represent an effort by the military to convey its thinking and priorities in a forceful and persuasive manner. As might be imagined, it has attracted considerable attention and commentary. To date, so far as we know, it has been implemented at both the Catholic University and the University of Chile, although not on the scale, or with the intensity originally planned. Student reaction and the program's overall impact are unclear at this writing.

#### D) The Situation in Individual Universities

1) The University of Chile. By far the largest of the eight universities, the University of Chile has also been the most severely affected by military intervention. As the largest and most visible, it was perhaps inevitably the principal object of the military's concern, even though it had remained in the hands of opposition forces from 1970 to 1973. In the immediate wake of the coup, all schools, departments, and institutes dominated by the left were dissolved or reorganized. These included the entire Faculty of Philosophy and Education, the Faculties of Music, Fine Arts, Science, Political Economy, Political Science, and Architecture, and various regional campuses and centers.<sup>43</sup> Hundreds of faculty members were expelled in the period immediately following the coup. Roughly, a total of 2,000 (22%) have been dismissed.

The University has endured budget cuts of 10%, 15%, and 17.6% during the three years of military government, and in this regard has been the most seriously affected of the eight institutions. The extent and quality of teaching and research activities have suffered as a result, and the total student enrollment during 1976 of 50,000 is significantly lower than the 65,000 enrolled in 1973. In some ways the most dramatic single development within the University was the dismissal in late 1975 and early 1976 of some 300 academics and administrators, among them many of the University's most distinguished scientists and educators. Many were political moderates and conservatives who had initially collaborated with military authorities, although more recently they had sought to challenge or circumvent certain policies.<sup>44</sup> Their dismissal was explained as a function of economic necessity and the need to give the new Rector, Julio Tapia Falk, a freer hand. In fact, Col. Tapia had been named precisely to carry out this move (his predecessor, General Agustín Rodríguez, had been fired for refusing to do so), and most of those dismissed were immediately replaced by new, and presumably more compliant, appointees.

The government's action evoked substantial criticism in both university circles and the national media. Elements normally loyal to the Junta joined with critics and the government was left with only the most blatantly Fascist and traditionalist forces standing with it.<sup>45</sup> Tapia made matters worse by indiscreet remarks and actions in ensuing months, and was relieved of his duties in June, although none of those who had been dismissed was recalled. The fourth Rector Delegado, General Agustín Toro Dávila, has attempted to rebuild confidence in the University and its administration. Under him, increased (although still inadequate) attention has been given to research.<sup>46</sup> There has been some discussion of raising salaries or supplementing them in an effort to retain existing faculty. These are only initial signs of a potential reversal of the trend to date, and past experiences suggest caution, if not pessimism, in projections for the future. Despite the relative improvement, existing conditions remain extremely unfavorable. Many outstanding academics



appear permanently lost to the University, and an atmosphere of intimidation pervades the entire institution, making independent or critical intellectual activity virtually impossible.

2) The Catholic University. The experience of the Universidad Católica differs substantially from that of the University of Chile, although the effects of military intervention have been similar in several respects. Initially, the Católica was little affected. Helping in this regard was the University's status as a Pontifical (i.e., papal) institution, and the government's desire not to antagonize either the Chilean Church or the Vatican. It should be pointed out that the Católica has always been a predominantly conservative institution, despite its once radical student government, its former left-wing Christian Democratic Rector, and several left-oriented research institutes.<sup>47</sup> There were relatively few "undesirables", and therefore few students, staff or faculty members to be expelled during the immediate post-coup period. In subsequent years, however, leftist and more moderate elements have been "eased out" under the guise of economic necessity or structural reorganization.

In sharp contrast with the University of Chile, the Catholic University has been governed by a single Rector Delegado, retired Admiral Jorge Swett, since October, 1973. Swett is reputed to be under the influence of a group of right-wing gremialistas led by Law Professor Jaime Guzmán, a Catholic traditionalist and former personal advisor to General Pinochet. Swett has used his power forcefully and skillfully, and has managed to eliminate virtually all potential opponents, many of whom could conceivably have used Church contacts and leverage to retain their posts and influence.<sup>48</sup>

Initially, the Católica was subject to budget cuts much like those imposed on the other universities (10% for 1974 and 15% for 1975). Along with these cuts came layoffs of 110 and 165 faculty and staff for assertedly economic reasons. Virtually all affected were Christian Democrats, and in 1975 the layoff still stood even though additional financial resources, more than enough to cover the salaries involved, were subsequently obtained from the government. Since the military's intervention the total number of academic work hours has diminished by 27%, and support for research has fallen by 25%.<sup>49</sup> In general, positions of academic and administrative importance are occupied either by traditionalist (ultra-conservative) Catholics or persons unconditionally supportive of the Rector Delegado or the military government. During 1976, the Católica was relatively unaffected by either budget cuts or government intervention, a phenomenon which some attribute to its close ties with former Economics and Finance Minister Jorge Cauas. In any event, some academic salaries are currently being supplemented by additional amounts of money in an effort to halt the exodus of economically pressed personnel. In general, under the tight control of Rector Delegado Swett, the University enjoys a relatively-privileged position among the eight universities.

3) The Remaining Universities. Information regarding developments in the remaining institutions is far less substantial. Of them, the Universidad Técnica del Estado (Santiago) and the Universidad de Concepción have been the main objects of "purification" and reorganization. Both had been leftist strongholds during the Allende years and were believed by the military to have been major staging areas for revolutionary groups. In the case of the Técnica, most of the changes came in the several months immediately following the coup, when many faculty members were expelled and virtually all programs and structures of social content or consequence dissolved. Since then, the University has remained under strict vigilance, with authorities relying on a system of informants to keep political ideas and activities under control.<sup>50</sup> With respect to the Universidad Católica de Valparaíso, the Universidad Austral, the Universidad del Norte, and the Universidad Técnica Federico Santa María, the general pattern of political dismissals, marginalization of the social sciences, and promotion of new values and ideals appears to have been applied in the same manner, depending on the degree of need and resistance, as in the Universidad de Chile and the Universidad Católica.

#### E) University Autonomy and Academic Freedom

In view of the foregoing, there would appear to be little question regarding the status of either university autonomy or academic freedom in Chile. Neither exists in any meaningful sense or to any significant extent at the present time. Each of the eight universities

is governed in absolute fashion by a military officer responsible to superiors in the Ministry of Education and to the Junta itself. Budget, personnel, and academic program matters are determined by military authorities and communicated through Rectores Delegados to their respective staffs and faculties. To the extent that there is civilian involvement, it is contingent on prior and unconditional compliance with military objectives and determinations. Those attempting to use personal or academic prestige in order to challenge or circumvent military control laws have invariably been removed from their positions.

Of course, the very notion of university autonomy can be defined in a number of different ways, and has long been the object of considerable, legitimate controversy. A minimum definition would nonetheless seem to require that the university community as a whole or its duly constituted authorities formulate academic and institutional policy free from all external intrusion or control. In the light of such a standard, the conclusion that no real autonomy exists in Chile appears inescapable.

Regarding academic freedom, a similar conclusion must be drawn. Currently, the advocacy of certain views and theories is in effect proscribed. Under the broad prohibition of political "activism" and "conflictive" and "distractive" material, controversial subjects may not be discussed, even by those professionally trained to deal with them. Finally, under the shield of "depoliticization", the Junta itself, several Ministers of Education, and individual Rectores Delegados have been engaged from the outset in the systematic persecution of groups and individuals who adhered to values, convictions, and programs which differed from those of the regime.<sup>51</sup>

#### NOTES

<sup>1</sup>The present report is submitted to the LASA Executive Council in compliance with its charge to the Committee on Academic Freedom and Human Rights. It has been written by Professor Michael Fleet of Marquette University, who served as Chairperson of the Working Group on Chile. For largely logistical reasons, the Working Group never functioned as such. An initial draft, however, was circulated among members of the Working Group (Henry Landsberger, Patricia Fagen, Rev. Joseph Eldridge, and David Pion), and other interested and informed parties. Many of their comments and suggestions have been incorporated herein.

<sup>2</sup>It is still possible, under the continuing state of seige, for example, for someone to be detained without formal charges and without access to legal counsel for up to 10 days, thus precluding effective control regarding treatment of the detainee.

<sup>3</sup>For a pre-coup conservative view, see Thomas P. McHale, "Ideologías en la Reforma Universitaria", in Visión Crítica de Chile (Santiago, Ediciones Portada), 1972, pp. 271-291.

<sup>4</sup>Of course, university and national politics can never be entirely dissociated since one's broader political notions and convictions are bound to affect his or her views of university education.

<sup>5</sup>The conflict between the Christian Democratic Rector (Edgardo Boenninger) and the leftist majority on the Consejo Superior led to a number of crises in 1971 and 1972, but was resolved with Boenninger's victory over Felipe Herrera in the Rector elections of 1972.

<sup>6</sup>The Buenos Aires based Consejo Latinoamericano de Ciencias Sociales (CLACSO) reported in its November 20, 1973, circular that the University of Chile (La Serena campus) professors Riquelme Zamora and Jorge Peña were both shot by firing squads, as was Professor Leopoldo Benítez, of the Catholic University's Department of Architecture.

<sup>7</sup>This was the case, for example, with the entire eastern campus of the University of Chile, as well as its Faculties of Fine Arts, Medicine, Architecture, and Political Economy, and with the Catholic University's several leftist research institutes, and its Departments of Journalism, Architecture, Social Work, Communication Arts, and Economic History. For

details, see the CLACSO circular, ibid., pp. 3-7.

<sup>8</sup>French reporter Pierre Kerkevan (Le Monde, 11 September 1975, p. 12) cites the following exchange between administrators of the University of Chile, Valparaíso shortly after the coup: "Mr. Secretary of the University of Chile, what administrative measures should our Faculty adopt regarding the books which are to be withdrawn from the library inventory because of their political content?" "(Sir) you are to proceed immediately with the their incineration." Books on the list included those of John Kenneth Galbraith, Maxim Gorki, Celso Furtado, and Alain Joxe, as well as those of Marx, Lenin, Mao Tse Tung, and Engels. For a copy of the memorandum indicating the books, see Galo Gómez, Chile de Hoy, Educación, Cultura, y Ciencia (México, Case de Chile en México), 1976, pp. 141-42.

<sup>9</sup>CLACSO, op. cit., pp. 3-13, plus appendix.

<sup>10</sup>Junta spokesmen have charged that additions of personnel during the Allende years were excessive and politically inspired. In view of broader developments during these years, this judgment would seem unfair. According to former Rector Boenninger, for example, the increase for the entire period was about 2,000, a "reasonable" figure given the increases in student populations (8 to 10% per year), the large number of academics returning from doctoral studies abroad, the practice in some Faculties of offering jobs to a certain percentage of each year's graduating class, and systematic efforts to upgrade the sciences generally (with substantial numbers of full-time researchers being hired). Moreover, according to Dr. Boenninger, the University's watchdog Committee on Recruitment, chaired by conservative Professor Juan Morales Malia, had the final say on at least 60% of the new appointments, thus minimizing the potential for political abuse.

<sup>11</sup>See Gómez, op. cit., p. 46.

<sup>12</sup>In this connection, it is worth noting the predominant influence of right wing gremialistas (latter-day corporatists) in the Catholic University, and their substantial (and unfettered) presence in several areas of the University of Chile.

<sup>13</sup>Joseph Comblin, "La Doctrina de la Seguridad Nacional", Mensaje (Santiago) no. 247 (Marzo-Abril de 1976), pp. 96-104.

<sup>14</sup>For a fuller discussion of this matter, see Section D, The Situation in Individual Universities, of this report.

<sup>15</sup>Admiral Arturo Troncoso, who had been Minister of Education for almost three years, was recently succeeded by Admiral Luis Niemann. The change may reflect the desire to strike a more conciliatory image, or merely to acquire the greater flexibility inherent in an essentially unknown quantity.

<sup>16</sup>Any substantial changes of the sort envisioned would almost certainly come at the expense of the Universidad de Chile, which operated campuses and centers in most provincial cities. Such a prospect no doubt was a motivating factor for those promoting and for those opposing regionalization.

<sup>17</sup>Gómez, op. cit., p. 57.

<sup>18</sup>Gómez, ibid., pp. 64-65, cites the full text of the Council's response.

<sup>19</sup>Some suggested that a special educational tax be levied and the revenues used to assist needy students. Others proposed that the National Health Service and the Ministry of Education give subventions to students in exchange for commitments of post-graduate service. And finally, still others urged the creation of a capital fund to be invested commercially and drawn by students as needed.

<sup>20</sup>Ministerio de Educación Pública Asesoría Económica, El Costo de la Docencia en las Universidades Chilenas-1975 (Santiago, República de Chile, Oficina Fiscales), Agosto 1976.

<sup>21</sup>17.6% for the University of Chile, and somewhat smaller for the other universities. The larger expenditure for primary and secondary education would seem eminently reasonable, had it not been achieved at the expense of basic university programs and resources.

<sup>22</sup>El Costo de la Docencia en las Universidades Chilenas-1975, op. cit., p. 5. For some reason, this figure does not include the University of Chile's Law School.

<sup>23</sup>Both figures were provided by former Rector Boenninger in an interview.

<sup>24</sup>The figure of 50,000 has been extrapolated from remarks made by current University of Chile Rector Delegado Agustín Toro Dávila, in a written response to questions prepared by the author. According to General Toro, the 15,000 students receiving special loans during 1976 amounted to 30% of the total student population.

<sup>25</sup>See El Mercurio (Santiago), 1 de Octubre and 31 de Diciembre 1975.

<sup>26</sup>According to the Centro de Investigaciones Socioeconómicas (CISEC) in a report prepared for the Chilean Catholic Bishops' Conference, student enrollment in secondary schools increased by 68% between 1969 and 1973. See CISEC, Serie C, Estudios Sectoriales de la Coyuntura Chilena (Santiago, 1975, mimeo), p. 20.

<sup>27</sup>The UNESCO study is cited in Gómez, op. cit., p. 76.

<sup>28</sup>According to General Toro Dávila, for example, the 32 million pesos in loans disbursed to University of Chile students in 1976 was divided into study loans (27 million pesos given to 8,800, averaging over 3,000 pesos per student); emergency loans to Santiago and all provincial campuses except Valparaíso (1.15 million to almost 3,000 students, averaging \$400 pesos per student); emergency loans (\$4.16 million to 136 students, averaging \$30,631 per student); and food loans (\$165,000 to over 3,100 students, averaging \$518 pesos per student). These figures prompt one to ask why so much money was given to relatively few students in the form of study loans, since tuition charges at the University for 1976 were around \$1,000; and why the disproportion between the emergency loans made to Valparaíso students (an average of over \$30,000 per student) and those made to students at other campuses (an average of \$400 per student).

<sup>29</sup>An exception to this rule, at least until recently, was the Catholic University of Valparaíso's Institute of Social Studies, which continued to function despite the independent or Christian Democratic orientations of its staff.

<sup>30</sup>See CLACSO, op. cit., p. 313, plus appendix.

<sup>31</sup>El Costo de la Docencia . . ., op. cit., p. 5. Figures also indicate that the number of part-time or hourly employees exceeds that of full time employees in all other universities. In general, this phenomenon can be explained by the far greater incidence of full-time employees in the social sciences, sciences, and education (where leftist academics were concentrated), since universities were the only places that these professions (in contrast with those of Law, Engineering, and Medicine) could be exercised.

<sup>32</sup>It is impossible to prove such an assertion formally. Nonetheless, virtually all of the dismissals of which we have news involved leftists, Christian Democrats, or rightists identified as either independent or critical of government policies. Further, in several instances, Christian Democrats have been told explicitly that they were being let go because they were Christian Democrats (the cases of Professors Francisco Cumplido and Máximo Pacheco of the University of Chile's School of Law). And finally, the most recent wave of dismissals (December, 1975, to March, 1976) came on the heels of a public campaign calling for the ouster of "subversive" and obstructionist elements.

<sup>33</sup>Among the distinguished academics dismissed in late 1975 and early 1976 from the University of Chile were Enrique D'Etigny, Rene Orozco, Francisco Cumplido, Antonio Bascuffán

Valdes, and Osvaldo Cori. See "Estado de Situación" in Ercilla, 17 de Marzo 1976, pp. 27-36.

<sup>34</sup>According to a January 28, 1975, letter written to Cardinal Raúl Silva Enríquez, then still pro-Chancellor of the Catholic University, by a Católica professor urging him to take more decisive action in defense of those being dismissed from their posts. In this connection, the case of the Political Science Department at the Católica in Santiago is instructive. Though tolerated for a time, the best members of the faculty were fired in the aftermath of the Department's attempt to hold a seminar on the "Crises of Democracy". Ironically, the seminar had been approved by intellectual circles in the armed forces. Yet, the presence of former politicians, notably President Frei, in the seminar was enough justification for Rector Delegado Swett to remove the Department's director and replace him with a new director who immediately fired most of the faculty.

<sup>35</sup>All respondents, including current University officials, recognized a significant decline in both regards. The remarks of Professor Juan de Dios Vial Correa, appearing in "Estado de Situación", loc. cit., are representative of those of the people with whom we spoke: "In this manner a 'banalization' of research is induced, one which instinctively avoids important subjects and takes refuge in the security of the banal."

<sup>36</sup>General Toro Dávila, in his written response, claimed that the professional exodus since September, 1973, has been less than it was under Allende, and that it has been due entirely to economic conditions for which Allende was to blame. Such an assessment is challenged by virtually all other studies and/or estimates made to date, however. To cite the most recent of these, Cardinal Silva Enríquez has recently stated publicly (apparently on the basis of commissioned studies) that over one-half of the country's scientists, and an estimated 500,000 of its professionals, had left the country since September, 1973.

<sup>37</sup>These calculations are based on figures provided in El Costo de la Docencia..., op. cit.

<sup>38</sup>This theme is stressed consistently in speeches by General Leigh and Admiral Troncoso.

<sup>39</sup>Under new Dean Hugo Rosende, the University of Chile's Law School recently (February and March, 1976) abolished all course work in philosophy, economics, and sociology from its curriculum, leaving only the legal codes themselves as the object of study. See CISEC, Serie C, Estudios Sectoriales, op. cit., p. 3.

<sup>40</sup>CISEC, (ibid., p. 2) reports the discontinuation of the program in Social Science at the southern campus of the University of Chile, Santiago, in late 1975 (which would bring social-science enrollments down to about 1% of the overall student population).

<sup>41</sup>Speech by Troncoso appearing in El Mercurio, 26 de Febrero, 1976, p. 8.

<sup>42</sup>See Gómez, op. cit., pp. 110-15.

<sup>43</sup>The Faculty of Political Science was dissolved, assertedly because of its proximity to the headquarters of the Carabineros, the national police force.

<sup>44</sup>"Estado de Situación", loc. cit.

<sup>45</sup>Traditional Conservative Jorge Ivan Hubner and former Patria y Libertad chieftain Pablo Rodríguez spoke publicly of the continuing need to "purify" (depurar) the University of subversive and obstructive elements. But more moderate conservatives (such as sociologist Jorge Millas and El Mercurio itself) were sharply critical of the moves, precipitating a species of national debate on the matter during February and March.

<sup>46</sup>The construction of new facilities for the Faculty of Science of the University of

Chile was announced in October, 1976.

<sup>47</sup>The student federation (FEUC) has been controlled by left-wing Christian Democrats from 1966 until 1971, when it was taken over by right-wing gremialistas. The Christian Democratic Rector (ousted by the Junta) was Fernando Castillo Velasco.

<sup>48</sup>The Church was unable to effectively challenge Swett in the dismissal of Channel 13 Director Rev. Raúl Hasbun (who had been an influential critic of the Allende government), or in that of Vice-Rector Jorge Awad, a long time friend and confidant of the Cardinal. Swett has apparently been able to undercut Cardinal Silva's influence with Rome by the effective use of the conservative Papal Nuncio.

<sup>49</sup>These figures are taken from conversations with former professors of the University who have closely followed developments therein. Gómez (op. cit., pp. 88-89) speaks of 152 dismissals in 1975, and the total of 235 teaching personnel laid off in 1975 and 1976 (Ercilla, 17 de Marzo, 1975, p. 38) would represent almost 25% of the total number.

<sup>50</sup>CISEC, Serie C, Estudios Sectoriales..., op. cit., pp. 16-16.

<sup>51</sup>In their defense, university officials have insisted that Chilean academics enjoy full freedom of thought, and that only "destructive" political activism has been forbidden. Unfortunately, they have refused to define either of these notions, or to provide a basis for distinguishing between them. And in any case, their claims contrast sharply with the repeated statements of high-ranking government officials. As Junta member Gustavo Leigh put it in a December, 1974, speech (El Mercurio, December 19, 1974), "full democratic liberties" were appropriate to "a civically healthy nation", but could not be invoked in one "that has just emerged from the most complete anarchy". And as General Pinochet himself has stated, "absolute pluralism" cannot [and will not] be tolerated, nor can [or will] "any doctrine which tended to foment social antagonisms" or "any thought contrary to the established regime (El Mercurio, various issues, March and September, 1976)." According to military authorities, these restrictions are needed to undo the damage inflicted by past and continuing politicization. In their view, freedom and autonomy must be denied in the short run in order to be restored and preserved in their proper form over the long run. Chile's military authorities have thus set themselves as sole judges of what is acceptable and unacceptable, obstructing the free interplay of ideas and the full development of critical reason. In this regard, it is well to recall the many instances in recent history in which those who would preserve freedom for the future have in fact destroyed all practical possibilities of freedom for the present and future. This, of course, is a pitfall to which many ideological traditions have been drawn. But it is particularly apparent in the case of those who, in keeping with the doctrine of National Security, are willing to divorce ends from means, and to pursue their objectives free from moral and/or institutional restraints.

LASA AND CLASP PUBLICATIONS  
AVAILABLE FROM THE SECRETARIAT

Abstracts of papers of the 1974 Fifth National Meeting and 1976 Sixth National Meeting are available at \$1.00 each.

Special Membership Edition, Vols. 36 (Humanities) and 37 (Social Sciences), Handbook of Latin American Studies, \$7.90/vol. for single copies. Both volumes together for \$13.30. Postage paid. Florida residents add 4% sales tax. All orders for the Handbook must be pre-paid.

1977 Membership List (Summer, 1977). Distributed gratis to all 1977 members. Price to non-members, \$10.00.

Planning Cross-Cultural Lessons: Specifications for the Design of 33 Learning Activities (J.D. Casteel & M. Williford). \$3.00.

It's the Image that Counts: Cartoon Masters for Latin American Studies. (ed. M. Williford). \$1.00.

- CLASP Publication #1: The Current Status of Latin American Studies Programs  
\$1.00 for non-CLASP/non-LASA members; \$0.75 for members
- CLASP Publication #3: Financial Aid for Latin American Studies: A Guide to Funds for Individuals, Groups, and Institutions  
\$1.00 for non-CLASP/non-LASA members; \$0.75 for members
- CLASP Publication #5: Latin America: Sights and Sounds. A Guide to Motion Pictures and Music for College Courses (Jane Loy, Compiler)  
\$2.50 for non-CLASP/non-LASA members; \$1.50 for members
- CLASP Publication #6: Data Banks and Archives for Social Science Research on Latin America (ed. William Tyler)  
\$7.00 for non-CLASP/non-LASA members; \$3.50 for members
- CLASP Publication #7: Latin America: An Acquisition Guide for Colleges and Public Libraries (ed. Earl J. Pariseau)  
\$10.00 for non-CLASP/non-LASA members; \$5.00 for members
- CLASP Publication #8: Directory of Latin American Studies Programs and Faculty in the United States (comp. Margo Smith)  
\$7.00 for non-CLASP/non-LASA members; \$3.50 for members

LASA Secretariat  
Box 13362  
University Station  
Gainesville, Florida 32604

LATIN AMERICAN STUDIES ASSOCIATION  
Founded and Incorporated May, 1966

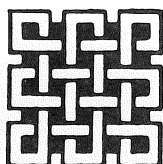
The Latin American Studies Association is a charitable and educational body. It is a national non-profit learned society of scholars and specialists that fosters the interests, both educational and professional, of persons concerned with the study of Latin America and that promotes education through 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.

Persons and institutions having these educational and scholarly concerns in matters related to Latin America are welcome. Membership is not restricted to United States citizens. Persons and institutions seeking membership should apply to: LASA, Box 13362, University Station, Gainesville FL 32604. Dues include receipt of the Association's publications for one calendar year.

The Consortium of Latin American Studies Associations (CLASP) 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 are \$50. 1976 Steering Committee: Marshall R. Nason (U. of New Mexico) Chpn., Eugenio Chang-Rodríguez (Queens/CUNY), John J. Finan (American U.), Philip F. Flemion (San Diego State U.), G. Micheal Riley (U. of Wisconsin/Milwaukee), Miriam Williford (Winthrop Coll.).

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  
Box 13362 University Station  
Gainesville, Florida 32604



L A S A

Non-Profit Org.  
U.S. POSTAGE  
PAID  
Gainesville  
Florida  
Permit No. 118