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NEWSLETTER

VOL. IX NO. 3
SEPTEMBER 1978

LATIN

AMERICAN

STUDIES

ASSOCIATION

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LATIN AMERICAN STUDIES ASSOCIATION

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Published in September, December, March, and June. All contributions and correspondence should be directed to the Editor at the LASA Secretariat: 911 West High Street, Room 100, Urbana, Illinois 61801. Telephone: (217) 333-7726. 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

Please note LASA's new address: 911 West High Street, Room 100, Urbana, Illinois 61801. Carl Deal has now assumed his duties as Executive Director and may be reached at LASA's new telephone number: 217-333-7726. Executive Director (Ret.) Felicity Trueblood is sinking gratefully into obscurity and oblivion, but not without tendering her personal thanks to LASA members and officers for all they did to make her years with LASA meaningful and fun.

Official Ballots were mailed to all paid members on July 31, 1978. Deadline for receipt of ballots at the LASA Secretariat in Urbana is September 25, 1978. If you did not receive a ballot, please write the Secretariat.

The Executive Council is pleased to announce appointment of Arturo Valenzuela as Associate Editor of the Latin American Research Review (LARR). His term will begin in 1979.

The Committee on Academic Freedom and Human Rights and the Hispanic Division of the Library of Congress are jointly compiling a bibliography of human rights in Latin America. They would appreciate your help and cooperation in sending them human-rights related material from or about Latin America. Existing bibliographies are also welcome. If need be, the Division can supply franked labels to cover mailing costs. Please send all material to Georgette M. Dorn, Hispanic Division, Library of Congress, Washington, D.C. 20540; phone 202-426-5397.

The Committee on Women in Latin American Studies is pleased to announce that it will be awarding a Women's Studies Prize for 1978-79 for the best original article written by a male or female scholar in the area of Women's Studies in Latin America. Articles may be submitted in English, Spanish or Portuguese and should not exceed 10,000 words. Articles should be unpublished. Manuscripts should be submitted in duplicate before December 1, 1978, to: Jane S. Jaquette, Department of Political Science, Occidental College, Los Angeles, California 90041.

Please note that this Newsletter contains a special employment supplement, which, we hope, will be of particular interest to all those advising students, as well as to students and job seekers themselves.

For those readying travel plans for the Eighth National Meeting, we anticipate that hotel rates at the William Penn in Pittsburgh will be \$29/\$31 single and \$37/\$39 twin or double. Pre-registration fees will be \$15.00 for members; \$5.00 for students; and \$20.00 for non-members.

EIGHTH NATIONAL MEETING
Pittsburgh, April 5-7, 1979
Fourth Report of the Program Committee

The Program Committee for the 1979 National Meeting is pleased to publish the "emerging list" of panels, workshops, roundtables, plenaries, and other meetings. There may, of course, be a number of changes in this list in the months ahead. The preliminary program will be published in the December Newsletter.

The information in the list reproduced below is obviously incomplete and based on progress reports received from coordinators through July 11, 1978. Many additional persons not listed below have been invited to participate but have not yet confirmed their availability. Coordinators in some cases have yet to complete their discussions with some possible panelists. The availability of some of the ones listed below will also depend upon the successful fund raising activities of the Program Committee--a success which is still a hope rather than a reality.

The Program Committee coordinator has been enforcing the rule against multiple participation, as approved by the LASA membership at the Austin National Meeting. Persons listed as participants in more than one panel are excluded from the list reproduced below, pending the resolution of the multiple participation problem.

Questions about specific sessions should be addressed to the respective coordinators, not to the Program Committee. Complete mailing addresses for coordinators were published in the June, 1978, issue of this Newsletter.

Preregistration materials will be mailed to all LASA members on or about January 5, 1979. Abstracts will also be mailed at that time.

We hope you will begin to make plans to attend the Pittsburgh meeting now.

Jorge I. Domínguez, Coordinator
Harvard University

Celia C. de Zapata
San José State, California

Douglas Graham
Ohio State

Shirley Harkess
Kansas

Mary Kay Vaughan
Illinois-Chicago Circle

PANELS

- S2 New Perspectives on Latin American Colonial History
Coordinator: Brooke Larson (New School for Social Research)
Panelists: To be decided
- S4 Migration from Latin America and the Caribbean to the United States
Coordinator: Terry McCoy (University of Florida)
Panelists: To be decided
- S9 Popular Support for Democratic Institutions: A Comparison of Democratic and Authoritarian Regimes
Coordinator: Mitchell Seligson (University of Arizona)
Papers: Enrique Baloyra (University of North Carolina-Chapel Hill), "Regime Norms in Urban Venezuela: An Empirical Evaluation"
John A. Booth (University of Texas, San Antonio), "Democracy: Theory and Practice in Latin America"
Miguel Gómez B. (Universidad de Costa Rica) and José Antonio Calvo Camacho (Unidad de Opinión Pública), "Regime Norms in Urban Costa Rica: An Empirical Evaluation"
Edward N. Muller (University of Arizona) and Mitchell Seligson (University of Arizona), "Regime Norms Among Workers in Mexico and the United States"
Rafael López Pintor (Universidad Autónoma de Madrid), "Regime Norms in Spain"

- S10 Comparative Studies of Working Class Politicization
 Coordinators: Kenneth Coleman (University of Kentucky) and Francisco Zapata (El Colegio de México)
 Tentative Panelists: Denis Sulmont (Pontificia Universidad Católica del Perú)
 Elizabeth Jelin (CEDES)
- S12 The Role of Families in Latin America's Demographic Change
 Coordinator: Marta Tienda (University of Wisconsin)
 Paper: Robert McCaa (University of Minnesota), "The Effects of Family Background on Fertility Decline in Chile: The Experiences of Petorca Women, 1840-1976"
- S14a Linguistic and Cultural Manifestations of Sexism, Racism, and Chauvinism
 Coordinator: Angela M. Gilliam (SUNY/Old Westbury)
 Papers: Lelia González (Pontificia Universidade Católica)
 Paulo de Carvalho-Neto
 Morton Marks (CCNY)
 Discussants: Abdias do Nascimento (SUNY/Buffalo)
 Leni Silverstein
 Michael Mitchell (Princeton)
- S16d Latin American Oil: Foreign and Domestic Policy and Politics
 Coordinator: Edward Williams (University of Arizona)
 Paper: Edward Williams (University of Arizona)
 Discussant: Alvin Cohen (Lehigh University)
- S16g The Panama Canal, Panama, and the U.S.
 Coordinator: Steve C. Ropp (New Mexico State University)
 Papers: Celso Rodríguez "The Isthmian Perspective: Looking at the 21st Century through the 19th Century Experience"
 Steve Ropp (NMSU), "The Canal Treaties and the Future Evolution of the Panamanian State"
 Discussant: Thomas Holloway (Cornell University)
- S16h Human Rights
 Coordinator: Charles D. Ameringer (Penn State University)
 Papers: Margaret E. Crahan (CUNY/Lehman College), "The State and the Individual in Latin America: Human Rights Implications"
 Lars Schoultz (University of Florida), "The Determinants of U.S. Policy toward Repressive Governments in Latin America"
 Thomas Walker (Ohio University), "The Effects of Carter's Human Rights Policy in Nicaragua"
 Thomas P. Anderson (Eastern Connecticut State College), "Human Rights and Social Change in El Salvador"
 Discussant: Elizabeth P. Spiro (Georgetown University)
- S16i Social Change in Latin America
 Coordinator: D.S. Palmer (FSI)
 Panelists: To be decided
- S17a New Forms of Political Domination
 Coordinator: Atilio A. Borón (Latin American Faculty of Social Sciences)
 Panelist: Alfred E. Stepan (Yale University)
- S19a Current Topics of the Borderlands Area: Migration, Economics, Politics, and Culture
 Coordinator: Gene J. Paull (Texas Southmost College)
 Papers: Richard Craig (Kent State University), "Operation Condor: Mexico's Anti-Drug Campaign Enters a New Era"
 Peter A. Lupsha (University of New Mexico), "Drug Trafficking and Border Crime: Its Impact on North-South Relations"

- Susan L. Pickman (SUNY-Stony Brook), "Trade Networks between Florida and the Caribbean during the 18th Century"
 Robert Trotter (Pan American University), "Folk Health Practices Amongst Mexican Migrants in the U.S."
 Anthony N. Zavaleta (Texas Southmost College), "Rural Health Care and Delivery Systems in Southern Texas and Northeast Mexico"
- S20 Cuba in the 1970's: Evaluating the Institutionalization of the Revolution
 Coordinator: Marifeli Pérez-Stable (SUNY-Old Westbury)
 Papers: Lourdes Casal (Rutgers University), "Theoretical Framework on the Transition to Socialism in Cuba"
 Max Azicri (Edinboro State College), "The Institutionalization of the Cuban State"
- S21 The Politics, Economics, and Geography of Energy in Brazil
 Coordinator: Thomas F. Kelsey (University of Pittsburgh)
 Papers: Norman Rask and Reinaldo Adams (Ohio State)
 Kenneth Erickson (Hunter College-CUNY), "Brazil's International Policies to Secure Foreign Energy Resources"
 Maria Helena de Castro Santos (MIT), "The Politics of Energy in Brazil: Principal Issues, Decisions, and Actors"
 Rolf Sternberg (Montclair State College), "The Development of Hydroelectricity from the Paraná River"
 Thomas Kelsey (University of Pittsburgh), "The Locational Consequences of Utilizing Petroleum Resources from Africa, the Middle East, and Venezuela"
- S24 Probabilities of International Conflict and War in South America
 Coordinator: Alexander de Souza Costa Barros (University of Chicago)
 Papers: Carlos Portales and Augusto Varas (Facultad Latinoamericana de Ciencias Sociales [FLACSO]), "Arms Race in South America"
 Ken Nolde (University of South Florida), "Strategic Arrangements of Weapons and Conflict in South America"
 Wolf Grabendorff (Stiftung Wissenschaft und Politik), "National Security Doctrines and Their Perceptions of External Threat"
 Discussant: Rubén de Hoyos (University of Wisconsin at Oshkosh)
- S29a Post-Coup Chile
 Coordinator: Karen L. Remmer (University of New Mexico)
 Panelists: To be decided
- S32 Brazil as a Potential World Power
 Coordinator: Wayne A. Selcher (Elizabethtown College)
 Papers: Martin T. Katzman (University of Texas-Dallas), "Resources, Economic Power, and Political Power"
 Michael A. Morris (Clemson University), "Brazil and India as Emerging Third World Powers"
 Discussants: Robert Bond (Council on Foreign Relations)
 Wolf Grabendorff (Stiftung Wissenschaft und Politik)
- S33 Recent Developments in External Financing and Debt in Latin America
 Coordinator: Georges D. Landau (Inter-American Development Bank)
 Panelists: Nicholas Bruck (IDB, Georgetown University)
 Steven H. Arnold (American University)
 Colin Bradford (U.S. Treasury)
 Pedro-Pablo Kuczynski (IFC, University of Pittsburgh)
 Georges D. Landau (IDB, Georgetown University)
 Ramón Martínez-Aponte (World Bank)
 Sidney Weintraub (Brookings)

- S34 Population Growth and Economic Growth in Latin America: Theoretical and Empirical Issues
Coordinator: Martha E. Giménez (University of Colorado)
Panelists: To be decided
- S35 Party System Evolution in Latin America
Coordinator: David J. Myers (Penn State University)
Papers: Alberto Ciria (Simon Fraser University), "Argentina"
Frank McCann (University of New Hampshire), "Brazil"
Gary Hoskin (SUNY-Buffalo), "Colombia"
Daniel Hellinger (St. Olaf College), "Chile"
David Myers (Penn State), "Venezuela"
Discussant: Robert Dix (Rice University)
- S43 Theoretical and Comparative Analysis of Social Classes
Coordinator: Dale Johnson (Livingston College)
Paper: Tomás Bamat (Westchester State College), "Middle Classes and the Peruvian Power Bloc, 1968-1978"
- S45 Theology of Liberation/Captivity
Coordinator: Dr. Walter Redmond
Panelists: Enrique Dussel
Sergio Arce Martínez (Seminario Evangélico Teológico, Cuba)
- S47 Men, Women, and the International Division of Labor
Coordinator: June Nash (CCNY)
Panelists: Judith L. Sweeney (Fac. de Humanidades)
Jorge Bustamante (Colegio de México)
José Alonso (NYU)
Helen Safa (Rutgers)
Archie Singham (UNITAR)
Yolanda Prieto (Livingston College)
Janet Baldares (Livingston College)
Lynn Bolles (Livingston College)
- S50 Central America: Neo-Colonialism and Beyond (co-sponsored by Latin American Perspectives)
Coordinator: Norma Chinchilla (CCNY)
Papers: Rene Poitevin (Escuela de Ciencia Política, Guatemala), "Classes, State, and Imperialism in Guatemala, 1944-Present"
Marco A. Gandasequi (CELA)
- S51 Peronism Reinterpreted
Coordinator: Marysa Navarro (Dartmouth)
Papers: Nancy Hollander (California State University-Dominguez Hills)
Marysa Navarro (Dartmouth)
Thomas Kappner (CCNY)
Juan Carlos Torre (Instituto Torcuato Di Tella)
Discussants: Miguel Murmis (University of Toronto)
Juan Corradi (NYU)
Presiding: James Scobie (UCSD)
- S54 Methodological Approaches to the Study of Women in Latin America
Coordinator: Terry Fee (University of California-Riverside)
Panelists: Heleith Saffioti (Brazil)
Amparo Collazos (Colombia)
- S55 The Rural Landless and Near-landless Poor: Off-farm Employment and Women's Roles
Coordinator: William Flinn (Ohio State University)

- Panelists: To be decided
- S56 Case Studies of Decision-Making, Operational Styles, and Performance of State Enterprises and State Development Banks
 Coordinators: Thomas J. Trebat (Bankers' Trust, NY) and Al Saulniers (University of Texas-Austin)
 Papers: Werner Baer (University of Illinois-Urbana) and Aníbal Villela (OAS), "The National Development Bank in Brazil"
 Thomas Trebat (Bankers' Trust, NY), "Nonfinancial Brazilian Public Enterprise Firms"
 Carlos Michelsen (Universidad del Pacífico-Lima) and Al Saulniers (University of Texas-Austin), "Public Enterprise Firms in Peru: Case Studies"
- S60 Medicine and Public Health in Latin America: Historical and Contemporary Issues and Experiences
 Coordinator: Mark B. Rosenberg (Florida International University)
 Papers: Vicente Navarro (Johns Hopkins)
 Rose Spalding (University of North Carolina-Chapel Hill)
 Robin L. Anderson (Arkansas State University)
 Discussant: Joanna Walsh (University of Georgia)
- S61 The Political Economy of the Sierra (Ecuador, Peru, Bolivia)
 Coordinator: Richard Weiskoff (Iowa State University)
 Panelists: To be decided
- S63 Comparative Perspectives on Slave-Supported Societies: Economics, Capital, Dependence and Social Stratification
 Coordinator: John Lombardi (Indiana University)
 Panelists: To be decided
- S64 The Export Sector in Latin America: Past and Present
 Coordinator: Mauricio Font (University of Michigan)
 Panelists: Eli Diniz Cerqueira (Instituto Universitário de Pesquisas do Rio de Janeiro)
 Warren Dean (NYU)
 Juan Martínez-Alier (Universidad Autónoma de Barcelona)
- S66 The Development and Underdevelopment of Puerto Rico: Historical Legacies and Contemporary Challenges
 Coordinator: Richard Weiskoff (Iowa State University)
 Panelists: To be decided
- S68 International Mass Culture
 Coordinator: Patricia Aufderheide (University of Minnesota)
 Papers: Jorge Reina Schement (University of Texas-Austin), "Primary Spanish Language Radio and Internal Colonialism in the United States"
 Fred Fejes (University of Illinois-Champaign), "Multinational Advertising Agencies in Latin America"
- S73 Nationalist Politics and the New International Economic Order in Latin America
 Coordinators: Susan Eckstein (Boston University) and Peter Evans (Brown University)
 Panelists: To be decided
- S76 Culture and Ideology of Latin America
 Coordinator: Román de la Campa (SUNY/Stony Brook)
 Panelists: To be decided
- S77 New Directions in the Study of Inter-American Relations: Alternative Perspectives
 Coordinator: Charles Brockett (Southeastern Massachusetts University)
 Panelists: To be decided

- S80 Latin American Literature of Exile
 Coordinator: Julio Matas (University of Pittsburgh)
 Papers: Luis Harss (West Virginia University)
 Matías Montes Huidobro (University of Hawaii-Manoa)
 Maria Cajiao Salas (SUNY at Buffalo)
 Discussants: Martha Morello-Frosch (University of California-Santa Cruz)
 Luis F. González-Cruz (Penn. State)
- S83a The Enlightenment in Latin America
 Coordinator: John Wilhite (University of Cincinnati)
 Panelists: David Bushnell (University of Florida)
 Michael E. Burke (Villanova University)
 Eva M. Kahiluoto Rudat (Cornell University)
- S84 Policy Formation and Outputs in Bureaucratic-Authoritarian Regimes
 Coordinator: Gilbert W. Merkx (University of New Mexico)
- S89a Censorship (and/or Repression) and Contemporary Latin American Literature
 Coordinator: Louise B. Popkin (Brown University)
- S91 The State and Dependency Analysis: Toward a New Theory
 Coordinator: Thomas Bossert (McGill University)
 Panelists: Nora Hamilton (University of Southern California)
 Philippe Fauchet (University of Montreal)
 Elizabeth Dore (American University)
 John Weeks (American University)
- S92 The Plight of the Contemporary Artist in Latin America
 Coordinator: Jacqueline Barnitz
 Panelists: Aracy Amaral (Pinacoteca de São Paulo)
 Omar Rayo
 Dore Ashton (Cooper Union)
- S95 The Development of Capitalism in Latin American Agriculture
 Coordinators: Carmen Deere (University of Massachusetts-Amherst) and Alain de
 Janvry (University of California-Berkeley)
 Panelists: To be decided
- S97 El Realismo en el teatro hispanoamericano de siglo XX
 Coordinator: Carlos Miguel Suárez Radillo
 Papers: Teodosio Rodríguez (Universidad Complutense de Madrid)
 Francesca Colecchia (Duquesne University)
 Orlando Rodríguez
 Discussants: Pedro Bravo Elizondo (Wichita State University)
- S104 Nineteenth Century Latin American Art, Architecture, Literature, and Music: Trends
 and Perspectives
 Coordinator: Ivan A. Schulman (University of Florida)
 Panelists: To be decided
- S116 Regional Development in Argentina: An Interdisciplinary Perspective
 Coordinator: Joseph S. Tulchin (University of North Carolina-Chapel Hill)
 Papers: Jorge Balán (CEDES, Buenos Aires), "La cuestión regional en la Argentina:
 Burguesías de Interior y el mercado interno en el desarrollo agroexportador"
 Rolf Sternberg (Montclair State College), "The Paraná and Brazil's Industrial
 Development"
 Gilbert M. Joseph (University of North Carolina-Chapel Hill), "Regionalism
 and the Mexican Revolution"
 Discussants: Charles W. Bergquist (Duke University)
 Elizabeth Kuznesof (University of Kansas)

- S120 Revisionist and Marxist Reinterpretations of Latin American History (co-sponsored by Latin American Perspectives)
 Coordinator: William S. Bollinger (California State-Los Angeles)
 Panelists: To be decided
- S121 The National Minority Question in Latin American and Latin American National Minorities in the United States (co-sponsored by Latin American Perspectives)
 Coordinator: James Dietz (California State-Fullerton)
 Panelists: To be decided
- S122 Problems, Priorities, and Possibilities in Latin American Studies (co-sponsored by the Consortium of Latin American Studies Programs)
 Panelists: To be decided
- S124 New Dimensions of International Relations in the Caribbean
 Coordinators: Basil Ince and Anthony Bryan (University of the West Indies)
 Papers: Basil Ince (University of the West Indies), "The Domestic Sources of Foreign Policy in the Caribbean"
 Anthony Bryan (University of the West Indies), "Subimperialism and Semi-industrialism in the Caribbean Region"
 Pat Emanuel (University of the West Indies), "Venezuela and the Associate States of the Caribbean"
 Discussant: Robert Manley (Seton Hall University)
- S126 The Peruvian Experiment Reconsidered
 Coordinator: John Sheahan (Williams College)
 Paper: Susan Bourque and Kay Warren
 Discussants: Peter Cleaves (Ford Foundation)
 LaMond Tullis (Brigham Young University)
- S129 Pre-Columbian Archaeology
 Coordinator: Michael Edwin Kampen (Arizona State University)
 Panelists: To be decided
- S130 The Urbanization Process in Latin America
 Coordinator: Gerald M. Greenfield (University of Wisconsin-Parkside)
 Papers: Kathy Waldron (Bowdoin College)
 Gerald Greenfield (University of Wisconsin)
- S131 Impact of Multinationals on Labor in the United States and Latin America
 Coordinator: Susanne Jonas (Institute for the Study of Labor and Economic Crisis)
 Panelists: James Petras (SUNY/Binghamton)
 Peter Knight (World Bank)
 Fred Goff (North American Congress on Latin America)
 John Frappier (Institute for the Study of Labor and Economic Crisis)
- S133 The Intellectual and the State
 Coordinators: Saul Sosnowski and Sara Castro-Klaren (Dartmouth College)
 Panelists: David Viñas
 Ariel Dorfman
 Richard Fagen
- S135 Historians and Art
 Coordinator: Carol Aiken Preece
 Papers: Asunción Lavrín (Howard University), "Women of the Americas: The Past Five Centuries"
 Frank Saunders (Towson State University), "The Indian Before and After the Conquest"
 Alicia Porzecanski (Universidad Mayor de la República de Uruguay), "What

the Historian Can See in Contemporary Latin American Art"
Edward E. Barry (Montana State University), "The Architecture of the
Porfiriato"

Discussant: Vera Blinn Reber (Shippensburg State College)

- S137 Public Policy and Political Economic Development in Venezuela
Coordinators: Andrés Stambouli (Instituto de Estudios Superiores de Administración)
and Gene Bigler (SAIS/Johns Hopkins)
Panelists: To be decided
- S138 Literature and Militarism in the Southern Cone Since 1960
Coordinators: Reynaldo Jiménez and Grinor Rojo (Ohio State University)
Panelists: Joan Dassin (University of Massachusetts-Amherst)
Andrés Avellaneda (University of California-Santa Cruz)
Fernando Alegría (Stanford University)
Eduardo Galeano
- S139 Literature of Protest
Coordinator: Celia C. de Zapata (San Jose State)
Panelists: Jaime Alazraki (Harvard University)
Elena Castedo Ellerman (OAS)
Alberto Blasi (CUNY)
Susana Redondo de Feldman (Columbia)
Mario Vargas Llosa
Luz Watts (Domínguez Hills-California State)
- S140 Contemporary Argentine Women Writers
Coordinator: Elba de Peralta (California State-Los Angeles)
Panelists: María Vázquez
Victoria Pueyrredón
Ester de Izaquirre
Lisa Levinson
Elvira Orphee
- S141 National-Local Linkages and the Politics of Rural Development in Mexico
Coordinator: John F.H. Purcell

WORKSHOPS

- W3 The Role of Audio-Visual Materials in the Teaching of Latin American Studies
Coordinators: Carlos Monsanto (University of Houston) and Bruce Ergood (Ohio
University)
Papers: Richard F. Allen (University of Houston), "Uso del corrido en la enseñanza
de la novela de la revolución mexicana"
Dennis Johnson (University of Houston), "Use of Films in the Teaching of
Latin American Studies"
- W4 Economic and Political Integration of Amerindian Groups in National Societies
Coordinator: George Primov (University of Missouri)
Panelists: Mary Helms (Northwestern University)
Oscar Quintanilla (Instituto Indigenista Interamericano)
Stefano Varese (Instituto Nacional de Antropología e Historia)
- W23 The New Strategy for Catholic Church Entry into Latin American Society
Coordinator: Thomas Bruneau (McGill University)
Panelists: Thomas Bruneau (McGill)
Cornelia B. Flora (Kansas State University)
Dan Levine (University of Michigan)
Mary Mooney (McGill University)

Renato Poblete (Centro Bellarmino)
Brian Smith (Yale)

- W26 U.S. Academic Programs in Latin America
Coordinator: Ralph Lee Woodward, Jr. (Tulane)
Papers: Peter Sehlinger (Indiana University), "Junior Year Programs in Brazil and Peru"
John Wirth (Stanford University)
Ralph Lee Woodward (Tulane), "U.S. Summer Programs in Central America"
Robert V. Farrell (Florida International University), "Teacher Exchange Program in Cartagena, Colombia"
Roland Perusse (Instituto Interamericano), "U.S. Academic Programs in the Caribbean"
Richard E. Greenleaf (Tulane), "U.S. Academic Programs in Mexico"
- W27 Latin American Periodicals: Evaluation and Trends
Coordinators: Richard D. Woods (Trinity University) and Ann Graham (University of Texas at Austin)
Papers: Barbara Cox (UCLA), "Indexing of Latin American Periodicals"
Georgette Dorn (Library of Congress), "Acquisition of Latin American Periodicals"
Ann Graham (University of Texas-Austin), "Evaluation and Trends: The Social Sciences"
Richard Salisbury (Western Kentucky University), "Retrospective Periodicals on Latin America"
Richard D. Woods (Trinity University), "Evaluation and Trends; The Humanities"
- M1 Carter Administration Policies Toward Latin America: Content and Decision-Making
Coordinator: Yale H. Ferguson (Rutgers University)
Panelists: To be decided

ROUNDTABLES

- R5 Caribbean International Relations and Development
Coordinator: Jacqueline A. Braveboy-Wagner (University of Arizona)
- R7 The Relationship of History and Literature in the Teaching of an Interdisciplinary Course
Coordinator: John F. Garganigo (Washington University)
- R8 Argentina
Coordinator: Samuel Rosenberg (SUNY at Old Westbury)
- R9 Spain and Latin America
Coordinator: Joaquín Roy (University of Miami)
- R11 The Study of the United States in Latin America
- R14 The Oral Record
Coordinator: Georgette Dorn (Library of Congress)
- R15 Cuba's Institutionalization Process: An Assessment
Coordinator: Dana Sweet
- R17 Latin American Intellectuals and the 'Myth of Underdevelopment'
Coordinator: Sidney Greenfield (University of Wisconsin-Milwaukee)
- R19 Geopolitical Thinking in Latin America
Coordinator: John Child
- R20 Prospects for a New Latin American Information Order
Coordinator: John S. Nichols (Penn State University)
- R21 Management Education in Latin America
Coordinator: George Sutiya (Florida International University)
- R22 Problems of Research and Teaching in Non-Democratic Regimes
Coordinator: Edward Glab (University of Texas at Austin)
- R23 Financial Institutions and Their Impact on Growth and Class Structure in Latin America
Coordinator: Harry Makler (Stanford University)

- R24 The Planning of a Handbook of Latin American Art
Coordinator: Joyce Waddell Bailey
- R25 Current Problems and Research Needs in Latin American Art History
Coordinator: James Ramsey (Vanderbilt University)
- R26 Exploring Ethical Guidelines for Research in Latin America
Coordinator: Jan K. Black (University of New Mexico)
- R27 Chilean Literature: Literary Text and Social Context
Coordinator: Lucia Guerra-Cunningham (University of California-Irvine)
- R28 Advantages Derived from the Teaching of Latin American Content Courses in the Spanish Language
Coordinator: Larry Pippin (University of the Pacific)
- R29 Social Aspects of Musical Change in Latin America
Coordinator: Malena Kuss (North Texas State University)
- R30 Current Trends in Brazilian Literature
Coordinator: Jane McDivitt (University of Iowa)
- R31 The Condition and Future of Regional Organization in the Inter-American System
Coordinator: L. Ronald Scheman (OAS)

PLENARIES

- X1 The Study of the State in Latin America
Coordinator: Riordan Roett (SAIS/Johns Hopkins University)

OTHER ACTIVITIES

- K1 Regular Meeting, Consortium of Latin American Studies Programs (CLASP)
- K2 Founding Meeting, Middle Atlantic Council of Latin American Studies (MACLAS)
Presiding: Charles D. Ameringer (Pennsylvania State University)
Invitation to participants from New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, and West Virginia.
- K3 Regular Meeting, Society for Iberian and Latin American Thought (SILAT)
Presiding: O. Carlos Stoetzer (Fordham University)
- K4 First Meeting, Program Committee for the Ninth National Meeting of the Latin American Studies Association, 1980
Invitation to all participants to make suggestions for the program.

LETTERS TO THE EDITOR

From Rolando A. Alum, Jr., July 1, 1978:

Editor, Newsletter:

A new crisis has arisen in the Dominican Republic as a result of the national elections held last May 16. The P.R.D. (Partido Revolucionario Dominicano) won the elections by an overwhelming majority. President Joaquín Balaguer--who has served three terms (12 years!) is supposed to step down on August 16. However, certain groups--particularly within the military sector--are placing obstacles to the Opposition's triumph, and as of this writing it is not clear yet whether the transition will be peaceful.

What is at stake now is not just the PRD's fate, but the obvious opportunity for the institutionalization of representative-democracy in this Antillean country overridden by a long history of caudillismo, dictatorship, civil war, and foreign intervention.

Dominican intellectuals--from all political tendencies--among many other groups (who are not necessarily pro PRD), notwithstanding, are demanding that the popular will be respected.

With so much talk about human rights and peace in our continent nowadays, it is hoped that the transition will in fact take place and under honorable and peaceful conditions--something the Dominican people deserve.

/s/Rolando A. Alum, Jr.
Special Professor, Dominican Anthropology
Sociology Department
Universidad Nacional Pedro Henríquez Ureña
Santo Domingo, República Dominicana

RESEARCH

RESEARCH IN MEXICO CITY: A GUIDE TO SELECTED LIBRARIES AND RESEARCH CENTERS by Karen Lindvall is a 45-page directory compiled to describe what resources exist, where they are located, and how they are accessed. This information was collected in June and July of 1976 as part of a librarian exchange between the Departamento de Investigaciones Históricas of the Instituto Nacional de Antropología e Historia and the Central University Library of the University of California, San Diego. The directory is available by request from Karen Lindvall, Latin American Bibliographer, Central University Library, University of California, San Diego, La Jolla, California 92093. Please enclose a self-addressed 45-cent stamped 7-by-10-inch envelope.

Request for Information

Rolando A. Alum, Jr., (Instituto Dominicano de Estudios Aplicados, Dominican Republic), would like to correspond with scientists from all fields who have researched and/or are interested in the Dominican Republic (including Dominicans abroad). Contact him at his address in the U.S.: 6606 Hudson Avenue, West New York, New Jersey 07093, U.S.A. Telephone: (201) 861-2711

NOTES & NEWS

CONFERENCES

The PRIMER COLOQUIO LATINOAMERICANO DE FOTOGRAFIA was held in Mexico City May 11-19, 1978, organized by the Consejo Mexicano de Fotografía, A.C., under the auspices of the Instituto Nacional de Bellas Artes, Secretaria de Educación Pública. The sessions held in the Museo Nacional de Antropología brought together some 200 photographers and scholars from all over the hemisphere and Europe to discuss the distinctive role of the photographic medium in Latin American society. An exhibition of current work by photographers in Latin America and those of Latin American descent was held simultaneously at the Museo de Arte Moderna, and the Archivo de la Palabra INAH organized two highly significant exhibitions of historical Mexican photographs which were exhibited at Chapultepec and Museo Nacional de Antropología.

The culminating act of the participants was the formation of a Consejo Latinoamericano de Fotografía to coordinate future conferences and individual consejos in each of the countries represented. Additional consejos will be formed by the Mexican-American and Puerto Rican photographers in the United States. Those interested in receiving further information concerning the conference or the various publications issued on the sessions and exhibitions should contact: Dr. Pedro Meyer, Presidente, Consejo Mexicano de Fotografía, A.C., México 10, D.F., México.

The University of Guadalajara, in collaboration with the Chicano Studies Center of the University of California, held the FIRST INTERNATIONAL SYMPOSIUM ON THE PROBLEMS OF MIGRANT WORKERS IN MEXICO AND THE U.S.A., July 11-14, 1978, in Guadalajara. Major themes of the symposium were agricultural problems and the creation of migrant workers in Mexico, labor movement in Mexico, U.S.-Mexico border problems, Chicanos and Mexicans in the U.S. For more information on the Symposium, write Chicano Studies Center, University of California, 405 Hilgard, Los Angeles, California 90024.

EMPLOYMENT

The Center for Latin American and Caribbean Studies at the UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN is seeking a new Director to begin in January or August, 1979. The appointment will entail half-time as Director of the Center and half-time teaching in the Director's disciplinary department. In the Center, the Director is the chief administrative officer, exercising overall responsibility for the Center's functions, including programs, planning, membership, staffing, and budget. The Director is assisted by an Associate Director, a Director of Research, and an Executive Committee. It is expected that the Director will be a tenured associate or full professor with a distinguished record of disciplinary specialization in the field of Latin American social sciences or humanities. Although full funding for this position is still pending, applications and recommendations should be sent now to the Center for Latin American and Caribbean Studies, 1208 West California, Room 250, University of Illinois, Urbana, Illinois 61801. The deadline for receipt of applications is October 15, 1978.

The UNIVERSITY OF MINNESOTA, TWIN CITIES, is seeking a bibliographer in the Reference/Resources Division in the central research library. Equal emphasis is placed upon collections development and reference service. The bibliographer is responsible for the selection of books, serials, and other materials in Spanish and Portuguese languages, concentrating on materials from Latin America, Spain, Portugal, and Lusophone Africa, but including material in English and other languages related to the field. The bibliographer provides general reference service at the Reference Desk and offers specialized reference assistance to patrons working in subjects related to Latin American Studies. In addition, the bibliographer may teach courses in the Latin American Studies Program in the College of Liberal Arts and participates in other instructional programs. The deadline for appli-

cations is 1 October 1978. For a complete position description, contact Mr. Clarence Carter, Library Personnel Officer, 499 Wilson Library, 309 19th Avenue South, University of Minnesota, Minneapolis, Minnesota 55455.

FORTHCOMING CONFERENCES

The XLIII INTERNATIONAL CONGRESS OF AMERICANISTS will be held August 10-17, 1979, in Vancouver, B.C., Canada. The University of British Columbia and Simon Fraser University will be the host institutions. Papers for open sessions are invited under the following categories: physical anthropology, archaeology, ethnohistory/history, linguistics, literature, cultural anthropology/ethnology, social anthropology/sociology, political science/political economy, cultural/historical geography, and art. The deadline for abstracts of volunteered papers is November 15, 1978. For more information on the Congress, contact: Dr. Alfred H. Siemens, XLIII International Congress of Americanists, Department of Geography, The University of British Columbia, Vancouver, B.C., Canada V6T 1W5. telephone: (604) 228-3441

October 5-7, 1978, the Tri-University Center on Latin American Studies (TUCLAS) will host a CONFERENCE ON URBAN AMERICA: LATIN AMERICA AND THE UNITED STATES. The Conference hopes to bring together experts on the U.S. and the Latin American city to examine parallel situations facing cities in the hemisphere. Topics include: 1) Urban Latin America and the U.S.: A Comparison; 2) Contemporary U.S. Urban Issues; 3) Latin American Urbanization; 4) The Urban Experience of Mexicans and Mexican-Americans in Mexico and the U.S.; 5) Comparative Policy and Planning for an Urban Future. Anthony Leeds will deliver the keynote address on "Contemporary Latin American Issues." For information on the conference, contact Charles Bussing, Department of Geography, Kansas State University, Manhattan, Kansas 66506 or Shirley J. Harkess, Department of Sociology, University of Kansas, Lawrence, Kansas 66045.

In October and November, 1978, MEXICO TODAY IN ATLANTA, an international symposium funded by the National Endowment for the Arts and the National Endowment for the Humanities will be held. The program is part of a comprehensive national presentation on Mexico as part of a series of national symposia sponsored by Meridian House International, the Smithsonian Resident Associate Program, and the Center for Inter-American Relations. All aspects of Mexican national life will be touched upon as will Mexico's international relationships. Leading Mexicans will present panel discussions with U.S. scholar respondents October 7-November 10. Local galleries and museums will present exhibits complementary to symposia. Folk performances and a Mexican film festival will also be held.

NATIVE AMERICAN STATES AND INDIANIST POLICY: HISTORICAL CONSCIOUSNESS OF THE INCAS AND THE AZTECS, 1400-1800, a conference sponsored by the Center for Latin American Studies, will be held at Stanford University, December 6-9, 1978. The conference focus on the civilizations of the Incas and Aztecs from the time of their ascendance as prehistoric native American empires (1400 AD). In particular, four main problem areas will be considered: (1) the political structure of these indigenous states; (2) Spanish views of Native Americans and Native American world views during the post-conquest period; (3) the interaction between Native American states and colonial Indianist policy; and (4) the implications of these developments for Indianism in contemporary America. The Stanford conference will draw together social historians and cultural anthropologists whose work in recent years has begun to converge on the problem of reconstructing the nature of Native American cultures based on archaeological remains, written documents, and analogies with surviving societies in the 20th century. As the Inca and Aztec empires were the first Native American societies to be transformed by colonial rule, treatment of other indigenous societies was heavily colored by the encounter of the Spanish with the Aztecs and the Incas. By focusing on the two empires and their legacies, conclusions may be drawn about indigenous civilizations elsewhere in the Americas. Publication of conference papers will reflect the "state of the art" in the conjunction of anthropological and historical interests in the broad theme of Native American States and American Indianism.

The Latin American Studies Program at Stanford will sponsor this conference, which is being organized by George Collier, Renato Rosaldo, and John D. Wirth. Major funding is provided by the National Endowment for the Humanities, with support from the Dickinson Symposium Fund at Stanford University. For details, write Professor John D. Wirth, Director, Center for Latin American Studies, Stanford University, Stanford, California 94305.

The PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES (PNCFL) will hold its 30th Annual Conference April 20-21, 1979, in Las Vegas, Nevada. Sections will cover various aspects of language and literature, and will include sections on Spanish and Spanish American Literature, Luso-Brazilian Literature, Luso-Hispanic Culture, and Bilingual/bicultural education. Deadline for papers is December 1, 1978. For information, contact: Ray Verzasconi, PNCFL Executive Secretary, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, Oregon 97331.

The SEVENTH ANNUAL CONFERENCE ON LATIN AMERICA, sponsored jointly by the Latin American programs at Temple University and St. Joseph's College, will be held in Philadelphia on November 17 and 18, 1978. This year's Conference will focus on two topics of current interest concerning Latin America: the role of Women in Latin America, and the evolving political, economic, and cultural relationships between Latin America and Africa, discussed in a multidisciplinary and multiinstitutional context. More information and registration materials may be obtained by writing to: William N. Simonson, Director, Inter-American Studies Center, 1900 North Park Mall, 3rd Floor, Temple University, Philadelphia, Pennsylvania 19122.

INSTITUTIONAL

The CONSORTIUM COMMITTEE ON LATIN AMERICAN STUDIES of the five metropolitan universities of Washington, D.C., has appointed Dorothy Dillon, former Assistant Director (Latin America) of the United States Information Agency, as Director of its Washington Center for Latin American Studies. The Center, which represents American, Catholic, Georgetown, George Washington, and Howard Universities, plans to upgrade and expand Latin American and Caribbean programs at the five cooperating institutions. The National Endowment for the Humanities is assisting this project with a grant. The Director's office will be located at The American University.

The UNIVERSITY OF CHICAGO announces a new program leading to a Master of Arts degree in Latin American and Caribbean Studies. The purpose of the program is to offer training in the languages, culture, history, and present conditions of the region to students and professionals whose career plans do not include research and teaching. By combining courses in Latin America with others in career-related disciplines, this new program will allow students maximum flexibility to arrange plans of study to meet individual needs and interests. The program of studies includes five quarter-courses of language training or equivalent competency; four quarter-courses in history, culture, and present conditions; four quarter-courses of professionally relevant electives; and a Master's paper. For further information on the program and applications, contact M.A. Program, Center for Latin American Studies, The University of Chicago, 1126 East 59th Street, Chicago, Illinois 60637.

SOUTHEAST MISSOURI STATE UNIVERSITY has established a Latin American Studies Program with the aid of a Fulbright-Hays Foreign Curriculum Consultant Grant. Joseph Richard Werne, Department of History, has been named director of the program.

In Fall, 1978, the UNIVERSITY OF IOWA will be offering a new Latin American Studies Certificate Program. Interdisciplinary in nature, this program will be supplementary to the course of study for the Bachelor of Arts, Bachelor of Science, or Bachelor of General Studies. A component of the program is the Latin American Cultural Experience, a recommended period of formal or independent study and residence in Latin America.

The TINKER FOUNDATION is pleased to announce that Dr. Miriam Williford, Professor of History and former Dean of Continuing Education at Winthrop College, has joined its staff as Program Director.

The UNIVERSITY OF TEXAS PRESS and seven other university presses have formed a sales consortium for Latin America which will become effective August 1. Known as UNILIBROS, the consortium is designed to sell books for the eight publishing houses in all Latin American countries and the Caribbean. Joining the UT Press in the new organization are the University of Chicago, Harvard, the University of California, the Johns Hopkins University, Cornell, Massachusetts Institute of Technology, and the University of Oklahoma. Unilibros is an attempt to determine the potential of selling scholarly books in Latin America and the Caribbean. Robert F. Molitor has been named director of Unilibros. He will be based in Austin.

INTERNATIONAL

The NORTH-SOUTH INSTITUTE, funded primarily by the Donner Canadian Foundation, the International Development Research Centre, and the Canadian International Development Agency, is an independent, non-profit organization created in 1976 to conduct policy-relevant research on important international development issues. Since its inception, the Institute has released two major reports--part of an annual series on Canadian policies affecting the Third World: North-South Encounter: The Third World and Canadian Performance and Third World Deficits and "The Debt Crisis". The final two volumes of this series, to be released this spring, are entitled: Commodity Trade: Test Case for a New Economic Order and World Food and the Canadian "Breadbasket". Other projects currently underway at the Institute include an in-depth study of Canadian industrial adjustment to low-cost imports--to be published this spring, a longer-term food and agriculture review, and a project on science and technology for development, leading toward the UN Conference on this subject in 1979. In addition to its research and publication functions, the Institute also sponsors, and participates in, various conferences and seminars devoted to development concerns. For more information on the goals and programs of the Institute, contact Ms. Claire Veinotte, Administration Officer, North-South Institute, 185 Rideau, Ottawa K1N 5X8, Canada.

JOURNALS AND NEWSLETTERS

CENTRAL AMERICA REPORT provides weekly coverage and analysis of the most significant political and economic events of the region. For information on subscriptions, please contact Central America Report, 9a. Calle 3-19, Zona 1, Guatemala City, Guatemala.

CIENCIA Y DESARROLLO is a bimonthly publication of the National Council for Science and Technology, a decentralized Mexican government agency that supervises, coordinates, and launches programs in science and technology. The magazine is unique in its benefits to the Spanish-speaking public in that it combines the presentation of important and universal scientific and technological events, past, present, and prospective, in Spanish. The magazine has been published since 1975. The subscription rate is US\$12.00 for one year with a special rate of US\$30.00 for three years, including air mail postage. To subscribe, write: CONACYT-Ciencia y Desarrollo, Insurgentes Sur 1814-69 piso, México 20, D.F., México.

The Instituto Tecnológico de Santo Domingo (INTEC) publishes a journal entitled CIENCIA Y SOCIEDAD twice a year. This interdisciplinary journal carries scientific articles in the fields of social science and the humanities, health sciences, and science and technology, with emphasis on the problems of the Dominican Republic. It includes articles, shorter research reports and notes, selected documents, communications on scientific events, as well as book reviews and bibliographies. Although Ciencia y Sociedad is published in Spanish, it offers English abstracts of all its articles and notes. The subscription rate is US\$4.00 per year. To subscribe, write Ciencia y Sociedad, Instituto

Tecnológico de Santo Domingo, Apartado 24, zona 2, Santo Domingo, República Dominicana.

OPINIONES LATINOAMERICANAS is a new magazine published by the Latin American Feature Syndicate (ALA). The monthly will include articles by many distinguished observers of the current scene, editorials from newspapers, and articles from magazines. Another feature will be a selection of essays from the recent past which bear upon current issues and events. The subscription price for one year is US\$20.00. For more information, contact Opiniones Latinoamericanas, 2355 Salzedo Street, Suite 203, Coral Gables, Florida 33134. telephone: (305) 442-2462

PERSONAL

JAMES GRAHAM (Central College) and JANE MCDIVITT (University of Iowa), recently received a grant through University House, University of Iowa, to cooperate on curriculum and faculty development in Latin American Studies. Through this exchange of expertise, both institutions hope to enrich their own programs. The long-range outcome of the collaboration will be the development of an inter-institutional cooperative model which will be presented to representatives from other four-year, independent Iowa Colleges at a Faculty Institute on Latin American Studies at University House planned for June, 1979. The funds for this project are provided by the Andrew W. Mellon Foundation.

DAVID V. FLEISCHER has edited Carlos Peixoto Pelho, Discursos Parlamentares, Volume 2 in the Perfis Parlamentares Series of the Camara dos Deputados, Brasilia.

JOSEPH A. GAGLIANO has been appointed associate dean of the Graduate School of Loyola University of Chicago.

WAYNE A. SELCHER has just published a book, Brazil's Multilateral Relations: Between First and Third Worlds (Boulder, Colorado: Westview Press, 1978).

WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS LATIN AMERICAN PROGRAM FELLOWSHIPS

The Center announces the opening of competition for its 1979 Fellowships for research which will illuminate Latin American or inter-American realities-- past, present, or future. Fellowships may be offered in any field of the social sciences or humanities. Topics of particular interest to the Program's Academic Council are (a) the interplay between the international economic order and domestic political and economic choices; (b) the nature and evolution of U.S.-Latin American relations and Latin America's international role generally; (c) the causes and dynamics of authoritarianism; (d) the interplay between cultural traditions and political institutions; (e) the history of ideas as they bear on contemporary public policy choices; (f) the dynamics and viability of alternative development models. Eligibility for fellowships is limited to the postdoctoral or equivalent degree of maturity in professional fields. Applications for fellowships are welcomed from all countries. Deadline for application is October 2, 1978. For further information on the fellowships and application forms, please write Abraham F. Lowenthal, Secretary, Latin American Program, Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, D.C. 20560.

SPECIAL NEWSLETTER SUPPLEMENT

CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS (CLASP)

**NON-ACADEMIC EMPLOYMENT OPPORTUNITIES
FOR
LATIN AMERICANISTS**

Proceedings of the CLASP Symposium
Held at the Seventh National Meeting of LASA,
Houston, Texas, November 3, 1977
and Chaired By

Marshall R. Nason, University of New Mexico
and
G. Micheal Riley, University of Wisconsin

INTRODUCTION

Non-Academic Employment Opportunities for Latin Americanists

Marshall R. Nason
University of New Mexico

In publishing these proceedings of its Houston panel on non-academic employment opportunities, the Consortium of Latin American Studies Programs (CLASP) almost enters the burgeoning field of "how to" manuals. The reasons for the session and for the publication of its findings require little explanation. Rose Lee Hayden's cogent analysis of prospects in Academia, which she describes as "a bleak job universe where death and retirement will account for twice as many openings as growth" leaves little doubt about the need to consider career options beyond the ivy-covered walls. Panel attendance was itself an eloquent statement of concern on the part of emerging language and area specialists who, while recognizing that their situation is far from unique, nevertheless feel compelled to think about new perspectives and to acquire specialized job-seeking techniques if they are to secure or even, perhaps, create employment germane to their academic preparation. If there is any consolation, it may lie in the Spanish refrán which promises that: "donde una puerta se cierra, otra se abre". In the presentations of Seaton, Pearson and others who contributed to the dialogue we do, at least, have evidence of some new dimensions.

The panel presentations fall into two categories though overlaps, predictably, occur from one to the other. These are as follows: (1) Papers dealing with problems of career planning and placement, both in the abstract and as they relate to the area specialist, together with analyses of the job market and labor pool; and (2) Counsel from employers and insights into successful entrepreneurial experience by area specialists suggesting the whereabouts of new hunting grounds or the need for additional emphases in professional preparation.

Krolik, who speaks as a professional placement specialist, drops the following quote to shake the complacency of those conditioned to believe that meritorious scholastic achievement alone perforce opens the door to employment. The quote is as follows: "It's not the best qualified people who get the job but those who are best qualified at job-getting." Whether we are prepared to accept such an assertion at face value or not--and Equal Employment Opportunity (EEO) and Affirmative Action may have placed some constraints on the "buddy system" and "hiring from the inside"--the wealth of practical advice on the art of the job-quest assures us there is nothing flippant about Krolik's approach. He,

Einaudi, and Hayden all have sage advice for the search, while Hayden carries the process one step further, suggesting (and not a moment too soon) that institutions of higher education must also recognize their increasing responsibility for preparing graduates for entry into the highly competitive job market of today.

In all of these pieces the reader should be attentive to the occasional bibliographical clue. Institutional indifference to adequate career counseling may be offset somewhat, for example, by recourse to the Georgetown and Denver studies on perspectives for international studies graduates. No less useful are some of the works cited by Krolik as tools for mounting a systematic job search, irrespective of the profession involved.

Richard T. Thompson's statistical analysis offers an element of predictability at all exit levels (B.A., M.A., and Ph.D.) in terms of career commitments in both the public and private sectors. By the same token, Einaudi renders an agency by agency survey of employment prospects in the public sector, with special attention to the various components of foreign service. Though neither evinces vast optimism, their data facilitate discrimination between the highly elusive targets and those more attainable, to the end that aims be realistic.

Another frequent note is the insistence on real competence rather than complacency over mere possession of a degree. Tarnpoll suggests that supplementary expertise along technical or commercial lines may be the kind of additive needed to enhance the area scholar's qualifications. Others intimate that certain skills such as language proficiency often fall short of what the area studies certificate or degree seems to promise. This would seem a fitting juncture for the present writer, as a language professor, to utter his favorite heresy (born largely of experience with federal agencies in Latin America), namely, that our colleges and universities produce entirely too many language majors who have little or nothing to say in two or more languages and all too few language minors, i.e., people with sufficient language competence effectively to communicate professional and technical expertise where it is most needed.

Finally, the reader will take heart, and perhaps even a bit of inspiration, from the accounts of near-contemporaries who, finding the traditional avenues clogged or uninviting, have been able to turn their training and talents to gainful activities somewhat remote from original expectations but not without some relevance to their area studies and linguistic training.

The aggregate of materials presented at the Houston panel underscores the element of change: change in the market conditions, change in the kinds of situations available, and changes in the kinds of approach useful in pursuing the employment goal. If this publication assists in adaptation to such change, if it reveals the "hidden job market", exposes the seeker to the "network" or helps the seeker master the art of "informative interviewing", it will have served some modest purpose. At the least, we are confident that it will not have bored.

* * * * *

**LANGUAGE AND AREA STUDIES AND CAREER DEVELOPMENT:
PAST SINS AND FUTURE VIRTUES**

Rose L. Hayden

Director, International Education Project
American Council on Education

I. FACING FACTS

There is little joy in Mudville today as language and area studies graduates continue to strike out in the latest, greatest national arena to date--the job market. While the situation has been acute for some years for the language and area specialist, he or she should not feel uniquely abused. As the popular saying goes, things are indeed tough all over.

And the picture is not likely to improve for some time to come. There has been a 70% decrease in new jobs in U.S. colleges and universities since 1965. There has been a 20% decline in relative income beyond that experienced in the early 1970's. And to make matters even worse, the number of 18-22-year olds in the United States is projected to

decrease 25% in the next decade alone. Unhappily, one must agree with Richard Freeman, author of The Overeducated American, when he observes that "either these unneeded professors find a new constituency quickly or we may have to begin stockpiling them like our agricultural surpluses." This is hardly a cheery analogy.

The grass is not appreciably greener in other disciplinary pastures. As Jon Sargent observes in Detours: The Road Ahead for College Graduates, a pamphlet recently published by the U.S. Department of Labor:

For many graduates of America's colleges and universities, the well-travelled road from school to the world of work contained unexpected detours--periods of unemployment, underemployment, and career replanning. Like frustrated motorists unable to enter a limited access freeway, graduates were left watching others speed by as fledgling accountants, biologists, and social workers. While some college graduates have always had trouble finding "suitable" jobs, the experience has become more commonplace in recent years.

The report goes on to state that between 1980 and 1985, the supply of college-educated workers could exceed requirements by as much as 10%. For all fields, directly related jobs were obtained by only 62% of 1972 graduates.

Increasingly, college graduates will be hired for jobs previously held by workers with less education. This is likely to occur given the fact that twice as many college degrees will be earned from 1972 through 1985 as were earned from 1959-1972. In a bleak job universe, where death and retirement will account for twice as many openings as growth, problems for all college graduates, not just language and area specialists, will center on underemployment and job dissatisfaction.

II. ADJUSTING TO REALITY

While traditional academic employment openings for language and area specialists show little sign of increasing in the years ahead, language and area training as a skills means rather than a career end in itself should become more attractive. Outside the general foreign policy and academic machinery there is a growing need for businessmen, scholars, farmers, lawyers, journalists, engineers, researchers, civil servants and scientists who have a second string to their professional bow. In an age of transnational negotiation, it cannot be otherwise.

While it is always hazardous to generalize, there is a capsulization of the advice for preparation for entry level employment as it appears in Career Opportunities in the International Field (Georgetown University, School of Foreign Service, 1977). As this useful publication observes, many firms and institutions with an interest in international, linguistic, area or comparative skills have no organized recruitment or training programs aimed at the B.A. or M.A. level graduate. Many organizations have few entry level openings at all, and prefer to fill vacancies with experienced personnel. Educational credentials are often necessary but insufficient qualifications for many positions.

Four areas of advice lead the authors of this publication to conclude that:

- *It may not be possible to "start out at the bottom" in the organization or field the language and area graduate wishes to enter. Rather, it may well be that one enters laterally, only after obtaining experience elsewhere. More often than not, if you trace your own career pattern, or that of someone in such an organization, you will encounter a checkered rather than linear route.
- *Only rarely is the choice of a first job in the international affairs field a lifelong commitment. Many employers serve as training grounds for young professionals destined to move on to bigger and better things.
- *The chicken and egg problem of acquiring experience is commonplace. One is not hired because one lacks "experience". How to ever obtain "experience" if no one will ever hire you without it is the obvious dilemma many entry-level applicants face each day. Specialized education in a subfield may be necessary. Actual, practical experience in a paid or non-paid internship is becoming a more popular and effective way to circumvent the "experience" argument.
- *Many jobs--some career counselors suggest a figure of 80%--are filled from the "inside," or by word of mouth. Competitive selection pro-

cesses and advertisement of openings are proportionately rare in the international career area. Good luck, good timing, and being in the right place at the right time can make a critical difference in the job search.

Most potential employers of language and area graduates, outside the hallowed halls of academe, will not find grade point averages and educational credentials overly impressive evidence of competence. One reason is the perceived if not real decline and fall of functional literacy in recent years. Any employer expects the young graduate to have a good conceptual grasp of history and current affairs; to be able to synthesize and analyze; to be familiar with the realities of doing business in the field the graduate wishes to enter; to possess quantitative skills; to be able to speak, read and write effectively; to have intercultural skills; and to possess personal qualities such as maturity, balanced judgment, flexibility, and openness to new ideas, and so on.

A common and completely accurate complaint voiced by a wide range of potential employers is that the language and area graduate has not done his or her homework, has not developed a strategy or acquired sufficient knowledge prior to making contact with a potential employer. Furthermore, many job seekers are unable to translate academic specialties (anthropology, for example) into job-related skills (intercultural communication). It is not so much a matter of "what you know" but rather "what you can do" that counts.

The Georgetown handbook treats in some detail the following major employment sectors: the U.S. government; public international organizations; international banking and business; international consulting firms; research organizations and teaching; national trade and professional associations and trade unions; assistance, exchange, foundations and other private non-profit organizations; and the press, radio and television. A useful bibliography is appended.

Another report, prepared for the Graduate School of International Studies at the University of Denver, entitled Career Opportunities for Graduates in International Studies: Implications for Curriculum Development, provides pertinent analyses and information. Prepared by Susan Simon and Charles Heeter of the Government Research Corporation in 1975, the volume presents a review of selected material on the non-technical graduate and employment, and highlights careers in government and in business and industry. It also provides recommendations with respect to curriculum, special programs and career guidance and placement.

Typical responses from government sources relate to the whole matter of language and area job candidacy. Principal findings yielded the following cogent observations:

*Identity of the International Studies Degree

Recruiters appeared confused about what actually constituted international studies degrees, and were not familiar with the skills or specialties imparted.

*Lack of Basic Skills

Recruiters decried the fact that recent graduates often lacked the ability to speak and write clearly and concisely, and to analyze simple problems. Even bright students had difficulty in making a successful transition from term-paper writing to writing on the job.

*Preparation for and Performance during the Interview

Students were ignorant, if not absolutely naive, concerning the operations of the agency or type of work being offered. Often, students failed to even attempt to relate their academic program to the agency or job in question. Most serious was the perception that recent graduates behaved poorly during the interview--many assuming that the degree should be sufficient to earn a job offer; others displaying an embarrassing inability to communicate.

*Economics Background

Of all the skills and curriculum questions posed, there was a strong demand for extensive background in economics. Many language and area graduates lack the economics training required by many potential employers.

*Problems with the Civil Service Commission

Many battles are lost in the attempt to fit international studies graduates with jobs given different specific designations (e.g., economist).

Responses from business sources strongly echoed that of federal recruiters. Business recruiters were even more concerned about performance and preparation during the interview. The lack of basic skills was likewise underscored, with the added wrinkle of accusing recent graduates of being unable to produce jargon-free prose. Unlike the federal picture, competition with the M.B.A. degree was (and one can only assume still is) keen. The decline of the number of positions abroad and the increased demand for foreign students also contributed to the lack of openings for the recent U.S. graduate.

Factors affecting success in obtaining a job were timing; who the graduate knew; work experience; the reputation of the school; performance during the interview; and degree and skills. Students whose institutions maintained excellent placement services, whose programs encouraged part-time work experience, whose professors exposed them to government and business leaders, and whose alumni contacts were strong were far more likely to get the brass ring in the jobs merry-go-round.

III. MEETING THE CHALLENGE

It is always easier to give advice than it is to heed it. Therefore, the following suggestions are offered with the sincere appreciation of the many difficulties and obstacles which lie in the path of implementation. If past sins were those of omission, let future virtues be those of commission. Here, then, are areas of primary concern and need:

An institutional or professional associational career counseling base.

Job counseling and placement is a profession, not an area for beginners. There is little if anything which prepares the language and area professor for such a responsibility, although apathy or arrogance sustains not a few of the breed when it comes to this critical function. Proper materials, handbooks, catalogues, and directories are essential, as is a professionally trained counselor with specific responsibility for language and area studies graduates. Better longitudinal data are required, as is a capacity to expose students to potential employers before their first interview. Counseling must be a cradle to the grave function, not a perfunctory gesture immediately prior to graduation. Finally, the unique needs of entry-level as opposed to mid-career level specialists must be recognized and met.

A quality education stressing competencies as opposed to credentials.

A disturbing number of so-called language and area specialists receive degrees despite the fact that their actual linguistic and other skills levels are surprisingly low. In all fields U.S. citizens are experiencing an inflation of credentials and career expectations coupled with a real deflation of competence and experience. Even if it might lead to declining enrollments in some language and area studies programs (a suicidal reality given the press for student credit hour "productivity" ratings), quality must be maintained and increased if language and area graduates are to find meaningful employment in future years.

A flexible academic program.

Increasingly, language and area competencies will be one but not the principal avenue of curricular concern. Hybrid degrees, certificates of study, joint programs and cognates represent the wave of things to come, as students combine professional training in a field (e.g., law) with language and area skills. Training academic specialists who will go out to train other specialists is a worthy educational goal, but one whose time has clearly passed.

An appropriate and realistic attitude.

Faculty members in language and area studies fields must work to change their own values so as to foster appropriate and realistic attitudes or outlooks among their students. Honesty is vital so that students are made aware of the realities of the job market and are not misled or encouraged to obtain advanced training of a type or scope unlikely to be

in "sync" with manpower demands. If, after appropriate counseling, a student wishes to pursue a certain study track, then so be it. The danger is to avoid giving straight answers to the wrong questions (e.g., What do I do with a major in Spanish?). Rather, fostering a career outlook which stresses a range of competencies (developing ideas and programs; organizing time; speaking and writing clearly; working well under stress; trouble-shooting; making and using contacts effectively; designing events; public speaking; sensitivity to others) as well as worthy academic outcomes is key. And no one ever said this will be easy...

In sum, language and area graduates, like any other graduate, must face career choices armed with honesty and knowledge. What are the student's personal and academic assets and competencies? To what purpose does the student wish to put these personal and academic assets? In what type of work environment does the student wish to be? Where does the student prefer to be located geographically? How much money does the student wish to make? What kind of lifestyle is appropriate and desirable for the student? Naturally, these questions are dynamic and the answers will vary for each individual over time. The important matter is that they be posed and pondered adequately. At stake are the graduate's most important, existential decisions.

Sin and virtue are relative concepts, more often than not revealing more about the observer than the issue in question. Past sins and future virtues for some may be considered past virtues and future sins for others. Thus, without undue moralizing, it is sufficient to note that one reason for the great level of difficulty encountered by many language and area studies graduates when they enter the current job market is that their professors and institutions have never really invested time, energy, and resources in adequate counseling and placement procedures. In the past, such behavior was understandable. In the future, it will be unacceptable.

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CAREER PROSPECTS FOR LATIN AMERICANISTS IN U.S. GOVERNMENT AGENCIES

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Career opportunities for Latin Americanists in federal agencies are limited. Few vacancies are occurring and promotions are being made slowly. This condition is likely to remain in effect for the near future. However, this does not mean that there are no possibilities for employment. These actual prospects can be understood better if major agencies are considered separately.

Department of State

Traditionally, the Department of State has been the best prospective employer of Latin Americanists. The current employment picture at State, however, is quite bleak. Even when the situation improves, a career candidate cannot expect to spend an entire career in Latin American affairs.

Within the Department of State there is more than one career personnel system, in fact, there are at least five. It is worthwhile to look at each one individually.

1. Foreign Service Officer Corps. Usually, 14,000-15,000 applicants test annually. During FY77 only 134 successful candidates were appointed as FSO's. The number to be appointed for FY78 is not yet known, but is likely to be smaller than FY77. There is even a possibility that the written examination will not be offered at all in 1978. The current situation according to specialties is as follows:
 - a. political officers (needed least);
 - b. economic/commercial officers (There has been more interest in recent years in recruiting officers with a strong background in economics);
 - c. consular officers (The one area in which additional positions have been author-

- ized by Congress. Also, the consular function is particularly in demand in Latin America);
- d. administrative officers (Another area in which there has been a recruitment interest during the past several years, especially for budget and fiscal officers).
 2. Foreign Service Reserve Officer Corps. These are non-career, limited-term appointments. They are also limited in number. Occasionally, there are opportunities for conversion to FSO status. But, these opportunities are currently very restricted because of the general condition of the career foreign service.
 3. Foreign Service Reserve Unlimited Officer Corps. This very exceptional category exists to fill the need for critical skills not found among the career officer corps. The Bureau of Intelligence and Research did bring in three or four young Ph.D.'s in Latin American affairs under this program during the past several years. Unfortunately, none is being brought in now, nor is any change expected in that policy in the near future.
 4. Foreign Service Staff Officer Corps. A separate personnel system was established to provide technical and clerical support for the Foreign Service overseas. Some consular work is also performed by these officers. Under the MUSTANG program, it is possible to convert to FSO status. However, these possibilities are affected by the personnel situation in the FSO corps.
 5. Civil Service. As vacancies occur, there could be positions available in Language Service for translators and interpreters. Since Spanish, French, and Portuguese are not considered to be hard languages, the competition for vacancies would be stiff. Also, native fluency would be required.

International Communication Agency (ICA)

Normally, this agency recruits candidates for appointment as information officers and as cultural affairs officers. Due to budget restraints, no new appointments will be made for this FY.

Agency for International Development (AID)

Career opportunities with AID in Latin America are also limited by budget restraints. More significant, however, is the effect on employment patterns of congressional direction for assistance programs--to the poorest of the poor. Many Latin American countries do not meet that criterion. Within these qualified restrictions, AID does accept applications in two basic categories, with certain special skill requirements.

1. Professionals
 - a. agricultural economists
 - b. accountants and auditors
 - c. capital development loan officers
 - d. civil engineers
 - e. electrical engineers
 - f. power engineers
 - g. contract specialists
 - h. economists
 - i. position classification specialists
 - j. public health specialists
 - k. rural sociologists
 - l. social anthropologists
2. Interns
 - a. Bachelor of Science
 - 1) accounting
 - 2) civil engineering
 - b. Master of Science
 - 1) agriculture
 - 2) agricultural economics
 - 3) social or applied anthropology
 - 4) rural sociology

- 5) economics
- 6) finance
- 7) business administration
- 8) nutrition
- 9) public health
- 10) educational planning

Central Intelligence Agency (CIA)

The CIA maintains a regular recruitment program for candidates for appointment as political, economic, and technological analysts. Because of the general employment picture nationally, the CIA has been seeking candidates with the highest academic degrees and records. In addition, the CIA has also been feeling a financial pinch, and is having to cut back in some areas.

Department of Defense

The Department of Defense does employ some civilian analysts in Latin American affairs. However, increasingly, uniformed military officers are being placed in some of these positions because of the lack of military positions for them.

1. International Security Affairs. Currently, all but one position in the section dealing with Latin America are held by career military officers. There is little prospect that this condition will change in the near future.
2. Defense Intelligence Agency. As vacancies occur, there are opportunities for civilians to be hired as Latin American analysts. However, these opportunities must be searched out, and it is very helpful to have established personal contacts with individuals already working in these offices.

Other Federal Agencies

All other agencies have very limited opportunities for employment of individuals possessing knowledge of Latin American affairs in addition to other skills and experience. It is also highly unlikely that a prospective employee could expect to spend an entire career working on Latin American matters. Finally, it is very important to make many personal contacts in these agencies, as this is frequently how vacancies become known.

1. Department of the Treasury
2. Department of Commerce
3. Department of Labor
4. Department of Justice/FBI
5. Department of Energy
6. Office of Management and Budget
7. Drug Enforcement Administration
8. Overseas Private Investment Corporation

Congress

Many members of Congress employ foreign affairs specialists. Some members have a personal interest in Latin America, it is important for their districts, or it relates to the work of their committees and subcommittees. Making personal contacts is probably the single most important feature of job hunting on the Hill. Those who are successful in securing such a position not only find it interesting and valuable, but often are able to convert that experience into other jobs and careers.

International Organizations

Latin Americanists should also seriously consider career prospects in international organizations, because the decreasing U.S. official presence abroad eliminates U.S. agencies as automatic sources for employment. The Organization of American States would be a natural starting point, but a career candidate should not overlook the various interna-

tional financial institutions. The World Bank, the International Monetary Fund, and the Inter-American Development Bank, to name just a few, are increasingly active in Latin America.

Closing Comment

Although the picture painted in the discussion above is not something to write home about, it is also not one of total despair. Whether a Latin Americanist is seeking employment or career possibilities in government, business, academia, or other areas, it is necessary to develop the following characteristics:

1. Be alert: Read as much and talk to as many people as you can about what is happening in the job market and how your knowledge, skills, and experience can be related to growth fields of endeavor;
2. Be flexible: Don't think in narrow, career terms and be willing to accept an entry position which might be below your qualifications or which is not immediately or directly related to your interests. The important thing is to get your foot in the door, make a good impression, and keep your eyes open for both lateral and vertical opportunities for improvement;
3. Be resourceful: Be innovative and imaginative in developing and drawing upon your information and personal contacts networks. Learn new information and skills to supplement those you already possess;
4. Be persistent: Don't let yourself become discouraged by the lack of early success; develop and project an image of self-confidence.

In conclusion, it is essential to keep in mind that area knowledge is most useful as a supplement to a basic discipline, such as economics, political science, sociology, etc.

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LANGUAGE AND AREA STUDIES AND CAREER DEVELOPMENT: NATIONAL PATTERNS, PAST AND PRESENT

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As part of the reporting requirement for language and area studies centers funded under the National Defense Education Act (NDEA) Title VI, universities provide the Office of Education with a variety of data. I will be sharing with you some of the data on Career Choices of NDEA Center Graduates.

The information will include a report on graduates at three educational levels (B.A., M.A. and Ph.D.), will cover the period between 1972 and 1976, and will be presented in terms of percentage growth or decline during the 4-year period.

Categories included in the report are: (1) those graduates who are continuing study; (2) those employed in the fields of higher education; (3) elementary and secondary education; (4) government; and (5) business and industry.

I will first present the data by degree level and then by category.

B.A.

1. Continuing Study

In 1972, of 2,355 NDEA Center graduates with the B.A. degree, 830 or 35.2% chose to further their education (keep in mind that 1%=approx. 24 graduates). In 1976, that figure had fallen to 27.6%. Compared with other world areas, in 1972 Latin America ranked fourth in the percent of graduates who chose to continue their studies; by 1976, it had slipped to 6th place.

If small numbers of the B.A.'s were discontinuing their studies, what fields were they entering and in what numbers? As we take a look at the employment fields by

each category, let us keep in mind the trend changes from 1972 to 1976.

2. Higher Education
As with all other world areas, and as is to be expected, there was no measurable entry into higher education by students with only the B.A. degree.
3. Elementary and Secondary Education
In 1972, 11.3% of all graduates entered the field of teaching in elementary and secondary education, ranking Latin America first among all major world areas. However, by 1976 Latin America slipped to third place with 7.8%, behind Southeast Asia and Africa.
4. Government
In 1972, Latin America ranked third in the number of B.A. graduates who entered government service behind East Europe and the Soviet Union, and East Asia. By 1976, Latin America dropped from 6.0 to 6.0; however, since East Asia dropped even more, Latin America rose to second place.
5. Private, U.S., Profit-Making Organizations (Business and Industry)
In 1972, the Middle East ranked first in this category with 19.7% of the B.A. graduates finding career opportunities in business and industry, followed by Africa with 14.9% and Latin America in third place with 12.6%. In 1976, the picture changed dramatically. The Middle East now ranked fifth, Africa remained in second place, but Southeast Asia and East Asia now preceded Latin America, which dropped to sixth place, with 7.0%.

A quick review shows that during the 4-year period from 1972 to 1976, Latin American Studies B.A. graduates showed important trend changes in employment when compared to the other major world areas. In sum:

1. The number of graduates entering elementary and secondary education dropped from 11.3% to 7.8%;
2. Latin America rose from third to second place in graduates placed with the government; and
3. The number of graduates entering business and industry dropped significantly from 12.6% to 7.0%, from third to sixth place.

It should be kept in mind that the percentage of graduates who chose to continue their education also declined during this same period, so it cannot be argued that a smaller percentage of graduates was available to fill the jobs. In fact the unemployment rate for B.A.'s rose from 1.4% in 1972 to 5.8% in 1976.

M.A.

1. Continuing Study
In both 1972 and 1976, compared with the 7 other major world areas, Latin America ranked dead last in the percentage of M.A. graduates continuing their education. An increase was measured from 32.8% to 35.2%; however, all other world areas except the Middle East registered even greater gains.
2. Higher Education
As with the B.A. there was no significant entry into this career category.
3. Elementary and Secondary Education
In 1972, Latin America placed 11.7% of M.A. graduates in positions in elementary education ranking it second among all major world areas behind East Europe and the Soviet Union. By 1976, however, Latin America rose to 16.9% far outstripping all other world areas.
4. Government
In 1972, Latin America ranked sixth, only ahead of the Middle East, in the percentage of graduates choosing government as a career (5.9%). By 1976, the Middle East rose to first place and Latin America jumped to fourth (although registering a slight decline to 4.6%).
5. Private, U.S., Profit-Making Organizations (Business and Industry)
In both 1972 and 1976 Latin America ranked first among all major areas in the percentage of M.A. graduates finding careers in business and industry, even though a slight decline was noted from 11.4% to 10.3%. East Asia and East Europe and the Soviet Union ranked second and third respectively.

A short review shows that during the 4-year period from 1972-1976, M.A. graduates showed important trend changes in employment when compared to the other major world areas. In sum:

1. Significant growth was measured in the percentage of graduates going into elementary and secondary education.
2. Growth was noted in careers in government.
3. Latin America dominated all other world areas in employment in business and industry for graduates with the M.A. degree

It should be noted that while ranking last in the percentage of M.A.'s continuing study, Latin America ranked higher or highest in employment in careers not normally requiring more advanced study.

Ph.D.

1. Continuing Study

No measurable post-doctoral study was noted.

2. Higher Education

In 1972, Latin America ranked first among all major world areas in the percentage of Ph.D. graduates entering a career in higher education with 74.7% followed by East Europe and the Soviet Union and East Asia with 65.9% and 65.7% respectively. In 1976, however, Africa rose from fourth to first place with Latin America trailing in second with 56.4%, a sizable drop by 18.3 percentage points. It should be noted that the average decline for all world areas was from 64.9% to 55%, a drop of less than 10 percentage points.

3. Elementary and Secondary Education

No measurable entry into this career category was noted.

4. Government

In 1972, Latin America ranked fifth among all world areas in the percentage of Ph.D.'s entering government work (2.3%). By 1976 even greater declines in other world areas brought Latin America's 1.7% up to fourth place.

5. Private, U.S., Profit-Making Organizations (Business and Industry)

In 1972, Latin America ranked fifth with 1.9% and in 1976 there were no Ph.D.'s entering this classification.

A brief review reveals certain important trend changes for Ph.D.'s from 1972 to 1976. In sum: The number of Ph.D.'s entering the field of higher education declined at a rate almost twice the average decline during this period for all world areas.

So far, we have looked at the data by educational level. We will now look at each separate career category to see if there are differences in trend changes by educational level.

1. Continuing Study

Here we note an overall but modest decline since 1972 for all world areas in the percentage of B.A.'s continuing their education compared with M.A.'s where we note a substantial increase from 40.1% to 47.3%. Latin America declined more at the B.A. level and increased less at the M.A. level than the average for all world areas.

2. Higher Education

No comparisons with other educational levels can be made here.

3. Elementary and Secondary Education

Whereas no comparisons can be made with the Ph.D. level, it is worth noting that the B.A. and M.A. levels show marked differences in trend changes from 1972 to 1976. The percentage of B.A.'s entering this job market has declined approximately 4 percentage points; M.A.'s show a marked increase of over 5 percentage points. The overall figures for all world areas show declines at the B.A. level of 4 percentage points and at the M.A. level 3 percentage points. The increase therefore in the number of M.A.'s entering elementary and secondary school teaching is an important trend change which merits further study. Who large is this growing market for M.A.'s and are we fully supplying it?

4. Government

The declines by educational level and as compared with the other world areas reveal no trend differences.

5. Private, U.S., Profit-Making Organizations (Business and Industry)

Whereas the M.A. level has held its position as first of all world areas in this category, at the B.A. level Latin America dropped significantly from third to sixth place and at a faster rate than the average decline.

Some significant job-market strengths for Latin America seem to be:

1. Employment in elementary and secondary education for graduates at the M.A. level.
2. Employment in business and industry for graduates at the M.A. level.

Some significant job-market weaknesses for Latin America seem to be:

1. A significant decline in continuing study at the B.A. level and a slower rate of growth at the M.A. level. This slowed rate of growth at the M.A. level does not seem to be consonant with the strengths noted above.
2. A rapid decline in the number of B.A. graduates entering the fields of business and industry.

It is hoped that the above remarks and statistics will stimulate reflection, discussion, and action on the part of the Latin American Studies community to help better understand the significance of the trend changes noted above; to seek ways to further expand areas of strength; and to seek imaginative solutions for the weaknesses. Are current training programs fully meeting the demands in the areas of strength and, as an important corollary, are existing training programs being evaluated to help correct areas of weakness? Are non-productive or dead end areas being cut back and programmatic activities being redirected into areas of growth? These are questions that only the membership of the Latin American Studies community can answer.

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NON-ACADEMIC EMPLOYMENT OPPORTUNITIES FOR LATIN AMERICANISTS

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The time involved in making a presentation on non-academic job hunting techniques would take several hours, and I believe that the presentation would only represent the tip of an iceberg in terms of covering the topic thoroughly. In spite of the time restraints, there are many important principles of job finding that must be firmly grasped before one embarks upon this adventure.

We must all be very clear that job hunting, in general, has been a tortuous, hit or miss, trial and error system. Those of us who have sought out full-time, part-time, or summer employment have often found out that "who you know", luck, and "being in the right place at the right time" have been the important keys in the job finding process. Even though we may have met with some success, the reality of the situation is that you gamble, and the odds are stacked against you. The fact remains that most of us are never taught a systematic approach to job finding, and I believe the problem is more paramount in institutions of higher learning where the "buddy system" is in full operation when it comes to academic positions. Let me present some basic facts in organizing an effective job finding campaign and examine some of your responsibilities before you begin the process. Initially I should say that there have been many excellent job hunting guides published recently which portray the reality of the job market and the steps which you must take at the onset of your search.

Make no mistake about the fact that we are dealing with a notion of a "hidden job market". Bolles, Lathrop, and other authors maintain that over 80% of all jobs are never listed or advertised. You may ask, "Why is this so?" The facts are that many hiring officials know well in advance who might be leaving their organization, or have a knowledge of a reorganization of their division, a merger, or other types of developments which tend to produce career opportunities. The reasons for the hidden job market have a direct effect on how

career opportunities are filled within an organization or business. You will have a network system where individuals within an organization will refer individuals to the hiring official. You may have a steady stream of direct contacts by individuals who have identified this employer and continue to contact the hiring official on a regular basis. In most cases, by the time the job is advertised, the hiring official may have a large group of qualified applicants or because of the number who may apply for a position, the hiring official may limit the top applicants to those who had made some prior contact.

I believe that it is important that you keep a perspective on the number of professional, administrative, and technical positions that exist in the world of work. Consider the number of positions contained in state, federal, and local civil service commissions. Examine the number of employers listed on the various stock exchanges. These listings do not include family-owned businesses, non-profit organizations, interest groups, lobby groups, research organizations, social service groups, and educational settings at all levels. These areas of the world contain many researchers, administrators, managers, and other types of worker.

Moving into a new area, let us examine some critical points made by the various authors in regard to preparing for a job finding campaign. Jackson and Mayleas, in The Hidden Job Market, suggest three general rules. They are (1) Get in touch with the hidden job market; (2) It is not the best qualified people who get the job but those who are best qualified at job getting; and (3) Be prepared to have two or three careers in your lifetime. Although each point needs careful scrutiny, let me invite you to read The Hidden Job Market for further information on these points.

Richard Bolles, in What Color is Your Parachute, suggests three important keys. They are: (1) You must decide exactly what you want to do; (2) You must decide exactly where you want to do it, through your own research and personal survey; and (3) You must research the organizations that interest you at great length and then approach the one individual in each organization who has the power to hire you for the job that you have decided that you want to do. Bolles states, "it is lots of hard work".

Realizing that time restraints limit the amount that can be said about each of the following areas, let me mention some key points in both the career planning activity and the career placement activity that might have some implications for each of you. In terms of career planning, here are some general guidelines: find out what you like to do and what gives you personal satisfaction and that is your best job security; take command and control of your life: remember you are in charge. Take an inventory of your accomplishments. Know your skills and abilities. Be aware of your values. Know what is really important to you. Know the type of work environments or settings that you prefer. Set realistic goals both in terms of a career and your own personal life. Be prepared to evaluate and redefine any of these mentioned points at any time.

In regard to career placement, I suggest these guidelines. Know how to relate your skills and interests to the constantly changing work world. Establish a realistic job search campaign. Keep records. Evaluate every contact and interview. Become a job market research specialist. Know the techniques of effective resume writing and interviewing. Follow up contacts. Build your own network. Finally, become familiar with directories, newsletters, publications, and other written materials which can identify places and people with whom you best adapt your personality type and personal abilities.

In closing, there remains much to be said on this topic of job hunting in non-academic areas of employment. I will remind you again that you are in control. You can do what you are interested in and have the appropriate abilities for. Learn the technique of informational interviewing, and it will teach you the full potential that you have for realizing a high degree of satisfaction in your career endeavors.

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NON-ACADEMIC EMPLOYMENT OPPORTUNITIES FOR LATIN AMERICANISTS

Morris Tarnpoll

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Pullman Kellogg Company

(in collaboration with Alvin L. Barber)

A consideration of employment opportunities for "Latin Americanists", other than in the field of academia, is one that can apply equally to considerations of employment of similar "specialists" having a basic knowledge and expertise in other world areas.

First, what do we mean by the expression "Latin Americanist"?...within the context of this seminar, I would define a Latin Americanist as denoting a U.S. (North American) person who has received university or specialized academic training relating primarily to the humanities, to the political, cultural, language, customs, and historical facets of life, as distinct from the technical and commercial, in the Latin American sphere.

I would assume, also, that such education has encompassed the individual countries of Latin America since, notwithstanding the commonality of language and cultural antecedents, diverse national characteristics and traits have developed in the course of time to make the individual countries differ from each other. Experiences in one country are not necessarily patterns for another.

Individual countries of Latin America have taken a leadership role in the promotion of the so-called "third world" for participation materially and economically in the fruits of progress derived from modern technology. The emerging and developing nations look to the developed nations for such technology to provide themselves with a degree of self-sufficiency which then becomes the basis for their internal industrial and economic development. The subject of transfer of technology is at present, perhaps, the most controversial subject being debated between the developed and developing nations affecting the structure of our basic business and industrial relationships. The developing nations are increasingly carrying a torch for nationalism in the commercial and industrial areas of operation, reflecting their own national wills, to derive greater benefits and opportunities from their own national resources ranging from the material to the human. Trying to look at this phenomenon objectively, we may say that the expression of their nationalism is a logical expression of their will for self-sufficiency.

The discussion of the subject of employment opportunities for U.S. Latin Americanists, I believe, realistically should be considered within the context of the atmosphere prevailing in the implementation of industrial relationships between our U.S. companies, the so-called "multi-national" companies, and those of Latin America. The national objectives for transfer of technology and for self-sufficiency increasingly make more difficult the utilization of the facilities and human resources which the multi-national companies traditionally have been bringing into play in their operations in foreign countries.

If we focus our attention on employment opportunities other than in academia, then we direct ourselves to areas of expertise basically involving services and operations.

I represent a company, Pullman Kellogg, which has over the last fifty years been involved in the furnishing of services to Latin American countries, as also to countries in all parts of the world, related to the design, engineering, construction, and operation of industrial process plants such as for petroleum refining and petrochemical production. As will be realized, these types of facilities very often represent the core of the economic well-being of the given country. In providing such services, a company makes its impact in the host country for the relatively short period of time required to perform the contracted services. In the development and implementation of such projects for the furnishing of services, a company is now called upon to utilize to the maximum extent the manpower, skills, materials and resources available in the host country, thus diminishing the scope of work and services which we, as a U.S. company, have traditionally furnished in the past. In fact, we are even required to train local personnel in skills pertinent to the work which they may lack.

In performing such services we must be aware of local laws and regulations affecting the nature of the work that we perform with our own expatriate personnel, and the laws, regulations and customs applying to the use of local personnel. Where necessity dictates, we find beneficial the utilization of a local person of that country to guide us in coping with the laws and regulations and guiding us in understanding the cultural aspects of our

temporary life in that area. Not only do we, in such case, conform to the requirements for greater utilization of local skills and expertise but we have also the benefit of the direct involvement of a native who is known among his own people and, presumably, has an inborn knowledge of the local customs and habits to be accommodated.

Over a number of years, in the position which I held in my company, I have received many resumes of individuals whom we might class as Latin Americanists, having academic knowledge and training on Latin America and, in some cases, some even having varying degrees of technical experience. In our own field of expertise as an engineering and contracting company, it is difficult to justify the employment of persons who do not specifically have the technical qualifications required in our highly technical field of work, strictly on the basis that they are knowledgeable with the basically cultural aspects of the Latin American area.

In specific cases, however, some situations may require a change in our thinking. For example, in a project in which we are presently engaged in Africa, we must furnish a gamut of services for the project in which we have not traditionally involved ourselves. In this project we are required basically to assume the management of the huge facilities which we are designing, engineering, and constructing, for a finite period of time to include the plant management, administration, safety and security, medical services, plant operating services, training for all personnel, training for all service crafts for the plant and providing the technical services. To accommodate such requirements for this project we have had to hire people not normally employed by a service company such as ours, such as an entire staff of French translation personnel. Additionally, we are hiring French training instructors and advisors and French medical personnel and other persons as will be required in the near future to fill out our requirements for the contract. It is an illustration, perhaps, of the fact that the use of specialists is rather limited unless they have technical skills as well.

On the other hand, if we address ourselves to the subject of operating companies, the so-called multi-nationals, which are concerned in the development of a long-time industrial activity in a given country, we may see a better opportunity for the employment of U.S. specialists in these areas for general home office guidance in the handling and the management of the operations in these foreign countries. But here, too, we find the increasing activity on the part of the multi-national companies in bringing into key management positions local personnel of that country. This, again, represents a realistic approach in the attempt on the part of the multi-national company to obtain the greatest efficiency in the management of its foreign venture, and at the same time to develop the greatest rapport and lines of communication with the native laws and regulations, customs and habits which will have a bearing on the acceptance of the company in the native community.

There are other areas of service that may be considered, not technical in nature but related to the commercial area such as in banking, importing and exporting, travel agency services, etc., and particularly in U.S. government foreign services, which may provide opportunities for employment of U.S. specialists in a given area.

If I may sum up the thoughts which I have expressed, it would be that I see a growing change in conditions which seem to be exerting their influence as to the manner in which we, as U.S. companies, are required to work in foreign countries. We are experiencing a phenomenon wherein developing countries are becoming more cognizant of their own potential and are requiring greater recognition on the part of the U.S. companies in seeking to fulfill their objectives for their own advancement. In the context of industrial operations, which I am addressing, we see that the academic knowledge and training without specific skills or expertise along technical and commercial lines, may not be enough to provide for the U.S. Latin Americanists the opportunities for employment which they seek. In this respect, let us take a look at the manner in which foreign countries approach the education and training of their, let us say, "North Americanists" or persons who would be comparably knowledgeable in the humanities, political, cultural, language, customs and historical facets of life in the U.S.A.

I believe we will find, in making the comparison, that their education is not given the emphasis that we give to our Latin Americanists, by full-time concentration on the study of these subjects as an end in itself. Rather, it is taken as an adjunct and is complementary to other courses of study involving specific areas of career work such as economics, engineering, banking, etc. In other words, the foreign countries may be somewhat more realistic in their approach in adapting their students for work in other countries,

than we may be. We employ many persons in our organization from Latin America, in engineering and in sales positions, who have received their technical degrees in Latin American universities and have been very well assimilated into the cultural life of the U.S. community.

In closing, I believe we can say that there are developing opportunities with companies as ours for Latin Americanists if they possess technical skills supplemented by language and area specialities. This is essential in coping with the increasingly competitive nature of employment opportunities today.

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NON-ACADEMIC EMPLOYMENT OPPORTUNITIES FOR AREA SPECIALISTS: BUSINESS

Conrad E. Pearson
Shell Oil Company

I am a political scientist and area specialist by training--my area was the Middle East--and I have found a happy niche in the business world. What I'd like to attempt to do is to add a new perspective on the employment prospects for area specialists by discussing what I perceive to be a relatively new area that is opening up for employment. This is the area of political risk analysis.

I work for a multinational oil company, and in the past few years the contractual relationships within which oil companies have been operating overseas have been undergoing changes at an unprecedented rate. In many instances these changes, which are usually initiated by host governments, have had economic consequences that are unfavorable to the oil companies. It is for this reason that foreign investment risk assessments must be expanded beyond the conventional technical and economic analyses to include a political risk component.

This "political risk" is defined here for an oil company as the probability of not maintaining an oil exploration/production contract which is perceived to be equitable to both host country and operator at the time of its being awarded, over a ten-year period, and in the face of changing economic, social, and political conditions.

Naturally, political risk would be defined differently for different businesses. However it is defined, there will always be an important difference between academic and corporate political analysis. The typical government studies programs at universities deal with such topics as political behavior, national histories and institutional relationships. Area specialty programs go beyond this to include sociology, economics, anthropology, law, etc. The political risk analyst must become an instant generalist because political analysis for a business must synthesize the knowledge contained in this wide range of disciplines--keeping only the information that is relevant to the business climate--and then relate this information to specific risks to the business. In other words, the analyst must move from the more general descriptions of the country under examination as is done in the academic circles to an analysis of the specific risks that a firm will face while operating in the country.

There appears to be growing interest on the part of business in this type of political risk analysis. This can mean more employment for area specialists in two ways:

1. More short-term employment opportunities for the area specialist in the field--since there will be more demand for his or her comments and analysis.
2. More employment opportunities for the area specialist who is willing to do political risk analysis. This is especially true for those who are willing to broaden their horizons and analyze the political risks in other geographic areas than the one they specialized in during their graduate studies. However, the number of area specialists willing to do this may not be too great. I think that it is unfortunate that students in a graduate program are exposed to a narrow range of career and employment opportunities in the university environment. They develop some very good analytical skills by having immersed themselves in the studies of one geographic area but many if not most area specialists (especially those with Ph.D.'s) are reluctant to move into other area studies. Analyzing another geographic area--especially for business in a full-time capacity--is perceived to be an admission of

failure. It's similar to the nineteenth century gentleman who was reluctant to go into trade.

However, this reluctance to go into other area studies and to do political risk analysis is not going to be too bad a situation in the short term because while I perceive growing job opportunities for area specialists in political risk analysis it is probably going to be slow in coming. Business is only now beginning to become aware of what the area specialist can do for it. I feel that this is largely because the area specialists have pretty much left the study of business to economists and business school people and business has returned the favor by ignoring the area studies specialists. It will take time before area studies and political risk analysis are viewed as useful to business as law and economics. But this skepticism is going to fade away, and area specialists are going to find a challenge, if they are willing to accept the challenge, that is equal to that which can be found in employment in universities.

In conclusion, Bertrand Russell in his History of Western Philosophy wrote that the main task for the modern philosopher is to teach man to live without certainty and yet not be paralyzed by hesitation. Area specialists who undertake political risk analysis are going to find their place in the sun in the business community because their main task as political risk analysts will be to teach corporations to live without political certainty and yet not be paralyzed by hesitation. They will do this by transforming political uncertainty into a political risk and companies will then be in a position to take calculated political risks when investing in countries rather than investing blindly.

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BUSINESS NEEDS LATIN AMERICA SPECIALISTS

Frederick D. Seaton

President, Seaton International Trade Corporation

As one involved in the marketing of U.S. products abroad, I can offer some encouragement to those students of Latin America who are willing to venture away from traditional career paths. While universities and government may be saturated with specialists on Latin America, business is hungry for them. In our state of Kansas alone there are over 100 firms currently selling their products and services in Latin America. Many of these firms face serious problems with respect to language and information about Latin America, problems which impede their efforts to expand marketing operations in that region.

Admittedly, a large majority of exporting firms in Kansas and in other states of the interior regions of the United States are not yet fully "export-oriented." They still tend to look to agents along the Gulf Coast, in New York, and in California for expertise in marketing their products in Latin America. As a result of the rapid growth of Latin American markets, this tendency is now in process of change. The shift is on to greater reliance upon "in-house" export managers and marketing personnel who can handle sales to Latin America at the company's home office. Most of these "in-house" marketing people have little or no experience with Latin America. Few speak Spanish. They often find it difficult to cope with the segmented and complex markets of Latin America and are looking for assistance in this respect.

Any student of Latin America in the fields of government, social sciences, language, or history is potentially qualified to provide this assistance. His or her familiarity with the ways of life in individual Latin American countries is a tremendous asset. Successful marketing, after all, requires the ability to research, analyze and understand the changing habits of developing societies. It takes place in a cultural context, and cultural awareness of Latin America gives the student of Latin American affairs a considerable head start in marketing.

Of course, there are very important considerations on the commercial side of things, and one must have the ability to sell. But almost any salesman will tell you the way to learn is by doing. There are excellent seminars and short courses in international marketing offered by such groups as the World Trade Institute as well. It happens that the current situation of many small and medium-sized manufacturers in the United States is one in which the need for commercial expertise is really not the top priority. Rather,

the problem is how to overcome barriers to market expansion such as language, protective trade regulations, communication, and the simple human matter of making friends with Latin Americans. The student of Latin American affairs, almost by definition, has an advantage here.

The student of Latin American affairs also has the advantage of being an educated person. This puts him or her in tune with most of the people in Latin America who own and operate businesses. As you know, the traditional societies of Latin America tend to reserve for their educated members positions of responsibility in business and government. These are the people who decide on the purchasing of imported products, and they are accustomed to dealing with educated people from abroad. Another point in favor of the student of Latin American affairs is his or her experience in travelling in Latin America. Just knowing how to get around and get things done in, for instance, Caracas, can be a great benefit to the representative of a U.S. company. It does a U.S. firm little good to send its top salesman abroad if he is unable to cope with the telephones, taxi drivers, and street names of a foreign city. Also, the student of Latin American affairs may be expected to have the ability to enjoy extended travel in Latin America over the years. This can be a key point with company management.

International marketing is a specialized field and is fast becoming a profession in its own right. There are good graduate schools in the country where one can obtain classroom training in this field. Businessmen in general are still inclined to put their faith in learning by experience, however, and while the large multi-nationals may insist on hiring young persons with higher degrees in international marketing, I believe many smaller exporters would give serious consideration to an applicant who has other academic preparation and a willingness to learn.

It is this willingness to learn a new way of life that presents the challenge to a student of Latin American affairs. I know it is very difficult to think about turning your course away from goals you may have set for yourself years earlier. It may be difficult simply to think seriously about entering the world of business and commerce. Personally, I think it is possible to combine your interest in human welfare and social development with a career in international business. You can become involved in the process of transferring American technology to the developing countries of Latin America. In agriculture, industry, and urban life this is what Latin Americans want from us for their future. And it is a fact of life that U.S. technology resides almost entirely in the private sector.

The most important point, in my view, is that you should be willing to try yourself in a career environment where you are not familiar. This means breaking away from institutions such as the university and seeking a new life for yourself in a more open-ended world. I have suggested marketing as a way to enter this world because it is a field in which I am involved. There are, of course, other areas: tourism, transportation, banking, imports as areas for career prospects. I give priority to marketing because this is where the U.S. government and state governments in our country are making an effort to promote the involvement of able young people. If you are interested, I suggest you may want to contact your own state department of economic development for a list of companies involved in exporting to Latin America. Then call the company, and go talk to the general manager about your interest in this field. I am confident he or she will be pleased to hear from you.

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SURVIVING DURING HARD TIMES FOR ACADEMICS: FLEXIBILITY AND INGENUITY

Cynthia J. Little

Chicago

After teaching Western European history survey courses for three years at a community college outside Philadelphia, I decided to 'get serious' about a Ph.D. and returned to graduate school on a full-time basis. That move coincided with the beginning of the collapse of the academic market for historians. As the situation went from bad to worse, I realized the necessity of acquiring other skills and work experiences for my own protec-

tion. My long-time involvement with the women's movement guided the direction of my new activities.

Always having wanted to work with abortion counseling services and sex education, I took a three-month course from Planned Parenthood. Subsequently I did volunteer work for a year in one of their options counseling clinics. This experience introduced me to what would become increasingly more important to me, women's health organizing. Meanwhile, I began working with another woman historian on building a women's history tour business in Philadelphia. Just as we got the project going I received a Fulbright and took off a year to do dissertation research in Argentina. When I returned in the fall of 1975 we began our big P.R. push for the bicentennial. Feminist Tours taught me an enormous amount about all aspects of running a small business which included everything from public relations to accounting. During 1976, we contracted the business to the Bicentennial Women's Center in Philadelphia for which we gave tours and talks, directed grants, and did historical reference work. By mid-fall of 1976, we were toured out and liquidated our assets.

I moved to Chicago and spent the next few months writing my dissertation and looking for a job. Not having a network in Chicago, finding a decent, i.e., interesting, job proved difficult. During this period I did learn the bureaucratic ropes of unemployment compensation and the Comprehensive Employment Training Act (CETA) program. I finally managed to secure a part-time teaching position which at least paid the rent for awhile. Finally in the early summer I got a CETA position as a community health organizer around the issue of prenatal nutrition. Although the job did not pay well I decided the experience and contacts if offered would be useful for moving into health and social welfare work. I stayed at this job for six months which was long enough to learn what I needed.

A week after leaving the prenatal nutrition organization I took the job of executive director of the Abortion Rights Association of Illinois, a lobbying group. The ease with which I found this job was due to having established a network of contacts and a good reputation in the women's health community. I joined the Health Task Force of the Illinois Women's Agenda and worked on assembling their directory of health groups throughout the state; subsequently, I became co-chairperson of the Task Force. I always volunteered to speak at press conferences on health issues. During the summer I represented the Task Force on the Ad Hoc Committee for Abortion Rights and helped with the planning and execution of a large rally and other activities. I also accepted any speaking engagements offered me in order to get my name and abilities known in the area.

Generally, I have been able to make my academic background work for me in the "outside" world. This often has meant a hard sell because most people still have bad memories of high school history classes. I lament their misfortune and continue by emphasizing the good historian's wares--the ability to speak well in public, to research complex topics, to write skillfully, and to analyze data covering a broad time span. Of course, you must convince the employer you are among the good historians and not of that brand he/she remembers from the past. Having a second language also is a great help for many jobs. Although I am still short of the mark myself, unfortunately, I think having the Ph.D. completed is an advantage if you already are far along in a program.

My own career goals are uncertain except that I want to move more into the area of women's health either as a researcher or a policy maker, or possibly as an educator in a non-academic setting. I welcome all suggestions for new career directions!

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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 a means for treating matters of common interest to the scholarly disciplines and to individuals concerned with Latin American studies.

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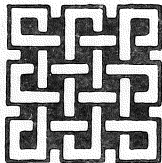
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