

NEW DIRECTIONS
IN
LANGUAGE AND AREA
STUDIES
PRIORITIES FOR THE 1980'S



PROCEEDINGS & RECOMMENDATIONS

OF A CONFERENCE
FEBRUARY 18-20, 1979

AT WINGSPREAD

THE CONFERENCE CENTER OF THE JOHNSON FOUNDATION
RACINE, WISCONSIN

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LANGUAGE AND AREA STUDIES:
PRIORITIES FOR THE 1980's

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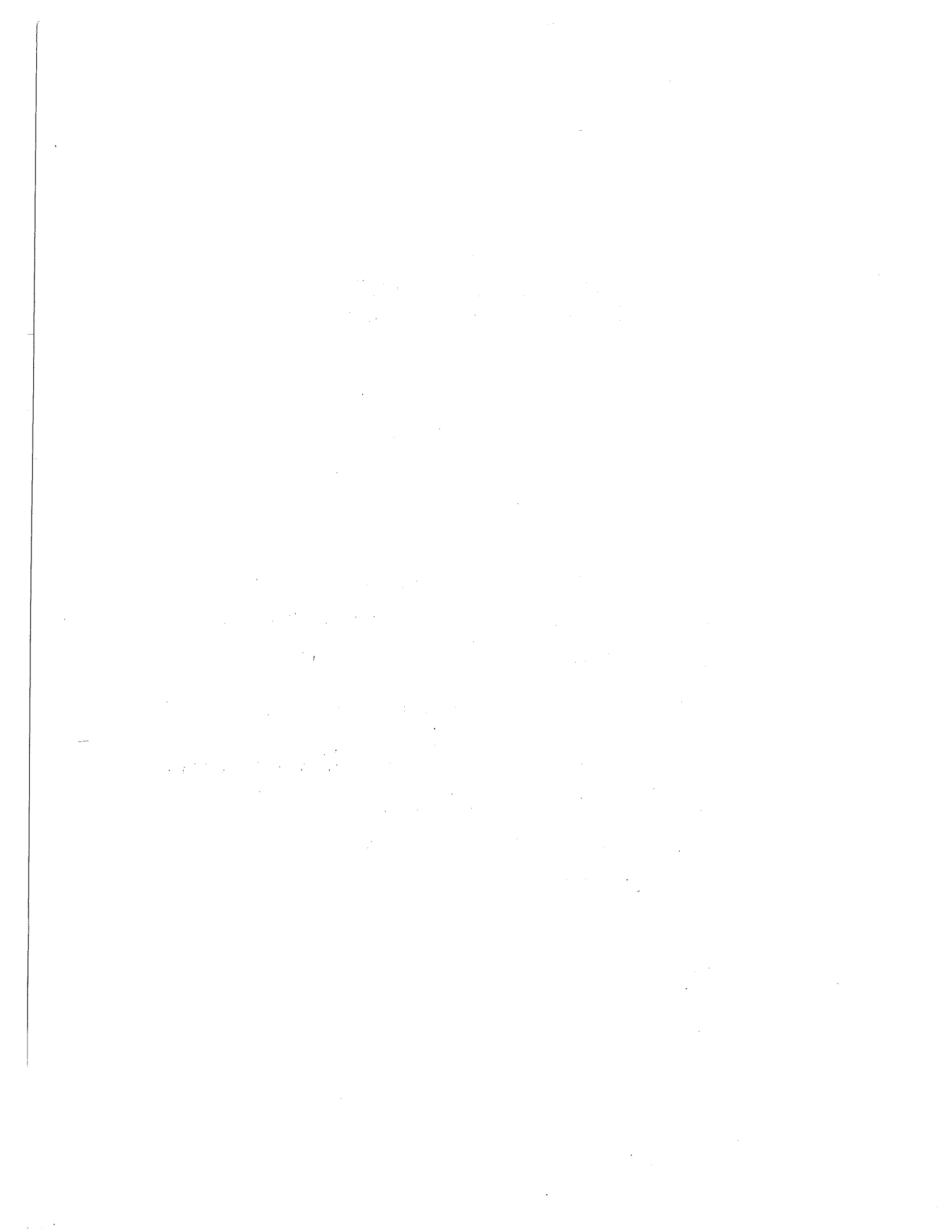
THE CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS
AND
THE LATIN AMERICAN STUDIES ASSOCIATION

WITH THE ASSISTANCE OF

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IN COOPERATION WITH

THE JOHNSON FOUNDATION



NEW DIRECTIONS IN
LANGUAGE AND AREA STUDIES:
PRIORITIES FOR THE 1980's

EDITED BY

DONALD R. SHEA AND MAUREEN J. SMITH

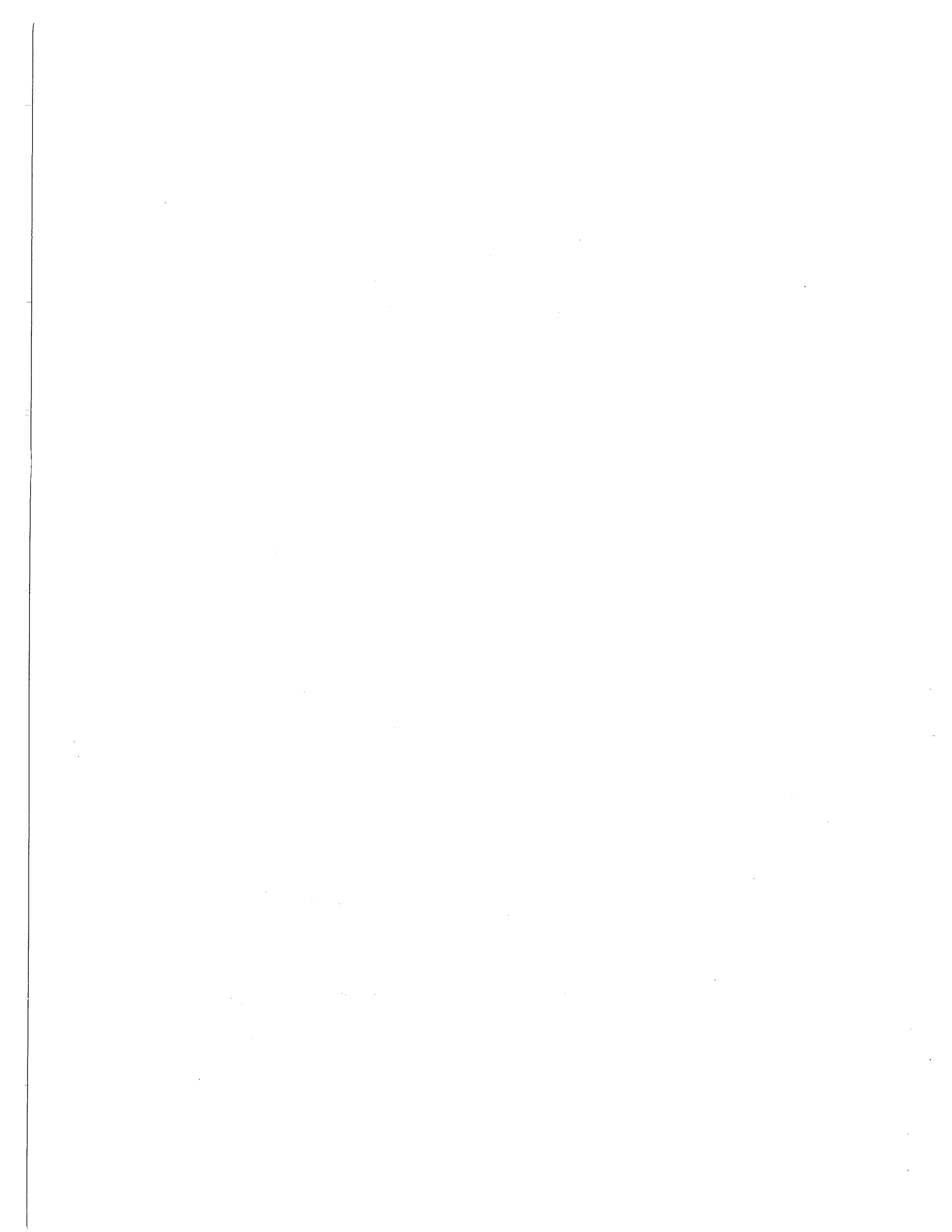
CENTER FOR LATIN AMERICA
UNIVERSITY OF WISCONSIN-MILWAUKEE

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WITH THE ASSISTANCE OF
THE JOHNSON FOUNDATION AND THE ROCKEFELLER FOUNDATION

MAY, 1979



FOREWORD

Today, more so than in the past, a nation's strength, capacity to lead, and competence to act wisely and responsibly depend upon its educational resources dedicated to the study of foreign areas and languages.

Language and area studies assumed prominence at a time of national crisis when war on a world scale and national survival required instant expertise in cultures, languages and geo-political conditions around the globe.

Now in the post-war world of the 1980's, the maintenance of peace seems in even greater degree to depend on widespread understanding of the cultures and languages of countries near and far. Indeed, the terms "near" and "far" have themselves changed in meaning and become more nearly synonymous.

These were among considerations that led The Johnson Foundation to welcome the opportunity to cooperate with the Consortium of Latin American Studies Programs (CLASP) and the Latin American Studies Association (LASA) in a meeting to examine the present status and future prospects of university Language and Area Studies Centers and Programs.

The meeting, which convened at Wingspread, the conference center of The Johnson Foundation, brought together directors of Latin American as well as other Language and Area Studies Centers from universities throughout the United States, specialists in Latin American affairs, and representatives of government and foundations.

The focus on Latin American studies reflected the concern that in terms of its importance in the hemisphere and in the world, Latin America receives too little attention in United States affairs. At Wingspread, participants brought many perspectives to bear on the roles of Language and Area Studies Centers and Programs, pooled knowledge and experience, and drew up recommendations.

The report that follows, edited by Donald Shea and Maureen Smith, contains the papers presented at Wingspread, highlights of the discussions, and the recommendations that grew out of the conference. The Johnson Foundation is pleased to have been able to play a role in convening this national meeting and in publishing this report. The Foundation values its association with the sponsoring organizations and their leaders.

The information, ideas and suggestions in this report will make it a useful resource from at least two perspectives. It will be of interest to all persons concerned with the values of cross-cultural study and research, foreign language competence, developmental assistance, and educational exchange. Its contents, however, are also directed to all who are concerned about sustaining the capacity of our universities to prepare both national leaders and ordinary citizens to make judgments, to reach wise decisions, and to act responsibly on issues of our times that increasingly have global dimensions.

Henry Halsted
Vice President-Program
The Johnson Foundation

ACKNOWLEDGEMENTS

In the nature of a broadly participatory meeting, contributions of value tend to come from very nearly all of those who attend. We must first acknowledge, therefore, the willingness of the Latin Americanists, and of our colleagues from the other area specializations, who took time to gather amid the late-winter snows of Wisconsin to compare experiences and exchange views on the future of our multidisciplinary field. Helpful, too, was the presence of representatives from the several Washington and New York institutions which have done so much, through one means or another, to nourish foreign area studies over the years. That three members of the President's Commission on Foreign Language and International Studies, Barbara Burn, Carol Baumann and Consuelo Nieto, could join us for the occasion was particularly encouraging.

The Rockefeller Foundation generously provided funds to help cover travel and lodging expenses of the participants, while the University of Wisconsin System (and the Milwaukee campus in particular) contributed substantial staff support for the organizing and administrative aspects of the project. These were handled flawlessly. It is fair to say that both institutions, the Rockefeller Foundation and the University of Wisconsin, have long been especially notable for their respective contributions to the international dimension of education; we feel privileged to have been, in this instance, the beneficiaries of their laudable commitment.

No doubt the setting for our meeting had much to do with its success. The architectural boldness and yet, perhaps curiously, the coziness of Wingspread are singularly conducive to reflection and dialogue. The series of sessions with their lengthy deliberations was interspersed with breaks for coffee and conversation, meals and a most delightful musicale, giving the

whole event somewhat the character of a banquet. In the orderly progression of courses, the intellectual fare was matched by that served up from the kitchen, to the considerable benefit of mind, body and spirit. The remarkably able and hospitable people who run the Wingspread center could not have been either more efficient or more gracious, and we are deeply indebted to The Johnson Foundation for its invaluable assistance in bringing the project to such an altogether gratifying conclusion.

William Glade, President, LASA

G. Micheal Riley, Chairman, CLASP
Steering Committee

Riordan Roett, Past President, LASA

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I. CONFERENCE OVERVIEW

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Professor of Political Science
University of Wisconsin-Milwaukee

A mutual interest in promoting U.S. knowledge and understanding of Latin America and a growing concern for the future of Latin American and other major international language and area studies programs in universities and colleges brought many Directors of Latin American Centers; representatives of African, Canadian, Middle Eastern and Slavic professional organizations; and other key persons from government and education to Wingspread in February 1979 to assess the current status and discuss future directions of university-based language and area studies programs and centers. This three-day meeting, sponsored by the Consortium of Latin American Studies Programs and the Latin American Studies Association with the assistance of The Rockefeller Foundation, The Johnson Foundation and the University of Wisconsin System Latin American Center, was the third in a series of meetings designed to provide a forum for those with experience in language and area studies to analyze the situation and make recommendations for the future.

*I am indebted to Professors William Glade, G. Micheal Riley, Riordan Roett and John Wirth for their critique of an initial draft of this Overview, although I of course remain responsible for any errors or omissions. I also wish to acknowledge the invaluable assistance of the professional staff of the Center for Latin America.

The first meeting took place in the fall of 1976 at the initiative of the U.S. State Department for the purpose of developing stronger relationships with the academic community. At the meeting the Center Directors and State Department officials present identified many common interests and concerns and agreed that additional meetings were needed to discuss them. A coordinating committee was established to find ways to accomplish this and the committee was successful in obtaining funds from The Rockefeller Foundation to help organize two additional meetings. In September of 1978 the group met in Washington to discuss the issue of federal funding for language and area studies centers under current legislation (NDEA Title VI). In view of the proposed modifications in the Title VI and other legislation and their implementation that would affect university programs, the Center Directors decided to become actively involved in an effort to ensure that any modifications would effectively serve the interests and needs of those they are intended to benefit. This Wingspread meeting was subsequently convened to promote further discussions among Center Directors which would provide the basis for specific recommendations to the U.S. Office of Education, other federal agencies and private foundations, the recently appointed President's Commission on Foreign Language and International Studies and appropriate congressional committees.

In addition to directors of Latin American as well as other language and area studies programs and centers, present at Wingspread were foundation representatives; officials and professional staff from the Department of Health, Education and Welfare and the Division of International Education of the U.S. Office of Education; members of the President's Commission on Foreign Language and International Studies, and the chairman and staff members of the U.S. House of Representatives Subcommittee on International Operations.

A. DIFFERENT PERSPECTIVES

Edwin Young, President of the University of Wisconsin System, opened the conference with a university perspective on the future of language and area studies. He noted that the time to train people to deal with international crises, such as the recent Iranian situation, is before they happen rather than as a reaction to them. He believes that the primary responsibility of universities is to provide a strong liberal education in which an understanding of the cultures and languages of other countries and the interdependent world in which we live is a major component. Federal support is imperative to continue these programs which are geared to meet national needs.

Viron P. Vaky, Assistant Secretary of State for Inter-American Affairs, gave a government perspective on language and area studies programs. In a prepared address read by Luigi Einaudi, Director of the Office of Policy Planning, Public and Congressional Affairs, U.S. State Department, Vaky argued that new global political and economic relationships are creating a growing need for language and area studies which are rooted in strong disciplinary and comparative skills. He believes that, unless our universities are able to produce and our government willing to support graduates who understand the cultural and political dimensions of their specialization, our country will be ill-prepared to meet the challenges of a world of multiple co-existence in the decades ahead.

The congressional perspective was provided by Dante B. Fascell, ranking majority member, Subcommittee on Inter-American Affairs, Committee on Foreign Affairs, U.S. House of Representatives. Mr. Fascell noted that Congress has always basically supported international education programs as evidenced by the fact that authorizations for such programs have historically exceeded appropriations. He argued that Congress will respond to the needs and

problems of foreign language and area studies but not until the organizations which support area studies let Congress know what they want. Mr. Fascell recommended that the organizations representing area studies programs take a strong professional position, demonstrate in layman's language the relevance of area studies, establish and fight for professional and budgetary priorities, and make a continuous effort to educate and re-educate the Congress regarding all of their concerns.

B. NEW DIRECTIONS

1. Developmental Assistance Programs

Addressing the subject of developmental assistance provided by U.S. universities to other nations, Professor John M. Hunter of Michigan State University stated that in the past the strength of a university's language and area studies center was dependent largely upon its participation in overseas developmental assistance. Knowledge and experience gained from these programs was instrumental in the formation of a core of informed professionals who were able to use this information to develop courses, conduct research and administer center programs. "Developmental assistance" according to Hunter includes institutional activities directly or indirectly related to centers. Those activities involve the delivery of some type of service to foreign public or private institutions or individuals. The services may be rendered abroad or at home and must be directly or indirectly related to the production of goods and services.

The new direction for developmental assistance in the future is "technological cooperation" which implies greater planning input by all parties, and greater equality for all parties leading to less distinction between provider and recipient. The outlook for participation in these new programs by U.S.

educational institutions is based on the following trends observed by Hunter: decline in U.S. unilateral aid, increase in multilateral assistance, decreasing private assistance abroad and reduction in the "grant element" in developmental assistance.

Despite these environmental constraints, Hunter feels that expanded developmental or technical assistance is the need for the future as Latin American countries continue their development. Universities will participate indirectly due to the increase in multilateral aid and reduction in grants which together mean a smaller role for collaborating institutions. Universities will participate in more complex, long-term institutional linkages and will be required to provide much more specialized assistance than in the past. Most of the assistance provided by universities will be in the form of training in the U.S. Hunter concluded that U.S. universities should improve present training programs to respond to the newly required specificity, including exposure of trainees to university administration.

2. Institutional Development

Universities should utilize the initial resources developed by language and area studies centers since 1958 and identify and develop programs necessary to meet the needs of the world of the 1980's--the interdependent world. Professor Riordan Roett of The Johns Hopkins University School of Advanced International Studies offered the following assumptions concerning institutional development and language and area studies in the future:

- Universities will increasingly find it difficult to support language and area studies programs without sustained federal support.
- External financing in the form of seed money and continuance support will be required for language and area studies programs to respond to the new challenges of the 1980's.
- Language and area programs will become more interdisciplinary and require new linkages with other university programs, such as professional schools.

- Latin American studies programs must define their institutional role concerning the Hispanic community of their locale.
- Emphasis must be directed to career placement.

Professor Roett concluded that in the future universities and their language and area studies centers must become more political to make a strong case for continued and increased funding of their programs. Success in obtaining extramural support will be influenced by the level of institutional support provided by universities.

3. Outreach

Professor Richard Greenleaf of Tulane University presented his views on outreach and citizen education for the 1980's. Outreach is a term connotating "social concern and involvement in the broader environment" and, pertaining to Latin American language and area studies, the "obligation to share knowledge and wisdom and to encourage and to communicate understanding of the Latin American world area." According to Greenleaf, outreach is on the threshold of professionalization, institutionalization and specialization and must continue to be of high quality and be selective rather than comprehensive in order to reflect the strengths of the language and area program and the needs of the community.

The following recommendations for the 1980's were presented by Greenleaf:

- International Studies Centers focusing on one area, e.g., Latin America, are better equipped than general programs to administer outreach. Funding for Citizen Education (NDEA Title VI, Section 603) should be channeled through experienced language and area studies centers which have an established structure to carry out this task.
- More effective ways to fund outreach must be found to continue this important but costly activity.
- Outreach must be given equal status with the development of the core program of language and area studies centers if such programs are to thrive in a new environment with a shifting clientele.

- Language and area studies programs must share their outreach experiences with one another through consortia or national organizations such as the Consortium of Latin American Studies Programs. There is a need for an outreach journal, an outreach clearinghouse for ideas and programs, and cooperative training and sharing of outreach personnel.

4. Research

According to Professor William Glade of The University of Texas at Austin, research is the heart of the academic endeavor. It is the cumulative production of new knowledge. Due to its diversity and multiplicity there is no real means of measuring the need for different research, and this leads to disagreement as to the optimum research output of language and area studies. Glade outlined the present environmental constraints upon research which affect most language and area disciplines: leveling off of most university budgets; inflation; growth and diversification of new area knowledge; and the dispersion of many new, well-trained specialists into campuses apart from the major language and area centers. These constraints carry serious implications for both individual and group research as well as the organization of the information infrastructure of research.

Based on the foregoing constraints, Glade offered the following policies for strengthening research in the future:

- A shift in Fulbright and similar programs from teacher exchange to more research exchanges, with a special increase of short-term grants.
- An increase in funding of research planning and project monitoring meetings.
- More emphasis by federal funding agencies to building a regionally dispersed network of principal research collections.
- Minigrants for scholars to travel to one of the regional research library centers.
- A new program of six- to eight-year grants for group interdisciplinary research.

C. SUMMARY OF DELIBERATIONS

The four position papers and primary presentations were each followed by much discussion and debate. Conference participants offered their individual experiences and exchanged information on programs. A panel of representatives from other area studies associations presented their perspectives for language and area studies in the 1980's. During the closing session, Professor John Wirth of Stanford University, speaking on behalf of the other conference rapporteurs (Professors John Coatsworth of the University of Chicago, Robert Aubey of the University of Wisconsin-Madison and Donald Shea of the University of Wisconsin-Milwaukee), summed up the deliberations and conclusions of the conference in the following statement:

The three broad and recurrent themes of the conference were the dissipation of resources due to diminished research funding; the cyclical "boom to bust" nature of external funding for college and university programs; and the interesting and hopeful possibilities for the future. In the deliberations of the conference it was stressed that the basic purpose of language and area studies is education and the maintenance of the fundamental core of teaching, and that research is imperative in order to carry out effective outreach.

Conference participants all agreed that language and area studies programs have a good track record, and the proceedings of the meeting led to the following recommendations for the future directions of language and area studies programs:

- Improve intra-university linkages with professional schools, departments and other area studies programs.
- Coordinate outreach through a newsletter, journal and/or national outreach clearinghouse.
- Establish regional libraries along with funding of minigrants for scholars to use them.

- Expand already existent scholarly ties with our Latin American counterparts including the return of Latin Americans with advanced degrees from U.S. universities for research and seminars.
- Re-examine the commitment and accomplishments of language and area studies in providing new conceptual apparatus and training area specialists to meet the country's needs.
- Increase the impact on policy formation at the U.S. Office of Education and Congress.

In order to adapt to the 1980's and follow these recommendations, the consensus of the conference was to retain the present language and area studies centers with their established programs and adjust them to meet the new demands, such as citizen education. Language and area studies programs should continue to reiterate their mission and refine their goals through compilation of data on outreach, libraries and placement. They must build coalitions to formulate and present their position to the appropriate politicians and government officials as well as to increase information coordination and dissemination. In sum, it was felt that by "adding new wine to the old bottle" the challenges of the 1980's can be dealt with successfully.

A committee chaired by G. Micheal Riley, University of Wisconsin-Milwaukee, and Riordan Roett, The Johns Hopkins University School of Advanced International Studies, was selected to draft a set of detailed recommendations which will be submitted to the President's Commission on Foreign Language and International Studies, appropriate government agencies and congressional committees, foundations, academic institutions and professional organizations. These recommendations follow in Section II.

II. CONFERENCE RECOMMENDATIONS

Introduction

In their concluding session, the participants in the Wingspread Conference asked G. Micheal Riley of the University of Wisconsin-Milwaukee and Riordan Roett of The Johns Hopkins University to form a Committee to use the results of their deliberations in the formulation of a set of principles to guide language and area studies development in the decade ahead and a series of recommendations embodying specific objectives intended to provide for realization of those principles. The Committee, comprised of Professors William Glade (Texas), Roett, Riley, Donald Shea (Wisconsin-Milwaukee) and John Wirth (Stanford) was also charged with submission of the principles and recommendations to the President's Commission on Foreign Language and International Studies, appropriate government agencies, congressional committees, foundations, academic institutions and professional organizations.

Proposed principles and recommendations were discussed in correspondence among the Conference participants and with the members of the Consortium of Latin American Studies Programs and the Latin American Studies Association attending the Consortium's April 5, 1979, meeting in Pittsburgh, Pennsylvania. In the development of the principles and recommendations herein enumerated, the Committee co-chairmen endeavored to reflect the consensus of viewpoints

expressed by their colleagues; they must and do, however, assume responsibility for any success or failure in that effort.

Principles

In the development of language and area studies over the past two decades, U.S. institutions of higher education have established a strong foundation for internationalizing traditional and non-traditional education in the United States and for the production of data and interpretive studies essential to both the formulation of domestic and international public policy and the expansion of our fund of knowledge.* Cognizant of that accomplishment but also aware of the present acute need for substantive reevaluation of this foundation and a firm, long-term commitment of resources to its continued development, the following principles are set forth as the basis for the development of language and area studies in the decade ahead:

1. Essential is a sufficiency of academic resources in the United States covering all areas of the world and inclusive of all disciplines and professional fields. Critical to that sufficiency are:
 - a) Strengthening of existing major university and college centers, particularly their research components and the operational linkages among them and between them and other domestic and international institutions; and
 - b) Strengthening of at least a limited number of additional existing centers including some whose primary foci are undergraduate and citizen education to insure adequate resources and their effective use in internationalizing and strengthening the broad spectrum of educational opportunities in the United States.

*Many studies document the value of language and area studies programs as do the position papers and addresses presented at the Wingspread Conference (see Section III-V). Among these is the report to the Congress of the United States by the Comptroller General entitled "Study of Foreign Languages and Related Areas: Federal Support, Administration, Need," in which the argument is made that "the knowledge Americans gain from these programs today (NDEA Title VI programs) can easily be viewed as contributing to the national needs suggested by such contemporary problems as interdependence, trade relations and U.S. leadership in a world community of nations."

2. Essential is support for nation-wide sharing of library and data resources and avoidance of excess duplication in resource development as, for example, might be realized in massive new duplicative library collection development and in the creation of costly new duplicative administrative structures. Critical to this effort are:
 - a) Establishment of a network of repository, library-data collections to which federal and foundation support is channeled and which are charged with responsibility for meeting basic research needs throughout the United States; and
 - b) Establishment of effective interinstitutional cooperation and outreach mechanisms which will provide for adequate service of educational institutions and a broad citizen constituency including those in areas of the country remote to the established academic resource centers. Included in this effort must be provision for support of faculty and students not directly associated with established centers through regionalized university system consortia, faculty renewal programs and minigrants for research in major libraries.
3. Essential is the development of international awareness and understanding (internationalization) in the entire educational process, traditional and non-traditional, in the United States. Critical to that process is the effective use of existing language and area centers in a substantive reformation of educational institutions and agencies.

RECOMMENDATIONS

Two major recommendations emerged from the deliberations at Wingspread and from subsequent discussion and correspondence among participants. The first addresses the central question of the future role of University-based language and area studies centers and is, therefore, presented in some detail. The second recommendation deals with the related and important issues of the contribution of centers to the internationalization of elementary and secondary education and to citizen education.

- I. The concept of language and area studies as developed in institutions of higher education over the last two decades must be recognized as critical to the several dimensions of international affairs and be reinforced in effective, long-term federal legislation and foundation, agency and institutional programming. We recommend that:

- A. Title VI of the National Defense Education Act of 1958 (as amended to date) and the Mutual Education and Cultural Exchange (Fulbright-Hays) Act of 1961 (as amended to date) be reauthorized (or combined in new federal international higher education legislation) and expanded in scope and funding.
- B. Development of the language and area centers of expertise established in institutions of higher education during the last twenty years be continued and utilized to ensure adequate regional distribution of resources and service to citizen constituencies. Specifically implied in this recommendation are:

1. Maintenance of the Resource Base

It is absolutely critical that existent expertise not be lost through lack of use and/or continued development. Within the next decade it will be necessary to begin directly replacing that expertise. Substantial replacement over a five year period following 1989 will be followed by a similar replacement need but one of much greater extent a decade later. The maintenance of a capacity for training experts and its use in that replacement process are crucial.

a) Research: Renewal of the Knowledge Base

The composite records of U.S. sponsored research overseas must be assessed and current problems and movements in international affairs must be clearly defined in order to determine research priorities for the next two decades. Essential to this effort are a shift in the Fulbright-Hays and similar programs from teacher exchanges to research exchanges; increased funding of research planning and monitoring meetings; a new program of six-to-eight year grants for group interdisciplinary research; a program of mini-grants to support domestic libraries and data repositories; and expansion of existent scholarly ties with foreign scholars.

b) Developmental Assistance

Developmental assistance programs both require and provide for development of faculty expertise and support of such programs must be so designed to take cognizance of both. Envisioned for the next two decades are expanded and improved training programs for foreigners in this country and programs which will focus on the qualitative--rationality, aesthetics and ethics--rather than the quantitative dimensions of national development.

c) Library and Data Resources

Library-data resources must be concentrated in such fashion as to avoid unnecessary duplication but to allow for consistent, continued development and to provide widespread access

for language and area experts. A regional library-data resource network must be established, and federal and foundation support for it provided in sufficient amounts to allow for acquisition, usage and storage. Essential in provision for the last of these is a program of short-term grants to enable scholars to make frequent, regular use of the network.

d) National and International Counterpart Linkages

Existent and growing ties among scholars in the United States and abroad must be expanded and strengthened through federal and foundation support for international team research efforts and international sharing of research results through publication and conferences. Effective interinstitutional linkages must be developed on a nationwide basis in order to provide for the research and instructional needs of institutions and individuals in every region of the United States.

2. Instructional Programs

Existent instructional programs must be reevaluated and some new programs must be introduced to ensure a full-scale maintenance of language and area expertise and a broad internationalization of the educational process in the United States.

a) Traditional Degree Programs

Traditional formal degree programs must be revised to provide for careful reductions of quantity but not quality at the doctoral level; increased professional and vocational emphasis at the master's level; and expansion and strengthening at the undergraduate levels. Language and area familiarization must be included in general education requirements in all undergraduate level programming.

b) Non-Traditional Programs

Attention must be given to the role of a language and area studies dimension in the development of continuing education and extended degree programs. Language and area studies familiarization programs in all subject areas must be initiated for secondary and elementary instructors, business executives and other professional personnel.

3. Outreach

Language and area outreach programs must serve a broader public constituency of education, business and community groups. More effective ways to fund outreach must be found. Outreach must be given equal status with traditional and non-traditional core studies programs, and a specialization in outreach efforts based on comparative advantages and functions of individual

programs should be established. Area programs must share their outreach expertise through consortia, a national organization, an outreach journal and clearinghouse, and cooperative training and sharing of outreach personnel. Centers focusing on one world area rather than several areas are best equipped to deliver quality outreach and, therefore, should be charged with primary responsibility for it.

4. Funding

Present levels of federal funding for foreign language and area studies must be significantly increased. Although the level originally authorized for NDEA Title VI Programs (ca. \$75,000,000, but never allocated) is unrealistic given present demands on federal resources, the ca. \$22,000,000 allocated for the 1979-80 fiscal year and the ca. \$24,000,000 requested for 1980-81 are unrealistically inadequate. Essential in determination of a realistic and adequate level of federal funding for not only the NDEA Title VI Programs but other language and area and international studies support programs is elimination of some existent programs which are obsolete or which will be of limited serviceability over the next two decades (e.g., see I.B.I.a., above), and reduction of excessive overlapping among federal agency programs. Equally essential are the establishment of common criteria for evaluation of program proposals which require an institutional support base; mechanisms providing for a single application for multiple programs governed by a single agency (such as NDEA Title VI programs) but still allowing for application for a single program; and rationalization of application deadlines and procedures.

- a) We recommend that federal funding for language and area studies be limited to support of already established federally and non-federally funded centers or programs (inclusive of the large number of centers and programs presently supported by state, local and foundation funding).
- b) We recommend that federal funding for language and area centers include provision for research, undergraduate, graduate and non-traditional instruction, and outreach (for example, section 602 presently provides a vehicle for support of center outreach activities).
- c) We recommend that federal funding for language and area centers be provided on a longer term basis, e.g. a four or five year period.
- d) We recommend that centers be categorized on the basis of the primary functions which they are capable of providing with federal support, i.e.,
 - (1) major or comprehensive centers capable of providing quality research, undergraduate, graduate and non-traditional instruction and outreach activities.

(2) Multiple function centers capable of providing:

- (a) quality research and graduate and undergraduate instruction but non-traditional instruction or extensive outreach; or
- (b) quality research, undergraduate instruction and outreach; or
- (c) some other combination of primary functions but not all of them.

e) We recommend that NDEA Title VI legislation be revised to provide for support of language and area studies centers as suggested in I.B.4.a,b,c above, and be provided long-term funding to ensure support of a minimum of the following:

(1) Comprehensive Centers (as defined in I.B.4.d. above)

	<u>Number</u>	<u>Average Funding Level</u>
Single Area focus	120	\$175,000 ea. (Range: \$150,000 - \$225,000)
Multiple Area/ Major Topic focus	<u>10</u>	_____
Subtotals	130	\$22,750,000

(2) Multiple Function Centers (as defined in I.B.4.d. above)

	<u>Number</u>	<u>Average Funding Level</u>
Single Area focus	80	\$80,000 ea. (Range: \$60,000 - \$100,000)
Multiple Area/ Major Topic focus	<u>20</u>	_____
Subtotals	100	\$ 8,000,000
TOTALS	<u>230</u>	<u>\$30,750,000</u>

f) We recommend that the International Communication Agency, the Department of State and/or other federal agencies be provided legislation and funding to support language and area studies resources as follows:

- (1) A repository library-data collection network (as defined in I.B.1.c. above),
- (2) Faculty research grants for use of repository library-data collections (as defined in I.B.1.c. above),

- (3) National and international counterpart linkage (as defined in I.B.1.d. above), and
 - (4) A new program of six to eight year grants for group interdisciplinary research (as defined in I.B.1.a. above).
- II. The concept of language and area studies as developed in institutions of higher education during the last two decades must be effectively established, with appropriate modifications, in elementary and secondary education to ensure substantive internationalization of curricula, teacher training and certification, and must also be utilized in a broad, long-term citizen education program. This will require positively oriented, long-term federal, state and local legislation and foundation, agency and institutional programming. We recommend that established language and area centers' expertise be effectively utilized to internationalize elementary and secondary education and to provide the resources essential to quality citizen education in international affairs. (see I.B.3, above). We recommend further that the Elementary and Secondary Education Act of 1965 (as amended to date) be amended in its several titles and reauthorized (or new federal international elementary-secondary education legislation be enacted) to provide for internationalizing elementary and secondary curricula through inclusion of language and area studies therein; internationalizing elementary and secondary curricular materials in all learning areas; and internationalizing teacher training and certification requirements.

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DEVELOPMENTAL ASSISTANCE PROGRAMS*

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What I have to say ranges over considerable territory, and I prefer to start with the general propositions dealing with the future to be distilled from that which will follow:

1. "Developmental assistance" as we have known it in relation to Latin America is an activity of the past. "Technological cooperation" is more than new terminology and implies greater planning inputs by all parties, greater equality by the parties and loss of distinction between "provider" and "recipient."

2. The strengths of our Latin American Centers to a large extent depend upon the contracting we have done in Latin America, i.e., the feedbacks have been important in developing courses, exchange programs, research, cultural events, etc. Continuation of strong Latin American programs is a function of continued contacts in Latin America, and a major portion of these contacts in the past have been related to developmental assistance.

3. There is continued need for "technical" or "developmental" assistance, perhaps even an expanded one. Universities will be able to participate in satisfying this need only indirectly and incidental to more comprehensive, long-term institutional linkages.

4. The aforementioned linkages are difficult to bring about, provide program specialists great difficulties in the measurement of cost-effectiveness and are complex in nature.

*I very much appreciate considerable assistance from my colleague, R. H. Smuckler, on his reading an earlier draft of this paper. His comments were useful and improved its quality. The shortcomings are my responsibility.

This relatively new mechanism will require great internal patience and perseverance and considerable external support.

Definitions

"Developmental assistance" is not easy to characterize neatly and briefly. But for our purposes at least, the following elements are included:

(1) We are concerned with institutional activities directly or indirectly related to our Centers.

(2) We contemplate the delivery of some sort of service to foreign public or private institutions, and possibly individuals.

(3) That service or those services may be directly related to the broad spectrum of activities involved in the production of goods and services. This is what "development" is about.

(4) That service to be delivered may also be related to a broad spectrum of activities indirectly involved in the production of goods and services, e.g., public administration, human resource development, public research and development.

(5) The services to be rendered may be provided abroad in a variety of ways and at home in various sorts of formal and informal training programs.

"Technological cooperation" is a broader concept which encompasses an assistance component. The more important difference, though, may well be the way in which it is viewed and the mechanisms needed for it to exist.

One characteristic of developmental assistance as it has occurred in the past has been the presence of "third parties." To the party receiving the service and the university or other service-provider was added the U.S. or international agency involved in the broader programs of "aid," "assistance" or whatever it happened to be called. USAID (U.S. Agency for International Development) has been by far the largest of those third parties, but they have also included private foundations, the Inter-American Development Bank (IDB), the Institute for International Education (IIE), the World Bank, the Organization of American States (OAS), and there are other possibilities. Third parties need not be involved. The Venezuelan Proyecto Gran Mariscal de

Ayacucho is a case in point, but even for it there have been some intermediaries providing services. Nor is there any standard way in which these third parties have been, or necessarily are, involved.

The implications of these third-party involvements are clear. The third party generally has been the major financial support, working out arrangements with the assistee-to-be in accordance with the various priorities and mandates of both. When broad strokes are clear and many details are settled, then a contractor or service-provider is sought to undertake some fairly clearly defined activities to accomplish some fairly clearly defined goals. That is, the funder and assistee usually come to tentative agreement on the project before the service-provider becomes involved. There are exceptions to this; there must be examples of imaginative university programs being "sold" to funders and to foreign institutions and others where the service-provider and service-recipient have gone hand-in-hand to prospective funders. But most projects come to fruition the other way.

This is the first conclusion applicable in the developmental assistance area: Whatever our priorities may be, they are of necessity subordinate to those who fund such activities and to those who are recipients. We may have some influence in determining their priorities, but U.S. universities and their Latin American Centers will only be one voice, and perhaps a small one at that, in determining the overall goals and priorities of developmental assistance to be carried out unilaterally or bilaterally by the United States and/or through the international institutions.

A corollary to this proposition is that few, if any, U.S. educational institutions can include the provision of developmental assistance abroad among their primary objectives. That is, they do not consider providing foreign developmental assistance as an activity which they should fund. Some institutions believe more strongly than others that they should participate

if someone else funds; and such institutions may provide solid budgetary support for an administrative mechanism to seek out and administer such opportunities. But supplying the hunt is a good deal different than supplying the game!

Let me expand this notion just a bit more: (1) This point does not argue that institutions do not see developmental assistance activities as valuable to the fulfillment of institutional objectives. With variation, we agree on their value; and most of our administrations also agree that developmental assistance fits well into the category of some other worthwhile activities, namely, they are to be at least self-sustaining. (2) The attitude I have ascribed to the institutions may better reflect the attitudes of legislatures than attitudes of the institutions themselves. Developmental assistance has generally been viewed as a part of the foreign policy of the U.S. government, the missionary policies of the churches and who knows what? of the private foundations. Budget-makers, perhaps properly, let the matter of responsibility rather than benefit take precedence, and consequently, little attention is paid to the benefits derived at state and local levels. (3) A major exception, however, must be noted. To the extent that tuition does not cover full costs, the admission of foreign students to undertake developmental assistance training does involve public and private institutions in direct support of developmental assistance. This training is usually diffuse, ad hoc, not at all programmatic; but, on the other hand, it may be related to institution-to-institution linkages of considerable importance.

Summarizing this point, our institutions so far as developmental assistance is concerned have been primarily "project-takers" as opposed to "project-priority determiners." I see no reason to expect this to change much so long as we do not have a major financial input into the activity.

The Contract Resource Base

Before proceeding, I want to pick up on an idea noted earlier which is relevant but which tends to lead us away from looking at our own priorities for the 1980's. Providing developmental assistance services over the last thirty years has added a considerable and immeasurable dimension to our institutions. In my own university, I suppose that we could identify 125-150 present staff members who have had experience in Latin America somehow related to developmental assistance. They are scattered over a broad range of disciplines--crops, soils, parasitology, medicine, business, education, horticulture, etc. For some, the exposure was an interesting and transitory experience, but for others the interests have continued. These professors constitute an important resource in many ways to Michigan State University (MSU), and I need not expand on this. The point I prefer to stress is that these people at universities all over the United States constitute an undervalued, neglected, national resource of inestimable value. In the totting up of any cost-benefit estimation of the utility of foreign assistance, the formation of an informed, sympathetic cadre of knowledgeable professionals is an important by-product of the process frequently not incorporated into the calculations at all or, if at all, only incidentally. Certainly one of my priorities for the 1980's is the careful nurturing of this basic resource --to keep it alive, to retain it intact and to expand its dedication and expertise. We have not been nurturing this resource well or at all.

Since this resource is basically a national one even if located at state, local and private institutions, the responsibility--however we might like it otherwise--for maintaining it lies at the national level. Title VI of the National Defense Education Act, Section 211d of the Foreign Assistance Act of 1966 and Title XII of the Foreign Assistance Act of 1975

recognize this in principle and seek to be helpful. But to the extent that emphasis is placed on start-up costs and transitional support, programs are likely not to be successful.

In summary then, we have a substantial resource already in hand which I fear we are in some danger of dissipating.

Outlook

My gloom about the future of developmental assistance in which U.S. educational institutions can participate is probably already evident. It is based on the following observations, data, impressions:

1. Unilateral assistance by the United States, and particularly to Latin America, is declining. This is in part due to the decreasing popularity of "aid" as it has failed to solve the problems assigned to it in the three decades since the "Point Four" was first enunciated. Partly it is a matter of priority--priority in assistance to the poorest of the poor; and many Latin American countries have climbed beyond this pale. In a recent World Bank publication, only Haiti, among the Latin American countries, falls in the list of "low-income" countries, and only Bolivia, Honduras, El Salvador, Colombia, Ecuador and Paraguay fall below the average income of the "middle-income" countries."* Table 1 gives ample support to my view concerning the declining level of assistance.

TABLE 1

Gross Disbursements for Developmental Purposes
to Latin America from Loans and Grants Approved
by the U.S. Government and Multilateral Institutions

1961 - 1977 (000,000 dollars)

	Annual Averages				
	1961-1965	1966-1970	1971-1975	1976	1977
Bilateral U.S.	\$ 523.8	\$ 616.1	\$ 409.0	\$ 397.5	\$ 313.7
Multilateral	<u>365.0</u>	<u>608.4</u>	<u>1203.7</u>	<u>1478.5</u>	<u>1934.5</u>
Total	\$ 888.8	\$1224.5	\$1639.7	\$1871.0	\$2248.2

Source: Economic and Social Progress, 1977 Report, Washington: Inter-American Development Bank, 1978, p. 90, Table III-17.

*See p. 41 for footnotes.

"Net" disbursements are generally lower than "gross" with repayment being larger in the later years so that the decline in bilateral U.S. net disbursements would be more precipitous and the growth in multilateral disbursement less impressive. In constant dollars, the results would be devastating.

2. Table 1 also indicates that multilateral assistance has become increasingly important. This has two implications for us. At the outset, the multilateral dimension removes some of the "tied" provisions of assistance as unilaterally provided by the United States. At the very least, multilateralism gives us a whole new set of institutions to deal with--a new ball game. Second, and more important, the shift to multilateralism is also the shift to banking institutions. They are not private banking institutions to be sure. But they do give loans, and repayment is expected even though terms may be "soft." Loan applications require consideration of how repayment will be made and this leads to "cost-benefits," "project evaluation," "foreign exchange earning capacity." I submit that university-type contracts are among the least likely to be associated with short-term, identifiable, foreign exchange earnings. This is not to say that cost-benefit ratios on university-associated projects are poor compared to others but that they tend to be incalculable which may produce short discussions with bankers.

I suspect we have done less with this increasingly important set of institutions than we might have. Some evidence that this is so stems from the fact that early versions of this program included no representatives of the IDB or the World Bank. Perhaps, too, the fact that we, as institutions, do not do much business with the Banks is not entirely a misreading of the lie-of-the-land on our part. Individuals as consultants I believe we will see; interinstitutional contracts are another story.

3. Universities and the private foundations have had some affinity for each other in undertakings abroad. I cannot document the impression of decreasing foundation attention to and in Latin America, but the impression is strong that this is the case; and I see little to suggest that it will turn around.

4. The "market" strongly reflects these realities. Courses in "development economics" at MSU used to be taught repeatedly to full classrooms. "Development" used to be a major portion of our graduate offerings; it no longer is; and we debate whether we should shift from annual to biennial offerings. We used to be able to guarantee experience abroad to aspiring graduate students; we no longer can.

5. I examined the direction of the flow of developmental assistance dollars, and find little, with the possible exception of increasing loans to the agricultural sector, which suggests a changing role for university-provided developmental assistance.²

6. The "grant element" in assistance finance has been substantially reduced. Not only is the impression strong that there are proportionately fewer grant dollars, but the IDB estimates that the "grant element" of loans has fallen from about 30 percent to about 20 percent based on calculations involving the rate of interest, and grace and amortization periods.³

There is at least one bright spot in this otherwise dismal picture--and perhaps another one just over the horizon.

Title XII of the Foreign Assistance Act of 1975 after a considerable period seems to be fairly well launched and undertaking a range of activities. This device to put at least some of the technical assistance apparatus in the hands of the universities has three important characteristics from our point of view. First, it is limited in its scope to food, nutrition and rural development--these sufficiently broadly defined to include appropriate social sciences. Second, its lists of institutions eligible to participate are limited to those particularly competent in the food area. Third, the cooperative effort between USAID and the "academic community" had a notable start-up time, but its activities now assume considerable significance. In any case, Title XII can have impact on some of our institutions. The intensity of its interests in Latin America, however, is problematical. So far as I know, it is yet uncertain how or whether "graduate country" limitations apply to Title XII activities. Its mandate to treat the poorest of the poor, too, is likely to focus attention primarily elsewhere.

The impact of Title XII on a specific Latin American Center will depend on Title XII's intensity of interest in Latin America, the competency of the parent institution in areas of interest to Title XII and, finally, on the intrainstitutional arrangements between the center and the agricultural components of its university.

The Foundation for International Technological Cooperation, announced by President Carter in March and now on the drawing boards, presumably will

come into being in 1979. There's many a slip . . . so I don't want to dwell on this possibility long--just to get mouths watering but to stop short of actual drooling. The following carefully selected excerpts are from a December 1978 draft document of the Foundation, and in considering them we ought to keep in mind they are just that: carefully selected (by me) excerpts and from a draft with a long legislative road ahead:⁴

As developing countries become more economically and politically self-reliant, the donor-donee relationship becomes outmoded and resented. Yet both the U.S. and the developing countries have strong interests in maintaining and enhancing ties in scientific and technological fields. New mechanisms are needed to achieve this. (p. 22)

The primary purpose of the Foundation is to improve the availability and application of technology, and to expand knowledge and skills needed to meet these problems.

The Foundation will (also) strengthen long-term linkages between developed and developing countries to sustain progress on world problems in a framework of mutual benefit and partnership.

A third need is for establishing appropriate ways to sustain active scientific and technological collaboration with developing countries which no longer participate in concessional U.S. bilateral assistance. (p. 21)

Thus, FITC will move toward collaborative, jointly managed and jointly funded programs with these countries, quite different from those embodied in the usual aid mechanisms. (p. 21)

Only the latter item is "news" in this brief survey, but the realities of the changing developmental assistance picture in Latin America are important and are suggestive of the future.

Assistance Needs

One other general proposition merits attention before I turn to some very specific comments. It is probable that the need for developmental assistance increases rather than diminishes as development occurs and that none of the Latin American countries has reached that stage where its needs

have decreased. This is a sort of "unverified probability," and it is further noted that "increasing need" is by no means equivalent to "effective demand."

The argument supporting the hypothesis has at least three main threads:

1. As development occurs, capacity to absorb capital investment is thought to increase. Similarly, the capacity to absorb developmental assistance probably increases.

2. "Development" may be described as an "opening up of options"--in terms of products, processes, institutions, markets. These options surely increase exponentially as development occurs. Developmental assistance can aid growing domestic resources in assessing, choosing and discarding, and in exploiting these expanded options.

3. There is good reason to expect the public sector, including agricultural research and extension, to lag the private sector in training, innovation, adaptation, response, option identification, etc. If this occurs, public administration or the lack of it can brake the developmental bandwagon. It seems to me that public administration, in very broad context, is a fertile field for continued U.S. university participation.

If the suggested hypothesis is indeed valid, it suggests (1) that U.S. assistance policy is imposing "graduation" upon Latin American countries prematurely, and (2) that there is considerable potential for developmental cooperation even though middle-income status has been attained.

Future Relationships

Relationships in which we will hopefully find ourselves in the 1980's will surely be more complex than those to which we are accustomed. This complexity will occur for two sets of reasons. The first relates to the sort of tasks to be undertaken, and I want to discuss those first. The second relates to administrative complexities attendant upon the loss of the third-party intermediary, dealing with loan funds rather than grants, and other such messy matters.

I expect developmental assistance to be much more highly specialized than it frequently has been in the past. In higher education, we have moved from

general institution building and curriculum development at the undergraduate level to the demands and specificity of graduate education. The shift is of the nature of requiring someone broadly based in crop sciences to consult on the needs of undergraduate education to the need for someone specifically skilled and experienced in the economical derivation of combustible alcohols from sugar, manioc and the like. Generalists (within specific disciplinary areas) will be less in demand and less useful than they have been because much general institutional development has already occurred. More will be required in the way of specific expertise both in educational institutions and in other institutions in the public sector. This is one reason for anticipating more demand for individual consultants, and less for multi-person general purpose contracts.

Another and related role for developmental assistance may be that of serving as a catalyst for international intellectual cooperation. Such cooperation may or may not require a U.S. academic (or semi-academic) catalyst. The United Nations Economic Commission for Latin America (ECLA); the OAS; the IDB and its affiliate, the Institute for Latin American Integration (INTAL); the Consejo latinoamericano de ciencias sociales (CLASCO) and others are quite competent catalytic agents without much in the way of U.S. institutional inputs. On the other hand, ECIEL (Programa de estudios conjuntos de integración económica latinoamericana) has prospered with considerable input from Brookings. From what I know of the latter, Brookings' input has been important because of very specific technical expertise and the initial arrangement of funds.

"Institution building" is an objective of the past. Rightly or wrongly, it suggests intellectual imperialism. Institution building is now no longer nearly as much needed and surely is much less wanted as many institutions

have already been "built." And assistance recipients have become a good deal more "independisized" by the shift of U.S. emphasis from grants to loans.

I do not want to be misunderstood on this score. A great deal of good work was appropriately undertaken as "institution building" by U.S. academic institutions in the past. And I do not think that all the institution building that needs to be done or that will be done has been accomplished. What I do suggest, though, is that the needs and wishes (not the same) are not likely to be for institution building but for more prescribed technical assistance as opposed to general assistance. I think, furthermore, we will be involved in institution building, but this will be as a by-product, a perhaps unannounced and/or unforeseen result of mutual interinstitutional collaboration. This is not a matter of flipping the page to come suddenly upon a new era or new chapter of developmental assistance. Rather, it is evolutionary change, a matter of emphasis; but the change is there, it is real enough; and the implications need to be faced.

A great deal of developmental assistance can be, and I hope will be, delivered by our institutions in forms very different from those of the past. Specifically, I envisage an array of interinstitutional arrangements⁵ which will be based on anticipated benefits to both institutions. The relationships may be initially of limited scope, tentative in nature. The successful ones will expand from limited activity with respect to academic disciplines and may lead to mutually advantageous exchanges of students, graduate students, professors and administrators. But the primary objective of such relationships would not be the delivery of developmental assistance services, and I hope discussion of such linkages will attract considerable attention as this conference progresses.

Perhaps this is the great lesson: developmental assistance, per se, and by contracts clear-cut and straightforward has carried many of our

institutional contacts with Latin America in decades passed. The need for such assistance has not been satisfied, but the need for it in general has shifted to needs in specific and its delivery can only be less explicit than in the past. This kind of assistance-rendering is inestimably more complex to arrange and is also much more difficult to fund.

The complexity and difficulty in justifying external funding will have two probable effects. First, activity is likely to be reduced. Second, institutional concentration of these kinds of activities will likely increase, i.e., those who have the contacts, the know-how, the experience will probably be those institutions who continue to be successful in these activities. The rich (not at all in money terms) get richer. . . .

To the extent that developmental assistance activities of many of our institutions have provided the bases for our Latin American studies programs and to the extent that the richness of the developmental assistance experiences become absolutely reduced for all and become even more the activity of a few, the undergraduate certificate programs, language programs, overseas study programs and outreach activities will also be weakened for the many.

Implications of Loans

The tendency for assistance funding to become "loan" funding bodes little good for us even though the loans may retain a considerable grant element. Reasons therefore are mostly obvious, and I do not want to belabor the point. First, there are at least two foreign governmental agencies involved. One must gather foreign exchange to repay the loans. The other is the agency which arranges the loan and presumably benefits from its expenditure. Early developmental assistance loans are easy to manage since repayment lies beyond the horizon. But, as time passes, the burden of such loans collectively becomes more apparent and the repaying agency's voice will become loud relative

to the voices of prospective spenders. Second, the services we are most likely to provide are, by nature, widely separated from distinguishable and attributable earnings in either foreign or domestic currency. We may from time to time be involved, say, in research directly related to increasing output and marketing of a nontraditional export crop. The outcome might be easily estimated in terms of incremental foreign exchange earnings, but the more usual activity involves benefits which are diffuse, very long-term and inextricably entwined with the results of multiple other activities. We know this, and this is not new. What is new--or newer--is the fact of our services being sought with loan funds, and that makes it more important to be able to recognize and value the results, preferably in the currency in which the loan must be repaid.⁶

This aspect will reduce the activities in which we may participate and may change their character, i.e., point them in a more exchange-earning direction.

On the other hand, the bubbling optimist may argue that this offers a great opportunity since the burden is shifted from the U.S. taxpayer, the returns to whom are immensely diffuse, to the prospective receiver of our services, who will clearly value them more. At the very least, we have a different buyer whether we view this optimistically or not.

Training in the United States

A major portion of developmental assistance to be provided by us will be in the form of training in the United States--much of it in the form of traditional degree programs. Many graduate students come to our institutions funded by foundations, by their own governments, privately financed. They are widely scattered throughout the university and we scarcely consider them as part of "developmental assistance." Even when we receive "x" participants as

degree candidates as part of a project, program, contract, we tend to get them admitted to the appropriate department and then let its program be the determinant of the developmental assistance input.

It is difficult to treat this broad area systematically, but I submit some observations based in part on MSU's recent experience in a contract involving 150 Brazilian degree-seeking participants.

We did a good job getting them admitted to 25 universities around the countries and got them launched on their degree programs. Some were even finished by the time the contract was ended. What I now regret is: we overlooked--or didn't get around to--a systematic exposure of our captive audience to the innards of the U.S. university. Most of these participants will return to be scholars and administrators in Brazilian education, and I think we should have tried to show them two aspects of our universities in some detail: the purposes and functions of a department, the purposes and functions of the graduate school or college. This is not suggested to expose models to be copied--Heaven forbid! But the functions of and issues related to departments and graduate education administrations could well have provided both information and comparative structures for Brazilians returning to a system abandoning the catedra for the department and establishing a massive graduate education establishment. The nose-to-the-grindstone graduate student's eye view of the operation of graduate education is not likely to be very helpful to him when he finds himself on the administrative side of the fence.

There is a dilemma related to the research our graduate degrees require. At the outset, the principle that the research should treat a problem relevant to the researcher's own country expresses a clear, reasonable objective. But the extension of this principle to make it operational leads to a good deal of ambiguity. I just touch on some aspects of this ambiguity.

(1) At once, both the student's preferences and the competency of the major professor come into play. We cannot necessarily expect the interests and competency of the latter to adjust to national problems of his particular advisees.

(2) Research in some areas and at some institutions begins simultaneously with--and may even precede--course work. This may preclude "national" input by the researcher.

(3) Insisting that the research be done "at home with national data" may result in a large number of ABD's, a serious breach in the collegial relationships between major professor and student, and the possibility of a serious gap between "acceptable" and "possible" in the quality of research.

The foregoing is just to be suggestive, and certainly I have no intention of appearing to argue for irrelevancy. In some of the social sciences particularly, we have seen enough of that. Rather, the optimal application of the principle will surely depend on the field and sub-field, the institution and department, the major professor, and the student himself. In short, the optimum requires consideration on a case-by-case basis--consideration that is frequently not likely to occur.

Lessons Learned in Brazil

I close with some "lessons learned" from the recently concluded MSU contract alluded to above. It involved the expansion and improvement of graduate education, particularly in agriculture, with heavy overtones in university planning and administration. The contract with the Ministry of Education of Culture (MEC) of the Brazilian government was financed by a USAID loan to the government of Brazil in the amount of 7.6 million dollars. From the outset, the USAID philosophy toward us and our relationship with MEC was "go it alone --we won't always be here." It is the lessons learned from this experience that I touch upon briefly below.

First, I recount some general lessons before turning to some items regarding mechanics:

(1) The Brazilian government was able and willing to contribute financially to the venture--even to exceed by several times that required by the loan agreement.

(2) The character of our relationship had clearly changed. MSU was employed by the Government of Brazil. We were consulted and listened to, but it was clear enough where the decision-making authority lay. This was probably less clear from the Brazilian agency vis à vis USAID since the loan agreement was quite specific and detailed. That document, I suspect, was transitional in nature and not likely to be repeated.

(3) MSU was interested from the outset in establishing linkages in Brazil, either interuniversity or with particular agencies. Considerable effort has been expended to this end. To the present, we have garnered a great deal of enthusiastic moral support from external sources but nothing more substantial. We have simply been unable to follow-up in any systematic way this very considerable set of contacts.

(4) We, MSU and a loose consortium of other institutions who joined us in the Brazilian project, began it with considerable concern about our "programmatic inputs." I am still concerned about this, but in a different sense. We had little programmatic input with respect to the project design or its modification as we went along. The objectives and means to achieve them were clear enough and were acceptable to us. It does concern me that this comprehensive, imaginative, desirable project got most of its programmatic input from USAID with collaboration and acquiescence of a succession of officials in DAU (Department of University of Affairs). With USAID no longer in the picture (Brazil being a graduate country), where does this sort of programmatic input come from in the future?

(5) This was for many of the 120 consultants who traveled to Brazil an intellectually stimulating experience. Many noted that they had learned a great deal and are anxious to maintain their personal, professional contacts. I cite this not to insist once again that technical assistance is a two-way street but to acknowledge that it never was and is less so now!

I turn now, briefly, to the nuts and bolts lessons--the mechanical matters.⁷

(1) Oh, how we missed our USAID connections! Many of the housekeeping details properly taken care of before by AID's despechantes (visas, customs, drivers' licenses, carteira de identidade, etc.) now fell on us and our Brazilian colleagues in the DAU. Having to handle these matters cost us dearly in consultant time and Ministry worry.

(2) Our legal status was at best confused because, being out from under the AID "umbrella," we no longer enjoyed diplomatic or semi-diplomatic status. The contract provided for tax-free

automobile purchase, Brazilian income tax exemption, duty-free entry of household goods. But each of these matters became an issue with the arrival of each consultant (the problem was compounded by virtue of the dispersion of work sites in seven locations) and eventually we had to delete from the contract the provision for purchase of a tax-free automobile. The point is not that we should have had particular status and given perquisites but that the situation was unclear.

(3) Although USAID was not party to the contract, it was the leader and in fact a prime mover in getting the project finally off the ground. So USAID was a great help in the initial stages, and our contract was developed from an old USAID contract, one of the University of Wisconsin's as a matter of fact. Using this model was a great help because we evolved a contract about five pages long including work plan and budget and then the familiar "boiler plate," somewhat simplified, of about 40 pages to cover all the definitions, allowances, eventualities.

MEC and MSU, starting from scratch, could not have independently developed this contract. If both MEC and MSU had not in the fall of 1974 been able to accept the bulk of this as "standard" and not necessary to negotiate, we would still be negotiating on these matters.

But, again, out from under the aegis of USAID, the boiler plate turned out to be in several cases inappropriate and, in fact, contrary to Brazilian administrative law.⁸ For example, Brazilian per diem is everywhere the same and is not differentiated by post as are U.S. Department of State allowances. DAU found it difficult to provide a housing allowance and per diem for consultants, to pay rent, utilities, taxes, buy furniture--compounded again by the fact that consultants were at seven localities and looked after by seven administrators--each one having its own learning experiences!

Unforeseen eventualities were all to be handled according to "U.S. Standard Regulations," i.e., "residuals" were referred to the "standard regs." This caused us no real problems when the expenditure of dollars was involved, but DAU was not fully aware of the extent of its liability, e.g., in the matter of educational travel. But the "standard regs" had little applicability to the expenditures of cruzeiros, e.g., in the matter of off-post but in-country education; and we from time-to-time ran into problems of interpretation, legality, administrative infeasibility.

(4) An elaborate payment-for-services process was established initially involving an irrevocable letter of credit for MEC with a New York bank. The process failed from the outset, and I am not sure why. Eventually, USAID-Brazil relented from its divorce vows enough to disburse dollars directly against our invoices when formally requested by MEC. This worked well and quickly, but it is no solution to the problem of payment when there is no such intermediary to be called from the wings.

(5) We have a great deal of educating to do--and perhaps some self-reexamination--on the reasons for and justification of "overhead." Charging overhead is not a common practice by Latin American universities and other institutions. The practice should be understood by them for their own possible use; and I suspect we will need to maintain such flexibility on this score.

(6) A loan is not a grant. A borrower very properly develops a considerably more proprietary attitude toward projects loan-financed than those grant-financed, even if, for the latter, there is considerable "matching" with local funds.

Conclusions

My forecasting and dreaming have generally been suggested as I have proceeded. I now conclude with two general summary remarks.

Our institutions can do much more than we do to make the formal training programs in our institutions more meaningful than they now are. The major responsibilities lie with the departments and their programs; this will no doubt continue. But we can encourage exposure to departmental government and to university administration in general. And, we could work with educational funding agencies in Latin American countries such as CAPES, CONACYT and ICETEX to help them maximize the returns from their very considerable investments. And I think we can justifiably claim some external resources in doing these things.

The future for us in the developmental assistance business abroad lies in finding ways to accommodate to the new "technological cooperation." And this, I think, means developing institutional linkages abroad which will have other primary objectives. Developmental assistance will resemble a by-product. For this activity to be more than miniscule, greater commitment to international education and involvement by our institutions will be required. Greater willingness to underwrite these linkages by the International Communication Agency, the foundations, Fulbright and even AID is important. The relationships will be complex, the developmental assistance "output" more diffuse.

The relationships should be longer term and more rewarding to us than the more project-oriented contracting which is discrete in duration.

FOOTNOTES

1. World Development Report, 1978. Washington: The World Bank, 1978, pp. 76-77.

2. Derived from IDB, Economic and Social Progress in Latin America, 1977 Report. Washington: Inter-American Development Bank, 1978, p. 90, Table III-16.

Sectoral Distribution of Authorized Loans
by AID, IDA, IDB, IBRD and EXIMBANK, 1961-1977
(Percentages)

<u>Sector</u>	<u>Annual Averages</u>				
	<u>1961-65</u>	<u>1966-70</u>	<u>1971-75</u>	<u>1976</u>	<u>1977</u>
Agriculture	10.7%	16.6%	19.1%	23.1%	18.0%
Industry and Mining	17.0	18.1	20.3	27.1	22.3
Transport & Communication	19.6	18.5	25.1	14.5	14.1
Energy	19.1	22.4	20.0	18.9	29.9
Housing	6.0	2.5	2.4	2.6	1.9
Sanitation	7.2	4.6	6.0	6.8	7.5
Education	1.1	4.5	4.5	3.4	3.9
Others*	19.4	13.2	2.6	2.6	2.4
	<u>100.1%</u>	<u>100.4%</u>	<u>100.0%</u>	<u>99.2%</u>	<u>100.0%</u>

*Includes program and import-financing loans, budgetary and stabilization assistance, preinvestment technical assistance and export financing.

3. IDB, Ibid., p. 88.

4. FITC, Draft, Revision of FITC Document of October 13, 1978. December 4, 1978.

5. I am not considering academic institutions exclusively in this context. Private and public research organizations and some sorts of public policy organizations are also likely points of contact.

6. See my note, "The Economics of Borrowing Abroad for General Educational Purposes," in EAPES, Relatório da Equipe de Assessoria ao Planejamento da Ensino Superior. Rio de Janeiro: Directoria do Ensino Superior, Ministério da Educação e Cultura, 1968, pp. 523-530.

7. These matters occupy major portions of my Final Report of Michigan State University on its Participation in Programa de Educação Agrícola Superior, October 1978

8. I presume these matters had not been important previously because (1) the Brazilian government has not assumed responsibility for them before, and (2) because the treaty under which USAID operated took precedence over administrative law if there was conflict.

SUMMARY OF RESPONSE AND DISCUSSION

In response to Professor Hunter's paper, Luigi Einaudi, Director of the Office of Policy Planning, Public and Congressional Affairs, U.S. Department of State, stated that he shares Professor Hunter's gloomy outlook as to the decline of U.S. bilateral aid to Latin America. Noting the new national priorities that appear to be developing in our relations with the Caribbean, Mexico and Central America, Mr. Einaudi suggested we address more sharply how developmental assistance relates to U.S. national interests. If, for example, developmental assistance includes objectives other than pure dedication to development, e.g. national security or constructive political relations, we must decide how to relate those non-developmental objectives to development and what kinds of programs can accomplish this.

James Himes, Head of the Office for Latin America and the Caribbean of the Ford Foundation, stated that Professor Hunter may have overemphasized the university's role relating to the quantitative dimensions of development, i.e., the production of goods and services, and overlooked two other crucial dimensions of development: the distribution of the benefits and costs of development, and the qualitative changes in society which accompany modernization. Mr. Himes noted that the qualitative dimension can be viewed as having three components: rationality, aesthetics and ethics. Rationality refers to choice through reasoning processes as opposed to unquestioning devotion to tradition, dogma or superstition; aesthetics deals with artistic creativity and beauty; and ethics pertains to moral values in human relationships. Mr. Himes felt that these nonmaterial facets of development should provide several of the main ingredients in the priorities set for the 1980's and that universities are better able than government and multinational lending agencies to focus on qualitative and distributional issues. Due to its diverse and nonpartisan

nature, the university can offer assistance in many areas--natural sciences, social sciences, the humanities, fine arts, professional schools, etc.--to help meet these qualitative and distributional concerns. According to Mr. Himes, many quantitative concerns relating to development are best left with the non-university sector--including private enterprise--which is better equipped to handle them.

Carl Schultz of the International Communication Agency (ICA), in his response to Professor Hunter's paper, agreed that funding and opportunities for universities to participate in developmental assistance are diminishing but optimistically stated that new linkages between U.S. language and area studies programs and foreign institutions can be sought under ongoing U.S. assistance programs or through contacts underwritten in part by the Government and foundations. An example is the ICA program which provides grants to U.S. universities to conduct seminars for Latin American students. However, Mr. Schultz reaffirmed that future funding for developmental assistance will never reach previous levels.

Following the foregoing formal responses on this topic, the this session, Professor Carmelo Mesa-Lago of the University of Pittsburgh, solicited comments from the audience. After twenty minutes of intensive discussion, Professor John Coatsworth of the University of Chicago provided the following summary:

Participants agreed that developmental assistance funding is less available today than in the 50's and 60's. One participant argued that the money is there and the problems we are facing are not the result of a lack of resources but rather a lack of effective lobbying efforts on the part of those involved in language and area studies. Another expressed concern about the impact of cyclical funding on university centers. A Government representative noted that there has been a move to internationalize domestic programs so that funds for international activities are hidden in some programs that are primarily domestic.

In addition to dealing with these budgetary constraints in the 80's, conference participants expressed some comments and concerns regarding the future of developmental assistance:

Due to current foreign crises there may be a revival of interest in U.S. aid to Latin America and we must be prepared to deal with it by educating graduates who are able to adapt to or accept other cultures; our technicians must be willing to listen to foreign technicians and adapt our technology to each particular set of conditions; we must define the relationship between universities and those private sector corporations involved in developmental assistance. The provision of geologists and other technicians who have a base in area studies and are familiar with other cultures would be one example of that relationship.

It was further suggested that the U.S. should stop basing its aid on the "poorest of the poor" concept. Indeed, Haiti is the poorest Latin American country but there are more poor Mexicans or Brazilians than the total number of Haitians. Mr. Abelardo Valdez, Assistant Administrator for Latin America and the Caribbean of AID, also questioned this policy. In a prepared text which he was unable to deliver in person, Mr. Valdez also noted that repayments by Latin American countries on older AID loans will soon about equal new U.S. assistance to that area. One possible new approach would entail recycling this repayment back to Latin America.

INSTITUTIONAL DEVELOPMENT AND LANGUAGE AND AREA STUDIES

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The recent report to the Congress by the Comptroller General entitled "Study of Foreign Languages and Related Areas: Federal Support, Administration, Need" laconically states the following conclusion:

There is no apparent way to determine appropriate annual funding levels for National Defense Education Act Title VI programs, currently funded at \$15 million, and the related Fulbright-Hays programs, currently funded at \$3 million.

The 'present educational emergency' to which the Title VI programs were addressed 20 years ago following Sputnik is less apparent today than it was then.

On the other hand, the knowledge Americans gain from these programs today can easily be viewed as contributing to the national needs suggested by such contemporary problems as interdependence, trade relations, and U.S. leadership in a world community of nations. Transnational activities have increased in the last 20 years and will continue to increase.

An important benefit of these programs has been overlooked by those debating the merits of the programs. There exists today an apparatus, system, or structure consisting of American universities, the Office of Education, and mutually understood and acceptable procedures capable of delivering at an increasing rate highly specialized area study and language training when the Nation next faces a 'present educational emergency.' One cannot place a value on this apparatus, but if it is lost, it can be replaced in the future only at great cost over a long period of time.

During the last several years, the Congress provided a stable level of Federal funding, with slight increases to offset the effects of inflation. No convincing case has been made known to us for increasing or decreasing this funding level.

There are those who may find the statement contradictory. On the one hand, we are told that the funding for Title VI has provided a procedure for guaranteeing the nation a supply of individuals with "highly specialized area study and language training" on which "one cannot place a value" because, if lost, "it can be replaced in the future only at great cost over a long period of time." On the other hand, we are told that "there is no convincing case" for increasing (or decreasing) current funding levels.

For the purposes of discussion, let me offer a set of interrelated "assumptions" about the current state of "institutional development" of language and area studies in U.S. universities. These assumptions challenge the conclusions of the Comptroller General's report to the Congress and seek to dramatize the dangers implicit in continuing to avoid the issue of national need and foreign language and area studies.

It is almost universally assumed that the nation's needs for specialists in language and area studies will be met by U.S. institutions of higher learning. It is the colleges and universities that offer the appropriate institutional setting for the creation, development and maintenance of both the infrastructure (libraries, laboratories and so forth) and the human resources (faculty, administrative staff, students-fulltime, "special, extension and so forth). In discussing language and area studies, then, we are analyzing one significant dimension of higher education in the United States that needs to be understood in an institutional context of competing budgetary demands, new program initiatives, leveling-off or slightly declining enrollments and so forth. Language and area studies programs are not exotic appurtenances of higher education--they are, and need to be understood as, very germane

elements in a pattern of nationwide citizen education necessary for the 1980's and 1990's.

The world that the original National Defense Education Act (NDEA) confronted in 1958, when a true "educational emergency" existed, is today even more complex. With the wisdom of hindsight, the first twenty years of federal support for language and area studies should be viewed as an initial, significant period of "seed money" for the national needs of that era. The next two decades must be viewed as a period of opportunity for utilizing more creatively and imaginatively the initial resources developed since 1958 and identifying and developing programs necessary to meet today's national needs, in an interdependent world, through the end of the century. International studies--language and area programs--become more important, not less so, with the ever increasing variety and range of U.S. global concerns. Those concerns require now, and will require in greater numbers in the next decades, specialists in interdependence. Those specialists will need language training, of course; they should have a firm and practical knowledge of the history, politics, and cultural and societal nuances of other nation-states; but an increasing number of these specialists will need to move beyond the more "traditional" definition of language and area studies training. New (and costly) programs in technology transfer, public health, nutrition, transportation, law, energy, trade and commercial policy and so forth will need to join with language and area studies to respond to global responsibilities.

A significant aspect of the complexity of interdependence is that Latin American and Caribbean citizens, in increasing numbers, have abandoned Latin America and the Caribbean for the United States, which, as a result, is now the fifth largest Spanish-speaking country in the world. Increasing educational needs exist for this heterogeneous community. Those needs, in large

part, can best be met by capitalizing on the "comparative advantage" of the nation's language and area studies programs through sensible and flexible programs of outreach and community citizenship training. The dramatic and urgent necessity for the United States to reexamine its foreign policy toward Mexico, for example, illustrates the presence within our own borders of a significant component of a major international challenge.

While it is important to accept the argument that in and of itself knowledge about and concern for foreign languages and societies is "good," it has to be said that the original premise of the 1958 NDEA is relevant today--if adapted to the nation's requirements in the next two decades. The Cold War is no longer our only point of reference; the Third World and its development looms as large now as it will in the future. Interdependence and global concern for the process of development are now matched with security and strategic requirements. Both exist. Both necessitate well-trained women and men with language competence, area knowledge and a set of related disciplinary and problem-oriented skills that are now offered with rarity in U.S. colleges and universities.

For Latin America and the Caribbean, one need only reflect on the growing importance of the South Atlantic; the increasing global importance, in economic and strategic terms, of Brazil; the resource relevance of Mexico; the geopolitical concern over instability in Central America and the Caribbean--and so forth--to come to grips with the realization that the region will loom larger in the 1980's and 1990's than it did in the 1960's. We are not closing the book on Latin America and the Caribbean, but merely witnessing the inexorable growth in relevance of that region to the United States.

Given this general background, let us turn to a consideration of the assumptions about institutional development and language and area studies in the next two decades.

Assumptions about Institutional Development

1. Given inflation and rising institutional costs, both public and private universities will increasingly find it difficult to support comprehensive language and area studies programs without sustained, supplementary financial support from the federal government and private foundations. For private institutions, tuition income will continue to cover less and less of actual institutional needs. For state universities, language and area studies will be viewed as "expendable" budget items.

2. The stimulus to redirect and redefine Latin American language and area studies programs, to respond to the challenge previously discussed in this paper will require external financing as both seed money and "carry-through support."

3. The redirection of Latin American language and area programs will become increasingly interdisciplinary and require the creation of new linkages with "non-traditional" programs, departments and centers within the university. External support is needed to stimulate such cross-fertilization and to support faculty training, course development, library support and student assistance. A conscious effort must be made to tie program activities to community and national needs.

4. Whether as "outreach" or as a better integrated component of overall university-community relations, the Latin American area and language programs need to be recognized as logical and necessary mechanisms for stimulating, coordinating and participating in a broad range of activities in the Hispanic communities in the United States.

5. Career placement needs to become an increasingly serious activity of U.S. Latin American language and area training centers. Support will be needed to appropriately evaluate job opportunities, to match skills and available positions, to stimulate placement policies more responsive to innovative degree and non-degree programs, and to recognize the validity of employing Latin American language and area training skills both domestically and in employment positions directly related to global concerns.

Assumption 1 is unequivocal. Once strong university centers have been seriously weakened in the absence of non-university funding. Area and language programs require assured sources of support for normal operating expenses which underwrite the basic functions of teaching, training and research. Though federal funding generally represents only 10 to 20 percent of the institutional commitment to international education, that amount may support as much as 60 percent of certain vital program components, i.e.,

library resources, for which it is very difficult to obtain alternate sources of funds.

Institutions which have been recipients of Title VI funding, in the past, have contributed (on the average) 80 to 90 percent of the costs of these programs out of their own funds. Given pressures on university budgets, from inflation, legislative pressures and so forth, it is not feasible to expect any increase, or even the maintenance of present levels of support, from colleges and universities in the foreseeable future.

Assumption 2 flows from the first assumption. New needs exist. Opportunities abound. Public and private colleges and universities are not in a position to financially support new initiatives without federal government and foundation support. Competing demands and other programs all clamor for scarce resources. The colleges and universities are expected to do more with less. Federal funding and foundation support are required to stimulate institutions of higher learning to undertake the necessary steps to begin to redirect the activities of Latin American language and area programs.

Assumption 3 argues for a sharp broadening of the present horizons of both institutional conceptualization and of federal government and foundation imagination and support. An assessment needs to be made within each institution of existing facilities and resources. Administratively, such an assessment is always more attractive--and feasible--when external financial support is available not only to stimulate the process but to carry it through. Universities will be asked to open a process of evaluation that will combine old options in new ways. Collaboration with community and national groups is not new, of course; reassessing the relevance of Latin American language and area studies programs and centers to new opportunities in the community and with national groups is new.

Experimental programs and initiatives with a university institutional base should fully explore community linkages. Federal and private foundation support should encourage, with appropriate levels of financial assistance, linkages between the expanded concept of area and language centers and programs and the private sector, for example. Such an emphasis is relevant both because of the job opportunities in the private sector and the expanding role globally of U.S. business. The "global outreach" of American multinationals can best serve the development needs of the Third World and the corporate imperatives of the companies themselves with well-trained and perceptive employees. The area and language centers are the logical focus for such training. "Retooling" courses for businessmen about to embark on a new geographical assignment might logically come to rest within the complex set of new responsibilities of area and language programs.

Assumption 4 raises both a pedagogical and a political range of issues. Latin American language and area centers have been too timid, in my estimation, in confronting the issue of relevant linkages with the Hispanic communities in the United States. We must realize, of course, that circumstances will differ dramatically by region or even by city. The Dominican and Colombian communities in the greater New York City area will want and deserve substantially different program initiatives than the Mexican communities in the Southwest. The recognition of these differences in no way lessens the imperative to respond to them imaginatively.

There is no more challenging assignment for Latin American language and area centers than to appropriately define an institutional role vis-à-vis the Hispanic communities in the United States. Without funding for Section 603 of Title VI (Citizens' Education), or alternative financial support for community and civic activity programs, it will be impossible for college

and university centers and programs to intelligently respond to the needs in this area. General support funds are not available from university budgets. Foundation support has been limited. Given the open commitment of the U.S. government to respond substantively to the social and educational needs of the Hispanic communities, time and effort are required to identify the best ways of linking the communities and the centers.

Assumption 5 is much discussed. There is no doubt that we require better and more accurate information on placement of graduates of Latin American area and language programs in the United States. Funding should be made available for precisely that purpose. It is not feasible to imagine that colleges and universities will be able to allocate the resources needed. A national system of review and evaluation is necessary. It will require federal government and/or foundation support.

Such a study needs to be planned with care and with imagination. Successfully completed, such a study should prove invaluable to the ongoing reassessment of foreign language and area studies programs and highlight the areas of relative neglect and of opportunity for the future. The study would be of obvious value to both the colleges and universities and the federal government as well as a wide range of institutions and groups in the private sector.

Conclusion

The challenge confronting U.S. colleges and universities is to retain a required core of faculty and institutional facilities in Latin American area and language programs while simultaneously developing new programs that will build on, but go beyond, the traditional "profile" of a center or area studies program. We must not run the risk of relegating the "traditional" social science and humanities courses and faculty to oblivion. At the same time, the social sciences and the humanities will need to respond to the overall goal of

expanding and redirecting the variety of options and training made available through the area centers and programs, in collaboration with other institutional units.

Moreover, colleges and universities, and their language and area centers and programs will be required to become a good deal more "political." The political system in the United States legitimately responds to pressure. Pressure, appropriately applied, should be both informed and pragmatic. Latin American programs cannot expect to receive appropriate support unless they are prepared to openly discuss and define their priorities, link those priorities to existing and emerging national needs, and place them in the context of a national priority to support and stimulate area and international studies generally. For too long have the nation's colleges and universities meekly accepted the "system's" evaluation of their needs. Coalition building and tactical alliances are now required to open the discussion of the future course of Latin American programs. It would be senseless to imagine that any coalition or alliance is worth the time and the effort required to put it together. As scholars and administrators, we must be both realistic and true to our cause. Rank opportunism may pay dividends in the short-run but it generally serves little institutional purpose in the long-run. We need to be selective. Our cause has both merit and substance.

Institutional support for new initiatives from Latin American area and language programs will respond to the imaginativeness of our arguments. It will come in response to the compelling needs the United States will confront in the international area in the next two decades. And institutional support will be strongest when a solid, political case can be made for new and increased financing for both current programs and for new, expanded initiatives that creatively use the framework created since 1958 to vigorously review

and restructure our programs in response to legitimate academic and community and national priorities.

Our colleges and universities will "take us more seriously" to the degree that we are willing and able to present a cogent argument--and to identify potential funding--for responsible program initiatives. In turn, our success in getting financial support from the federal government and the foundations will be influenced by the perceived level of institutional support provided by the colleges and universities.

SUMMARY OF RESPONSE AND DISCUSSION

Executive Director Barbara Burn of the President's Commission on Foreign Language and International Studies chaired the discussion on institutional development. The first panel response was by Reid Andrews, Staff Associate of the Social Science Research Council, who reiterated that one of our priority concerns should be to convince the broader public of the need for international studies. However, he felt that it is a bit presumptuous for North Americans to instruct Latin Americans (in U.S. Hispanic communities) in their culture and language. Mr. Andrews also was uneasy with Professor Roett's position that language and area studies programs should develop relationships with multinational corporations. A final point made by Mr. Andrews was that the vitality of academic disciplines is based on a constant infusion of new talent and we should encourage and preserve those young scholars in which we have invested so much time and energy.

Peter Bell, Deputy Under Secretary of the U.S. Department of Health, Education and Welfare, responded that we must decide which tactical or strategic shifts are necessary for our universities to maintain their capabilities for language and area studies in the 1980's. He felt that Professor Roett's five assumptions were in fact proposals for new directions, and he reminded us that the basic purpose of language and area studies is education--not to fight the Cold War nor to provide assistance to the Third World. Mr. Bell agreed that we may need to become more political, and that we should search for as broad a constituency as possible. He pointed to the difficulties of Latin American Centers reaching out to the Hispanic community when they have had problems relating to ethnic studies (Chicano, etc.) on their own campuses. Instead he stressed the importance of strength-

ening relationships with primary and secondary education.

A preference for discussing purposes and performance--what we should be doing and how well we are doing in our language and area studies programs-- instead of mainly discussing funding needs was expressed by Abraham Lowenthal, Secretary of the Latin American Program at the Woodrow Wilson International Center for Scholars. Tactics are important, but strategy and a sense of purpose are even more important. If Latin Americanists have an improved sense of priorities, and work on accomplishing them, funding will follow. He felt that the main areas of importance are research, public awareness, and the links between area specialists and decision-makers in public and private organizations. Mr. Lowenthal felt that our research capacity on Latin America has thrived since the 1960's, and full advantage should be taken of it. Some economies are possible; for example it is possible to make adjustments to the lower level of funding by new cooperative programs such as developing regional library services. Research has progressed more than outreach, however, public awareness and understanding are still low. The contribution of research in Latin America to the policy process has also not been very successful so far.

Professor Roett responded to the comments made by the three program participants. He strongly disagreed with Mr. Andrews' statement that we should not be concerned with national security and multinational corporations. Whether or not we like it, according to Professor Roett, many of the staff of the CIA or the U.S. State Department, Exxon or Texaco, are graduates of language and area studies programs. National security training is part of our mission. He agreed with Mr. Bell's comment that we need to establish linkages with other programs to assist the Hispanic communities and feels that

we have begun exploring ways to do this. In response to Mr. Lowenthal's remarks, Professor Roett stated that we are concerned with research, public awareness and input into policy. Our record as well as other discussions at this conference attest to this.

Before opening the discussion to the conference participants, Barbara Burn offered several remarks on the President's Commission on Foreign Language and International Studies. The Commission must have its recommendations to the President by mid-August in order to have an effect on the 1981 budget. The Commission is not yet sufficiently informed on several areas such as graduate placement and the relationship between language and area studies and business, and would welcome more input on these and related subjects. The rapporteur for this session, Robert Aubey, Director of the Ibero-American Studies Program of the University of Wisconsin-Madison, concurred with Professor Roett's summary response and offered several comments on the point that the missions of primary and secondary education and university education are related but not interchangeable and we must keep this in mind in our programs.

In the general discussion by conference participants on institutional development several commented that, in addition to the funding crisis, we are facing a directional or morale crisis in international studies and we need help from foundations and the Government to make the public aware of the need for international studies. Along with the provision of funds, these agencies should actively be involved in the promotion of the idea that language and area studies are vital. This will enable us to convince the private sector to join with us. The priority concern that has been placed on outreach should be backed with new dollars so that we do not have to use

funds which should be allocated to our core program.

A question was raised regarding the disciplinary priorities for fellowship holders (art, drama, philosophy, religion and sociology--in alphabetical order) established by the U.S. Office of Education which are not really related to the new directions we have been discussing, i.e. education, public policy and business. The questioner felt the priorities should be revised to integrate these new directions with the basic disciplines such as history. A representative from the U.S. Office of Education stated that the disciplinary rankings were based on an out-of-date study and should be revised; suggestions for modifications would be welcomed; and fellowships are not awarded solely on the basis of these priorities.

Discussion then turned to Mr. Bell's remark that centers have not connected with ethnic programs. Several expressed concern that in dealing with, for example, the Hispanic community, centers find themselves competing with other outreach or HEW programs and that centers have very limited funds to use in this area. Mr. Bell responded that we should be addressing first the theoretical and conceptual basis for researchers on Latin America involving themselves in the study of Hispanic minorities within the United States. In the first instance our approach should be intellectually rather than politically grounded. Suggestions offered by participants were to utilize the services of centers to breakdown the barriers and get Latinos actively involved in center programs. Others disagreed with Mr. Bell, and stated that the political approach should be dealt with first to ensure that centers cooperate rather than compete with other ethnic programs.

OUTREACH AND CITIZEN EDUCATION

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Preface

"Outreach" is a missionary term which connotes social concern and involvement in the broader environment of institutions. The university's obligation to share knowledge and wisdom and to encourage and to communicate understanding of the Latin American world area is the focus of this position paper.

For those unacquainted with the dimensions of Outreach and Citizen Education we have provided as an addendum to this paper (see p.71) a document by Dr. Ann I. Schneider of the Office of Education entitled "Examples of Outreach Activities at NDEA-VI Language and Area Studies Centers." Following the Conclusions are four fundamental recommendations for guiding university, federal and foundation policy planning for the 1980's (see p.79).

Introduction

In the final issue of The Beat Goes On, the official organ of The 1975 Albuquerque National Seminar on the Teaching of Latin American Studies, Miriam Williford assessed the future of Latin American outreach programming. The "Seminar will not end," she wrote,

so long as:

- 1) the publications developed by seminar faculty and participate continue to be used, and
- 2) instruction about Latin America meets the highest standards of excellence: teaching that is not only competent, but stimulating, thought-provoking, conceptual, fair, exciting, caring.^{1*}

Looking about us it is clear that the beat does go on, indeed often with quickened tempo. Although many of us were engaged in community activity ten or fifteen years ago, concerted outreach programs as such developed largely by federal mandate after 1972. How far we have come since then! Many of us have worked in all the areas suggested by Dr. Ann Schneider in her excellent 1974 compilation, "Examples of Outreach," and many have gone further still. One panel at the 1977 Washington meeting of NDEA Center Directors and Outreach Coordinators applauded "the extraordinary range of activities being tried/undertaken around the country."² There have been, nevertheless, many false starts and many head-long dashes without good advance reconnaissance. It is our hope that this paper will add a few guideposts to those already supplied by Schneider, Williford and others.

Outreach - The need, the rationale

Having evolved rapidly through the same stages as most human enterprises, Latin American outreach is now on the threshold of several major developments:

*See p. 75 for footnotes.

professionalization, institutionalization and specialization. Even were this not the year of the Presidential Commission on Foreign Languages and International Studies, there would be no better time to give some hard thought to what we are doing. Will professional outreach coordinators come between our faculties and our community constituencies? Institutionalization will surely give our programs continuity, and save them from the "undisciplined ad hococracy" which some critics lament, but will it sap our creativity?³ All too often outreach programs have been conducted on a color-by-the-numbers basis designed to satisfy federal requirements and community needs, but with little conceptualization or strategy. Now is the time for serious reflection.

The need for outreach by university-based centers like ours is clear. Whereas we in the United States no longer lack access to information on the rest of the world, we do lack understanding, explanation and empathy. Since World War II international news has occupied increasing column inches in our newspapers and democratization of travel has made first-hand experience abroad commonplace. But our public is beset by an "understanding gap" which Centers like ours are uniquely qualified to fill. Our institutions represent years of research and teaching--in short explaining--Latin America, and meaningful outreach should involve bringing our cumulative years of research, writing, library acquisition and teaching into contact with a broader clientele. As one of our Center Directors writes, "The only . . . outreach worthy of that name is outreach based upon . . . high quality research and instructional resources."⁴ University language and area studies centers grounded in rigorous scholarship and anchored in academic disciplines represent our best effort at explaining a little understood part of the world and are the appropriate bases for outreach.

From the federal standpoint outreach means increasing leverage per dollar expended. At the university's end, however, things are not so simple, and it is here that conceptual work needs to be done. One university system which does provide its outreach practitioners with firm theoretical support is the University of Wisconsin. For some years this System has operated on "The Wisconsin Idea," namely that "the boundaries of the campus are the boundaries of the State."⁵ The Wisconsin idea should guide and inspire us all, and for very good reasons. As one student notes, "when collegiate institutions fail to respond to an expressed mandate, they need to lose viability."⁶ Thus, when the Colonial North American colleges failed to meet the challenges of industrialization and the settling of a continent, they were eclipsed by land grant schools better suited to those purposes.

The challenge of today is that of coming to grips with the world, and those of us who are in the business of doing so face increasing competition from the media, community colleges, government and a host of new agencies. In fact, it was only with the original NDEA legislation and the subsequent International Education Act of 1966 that our government signalled an intention to move international education into the universities and take it out of the hands of the State Department.⁷ Now, two decades out the message is clear: we must share our wisdom with a broader audience or pack our briefcases and abdicate to less qualified competitors. If our own Center had not been willing to respond to the flurry of calls for information, conferences, TV appearances and bibliography on Panama and Nicaragua, to give a timely example, it would have been with the applause of many less objective, less well-informed groups.

What benefits does outreach hold for the university? In general they will not be immediate or readily tangible, although one of our Center Directors writes that he has staved off declining enrollments by offering traditional

courses in nontraditional settings, satellite campuses, community centers, etc. Most of us are agreed that outreach does have a "rub off" beyond modest NDEA grants. Community exposure does ultimately "feed" students into our programs, although for those of us in private institutions which recruit students nationally, even this effect may not be apparent. Perhaps more important in an era of retrenchment is what one author called the "inreach factor."⁸ The lessons which our constituents can bring us are many. School-teachers, business and community leaders are skilled in the art of making knowledge relevant. They can expose our students to new opportunities and give them valuable first-hand experience. Such contacts will often lead to new forms of employment so crucial in a period when traditional jobs are increasingly scarce.

On the Content of Outreach

We find the current term "networking" linguistically offensive but more representative of the work we do than is "outreach." Few of our activities are or should be unilateral. Rather they fall into the category known to development assistance planners as "indigenous institution building." These networks of relationships sometimes pull us in curious, even unwelcomed directions because our constituents have their own needs and priorities. It is here that we must beg USOE's understanding--perhaps even a sense of humor. Only about one-half of our own Center's outreach is initiated from within and little of it is unilateral insofar as scheduling and planning go. Most frequently we contribute our talent and money to activities in which constituent organizations play major roles. This is the proper shape of outreach, and we hope that USOE (the U.S. Office of Education) and our universities will take this fact into account. In the words of one study group at the 1977 Washington Conference, guidelines should be "permissive rather than prescriptive."⁹

The current range of outreach activities is tremendous and seems most related to geographical area, the presence or absence of Hispanic minorities and the nature of one's university. To list even a representative sample of such activities is a difficult task. UCLA (University of California, Los Angeles) has conducted a for-credit enrichment program for community college instructors. The University of Texas Institute's "Latin American Review" is heard over some 100 radio stations and many of us have experimented with television. The University of Florida has had notable successes in its "traveling suitcase" program as we have in our Central American business conferences and our Latin American children's literature courses. Most of us, in short, have done good work. Some outreach programs are nothing short of surprising. The University of Arizona East and Near East Centers have, for example, put two semi-trailers of multimedia materials onto highways in the Southwest.

Our major concern is that outreach be "selective rather than comprehensive"¹⁰ and reflect the strengths of the core programs and the needs of the community. We are not, however, particularly concerned about the "redundancy issue" raised by many of our colleagues, except in the area of publications. A conference on Brazil in Chicago almost by definition does not duplicate a similar conference in New Haven or Miami because the clientele differ. We do have some questions about the proliferation of conferences per se, however, and the tendency to equate outreach with conferences. Conferences and workshops do have their place but should not exclude other creative activities.

Publications

Again in the area of curriculum development and materials publication we advocate selective rather than comprehensive contributions. Measured

against the 1975 Albuquerque Seminar base line, the record is already impressive. Not only did important materials result from that conference, but most of us have made contributions since.¹¹ The conference publications, taken together with Ed Glab's (University of Texas at Austin) massive Latin American Culture Studies: Information and Materials for Teaching About Latin America cover the waterfront quite well, at least in the opinion of our teacher constituents. What we believe is now needed are specialized materials. The University of Florida's cross-cultural materials, for instance, satisfy a very specific need. The Conference on Latin American History is preparing a Teaching Atlas which should be of great value. Our own Tulane Series will be turning increasingly to Native American language curricula, teachers' guides to our museum collections and other specialized items.

Above all in the curricular and materials area the need is for coordination and sharing to make materials more accessible. It is here that CLASP, The Tinker Foundation, LASA and USOE might be of help. What we need most are outreach clearing houses, perhaps even an outreach journal through which we could "get a handle" on our publications and activities and develop a sense of direction.

Staffing Outreach Programs

One of the major issues in outreach today is professionalization. A full-time cadre of outreach alchemists would simplify and regularize our business, but the effect would likely be to insulate our faculty from the community. And our faculty talent pool in fact is all that distinguishes us from a junior college or community organization--which can hire its own outreach specialist as well as we. What we propose is that which is developing in many institutions: a professional outreach coordinator or team responsible

for the "coordination" of faculty in community programming. The coordinator in short puts faculty and community together but does not himself "do" outreach. It is our belief that this mix will both provide the continuity and infrastructure needed and discourage the development of the attitude, "that's a community affair, give it to the outreach director."

Who should outreach personnel be? If an outreach coordinator had been depicted in Richard Armour's amusing The Academic Bestiary he would likely have had five heads (a different hat for each) and ten arms, each hand holding a telephone. Unfortunately we have tended to cast very junior people in this very demanding role. This tendency has created predictable problems. Because outreach staff have regarded their jobs as transitional some indifferent work has resulted. Again, as some outreach coordinators complained at the Washington meeting, without PhD's or other clearly recognizable credentials they (especially young women) were not well accepted in the community. It is our feeling that outreach positions should be upgraded and given to more senior people. The use of graduate students in outreach should be limited to areas in which they have specific competence. Just as we narrow outreach by assigning it to one or two specialists we show our lack of commitment to outreach when we give it over to our least experienced people.

One of the pressing issues facing us today has to do with encouraging faculty participation. Many of us would agree that outreach programs should be integral to our core programs in every way. This, however, has been difficult in an academic system which rewards publication and teaching. Probably none of us have found the ideal solution to this problem, although for one reason or another many of our faculty are already fighting the good fight. Our correspondence with Center Directors suggest several means of increasing

faculty participation. As the Wisconsin Director notes, "quality faculty will support quality outreach."¹² Beyond that we must work to change the rewards system so that outreach is not an unrequited labor which burdens certain faculty. Above all we must work to raise consciousness in our own universities from the presidential to the departmental level. Community work is not a substitute for research, but it is a worthy labor with long-term benefits for our institutions. Outreach, perhaps, begins at home as we deal with our own colleagues.

Funding for Outreach

Given the number of variables--public and private schools, large and small schools, schools facing varying degrees of budgetary stringency--it is difficult to form a comprehensive picture of funding for outreach. A few Center Directors are quite sanguine, noting that outreach can be self-sustaining or even profit-making. Some business and government-related projects have generated grants and even private endowments. The exemplary record of a non-OE-funded institution such as The University of Arizona, to mention only one, suggests the potential. The Arizona Center Director notes wisely that "future outreach activities will have to combine many sources of funding if they are to continue to have in impact."¹³ In part such sources already exist, and some Centers have tapped them effectively. Many of us have had National Endowment for the Arts and Humanities sponsored programs, and many more of us have drawn on state-level humanities councils. The State Department and several private foundations have also been helpful, as have alumni. The new Citizen Education funding should be of great aid to many of those who do not enjoy NDEA Title VI funding.

Perhaps what is most clear to us is that, in the case of NDEA Centers, the Government is getting a very good bargain. Our budgets compare most

unfavorably with those of our Centers for teacher education on our public school systems. This discrepancy has made it difficult for some of us to develop outreach which is attractive to our wealthier colleagues. Typically, an NDEA Center puts upward of 50 very highly trained faculty into regular contact with diverse members of the community. We also open our unparalleled libraries to others and provide innumerable other services at great expense to our institutions. In our judgment the outreach "ante" cannot forever increase. We hope that the recently announced "threshold"--outreach to represent a minimum 20 percent of total activity--will remain constant. If not, it seems clear that core programs will suffer.

On Inter-university Cooperation and Coordination

One of the persistent problems in our field is that we have communicated better with teachers, businessmen and junior colleges than with each other. The time is right for such cooperation and much is to be gained. We are now well beyond the initial, disjointed stages of outreach programming, so that coordination is increasingly feasible. The potential is obvious: in an era of retrenchment, pooling at once spreads resources to institutions which lack funding and increases coverage for those who do enjoy funding.

At this point we lack the mechanisms of cooperation. One upshot of the Washington Conference was the tentative creation of a National Area Center Outreach Steering Committee, composed of representatives of each world area. The Latin American Outreach Coordinators also have discussed the possibility of yearly meetings and, in fact, have actually met at LASA conventions. As we have suggested however, our need is for more formal apparatus. We need a journal in which strategies can be reported, impacts measured and materials and techniques made available to others. Our Center newsletters and professional journals only begin to meet this need. Dr. Richard Jorgenson's (USOE)

forthcoming outreach inventory and The University of Indiana survey will help but are not permanent organs.¹⁴ An outreach journal would go far toward giving outreach greater credibility and better reputation. We also suggest the creation of a national outreach clearinghouse which would serve some of the same functions.

A continuing obstacle to camaraderie in outreach has been steady competition between centers. In fact we have greeted representatives of other Centers at our conferences who have announced that they planned to "rip off" our outreach (a direct quote). Unfortunately it is limited federal funding which creates this sort of atmosphere. The remedy is not apparent. The Office of Education, for its part, has made it clear that it encourages cooperation and will welcome "division of credit" for joint ventures.¹⁵ We would suggest that cooperative programming perhaps be given greater priority than single-center activity.

Conclusions

Our argument has been that the time has come for outreach per se and for thinking about outreach. During the 1980's our universities increasingly will turn to adult education, continuing education, social action programs and other nontraditional forms of education. Outreach fits our own needs very well. At the same time we are faced with great confusion as to direction and purpose. When the original Title VI legislation was drawn up there was little disagreement that 'national defense' was a major national need. Now, determining national needs has become what one observer has called "the intractable problem."¹⁶ It is for this reason that we need to plot carefully our mutual course.

What we are about in outreach, as we have suggested, is extending quality core programs into populations not initially touched upon by core activities.

"[Outreach] should evolve from core work; the two should not be in competition."¹⁷ The time has come to share the resources we have labored to develop. With one Washington discussion group we reaffirm the "centrality" of outreach and urge that we regard it as a "moral imperative."

Major Recommendations For the 1980's

I. Experience and Evaluation have shown that International Studies Centers focusing on one world area, e.g. Latin America or Southeast Asia, are better equipped than general programs to bring cumulative years of research, writing, library acquisition and teaching into contact with the community and the region. We urge that funding for Citizen Education (NDEA Title VI Section 603) be channelled primarily through experienced Centers which have the linkages and networks in place to carry out this valuable outreach activity. Furthermore we urge that current concern with "Global Perspectives" not be allowed to dilute or sap on-going extension of quality core programs into community discussions.

II. Universities, the Federal Government and foundations must find more effective ways to fund outreach activity. Outreach is costly. While we spend an average of 15 to 20 percent of our budgets on outreach, Center staff often spend 40 percent of their time on community and regional programs. The small contributions from federal sources as well as internally generated funds for outreach and citizen education must be supplemented from foundation support and from private sources in the community if we are to maintain current levels of activity.

III. Outreach for the 1980's must finally be considered by universities as not only a "moral imperative"--an obligation of the university to the community and the region--it must also be recognized as a function co-equal in status with the development of the core programs of Latin American Language and Area Centers if such programs are to survive and to thrive in a new environment with a shifting clientele. Outreach must be both professional and creative.

IV. International Studies Centers focusing on world areas such as Latin America, Asia and so forth must increasingly share outreach experiences and ideas with one another through consortia or national area organizations. Firm foundations have been built by the Consortium of Latin American Studies Programs (Institutional wing of the Latin American Studies Association) with the aid of the Tinker Foundation in teaching Latin American Studies. The national seminars on teaching and the resultant publications on how to teach Latin American studies must be expanded into the outreach area. There is a crucial need for an outreach journal, an outreach clearinghouse for ideas and programs, and for cooperative training and sharing of outreach personnel.

EXAMPLES OF OUTREACH ACTIVITIES
AT NDEA-VI LANGUAGE AND AREA STUDIES CENTERS

I. Assistance to Other Institutions of Higher Education

A. Library

1. Make library facilities available to faculty and students at other institutions in the region.
2. Encourage use of library resources through inter-library loan.
3. Prepare, selectively, bibliographic material for distribution to other universities and colleges.
See also II. B. 3.

B. Faculty

1. Encourage faculty to serve as consultants or guest lecturers (when requested) at other institutions in the region.
2. Organize a conference or workshop for faculty with similar area (or language) interests at other institutions to discuss new research findings (which might be incorporated in courses), curriculum development, or other matters of common concern.
3. Exchange faculty, on full or part-time basis, with colleges and universities in the region.
4. Video-tape lectures for sharing with other campuses; similarly, lectures may be recorded for radio use.

C. Students

1. Offer intensive language courses in which students from other institutions may enroll.
2. Arrange with other institutions for cross-registration of students at no extra cost to the student.
3. Work with other colleges and universities in developing and administering overseas student programs.
See also II. B. 4 and IV. C. 6.

II. Assistance to Elementary and Secondary Education

A. Advisory Services

1. Serve in advisory capacity, formal or informal, to state or local group, or individual teachers, interested in including or improving coverage of the area in their course(s).
2. Have a curriculum consultant on your staff (possibly under the Fulbright-Hays Program) to work with schools in the region.

B. Teaching Materials

1. Provide bibliographic assistance.
2. Evaluate (on request) textbooks and other teaching materials under consideration for use in the schools.
3. Develop a special collection of materials - books, pamphlets, films, maps, tapes, slides--for loan or rental to elementary and secondary schools.
4. Prepare text, perhaps working with other faculty, in School of Education, for use in schools, if need arises.

C. Instructional Services

1. Give informal talks, film presentations, or artistic performances to classes interested in your area.
2. Have graduate students do practice teaching (in language or on area) in school in the region.
3. Open summer courses, particularly language, to qualified high school students.
4. Allow qualified secondary students to audit introductory courses.
5. Offer a prize for the best high school composition on the area.
See also IV. B. 1. and IV. B. 2.

D. In-Service Teacher Training

1. Organize in-service teacher workshops (one day, weekend, one week, once a week for several weeks, three weeks, or whatever seems to meet regional need best) to help teachers to improve knowledge of the area, or to learn about new (language) teaching techniques-- or to guide center faculty toward improvement of methods for teaching pre-service teachers. Offering course credit for participation is often a crucial inducement to teachers.
2. Schedule some center courses so that teachers may take them (evenings, Saturdays, summer).
3. Offer teachers some tuition remission for center courses.
4. Keep teachers in the region informed of center offerings by means of newsletter or brochures.
5. Participate in more general training or refresher workshops for teachers.
6. Organize overseas study tours for teachers and curriculum development personnel, including pre-departure and follow-up programs.
See also IV. B. 6.

III. Assistance to Business Community

- A. Make an inventory of businesses in the region with interests in your world area.
- B. Learn from business community how students might be better trained for employment in business.
- C. Offer conferences or workshops (monthly luncheons, one-day, two week, etc.) for business managers interested in your world area.
- D. Offer evening courses on special topics for business, such as a special language course.
- E. Make translation services available to firms needing them (an activity which may provide good practical experience for students, incidentally).
See also IV. B. I. and IV. C. 6.

IV. Activities for General Public

A. On Campus

1. Make special guest lectures open to the public.
2. Open other cultural programs, such as films, theater, music, or dance performance to the public.
3. Sponsor exhibitions of art and artifacts from your area at the university or local museum for public viewing.
4. Prepare an exhibition of rare books and manuscripts at your library for general viewing.
5. Open courses to students not otherwise enrolled at the university, perhaps rescheduling some of more general interest so that they are given in the evening.
See also III. D.
6. Offer special non-credit courses open to students and the general public on special aspects of the culture of your area, such as cloth dying techniques, cooking, or flower arranging.
7. Encourage student language clubs to invite local residents (particularly those with ethnic ties to your area) to participate in their activities.
8. Organize a special "day" for your area or for one of the countries in your area, with some of the above activities and others, such as a roundtable of businessmen working with the area.

B. Off-Campus

1. Set up a speakers bureau (or be sure that some center personnel are included in a more general university speakers bureau), including both faculty and students interested in giving talks to community organizations.
2. Assist in assembling participants for panel discussions of topics related to your world area at meetings of community groups.
3. Lend films or slide collections to local groups.
See also II. B. 3.

C. Work with the Media

1. Advertise center activities open to the public and services available at the center.
2. Write articles on your world area for local publications.
3. Participate in radio and television programs on subjects related to your world area.
4. Do a regular series of radio or television programs about your world area.
See also I. B. 4.
5. Have available general information about the center (brochures, posters, and so on) for those who may request it.
6. Prepare a newsletter for regular circulation to other universities and colleges, elementary and secondary schools, and others who may express an interest about activities, services, and other developments related to your world area.

V. International Activities

- A. Make arrangements for exchanging faculty and students with one or more universities in your world area.
- B. Conduct cooperative research projects with faculty in your world area; such ties may facilitate student research projects as well.
- C. Exchange research results as fully as possible with faculty and institutions in your world area.

FOOTNOTES

1. The Beat Goes On (Dec. 1977).
 2. Draft Report of the Committee on Elementary and Secondary School Outreach, Oct 16-17 NDEA Joint Center Directors and Outreach Coordinators meeting, Washington, D.C.
 3. Robert B. Oxnam, University Outreach Programs on East Asia: Linkages with School and Community. Report of Johnson Foundation/Wingspread (East Asia Conference), Sept., 1975, p. 14.
 4. University of Wisconsin response to the authors' questionnaire. Except where otherwise noted our paper is based upon our own observations and on the 13 responses of Consortium of Latin American Studies Program members to our Fall questionnaire.
 5. Ibid.
 6. Lewis B. Mayhew, Colleges Today and Tomorrow (San Francisco, 1969), p. 19.
 7. William W. Marvel, "The University and the World" in Alvin C. Eurich (ed)., Campus 1980, New York, 1968, p. 97.
 8. Oxnam.
 9. Washington Conference panel on core program relationship to outreach.
 10. Response of Wisconsin Latin American Center Director to our questionnaire.
 11. Attempting a list of publications is at best a dubious venture. Some of those to date have included The Albuquerque Conference materials, In Other Words and Ways, Miriam Williford's It's the Image That Counts, Altiplano (a game), and Odds and Ends: Instructional Materials for Teaching Latin American Studies by J. Doyle Casteel and Miriam Williford. Conference Proceedings are reproduced in Teaching Latin American Studies: Presentations Made at the National Seminar on the Teaching of Latin American Studies.
- Other contributions include items in the University of Florida Series, notably Planning Cross-Cultural Lessons, Cross-Cultural Models of Teaching, Classroom Activities Related to Your Latin American Reliefs and others. In addition to Glab's monumenta, Texas has given us Mexican Celebrations and others. Wisconsin's products have included three items on Inter-American Trade and Investment, among others. The UCLA Series includes a valuable annotated bibliography and many other useful items. This list, as we have noted, makes no effort to be comprehensive and merely represents what was on our desk at the time this was written.
12. Response of The Wisconsin Center Director to our questionnaire.
 13. Response of The University of Arizona Center Director to our questionnaire.

14. "Descriptions of 'Outreach Activities' of 45 Centers for International and Language and Area Studies" compiled by Social Studies Development Center, Indiana University, 1976.
15. Washington Conference group on relationship of Core program to Outreach.
16. Report to the Congress of The United States by the Comptroller General: Study of Foreign Languages and Related Areas, sept. 1978, p. 17.
17. Washington Conference panel on Core program relationship to Outreach.
18. Committee on Collaboration with Professional and Community groups.

SUMMARY OF RESPONSE AND DISCUSSION

In opening the session on outreach and citizen education, Consuelo Nieto (Member of the President's Commission on Foreign Language and International Studies), serving as session chairperson, stated that she is committed to global education but not at the expense of language and area studies. The first panel response to Professor Greenleaf's paper was offered by Jerry Inman, Chief of the Private Sector Programs Division of the International Communication Agency. Mr. Inman summarized that there was a two-fold focus to the paper: 1) the maintenance of rigorous academic standards which are the appropriate base for outreach, and 2) bringing knowledge of language and area studies to a broader audience. He agreed with the first focus and differed with Professor Greenleaf's approach to the second. He felt that the real challenge is the development of more cooperative activity geared at raising the international knowledge and understanding of the whole nation. According to Mr. Inman, Professor Greenleaf's plea for more cooperation from media, community colleges, government, etc., would only serve an intellectual elite. He cited the AFS Program (American Field Service) or the Great Decisions Program of the Foreign Policy Association as examples of broader cooperative activities which reach the general population.

Mr. Inman also stated that before sharing their knowledge, centers must analyze its relevancy to the intended constituents. We need to give attention and definition to the nature of our outreach audience. According to Mr. Inman, Professor Greenleaf suggested a solution to the relevancy problem in his statement that our outreach constituents--schoolteachers,

business and community leaders--are skilled in making knowledge relevant. In many cases we contribute our talent and money to activities in which our constituents play major roles.

Leslie Paffrath, President of The Johnson Foundation, commented briefly on the Foundation's vigorous efforts on behalf of educational outreach and the need for centers to institute or continue outreach to select audiences. The task of informing the American public is immense, and the several media must be used to ascertain which may be most effective. It is very difficult to make remote international activities seem important or relevant to citizens whose interests concentrate on local and domestic matters. Competition for news space is intense, the media being highly selective because of limited space or time. Often The Johnson Foundation has to utilize its own radio programs ("Conversations from Wingspread," broadcast nationally) and publications (Wingspread Conference Reports) to get the word out. The challenge is to excite and inform the public in the absence of the crisis imperative. Classic thinkers and leaders have expressed their thoughts orally or in writing and then through the instruments of the media influenced millions of persons. By the same principal The Johnson Foundation can verify from its experience that ideas expressed at meetings can, through appropriate use of the several media, literally reach and influence countless others.

Ramon Eduardo Ruiz, Director of the Division of Public Programs of the National Endowment for the Humanities (NEH), agreed with the opinion that the question is not should we do outreach but rather how should we do it. As the first Latin Americanist on the NEH staff, he stated that NEH can help fund outreach and he solicited proposals to carry educational activities beyond the classroom into the community. NEH is concerned with activities aimed not just at the Anglo community but at the Hispanic community also.

Donald R. Shea, Director of the Center for Latin America of the University of Wisconsin-Milwaukee, in his capacity as rapporteur for this session, summarized the recommendations set forth by Professor Greenleaf as follows:

1. Language and area studies centers should be the vehicle for outreach.
2. Funding of outreach must be increased, perhaps by the private sector.
3. Outreach must be given more status on campus.
4. There should be better sharing of outreach experience.

Professor Shea observed that the three commentators were in agreement with Professor Greenleaf as to the need for outreach, and had raised important issues (summarized in the foregoing) in addition to those covered in the position paper. Professor Greenleaf responded to all of the commentary and concurred with the issues raised.

Discussion was then opened to the general audience and several Center Directors described their experiences in outreach. Many agreed with previous statements that we need to define outreach, determine our target outreach constituency and decide which centers and programs are most capable of conducting particular types of outreach. Much excellent outreach and citizen education is going on in areas far from the major funded language and area studies programs. One participant remarked that we need a carefully articulated plan to reach our target audience, incorporating the use of mass media and other means.

A final comment was made by a representative of the U.S. Office of Education who stated that it should not be taken for granted that funding for citizen education (NDEA Title VI, Section 603) will go to language and area studies centers. In order for centers to get the funds they will have to inform USOE of the following:

- 1) their past and present accomplishments in outreach,
- 2) how they will use the funds for linkages,
- 3) why they can do the job better than others, and
- 4) priority they place on outreach.

PROBLEMS OF RESEARCH IN LATIN AMERICAN STUDIES

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Introduction

For two reasons, I propose to be brief. The first has to do with the supreme importance--for Latin American studies as for any academic enterprise--of research, which is to say, the production of new knowledge. As this new knowledge constitutes the very essence of our intellectual capital, the process of research is essentially one of capital accumulation. Like any such process, it is a cumulative or self-enhancing one over the long run. Capital reproduces itself in new capital; knowledge leads to new knowledge. Since in graduate education the whole business of professional formation and skills development is inextricably bound up in the research process, our capital formation builds upon itself, providing the indispensable means for its own continuation and growth.

Like other forms of capital, research provides the basis of all aspects of the production process. Without it, for example, we really have nothing much to offer our students other than a grab-bag of platitudes and anecdotal illustrations to proclaim the importance of recognizing differences among

cultures. Much more is required, however, as fundamentally a degree program in Latin American studies is an exercise in liberal education--in essence no different from the classical liberal arts program. Indeed, if we put aside the bias of ethnocentricity, what we find is that the traditional liberal arts program of study was really the first interdisciplinary area studies program, one which focused on the area of northwest Europe, with its overseas derivatives in North America and its historical antecedents in Mediterranean antiquity. What has given this first, and most widespread, area studies program its intellectual respectability and undoubted instructional value--what has made it something more than merely an ethnic studies program for northwest Europeans and their progeny--is the awesomely rich research base on which it rests, a culturally introspective process that has been going on for centuries.

There is no way that we can immediately replicate, for the Iberian variants of western civilization, the immense body of information that provides the underpinnings for northwest European area studies. But this much admitted, we can take great pride in the enormous strides we have made in the past half century, particularly in the past quarter century, in building the knowledge base on which an Iberian-oriented liberal arts degree reposes. Consider what might have gone into a Latin American Research Review published in 1929 and compare that with what the journal can deal with today. Or compare the reading list for a course in Latin American history or politics given in 1950 with one for a similar course offered today. Or reflect for a moment on the increasingly difficult task that confronts the section editors of the Handbook of Latin American Studies as that compendium rolls off the press year after year. In short, by almost any indicator one may choose, it is plain that we have taken a quantum leap forward in both the volume and quality of Latin American research, even to the point of generating competing paradigms for the organization of social data. This being the case, we can

go about the business of designing undergraduate and graduate study programs with full confidence that Latin American studies constitutes a serious intellectual enterprise, not a "strange lands and peoples" routine engaged in by academic Lowell Thomases.

It is for precisely the same reason that it makes sense to undertake the other academic functions this conference has considered. Without the research base our outreach programs would have nothing to hand out--except, perhaps, some exotic snake oil for the middle class customers of the assorted world affairs road shows. Without research, even the extramural operations that have involved universities in foreign technical assistance programs would have to be abandoned as exercises in futility. It seems abundantly clear, therefore, that research is the very heart of what we are all about in teaching, outreach, and developmental assistance.

Being at once the stock of capital and the means of increasing that stock, research is the centerpiece of the whole academic endeavor. And, like love in marriage, it is better simply to get on with it than to sit around endlessly talking about it. More than occasionally one gets the impression that a great deal of research has been snuffed out under the weight of the ponderous discussions that seem to be an occupational disease to which academicians are peculiarly susceptible.

The other reason for brevity in this presentation relates to the character of research in Latin American area studies, especially to the production function that is involved. By production function, if one may be pardoned a further lapse into the vocabulary of economics, I refer to the particular combinations of inputs by means of which different levels of output--in this case new knowledge--gets produced. In principle it would be possible to specify and estimate an aggregate production function

for Latin American area research, which is what any general discussion of research needs in Latin American studies implies. In practice, however, this would not be very helpful because of the wide variations in input combinations that are required to produce the different kinds of research output that came from the different disciplines involved in Latin American studies. While the production of different kinds of new area knowledge shares certain common characteristics, the input requirements need to be specified quite differently-- for instance, if we are talking about an analysis of Chilean external debt than if we are studying the cognitive world of cuzqueño peasants or interpreting thematic development in the works of Machado de Assis. On account of its interdisciplinary character, Latin American research may be conceived of as a multiproduct enterprise, with the usual analytical problems where jointness of output is involved. But since, in this case, there is no real market basis for determining the relative need for the different "products," another problem arises. There are bound to be substantial divergencies, from discipline to discipline, in judgments of what would constitute an optimal mix of product output (and, by derivation, an optimal aggregate production function) for Latin American studies as a whole.

I should like, therefore, to deal little, if at all, with either specific research needs of individual disciplines or substantive research topics. Each person can draw up his/her own list of what the topical priorities are in that respect and derive accordingly a schedule of the inputs that would be required to generate that particular profile of new knowledge. Instead, I propose to dwell a while on certain environmental constraints that seem to me to shape, in varying degree, the production functions of research across the several disciplines that commonly compose the core of Latin American studies

programs. Having mentioned these constraints, I shall go on to look for a few minutes at their implications for three aspects of the research process:

- (1) individual research efforts;
- (2) group research efforts;
- (3) organization of the information infrastructure of research.

With this overview, I hope, we shall be in a somewhat better position to consider our varying individual disciplinary perspectives on the problem.

Environmental Constraints

By the logic of intellectual development per se, the "new directions in the 1980's" should be describable in terms of a particularly abundant research harvest. The decade of the 1960's was a time of massive sowing; Latin American programs were, in fact, seeded all around the country and in Latin America itself a whole new generation of well-prepared scholars began to train a critical eye on the social, political, and economic conditions of their homelands. Yet, despite the research progress that has been made, we cannot look forward to the 1980's with confidence that this progress will be uninterrupted.

(1) The first of the environmental constraints which operate so unfavorably for "sustained yield management" in the research area is the general shrinkage or leveling off of most university budgets. Particularly notable when monetary magnitudes are converted to real terms, this financial stringency is certain to continue more or less unabated for the foreseeable future because of the tapering off of enrollments, especially at the graduate level; because of higher education's fall from favor in the eyes of hard-pressed state legislators and many private benefactors; and because of a general concern with the possible overproduction of graduate level specialists.

Proposition 13 sentiments will almost certainly accentuate this problem by pitting a multitude of highly organized state and local interests against universities and colleges in the struggle for tax dollars. In the arena of state and local political struggles, the prospects are that higher education in general will not fare very well, if only for the reason that it often seems more convenient to postpone expenditures in that field than it is in fields where more

immediate, and clamorous, interests are at stake and where the deleterious repercussions of cutbacks are more quickly observed.

Unfortunately for our particular concerns, an admittedly non-systematic survey of experience on different campuses seems to suggest that exactly the same kind of financial coping behavior that prevails in legislatures and elsewhere occurs also within the university. Immediate needs such as running the heating plant, paying the light bill, and hiring more accounting instructors get an understandably high priority, and the main-line "bread-and-butter" departments, as high administrators sometimes call them, receive the most budgetary attention. (Interdisciplinary studies, except for business and education, do not generally fall into the bread-and-butter category). That, after all, is where most of the students are. In any case, the traditional departments are, from another point of view, simply long-established interest groups that sit astride the main decision-making channels in campus life. In this fiscal environment, postponable expenditures are all too easily postponed, perhaps indefinitely, especially for programs viewed as luxuries or frills. Moreover, there is, in times of financial austerity, a tendency to invoke bureaucratically simple expedients in the interest of containing the growth of spending: e.g., across-the-board ceilings on travel authorizations or book purchases or unrealistically low per diem allotments. In many cases, these and other fiscal expedients may tend to work differentially against the interests of foreign area studies, as when a freeze on ordering new periodicals prevents entering subscriptions to important new journals being published abroad.

To be sure, in research as in some teaching fields and in the area of student scholarships, supplementary money from gifts and endowments may be used to extend university activity beyond the range of support allowed by ordinary financing. For Latin American studies, though, the impact of this is commonly quite modest, at best. Unlike the wealthy ex-students from law, engineering, and business, graduates of area studies programs appear to be clustered in relatively less prosperous occupations or, on account of their relative youth, still below the higher rungs of the respective occupational ladders. While in the case of Latin American studies one might think that contributions would be forthcoming from the large multinationals that do such a big volume of business in Latin America, the widespread operations of these firms, there as in any other part of the world, seem to be conducted with relatively scant participation by or perception of the value of university-formed foreign area specialists. And, as often as not, there may also be a measure of mutual suspicion, even hostility, between the business and academic camps. For that matter, corporate contributions might well invite doubts about program integrity in the highly charged business-government environment that prevails today in so much of the Americas.

(2) Conceptually distinct but, in reality, closely related to the foregoing constraint is the factor of protracted inflation at what

for the United States are historically high levels. Since we in this country have not yet adopted the Brazilian jeito of "monetary correction," level-funding policies have come to involve sharp contractions in real funding, while even moderately increasing money appropriations can also mean real shrinkage. The implications of this accelerated inflation are so painfully familiar that for now it is sufficient to note that they tend to intensify all the problems associated with the first constraint and generally favor short-term considerations over longer-term ones.

Further, as anyone knows who has had much experience with the budgetary structure of public institutions, university administrators do not operate in a market based on a single currency or one unified by freely convertible currencies. Salary dollars are not always freely convertible into research dollars; maintenance and operations funds may not be readily transferred to the travel account. Sometimes administrative procedures or even legislated rules forbid such intra-budget transfers; sometimes practical experience, such as the knowledge that certain types of budget categories (e.g., uncommitted research funds) are, in a financial crunch, more likely than other types to be siphoned off or deleted at upper levels of the administrative structure. In consequence, a combination of fiscal stringency and inflation with these bureaucratic budgeting quirks is, with the passage of time, almost guaranteed to distort the structure of an originally well-designed program budget.

Unfortunately, in the past decade or so, there has also been a perverse reaction to inflation in the stockmarkets, where common stock prices have failed to perform their once customary function of providing a hedge against inflation. Accordingly, the investment portfolios of foundations have suffered and, with this development, the possibilities have lessened for private philanthropy to alleviate the stress of inflation on university research budgets.

(3) A third complicating factor is the remarkable growth of new area-relevant knowledge being produced. Inasmuch as knowledge tends to grow in a cumulative manner, this is scarcely unexpected. Much of it comes from the United States, thanks to past success in increasing the supply of area specialists, and, to a lesser extent, from European specialists on Latin America. But much comes from Latin America, reflecting the really extraordinary expansion of higher education and research institutes throughout Latin America during the 1960's and the 1970's. Thanks both to the past abundance of opportunities for young Latin Americans to undertake foreign study at the graduate level and to the proliferation and strengthening of national institutions of learning from Mexico to the southern cone, a far larger portion of the research on Latin America is now being done by Latin Americans themselves. Sometimes, too, the Latin American scholars who conduct these investigations do so with new analytical perspectives, shedding an interesting light on questions that might not even have been posed in the same terms by U.S. social scientists and forcing us to re-think the assumptions on which much of our own

inquiry has resented.* In many cases, Latin Americans also enjoy a decided and probably growing cost advantage over the visiting foreign researcher, who has been well advised to become less obtrusive in the Latin American scene than he once was out of deference to local sensibilities. From both foreign and domestic scholarship, then, the accelerated production of new knowledge has in several fields increased the obsolescence coefficient applicable to the existing stocks of intellectual capital.

Concurrently with this growth of research output has come a diversification of its fields and the forms in which information is incorporated. Survey research, for example, as well as quantitative research in history and economics have produced large batches of data in machine readable form. Map collections for geographical work now must include extensive arrays of data gathered through the use of remote sensing techniques in aerial photography. Developments in art history have underscored the importance of photographic archives as well as collections of paintings, drawings, sculpture, and the like. In ethnomusicology, recordings, musical scores, musical instruments and so on, are the raw material for generating new knowledge. Film collections have taken on new importance as well, with the expansion of literary criticism into a concern with this mode of artistic expression.

(4) A fourth consideration, one already alluded to, is the dispersion of many relatively new and well-trained area specialists into campuses away from the major language and area centers where they themselves received their doctorates during the salad years of the sixties and the carry-over program momentum of the seventies. The growth of this population has been stunning indeed, the product of the years when the U.S. government, private foundations, and state legislatures salted university campuses with dollars as liberally as Spain once sprinkled the continent of Europe with New World gold and silver. With a dwindling rate of growth in the principal temples of learning by the beginning of the present decades, a very large portion of these young scholars were thrust out into a sort of academic diaspora; the chief foreign area studies centers could no longer absorb even a small portion of each other's doctoral graduates.

Even in adversity, however, the academic will is a determined one, and as other colleges and universities came gradually to be colonized by these new area specialists, not surprisingly the courses they really wanted to teach have eventually appeared in the curriculum as a way of sustaining the area interest that informed their graduate studies.

*The growth of research on Latin America in (a) the United States, (b) Europe (east and west), and (c) Latin America, each conducted within its own set of ethnocentric and methodological biases, constitutes a very considerable advantage for it gives rise to the possibility of using a type of "social triangulation" approach in the successive approximation of analytical understanding to objective conditions in the region.

Some Implications for Scholarly Research by Individuals

The foregoing constraints on the research process carry drastic implications for the individual researcher and raise a very hard, fundamental, question that has tended to be skirted in recent years.

Fiscal stringency has, on campus after campus, tended to shrink the research budget available for the support of scholarly activity in general. Meanwhile, the function of teaching is taking on a new prominence in the allocation of budgetary resources, even where the reward structure continues to reflect a priority on research accomplishment. For reasons that have to do with teaching load calculations, where those are in effect explicitly or implicitly, graduate-level instruction is weighted more heavily than undergraduate instruction. Thus, strangely, the system continues to encourage a production of more PhD's. The academic machine seems geared to producing more claimants on the available research funds in a period in which these funds are becoming increasingly scarce. And if this contradiction were not problem enough, there is the further difficulty that, for quite understandable reasons, university research funds and, to some extent, external funding agencies, have tended to skew their allocational criteria in favor of relatively younger scholars who are as yet without tenure.

Unhappily for us, there is reason to believe that, at least at some schools, foreign area research is viewed as a decorative frosting--nice if one can afford it but less consequential than, say, research on screw-worms, minorities in the labor market, or learning disabilities. Foreign travel seems especially to fall under a cloud of suspicion. Where ceilings or similar limitations are in force on individual trip expenditures from state funds (e.g., \$600 at one major university), these tend to aggravate further the bias against overseas research. Despite years of dialogue, there is still

an evident failure on the part of many academic administrators to understand that field research is for the foreign area specialist the functional equivalent of the laboratory. Why is it, we may ask, that deans and departmental chairmen routinely compute the cost of recruiting a promising new engineer or physicist on the basis of the prevailing salary level plus an estimate for setting up appropriate laboratory facilities, but almost never do they budget special library or field research expenses as a standard outlay when hiring, say, a Latin Americanist historian or anthropologist?

The net result of these developments is to highlight a serious problem in the social allocation of resources. Even though new Latin Americanist researchers are emerging from doctoral programs each year, each representing a substantial investment of resources, and even though some of those will manage, for a few years at least, to maintain and enhance their area research interest, this is not an unambiguous advance. On the contrary, there is probably little or no net gain in our national research capability. Such increments, indeed, may well have been more than offset by the loss of up-to-date area expertise by more senior scholars, by scholars in fields less favored by traditionally-oriented research committees, by scholars on campuses where research funds are paltry to non-existent, and by scholars whose research locale lies beyond the budgetary limitations set by economizing bureaucrats.

Considering the aforementioned factor of the accelerated production of new knowledge in and about Latin America, it would appear that we are, in all likelihood, suffering a considerable net loss of intellectual capital through attrition each year as area familiarity grows obsolete and talents and training get diverted into other lines of research that are more supportable. Only partly, for reasons to be examined later, can this be offset by a switch in production function from field to library research. And, in the context of continuing, rapid inflation, there is less and less probability that scholars

will be able to shoulder the burden of self-financing for carrying out their own research, a not inconsequential source of funding in the past, especially the increasing expense of research abroad. Contracting real academic incomes, already a feature on many campuses, will, like the prevailing allocational priorities for research funds mentioned above, surely drive more and more scholarly researchers to apply their abilities in lines other than Latin American inquiry. A very large sunk investment is in danger of being rapidly lost, only partially to be replaced by duplicative investments in the professional formation of yet another cohort of area researchers. The trade-off here is not an easy one to resolve, for the problem seems embedded in the very structure of university life today. Nevertheless, one may question the social wisdom of an academic scheme that seems locked into an on-going pattern of simultaneously producing and dissipating foreign area research competence.

Some implications for Group Research

By all reason, one might have expected, had the growth era of the 1960's continued, a more significantly specialized evolution of graduate programs in Latin American studies than has, in fact, generally occurred. Besides providing a general assortment of more-or-less standard courses on Latin American literature, politics, geography, history, and so on, in a process we may call program broadening, they would, in all probability, have achieved much more in the way of program deepening, based on increasing topical or thematic specialization. For this to be successful, for this to enable us to realize fully the advantages of bringing together in real interdisciplinary endeavor Latin American area specialists from the several disciplines, it would have been virtually essential for the various centers to be able to mount sustained programs of thematically-focused group research.

This, with few exceptions, they have not been able to do in recent times, just when it would otherwise have been far more feasible to accomplish than it had ever been before. It is difficult to avoid the conclusion that this notable failure to realize finally some significant economies of scale in interdisciplinary research must be reckoned one of the heaviest costs of our present situation.

The prevailing scarcity of research funds, especially those destined for program development, is doubtless one major source of this difficulty. Allocators of funds, be they intramural or extramural, seem loathe to part with any of their decisional authority by substituting program or group grants for individual grants. Sometimes this is rationalized as a reluctance to delegate allocational responsibility to others; other times, as a means of maintaining a democratic and individualistic competition for support by not establishing privileged pools of earmarked research funds. Whatever the pretext, the practical effect has been to inhibit long-term commitments of funds to group efforts in the interest of building up centers of specialized investigation on particular themes.

The impact of severe inflation has exacerbated the problem. Indexation has not, so far as I can tell, been incorporated into such few program research grants as do exist in the Latin American field, with the dismaying result that multiyear team research efforts have found their financial base steadily eroded with the passage of time, through inflation at home and in Latin America, or lived in uncertainty from year to year in a makeshift manner. Where planning and start-up time is lengthy, as it is when an ambitious new interdisciplinary research program is being charted out and a team of researchers is being assembled and disengaged from prior research commitments, the deterrent effects of inflation are intensified.

Research patrons and supplicants alike have, not unexpectedly, tended to accommodate themselves to the situation by shortening the time horizons of their projects and opting for the individual rather than the group projects, although other factors, too, have worked in this direction.

Implications for Information Infrastructure

Other things being equal, the concatenation of circumstances described thus far would seem to favor a greater emphasis on library research, at least where there is some elasticity of substitution between library/archival and field research techniques. For that matter, the decline of academic real incomes has already forced many scholars to rely more on institutional libraries and less on building up their own working collections than was the case during much of the past two decades or so. Because of the same set of factors which has constrained individual and group research efforts, it has been difficult for organized information centers to respond appropriately to the needs of the times.

The weakening, especially in real terms, of most university budgets for foreign area studies has afflicted a great many library acquisition budgets as well. It often happens that other university program components, especially the direct instructional components, have more urgent needs than do libraries, whose acquisitions funding can be let slide in the (increasingly vain) hope that the previous real volume of acquisitions might later be recovered. The costs to research support of lowered current acquisition levels generally become evident only over the longer run. Besides this, the steep inflation in the costs of buying and processing books obviously inflicts further damage on an already impaired program of collection development.

Unfortunately there has been an extraordinary increase in the number of titles worth acquiring, from both U.S. and foreign publishing sources,

especially the latter. The number of periodicals that need to be monitored has also risen, while complimentary distribution is on the decline. Then, too, a rising percentage of Latin American acquisitions must come from a proliferating array of official and educational institutions in Latin America itself, where the rising costs of international postage cut sharply into acquisitions budgets. Yet given the present state of organization of the book trade in that region and serious deficiencies in methods of bibliographic control, a collection development program would for this, if for no other reason, tend to encounter increasing unit costs of acquisition--especially when one includes, as logically one should, the costs of claiming missing issues of periodicals, of ferreting out myriad official publications and the significant body of materials appearing in nearprint formats. Consider, for example, the cost implications of gathering and facilitating access to such varied materials as mimeographed working papers and reports, company reports, statistical tabulations and time series, broadsides and pamphlets, published reports in discontinuous series, papers read at scholarly meetings, contract and internal research reports, atlases, budgets, treaties, and so on.

Beyond this, libraries with serious research pretensions must deal with the fact that increasing amounts of useful information take the form of machine-readable data sets and that even minimal library adequacy requires computerized bibliographical search services. Both of these must become integral parts of a library's range of offerings. Non-printed material, too, comes increasingly into the picture of the major research holdings. On top of these trends, the evolution of new research specializations has produced more sophisticated and increasingly differentiated user demands for information, demands that require extensive and expensive retrospective searching and purchasing as well as corresponding rises in staffing and other housekeeping

costs. All things considered, Latin American library collections face monumental challenges in trying to match more specialized and variegated data needs on the one hand with the proliferation of producers of information on the other.

University authorities who may only blink once or twice before buying new electronic microscopes and similar scientific apparatus do not still, in many cases, appear to comprehend that for foreign area specialists a relatively expensive library is very much the same as no less expensive laboratory equipment is for the engineer or physicist. Increasingly, in fact, the strong research collections will be called upon to substitute for costly field research, especially in graduate education. They will also be needed by those researchers who must continue to go into the field, as a means of providing a more effective springboard for designing more sophisticated, and more quickly accomplished, field research projects in the interest of minimizing increasingly costly stays abroad. That higher library acquisition and management costs may be at least partially offset by lowered costs elsewhere in the research process tends to elude the accounting framework on which budgetary decisions are commonly based, and in no few instances does there seem to be sufficient appreciation that collection atrophy may be one of the greatest extravagances of all, especially in a period of reduced foreign travel.

Policies for Strengthening Research

I fully recognize that I have done no more than introduce, however imperfectly, a large and complex field for discussion. The main body of the theme will emerge, more nuanced and intricately stated than one expositor could hope to accomplish, out of the deliberations that I hope will ensue. Let me therefore move on to suggest a number of policy recommendations

which might be derived from the circumstances described above, recommendations which are offered simply as a point of departure for a broader exchange of views. As we focus on what may yet be required for optimal funding of Latin American area research, however, I hope that we do not lose sight of the important research support that has been forthcoming already from private organizations like the Tinker Foundation or from public sources like the Inter-American Foundation, the Council for International Exchange of Scholars, the Office of Education, and the National Endowment for the Humanities.

A number of considerations seem to point to the likelihood that relatively more of the research on Latin America undertaken by U.S. scholars in the future will involve a rather different combination of inputs from that which has characterized the past. In fields where it is possible, more emphasis will be placed on library research in this country, on the use of data gathered and shared by Latin American researchers, and on relatively short visits to the field to work collaboratively with Latin Americans. If this is an accurate assessment of the case, then several policies would seem to be indicated:

- (1) A shift in Fulbright and similar programs from teacher exchange to more research exchanges, with a special increase in the number of short-term research grants (i.e., from two to eight months duration). The growing maturation of Latin American universities implies in many cases a less urgent need for visiting lecturers and a correspondingly greater possibility of integrating visiting researchers into a structure of graduate studies and on-going research projects. Happily, there may well be a certain convergence in this respect between Latin American needs and ours.

- (2) A rise in the funds provided from NSF (National Science Foundation) or other sources for joint Latin American-United States research planning and project monitoring meetings.

- (3) A change in federal funding policies to give more emphasis to building up, where feasible, a regionally dispersed network of principal or comprehensive research collections. For this purpose, perhaps, the Library of Congress could serve as a center for the Northeast as well as a national resource center. This would involve

supplementing in a major way the budgets of those four or five university libraries in other parts of the country that have evinced the greatest commitments to Latin American collection development hitherto. Given the diversity of research and teaching interests in each region, however, it would probably not be feasible to divide collection responsibilities either topically or geographically. One suspects that such an a priori division of labor would prove unworkable in short order, although, following established collection development policies, the several participating libraries would probably continue to have some differences of emphasis. In such a scheme, the Library of Congress would continue to function as the flagship of the system, assisting national bibliographical efforts by putting the Handbook of Latin American Studies entries, retrospectively as well as currently, into machine-readable form.

There has been talk, off and on over the years, of establishing a North-South center to complement the work of the East-West center. Conceivably such an idea could be expanded to rest on a network of major comprehensive research collections of the sort envisaged here.

(4) Provision of a simple new mechanism for the decentralized awarding of minigrants: i.e., relatively small grants to permit scholars to travel to and stay at one of the several regional research library centers for periods ranging from a few days to several months. Conceivably, for instance, research boards could be established in connection with the regional research centers to receive, screen, and process such applications at fairly frequent intervals with the aim of maintaining a Latin American competence among the many area specialists on campuses that are not major centers for Latin American research as well as serving the scholars of the principal language and area centers. While we still have need for strong and probably expanding, graduate programs at the master's level, doctoral-level fellowship support might partially be diverted into a national program of post-doctoral minigrants to stem the attrition of area expertise which now undermines the value of our past investments in area competence. A widespread research-grant program of the sort envisaged here might, in addition, be a constructive feature of a North-South center network.

(5) Finally, one would like to see a new program of six to eight year grants for group interdisciplinary research programs, built around particular themes or topics of inquiry. While these could be located at institutions of advanced foreign area research housing the comprehensive research collections, this would not always be essential, for a concentration of specialized holdings in the topic of the research group might well be within the reach of some of the intermediate Latin American collections. Although group projects might center on new subjects of inquiry, it might in a number of instances be fruitful to launch some sizable efforts to work on retrospective policy analysis, examining in a comparative framework various national experiences of the past two or three decades.

One hopes that the current Presidential Commission on Foreign Language and International Studies will devote some effort to reviewing what the various federal agencies--USOE, Commerce, State, AID, ICA, Agriculture, NSF, NEH, and so on--might do to support research projects with such a time horizon. While this, for example, would be beyond the upper end of the time interval contemplated or the mid-term foreign policy research projects considered a few years back by the ACE Task Force on that subject, a good case could be made that the six to eight year project life proposed here would actually foster a more productive dialogue and closer working relationships between research organizations and the client agencies (the Department of State, and the other internationally-related government agencies) than would shorter-term contractual relationships. At the same time, the project life suggested here is shorter than that implicitly envisaged for the major centers of advanced foreign affairs research in the report of the ACE Task Force just mentioned.

Granted that all this sounds a good deal like the labor leader's historic reply of "more," when he was asked what trade unions were seeking. Nevertheless, such have been the inroads of years of underfunding and the ravages of inflation and administrative disregard in higher education that it would be fatuous even to suggest that authentic solutions can be found within the existing allocations of real resources.

SUMMARY OF RESPONSE AND DISCUSSION

William E. Carter, Chief of the Hispanic Division of the Library of Congress, described how the Library of Congress and other libraries need to move toward a closer relationship to the field. He stated that all libraries need to determine their acquisitions policies with great care. No library can obtain everything and serve every need. The mandate of the Library of Congress is to first serve Congress, then other federal agencies and finally the general public. As part of its response to this mandate, the Hispanic Division serves as a bibliographic center of first magnitude, its most important ongoing publication being the Handbook of Latin American Studies, a basic bibliography of record.

Mr. Carter outlined the lengthy procedures involved today in acquisition and cataloging, and pointed out that the most serious and expensive problems revolve around the matter of processing and not acquisitions per se. Agreeing with Professor Glade's proposal for regionalization of library resources, Mr. Carter commented that SALALM (Seminar on the Acquisition of Latin American Library Materials) is working on ways to share responsibility for acquisition and cataloging, and has already drafted recommendations for the President's Commission on Foreign Language and International Studies regarding this matter. Additional issues raised by Mr. Carter were the need to bring scholars to the collections, and the need to develop a closer relationship between scholars and major libraries in the determination of bibliographic priorities.

Richard Thompson, Chief of the International Studies Branch of USOE, reiterated Professor Glade's statement that research is the very heart of language and area studies and added that the problem of sufficient funds for research is exacerbated by a system which places an increased focus on

advanced teaching, thereby producing more research specialists which in turn creates a greater demand on available research funds. According to Mr. Thompson, there are four issues to be considered when discussing research in the 1980's:

1. Training new Ph.D.'s vs. retooling specialists
2. Funding younger scholars vs. established scholars
3. Overseas research vs. domestic library research
4. Individual vs. group research

Each of these had been addressed by Professor Glade and Mr. Thompson approached then from the USOE perspective. Proposals are reviewed to determine if less time can be spent overseas so we can get more for our dollar. Perhaps some Ph.D. programs should be eliminated. Longer grants are recommended so that Centers can do a better job of establishing strong libraries. Group research is extremely costly and, according to Mr. Thompson, we must look for other ways to approach it, such as proposals for joint faculty research meetings over several summers or research proposals under the Group Projects Abroad Program of USOE.

In his final remark, Mr. Thompson responded to Mr. Carter's comment that NDEA Title VI does not support research. In addition to research supported under Section 602, Title VI could support Center-related research but it would have to draw funds from the existing training centers and regulations would have to be changed.

The third commentary was provided by William Dyal, President of the Inter-American Foundation. Mr. Dyal felt that we have spent too much time dwelling on the past. In looking to the 1980's we need to define the problems and movements in Latin America today and then determine our research priorities.

In closing, the Chairperson of this session, Professor Michael Meyer of the University of Arizona, commented on the problem of delivery of research. He is presently the Editor of the Hispanic American Historical Review which turns down eight out of every ten articles submitted. This is an additional problem we will have to address in the 1980's.

IV. NEW DIRECTIONS

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THE FUTURE ROLE OF LATIN AMERICAN STUDIES:
A PERSPECTIVE FROM GOVERNMENT SERVICE

Viron P. Vaky
Assistant Secretary of State for Inter-American Affairs

I have taken as my task to look at Latin American studies from the standpoint of the practitioner, and in particular from the standpoint of the Department of State and the Foreign Service, and to reach some conclusions regarding those programs of study in terms of the practitioner's needs. Such a task, it seems to me, requires two things:

- To survey broadly the characteristics of world political and economic relationships, their likely development over the coming decade and their longer-term implications for the foreign policy of the United States and the activities of the State Department; and
- Secondly, to define the kinds of knowledge and analytical skills required by policy makers in the Department and Foreign Service to cope with those changing realities.

My conclusion is that there is a growing need for sound educational programs aimed at developing an area competence in Latin America--dictated by the growing complexity and importance of that area both to us and to the world order. But there is also a need for developing that competence in a very special way, viz. to relate it to--or root it in--broad disciplinary and conceptual frameworks and analytical methodologies. My argument is

that this kind of synthesis is necessary if practitioners are to be effective in any geographic area. Knowledge about a geographic area is not very useful unless it can be related to something larger than itself--comparatively (to data on other areas) and/or conceptually (to social science theories and disciplines).

Tomorrow's World: Multiple Co-Existence

It is now conventional wisdom to observe that the nature of the world has drastically changed in the 30 years since the end of World War II, and that the "Cold War" of world-wide bi-polar confrontation between the United States and the Soviet Union is ending or has ended. The loss by the United States of its relatively wide margin of predominance in economic power, technological leadership and strategic superiority; the very unusability of the full panoply of nuclear force possessed by the superpowers; the emergence of new nations and strong universal drives toward self assertiveness and autonomy; the very heterogeneity of a world filled with intractable conflicts unconnected with the Cold War; the development of strong transnational links and scientific/technological interdependences--all have strained or broken the blocs, multiplied the actors and provided new dimensions of activity and interactions for them to engage in.

Experts generally agree that in the 70's new world political and economic relationships emerged and are now in the process of development, but they do not agree on precisely what is evolving. Generally, we seem to have a multi-power world characterized by at least five power centers. The development of the military, political and economic aspects of this emerging polycentric world system is proceeding at different rates. In a strategic-military sense, we are still in a bi-polar world with the Soviet Union having attained strategic

nuclear parity with the United States (in itself a change in circumstances from what obtained through most of the Cold War period). Economically, each of the five power centers has "superpower" potential, and is already, or is in the process of becoming, the center of a world economic bloc. Politically, the two superpowers have the capacity to act anywhere in the world and, perhaps, the urge to universal influence; the others have limited abilities and interest in this regard, at least as yet, but the urge to regional influence may develop strong regional arrangements and balances around them. The differential rates of development of these various aspects of the polycentric system, as well as specific political and economic issues, generate serious stresses and strains both within and among the five power centers and with and among the client and non-client smaller states populating the rest of the world.

Among the great number of factors conditioning the development of the international system over the longer term, one of the most significant is the conflict between simultaneous trends toward greater international cooperation and integration, on the one hand, and increased nationalism, autonomy drives and "separateness," on the other. The problems subsumed in this conflict are particularly relevant to our inquiry.

The trend toward international integration expresses the many kinds of interdependencies among nations today. Efforts to realize gains from trade and capital flows, the economies of scale, and larger-than-national markets, and the benefits of freer access to technological and managerial innovations have led to pressures for international economic integration. Scientific and technological advances have made close international cooperation indispensable in such fields as satellite communication, public health, weather, etc. Ecological concerns produce the same kind of pressure.

There is, on the other hand, a strong counter-trend in the universal drive of nationalism. This reflects, on the one hand, the end of colonialism and the establishment of new nations in Asia, Africa and the Caribbean; and, on the other, the post-war reconstruction that revived and strengthened older nations in Western Europe, Asia and Latin America. These nationalistic trends are heterogeneous and are shaped by the different kinds of social and cultural change taking place within the various types of countries. But they are evident not only in the "developing" countries, where the stresses of modernization are the central realities, but also in the "developed" countries, where changes in social values and expectations have steadily increased the size, diversity and urgency of the goals that competing groups seek to achieve. Certainly the United States is undergoing as profound, if different, a process of socio-cultural change as Brazil or Peru.

The question of how to treat smaller friends and client states now is a particularly delicate one for us, and Latin America is Exhibit A. It is a mistake to expect that nations whose whole internal equilibrium has been arranged around a certain style of relationship with us will automatically understand and not feel threatened, or at least cast adrift, by a shift in our tactics. They may, if not convinced otherwise by our diplomacy, interpret tactical changes as strategic reversals and react with indignation. They may feel so insecure and unsure of what relationship to have with us as to accept accommodation with our chief rivals instead of "balance" or "independence."

In this whole area we deal more with perceptions than realities, and formulating a conceptual and operational place in our global policy for relationships with the smaller powers and the developing world is also one of our most pressing--and as yet unfulfilled--policy tasks.

In short, we live in a world of fluid multiple forces and power levels, with no common code as yet, even tacit, on how to handle conflicts, how to

avoid crises, how to climb down from high horses. And yet in a world under the danger of nuclear holocaust, "multiple state interplay" must be developed into some sort of controlling equilibrium to avoid the world having to face its "moment of truth."

Tomorrow's Diplomat: The Trained Generalist

Diplomacy and policy-making in the kind of international system described is a difficult and demanding activity. The circumstances described above will suggest rather readily what general kinds of qualities and skills future diplomats and policy makers will require. Certainly they will have to develop a much broader and deeper understanding than they have hitherto needed of the nature of the socio-cultural processes in their own and other nations and of how they can be influenced. They will require expertise in understanding the norms, values, tensions, internal forces, aspirations, and atavisms of other societies which determine their perceptions of reality, define their particular interests, and set limits on what can be demanded of them. Above all they will need the capacity to analyze social phenomena profoundly, to structure or design research for needed information, to predict from such analysis, to draw abstractions from observations and data, and to conceptualize operating theories with which to frame policy and strategy. One can go on and detail the specific functional expertise, competence in social science discipline, and analytical skills needed for these purposes but I need not belabor the point.

In my view, however, there is one quality which is indispensable to the effectiveness of policy-makers and diplomats, viz., the capacity to integrate knowledge from various fields. The growing complexities of the world system, together with the increasing specialization and sophistication of the social sciences and analytical techniques, will make knowledge of

the various social science disciplines and the analytical work of specialists more important to the Foreign Service than ever. But the real life situation with which policy makers have to deal cannot in most cases be divided into aspects or sets of factors or fields of knowledge that correspond to professional disciplines and that can be dealt with in isolation one from the other. They are rather integral parts of systems or subsystems, comprised of interacting processes and positive and negative feedback loops. Hence the disaggregation and isolation essential for scientific analysis or "specialist" handling are often fatal handicaps in policy prescription and implementation, which usually require instead a holistic, integrative conceptual approach.

Indeed, the very growing specialization intrinsic to the expansion and deepening of scientific knowledge gives the specialist a "trained incapacity" (to use Veblen's term) for coping in real-life situations with the multi-dimensional interactions that characterize the social and political process. To use specialized knowledge and analytical tools effectively in policy making and implementation, the relevant data from the different fields and their proliferating subdivisions will have to be selected, integrated and translated into practicable prescriptions by people professionally trained to do so, that is, by generalists or integrators who have an independent capacity for understanding the essential elements in the work of specialists, for comprehending the utility and the limitations of the various methodologies, for organizing and directing technical research, and for evaluating proposed policies and actions.

One additional point. To choose and integrate data and deal with complexities and ambivalences, the generalist needs more than just professional knowledge of the social sciences and related analytical techniques. His

integrative capacity depends on two intellectual preconditions. The first is a reasonably comprehensive, integrative way of thinking about the nature and functioning of society and culture that provides guidelines for selecting data and reference points for organizing and orchestrating them in meaningful ways. The second is a valid standard by which to judge the consistency of policies and actions with the values and norms of behavior of the societies involved at both ends of international relationships. Acquisition of both of these sets of concepts will generally require an understanding not only of social sciences but also of the humanities. Indeed since the essence of the humanities is the expression and the study of a society's changing sense of identity, meaning and destiny, they play a crucial role in deepening one's conceptual capabilities, and in "humanizing" abstract theories, models, and ideas.

In short, a training goal ought to be to foster the development of trained generalists with a relevant, useful, and even morally valid, conceptual framework for thinking about societies and cultures.

The Latin Americanist

If the foregoing has any validity what is the role of an area specialization, specifically Latin American studies?

There is no need for me to outline the importance of the region to our foreign policy and to world developments. There is no need to dwell on a truism, viz., that one cannot deal with other societies and people competently without knowing its language, culture, history, social norms and values. In short, there is a pressing and increasing need for foreign policy makers and practitioners who understand Latin America and understand it deeply. But there is an equally pressing need to shape that knowledge in terms of an

integrated whole, a larger canvass and not just a "specialization." From the standpoint of training Foreign Service Officers for assignments we can conceive of area studies in two ways.

One is the traditional, orientation kind of course, designed to fill the need of conveying general information to someone going to an area who is relatively ignorant of it. This will usually consist of accumulated data and some interpretative material, at a level aimed primarily at providing information with which to orient oneself. Basically, this kind of course provides tools--some history, some economic data, some socio-cultural explanatory material--and basically it is self-contained, that is, taught and organized autonomously, in an administrative sense, from other kinds of training such as economics, political science methods, etc.

This level of training serves a purpose. In relation to what I have sketched above, however, it is limited in what it does. This kind of data accumulation is helpful in enabling an officer to carry out duties given him, but it does not guarantee that he can originate significant questions and interpretations. To know some of the facts of Mexican history is not per se to know their significance, to be able to expose misinterpretations or to identify the most fruitful directions for relating to Mexican society.

To be most effective, however, area expertise must be related to something larger than itself. Every good area expert is also a comparativist, and probably also a specialist, or reasonably familiar with one or more fields of knowledge.

In short there is need for training that, besides enlarging general competence in a geographic area, relates it to--or roots it in--comparative studies and the social science disciplines. This synthesis is essential if an officer is to be operationally effective, capable of analyzing and

interpreting, of framing needed areas of inquiry, and equipped to communicate in the profoundest sense with the society in which he works.

My basic proposition then is that trained generalists, with this kind of comparative area competence, are needed for Latin America. As noted above, the conceptual problem of relating the major part of the world to the kind of equilibrium system we are trying to establish among the great powers is one of our major foreign policy tasks. And within that task, Latin America occupies a major place--it is filled with "middle powers" and proto-middle-powers, sources of essential raw materials and historical friends: "the one part of the Western World that is underdeveloped and the one part of the developing world that is Western."

To make all of these propositions meaningful let me now posit an ideal inventory of skills and knowledge which I think Foreign Service Officers (and other representatives) in a Latin American mission ought to have, besides language competence:

- Good grounding in the logic and philosophy of social inquiry; e.g., the philosophy and postulates of science; the sociology of knowledge orientation;
- Familiarity with the issues involved in systematic analysis, e.g., the problems of conceptualization and observation; problems of definition; principles of hypothesis and concept formation;
- Familiarity with the methods of social science analysis, e.g., problems of research design; cross-national research; statistical methods and reasoning;
- Some understanding of the various theories of a) political analysis and b) international relations, their utilities and limitations;
- Some understanding of the logic and methods of comparative studies, including comparisons both through time and synchronic comparative perspectives;
- Some understanding of the relation of behavioral sciences to political affairs, especially communications, psychology and social psychology;

- Good grasp of Latin American History, culture and social structure, especially interpretatively, i.e., the concepts, perspectives, heritage, values and behavioral norms which shape the way they think, and the social institutions and relationships which structure the way they operate;
- Because it is Latin America's central reality, some knowledge of the general issues and nature of modernization and social change, and the particular manifestation of them in Latin America;
- Similarly, familiarity with the principles and theory of economics, especially as they relate to development, and some knowledge of current economic/development/financial problems and issues in Latin America.

This is, I repeat, an ideal conceptualization and I frankly admit to no real idea of its feasibility, either in pedagogical possibilities or in terms of practical budget and time prospects. But it is, I submit, what we increasingly need, and perhaps the ideal can be a useful departure point for shaping the Latin American studies programs of the 80's. We in the practicing end, at least, must look to the universities for this kind of essential training and education if we are to meet our country's requirements in the decade to come.

SUMMARY OF DISCUSSION

Richard Leonard, Vice President and Editor of the Milwaukee Journal, chaired this session and solicited comments from the audience after the paper was read. One participant commented that he agreed fundamentally with Ambassador Vaky but feared that he was too idealistic. Several others went on to state they were grateful to Ambassador Vaky for providing a clear definition of our mission which we can use with administrators, faculty and students as well as foundations and the Government in explaining our purposes in our training programs. Mr. Einaudi responded that he will attempt to have this statement changed from a personal statement to an institutional statement.

FUTURE FUNDING FOR INTERNATIONAL STUDIES:
A PERSPECTIVE FROM CONGRESS

Dante B. Fascell
Chairman, Subcommittee on International Operations
U.S. Congress

It might be useful for me to give you a brief historical note on the evolution of thinking in the Congress as it has related to foreign policy objectives which impact directly on the attention paid to your concerns. Twenty years ago, the Congress approached the problem of foreign aid from the perspective of classical economic development theory--and legislation was written reflecting that bias.

Time passed and that theory wasn't working, so we tried institution building. That had some success, but not enough, so we moved into a concern for human rights and factored that into our foreign policy. That is where we are today.

One example I might cite is the Inter-American Foundation, whose legislation I sponsored over the objections of a number of people who said it would never work. The success of the Foundation has given a new thrust and meaning to developmental assistance programs.

Notwithstanding some successes, however, the Congress operates from a posture of resistance to both bilateral and multilateral aid. A direct example of this is the current move to reorganize the Agency for International

Development to meet some of the expressed concerns. Those of us who believe in the utility of these programs are working to strengthen the agency.

On other fronts, I have worked with Congressman Paul Simon to urge the appointment last year of the Presidential Commission on Foreign Language and International Studies, which, as you know, is due to issue a report next fall.

The House Subcommittee on International Operations, which I chair, provided a forum last summer for hearings on public and private efforts to meet the national need for international education. We discovered a wide variety of activities, all competing for a limited number of resources. Much good work has been done, but much more needs to be done.

One of the biggest problems from a congressional perspective is that authorizations are ahead of appropriations. The Foreign Affairs Committee may be convinced of the need, but unless you convince the appropriations committees and, for that matter, the Office of Management and Budget, you won't get anywhere. This is particularly true for Latin Americanists, because Latin American studies is one area which needs continued support. The discussions between President Carter and President Lopez Portillo in February highlighted some of the problems we have with Mexico in particular and Latin America in general. The longer we let those problems go unsolved, the less flexibility we will have to develop a mutually beneficial solution. Support for trained specialists in Latin American area studies is one way to increase our national expertise and to focus on these problems.

I must admit that I'm prejudiced. I'm in favor of what you've done and what you are going to do. I acknowledge the tremendous growth in literature in the Latin American studies area. I recognize and approve the existence of outstanding institutions of learning and a notable group of excellent scholars.

However, you are faced with a paradox: the increasing interdependence of the world suggests the need for more and more central management to deal

with our problems. At the same time, the complexity of issues suggests that effective central management may not be possible. What this may mean for those concerned with international education is that to succeed, you must rely less on the federal government for support while at the same time seeking more federal funds. This also means that those who seek to increase financial support will have to lobby harder for the few resources available. It also means that those with the ability to be creative in their use of the resources that are available will achieve much more than those who spend their time wishing for increased resources.

Having said that, however, the next question is, "Where are you going from here?" At this point, I want to offer some concluding thoughts that might contribute to an answer to this question.

Your first task, as I see it, is an examination of your needs, purposes and role over the next ten years. What will the changes be? How adaptable should you be? What is the nation's absorptive capacity for your product? What should your operational mode be? What will your funding requirements be?

Government in this country--be it national, state or local--will only respond to you after you have answered these questions for yourselves. You ask, "Is Congress sufficiently aware and interested in area and language studies, particularly in Latin American studies?" The answer is "no." Is it insensitive to these matters? No. There is simply a great need for education--a need you will have to fill if you are to expect governmental help.

In marshalling your resources to present your case, you should not ignore or regard as competitive the budding efforts of those who wish to give more impetus to education for global awareness. I note here that there is a Wingspread conference planned next month on the subject. That might be a good place to start.

Central, of course, to any program increases are the funds to pay for the programs. Yet funds will not be forthcoming until awareness of the need for these programs is much more widespread than it is now. In order to determine the level of funding, both public and private, needed for given programs, we need a consensus that the programs are necessary, then a priority system for building the programs and, finally, an estimate of the size of the program necessary. Only the academic, business and professional communities working together can make these kinds of estimates effectively. Therefore, a process which would bring these communities together on a regular basis would be very useful.

You should also explore all other possible sources of help and vehicles to implement your programs. What is the relevance of existing international education programs? Can you make use of multilateral development bank funding? Does OPIC--the Overseas Private Investment Corporation--provide any opportunities for you?

The bottom line, then, involves a number of steps, all of which are important to your success. First, take a sound and strong professional position. Make the relevance of your programs clear in layman's language. Establish and fight for your professional and budget priorities. Take concerted action through the broadest possible coalition you can put together to achieve your ends. In other words, educate the Congress, others in government, the academic and business communities. This can't be a one-shot lobbying job. It must be a broad-based continuing effort.

In my view, the result of increased support for international education will be an increase in the openness and sophistication of U.S. culture; a strengthening of the moral ideals of tolerance, curiosity, receptivity and appreciation of diversity which have characterized American society at its

best; and the development of the kind of education about the world, and the kind of educated men and women we wish to promote.

The world our children will face 30 to 40 years hence will be radically different from today's world. It will demand different orientations and skills which will take time to develop. A conference such as this one is therefore useful as a beginning. I applaud your efforts and look forward to much productive activity in the future.

U. S. Latin American Policy

... progress does have considerable knowledge and experience in these areas such as the role of the United States and the Latin American countries. We must be realistic in our expectations. We must also be realistic in our assessment of the role of the United States and the Latin American countries. We must be realistic in our assessment of the role of the United States and the Latin American countries. We must be realistic in our assessment of the role of the United States and the Latin American countries.

Developing the World

The argument that Latin American studies is important because of the large number of people who are coming to the United States from Latin America and because of the large number of people who are going to Latin America from the United States is very important. It is important because of the large number of people who are coming to the United States from Latin America and because of the large number of people who are going to Latin America from the United States. It is important because of the large number of people who are coming to the United States from Latin America and because of the large number of people who are going to Latin America from the United States.

The Political Approach

Proponents of language and area studies should involve themselves in examining the role of language in the development of the individual.

SUMMARY OF DISCUSSION

Carol Baumann, Director of the Institute of World Affairs of the University of Wisconsin-Milwaukee, chaired this session and solicited questions from the conference participants. In response to questions, Congressman Fascell made the following general comments:

U.S. Latin American Policy

Congress does have reasonable knowledge about Latin America on which to base decisions such as the recent cases of the Panama Canal and Nicaragua. Congressmen can't be experts on everything. We do not have a single, all-embracing Latin American policy and one is not necessary. We must take our cue in each situation from the Latin Americans--find out what they want and then see how we can support them. Regarding how to get away from the "poorest of the poor" concept whereby U.S. aid is distributed, the language of the law doesn't really say that. It is only inferred. Congress itself is now studying this and hopefully will change it.

Developing Our Constituency

The argument that Latin American studies is important because of the large Spanish-speaking community is not a major consideration. Mexican-Americans are convinced of the importance of Mexico--in many cases the general Anglo public is not. Global education for the general public is very important and we must convince them of this either by basing our plea on the necessity for general education or on the necessity for producing informed government personnel and business leaders.

The Political Approach

Proponents of language and area studies should involve themselves in expanding the core of supporters which presently exists in Congress. Individual

congressmen are most responsive when they are convinced that their constituents are in favor of an issue. Since O.E. and the O.M.B. are most responsible for the implementation of international programs, go to them with specific proposals for programs and funding allocations. Work with Presidential advisers to get to the O.M.B.

V. PRIORITIES FOR THE 1980's:
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THE AFRICAN STUDIES PERSPECTIVE

Fay A. Leary
Assistant Director, Program of
African Studies, Northwestern University
Chairperson, Association of African Studies Programs

I should like to extend my thanks to the Latin Americanists for inviting me to represent the Association of African Studies Programs, and also to congratulate the group on the success of the meeting.

At my own University, Northwestern, the African Studies Program was founded by a sometime Latin Americanist, Professor Melville J. Herskovits, whose works on New World-Africa links remain among the classics, so we start from a common perspective. Africanists and Latin Americanists share many concerns and problems not only in terms of Title VI funding and our low status in the Office of Education, but also in other areas. Both groups have made enormous strides in the field of outreach, and certainly both have established a solid core of research expertise and resources. We both, however, represent groups which have relatively small U.S. constituencies and constituencies who are also realistically low on the totem pole. From what I have heard at this conference, both groups also confront a generalized American ignorance of the regions concerned, and both face the problem of the absence of U.S. informed policy toward the regions. A final briefly noted area of mutuality between Latin Americanists and Africanists is the empathy of scholars of both world regions for the peoples and problems, prospects and potentialities of those regions within themselves.

In terms of differences, I should like to refer briefly to several points which also demonstrate the relatively larger significance of the African continent and consequently underline its underrepresentation in U.S. thinking and policy. Africa, a continent which has historically been much neglected, is

not only the homeland of mankind and one of the cradles of Christianity, it also has over half of the world's classified languages and one-third of the UN voting membership. Fully 34 percent of the U.S. crude oil is imported from Africa, and 100 percent of other strategic materials. At the moment, the second largest balance of payments deficit of the United States is with Nigeria, a member country in OPEC. There is presently no major U.S. congressional lobby for Africa and few African-Americans in high elected positions. Furthermore, there is no African population in the United States with the immediacy of identification that Hispanics have for their roots. Also, African studies and Latin American studies would seem to be at different stages of development both pragmatically and academically. Virtually all African countries are only very recently decolonized and most tend to retain close ties with the educational system at all levels of the previous colonial power, making the validity of American academic degrees dubious at best and useless at worst, and meaning that relatively few African students attend U.S. institutions, thereby reducing the academic interaction, reinforcement and sharing that would seem to prevail in Latin American studies.

Looking toward the 1980's, I would like to suggest that we must, in African studies as in Latin American studies, continue to focus on our central purpose: research and training for academic specialists, but also for practitioners and interested generalists. We must continue to form and inform experts. We need to have a greater coordination of and dissemination of the vast body of information that exists in and about our several fields in order to spread the word at all levels and through all means. We must deal with a greater and more informed awareness of the realities of our situations --we need to have greater dialogues with Congress, with business and with the media, but we also need to inject our knowledge, viewpoints and experiences

into such crucial areas as schools of education if area and international studies are ever to have an impact on the American educational process. (One useful suggestion is to include area studies as part of the curricula in the improvement of reading skills.) In the case of African area studies, we need to have and are indeed developing greater inputs from the African side with students coming to the United States but also through cooperative research and exchange projects as African governments, universities and research institutions define and delineate their academic and policy needs and goals.

As a final caveat to area specialists, I think it important that we should become more cognizant of the interrelationships and interdependencies of our many world areas, linkages clearly demonstrated through the growing Cuban presence in Africa, the implications of the Iranian revolution in Africa and the enormous Soviet role in Africa today. In conclusion, then, Africanists and Latin Americanists need to work together, to talk together and to lobby together, a process that a meeting such as this has done much to inspire.

THE CANADIAN STUDIES PERSPECTIVE

Edward J. Miles
Director, Canadian Studies Program, University of Vermont
Past President, Association for Canadian Studies
in the United States

The problem I see facing Canadian studies in the 1980's is that the last place many look for important perspectives, significant comparisons or "new directions" is in their own backyard. When Quebec separates from Canada next year, either by mutual consent or by a Unilateral Declaration of Independence, there will be a scramble in Washington and elsewhere to locate a map to find out where Quebec is. At the State Department it will finally be found in Western Europe; at USOE it will be found in "Other" along with Inner Asia and the Pacific Islands; in other bureaucracies it won't be found at all because there is no convenient pigeonhole in which to put it.

In a widely quoted reply to a question about what she thought about Canada, the wife of a distinguished American is reported to have replied, "You know, I don't think I have ever thought to think about Canada." Such a comment, if true, is clear manifestation of the American ignorance, albeit benevolent, about Canada in contrast with the considerable, if malevolent, knowledge of the United States claimed by most Canadians. According to John F. Kennedy (1961), "Geography has made us neighbors, history has made us friends. Economics has made us partners, and necessity has made us allies." I might add that continued neglect will eventually make us enemies.

Geographical proximity leads all too frequently to assumptions of sufficient knowledge. When the realities of geography are coupled with a common language and heritage, at least for many, the ignorance does take on a benevolent air. In our search for understanding of foreign areas and peoples, we Americans seldom seem to start with those areas that are similar but different.

Driven by a crisis orientation, we seem to prefer to leap into the exotic, the most different. Why not a gradual movement along a continuum from the similar but different to the totally different?

Canadian studies is one of the newest, if not the newest of the area studies in this country. The first formal program, now defunct, dates from 1955; the second, from 1963, is still growing. The Association for Canadian Studies in the United States dates from 1971; and eligibility for grants under International Studies Centers from 1972 (one grant; two in 1976).

It is, therefore, difficult to reply with the detail and background of my distinguished colleagues to the papers of Professors Hunter, Roett, Greenleaf and Glade, and the discussions that have ensued.

Professor Hunter's paper on "Developmental Assistance" would seem to have least relevance for Canadian studies, at least as it pertains to academic institutions.

Professor Roett's paper is more germane, although he seems to be talking about graduate level studies primarily, and when doing so, omits along with others, any reference to the fact that area specialists should have knowledge of and training in the geography of the area. Nothing is more basic in understanding an area, especially in the case of Canada. People do not exist in thin air; they live "somewhere" with some appreciation of their physical and cultural milieu.

Here I must digress for a moment to make a case for a stronger continuing undergraduate component in area studies. If the advanced programs are to survive and expand, they must be fed by undergraduates with some background or interest, stimulated at an earlier level.

Professor Roett also stresses the need for more community activities with regard to Latin America. His comments serve as a fine introduction to

Professor Greenleaf's comment about outreach and citizen education. I share many of Professor Greenleaf's views. However, it has been suggested that we at Vermont perhaps had "too much outreach" in our Canadian Studies Center. I am still puzzled about what "too much" means when one realizes that we are 60 miles south of the Canadian border (Quebec section) and that some of our major TV, radio and newspapers are from Montreal. The education of our students and community about events in Quebec can hardly be "too much" when one looks to events later this year and next.

Most of the area programs are far more advanced in the category of outreach than Canadian studies. In the areas of citizen education, our task is perhaps easier. For a large portion of the United States, the only foreign country that many have visited is Canada. We may start with an advantage, although assumed understanding based on proximity and a holiday or so is potentially dangerous problem requiring considerable reeducation.

Professor Glade makes some reference to the need for teaching, yet in my view, fails to realize the outlet that a greater emphasis on undergraduate area studies might provide.

Problems of research for Canadian specialists may not be as great for other areas. On the other hand, Canadian studies does have a problem not common to the others. The availability of materials at all levels, in English, has tended to retard the development of materials prepared in and directed to the U.S. student and citizen specifically. We must develop an American perspective on Canada, not adopt a Canadian perspective so readily available. We must become "homegrown." We cannot and should not rely on a continuing flow of temporary expatriates to staff our programs. Their interest is not primarily in the development of Canadian studies in the United States but rather in their own research and careers.

Our priorities for the 1980's must include more Canadian studies centers, and a greater emphasis on the undergraduate and even the pre-college level. Many graduate centers may not be needed because Americans can so easily go to Canada for specialized training with no language barrier, except in the case of Quebec, which makes French a most "critical language."

Canada can no longer remain, along with Mexico as is apparent from recent events, a "neighbor taken for granted." Resources, petroleum and natural gas and, in addition in Canada's case, water and other minerals plus defense considerations will focus increasing attention on these two countries.

May I therefore suggest that, to correct the "benevolent ignorance" of Canada in this country, the State Department, USOE and academia establish a category of Neighbors, immediate or adjacent if you prefer, and treat them accordingly, with more respect and understanding based on knowledge not myth. Mexico and Canada are both of greater importance in the affairs of this nation than any others. The "back fence" approach will no longer do.

THE MIDDLE EASTERN STUDIES PERSPECTIVE

Richard W. Bulliet
Professor of History, Columbia University
Executive Secretary, Middle East Studies Association

Speaking from the perspective of Middle Eastern studies, I can concur in much of what has been said in the papers prepared for this conference and in the discussions. The programs that have been developed in Middle Eastern studies are similar in design, content and emphasis to those in Latin American studies, though with certain easily explained differences; and the perception of priorities for future development is quite similar to that expressed in this conference. Indeed, the priorities and the plans for meeting them grow naturally in both cases out of the experience of the last 25 years, an experience that has been in many ways quite successful.

I am concerned, however, again speaking from a Middle Eastern perspective, that there are ways in which the efforts of the last 25 years of area studies have fallen short both in their design and in their reach. From the outset, the notion of giving advanced specialist training to a select group of individuals who would thence become a national resource for coping with whatever international situations might arise limited the reach of area studies. We are now speaking of outreach activities and accepting them as an obvious part of our job, but perhaps we should have been doing this two decades ago.

Recent events in the Middle East have demonstrated the signal failure of a quarter century of Middle Eastern studies in replacing traditional biased stereotypes with a better informed understanding of the region among the public at large. While we have been training a substantial number of Middle East specialists, we have not been educating the news media and the general public about the area. This is a problem that could have serious implications for the ability of this nation to deal with a changing international situation. It is

a problem that could have been foreseen and addressed by area studies programs but was not.

Now, of course, the outreach concept has come on the scene and is being implemented. Efforts to date in the Middle East field are not as encouraging as they seem to be in the Latin American field, but outreach is still in an early stage. The question must be asked, however, whether the same restricted number of area specialists that was brought into being to provide a fund of knowledge and pool of expertise about a certain area can deal adequately with the task implicit in the outreach concept and still carry on the type of work they have been doing and that continues to be a national necessity.

In a year's time the world could see a Kurdish state being formed or a Baluchi one, both of them in a strategically and economically vital part of the world. If that day should arrive, we will be found to have a near total lack of people knowledgeable about the Kurds and the Baluchis, just as the Afghan coup found us with a very limited capability for understanding Afghanistan. It is equally apparent that the revival of Islam as a political force in the Middle East has found us with scarcely a handful of people who can claim to understand the phenomenon, particularly in its Shiite form. In other words, while area studies in the Middle East field has done all right over the last quarter century in coming to grips with a number of major problem areas, there is much that remains undone; and the future will unquestionably bring an array of new problems for which area expertise is required.

Is it reasonable to expect a rather limited academic enterprise--the membership of the Middle East Studies Association being about 1,000, exclusive of students--to carry on its established role effectively in a period of undiminished national need and at the same time undertake the major new initiatives so clearly called for by the outreach concept and by the manifest

public ignorance about the Middle East? I believe that we are unequipped both in personnel and in resources to accomplish all of the jobs that need accomplishing. Yet there is none that can be safely ignored.

In essence, what I wish to say is that however laudable our past achievements have been in area studies, we cannot simply congratulate ourselves and ask that support of them be continued with some additional duties tacked on. We are, I believe, in a clear crisis period in international education. We must continue the things that we have done and done well in the past, but we must also face new international situations and pressing demands for the generalization of our expertise and insights among the public at large. This crisis cannot be met simply by refurbishing old legislation and praying for a higher level of funding. We must look instead for entirely new frameworks for organizing ourselves to accomplish the tasks before us.

Outreach and citizen education are vital subjects that should be faced directly rather than as growths upon institutions that were founded for different tasks. Yet there can be no pulling back from supporting those institutions in their proper tasks, either. The world is with us now more than ever before and will be to an even greater degree in the future. We are manifestly in a situation of crisis, and we must not hesitate to say so. Indeed, we must demand that our opinions be heard to this effect. If we fail to get this message across, our specific proposals regarding levels of funding, numbers of centers and so forth will fall upon deaf ears.

THE SLAVIC STUDIES PERSPECTIVE

Jan S. Adams
Director, University Center for International
Studies, The Ohio State University
Executive Secretary, American Association for
the Advancement of Slavic Studies

In the recent discussions on international education, concern has frequently been expressed about our need for hard data, for concrete, quantitative measures of the dimensions of our national pool of specialists. We know far less than we should about the numbers and kinds of area and international specialists that constitute our national human resources in international education. As the Comptroller General has complained, we have few sound statistical bases underlying our arguments to Congress about the adequacy or inadequacy of federal funding for international education, and as a consequence, our arguments sometimes appear to be built on shifting sands. We need, as Professor Roett pointed out in his paper, better and more accurate information on the placement of graduates of area studies programs. We need comprehensive, factual and quantitative information in order to answer the questions that government agencies, private foundations, universities and individuals are asking about how many specialists we have, how many more we need and what kind of training they should receive, and so on.

In mid-1977, the AAASS (American Association for the Advancement of Slavic Studies) initiated a project, with funding from the U.S. Office of Education, to prepare a comprehensive and detailed inventory of expertise in the field of Slavic and East European studies. This project has a full two years to go before completion. However, it is already clear that important steps are being taken to create a methodology that could be replicated by other area associations to define their respective pools of expertise, analyze past trends in the growth and development of various kinds of specialists, and

anticipate future needs with respect to specialist training. In short, this is a project that might very well have wider application in the 1980's.

Let me begin with a thumbnail description of the project and its major objectives, and conclude with a brief statement of its current accomplishments. In the words of Warren Eason, the project director, this Dynamic Inventory of Soviet and East European Studies

is designed to fill a need for comprehensive information and selected analysis on the state of the field in Soviet and East European studies in the United States, with particular reference to the following basic types of questions: (1) the present size and structure of the field, in terms of a detailed categorization or profile of specialists in academic and non-academic activities, by type of specialization and experience in teaching and research; (2) the magnitude, direction, and rationale of training programs in different institutions, in terms of perceived needs for specialists in the years ahead; (3) the capacity of the field to develop and meet new demands for basic research as well as to generate support for research; and (4) the ability of the field to fulfill continuing needs for general education about the Soviet Union and Eastern Europe.*

The inventory is intended to include biographical, bibliographical, curricular and institutional information. Analysis of this material is designed to provide answers to such questions as the following:

- (1) What is the number of specialists by discipline at a given moment in time?
- (2) What is the number of graduates and other sources of supply by field, over time?
- (3) How does the curricular structure relate to supply and demand for specialists in academia, government and business?
- (4) What are the trends in enrollment in foreign language programs and in the number of qualified graduates at different levels of competence, by specific languages?
- (5) What are the institutional specifics of the respective markets for specialists by discipline and field of specialization?
- (6) What is the relative importance at different types of universities and colleges of financial support for area training from external sources (government or private) and from internal institutional sources?

*AAASS Newsletter, Vol. 17, No. 4 (Summer 1977).

(7) What is the level of financial support for research and publication, over time?

In its first year the inventory project identified some 10,000 names of specialists who appeared to qualify for entry into the inventory data base, and new names are still coming in. The first 10,000 came primarily from universities, colleges, seminaries and institutes; in other words, from academia. Thus, while it was originally anticipated that a total population of 8,000 might be reached, it now appears that when government, business and secondary education specialists are included, the figure may reach 12,000.

Nine thousand questionnaires have been distributed, and half of these have been returned with responses. These responses have been entered into the computer storage. And in order to follow up on the unanswered questionnaires, a system is being developed to identify field expeditors in major academic centers who can work regionally to encourage a more complete overall response. On the basis of the material already stored, the project plans very shortly to publish a Directory of 5,000 specialists so far identified in the field, listing their present occupations, career records and fields of interests.

Later this year a second questionnaire is to be circulated so that information on existing names can be filled out and the analysis of the field can be started. The field is to be reconstructed on an annual basis indicating how many specialists we have in what fields, with what degrees and at what ranks, year-by-year, retrospectively to 1945. Thus, it will be possible to measure how the field has grown since 1945, and by studying trends in the growth or decline of particular types or areas of specialization, to make future projections about growth trends.

Appropriate methods of analysis for this part of the project have already been developed and applied to ten percent of the sample with promising results. For example, it was possible to make growth comparisons of the following kinds

over the 33-year period from 1945 to 1978: comparison of past growth of the total number in the field with the number of faculty employed in the field; comparison of past growth in the number of faculty employed in the field with the number of Ph.D.'s in the field in all disciplines; a similar comparison with Ph.D.'s in separate disciplines; and finally, the distribution of faculty in the field by major geographic areas of specialization (Russia, Eastern Europe, or both). It was also possible to project, taking into account anticipated retirements in the years ahead, the probable numbers of specialists in the field from 1978 to the year 2000.

While the current information in the inventory is largely concerned with the nation's academic resources, the next phase is to seek to identify specialists in the non-academic community. The first step has already been taken through the cooperation of the State Department in circulating Questionnaire No. 1 to all of their employees with expertise in Russian and East European affairs. A similar effort will be made to try to reach relevant personnel in other government agencies.

Finally, as the project continues--and this is a point which is perhaps of the most immediate interest here--efforts are being made to put together out of the experience, experimentation, testing of materials and corrected mistakes, a software package for eventual distribution to interested persons. This package will include full descriptions of the methodology worked out in the course of the project, information about the computer program, copies of questionnaires used, and so on. This software package should be available by the end of 1980.

In the meantime, as we go along, our association will be glad to share our experience and findings from this project with all those who have an interest in them.

VI. APPENDICES

Appendix A.

CONFERENCE PROGRAM

Sunday, February 18, 1979

6:30 p.m. Dinner

7:30 p.m. Plenary Session

Welcome to Wingspread

LESLIE PAFFRATH

President

The Johnson Foundation

Welcome to the Conference

WERNER A. BAUM

Chancellor

University of Wisconsin-Milwaukee

SESSION I:

An Institutional Perspective

Chair:

ROBERT H. ATWELL

Vice President

American Council on Education

Remarks

EDWIN YOUNG

President

The University of Wisconsin System

Discussion

8:30 p.m. SESSION II:

Developmental Assistance Programs

Chair:

CARMELO MESA-LAGO

Vice President

Latin American Studies Association

Professor of Economics

Director

Center for Latin American Studies

University of Pittsburgh

Sunday, February 18, 1979 (continued)

Position Paper

JOHN M. HUNTER
Professor of Economics
Director
Latin American Studies Center
Michigan State University

Response

LUIGI R. EINAUDI
Director
Office of Policy Planning
Public and Congressional Affairs
U.S. Department of State

JAMES R. HIMES
Head
Office for Latin America and the Caribbean
The Ford Foundation

CARL D. SCHULTZ
Policy Planning and Evaluation Staff
International Communication Agency

ABELARDO VALDEZ
Assistant Administrator for Latin America
and the Caribbean
U.S. Agency for International Development

Rapporteur:
JOHN H. COATSWORTH
Associate Professor of History
Director
Center for Latin American Studies
University of Chicago

Discussion

Monday, February 19, 1979

9:00 a.m. Plenary Session

SESSION III:

Institutional Development and Language
and Area Studies

Chair:
BARBARA B. BURN
Executive Director
President's Commission on Foreign Language
and International Studies

Monday, February 19, 1979 (continued)

Position Paper

RIORDAN ROETT

Past President

Latin American Studies Association

Professor and Director

Latin American Studies Program

School of Advanced International Studies

Johns Hopkins University

Response

REID ANDREWS

Staff Associate

Social Science Research Council

THE HONORABLE PETER BELL

Deputy Undersecretary for International Affairs

U. S. Department of Health, Education and Welfare

ABRAHAM F. LOWENTHAL

Secretary

Latin American Programs

Woodrow Wilson International Center for Scholars

Rapporteur:

ROBERT T. AUBEY

Associate Professor of Business

Director

Ibero-American Studies

University of Wisconsin-Madison

Discussion

12:30 p.m.

Luncheon

1:30 P.m.

Plenary Session

SESSION IV:

An Agency Perspective

Chair:

RICHARD H. LEONARD

Vice President and Editor

The Milwaukee Journal

Remarks

THE HONORABLE VIRON P. VAKY

Assistant Secretary for Inter-American Affairs

U. S. Department of State

(Mr. Vaky's remarks were read by Luigi Einaudi, Director,
Office of Policy Planning, Public and Congressional Affairs,
U.S. Department of State)

Monday, February 19, 1979 (continued)

Discussion

2:30 p.m.

SESSION V:

Outreach and Citizen Education

Chair:

CONSUELO NIETO

Member

President's Commission on Foreign Language
and International Studies

Assistant Professor

School of Education

California State University at Long Beach

Position Paper

RICHARD E. GREENLEAF

Professor of History

Director

Center for Latin American Studies

Tulane University

Response

JERRY L. INMAN

Chief

Private Sector Programs Division

International Communication Agency

LESLIE PAFFRATH

President

The Johnson Foundation

RAMON EDUARDO RUIZ

Director

Division of Public Programs

National Endowment for the Humanities

Rapporteur:

DONALD R. SHEA

Professor of Political Science

Director

Center for Latin America

University of Wisconsin-Milwaukee

5:00 p.m.

Leisure

Radio taping for "Conversations from Wingspread"

Johnson Foundation Public Affairs Programs broadcast
nationally

6:30 p.m.

Dinner

Monday, February 19, 1979 (continued)

7:30 p.m. Wingspread Concert
 LEE DOUGHERTY - Soprano

8:15 p.m. Plenary Session

SESSION VI:

A Congressional Perspective

Chair:

CAROL ELDER BAUMANN

Member

President's Commission on Foreign Language
 and International Studies

Professor of Political Science

Director

Institute for World Affairs

University of Wisconsin-Milwaukee

Remarks

THE HONORABLE DANTE B. FASCELL

Subcommittee on Inter-American Affairs

Committee on Foreign Affairs

U.S. House of Representatives

DiscussionTuesday, February 20, 1979

9:00 a.m. Plenary Session

SESSION VII:

Problems of Research

Chair:

MICHAEL C. MEYER

Professor of History

Director

Latin American Area Center

University of Arizona

Position Paper

WILLIAM GLADE

President

Latin American Studies Association

Professor of Economics

Director

Institute of Latin American Studies

University of Texas at Austin

Tuesday, February 20, 1979 (continued)

Response

WILLIAM E. CARTER
Chief
Hispanic Division
Library of Congress

WILLIAM M. DYAL, JR.
President
Inter-American Foundation

RICHARD THOMPSON
Chief
International Studies Branch
Division of International Education
U.S. Office of Education

Rapporteur:
JOHN D. WIRTH
Professor of History
Director
Center for Latin American Studies
Stanford University

Discussion

12:30 p.m.

Luncheon

1:30 p.m.

Plenary Session

SESSION VIII:

Priorities for the 1980's: Reaction

Chair:
G. MICHEAL RILEY
Chairperson
Consortium of Latin American Studies Program (CLASP)
Associate Dean
College of Letters and Science
University of Wisconsin-Milwaukee

Remarks

JAN S. ADAMS
Executive Secretary
American Association for the Advancement of
Slavic Studies
Director
University Center for International Studies
Ohio State University

Tuesday, February 20, 1979 (continued)

RICHARD W. BULLIET
Executive Secretary
Middle East Studies Association of
North America
Professor of History
Columbia University

PETER C. W. GUTKIND
President-Elect
African Studies Association
Professor of Anthropology
McGill University

FAY A. LEARY
Chairperson
Association of African Studies Programs
Assistant Director
Program of African Studies
Northwestern University

EDWARD J. MILES
Past-President
Association for Canadian Studies in the United
States
Professor of Geography
Director
Canadian Studies Program
University of Vermont

Discussion

3:30 p.m. Plenary Session

CONFERENCE RECOMMENDATIONS

Report from Rapporteurs
John D. Wirth, Stanford University

Discussion
Chair, G. Micheal Riley, University of Wisconsin-
Milwaukee

4:30 p.m. Adjournment

Appendix B.

CONFERENCE PARTICIPANTS

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U.S. House of Representatives, State of Florida--15th District

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- Laura Randall
Professor, Hunter College, City University of New York
- G. Micheal Riley
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Professor and Director, Latin American Studies Program, School of Advanced International Studies, Johns Hopkins University
- Ramon Eduardo Ruiz
Director, Division of Public Programs, National Endowment for the Humanities
- Frank Salomon
Acting Director, Center for Latin America and Caribbean Studies, University of Illinois at Urbana
- Virginia Schlundt
Counsel to the Subcommittee on International Operations, U.S. House of Representatives.
- Ivan A. Schulman
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- Carl D. Schultz
Policy Planning and Evaluation Staff, International Communication Agency
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Director, Center for Latin American Studies; Professor of History, Stanford University

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CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS (CLASP)

The Consortium is the national organization of institutions of higher education offering study related to Latin America. Formed in the fall of 1968, the Consortium provides the institutional dimension for the realization of the educational purpose of the Latin American Studies Association. Cooperative activities are arranged through the Steering Committee of the Consortium, while liaison is maintained through the Executive Secretariat of the Latin American Studies Association which serves both organizations. Annual dues for 1979 are \$50.00. Since CLASP is in effect the institutional arm of LASA, CLASP members receive, in addition to CLASP publications, all publications of the Latin American Studies Association, including the *Latin American Research Review*, the *LASA Newsletter*, and occasional publications, without an additional charge above Consortium dues.

1979 CLASP Steering Committee: G. Micheal Riley chpn. (U. of Wisconsin-Milwaukee); Eugenio Chang-Rodriguez (Queens/CUNY); Philip F. Flemion (San Diego State U.); Giles Wayland-Smith (Allegheny College).

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