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Western Kentucky University, Bowling Green, Kentucky 42101

Editorial

ACCULTURATION AND EDUCATION

Schools have long been a primary institution in the process of socialization, that is, the inculcation of the young not only into the social system, but also to assume leadership roles in that system. That role is changing. Secondary institutions of society have emerged in recent years that are sharing, perhaps usurping, socialization roles formerly served by schools. Consider, for example, the influence of mass communications: world events are communicated almost instantaneously; social issues are examined from all perspectives and the individual allowed to choose the alternative of his choice; and the new, the bizarre, the different are foci for the media. The social community has expanded to such an extent that the local community, once the locus of schools, is now a national and international community. Marshall McLuhan's "global village" is a reality.

The phenomenon of a shrinking world and its concomitant impact on formalized education is not unique to any single country, but, indeed, to the entire world. Education, higher education in particular, must respond to the new conditions.

Formalized education, almost universally, has assumed a responsibility for transmitting the cultural heritage. It has concentrated primarily on "what has been" rather than "what is going to be." It has dealt primarily with "safe" as opposed to controversial ideas. It has failed, however, to be "change" oriented. It is paradoxical that in most societies, particularly the technological societies, that change has not been a significant function of schools as a primary institution, but rather of secondary institutions such as industry, media, and social and professional organizations.

If, as it may be supposed, formalized education has largely failed as a significant agent of change; and if, as it has been charged, it has become a protector of the status quo, then the role of the schools must be reexamined and, ultimately, revised. The reexamination and revision is critical internationally because a function as vital as that of acculturation cannot reasonably be left to secondary institutions. Changes effected through secondary institutions may be incidental and unplanned. The careful conceptualization and planning for the attainment of goals that characterizes higher education is often absent in secondary change agents.

The basic thesis expounded in the preceding paragraphs is really a plea that higher education throughout the world recognize its responsibility as a primary change agent. Moreover, acculturation, that process of intercultural borrowing between diverse peoples which results in new and blended patterns, should be a priority throughout higher education. It is, after all, a process to which higher education can contribute expertise and from which can emerge advancement to our many societies.

As has been the policy of *Intercambio Internacional*, articles relevant to the broad spectrum of international

educational, economic, and social concerns appear in each issue. The editors are hopeful that these articles prove helpful in contributing to international understanding and cooperation. Particularly, we hope that the process of acculturation may be improved and accelerated through our efforts.

J. T. Sandefur, Dean
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The articles by Messrs. Joseph A. Ray and Dan Bodo, graduate students in Geography at WKU, are papers based upon field research in Santander, Colombia. Mr. Ray was a member of the first WKU Summer Field Research Seminar in 1974, and Mr. Bodo participated in 1975.

The papers encompass the spectrum of work attempted in the WKU Summer Field Research Seminars: To provide an opportunity for academic programs in the field laboratory setting, and in the same time to contribute to solutions of problems in regional development, resource base inventories, and environmental quality planning. In the two specific cases, final reports will deal with land and water resources use under specific geomorphological conditions in a lowland area (Ray), and with water supply, water quality and pollution in a páramo community (Bodo).

Final seminar reports in form of M.S. theses will be made available to collaborating sister universities and interested agencies in the private and public sectors. The WKU Summer Field Research Seminars are under the direction of Dr. Edmund E. Hegen, Head of the Department of Geography and Geology at WKU. Dr. Ron Dilamarter of the same department participated in the summer of 1975. Another seminar is planned for 1976, which will include students from geography, the life sciences, and economics.

The Water-Wheel Barrage: An Alternative Hydroelectric Facility Applicable to Andean Rural Development

Joseph A. Ray
Western Kentucky University

Introduction: Rising Power Demand

Comparable to most other developing areas of the earth, the Andean province of South America has a steadily growing demand for electrical power. In Latin America on the whole, electrical power output was tripled in the period between 1948 and 1961 and an additional threefold increase by 1974 was projected by Cole.¹ He also states that almost half of all electrical energy generated in Latin America was from hydroelectrical plants. With hydro-potential being greatest in mountainous areas, the Andean region has much promise.

Three notable Andean nations where hydro-potential is great are Colombia, Chile, and Perú. During 1961, Colombia produced 3,800,000 kilowatt-hours of electricity of which 68% was from hydroelectric plants.² Perú utilized only 3.8% of its hydroelectric potential of 5,800,000 kWh in 1954³ but by 1961 hydropower had been increased over six times. Chile produced 3,100,000 kWh in 1961 at water-power facilities which equaled 65% of the total. In contrast Argentinian and Venezuela have relied heavily on thermal power production using petroleum products. (Table 1)

In the early 1960's it was believed that Latin America possessed 11-13% of the world's hydroelectric potential, and the estimates tend to rise with increased exploitation.⁴ But the projections can be misleading when they are given for whole countries since national boundaries can contain excellent to poor potential. To overcome possible distortion in estimates, Sternberg contributed the Participation Ratio concept which compares drainage basins instead of nations.⁵ In order to properly compare two basins, one must relate the ratio of water-power capacity to area of basin X and the analogous ratio of basin Y. Nevertheless, hydro-potential is estimated only in relation to present technology. Precipitation and altitude are major concerns for optimal utilization.⁶ Most of the present exploitation of water power requires the construction of an artificial nickpoint or waterfall along the course of a significant stream.⁷ A dam is built to create the so-called head⁸ which is utilized by a turbine to convert the

kinetic energy of dropping water to electricity. Low-lying areas with large rivers are considered poor hydroelectric sites since head and not discharge is the overriding priority.

TABLE 1
ANDEAN POWER PRODUCTION-1961

	Total	Hydro	% Hydro
Argentina	11.6	1.0	9
Chile	4.8	3.1	65
Colombia	3.8	2.6	68
Perú	2.4	1.4	58
Venezuela	3.4	0.1	3

Data in million kilowatt-hours

Source: Cole, 1965

Problems with present "Dam Complex"

Several problems are inherent in the conventional hydropower technology. Probably the most important factor is the heavy capital investment involved in dam construction. The prodigious level of cost requires financial support by national governments or large industrial interests. Consequently much of the power generated is directed toward industrial production. For example, of the hydroelectric power produced in Perú during 1956 (56% of total), 48% was consumed by private interests with mines and railroads being major users.⁹ Of the remaining thermal power sources, steam and diesel, 70% and 62% respectively were consumed by the private sector. Fortunately, for the public, the hydroelectric portion of total power was projected to rise to 62% by 1965 but still the rural masses would be sure to remain in low priority.

Serious limitation exist as to favorable sites for traditional hydroelectric development. Many Andean valleys are unsurpassed as large high-altitude collecting basins but seasonal precipitation and aridity are common situations. One must also consider the frequent earthquake activity experienced in the Andes mountains. Dams may be weakened or ruptured by "tierra muerto" and woe to the settlements downstream. Landslides which may accompany quakes or super-saturated conditions is another hazard of the region.

The best sites for dams are narrow valley gorges. Pervious bed rock and alluvium fills are unfavorable conditions and can lead to water loss and more expensive construction. The above problems and other considerations such as stream supply and proximity to industrial development make dam location a very selective operation. Reservoir flooding of rich alluvium bottomlands and the displacement of settlements and transportation routes are additional costs of the present hydroelectric technology.¹⁰

In areas of seasonal stream supply a storage reservoir is necessary for continuous power production. With the possible exception of humid-climax systems containing largely solutional loads,¹¹ most streams rapidly silt-up after introduction of the artificial base level of the reservoir pool. This depositional process, especially rapid in drier regions, tends to return the pool to a run-of-river system with minimal storage. Thus the reservoir accomplished little unless continuous dredging operations are undertaken. With the stream's bed load and sediment concentration greatly reduced by the deposition and siltation above the dam, stream-bed corrosion is a probability downstream.¹²

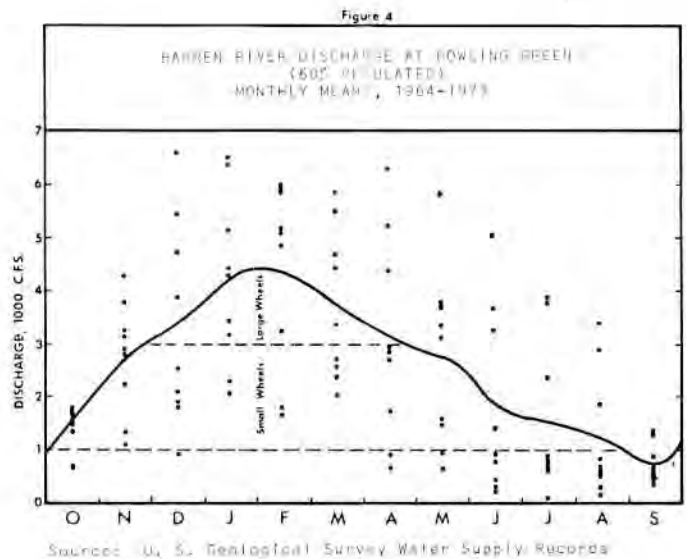
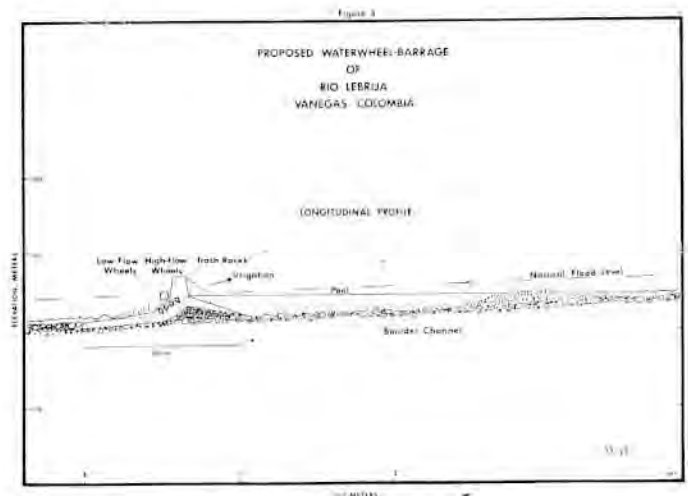
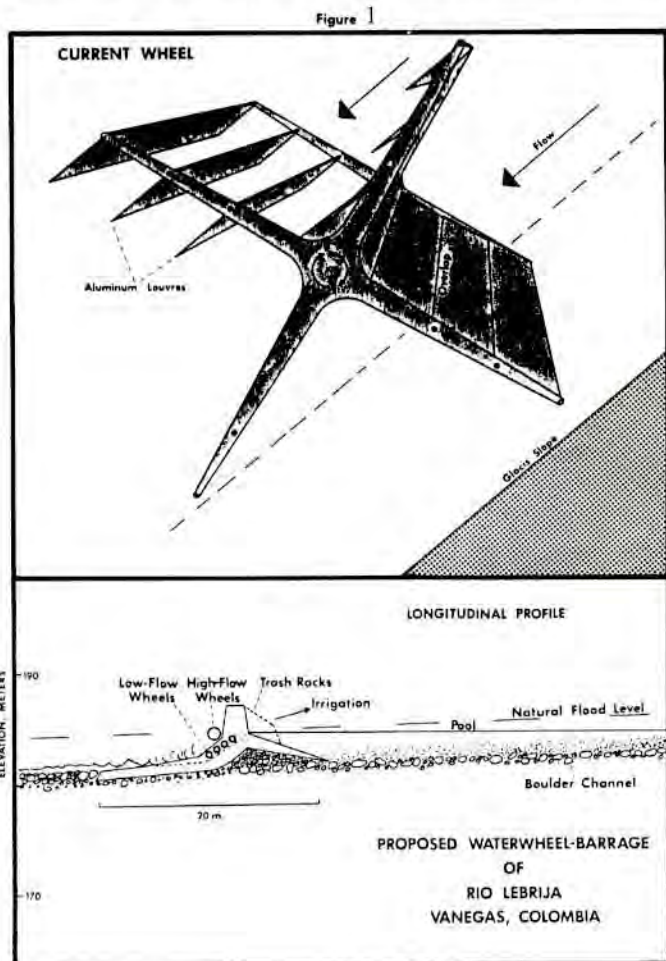
Alternative Hydroelectric Facility

We are rapidly becoming more aware that significant manipulation of the regimen of a stream can result in diverse undesirable stream behavior.¹³ Knowledge of stream dynamics is a must if we are to live in harmony with nature. With this in

mind it is appropriate to consider a possible alternative method of exploiting the perennial flow of a stream in an almost natural condition. The primary goal would seem to be maximum power production at minimal costs and overall minimal environmental disruption. This writer suggests the testing of a submersible water wheel (Figure 1) which is operated by the constricted stream discharge over a 40° slope of one to three times the average depth. Streams of low gradient would require the shortest slope and flows with steeper channels could utilize longer slopes. It should be stressed that the facility should be a run-of-river system with minimal pondage.

After reviewing many of the various structures used to alter stream habits for exploitation, one relatively simple style seems especially pertinent to the alternative power generation described here. The structure, called a "barrage" (Figure 2) is mainly used in the Middle East to raise stream levels for more efficient irrigation.¹⁴ Since most of the emphasis is on irrigation, little attention, other than scouring problems, is given the excess discharge flowing over the barrage. Because of its relatively uncomplicated construction and small head created, a low-cost barrage may be nicely applicable to the water wheel idea.

Theoretically the run-of-river facility would consist of a variation of the barrage, trash racks to help protect the lightweight aluminum louvers on the wheel, and possibly two sizes of wheels. A set of small-diameter wheels would exploit the more consistent low-flow regime and large wheels could be available depending on the frequency of relevant high flows. Also, if stream supply is sufficient in dry periods, irrigation, powered by the plant itself, is an important possibility. Figure 3 shows a projected current wheel-barrage facility on the Rio Lebrija of Santander, Colombia. This perennial stream, draining a tropical savanna landscape, transports heavy loads of sediment, so the pool would be expected to quickly silt up with no harm to the barrage. A fortunate result of the trash



racks would be a containment of the drift wood that can serve as fuel for the villagers.

For optimal planning of the barrage width, an annual discharge curve of the stream is required. Although none is available for an Andean stream, an example of a Kentucky stream will illustrate the need (Figure 4). The graph shows that during all months except September, the Barren River mean discharge at Bowling Green averaged over 1000 cfs. For this river a barrage width should probably be designed such that the small-diameter wheels would be activated with a discharge of 1000 cfs or greater. The large wheels would be activated by the discharge of at least 25% of the year's highest flows, in this case about 3000 cfs. Otherwise it may prove unprofitable to have a generator idle more than threefourths of the year.

Relative to traditional hydroelectric plants, the waterwheel barrage would be easily and rapidly installed or removed. Prefabricated components may even be practical. Theoretically the unit would be suitable for varying stream size and functional in a variety of valley configurations. A stream could support a high density of installed barrages depending on the need. A resulting higher normal flood level must be considered, although. Other than slightly elevated flood levels and local deposition upstream from the barrage, environmental disruption would be minimal. The larger the stream gradient the smaller the pool and since no storage is desired, siltation would have no detrimental effect. If a pool is silted to a braided condition, most of the suspended load would be transported through the barrage and the stream would have essentially returned to a natural condition.

This small scale power production, preferably owned and operated in a collective manner by local Andean communities would apparently correspond favorably to prevailing subsistence traditions. Hopefully this would result in a measure of seasonal energy self-support by small stream-side settlements.

Of course the current-wheel mechanism must be thoroughly tested to obtain optimal wheel form and size for varying discharges but strict scientifically controlled methods may be rewarding. The problem of wheel damage by stream-transported debris and bedload passed through the trash racks is apparent. Fortunately, replacement of the aluminum louvres damaged in occasional large floods does not imply great expense in maintenance.

Conclusion

The current-wheel barrage, if workable, should be looked upon as an exploitation of useable waterpower and not viewed as a highly significant power source in a national context. Only if, after rigorous testing, the system proved efficient and applicable to large regional waterways, would it be as viable as present hydroelectric development. The safety and minimal environmental disruption of the system would then prove extremely valuable to a growing Andean population.

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*Simultaneous difference in elevation of the stream surfaces between points of diversion and return.

A Method of Water Transportation for Agricultural and Domestic Use in an Andean Community

Dan Bodo
Western Kentucky University

Introduction

Berlin, Colombia is a small Andean community in the Departamento De Santander (7.2° North Latitude by 72.8° West Longitude), about 65 kilometers northeast of Bucaramanga (Map 1). The near 2500 inhabitants of this 3200 meter upland basin in the Cordillera Oriental are well dispersed, although nearly one-third of the populace is centered in the town of Berlin. Most of the people in the basin are engaged in agricultural land use. The two major crops under cultivation are potatoes and onions, while livestock, in the form of beef and dairy cattle, as well as pigs, sheep and horses are common. The climate and

physiography of this páramo basin is such that intermittent irrigation of croplands and transportation of water for human and domestic use are necessary ingredients to sustain the current level of living for both the individual farmer and the Berlin community as a whole.

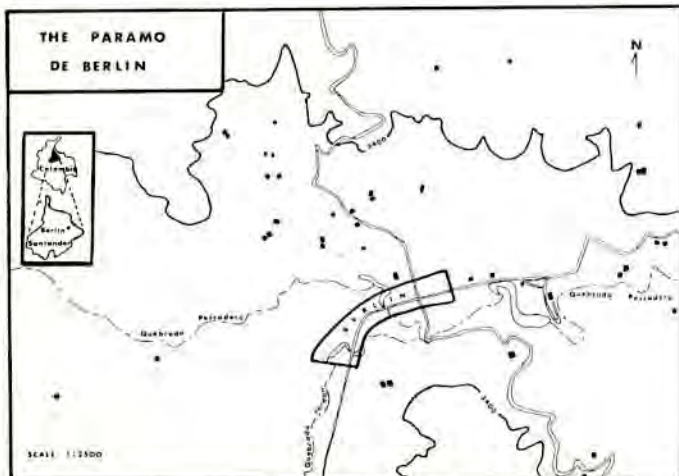
The purpose of this paper is to delineate how the inhabitants of this páramo have dealt with the problem of locating, transporting, and utilizing an auxiliary water supply for irrigation uses, as well as human and livestock consumption. Additionally, a reason for such a system is proposed.

The area in question was under study during a ten week period during the summer of 1975. A brief description of the physical setting of the páramo will provide understanding of the underlying needs for additional water in the community. Additionally, a case study will examine a typical water transport system in this upland basin, showing basic function and utility of such a system.

The Paramo de Berlin

"The whole of the Eastern Cordillera...rises above the line of arborescent vegetation. These páramos, or lofty crests, exposed to cold winds and snowstorms, are much dreaded even by the highlanders, while travelers make immense efforts to avoid them...Unless the circulation is kept up by great efforts, the wayfarer is overcome by numbness, frequently followed by death..."

So has Reclus¹ described the páramos in and around the Paramo de Berlin. Several other attempts have been made to accurately describe these upland basins. James² refers to páramos as the "zone of alpine meadows" located above the upper limit of agriculture but below the snow line. Trewartha³ more accurately refers to these areas as high altitude grasslands where grazing is the prominent land use, while Cunningham⁴ in his exploration of the northernmost Andes merely notes their presence.



Although grazing is quite extensive in the Páramo de Berlin, a successful potato and onion crop is harvested annually, similar to those noted by Bowman⁵ and Platt⁶ in Perú and Bolivia respectively.

According to the most recent study (Irving⁷), the various paramos of the Cordillera Oriental were formed by tectonic uplift in the Miocene epoch, roughly 20 million years B.P. Eidt⁸, in his geomorphic analysis of the region, cites two ways by which the paramos were formed:

1. Longitudinal valleys were formed whose ends were closed off by faulting, folding or landslides.
2. Tectonic movements first lifted folded areas, and valleys or basins eroded into their crests at later times.

It is not yet clear to which of these two categories the Páramo de Berlin belongs, but field research seems to place its origin within the context of the second process.

The páramo consists basically of Jurassic igneous rocks in the form of intrusive quartz monzonite, Devonian metamorphic granodiorites and orthogneiss and sedimentary colluviums of Holocene age (INIGM⁹).

The soils in the area may be generally described as a dark, humic alpine meadow variety composed of sands, silts, and clays. The soil varies in depth with location, with the deepest, richest soils in floodplains, and shallow upland soils underlain by eroded bedrock.

Of the many interesting geomorphic features in the páramo, upland bedrock terraces within the basin are, as will be shown shortly, of particular importance to the inhabitants.

The climate of Berlin is characterized by homogeneity. The winds blow from the northeast, as a function of the trade winds, about 81.5% of the time, the average annual temperature is 8.5° C., with a diurnal range of less than 8° C., and an average range of less than 1° C. Precipitation displays the greatest variability with the highest rainfall occurring in April and October, probably related to the double maximum of solar radiation common to tropical regions. The average annual precipitation is 665.1 mm, with an annual range of nearly 100 mm. The average annual relative humidity is 84.4%. The above figures were computed from data acquired from the Colombian Ministry of Agriculture¹⁰ from the years 1969 to 1974. These figures represent the only climatic data on record for the Páramo de Berlin.

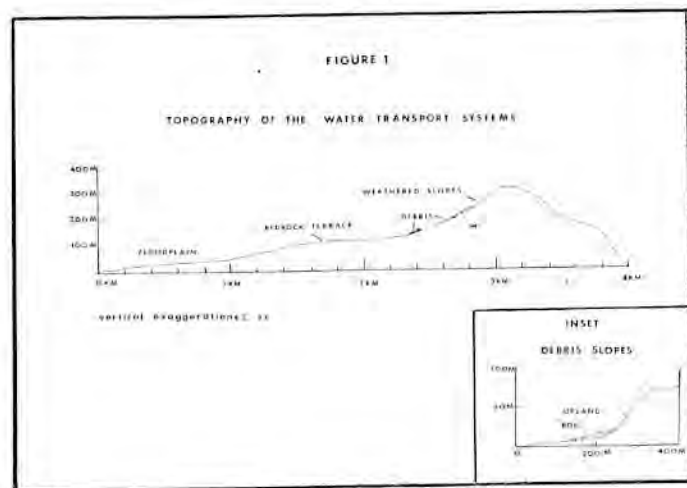
Under the conditions outlined above, man must work very closely with his environment in order to sustain a suitable level of living. Every resource must be utilized to its fullest extent for the survival of the community.

The inhabitants of the Páramo de Berlin illustrate this point quite impressively. Here, a remarkably enterprising people have constructed gravity fed drainage furrows to transport clean upland waters downslope to satisfy their needs for irrigation, human and livestock use.

These upland areas, usually characterized by dark, alpine soils, standing water, and bogs provide a source of much needed water for both floodplain and slope dwellers. These upland watersheds were formed where relatively flat bedrock terraces meet higher angled mountain slopes in the upper reaches of the valley headwalls. Here, as Tricart has noted in his study of similar features in the Río Lebrija Basin, remnant formations of pre and periglacial times have accumulated often resulting in an upland water table. The water tables are particularly noteworthy in headwalls where present erosional mechanisms have not removed the already existing glacial debris formations. The fact that clay is a common soil constituent to this region produces the added condition of an impermeable layer which further retards the movement of water by restricting the downward infiltration into the soil and underlying bedrock.

Through the use of drainage ditches similar to irrigation furrows, water from these upland wetlands can easily be guided to terraced croplands for the purpose of intermittent irrigation. In addition, water is often stored in cisterns for

animal and human use. The furrowed system is communally used by many families in a given drainage net, with each household utilizing the water at different times. This is possible because potato irrigation is necessary only once every five to seven days in this páramo, while onions require it often less than once per week. It is not clear, however, if the system is communally owned or if it is the property of one of the resident farmers or possibly even an absentee landlord.



Case Study

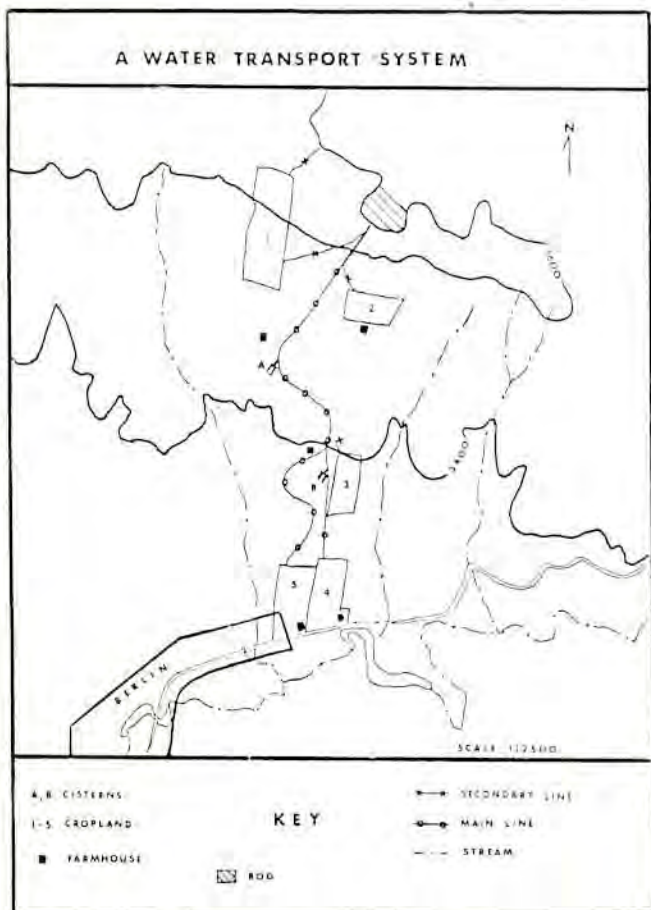
During field research conducted during the summer of 1975, several of these water transport lines were mapped with the aid of a base map supplied by the Instituto Geográfico "Agostin Codazzi" (Map 2).

The main transport line in the study area is gravity fed and serves five individual farms with a total area under cultivation of about seven hectares with two-thirds of the fields in potatoes. The total dairy cattle on all five farms numbered seven, while three horses and two pigs were present.

A rough measurement of the main trunk was conducted through simple pacing, yielding an estimated length of the furrow lines. A compass was used to identify the general trends of the water lines in relation to the town of Berlin and other notable surrounding landmarks such as mountain peaks. The transport line in question traversed an approximate distance of 3.5 kilometers in a general north-south trend. The gradient of the area under study is roughly 120.6 m over a 2.5 kilometer distance. Slope varied with elevation but was generally of less than 15° on the bedrock terrace.

A simple test of water discharge within the main trunks was conducted using the formula $Q=wdv$, where Q equals discharge, w , the width of the channel, d , the depth of the channel, and v , the velocity within the channel measured over a fifty yard distance. The test was conducted at three different sites to insure accuracy. The dimensions of the main trunk, averaged over the same three sites were found to be homogeneous. The average width was 30.3 cm, while the depth of the water in the channel was only 2.8 cm. The channel was constructed to an approximate depth of 20.3 cm. The discharge test yielded a result of 4.97 cubic feet per second.

The water in the main trunks can easily be diverted into secondary channels simply by damming the main channel with a section of sod and removing a corresponding sod from the entrance to the secondary channel. The now water-filled secondary furrows lead into the contoured and terraced fields of each respective farm. Dimensionally, the secondary lines are generally about one-third the size of the main water line, and traversed about .5 kilometers.



Little or no maintenance is practiced in the channels. Observations taken during the research period recorded no examples of any dredging or cleaning of water lines. Due to the depth of the channels, eolian evaporation does not appear significant. The hard packed clay layer used to line the inner walls of each channel seem to minimize loss of water through seepage.

Two cisterns are located along the main trunk lines and are used to store water for livestock and as a source for such human needs as water for cooking, drinking and personal hygiene. These cisterns are three-sided cement structures. The remaining side is built against the slope, a short distance from the main trunk. The water is brought into the cistern through either pipe or furrow. Cistern A is square shaped with each wall measuring 1.1 m. Cistern B is also square shaped with each wall measuring about .6 m. Removal of water from the cistern is generally done by hand through the use of buckets. No mechanical means such as a winch is used.

That water which is not used for any of the above mentioned purposes eventually finds its way to the low streams in the floodplain of the basin.

The question of why such a system of water transportation has been developed and utilized still remains. The most simple answer, based on observation, appears to be availability. The people living on the slopes of the basin have a choice of two natural water sources. One is the main basin streams along the valley floodplain. The acquisition of water from this source entails descending into the valley with devices for carrying water, plus the return upslope with the extra burden of water-filled buckets or barrels. Additionally, the water quality of these basin streams is suspect, due to the presence of Berlin and its possible pollution of these streams. A second natural source of water are the creeks which drain the upland slopes. These creeks have deeply incised into the mountain slopes of this area. Thus the physiography for water acquisition is again a hindrance. The construction of these water transportation

lines solve the problem of accessibility and availability. With these channels water can literally be brought to one's doorstep. Both the utility and convenience of this system thus becomes apparent.

Given the physiographic and climatic condition of the area, the Paramo de Berlin offers an interesting study in man-land relationships. The utilization of a perceived resource, in this case an upland water source is an example of unique environmental awareness by a simplistic, yet highly capable mountain community.

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AIESEC: Un experimento en el mundo internacional de los negocios

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En nuestra universidad hay una nueva organización para los estudiantes de las ciencias comerciales y económicas que también ofrece muchas oportunidades a los estudiantes de los idiomas extranjeros. La organización se llama AIESEC. Estas son las siglas del nombre francés de la organización, lo cual se traduce como "Asociación Internacional de Estudiantes de las Ciencias Económicas y Comerciales". Esta organización ha existido desde 1948, año en que fue fundada en Europa por algunos estudiantes que querían reconstruir las relaciones entre los países que habían luchado en la Segunda Guerra Mundial. Sus organizadores reconocían la importancia de reestablecer buenas relaciones comerciales y a la vez se daban cuenta que los estudiantes poseían el interés y la habilidad para emprender tal tarea. Hoy en día participan más de 50 países en todo el mundo, con ramificaciones en más de 350 universidades. Más de 60 universidades en los Estados Unidos participan en este proyecto y 7 países en la América Latina tiene subdivisiones de la AIESEC.

La función primaria de la AIESEC consiste en administrar el intercambio entre los estudiantes y las corporaciones en los países participantes. Esta operación facilita y promueve el

intercambio de ideas y habilidades en los negocios; aumenta el conocimiento internacional de los hombres de negocios, y da mejor preparación a los estudiantes para desenvolverse en el campo internacional de los negocios.

La organización opera en tres niveles diferentes: el local, el nacional y el internacional. En el nivel local los miembros de la rama regional de la AIESEC tratan de conseguir que las corporaciones locales acepten como internos a estudiantes de otros países. Para obtener esto, los miembros hablan con los directores ejecutivos más altos de cada corporación y les muestran las ventajas del programa, las cuales son muchas. Las corporaciones pueden obtener, por ejemplo, un empleado de alta calidad a un costo muy bajo. Si una corporación local acepta a un estudiante extranjero como interno, esto brinda la oportunidad a uno local a que acepte un internado en un país extranjero. Así, este intercambio opera en una base recíproca, es decir que el mismo número de internos que son colocados por la rama local es el que estudiantes locales podrán obtener en otros países.

Hay una oficina nacional en Nueva York que coordina las actividades de todas las subdivisiones locales y les ayuda en todo lo que puede. Las solicitudes finales de las corporaciones y de los estudiantes se envían al Comité Nacional. Este presenta estas solicitudes al Congreso Internacional que se reúne cada marzo. Allí tiene lugar el intercambio. El Congreso envía a cada corporación participante el nombre de un estudiante que podría trabajar en su organización, la corporación, a su vez, da su visto bueno. Por fin, el estudiante tiene la oportunidad de aceptar o rehusar la corporación a la cual ha sido asignado.

Otra parte muy importante de esta organización es el programa de recepción. Cada subdivisión nombra a uno de sus miembros como oficial de recepción. Este oficial tiene la responsabilidad de hallar viviendas para los estudiantes extranjeros, recibirlos cuando llegan a la ciudad, llevarles a sus lugares de empleo el primer día de trabajo y proveer actividades sociales y culturales durante su estadía en los Estados Unidos. La idea es brindar al estudiante extranjero la oportunidad de aprender y observar todos los aspectos de la vida norteamericana.

Cada año se establecen más de 4000 intercambios de esta naturaleza, y casi siempre todos ellos son bien logrados. De año en año hay un nuevo grupo de estudiantes que goza de esta excelente oportunidad para adquirir pericia en los negocios a nivel internacional; cada vez las corporaciones comerciales se dan más y más cuenta de la importancia de las buenas relaciones internacionales, no sólo en el mundo comercial sino en el cultural y social también.

Libraries, Librarians and Educational Development

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In the past, both librarians and educators have been concerned with scientific, economic and social advancement in developing countries. Both groups are aware that education is necessary for national development and that communication of information through the printed word is a vital part of learning. However, seldom does either group give more than minor attention to library development as a substantive element of educational growth and expansion. Libraries cannot accomplish much by themselves and education can be no more than elementary or partial without good functional libraries. Library development and educational development must be viewed as inseparable parts of national advancement.

In highly developed countries, the library is considered the heart of any modern institution of higher learning. Good

library services is often so taken for granted that educators may not be really aware that not all institutions have functional libraries. Large scale educational projects for developing institutions often contain little, if any, provision for concurrent library improvement. Seldom is the library seen as an integral part of the program. Any reference to library purposes is likely to be "equipment and books", "reference materials", "library acquisitions" or "library services", lumped in with other services such as computers or laboratories. No indication is given as to exact meaning of these terms. They may actually mean library in the sense of making recorded knowledge available to a wide audience; or, they may mean materials only for the program participants' use.

If a librarian is involved in an educational program, it is generally after objectives have been determined, funds designated and the grant awarded. Often, too, a librarian becomes involved in a project because of availability rather than any lasting interest in the program. Many library consultants have been concerned too much with the book collection, the building and the mechanics of providing library services and not enough with its actual and potential use by faculty and students. In other instances, library specialists have attempted to impose their own concept of library service on an institution rather than adapt the service to meet the needs of that institution's users.

A policy of aggressive library development needs to be combined with efforts to improve education. The supportive importance of the library should be clearly defined in any educational grant. Good books and good buildings are important but cannot of themselves provide good library service. Subsidies for purchase of library books could also be well spent in providing even a few weeks of additional training for the person in charge of the library. All interinstitutional projects are designed for a limited duration of time. Therefore, thought must also be given to a plan for library progress after that period expires.

The success of any undertaking depends on the people connected with it. This is particularly true for interinstitutional educational endeavors. Combining the knowledge and skills of librarians from both institutions, working together, should be encouraged. In addition, librarians and educators should coordinate their planning efforts. One valuable method for coordination of planning is the conference or seminar which brings expert librarians and educators together to exchange views and reach conclusions.

Although no statistics are available, it is probably true that educators and not librarians are responsible for those educational grants which do provide for concurrent library development. Librarians should take at least some of the initiative in establishing their presence and making their point of view understood by those who are responsible for acquiring these grants.

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LASPAU

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During the last two weeks of September of 1975 it was my pleasure to serve as a member of the Latin American Scholarship Program of American Universities (LASPAU) interviewing team for the universities in Central America. The other two members of the interviewing team were Ing. Luis Parodi, Rector of the Escuela Superior Politecnica del Litoral, of Guayaquil, Ecuador, and Roberto Ibarguen, Assistant Director of LASPAU. In addition to the team which visited the Central American Universities, four other teams visited universities in other Latin American nations.

LASPAU is an association of more than 350 Latin American and United States universities whose purpose is to strengthen Latin American institutions of higher education. Specifically devoted to the up-grading of Latin American university faculties, LASPAU provides scholarships for graduate study in the United States for Latin American nationals involved in, or preparing for, careers in university teaching and administration.

LASPAU was founded in 1965 for the purpose of awarding four-year undergraduate scholarships to Latin American high school graduates. In its first year, the program granted scholarships to 39 students, all from Colombia. The LASPAU program has changed considerably in its purpose and scope since that time. Today its goal is to assist in the development of the Latin American universities, and most of its scholarships are for two years of study leading to the Master's degree. Scholarship recipients are mostly young faculty and staff members of Latin American universities who are chosen by their universities for this training and are reincorporated into their sponsoring universities after receiving their degrees. Since its inception, LASPAU has awarded scholarships for study in the United States to almost 1600 Latin American nationals. Currently, there are about 550 LASPAU scholars studying in the United States; they are enrolled in almost 200 universities and come from some 150 Latin American universities in 18 countries (LASPAU Handbook).

The program is really a four-way program between LASPAU, the United States universities, the Latin American universities, and the scholarship recipient. The United States universities contribute to the program by accepting scholars and by eliminating the tuition expenses for the length of the scholar's degree program—usually between one and two years. There are a number of reasons why United States universities are willing to accept scholars without charging tuition. University administrators generally appreciate the opportunity to broaden their student community by accepting students from various geographical and cultural backgrounds. In addition, LASPAU scholars tend to be successful graduate students and, in this sense, are assets to the universities which accept them. Finally, LASPAU's affiliates find reward in sharing in LASPAU's goal of strengthening higher education in the Americas (LASPAU Handbook).

LASPAU has the responsibility for the program from the time of the first contact through the reincorporation of the scholar into the sponsoring university. It provides a monthly stipend, health insurance, a book allowance, and some additional benefits during the duration of the scholar's English-language training period, which may be as long as six months depending upon the scholar's score on the "Test of English as a Foreign Language" (TOEFL), and for the period of the scholar's studies in the United States.

The sponsoring Latin American university and its scholar must provide funds to finance the round-trip international travel, tuition for the English-language course and the costs of of the travel at the end of the English-language training to the university at which the scholar will study. In addition, the sponsoring Latin American university must obligate itself to pay a monthly sum for the support of the spouse and children

of the scholar during the scholar's stay in the United States. The scholars are encouraged to bring their families with them to the United States and to have them participate in the English-language training program.

The selection process, of which the interview is an integral part, actually covers a period of almost nine months. Selection of scholars is based upon both institutional and individual criteria. Early in the process the Latin American university is asked to submit a "Faculty Development Plan" and to discuss its future staffing plans with LASPAU personnel. This is done particularly with regard to the reincorporation of its candidates for LASPAU scholarship. Priorities are determined by the university for the various candidates it may present.

Individual criteria include, among others, the overall grade point average of the candidate, his or her scores on the Spanish or Portuguese-language equivalents of the "Graduate Record Examinations" ("Prueba de Admision para Estudios Graduados" or "Teste de Aptidao Academica para Prograduacao"), commitment to a teaching career and financial need.

The purpose of the personal interview is to confirm the documentary information given previously and to obtain additional information. The interview team attempts to ascertain the role of the candidate in the university faculty and staffing development plans, to evaluate the candidate's academic preparation, abilities and motivation, to examine more closely the commitment on the part of the candidate to a teaching career, to explore placement possibilities in the United States universities with the candidate, and to consider the readiness of the candidate for the cultural adaptation the program requires. At the end of the interviews, the interview team makes recommendations for selection, placement and the length of the English-language training.

Slightly more than 500 applications for LASPAU scholarships were submitted this year. Of this number 298 passed the initial screening and were pre-selected for interviews by the LASPAU interview teams. Of those pre-selected for the personal interview, approximately 60 were located at universities in Central America. The team of which I was a member interviewed the candidates at fourteen universities in Panama, Costa Rica, Nicaragua, Honduras, El Salvador, and Guatemala.

When one considers that approximately 60 candidates were interviewed at 14 different universities in six different nations in nine working days, he can easily recognize that the trip did not allow much time for sight-seeing or the usual tourist activities. Although the six nations of Central America are not far apart in distance by airplane, a great deal of time was consumed in preparation for leaving each country, in going to and from airports (with the usual immigration procedures and luggage checks) and in getting to and from the various universities. At each university there was a brief meeting with the candidates for introductions, a general discussion of the LASPAU program and procedures for the interviews. Each candidate was allowed a minimum of thirty minutes for the interview. In addition, when time and circumstances allowed, an attempt was made to visit with university administrators in order to discuss mutual educational concerns, particularly those with which LASPAU can possibly assist. Evenings, when not utilized for interviews, generally were spent in discussion of the interviews and the qualifications of the candidates interviewed and the completion of the required reports on each candidate.

Western Kentucky University has had LASPAU scholars on its campus for the past three years. At present Miss Ana Maria Ly and Mr. Gerardo de la Torre, both of the Universidad Nacional de la Amazonia Peruana at Iquitos, Peru are graduate students in the Department of Chemistry. Other recent LASPAU scholars who received the Master's Degree in Psychology are Mr. Oscar Barreda of Peru and Miss Lourdes Aramayo of Bolivia.

In addition to providing the opportunity to become acquainted with many of the universities in Central America

and to communicate with counterparts there, the trip made me aware of the detailed planning and great care which LASPAU exercises in administering the program. Every effort is made to assure that the needs of both the individual candidates and the universities are met, and that the candidates selected have the academic and professional qualifications, as well as the personal characteristics, to adapt to a different culture, which would seem to ensure success as a graduate student in a university in the United States.

"Augusto Roa Bastos: un escritor comprometido"

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Augusto Roa Bastos es uno de los pocos escritores paraguayos que ha alcanzado renombre internacional en el mundo literario. Habiéndose iniciado como poeta, abandona la lira para dedicarse a la prosa narrativa, en la cual logra la fama. Roa Bastos, nacido en 1918, ha publicado entre otras las siguientes obras narrativas: *El trueno entre las hojas* (cuentos, 1953); *Hijo de hombre* (novela, 1960), obra con la cual el autor traspasa los límites nacionales y alcanza reconocimiento internacional; *El baldío* (cuentos, 1966); *Moriencia* (cuentos, 1967) y su última novela *Yo, el Supremo* (1974), con la cual reafirma su talla de gran narrador. Roa Bastos vive en el exilio, en Buenos Aires, desde 1947.

Paraguay, como es sabido, ha sido un país plagado por innumerables problemas políticos, tanto internos como externos, fruto de los cuales ha sido una serie de guerras y dictaduras que han impedido el normal desarrollo de las instituciones y derechos democráticos entre sus ciudadanos. En un ambiente de opresión e injusticia como es el paraguay, Augusto Roa Bastos ve el papel del escritor como una misión inescapable por la cual debe ser responsable:

El hombre de letras contemporáneo siente que su oficio se le torna de más en más en una misión, una manera de actuar sobre su contorno... Sumergido en el caldeado debate de nuestro tiempo, no puede evadirlo pero tampoco reflejar como un espectador pasivo o como un testigo desinteresado.

Como se puede ver en la cita anterior, lo que Roa Bastos propone como oficio del escritor actual es el de presentar un cuadro en el cual la realidad de su medio, con todos sus problemas sociales, económicos y políticos sea su centro. Mas el escritor no puede ser un simple observador de las circunstancias sino que tiene que asumir una posición moral ante la realidad que lo circunda. La clase de literatura que Roa Bastos propone como legítima es, en conclusión, una "literatura comprometida." Esta es por lo tanto la clase de literatura que el produce.²

Antes de examinar los problemas político-sociales presentados por Roa Bastos en sus obras de ficción, es necesario indicar que para nuestro escritor existe, según se revela en sus obras, una estrecha relación entre el ambiente natural y las condiciones sociales y morales de la gente. Es decir que el hombre paraguayo vive subyugado por la naturaleza semisalvaje y feroz y por lo tanto sus acciones son una amalgamación de tales condiciones con las pasiones y egoísmo del hombre mismo.³ Pero no se piense que Roa Bastos es completamente pesimista (y determinista) en su visión del hombre paraguayo, pues cree el que hay también en la naturaleza elementos que ofrecen al hombre la posibilidad de sobreponerse a las circunstancias adversas y de darle a la vida orientación y propósitos más espirituales. Desafortunadamente, nos dicen los relatos de Roa Bastos, es una posibilidad que raramente se transforma en

realidad en su pueblo.

Habiendo puesto en claro la ideología general de Roa Bastos sobre "el hombre y su circunstancia," veamos más de cerca algunos de los problemas que parecen preocuparle a nuestro escritor.

En general su obra refleja la situación de un país plagado por la falta de libertad y la violencia oficial, donde los gobiernos castrenses se suceden unos a otros unas veces por la componenda otras por las sublevaciones y contiendas entre los mismos militares. El pueblo, a su vez, vive sometido por estos gobiernos dictatoriales que lo explotan con fines egoístas y lo mantienen en el terror y la violencia por temor a que se subleve.

La obra de Roa Bastos denuncia a menudo la injusticia y la crueldad presentes en el sistema social y económico del país. Los terratenientes e industriales, sobretudo extranjeros, son dueños absolutos de las riquezas naturales y la tierra, inclusive de las gentes campesinas que viven en ella.

Su crítica es también exacerbada contra el clero y contra las creencias y prácticas religiosas que se basan en la hipocresía, la falsedad, y cuyo móvil final es la codicia y la lujuria que predomina, muchas veces, en este grupo dirigente de la sociedad paraguaya.

La nota optimista que se observa es la fe que el autor tiene en la bondad y el valor del individuo. A veces las historias se concentran en personas que viven, se sacrifican y mueren luchando por el bien común, personas que dedican todos sus esfuerzos a llevar alivio a los oprimidos en un calamitoso sistema social.

Un cuento de *El trueno entre las hojas* que contiene todos los temas antes enumerados es el titulado "El viejo señor Obispo." Se trata de una descripción poéticamente valle-inclanezca de la muerte y entierro del personaje principal y de una vista retrospectiva de su vida. El Obispo, símbolo del verdadero espíritu cristiano, había renunciado a un brillante porvenir y, movido por su amor, se había esforzado heroicamente por mitigar los sufrimientos de los martirizados: "Se metió en yerbales y obrajes, en los cañaverales y desiertos... El polvo, la muerte, el sol de fuego, su rebelde esperanza le pusieron en la cabeza un solideo encarnado." (*Trueno*, p. 31)

Su espíritu justiciero y humanitario lo puso muy pronto en oposición a los opresores, fundando "un periódico para combatir con ideas cristianas a los señores feudales, terratenientes, estancieros y a sus testaferros políticos adueñados del poder" (*Trueno*, p. 30). La resistencia del Obispo a los intentos de intimidación y de soborno por parte de las máximas autoridades gubernativas le trajeron toda clase de vejámenes y la pérdida de su libertad y sus bienes. Perdió también su autoridad eclesiástica debido a la envidia y el temor que causaban sus virtudes entre el resto del clero: "La autoridad civil y la eclesiástica, en convivencia de mutuos intereses y temores comunes, lo fueron acorralando y terminaron por tapanlo... Le desposeyeron del más infimo cargo..." (*Trueno*, p. 34)

"El viejo señor Obispo" es, entonces, un cuadro trágico de la sociedad paraguaya. En él se representa la crucifixión del hombre que lucha por liberar al pueblo de la opresión en que lo mantienen los encargados de servirlo y dirigirlo. Por otra parte, el Obispo simboliza el espíritu del bien, la fuerza que persistirá en el pueblo no importa cuanto dure y cuán extendida se hallen la crueldad y el abuso en la sociedad.⁴

El espíritu de libertad, el deseo de liberarse de la opresión en que se sume al pueblo, lo ha personificado el autor en el relato "Los carpincheros." Este cuento, cuyo título viene del nombre de unos seres primitivos, míticos y etéreos, es un poema, una especie de himno a la libertad. Los carpincheros son como sombras que se deslizan velozmente sobre las aguas del río: "No tienen rumbo fijo. Siguen el curso de los ríos. Nacen, viven y mueren en sus cachiveos" (*Trueno*, p. 12) La vida de estos seres contrasta con la de los trabajadores de la fábrica pero, al mismo tiempo, aquellos representan los deseos y anhelos de éstos, son el espíritu de lo que les falta a los últimos: "...los peones son como esclavos en la fábrica. Y los carpincheros son libres en el río. Los carpincheros son como las sombras vagabundas de los esclavos cautivos en el ingenio..." (*Trueno*, p. 14)

Roa Bastos parece decirnos en este cuento que el espíritu de la libertad solo se mantiene vivo en los seres sencillos y primitivos que viven en un ambiente silvestre: "Antes de establecerse la primera fábrica de azúcar...la mayor parte de sus pobladores se hallaba semisalvada en las montuosas riberas del río. Vivían en estado semisalvaje...pero por lo menos vivían en libertad" (*Trueno*, p. 221). El veneno que mata dicho espíritu es la tecnología industrial, que se representa en la cinta de acero con la cual se mide la tierra donde se va a establecer la fábrica.

Una muestra de lo que son los jefes militares que predominan en el Paraguay se nos la presenta muy en particular en una de las narraciones más logradas de Roa Bastos, "Borrador de un informe." Este cuento es, como su título lo indica, el borrador de un manuscrito que un teniente dirige a su superior en el cual relata su actuación en los incidentes ocurridos en el pueblo de Kaacupé, del cual él es la autoridad militar. Los asuntos narrados se suceden durante las fiestas de la Virgen de Kaacupé, patrona de la nación. Por medio de esta novedosa forma narrativa el autor denuncia la arbitrariedad, la corrupción, la degeneración y la duplicidad del personaje que ejemplifica a los oficiales del ejército. El documento pone también en evidencia los esfuerzos de los representantes del clero, del poder civil, del judicial y del militar para apoderarse de las cuantiosas sumas de dinero donadas por el pueblo como expresión de su fe en la Virgen. En el pugilato por el dinero resultan triunfantes, naturalmente, los representantes del poder militar. El borrador tiene unos apartes entre parentesis que, es lógico suponer, no forman parte de la redacción final del parte. Los apartes revelan sentimientos íntimos de su autor y explican o aclaran los hechos, especialmente en lo relacionado a la misteriosa muerte de la ramera María Dominga Otazú. Lo que sacamos en limpio al final es la verdadera versión de los acontecimientos y un cuadro claro del monstruo de perversidad y degeneración psicológica que se halla al frente de los destinos del pueblo (*Baldío*, p. 76). También demuestran estos apartes el gran desprecio que el militar siente por el pueblo y, a la vez, el odio que éste siente por aquél.

Con la clase de dirigentes civiles, militares y eclesiásticos que, según las narraciones analizadas, tiene el pueblo paraguayo, no hay esperanza de que en el futuro se mejore la situación. Al poder solo llegan los que abusan de la ingenuidad del pueblo para cometer toda clase de fechorías y, una vez en el poder, se dedican a subyugarlo y a apoderarse del fruto del trabajo de la gente. Entre ellos reina la cobardía, la codicia y la degeneración psicológica; la mediocridad y la duplicidad son la regla establecida en su comportamiento.

Semejante calibre humano en las posiciones directivas del país explica la ininterrumpida frecuencia de las luchas y el predominio de la violencia. Por eso parece decirnos el autor- el Paraguay es un pueblo enfermo; un pueblo que se ha estado muriendo desde hace mucho tiempo y que poca esperanza tiene de salvación.

Conclusión:

En esta vista panorámica de la obra narrativa de la Roa Bastos hemos tratado de analizar brevemente los aspectos sobresalientes que parecen ser los que más le preocupan al autor. La impresión que nos queda al leer sus narraciones es de desaliento, amargura y despecho por el sufrimiento y los abusos de que es objeto el pueblo paraguayo. También queda muy en claro que Augusto Roa Bastos es un escritor comprometido y responsable de su misión, la cual para él es la delación de los malos gobernantes de su patria. Es de esta manera que el escritor, con su obra, contribuye a un futuro mejor para el Paraguay y en consecuencia la humanidad.

Notas

1. Augusto Roa Bastos, citado por W. Foster en "La importancia de Hijo de Hombre en la literatura paraguaya," *Duquesne Hispanic Review*, III (1964), p.98.
2. En este respecto el escritor paraguayo concuerda con el escritor ruso Alejandro Solzenitzin, para quien "el artista tiene la responsabilidad de ayudar a la humanidad en su actual situación precaria... La

literatura puede actuar -en ciertos casos- como la conciencia del mundo." "Carta abierta", publicada en un periódico noruego en noviembre de 1974.

3. Esta opinión es fácilmente debatible si se considera que otras regiones del mundo, donde la naturaleza no es inhospita, son igualmente violentas. Debe notarse además que Roa Bastos trata solamente casos de violencia abierta, evidente, y deja a nuestra imaginación las formas escondidas y calladas, las cuales son comunes a todas las sociedades modernas, pues "repression does not come [only] in the form of storm troopers kicking Jews in the gutters, but in the more subtle form of widespread erosion of the right to dissent and increasingly repressive measures against those who persist in dissent." Robert McAfee Brown, *Religion and Violence* (Philadelphia, 1973), 12.
4. "El Obispo" prefigura por su simbolismo a Cristóbal Jara, Gaspar Mora y otros personajes de *Hijo de Hombre*, quienes personifican la idea del "hombre crucificado por el hombre" en la búsqueda del bien común.

Career Education: A Move Toward Relevance

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Many professional educators in the United States have embarked on an exciting, timely, but admittedly frightening journey of re-examining the purpose, content, and delivery system of American public education. Working on the premise that education and career development ought to be closely allied, significant developmental efforts are being effected across the country.

An analysis of observations has led many educators to a number of well supported assumptions about the contemporary education establishment. Some of the more profound observations leading to those assumptions are as follows:

- (a) Yearly, approximately 2.5 million young Americans leave educational institutions without a high school diploma and/or unprepared to enter a world of work.
- (b) A number of professional fields have far fewer employment possibilities for degree holders than there are persons with degrees.
- (c) Trend analyses indicate that by 1980, 80 percent of available jobs in the United States will not require the completion of what we now conceive to be the typical baccalaureate degree program.
- (d) A rapidly changing technological society is requiring a flexible educational system that provides for open-entry open-exit programs of skill training, upgrading, and retraining.
- (e) The American system of public education (including higher education) is being held increasingly more responsible for its efficiency.

Based upon the preceding observations (which are illustrative and certainly not exhaustive) numerous educators have suggested the following assumptions:

- (a) Educational relevancy can be significantly increased by organizing educational experiences around a theme of career development.
- (b) Existing educational programs do not meet the needs of large segments of the student population.
- (c) Sound, articulated career and vocational guidance has been neglected as an integral part of the educational experience of most public school students and as a component of counselor education programs in institutions of higher education.

The above may lead the reader to the misassumption that the authors view the American educational arena as somewhat bleak. Not so at all. An educational system such as that found in the United States is laden with success. However, accomplishments have not blinded educators to problem areas. Indeed, some existing shortcomings are spinoffs of more profound successes.

Some of the shortcomings enumerated above are presently under attack. In 1971, the United States Commissioner of Education established what has become known as "Career Education" as a top priority area of the United States Office of Education. Since that time, millions of dollars have been expended in developmental and implementation efforts to organize elementary, secondary, and post-secondary curricula around an articulated theme of career development.

Kenneth Hoyt, Associate United States Commissioner of Education, defines career education as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual."¹

Under the direction of the National Center for Educational Research, three models for a national career education system have been developed. These are: (1) A School Based Model, (2) An Employer Based Model, (3) A Home/Community Based Model.

The School Based Model has the following characteristics: coordination and articulation among grade levels—kindergarten through junior college; interactive relationships with those outside the school including parents, local business and industry, and the local community. The objective of the model is to re-design the curriculum to focus on the concept of continuous career development and guidance.

Six comprehensive school-based career education efforts are presently being supported by the United States Office of Education in six selected sites across the United States. The best "pieces" of each of these efforts will eventually be utilized in the development of a "model" for national dissemination. Aside from the six major efforts, hundreds of smaller career education ventures are in operation across the country—each one attempting to blend academic and vocational education into an experience-based system of relevant, meaningful education for both the college-bound and the potential dropout.

Phases of Career Education

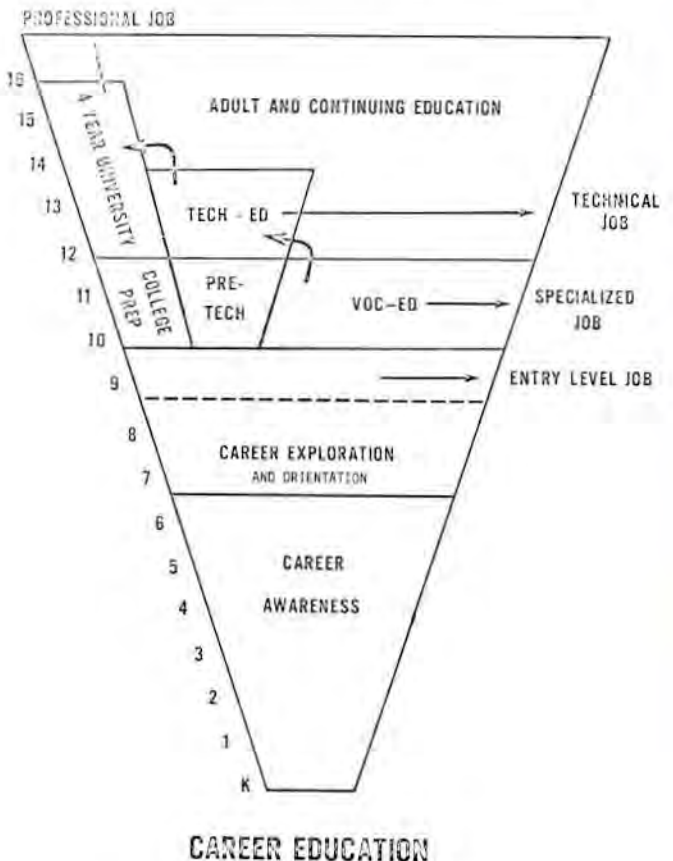
Although various types of career education programs have been developed and implemented, most of the school based models seem to be based on the following phases:

- (1) **Awareness phase:** The purpose of this phase is to help all individuals become familiar with the values and occupations of a work-oriented society. This phase is designed to develop certain fundamental attitudes toward self, others, and work which will enable the student to make necessary vocational decisions sometime in the future. The student is exposed to a variety of work values and occupations in the world, society, and community in which he lives. Although this phase continues throughout all formal education, it is emphasized primarily in grades K through 6.
- (2) **Orientation phase:** The purpose of the orientation phase is to provide educational experiences which enable the individual to become familiar with the American economic system. The individual's experience during this phase should assist in the understanding of why people are expected to work and provide an understanding of the rewards and benefits derived from work for the individual, family, and community. Major emphasis is placed on the orientation phase in grades seven and eight; however, it may continue throughout the individual's education experience.
- (3) **The exploration phase** typically begins in grade seven and in

some educational systems and for some individuals may extend through grade nine. The primary purposes of this phase are to allow students to explore various occupational clusters, to obtain initial work experience, and to integrate work values into their personal value systems. Individuals proceed from broad exploration to in-depth experience with hand-ons, real life activities in occupational clusters. Through these experiences, individuals are able to explore the personal meaning various forms of work hold for them.

- (4) **During the preparation phase,** the individual narrows his choice of a career and prepares to enter the labor market or to continue his education so as to enter the labor market at a different level of employment. This phase consists of all those activities and procedures for the individual to become proficient in his chosen occupational area so as to enter into productive employment. The preparation phase may begin at grade ten and end at grade twelve, or at the close of a continuing education program, with a baccalaureate degree program, or an advanced graduate or post-graduate program.
- (5) **The purposes of the adult and continuing education phase** are to assist individuals' career advancement and aid adults to discover, analyze, and prepare for new careers. Each individual is to be provided the opportunity to secure those educational experiences necessary for him to attain his maximum employable potential based on his interests, needs, capabilities, and the manpower requirements of the labor market.

The following chart summarizes the preceding described phases:



The EMPLOYER-BASED model has been established as a partnership program between business and the schools. In this model, industrial and business firms cooperate with and provide support to the schools in providing educational program for adolescents between the ages of 13 and 20 who have dropped out of school. The model combines general education, vocational education, and work experience for the facilitation of career development.

The HOME/COMMUNITY model focuses primarily on career development for adults with limited formal schooling and with restricted personal skills which retain them from job opportunities and advancement. Women are a special target group in the model. This model incorporates the use of educational T.V. for providing career information in a lively and entertaining style.

The Commonwealth of Kentucky has been a national leader in the career education movement with numerous successful programs existing throughout the State. More specifically, the Center for Career and Vocational Teacher Education, Western Kentucky University, has served as a catalyst for career education program development, research, and assessment throughout the State. Developmental efforts of the Center have been responsible for the implementation of career education in several schools throughout western Kentucky. Additionally, two recent research studies of the Center have documented that teachers, counselors, educational administrators, parents and pupils support career education as an integral part of the public school curriculum. The movement, therefore, has avid support from the grass roots level through the highest educational echelons.

Qualifications of Career Education Teachers

The Center for Career and Vocational Teacher Education at Western Kentucky University has focused its attention on research and development in the area of preparation and upgrading teachers for school based models in Kentucky. In 1972, a survey was conducted in order to determine competencies needed by career education teachers. A survey instrument was developed and mailed to career education teachers in elementary schools, who had one or more years of teaching experience in a school system with a career oriented curriculum. One hundred and ninety-six teachers in two major school systems in Kentucky were surveyed. One hundred and forty-six teachers responded to this survey (74% return). The survey participants were asked to rate the importance of competence in 65 previously identified competencies in order to perform successfully as a career education teacher.

Thirty-two competencies most frequently rated highest in importance are reported in Table I.

TABLE I CONTINUED

COMPETENCY	VERY	IMPORTANT	SLIGHTLY	UNIMPORTANT	Σ
	IMPORTANT	IMPORTANT	IMPORTANT	UNIMPORTANT	
6. Provide student with "hands on" experiences to enhance and increase awareness and explore basic skills	67.57	27.70	3.38	1.35	1.385
7. Help students with personal and social problems that hinder self-awareness	64.19	30.41	5.41	0	1.412
8. Conduct field trips oriented to the world of work	62.07	33.10	4.83	0	1.428
9. Explain the relationship between education and career plans	59.46	35.81	4.73	0	1.453
10. Utilize business and industrial leaders as resource and advisory personnel	56.46	40.82	2.04	0.68	1.469
11. Understand current concepts of career education and understand your school system's plan for implementing career education	54.42	44.22	1.36	0	1.469
12. Relate the value of basic skills acquisition as a necessary foundation for future occupations	54.73	42.57	2.70	0	1.480
13. Understand your role and the role of superiors and peer groups in career education	50.68	47.30	2.03	0	1.514
14. Motivate the student towards thinking about careers	52.70	43.24	3.38	0.68	1.520
15. Utilize community members professional, service, social, fraternal, and religious organizations for public relations services	52.03	42.57	5.41	0	1.534
16. Involve students in planning their own unit activities	50.68	45.27	4.05	0	1.534
17. Develop instructional materials related to career education	51.02	42.18	6.12	0.68	1.565
18. Involve parents in the students' career development	51.02	42.18	6.12	0.68	1.565
19. Relate the importance of work in the social and economic development of a society	48.30	46.26	5.44	0	1.571
20. Develop career based programs for gifted students	52.41	38.62	7.59	1.38	1.579
21. Evaluate your own teaching in relation to career education objectives	46.90	47.59	5.52	0	1.586
22. Provide knowledge of the primary needs of man and examples of how they are met through careers	48.65	43.92	6.76	0.68	1.595
23. Teach communication skills in work and inter-personal situations	41.22	55.41	3.38	0	1.622

TABLE I
RATING OF SIXTY-FIVE CAREER EDUCATION COMPETENCIES
BY 148 ELEMENTARY EDUCATION TEACHERS IN KENTUCKY
n=148

COMPETENCY	VERY	IMPORTANT	SLIGHTLY	UNIMPORTANT	Σ
	IMPORTANT	IMPORTANT	IMPORTANT	UNIMPORTANT	
1. Explain that there is inherent dignity in work	82.19	14.38	2.74	0.68	1.219
2. Help the students develop self-confidence in their ability to fulfill task responsibilities	77.03	22.97	0	0	1.230
3. Make the students aware of themselves and their present capabilities	74.32	24.32	1.35	0	1.270
4. Be familiar with various resources available for career education	68.24	29.05	2.70	0	1.372
5. Integrate life experiences of the teacher, students, parents, and available resource people in classroom instruction	64.19	34.86	1.35	0	1.372

TABLE I CONTINUED

COMPETENCY	IMPORTANCE				X
	VERY IMPORTANT	IMPORTANT	SLIGHTLY IMPORTANT	UNIMPORTANT	
	%	%	%	%	
24. Teach appropriate interviewing techniques	46.62	44.59	7.43	1.35	1.635
25. Have workable knowledge of audio-visual and teaching aids, especially pertaining to life-centered activities and career education	42.57	51.35	6.08	0	1.635
26. Formulate lessons and behavioral objectives related to career education	41.10	54.11	4.79	0	1.637
27. Effectively carry out simulation and role playing in the classroom related to careers in job clusters	41.67	52.78	5.56	0	1.639
28. Develop career based programs for disadvantaged students	47.26	42.47	8.22	2.05	1.651
29. Create an awareness of changes in world of work	39.19	54.73	5.41	0.68	1.676
30. Explain how making friends helps to develop a self-concept	42.76	46.90	10.34	0	1.676
31. Explain new teaching methods being used in career education to parents and other concerned personnel	41.10	50.68	7.53	0.68	1.678
32. Promote career education within the home by keeping the parents informed and involved	38.78	54.42	6.80	0	1.680

*1 = Very Important; 2 = Important; 3 = Slightly Important; 4 = Unimportant
x = mean

As a result of this survey several professional education courses are being modified to incorporate the development of some of the identified competencies. Also graduate courses are being changed to incorporate similar objectives. As more school systems adopt career oriented curriculums, more teachers will need pre-service and in-service training for teaching in career oriented curriculums. Western has developed a proposal that has as its major purpose the development of learning packages or modules that would indicate the development of the competencies essential for being or becoming a successful career education teacher.

Summary

In the last three years nearly 1/3 of all school districts in America have initiated career education efforts. At least twenty state boards have passed resolutions supporting career education. Thirty-five State Departments of Education have appointed career education coordinators. These developments have not occurred without staff and financial support. However, most of this support has come from state and local governments.

The Education Amendments of 1974 established the Office of Career Education in the United States Office of Education. This past school year 10 million dollars was funded through the Special Projects Act for Career Education.

In America one of the major accepted functions has been the preparation of students for a useful and productive life. Successful careers are very much a part of a productive life in our society. Therefore, career development and preparation should

be an essential component of a curriculum designed to prepare people for life in our society. Thus career education is clearly a move toward relevance.

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Student Teaching in the Bi-National Schools of Latin America: An Approach to International Understanding

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Rationale. The existence of our world as we know it is indeed tenuous. The threats of ecological, economic, atomic and nutritional disaster are not in the least exaggerated. Recent history is replete with examples that illuminate the extreme interdependence of nations and how critical our intercultural transactions are to the quality of life. The complex problems of dealing with one world must be approached in a variety of ways. The university curriculum at every level should be explored in regard to its contribution to international understanding. In the final analysis, however, teacher education remains the key to the learning process. The attitudes, values, and frame of reference of a teacher affect what students learn, both in the cognitive and the affective domains. From this assumption, it follows that developing appropriate intercultural understanding depends upon the perceptions of the teacher, and her perceptual framework will be affected significantly by her experiences and educational preparation. To have the most profound impact on teacher perceptions there is no substitute for the experience of living in a foreign culture, however brief the exposure.

The study of other cultures enhances knowledge and understanding of education as an institution and as a process of universal human concern. It not only provides a perception of one's way of thinking, but it also develops an awareness of one's own ethnocentric biases and assumptions. Both the perception and the awareness can generate support for or revision of prevailing structural and procedural practices and trends in education. As a result, the benefits of international and cross-cultural studies for professional educators are those which enable them to understand and appreciate minority cultures within their own country (i.e., in urban ghettos, in Appalachia, in migrant communities, on Indian reservations and areas with large Hispanic populations) as well as cultural differences between their nation and any other nation near or far.

In resonance with its commitment to international and cross-cultural programs, the College of Education, University of Kentucky, has joined The Consortium for Overseas Student Teaching (COST). Several colleges and universities, under the leadership of the University of Alabama, have joined together in order to provide a multi-cultural student teaching experience for some of their students. The Consortium for Overseas Student Teaching (COST) has been organized so that a larger number of students preparing to teach may avail themselves of student teaching experience, for credit, in a foreign country. COST

institutions believe that student teaching in a foreign country helps students become more sensitive to and better informed about international and domestic problems. Furthermore, the overseas experience helps future teachers become more understanding and appreciation of others and other cultures.

The Cooperating Bi-National Schools of Latin-America. The cooperating schools in which student teaching opportunities are available to students in COST are located within Colombia, Ecuador, Uruguay, Costa Rica, Honduras, Haiti, El Salvador, Mexico, Brazil and the Dominican Republic. The overseas schools with which the consortium is associated are generally called bi-national or American sponsored schools. They are non-government, coeducational, private schools of various kinds. The largest number of these schools are non-profit, non-denominational independent schools established on a cooperative basis by United States citizens residing in a foreign country and host country nationals.

Student population of these bi-national schools is composed of United States citizens, host country nationals, and, in some situations, youngsters of other nationalities, resulting in a cosmopolitan student body. The ratio of United States citizens to nationals varies from school to school, ranging from 20 to 40 percent. School faculties are cosmopolitan also, composed of host nationals, as well as teachers from throughout the United States, and, to a lesser degree, from other countries.

Variety is one of the basic characteristics of these schools. Although emphases may vary, all the schools share the purpose of providing educational opportunities for their students which are generally comparable to educational programs in the United States, and of demonstrating American educational philosophy and practice abroad to help further interest and understanding. The instructional programs are excellent and meet the criteria for accreditation by the Southern Association of Colleges and Schools.

The instructional programs provide a core curriculum which will prepare students to enter schools, colleges and universities in the United States. Most students who are bi-lingual and above average in scholastic ability plan to attend a college in the United States. An outstanding characteristic of most of the schools is the use they make of their location abroad to provide quality programs of foreign language instruction, study of local culture, and social studies.

The bi-national schools follow what may be termed a typical American curriculum and provide student teaching positions in most subject areas, kindergarten through grade twelve. However, it should be noted that curricula tend to be largely academic with relatively little attention given to vocational or commercial education. Since instruction in English and Spanish as second languages is begun in kindergarten, most children are bi-lingual by second or third grade and all class instruction is in English. Although a knowledge of Spanish is helpful, it is not a necessary requirement for student teaching in the bi-national schools.

Eligibility, Orientation, and Supervision. Applicants for the Latin-American student teaching program are thoroughly screened for academic eligibility and must meet identical state side standards for student teaching. Personality characteristics are considered to be of real import. Each applicant is interviewed in depth to assess personal qualities of maturity and adaptability which are the most important criteria for selection to the program. Students who participate are reminded that they will represent not only their college or university, but also the United States.

Orientation of the participants to the culture, mores, socio-economic and political posture of the particular host country is a major emphasis of the program. This is accomplished through seminars and a special course in Education and Culture. Guest lecturers in anthropology, political science and comparative education deal with all aspects of living in a foreign culture and teaching in a bi-national school. One of the most effective seminars is a question and answer session with students who have previously participated in the

program. Finally, on campus host country nationals make many excellent contributions to the orientation program.

The student teaching term for students placed in the bi-national schools coincides approximately with the academic calendars of state universities. Therefore, the length of stay in Latin-America is approximately ninety days. Supervision of all students is handled by professors of COST institutions, who visit each school during the period of assignment. Each institution having as many as six participants is allowed to send one supervisor for a two-week tour of the bi-national schools. In alternate periods, professors from other COST institutions make supervisory visits. Additional supervision is provided by qualified members of the bi-national schools.

Experience has shown that an overseas student teaching assignment is only slightly more expensive than a stateside experience. The cost of transportation is most often offset by favorable living expenses. Round trip airfare, for example, from Miami to Bogota, Colombia is approximately \$285. Room and board costs between \$100 and \$150 per month. The only additional expenses are university tuition and spending money for side trips in the country.

Values of the Program. Participants and staff members perceive a variety of values in the program. In most locations, students are housed in the homes of nationals of that country. Such living arrangements appear to be the most effective means of learning about the culture of another country, especially when the student teachers are included in the social activities of the family. Holidays and weekends provide ample opportunity to travel within the country. Student teachers note this to be one of the most educational aspects of the program.

In addition to personal growth, the Latin-American Program provides specific professional advantages as well. Subject fields, such as English, art and social studies are greatly enriched by intercultural experiences. In English, for example, insights into language are invaluable. Social studies teachers probably have the most to gain and the most to contribute as a result of their Latin-American experience because social studies is the most useful in developing empathy and international understanding.

In conclusion, it should be realized that colleges of education are now confronted with a new and growing function of preparing education specialists to work not only in school systems, but also in social agencies, government and private enterprises dealing with the production of goods and services at home and abroad. Cross-cultural experiential activities encourage, in the prospective professional educator, more than an attitude reflecting understanding, respect, and empathy toward members of other cultures or subcultures; they also foster a better understanding and respect of his own culture. This, undoubtedly, should contribute to the increased effectiveness of the professional educator in a society as culturally pluralistic as ours.

If requested, I will be pleased to share additional information on the Latin-American student teaching program with sister institutions. —Dr. Smith

The Prison of Roses and Music

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This past May and June I had the opportunity of visiting El Centro Penitenciario del Estado de Mexico near Toluca, Mexico. As we approached the prison by car, this institution looked much like other drab prisons I had visited in the United States. However, my first impression was short-lived. The entrance was flanked by two guards, who unlocked the large high green gate, secured by only an ordinary padlock. Our car slowly drove in past a beautiful pool and fountain surrounded by rows and rows

of magnificent pink roses. These roses which also surround all the buildings, are grown by the inmates for sale on the streets. My first stop was at the administration building, where I was warmly greeted by Señor Antonio Sanchez Galindo, prison director, and Señor Luis Maldonado, sub-director. After a rapid orientation tour of the institution and several hours of discussions with prison personnel, I was driven to Toluca to a hotel. After three days of hotel living, I persuaded Señor Sanchez to allow me to live in the prison. A lovely room was furnished for me, and from this inside vantage point I got to know the prison organization and life.

The staff was exceptionally well-trained. It consisted of the director and sub-director, who were lawyers (most correctional officers in Mexico are lawyers) four medical doctors, four social workers, one dentist, two clinical psychologists (one a woman), a half-time psychiatrist, head and assistant head of the guards, an accountant, about four defense lawyers, and 200 guards.

Four features make this prison a truly outstanding institution. First, and most impressive, the lack of tension. Classical music is played on a public address system which reaches all the prison community including the outside building for those inmates participating in the preliberacion (prerelease) program. Even though high walls and several armed-guard turrets surround the building, the atmosphere is very relaxed. The director, a lover of the arts, tries to encourage appreciation of culture. For example, he has organized a traveling art show of beautiful Mexican prints to be displayed in the fifteen jails throughout the state of Mexico that are under his command.

A second outstanding feature of this prison is the preliberacion program, quite different from most programs we have in the United States.

About twenty-one inmates are currently in the program. To be eligible a man or woman must have served most of his time and have a family nearby. The last qualification makes it impossible for a North American prisoner to participate in preliberacion, or for that matter, parole. North Americans must serve their full sentences with deductions for working and for good behavior. Then they are released unconditionally and deported to the states. For every two days they work they get one day taken off their sentences. Currently there are three North American inmates—all on drug charges.

Those men on preliberacion live outside the walls in a brick building surrounded by roses. They have private rooms and are not locked up at night as are the other inmates. They are free to work in the community. Women on preliberacion live inside the walls, since there is not as yet an outside home for women.

Every other Saturday a field trip by chartered bus is arranged for the preliberacion inmates. (Only 3 treatment staff members escorted the tour that I went on; there were no guards). The trip is designed to teach the inmates about the cultural and historical aspects of Mexico (the belief is that such information will help them to become better Mexican citizens) and about job opportunities on their release. Factories and office buildings are included on these trips. The group I accompanied visited the ITT Telecommunications factory in Toluca, and traveled to Mexico City to visit the planetarium and the Technological Museum in Chapultepec Park and an art gallery. I was unprepared for the great interest demonstrated by the inmates, especially in the paintings we viewed. *Compesinos* peered with great delight at pictures by Picasso, Rivera, et. al. At the Technological Museum we had an elaborate lunch. In the evening we attended the Romanian Folklorica at the Stadium of Mexico. We returned to prison at about 11:00 p.m.

Another feature unique to Latin American prisons is the conjugal visiting rights. According to Señor Sanchez conjugal visiting once a week is a right of all inmates, providing they are married or have established a free relation, which is encouraged by prison officials for all inmates, except North Americans and other foreigners. However, Sanchez warns that this right may be denied an inmate if his behavior is poor.

Several conjugal visiting rooms are provided. They are neat little rooms, complete with double bed, sink and commode. Couples are locked up at night, sometimes with their children if

they are under 3 years. Children over 1 are cared for by some of the women inmates in a well-equipped nursery. To most Mexicans sex is a basic natural need that must be satisfied, even within the prison.

The fourth outstanding characteristic of the prison is the extensive visiting permitted the inmates. Visitors are allowed in the institution every day, morning and night. To my knowledge an inmate can see people several times a week provided his behavior warrants. On Saturdays and Sundays whole families join the husbands and wives in a large open visiting room adjoining a garden and playground for the children. A sort of fairground atmosphere prevails, with families picnicking on the ground and at the many picnic tables provided. A little store sells potato chips, etc.

Probably the conjugal visiting, the family visiting, and the music more than any other features contribute to the relaxed atmosphere throughout the prison.

Never have I observed such an atmosphere in any of the U.S. prisons I have visited, even the most modern. And never before have I walked away from a prison feeling, not depressed, but rather encouraged that a truly humane prison could be established. If we must have prisons, all prisons should use "El Centro" as their model.

El tema que aquí se expone en forma resumida, fue editado completo, bajo la responsabilidad del autor, en "Cuadernos - Consejo de Rectores Universidades Chilenas - número 8" publicado en Octubre de 1974.

La Universidad Regional Como Instrumento De Desarrollo

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Cuando se habla de Universidad Regional se corre el riesgo evidente de ser calificado, a primera instancia, como alguien que intenta rebajar el nivel de Universidad de Universitarias, a una localización mas consecuente con un Instituto de Desarrollo o una Empresa de Investigación y Servicio que con una Universidad. Y quien así juzgare estaria apuntando al verdadero problema que hay al pensar y diseñar una Universidad Regional.

Por otra parte, la expresión *Regional* puede ser particularmente dañina al objetivo buscado ya que se presta para señalar como Regionales a Universidades que se encuentran lejos de los centros poblacionales mas importantes, normalmente la capital del país, y que tienen una *dimensión* en alumnos regular o baja.

El planteamiento básico que se sustenta en el documento "La Universidad Regional como Instrumento de Desarrollo Regional" es el siguiente:

- (i) La Universidad, para poder ser definida como tal, debe desarrollar en diferentes intensidades, pero en armonía, las funciones de Docencia, Investigación y Extensión. A estas básicas funciones pueden agregarse otras (por ejemplo Servicios) pero no puede eliminarse ninguna de ellas ni dedicarse a una sola de ellas el esfuerzo total de la institución, pues si se adoptara cualquiera de estos dos últimos criterios *no se tendría Universidad*.
- (ii) La Universidad debe ser, normalmente, la mayor concentración de recursos del conocimiento existente en la región y, potencialmente la mayor preparada para conocer y dar a conocer lo que esa región es.
- (iii) La Universidad Regional debe participar activamente en la solución de los problemas del desarrollo regional en cada oportunidad en que se detecte una coincidencia entre el quehacer universitario y el problema específico del desarrollo que se deberá atacar.

- (iv) La Universidad Regional debe crear los instrumentos necesarios para que el problema del desarrollo regional sea conocido y medido científicamente, para que las coincidencias entre el quehacer universitario y el problema de desarrollo sea oportunamente conocido y para formalizar la recomendación de creación de mecanismos adecuados para realizar la acción de ataque.
- (v) El concepto de *región* debe entenderse como un *territorio de atracción* y en consecuencia debe suponerse siempre una región que se expandirá o contraerá en la medida que factores externos influyan sobre ella. La expansión o contracción debe tener especial vigencia por el efecto que tendrá en el número de alumnos y en las disciplinas a atenderse.

La Universidad Regional.

Habiéndose planteado la Universidad Regional como unidad que debe conservar íntegras las funciones fundamentales de Docencia, Investigación y Extensión, será la sabia y armónica combinación de esas funciones puestas en una *actitud regional* la que producirá las características necesarias para señalar con propiedad como Regional a la Universidad.

En la misma línea del planteamiento anterior, según sea la intensidad y dimensión de la o las combinaciones de sus funciones básicas realizadas para atacar el problema del desarrollo regional, será de diferente en su forma y acción con otras Universidades Regionales que tendrán sus propias particularidades.

Serán fundamentalmente los ambientes económicos, sociales, políticos, legales, históricos y culturales en que se encuentre inserta la Universidad Regional, los que entregarán los estímulos y demandas que definirán las características de la Universidad Regional.

Por comparación es posible ver con mayor claridad la diferencia entre una Universidad Regional y aquellas otras que puedan denominarse Centrales, Nacionales o Metropolitanas. Es obvio que los objetivos directos de una Universidad Central, Nacional o Metropolitana no son los de atender aquellos particulares al lugar de su domicilio. París, Londres o Nueva York no crean ni tienen una Universidad para usarla directamente en el desarrollo de París, Londres o Nueva York. A su domicilio geográfico les llega indudablemente un beneficio, pero este beneficio es obtenido más bien por un proceso de osmosis que por una acción directa o programática. De éste hecho se deriva una estructura, dimensión y gestión que son notoriamente diferentes a la estructura, dimensión y gestión de la Universidad Regional que genera tal trilogía en base a un espectro de objetivos menos convencionales.

Para ejercer la regionalidad es previo establecer cual va a ser la región geográfica que se considerará como el territorio de atracción de la Universidad. Para demarcar la región es recomendable usar los siguientes elementos de juicio:

- (a) **Universidades que existan en el territorio o que lo circunden.**
 - 1. Tipo de Universidad se la hay (Regional, Central-Nacional-Metropolitana).
 - 2. Si son sedes de Universidades CNM debe observarse el grado de autonomía en relación a la Principal.
 - 3. Disciplinas atendidas y su nivel.
- (b) **Potencialidad de alumnado.**
 - 1. Población estudiantil niveles I y II.
 - 2. Domicilio geográfico de esos estudiantes (debe cuidarse relación con el domicilio geográfico de universidades existentes).
 - 3. Escuelas Técnicas.
 - 4. Población total del territorio.
- (c) **La región.**
 - 1. Significado del territorio en relación a la economía nacional.
 - 2. Si se estima de particular actividad industrial, agrícola, ganadera, minera.

3. Clima.

(d) **El Estado.**

- 1. Medida del interés del Estado en el desarrollo de la región.

El conocimiento y uso coordinado de los antecedentes anteriores debe permitir establecer para la Universidad Regional: (i) la dimensión óptima y (ii) la combinación armónica de Docencia-Investigación-Extensión.

Los dos elementos, dimensión y combinación armónica de actividades, deben considerarse tanto para la programación de una Universidad Regional a crearse como para la transformación de una Universidad CNM localizada en alguna región que desea reprogramarse como Universidad Regional.

Los Productos Universitarios.

La Universidad Regional, para ser tal, debe tener un claro sentido de propósito de *llegar* a la región para provocar los estímulos necesarios al desarrollo. Este *llegar* se produce mediante la entrega de sus *productos universitarios* y el *control del uso* de tales productos, junto al conocimiento de los efectos producidos. Los efectos, naturalmente, podrán tener carácter específico o difusor.

Entiéndense como productos universitarios, entre los más significativos para el objeto de este trabajo, los siguientes: (i) El egresado (ii) El resultado de las investigaciones y experimentaciones (iii) El programa de extensión realizado a través de proyectos específicos (iv) La prestación de servicios a terceros.

El egresado, que debe ser el resultado de todo un proceso previo de programación de alumnado y de disciplinas en función de los requerimientos de la región dentro de un concepto universitario, es el producto y/o agente más fácil de medir, conocer y controlar en su papel de tal. Su acción en el medio que tradicionalmente ha sido limitado al ejercicio profesional de sus conocimientos, deberá ser complementado por la Universidad Regional agregándole el rol de extensionista. Esto será posible de obtener mediante el programa de formación y especialmente, mediante el establecimiento de una relación permanente entre el egresado y la Universidad a través de cursos de post grado, cursillos, seminarios, conferencias, trabajos de terreno con invitación a profesionales, entrega de informaciones del quehacer universitario, etc.

El segundo producto en importancia es el resultado de las investigaciones y experimentaciones. Lo corriente que ocurre con este producto es que: (i) el resultado aparezca publicado en una revista especializada, generalmente extranjera (ii) que ejemplares de la revista o separatas del trabajo se entreguen a la Biblioteca de la Universidad (iii) que se circularice el resultado a científicos de la misma especialidad y (iv) que la información se envíe a organismos de gobierno. Es indudable que las cuatro acciones citadas anteriormente son correctas y normales en la dinámica del quehacer universitario, pero esa normalidad es insuficiente para apoyar la gestión de la Universidad Regional por las siguientes razones:

(i) La publicación ocurre normalmente en revistas especializadas extranjeras y puede darse el caso de ni siquiera existir suscripción de la propia Universidad patrocinadora del tema. (ii) La circularización a investigadores de la misma área y la entrega de ejemplares a la Biblioteca sigue manteniendo el problema enclaustrado en un sector académico y (iii) El Gobierno recibe la información como hecho aislado espontáneo que no aparecerá como parte coincidente con la línea de acción que el propio Gobierno se hubiera fijado.

La Universidad Regional debe propender a un uso real y oportuno de su producto Resultado de Investigación/experimentación por parte de la región que le es propia. Para ello se sugiere que en la gestación, acción, difusión y uso de un proceso de investigación participen los siguientes elementos: (i) El Investigador que constituirá la parte dinámica, inteligente. (ii) La Universidad Regional como administradora y gestora y, (iii) El Estado como financista y/o usuario final.

Los tres elementos participantes se confunden en un objetivo

común y es la existencia de ese objetivo común el que hace posible su unión. Todos están participando en el bienestar para la sociedad a través del desarrollo. El deseo de dar bienestar, presente en el investigador y la Universidad, se convierte en obligación en el Estado.

Del espectro de investigaciones específicas programadas por la Universidad Regional, deberán aislarse aquellas que razonablemente puedan tratarse en la trilogía señalada anteriormente. Aquellas aisladas deberán reducirse a convenios entre los componentes de la trilogía donde se fijarán contractualmente las obligaciones y derechos del académico investigador, de la Universidad y del Estado a través de su organismo correspondiente, teniendo especial cuidado en dejar establecido que serán obligaciones de la Universidad y del Estado, entre otras, las siguientes: (i) Recibirse del informe final que emitirá el Investigador. (ii) Difundirlo y promocionarlo a nivel de usuarios directos y/o potenciales y, (iii) Aplicarlo directamente en el medio si a ellos correspondiera la acción proveyendo el financiamiento adecuado.

Los productos Extensión y Servicios, a diferencia de los anteriores, se ubican dentro de un tratamiento mucho más convencional y sus programas de acción solo deben cuidar de estar dentro de la línea política que la Universidad se hubiera fijado a sí misma para participar en el desarrollo regional.

Justificación y Estructura Para La Universidad Regional.

La Universidad Regional, además de las razones generales que puedan darse, tiene particularidades que la hacen insustituible como elemento estimulante del desarrollo regional. Su acumulación de recursos humanos y materiales bastaría para pensar en ella como instrumento del desarrollo, pero creo que es su inmensa ductilidad y nivel de capacidad lo que le da la verdadera riqueza y carácter de detonante para un proceso de desarrollo.

En el contexto anterior es posible crear la Universidad como Instrumento Eficiente para producir desarrollo mediante la siguiente estructura:

Nivel I	<i>Dirección y Emisión de Políticas</i> Rectoría, Cuerpos colegiados, Unidades asesoras.
Nivel II	<i>Dirección Operativa</i> Vice-Rectorías Docencia-Investigación-Economía y Finanzas-Extensión-Planificación y Desarrollo-Estudantil.
Nivel III	<i>Sectores de Actividades</i> Asuntos académicos, Asuntos institucionales, Asuntos financieros, Asuntos de Inversión, Asuntos de Planificación y Desarrollo, Asuntos Estudiantiles, Asuntos de servicios y Asuntos de Extensión y Comunicaciones.

En los tres niveles anteriores se cuida especialmente la idea de que la eficiencia de la Universidad, para sí y para su objetivo de servir como instrumento del desarrollo, tenga los apoyos suficientes que le permitan establecer las vías de comunicación adecuada con la región-sujeto y le permitan, al mismo tiempo, establecer un sistema de control-aprovechamiento-reversión del proceso que sea adecuado a los fines perseguidos. Para tal efecto se considera en el nivel I la presencia de la comunidad regional como elemento activo en los cuerpos colegiados para influir en las líneas políticas de la Universidad.

En el nivel II se consideran las vice rectorías de "Planificación y Desarrollo" y la de "Asuntos Estudiantiles" que tienen particular significación para la emisión de programas de acción de la Universidad Regional.

Por último, en el nivel III se consideran las unidades operativas que representan la armonización del quehacer universitario y el interés regional. Estas unidades se denominan respectivamente *Investigación Institucional e Información Regional*.

Como envolventes de la estructura señalada, la Universidad Regional debe tener en aplicación y/o revisión permanente los

siguientes elementos: (i) Un Sistema Curricular Flexible (ii) Un sistema de administración eficiente (iii) Un claro criterio en el diseño de construcciones.

Como programas de apoyo debe operar los siguientes: (i) Servicio de computación electrónica (ii) Viviendas estudiantiles y (iii) Optimización en el uso de recursos.

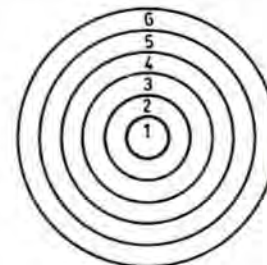
Mediante el funcionamiento de Investigación Institucional recogerá una información permanentemente actualizada de lo que la Universidad es en cuanto a recursos. En consecuencia, líneas normales de trabajo de Investigación Institucional serán las siguientes: (i) Espacios Físicos (ubicación, dimensión, equipamiento, dependencia, etc.) (ii) Equipos de investigación básica (existentes, si están asignados a docencia, investigación, etc., intensidad de uso, requerimiento a futuro) (iii) Recursos de instrucción (relación, residencia, uso y demanda) (iv) carga académica (en docencia, investigación, administración académica, extensión, servicios, comisiones especiales) y, (v) investigación de áreas de conocimiento de la institución (destinadas a conocer la efectividad de la organización, costos de instrucción, comunicaciones).

Como contraparte complementaria a la función de Investigación Institucional, la unidad de Información Regional tendrá como objetivos determinantes: (i) Reunir la información existente en organismos públicos y privados (ii) completar la información en las áreas no cubiertas por los organismos públicos y/o privados (iii) Coordinar la información obtenida con el fin de preparar un atlas geoeconómico de la región (iv) Circularizar las informaciones obtenidas a organismos públicos y/o privados considerados como usuarios finales.

El producto de las dos unidades (Invest. Institucional e Inf. Regional) será procesado y analizado en la Vice Rectoría de Planificación y Desarrollo de donde saldrán, a su vez, las recomendaciones para programar las políticas universitarias.

Especial importancia adquiere en el diseño de la Universidad Regional la actitud que se adopte en cuanto al uso de los recursos que administrará o administra. Los principales de ellos son en orden decreciente, los siguientes: (i) el académico, como recurso humano (ii) el espacio físico y (iii) el equipo e instrumental de laboratorio.

La insuficiencia de espacio impide extenderse aquí sobre los dos primeros pero dada la importancia que adquiere el tercero por su origen mayoritariamente extranjero es importante establecer en cuanto a su uso una política que va siempre ligada a un nuevo estilo de propiedad (entendiéndose como propiedad aquella asignación para uso complementada con responsabilidad de su cuidado) donde es la intensidad del uso la que da el grado de propiedad. Esta política se refleja en el siguiente gráfico donde la propiedad va disminuyendo del número 1 hasta el 6 que marca ya la presencia de equipos supra unidades que están al servicio de toda la Universidad.



Significado de los círculos 1 a 6:

- 1 Académicos y/o unidades académicas—equipo de uso permanente.
- 2 Académicos y/o unidades académicas—equipo de asignación específica.
- 3 Investigación básica—equipo de uso común programado.
- 4 Investigación básica—equipo de pool.
- 5 Unidades usuarias—laboratorios de calculación flotantes por áreas.
- 6 Supraunidades (de servicio)—computación electrónica.

CONOZCA A WESTERN KENTUCKY UNIVERSITY

WESTERN KENTUCKY UNIVERSITY

1976-77 Information

WESTERN AT A GLANCE

Location—atop College Heights in the south central Kentucky city of Bowling Green (42,000).

Founded—1906.

Enrollment—13,040 (1975).

Faculty—610 (approximately).

Alumni—20,000 with bachelor's degrees; more than 4,800 with master's degrees.

Physical Plant—approximately 200 acres, over 60 buildings; total value more than \$94 million.

Libraries—seven with over 500,000 volumes, 3,000 journal titles, and other holdings.

Colleges—

College of Education
Ogden College of Science and Technology
Potter College of Arts and Humanities
Bowling Green College of Business and Public Affairs
College of Applied Arts and Health
Graduate College
Bowling Green Community College

Officers—

Dr. Dero G. Downing, President
Dr. Raymond L. Cravens, Vice President for Academic Affairs and Dean of the Faculties
Dr. John D. Minton, Vice President for Administrative Affairs
Mr. Harry K. Largen, Vice President for Business Affairs

1976-77 CALENDAR

MAY TERM 1976

Mon.-Fri., April 19-23 Registration
Mon., May 17 Classes Begin
Fri., June 4 Term Ends

SUMMER SESSION 1976

Mon., June 7 Registration
Tues., June 8 Classes Begin
Fri., July 30 Summer Commencement

FALL SEMESTER 1976

Sat., Aug. 21 Residence Hall Open
Mon.-Wed., Aug. 23-25 Orientation and Registration
Thur., Aug. 26 Classes Begin
Mon., Oct. 21 2nd Bi-term Begins
Wed. (Noon)-Sun., Nov. 24-28 Thanksgiving Holidays
Thur., Dec. 17 Semester Ends

SPRING SEMESTER 1977

Mon.-Wed., Jan. 10-12 Orientation and Registration
Thur., Jan. 13 Classes Begin
Sat.-Sun., Mar. 12-20 Spring Vacation
Mon., Mar. 21 2nd Bi-term Begins
Fri., May 13 Semester Ends
Sat., May 14 Spring Commencement

ACADEMIC PROGRAMS

DEGREES

Western Kentucky University confers six undergraduate degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music, the Bachelor of Fine Arts, the two-year Associate of Arts and the two-year Associate of Science.

AREAS OF CONCENTRATION

Accounting	Health Care Administration
Administrative Services	Home Economics Education
Agriculture	Hydrology
Art	Industrial Education
Business Administration	Industrial Technology
Business Education	Institutional Administration
Civil Engineering Technology	Managerial Economics
Dietetics and Institutional Administration	Math-Physical Science
Distributive Education	Mechanical Engineering
Electrical Engineering Technology	Technology
Engineering Physics	Medical Technology
Environmental Health	Music
Environmental Engineering Technology	Office Administration
English and Allied Language Arts	Recreation
Foreign Languages	Social Studies
General Science	Social Work
Health Occupations Teacher Education	Vocational-Industrial
	Technical Education

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

Engineering Physics	Pre-Optometry
Industrial Technology	Pre-Pharmacy
Medical Technology	Pre-Physical Therapy
Nursing	Pre-Social Work
Pre-Dental	Pre-Theology
Pre-Engineering	Pre-Veterinary
Pre-Forestry	Pre-Chiropractic
Pre-Law	Pre-Speech Therapy
Pre-Medicine	

Foundation curricula are also available for persons planning to enter a number of other professional or specialized fields.

TWO-YEAR ASSOCIATE DEGREE PROGRAMS

Agriculture Technology and Management	Mechanical Engineering Technology
Architectural Drafting Technology	Medical Secretarial Administration
Aviation Maintenance	Metals Technology
Banking	Meteorological Technology
Building Construction Technology	Nursing
Cartographic and Mapping Techniques	Occupational Safety and Health
Civil Engineering Technology	Power Mechanics Technology
Data Processing	Radiologic Technology
Dental Hygiene	Real Estate
Design and Drafting Technology	Retail Management
Electrical Engineering Technology	Secretarial Administration
Fire Science Technology	Small Business Management
Graphic Reproduction Technology	Vocational Industrial Technology
Health Care Administration	Wood Products Technology
Industrial Electrical Technology	
Industrial Plastics Technology	
Legal Secretarial Administration	
Liberal Studies	
Manufacturing Technology	

GRADUATE PROGRAMS

Accounting	Geography
Agriculture	Government
Art	Health and Safety
Biology	History
Business Administration	Home Economics and Family Living
Business Education and Office Administration	Industrial Education
Chemistry	Library Science
Economics	Mathematics
Education, Foundations and Curriculum	Music
Career and Vocational Teacher Education	Philosophy and Religion
Education, Counselor	Physical Education and Recreation
Education, Elementary	Physics and Astronomy
Education, Secondary	Psychology
Education, School Administration	Sociology and Anthropology
English	Speech and Theatre
Folk Studies	Interdisciplinary Programs in Humanities
Foreign Languages, Spanish, French, German	College Teaching and Public Service

ADDITIONAL ACADEMIC INFORMATION

For additional information concerning the various curricula at Western Kentucky University, write the Office of the Vice President for Academic Affairs, Western Kentucky University, Bowling Green, Kentucky 42101

Western Kentucky University has been authorized to offer the following degrees: Master of Arts, Master of Arts in Education, Master of Arts in College Teaching, Master of Science, Masters of Business Administration, Master of Music, Master of Public Service, and Master of Science in Engineering Physics.

The Specialist in Education (Ed.S.) offered through the Department of Counselor Education is designed for students seeking a degree program beyond the level of study and specialization of the master's.

UNDERGRADUATE MAJORS AND MINORS

Accounting	Industrial Education
*Afro-American Studies	Industrial Technology
Agriculture	Institution Administration
Anthropology	Interior Design
*Art (Elementary Education)	Latin
Biology	*Latin American Studies
*Biophysics	Library Science
Business Administration	Mass Communications (Journalism, Radio and TV)
Chemistry	Mathematics
*Child Development and Family Living	*Military Science
Community Health	Music
*Computer Science	Nursing
Dietetics and Institution Administration	Philosophy
Earth Science	Philosophy and Religion
Economics	Physical Education
Elementary Education	Physical Education and Recreation
Engineering Physics	Physics
Engineering Technology (Civil, Electrical, Environmental and Mechanical)	Psychology
English	Recreation
*Folklore	Religious Studies
French	*Russian
Geography	School Social Work
Geology	Secretary Science
General Business	*Social Work
German	Sociology
Government	Spanish
Health and Physical Education	Special Education
Health Education	Speech
History	Speech and Theatre
History and Government	Textile and Clothing Merchandising
Home Economics (non-teaching)	Theatre

*Indicates minor only.

BASIC EXPENSES

Registration Fee (Kentucky resident) \$211.50
(non-resident.....\$476.50)
(registration fee is to be paid at the beginning of each semester)

Books (approximate) \$70

Rooms \$172-184
(Residence Hall rooms are reserved in advance for each semester. Rates listed are for double occupancy; single occupancy rates are one and one-fourth times the fee for double occupancy.)

Meals (approximate) \$425
The student may select the place where he wishes to eat from a wide range of choices. Four food service areas are available on campus. The Downing University Center houses a cafeteria and the University Grill. A cafeteria and a snack bar are located in the Garrett Conference Center. Food costs will vary according to individual tastes. Numerous commercially-operated food facilities are available off campus.

ESTIMATED SEMESTER EXPENSE

Kentucky Resident \$892
(non-resident) \$1,157

NOTE: Students should also make budget allowances for miscellaneous personal expenses which will vary greatly depending upon individual habits and needs.

APPLICATION DATES

Applications for admission should be submitted well in advance of the term in which the student plans to enroll. Beginning freshmen should complete the admission procedures early in the senior year in high school. The following deadlines have been established for all students (freshmen, transfer, and readmission) in order that maximum consideration and assistance can be given to each applicant.

Fall Semester

Kentucky Residents Aug. 1
Out-of-State Applicants May 1

Spring Semester

Kentucky Residents Jan. 1
Out-of-State Applicants Dec. 1

Summer School

Kentucky Residents June 1
Out-of-State Applicants May 1

Exception to this policy can be made only with special approval of the Committee on Admissions and/or the Director of Admissions.

HEALTH SERVICE

The University Health Service exists primarily to provide basic medical attention to all regularly enrolled students at a reasonable cost. Staffed by two doctors, nurses, a pharmacist and a laboratory technician, the clinic is open week days and has an emergency room for after hours emergencies. The clinic is located in the Lancaster Wing of the Academic Complex.

HOUSING

RESIDENCE HALL FEATURES

Residence hall living at Western offers the student a number of features designed to enhance the educational process.

All halls are staffed by a full-time director and student resident assistants. Each hall contains at least one kitchen facility for individual student use, a large lobby-lounge, a color television, private study rooms, vending services and mail delivery service. In addition, compact refrigerators are available on a lease basis to residents of all residence halls. Residents who prefer to bring their own compact refrigerator may do so if the unit meets the specifications available at the Housing Office and all halls. Various activities are regularly sponsored by the resident student council of each hall.

The University's residence hall rooms are designed to accommodate two students. Sheets and pillow cases are furnished in each room. All rooms are also furnished with two of each of the following: single beds, chests of drawers, mirrors, chairs and study desks. Sufficient closet space and Centrex telephone service are provided in each room. And, when space is available, a room can be assigned as a single for one and one-fourth times the double occupancy fee.

HOUSING OFF-CAMPUS

A current list of available off-campus housing for single and married students is maintained in the Housing Office. It is recommended that you plan an early arrival to personally inspect rental possibilities.

ADDITIONAL HOUSING INFORMATION

For further information regarding housing, contact the Director of Housing, Western Kentucky University, Bowling Green, Kentucky 42101. Phone: Area Code 502, 745-4350.

Si ud. quiere contribuir un artículo o comentar sobre cualquier tema en esta revista, escribe por favor a:

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Bowling Green, Kentucky 42101

o

Dr. William Nolan
315 College of Education Building
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Bowling Green, Kentucky 42101