



University of  
Massachusetts  
Amherst

## CIE Newsletter - February 1981

Item Type	Newsletter
Publisher	Center for International Education, UMass Amherst
Rights	Attribution-NonCommercial-NoDerivatives 4.0 International
Download date	2026-03-12 07:37:26
Item License	<a href="http://creativecommons.org/licenses/by-nc-nd/4.0/">http://creativecommons.org/licenses/by-nc-nd/4.0/</a>
Link to Item	<a href="https://hdl.handle.net/20.500.14394/55436">https://hdl.handle.net/20.500.14394/55436</a>



## NEW CENTER MEMBERS

We are looking forward to having the following new Center members with us this spring: Lilian Goytia, LASPAU scholar from Bolivia; Anita Nazareth, from Singapore, and recently working with INNOTECH in the Philippines; R. Douglas Dilts and John Pontius recently returned from NFE projects in Indonesia; and Saleh Marzuki and Muljani Nuhardi, both Master's candidates from PENMAS, Indonesia.

## MOROCCAN PROPOSAL

In collaboration with Creative Associates, Inc. (Washington), C.I.E. is bidding on an A.I.D. funded contract with the Moroccan government to do NFE related projects. There was clear controversy in the Center meeting discussion concerning the projected contract, raising the familiar and essential dilemma always facing the Center: Should the Center be concerned primarily about the political character of a given country or should it rather focus on the nature of our work involvement and its potential for the people of that country? This issue will continue to be discussed during the one day "Reflection Retreat" established by the Executive Committee to be held in February, where it is hoped that opinions will be further aired and matters of Center philosophy to guide policy may be clarified.

## LITERACY

In the course of the rise and fall of different interest groups at the Center, Literacy is having its turn. This year there is a fortunate convergence of various people with past experience and continuing interests in literacy. An interest group, coordinated by Paul Jurmo, has been meeting weekly on Fridays, with anywhere from eight to ten people attending. The meetings have dealt with funding issues as well as substantive discussions, including presentations by Paul and Steve Anzalone, as well as by Lawrence Okraku of the P.E.A., Ghana.

Somewhat related has been the proposal for research and development on specific literacy by Steve McLaughlin and Steve Anzalone, with David Kinsey as principal investigator. The proposal has been submitted to A.I.D., and if funded the project would partly take place in Ghana, where it has the enthusiastic support of the P.E.A. This is an example of a suggestion made at this year's Retreat by Dave Kinsey that there should be "career bridge" projects for people who have completed their doctorates prior to entering full time work; funding would be sought for research that applies doctoral experience, gets back-up support from the Center, and contributes to the Center's learning climate.

This Spring there will be an evening course in Literacy and Adult Education for Center and non-Center members. The course design was begun by David Kahler before he left, and the group has discussed it. Kinsey and Will Shaw will coordinate, with input by the group on an ongoing basis. Since Jonathan Kozol will be at UMass this spring (on a joint appointment with the English Department and the School of Ed) to work on adult literacy programs in the U.S., we hope that we can arrange for some sort of linkage.

(D.K.)

## INTERCULTURAL EDUCATION

Margaret Maxwell reports that "the program is thriving with forty-nine undergraduates. The News is spreading. Our overseas student teaching sites have expanded to include India and Costa Rica. These, plus the original sites of England and Ecuador, now place eleven students each semester. Any other recommended sites would be welcome." With Dick Ulin on sabbatical this spring in Denver, Colorado, David Lee will be coordinating the Master's In-Service Program; he will also be teaching Introduction to International Education for undergraduates with George Urch. Bob Suzuki has left UMass on a two years' leave to become Dean of the Graduate Studies/Research at California State University; his course in Multicultural Education will be taught by Ruby Burgess.

## "ISSUES OF THIRD WORLD EDUCATION"

During the fall, Juan Aulestia, Stanley Gajanayake, and Mokubung Nkomo coordinated a new course in response to the felt need by Center students for focussed analysis of third world educational problems. Its objectives were: "to examine the educational system in Metropolitan countries and how it is transferred to third world countries; to examine the socio-economic consequences of such transfers; to examine efforts to reform inherited colonial educational systems; and the role of religious missions, philanthropic donor agencies and transnational corporations." The course involved participation by Center graduate students, outside speakers, and student presentations, as well as a variety of films and slide shows, and provided the opportunity to develop the dynamics of comparative education, each topic discussed as it affected the three major continents of the Third World. According to Juan, "We concluded that education in the third world still exists within the colonial context, and that paternalism, played principally by metropolitan areas and especially the U.S., is a strong factor; therefore we at the Center should keep in mind our oftentimes unwitting participation in such policies."

(J.A.)

## MISCELLANEOUS HIGHLIGHTS

Comps completed this fall: Richard Betz, Sibeso Mukoboto, Mokubung Nkomo, Stanley Gajanayake

Dissertations: Tenzing Chhodak, Alan Hurwitz, Carol Martin, Ephantus Mugiri, Raphael Njoku, Manjula Salomon.

Popular Theater. Center members Mike Basile, Margaret Maxwell, Don Ross, and Ken Tsekoa and Intercultural Ed's Ruby Burgess all participated in a lively session on the use of popular theater in NFE organized by Nanette Brey and Paul Jurmo for the Future Studies conference "The Next Millennium:

Unlearning the Future." They contributed hypothetical community education situations to which popular theater could be applied. Several of the workshop participants identified possible uses of popular theater (songs, skits, dances and mimes) in their respective jobs in geriatrics, college administration, and mental health. The Future Studies conference was co-coordinated by Don Graybill. Nanette and Paul have also presented popular theater workshops for Public Health students.

C.I.E.S.--Upcoming. The Center will be actively involved in the upcoming C.I.E.S. annual meeting to be held March 18-21 in Tallahassee at Florida State University. David Kinsey will co-chair a section on participatory planning, evaluation and research, and will present a paper; David Evans will chair a panel on the future of NFE, including George Urch, John Comings, Ken Tsekoa presenting papers on NFE in Ghana, Indonesia, and Lesotho, respectively.

Center Retreat. This year held in a rustic boy's camp nearby, the retreat was remarkable not just because for once it didn't rain (!) but because it was highly task oriented, focussed on financial issues and options for funding, coming up with very specific recommendations. When not discussing business, the Center campers paddled canoes, conducted sailing races, played soccer and charades, collected firewood, and ate ravenously. A good time was had by all (including returning alumnus John Hatch!)

Grassroots Capitalism. Even before the Reagans announced that it was time for us all too look Rich, Act Rich, and Be Rich, the Center took it upon itself to fill the coffers of the always dwindling Center Development Fund by staging a mammoth tag sale. From July to October the storage room was gradually filled to its brim with everything from batiks to bangles, goodyear tires, cribs, clothes, hair dryers, cookies, lampshades, toys, frames, records, books and more books, down to the unclaimed coffee mugs we have all been tired of looking at scattered around Hills South. All this was carted off to the Amherst Commons one fine crisp October Saturday morning; and with a landslide 25¢ sell-out on every item at the end of the day, all of us who rallied to the cause were happy with the results: \$417.50 gross, \$6.25 overhead (coffee and beer for the tired faithful)--just about enough to pay for the current newsletter!

A special offer to all off-campus members: You, too can make junk-free donations to the Center Development Fund! You needn't even wait until next year's tag sale.

(The Fund is an instant cash supply that makes possible a variety of things--the Newsletter, occasional subscriptions, support for travel to conferences, gifts for the sick and the well, etc.!)

## A F R I C A

### The SWAZILAND PROJECT

Underway at last with the appointment last November of two new people in the field--Martin Byram, in Materials Development, and Catejan Mganga as Adult Education Specialist--, here at CIE the project continues to be coordinated by Annie Myeni, with Kip Koech replacing Tom Mulusa this winter as co-coordinator. Linda Abrams and Bob Mitz are Co-P.I.'s for the project.

The purpose of the project is to help expand and develop the capabilities of D.E.M.S. (Division of Extra Mural Services) of the University College of Swaziland--part of a larger project with the University funded by A.I.D. Specifically, the project through D.E.M.S. is involved with training of adult educators, training of mid-level managers from the government and private sector, and providing extension courses for high school equivalency. C.I.E.'s role is to provide technical assistance and institutional back-up. It is expected that there will be short term consultancies during the four years of the project that may provide opportunity for CIE members to participate.

(A.M.)

### GHANA

During the fall semester, the Center was pleased to have two visitors from Ghana: Mr. Lawrence Okraku, National Secretary of the P.E.A. and staff member of the University of Ghana's Institute of Adult Education, and Mr. Vidal Quist, Coordinator of the Nonformal Education Project in the Eastern Region, Ghana. Both were here to participate in an NFE training program and to share their views and discuss further the P.E.A.'s relationship with the Center. They both expressed their satisfaction with the way the project has been going in Ghana, and the Center was especially happy to have them with us and to be able to share ideas with them.

Their visit was coordinated by Kofi Bih and Raphael Njoku. Our project with the P.E.A. continues to do very well--under the able coordination at this end of Ellen Mulato. The Center is negotiating for an extension of our contract.

(G.U.)

### REUNION IN LESOTHO - HOW UMASS CONTROLS EDUCATION IN LESOTHO

The UMass team in Lesotho held their first annual reunion day on November 15, 1980. We celebrated with good food, drinks, speeches, and a slide show. It was really a lot of fun and a chance for all of us to reminisce about the good old days in Amherst. Those present were:

Ishmael Moletsane: Currently Dean of the School of Education at the National University. His influence has been felt at the University as NFE takes a prominent place in the curriculum. He is also active in the newly formed Lesotho Association of Nonformal Education which held their organizational conference in November. Ishmael's level of energy is still high as ever.

Zach Matsela: Permanent Secretary of the Ministry of Education. He is working so hard that he had to take a week off to rest up. Joining him at the Ministry is Ash Hartwell who is working in the Planning Office under a UNESCO contract. He has just completed a mapping project that is a real stroke of genius; however, people need a Ph.D. to read the darn thing!!

Mercy Montsi: Mercy is wearing several hats these days. She has recently been seconded to work on an evaluation team for a World Bank funded Training for Self Reliance Project. In addition she is unofficially holding down the post of Director of Guidance and Counseling at the Ministry and doing part-time lecturing at the University. Sefale Montsi, a junior member of the C.I.E., celebrated her third birthday and longs for the day when she can come to UMass and have her own mailbox at the Center.

At the National Teacher Training College there are three CIE grads: Tempereince Leloka is active in the Health Education Department and says she misses the snow! She is now trying to get her son admitted into the School of Engineering at UMass and wants to know if we have undergraduate affiliates. Mosia Rakabutu and Andrew Letsie are working in the Instructional Materials Resource Center which produces textbooks, materials, etc., for schools and other educational organizations.

At the Lesotho Distance Teaching Center is Mike Marzolla who is trying to get his comps together while actively working on materials production for the Center. Most recently he helped to organize two workshops on photography and radio broadcasting. The Director of the Center, Ken Tsekoa, is now at UMass and everyone is looking forward to his visit in December/January (Editor's note: and his return to UMass shortly thereafter!) On the shelves of the library at LDTC are materials written by Bonnie Cain Method and there's a photograph of Jim Hoxeng and Russ Dilts circulating around the office; they are seen frolicking in the SNOW in Maseru.

Of course, the ghosts of Dwight Allen, Steve Anzalone, Bob Miltz, and Bill Fanslow are still floating around and I felt that they were with us in spirit.

Your roving reporter for this indepth article is Jan Droegkamp who just completed research for her dissertation while spending three months in Lesotho. While checking out nonformal education organizations dealing with out-of-school youth she managed to have a great time returning to her African home of 3 years.

Jan's reflection: "I must say I was very impressed with what the UMass graduates are doing in the field of education. Their impact is felt in all of the major institutions there and people have a positive attitude about the training they received here. UMass enjoys a good reputation there; I ended up distributing 15 undergraduate and graduate admissions forms while I was there. I hope we can continue this exchange of personnel and the good relationships that exist between the CIE and Lesotho."

(J.D.)

\* \* \*

Lillian Baer is presently heading up a developmental YMCA program in Senegal, and Ramatu Abdullah, graduate since 1977, is presently teaching in the Psychology Department of the University of Lagos in Nigeria.

Fanny Dontoh Russell is on her way back to the Center to continue her studies. Bro Russell writes, "We recently had a visit (to APPLE) by a U.S. film crew, Bob Richter of Richter-McBride Corp. of NYC. They filmed our 'fishing with poison prevention program' and they will put their footage on a PBS special in January or February. It's a documentary on pharmaceutical dumping by U.S. businesses in the Third World. Look out for it."

Steve Anzalone has just returned from a six week consultancy in Morocco doing a subsector analysis of technical and vocational education for the Academy for Educational Development. While there he worked with Bill Rideout from Southern California, an old friend of DRE's.

Hilda Kokuhirwa returned to the Center in September and then was whisked off to Botswana where she acted as a resource person for a workshop given by the Environmental and Sanitation Protection Project, funded by A.I.D. At present, Hilda is "struggling with her dissertation." A similar pattern was followed by Ephantus Mugiri. No sooner had he arrived in Amherst to get on with his writing than he was invited to attend the Science Education Programme for Africa (SEPA) Representative Council held in Swaziland in October. The meeting, which involved 15 member countries, reviewed science education over the last twenty years and charted out future activities for the next decade. Ephantus has just returned and defended his dissertation the end of January.

Mose Tjitendero's Christmas card reads: "I believe that the year 1981 will be a turning point in the Southern African liberation struggle - Namibia will be free. So expect the next card from Windhoek! Wishing you all a very productive New Year."

Kip Koech just returned from Kenya where he conducted fieldwork in science education during the spring, summer, and fall of 1980. The fieldwork entailed visiting selected secondary schools in nearly all parts of Kenya. He found it a rewarding experience, and the research took him to many beautiful parts of the country where he had not been before. He accomplished his goal of data collection, and is now in the process of writing a doctoral dissertation. "I would like to thank those Center members who contributed to 'Kip's small scale entrepreneurship of watchband sales' for airfare last spring. It worked! Small is beautiful for sure!!"

Tom Mulusa has returned to Kenya to do his research for his dissertation.

A S I A

THE INDONESIA PROJECT

Now in its third year of operations, the project has a staff of three on site: Dan Moulton (Team Coordinator), Nancy Bergau and Fredi Munger (Materials Development Specialists). This spring until the end of August, Linda Abrams and Nanette Brey will be in Indonesia working as a team in on-site training in all the provinces (Nanette leaves the end of January; Linda the end of March). Pepep Martadijaya has returned to Jakarta as Director of Training for PENMAS. John Comings and Kathy Cash are on their way back to Amherst - any day now!

The major thrust of work here in Amherst will be on publications: John Pontius will be working on this--developing technical notes and NFE documents. With Nancy and Fredi, John has also worked on adapting a technical note on materials development from the Ecuador project to meet the needs of the Indonesia shadow world.

Three new doctoral candidates--Nanette, John Pontius, and Russ Dilts--who have all directly or indirectly been working with the project promise to bring to the Center their expertise in the area and, we speculate, will be contributing their dissertations to our understanding of the project.(???)

Nanette Brey spent December in Indonesia as a UNESCO consultant for the Office of Junior Ministry of Youth Affairs, Department of Education and Culture--assisting in implementation of a national workshop, delivering a paper ("Curriculum Considerations for Training Trainers") and contributing to rewriting project documents. While there, she says, "I had the opportunity to visit with our project consultants and some of the IKIP and PENMAS staff who are working with the PENMAS/UMass project. I was struck by everyone's dedication and commitment to helping PENMAS realize their educational goals. People are working very hard developing materials, conducting participative workshops and assisting with whatever emerges. Your work helps to make us proud to be Center members and keeps us in touch with what's out there. Best wishes for a continued successful year."

Cookie Bourbeau and David Evans are on their way to Jakarta for a two-to-three week visit to help the people there prepare for the Indonesia National Conference on Education to be held soon this year. (Note: the tables have turned! Long ago, when Cookie wanted to go to Ecuador, Ed resounded with a loud NO! Now, years later, she is generously allowing him to come along with her, using a PANAM coupon passed on to her by Jim Hoxeng! Cookie and Ed will stay on to see the sights after her work with the project is done...)

Djudju Sudjana writes that he has been very busy in the PENMAS NFE project. He recently made a presentation on the university's role in NFE at a national conference of social science faculties from Indonesia universities. He has also been consulting for PENMAS in the area of staff training and in evaluating IKIP Bandung's NFE curriculum. He writes that his studies at CIE have been very helpful to him and his work. Djudju sends his greetings to everyone.

Having left his PENMAS job "in very good hands," Harrison Parker has been enjoying the past several months on leave in Western Massachusetts, including teaching the gamelon at Amherst College, and incidentally hosting a wonderful picnic for the Indonesian Master's Candidates and the rest of us who were here this summer. He will be back in Indonesia this spring, with an eye to a more permanent return in the future--and can be reached at P.O. Box 2052, Jakarta. "SELAMAT HARI NATAL DAN TAHUN BARU!"

\* \* \*

Jaya Gajanayake reports that the Asia Group met regularly this semester to discuss ongoing business, the Center reorganization, the possibility of new sites, and orientation for incoming students. Yong Hun Kim gave a presentation to the group concerning his role in community organization in Korea. The group enjoyed their now traditional supper party at Horace Reed's, this time without sauna but with plenty of delicious, spicy food.

\* \* \*

Somprasong Withayagiat and Kla Somtrakool have both been promoted in their jobs with the Nonformal Education Department in the Ministry, Bangkok. Congratulations! Som has been travelling--to the Philippines, Singapore, and Indonesia (where he met up with both Fredi and Nanette).

Yoshiya Kurato sent greetings from Kobe, Japan. He and his wife Yukiko are both very well. Yoshiya continues to enjoy his work as a therapist and in relating with his students at Konan University; Yukiko is teaching psychology and particularly enjoys playing the flute.

Woong Sung Hong writes from Seoul that he is now the president of the Korean Educational Development Institute. He adds, "Please remain assured of my best efforts to cooperate with you in the joint venture directed toward solving global problems of education facing us today."

L A T I N A M E R I C A

ECUADOR REVISITED

A.I.D. has selected the Ecuador Project as one of several projects for an extensive evaluation study. A staff member visited the Center for several days this fall to talk with C.I.E. people who had been involved with the Ecuador Project, and a draft of the evaluation has recently landed on our desk. In the summary, it points out that, "impacts derived from this relatively low cost project were greatest among the rural poor and may be largely attributed to the unusual dedication of project personnel (themselves mostly rural Ecuadorians) and the care taken to design and manage the project and to utilize methods and techniques appropriate to the needs and practices of beneficiary populations....At the Center for International Education, involvement in the Ecuador Project was instrumental in establishing a participatory 'lifestyle' and in enabling the Center to win an institutional development grant...consequently, the Ecuador Project became a prototype used in the formation of numerous students from both the U.S. and developing countries and in the design of other projects in nonformal education carried out in Latin America, Africa and Asia...."

\* \* \*

Valerie Miller wrote from Nicaragua in September: "...the eighteen hour days are still common. It's an exhausting and inspiring atmosphere. Now the extraordinary challenge is how to make the transition between the crusade and the follow-up program--all for a half a million people, and all on no money and a minimum of support from the regular teachers. Local community study groups have been set up with new literacy graduates serving as the group learning coordinators. After some initial problems of adjustment to the new structures, enthusiasm seems to be running high in most of the country--the only problem is how to keep the groups supplied with learning materials...." She is working on her dissertation, entitled: "The Nicaraguan Literacy Campaign and Beyond: Education for Transformation," and at latest report, is planning on coming back to Amherst sometime in March.

Last summer, Carla Clason wrote from Sweden about her involvement in a Guatemala-El Salvador committee organized by a Guatemalteco in exile there. "We are hoping to have the same impact as the Nicaragua committees all over the world. With the assassination of the archbishop in El Salvador many doors were opened, for now besides having the Communist party helping us, we have the Swedish church and the Social Democrats, too. It's only the present conservative government which is keeping itself uninvolved. We have done a lot already and now are launching on a major campaign as the revolution is at a crucial point. Guatemala is next. I feel this is one of the important things I could ever do, even with the little time I can devote to the committee and the amount of work there is. Some of the members seem not to sleep, eat, or spend any time in their homes--that I refused to do!" Since then, Carla has written again to say that the entire family is on its way to Mozambique via Lisbon and will be in Mafutu in April. Their address is c/o the Swedish Embassy. Lasse will be in charge of the SIDA projects there in Swaziland, and Carla looks forward to working as well.

Edgardo Rothkegel has left Amherst to assume the post of Peace Corps Training Director in Paraguay. The Center is located near Asuncion; the staff will consist of two Paraguayan nationals who have extensive experience in the states. In a recent, first letter, Edgardo writes that he is sitting on the air conditioner...and looks forward to his new work. He reports that: Adriana Gomez de Rothkegel continues her consulting work in rural areas of Guatemala and will probably have an assignment in Santo Domingo, D.R., with I.I.C.A. (Instituto Interamericano de Ciencias Agrícolas) although as of this writing everything is still up in the air. Currently working with I.I.C.A., Juan Jose Silva is on a two year contract as a consultant with the Department of Education in Vitoria, Spiritu Santo, Brazil. Patricio Barriga is still with A.E.D. in Guatemala and according to reliable sources will possibly stay on there for the next two years, depending on contract renewals.

Victor Gomez sent us a note with his current address at the Center for Prospective Research in Carretera al Ajusco, Mexico.

Don Graybill has taken off on a six-month trip to Central America (Guatemala, Honduras, Nicaragua, - Costa Rica) to learn Spanish and to visit various government and privately sponsored appropriate technology projects. Purpose: to focus on existing and potential linkages between AT and NFE in rural development settings.

Julio Ramirez is on his way to Honduras on a three month consultancy, working with O.E.F. (Overseas Education Fund) and Partnership for Productivity on a project with Centro Para Desarrollo Industrial of the Honduras Government. He will be training extension agents to work with small rural entrepreneurs in the context of rural development.

## THE WRITTEN WORD

### DISSERTATIONS

Congratulations to Tenzing Chhodak, Alan Hurwitz, Carol Martin, Ephantus Mugiri, Raphael Njoku and Manjula Salomon! Abstracts from their abstracts:

#### Tenzing Chhodak, "Education of Tibetan Refugees: Characteristics and Conditions of Learning"

The purpose of the study was to assess the curriculum and instructional conditions in selected Tibetan refugee schools in India. To this end, a set of the educational objectives for Tibetan schools was generated and defined. Next, the existing curriculum and instructional conditions in sampled schools were described. Finally, the researcher examined how well these objectives were being met in the schools for Tibetan refugees. Specifically, four research objectives guided the study: 1. To establish institutional objectives for Tibetan schools in India; 2. To identify general curriculum conditions in Tibetan schools; 3. To determine the extent to which the schools are presently reaching the establishing objectives; 4. To present recommendations for curriculum and instructional improvement and for change in administrations.

The primary research instrument was a student questionnaire which was administered to 526 students in six Tibetan schools during a period of four months in India. Students sampled ranged from grades eight to twelve with three grades in each school. In addition to the questionnaire, the field study included participatory observation and interviews with 30 teachers/administrators and 54 students randomly selected from the sample schools.

The research findings indicate that the schools are uneven in their achievements of the established objectives. On the whole the physical settings are adequate. The administration is encumbered with problems of unnecessary bureaucracy and management in a context of centralized rules and regulations. Although there are few discipline problems with students, the administration functions as a disciplinarian instead of nourishing an academic environment. The curriculum is classic liberal arts, emphasizing the humanities and strongly reflecting an upper class outlook of a colonial system of control.

The specific findings demonstrate that sampled schools lack adequate vocational education in the regular program. Objectives of Tibetan culture, traditions, and Buddhism received higher percentage scores. However, the science and mathematics objectives recorded relatively low scores which implies that objectives related to modern subjects are not met as well as is claimed by authorities.

Following are four recommendations for improvement of Tibetan refugee schools.

- . Improve science and mathematics curriculum by starting the subjects in the first grade; updating science facilities and materials and making them available at all grade levels; and conducting additional research to determine the quality of science and mathematics curriculum.
- . Improve classroom instruction by altering the present teaching methods; changes can be made in this situation by introducing more active student involvement in learning.
- . Increase the number of native speaking teachers and equally distribute these teachers throughout modern subjects and, especially in the higher grade levels.
- . Alter the present administrative structure to achieve all other improvements; organizational change is required throughout the administration.

#### Alan Hurwitz, "The Preparation of Bilingual Vocational Instructors, A Strategic Analysis"

This study represents an overview of bilingual vocational instructor training activities in the United States and of the situation which has led up to these activities. It examines eight programs around the country, including one in depth, with regard to the various strategies employed to recruit, train and assist persons to provide bilingual vocational instruction. Through examining these activities the study discusses the effects of the various strategies. These effects include the difficulties of implementation as well as the programs' success in developing personnel who are capable of providing bilingual vocational instruction.

The study concluded that to be effective in developing bilingual vocational instructional personnel a program strategy must be consistent, both internally and with regard to the external environment. Questions which could be used to test for this consistency include the following: for internal consistency - 1. Does the combination of initial requirements for enrollment plus successful completion of the training prepare a participant for the role envisioned? 2. Do the requirements for enrollment ensure that a participant has a good chance of successfully completing the training? 3. Are individuals who meet those initial requirements likely to be available for the training schedule planned? 4. Will individuals with those initial requirements want to pursue positions in the post-training role envisioned by the programs? and - with regard to the external environment - 1. Are there sufficient potential participants accessible to the program who meet the requirements sought? 2. Are there sufficient appropriate staff, materials, and other resources available to provide the necessary training? and 3. Are there actual or potential possibilities for participants to utilize their bilingual vocational skills in present or future vocational positions?

#### Carol M. Martin, "Women Job Seekers in Bauchi State, Nigeria: Policy Options for Employment and Training"

For most females in northern Nigeria, and specifically in Bauchi State, primary education is still terminal. Alternatively, a vast majority of women enter the informal sector of the private labor market known for providing options in self-employment or occasional wage labor, areas of marginal productivity. As the private sector expands, not only have training schemes and the allocation of jobs tended to favor males, but also socio-cultural complexities have restrained women from participating in certain modernization and industrial developments in their economies. Social constraints as well as limited access to employment-oriented training have essentially entrenched women in the marginal confines of the labor market.

Little attention at the planning level has generally been given to women's skill development vis a vis the private sector in Nigeria. This inattention can be viewed as a training issue as well as the effect from attitudes expressed at the planning level, compounded by an inadequate data base.

This study explores how women with a basic education find jobs, and what social factors appear to influence this process. The perceptions of government planners and private sector employers about the factors influencing this process are also examined. Findings suggested that permission granted by parents,

relatives or spouses, for women to work reflect needs for financial support; working women including those with some training desire to switch to public sector occupations; parents and spouses strongly influence women's work choices. Perceptions of planners displayed general realistic understandings about social factors influencing young women, yet gave preference to female-specific trades. Planners expressed caution about soliciting private employer supports. Employers expressed negative attitudes towards women's work performance compared to the working women's positive self-appraisal of work abilities.

Basic implications from the study are: the perceptual differences between the three groups necessitate data gathering about women's access to opportunities; planning needs to consider broader employment-oriented skill needs of women other than in the sex-specific, low-skill trades, thereby enabling transition from informal to formal sectors of the private labor market. A broader definition of what constitutes viable employment for women in the context of Muslim and Christian communities of Bauchi State would lead to less rationing of opportunities for women, generally.

Recommendations are given imploring planners to consider the following in developing both their data base and final plans: employment potentials in the private labor sector, social factors influencing women's entry into employment, and types of training designs.

Ephantus Mugiri, "Factors Affecting the Implementation of Secondary School Science, Curricula Programs in Kenya"

The purpose of this study was to identify and analyze the factors that affect the implementation of secondary school science curricula programs in Kenya over this period. Issues and problems in the development and implementation of science curricula programs in the physical sciences were identified and analyzed through a literature review, visits to schools, and interviews with scientists, educators, teachers and administrators.

Five research questions guided the study: 1. What does the literature suggest concerning science curriculum development and implementation? 2. What are the origins, objectives and present status of curricula programs in Kenya? 3. How are the prescribed science curricula programs actually being implemented in secondary schools? 4. What are the factors apparently affecting the implementation of secondary school science curricula programs? and 5. What is the relative influence of these factors in the implementation of science curricula programs?

Findings indicated five major categories of factors affecting the implementation of secondary school science curricula programs: policy and administration for the implementation of programs; institutional organization and administration; adoption and adaptation of science programs to meet institutional requirements and students' needs; the instructional programs themselves; and quality of science teaching resources available in schools. These factors were further condensed into three major clusters on the basis of the nature of their influence. These clusters were: policy and decision making in the implementation of science programs; course content, teaching methods and science teaching resources; and the learning environment.

Recommendations arising out of the study were directed to policy makers, teaching training institutions, school administrators, science teachers and researchers, specifically: the need for clear policy, decision making and communication on the implementation of science programs; the need for the consolidation of science syllabuses into an integrated series of courses or syllabuses catering to the learning needs of all students; need for continuous teacher training through pre-service and in-service programs; the need for adequate provision and utilization of teaching resources in the schools; the need for schools to create environments that are conducive to learning and the need to carry out research on the effectiveness of the implementation of the various science programs in schools. A final recommendation pointed out the need to establish systematic information collection and retrieval systems to assist in the development and implementation of programs.

Raphael Njoku, "A Proposed Model for the Operation of Schools in the Imo State of Nigeria: A Collaborative Basis Between State and Church"

The study concerns the Imo State of Nigeria, its past practices in education, and what the researcher believes the pattern of education for the future should be. The analysis of Nigeria's problems in educating its youth surfaces the age-old issues of the separation of church and state. The study identifies critical issues for public education and the perceptions of selected Nigerian elites regarding these issues. It also outlines a model educational system for Nigeria based in part on a "survey of perceptions of the Nigerian elites" as well as the experiences of the researcher as a participant/observer for ten years.

Issues identified included: 1. The diversity of people in Nigeria; 2. The right of each person to freedom of worship; 3. The right to choose from optional ways for becoming educated; 4. Tax levies which benefit the child as distinct from benefit to religion.

The data collected showed that a majority (91.6%) of the Nigerians sampled favored the existence of both public and church-related schools.

...On the basis of the above considerations, the researcher made the following recommendations: 1. That the right of parents to determine what type of education their children should receive and who should provide such education should be respected and guarded; 2. that both public and church schools should be permitted to operate in Nigeria; 3. that church schools should not be funded with public monies; 4. that the public school system should be expanded, emphasized and encouraged to meet the needs of all youth. 5. that the public schools must not be used for purposes of indoctrination in denominational religion, though comparative religion may be taught; 6. that those benefits offered by the state that go directly to the children should be extended to all children, irrespective of the schools they attend.

Manjula Salomon, "Curriculum Development for Internationalism: The International Baccalaureate Revisited"

The purpose of this study was to develop a curriculum design for international education. The International Baccalaureate program was chosen for specific study, and a design was generated that would link the rationale of the program to practical curriculum development in international, or internationally-minded schools. The study was both conceptual and practical in nature.

Four major objectives gave direction to this study:

- \* To review the philosophy and history that has given rise to the International Baccalaureate Curricula and Examination

- \* To identify the content-themes that are inherent in the International Baccalaureate Curricula and Examination, in order to identify conceptual gaps that exist between what is being tested and what is presently being taught, in World Literature and World History
- \* To create a conceptual model that would close the identified gaps and link the rationale of the International Baccalaureate Curricula to practical curriculum development
- \* To develop a sample curriculum based on the model, using World Literature and World History as the disciplines, for grades 7 through 10.

...Several recommendations are put forward. They cover seven areas: improving the present research, faculty training in curriculum development, improvement in the International Baccalaureate curricula, teacher education in internationalism, administration of international curriculum development, international morality, and the fostering of international socialization.

#### PUBLICATIONS

The corporate state within a state called CIE Publications continues to extend its tentacles around the world. This year over 3400 items were distributed to people and projects in the four corners of this round world including New Hebrides, Finland, Mauritius, Papua New Guinea, and Iowa. In the meantime a takeover bid by Macmillan & Co. was barely beaten back. The editorial staff has doubled in size with the addition of John Pontius who will work primarily on facilitating the production of publications out of the Indonesia Project. It is hoped that 1981 will see the blossoming of many buds of wisdom out of this Center endeavor. Scheduled to see the light of day in the coming spring are:

The Education Game by William Smith: the last of the great Ecuador Tech Notes

L'Evaluation dans l'education non formelle by David Kinsey: a French translation of that old time best seller Evaluation for NFE being gifted to the Francophone world through the efforts of David Kahler, Bonnie Cain, et al. of Creative Associates, Washington, DC.

Daughter of African Studies Handbook completely revised by Margaret Maxwell: a NEW IMPROVED edition that promises to rush to the top of the charts.

Indonesian Tech Notes by John Comings, John Pontius, Pepep Martadjaya, and others: in TN#16 J.C. will enthrall you with tales of processing techniques for training, management and evaluation; in TN#17 J.P. will immortalize the use of the case study method as a training format; Pepep and Pontius are teaming to write a TN on Musyawahar: an Indonesian group consensus process used as a management and needs assessment tool.

If there is anyone else out there with a field-tested technique/approach/method they'd like to share, write us for a copy of our guidelines on tech note preparation. We are always on the lookout for new publications.

We would like to take this opportunity to refute the persistent rumors that we are about to publish: My Life and Times (5 vols.) by David R. Evans; Me and DRE and George Makes Three by David Kinsey; Zen and Handball by George Urch; and Teaching the Fringe Element by Linda Abrams. These will not be published through us. Pending security clearance, we are holding back on Inside the C.I.E.: An Expose by Anna Donovan, Debbie Puchalski and Kathy Richardson and two books by Cookie Bourbeau: Creative Bookkeeping and An Illustrated History of Embezzlement Law in the U.S.

Horace Reed aficionados will be happy to learn that his autobiography Your Learning Is Interfering With My Teaching has been accepted by the Kathmandu Printing House. Horace is hard at work on a textbook tentatively entitled Education for Community Devilmint in which he discusses the use of voodoo, black magic, animal sacrifice, etc. in NFE.

The publications team continues to welcome manuscripts of all types from any direction. Center members continue to receive the fabulous 50% discount. Orders and inquiries should be sent to Jo Elyn Bookman who continues to do most of the real work around here.

Will Shaw  
Publications Coordinator

#### PEOPLE AND PLACES

#### NEWS FROM NEW YORK

A group of C.I.E. members from the New York area have recently formed what John Bing fondly calls the "CIE Alumni and Old Fogies Club". So far it includes Roshan Billimoria, John Bing, Kris Garvey, John Hatch, Mike Haviland, Ruth Njiiri, and Wendy Shearer. They hope that Tenzing Chhodak and Bob Pearson will also be able to participate...as well as any other CIE people and interested guests.

The group will meet every six weeks or so on Thursday evenings to discuss developments in international education, to provide each other with informal consulting for their various projects and programs and, importantly, to enjoy a good dinner together afterwards! Speakers are invited to these meetings--and the first was Ms. Cassandra Pile, Vice President for fellowship services at the I.I.E., who spoke about various agencies, organizations, associations that have national impact on international education policy, particularly pertaining to educational exchange programs (e.g. Fulbright, Humphrey, etc.). The next meeting will be held on February 23rd in Princeton to discuss evaluation of some of the work that John Bing is doing with Interlink Associates. Anyone in the area at that time is welcome to come: call John to let him know (609-924-8348).

Brief news on New Yorkers we gathered (directly and indirectly):

Roshan is coordinating a follow up to Copenhagen with twenty membership organizations, under which a small team of third world women will spend some time in local U.S. communities in a grassroots dialogue on the Copenhagen conference themes: health, education and employment. The project is called "Women's Mid-Decade Dialogue"--and Hilda Kokuhirwa is looking forward to participating in it this spring.

Roshan is off on a month long trip, which will include a visit with Colden Murchinson in Chapel Hill, S.C.

Tenzing reports that he likes his new job very much. His major avocation these days is his postdoctoral research on the best way to make connections between trains 6 and 7 in the subway. In this regard, he carries his notes and one map in his vest pocket (yes, one part of the three piece suit that he plans to complete and sport by this time, 1984). He keeps an identical map at home and another at the Office of Tibet--where he can be reached for consultation on the subject between nine and five, weekdays.

Not too far from Tenzing's office, Mike Haviland continues to be very happy as director of the Hubert Humphrey program, I.I.E. There are now 83 fellows from 49 countries participating in the program--attending various universities--; by next year, Mike hopes the number will be up to 130. Last October, he travelled to Panama, Nicaragua, and Mexico, explaining the program and doing some active recruiting for it.

Also closeby, Kris Garvey is working for the U.N. on Namibian issues. When DRE was in the City this fall, he dropped in to see her--her office conveniently located on the same floor as the UNDP cafeteria. He was amazed and delighted when she promptly organized an instant seminar with four other staff members concerning training issues for Namibians.

Ruth Njiri chaired a Phelps-Stokes conference on "Promoting Resource Sharing between Black American and African Universities and Colleges," which convened in August at the Rockefeller Foundation's Center in Bellagio, Italy.

John Bing says that "Interlink is doing fine--we have doubled the number of our students at Guildford College language program in Greensboro, and we have several interesting irons in the fire. I feel excited, if not rich." He reports that John Hatch is still working at Wesleyan on summer graduate programs, and Wendy Shaerer at Rutgers in international admissions.

#### IN WASHINGTON

Our newest C.I.E. applicant is Joseph Cain-Method, who came into the world at 8pm January 13th. Congratulations, Bonnie and Frank!

Dale Kinsley is getting married to Sheryl Greenwald of A.E.D.

At the Overseas Education Fund, Gail von Hahmann is "learning how organizations run and don't run, this reminding me often of the Center!" The Center isn't the only place where there's little match between rhetoric and practice--it doesn't matter as long as everybody has the same problem! ...We had a successful workshop on women and world issues at the end of October in Austin, Texas. I am about to go out to Phoenix, Los Angeles, Portland and Rochester to do the final planning workshops for the actual events." She is developing a handbook on her project and trying to get money to test it next year. She adds, "Everybody who is looking for a job stays with me for one night and gets the job the next morning! So if you need a job, give me a ring."

Gail gave us news of Suzi Kindervatter who has returned from a most successful trip (about a month) in the Northeast section in Thailand. She was testing a handbook on basic life skills for women. It was a remarkable experience: the small group of people were waiting for her on arrival, she was given an office, and everything went exactly according to schedule. She trained the women participating in how to train others in the use of the handbook, for the organization of small businesses, acknowledgement of credit and the development of self-confidence. Suzi brought back with her some exciting slides and tape-recordings of the experience. Otherwise, Suzi continues her work helping O.E.F. to run smoothly.

David Kahler has been thoroughly involved in developing tri-lingual skills on two continents, three countries: Morocco, Ecuador, and the Cameroons. His local travel to "Creative Associates, Inc." in Washington begins at 5:20am, takes him on a brisk walk, a quick bus, a plunge into the Metro, another bus, a brisk walk--altogether an hour and a half journey. Rumor has it that he has given up and decided to leave the driving to himself.

An interpretation of Jock Gunter's last postcard to DRE: Jock seems to be surviving in the Washington environment in spite of recent developments!

#### AND FROM ALL OVER

David Evans decided this winter to catch the flu on behalf of the rest of us and is only just barely keeping away from death's door. Perhaps his trip to Jakarta via Swaziland (QUESTION: HOW DO YOU GET TO JAKARTA FROM JOHANNESBURG?) will provide the necessary cure if it doesn't do him in.

He says, "I have been to Africa twice in the past six months for the UNESCO/UNDP evaluation project. Now there is an enormous pile of twenty-five case studies from all over the world on my desk which constitute 'data' upon which a summary analytic report has to be written. Though I have some doubt and concern whether in fact it will ever be done, this report will generate understanding and guidelines for UNESCO/UNDP involvement in educational innovation and reform projects in the future.

"I attended a preliminary meeting in New York with Peter Higginson pertaining to the case studies and planning for the next phase. This work is all an expansion on Peter's dissertation topic."

(If anyone else needs his active input for the dissertation, just let him know, he's willing to keep on travelling!)

Holiday travelers from the Center: Kalyan Pandey has been exploring the Midwest at an A.I.D. conference (in spite of his wounded knee); Michael Frith and Linda Abrams to Colorado, doing community education training; Vicente Arredondo to Mexico for 3 weeks of R & R; Luis Diaz to touch base in Venezuela. Don Ross reports that while he was home for the holidays in California showing off six-month old Elizabeth, he spoke to Jeanne Moulton, who is alive and well in Palo Alto and sends her best to everyone. Mayuree Tongsri says of New York: "It's a great place to visit, but...."

Deborah Golub was asked to establish and implement an experimental art therapy program, which turned out to be very successful. Most recently she has applied her expertise as a dowser to locating the burst water pipes buried under the foundations of her house. She would like you all to know that she will gladly provide her dowsing services to any of those in need, either in Amherst or Siberia.

Kamal Ali is living vicariously off his son's achievements: Hassan, now age 13, just scored points as a member of the Junior High School basketball team against Putney School. Kamal is working on his dissertation, whose current title is "Muslim School Planning in the United States", while holding on to his position as "Immaculate Potentate of the Mystic Knights of the Phoenix, Inc. Ltd."---otherwise known as Director of Programs in Vocational Teacher Education at Westfield State College. The program is designed to train Black and Hispanic tradespersons (carpenters, plumbers, electricians, culinary experts, cosmetologists, etc.) to become full time certified instructors of vocational ed. in the Bay State. During ten to twelve months, they complete eighteen credit hours in a non-traditional NFE setting.

Kamal met with Alan Hurwitz in Boston, who continues as Director, Fitchburg State College Bilingual Vocational Teacher Training Program. Alan, having finished his dissertation, was last seen this month at the Cuban Education Conference in Boston (attended by several of us from the Center) where he chaired a panel on work-study programs in rural Cuban schools.

Priscilla Angelo has written to George that she continues to enjoy her deanship at St. Lawrence University.

Elyvn Jones Dube is in London with husband and child (now 2 1/2 going on 40!) working at the long deferred dissertation. In between the demands of research, house and family, she does a bit of free-lance writing and hopes to eventually teach a course on women in Africa at one of the nearby public schools. She is eager to hear from her far-flung friends from the Center and promises to write!

Dick Ulin is on sabbatical leave until the end of August--as visiting professor at the University of Denver, Colorado.

Beverly Gartin organized an all state high school jazz band workshop, culminating in a grand performance on the Amherst Commons. She is heading for the Midwest the day after marching in the Stadium, along with the rest of us who are on the verge of finishing!

Howard Steverson is now the regional director for Central Africa in AID/Washington. He has been transferred from Tanzania. Office phone 202-632-1761. His region includes most of francophone Africa.

Julianne Gilmore is being transferred from Jamaica, and will be going to the Camerons after she completes language training, probably in Washington.

Bob Miltz reports: "I have a new job - I'm now working for the School of Education again!! First time in two years. Which of course means I am hiding in the basement of the School of Ed. and now and then haunt the halls of CIE. The only travel plan I have is to wing my way to Swaziland sometime soon for planning meetings on the CIE Swaziland DEMS Project. So other than trying to settle back into the UMass scene I'm not up to much."

Jeanette Harris is offering a course this spring, "The Afro American in Western Massachusetts" at the Connecticut Valley Historical Museum in Springfield.

George Urch was external examiner for a dissertation at the University of Calgary, Canada, by Bethuel Ogalla Okatch which dealt with curriculum development in Tanzania.

Pat, Steve and Darren Guild write from Seattle: "We've been in Seattle just over two months now and continue to love it! The city seems to have everything--except of course our friends. We'd love to encourage westward migration!...in the city we have temperatures mostly in the 40's, beautiful views of the snow-covered mountains and waters, and lots of interesting things to do...we have been constantly amazed with the spirit in general in Seattle. People are friendly, helpful and positive--we keep having good experiences! We are both enjoying being unemployed--or 'between jobs' as we've taken to saying to people who worry about things like that...Steve volunteers two days a week with the opera in the education section. He really enjoys it! Pat spends most of her time with Darren and squeezes in some odd projects from time to time...." (Dec. 7)

John Comings has been travelling in Nepal, on his way back from PENMAS. His postcard says, "... should be back in L.A. by the end of January. Is a three month vacation overindulgence? I assume the Indonesia project has collapsed into total confusion without my presence...P.S. the Buddha said that it is a teacher's responsibility to find employment for his students."

Charles Bookman designed an innovative approach to teaching math for CCEBS, and this spring Minority Engineering, where he now works, will be implementing some of his ideas.

Harold Weaver has been very busy offering a diverse array of courses at Smith College--including an International Film series focussed on the third world (e.g. Jamaica, Cuba, Ethiopia, Botswana). He has presented papers for the C.I.E.S. and African Studies Association conferences, and last summer offered a graduate course at McGill with students from Zimbabwe, Chile, Australia, the West Indies, and francophone and anglophone Canada.

Farideh Seihoun has settled in--at least temporarily--to Amherst life, as Acting Director of the Southwest Residential College. She is also teaching three courses--in education, the Persian language, and comparative literature.

\* \* \*

## NUTRITION

### RUM CAKE

Among the many festive occasions that are essential to the Amherst CIE NFE curriculum, none was more gala than the surprise joint fiftieth birthday party for Dave Kinsey and George Urch sometime last October. Unlike the frequent impromptu Friday afternoon gettogethers, this one was planned enough in advance to give Edgardo something better to do than manage Indonesian communications--he produced a cake the size of an IBM Selectric, the color of a pale golden rose, with the taste of ambrosia: Caribbean flavors mingling with Pacific fruits and topped with cream from a proud North Hadley cow. After elegant toasts in presentation of their Certificates of Merit, and eloquent speeches from the two stunned elders (who sported carnations and waved new CIE pen and pencil sets in the air for all to see), everyone dived into the mouthwatering cake, which vanished in the twinkling of an eye. Your dogged editor pursued the cook with dispatch and finally wrested the recipe from him, which we hope he recognizes:

#### Rothkegel Rum Cake

- 1 Box Pillsbury Moist Lemon or White Cake Mix  
(Purists and diehards may consult the Joy of Cooking or their grandpersons)
- 2 eggs
- 1 pint half and half, 1 pint heavy cream (whipped together to a stiff peak)
- A generous flow of Puerto Rican rum
- Lots of strawberries and pieces of pineapple (if canned or frozen, drain off syrup)
- A good tune and a wet whistle

Directions: Cook the cake batter in two pans and cool thoroughly. Cut each cake sideways or lengthwise, ending up with four layers. Arrange First Layer on platter and splash liberally with rum. Spread this with whipped cream, making a raised edge to hold the fruit. Distribute strawberries evenly, and lower face to within two inches, breathing deeply. Raise head and exhale, humming the first notes of a long lost favorite tune. Second Layer: Taking a wide spatula in both hands (or two, if you prefer), slide under cake, flip up into the air, catch it again, and lay it rough side down, smooth side up on First Layer. Splash liberally with rum. Inhale and still humming silently, spread with cream mindful of the raised edges. Distribute pineapple chunks evenly and exhale. Have a sip of rum. Third Layer: Manoeuvre as with second layer, but rough side down. Splash liberally with rum. Spread evenly with cream, strawberries and pineapple, and continue humming, this time out loud. Fourth Layer: Go outdoors and practice with your Frisbee. Come back in, splash and sprinkle last layer with rum, flip into the air so that it lands rough side down, smoothside up, exactly right on top. Sing loudly, spread with whip cream, and spell H.A.P.P.Y. B.I.R.T.H.D.A.Y. in strawberries and pineapple chunks. If you can, carry cake to the refrigerator and put it in. Breathe deeply, splash liberally in rum and stand on your head. Serve tomorrow.

\* \* \*

We are planning to put together an International Cookbook as a means of preserving the best culinary efforts of all of us--as well as of a way perhaps of filling the coffers! (Mayuree, we want your delicious Thai noodles!!) If you like this idea and will take the time to write out yours, please send it in to Anna Donovan who is eager to get started. Recipes should be tried and true, using ingredients for which equivalents, if not the real thing, may be found in this country and elsewhere. Happy cooking!

\* \* \*

Finally, some food for thought:

"Four things do not come again: the spent arrow, the spoken word, lost opportunities, and life itself."  
(Arab proverb)

CENTER FOR INTERNATIONAL EDUCATION  
ON-CAMPUS LIST OF MEMBERS

Linda Abrams	Kip Koech
Kamal Hassen Ali	Hilda Kokuhirwa
Steve Anzalone	Bhekokwakhe Langa
Vicente Arredondo	David Lee
Juan Aulestia	Saleh Marzuki
Mike Basile	Margaret Maxwell
Richard Betz	Robert Miltz
Francis Kofi Bioh	Joel O. B. Momanyi
Charles Bookman	Sibeso Mukoboto
Jo Elyn Bookman	Ellen Mulato
Cookie Bourbeau	Annie Dumisile Myeni
Juan Caban	Mokubung O. Nkomo
Luis Diaz	Muljani Nurhadi
Russ Dilts	Kalyan Raj Pandey
Anna Donovan	John Pontius
Jan Droegkamp	Deborah Puchalski
David R. Evans	Horace Reed
Sylvia Forman	Kathleen Richardson
Michael Frith	Don Ross
Jaya Gajanayake	Fanny Dontoh Russell
Stanley Gajanayake	Manjula B. Salomon
Beverly Gartin	Maxwell Senior
Lillian Goytia	Will Shaw
Don Graybill	Mayuree Tongsri
Isabella Halsted	Ken Tsekoa
George Hehir	George Urch
Yong Hyun Kim	Harold Weaver
David Kinsey	



CENTER FOR INTERNATIONAL EDUCATION  
OFF-CAMPUS LIST OF MEMBERS

ABDULLAHI, Ramatu Dept. of Psychology University of Lagos Lagos, NIGERIA WEST AFRICA	BIALOSIEWICZ, Frank Quinta Ortava Santa Ines Antigua, GUATEMALA CENTRAL AMERICA	CASH, Kathleen c/o I.I. Cash 606 Wisconsin Ave. Milwaukee, Wisconsin 53233
ABIYONO, Noer Pecindilan 46-48 Surabaya INDONESIA	BILLIMORIA, Roshan 225 East 46th Street New York, NY 10017 Office#: 212-753-4700 ext. 441	CHHODAK, Tenzing The Office of Tibet 801 Second Ave. New York, NY 10017
ADNAN, Mohammad Direktorat PENMAS Jl. Kramat Raya 114 Jakarta, INDONESIA	BING, John Interlink Associates 406 Rosedale Rd. Princeton, NJ 08540	CHRISTENSEN, Phillip Learning Resources Supervisor St. Lawrence College Windmill Point Cornwall, ONTARIO K6H 4Z1 CANADA
AHMED, Rahat Village PAIKPARA P.O. Box BRAHMANBARIA District Comilla BANGLADESH	BLACKEN, John U.S. Mission to the United Nations 799 U.N. Plaza New York, NY 10017 Office#: 212-826-4485	CLARK, Leon 4104 Lester Ct. Alexandria, VA 22311 Home#: 703-379-8043
AL-SHAIKHLI, Falih Mandeenat El-Thubbatt Muntasah St., House #7/64 Baghdad, IRAQ	BLACKMAN, Joseph	CLASON-HOOK, Carla c/o L.O. Hook Embaixadada Svecia Caixa Postal 338 Maputo, Mocambique
ANGELO, Priscilla R.D. #2, Russell Rd. Canton, NY 13617 Home#: 315-386-4731 Office#: 315-379-5011	BRASUELL, Czerni 134 Avenue D New York, NY 10010 Home#: 212-677-8723	COLLANTES, Mary Fe St. Scholastica's Priory 2560 Leon Quinto Manila, PHILIPPINES
ATMADJA, Suyatna Basar FIP-IKIP Bandung Jl. Dr. Setiabudhi 229 INDONESIA	BRAY, Javier 11325 SW 53 Terrace Miami, FL 33165 Home#: 305-271-8347	COMINGS, John c/o Paul W. Comings 2821 Vista Street Long Beach, CA 90803
BAER, Lillian Project YMCA Br. 12031 Dakar-Colobane SENEGAL WEST AFRICA	BREY, NANETTE C/O UMass NFE Team P.O. Box 2052 Jakarta, INDONESIA or CIE Hills South University of Massachusetts Amherst, MA 01003	DARMONO Jalan Merbau No. 38A Medan INDONESIA
BALDONADO, Lisa 1350 Lake Shore Dr. Apt. 1871 Chicago, IL 60610	BRIDGES, Allen 160 East 85th Street Apt. 5-E New York, NY 10028 Home#: 212-988-2803	DEGHAN, Dariush 225 Kooyeh Kayvan Shahrara Tehran, IRAN
BARRIGA, Patricio Educacion Extra Escolar 13 Calle, 4-08, Zona 11 Guatemala City, GUATEMALA CENTRAL AMERICA	BURHAN, Retnaningsih IKIP Jakarta Rawamangun-Jakarta Timur INDONESIA	DJIWANDONO, Bianti Jalan Taman Matraman No. 10 Jakarta Pusat INDONESIA
BEFECADU, Adeye P.O. Box 31331 Addis Ababa ETHIOPIA EAST AFRICA	BWERINOFA, Patricia c/o Mindeco Ltd P.O. Box 90 Lusaka, ZAMBIA SOUTHERN AFRICA	DOMINGUEZ, Fernando
BELL, Ronald 60 Grantwood Drive Amherst, MA 01002 Home#: 413-549-6194	CARPENTER, Susan 2841 10th Street Boulder, CO 80302 Home#: 303-442-2568 Office#: 303-861-1260	DOUBLEDAY, Elwyn 35 Riverside Park Apts. North Amherst, MA 01059
		DUBE, Kotsho 7492 Old Highfields P.O. Highfields Salisbury, ZIMBABWE S. AFRICA
		ETLING, Arlen Cooperative Extension Service University of Arizona Community Development Area Office 804 North Main Street Cottonwood, AZ 86326 Office#: 602-634-2061

FLEISCHER, Lowell  
8603 Coral Gables Lane  
Vienna, VA 22180  
Office#: 703-557-5594

GARVEY, M. Kris  
United Nations  
Room DC335  
New York, NY 10017

GILES, Raymond  
7, Church Road  
Edgbaston, Birmingham  
West Midland  
ENGLAND B15 3TN  
Home#: 021-455-0442

GILLETTE, Arthur  
c/o Youth Division, UNESCO  
Place de Fontenoy  
Paris 7-e, FRANCE  
Home#: 588.62.93  
Office#: 577.16.10

GILLETTE, Nicole  
103 University Apts.  
Amherst, MA 01002  
Home#: 413-549-4739

GILMORE, Julianne  
Kingston (ID)  
Department of State  
Washington, DC 20520  
Office#: 202-532-7921

GOLDSTEIN, Basha  
a/c Goodwin  
Apdo 29019  
Caracas 102, VENEZUELA  
SOUTH AMERICA  
Home#: 45-70-65

GOLUB, Deborah  
34 Spring Street #7  
Amherst, MA 01002

GOMEZ, Victor  
Center for Prospective Research  
Fundacion Javier Barros Sierra  
Apartado Postal 20061  
Carretera al Ajusco s/n.  
Mexico 20, D.F., MEXICO

GORDON, Gloria  
665 New York Avenue  
Brooklyn, NY 11203

GOVREEN, Shmuel H.  
Naveh Shaanan 13  
Jerusalem, ISRAEL  
Office#: (02) 37093

GRANT, Stephen  
Apo Adidjan/State Dept.  
Washington, DC 20520

GREEN, Norman  
Apt. 307  
2400 Pennsylvania Ave.  
Washington, DC 20037

GUILD, Patricia & Stephen  
2632 West Plymouth St.  
Seattle, WA 98199  
Home#: 206-282-0522

GUNTER, Jonathan  
Assistant Director  
External Relations  
COMSAT  
950 L'Enfant Plaza, S.W.  
Washington, DC 20024

HAGERTY, Michael  
6 Linda Street  
Windham, NH 03087

HARAHAP, Syahbuddin  
Jalan Merbau No. 38A  
Medan, INDONESIA  
Office#: 22614

HARDIN, Christopher  
26 Webster Court  
Amherst, MA 01002  
Home#: 413-256-0596

HARRIS, Jeanette  
15 Reservation Road  
Easthampton, MA 01027  
Home#: 413-527-3391

HARTWELL, Ash  
c/o UNDP  
Maseru, LESOTHO  
SOUTHERN AFRICA

HATCH, John  
Wesleyan University  
Middletown, CT 06457  
Office#: 203-349-9411

HAVERKAMP, Jud  
Director, Residence Hall  
Bradford College  
Bradford, MA 01830  
Office#: 617-375-5799

HAVILAND, Michael  
Institute for International  
Education  
809 U.N. Plaza  
New York, NY 10017  
Office#: 212-883-8205

HIGGINSON, Peter  
UNESCO  
Place de Fontenoy  
Paris 7-e FRANCE  
Home#: 588.62.93  
Office#: 577.16.10

HOLMES, Hank  
No. 62 Sukhumvit Soi 26  
Bangkok, THAILAND  
Home#: 3.915.391

HONG, Sah Myung  
Korean Educational  
Development Institute  
8-20 Yejang Dong, Choong-Ku  
Seoul, SOUTH KOREA

HOPKINS, Robbins  
8201 Whaley Drive  
Bethesda, MA 20034

HOXENG, James  
8108 Carrick Lane  
Springfield, VA 22151  
Home#: 703-321-7196  
Office# 703-235-9012

HURWITZ, Alan  
60 Horn Road  
Belmont, MA 02178  
Home#: 617-484-4407  
Office#: 617-482-7192

IBRAHIM, Abdulgani  
IKIP Surabaya  
Kayoon 72-74  
Surabaya, INDONESIA  
Office#: 45907/42827

JACUB, H.M.  
Jin. Merbau No. 38A  
Medan, INDONESIA

JEFFERS, Elaine

JENKINS, Charles L.  
13605 Creekside Drive  
Silver Spring, MD 20904

Home#: 301-384-9676  
Office#: 202-245-1990

JOHNSON, Walter  
R.D. 1, Box 344  
Leyden, MA 01337  
Home#: 413-722-6041

JONES-DUBE, Elvyn  
14 The Vale  
Golder's Green  
London NW11  
ENGLAND

JURMO, Paul  
2306 Golfview  
Apt. 206  
Troy, MI 48064  
Home#: 313-649-0912

KAHLER, David  
Creative Associates  
4419 39th St., N.W.  
Washington, DC 20016  
Office#: 202-966-5804

KALAW, Lydia  
Kaunharan Multi-Purpose Center  
2389 Tejeron Street  
St. Anna, Manila  
PHILIPPINES

KAMUNTU, Ephraim R.  
c/o Uganda National Liberation  
Council  
P.O. Kampala  
UGANDA

KEY, James  
Rep. de Cuba 1210  
Col. Ind. Bravo  
Culiacan, Sinaloa  
MEXICO  
Office#: 31790

KHALIL, Khalil  
Saudi Arabian Education Mission  
Suite 400  
2223 W. Loop S.  
Houston, TX 77027

KHAN, Muhammad Azam

KINDERVATTER, Suzanne  
The Cairo  
1615 Que St., N.W., #804  
Washington, DC 20009  
Home#: 202-332-4779

KINSLEY, Dale  
DS/ED  
Dept. of State/AID  
Washington, DC 20523  
Office#: 702-235-9012

KURATO, Yoshiya  
#4-601, 9 Sumiyoshidai  
Higashinada, Kobe 658  
JAPAN

LELOKA, Temperance  
P.O. Box 137  
Maseru, LESOTHO  
SOUTHERN AFRICA

LETSIE, Andrew  
N.T.T.C.  
Box 1339  
Maseru 100  
LESOTHO

LINDSAY, Beverly  
National Institute of Education  
Educational Policy and  
Organization  
1200 19th Street, N.W.  
Room 715  
Washington, DC 20208  
Office#: 202-254-8897

LYNCH-EDWARDS, Esia  
36 Northern Drive  
Willowdale, TORONTO M2 N2C2  
CANADA  
Home#: 416-444-9765

MacKENZIE, Bruce  
Box 83A  
R.R. #2  
Orleans, MA 02653  
Home#: 617-255-1378  
Office#: 617-353-3482

MANDRA, M. Saeruddin  
Kampus IKIP  
Gunung Sari Baru  
Ujung Pandang  
INDONESIA

MANGAN, James and Sandra  
c/o Grant Rhode  
496 Middle Street  
Portsmouth, NH 03801

MANUWUIKE, Emeke  
Department of Education  
Ahmadu Bello University  
Zaria, NIGERIA

MARTIN, Carol  
c/o Center for Int'l Education  
Hills House South  
University of Massachusetts  
Amherst, MA 01003

MARZOLLA, Michael  
c/o LDTC  
P.O. Box 781  
Maseru 100  
LESOTHO  
SOUTHERN AFRICA

MASSEE, Robin  
160 East 85th St., Apt. 5-E  
New York, NY 10028  
Home#: 212-988-2803

MATSELA, Zacharias A.  
Ministry of Education  
Box 47  
Maseru 100  
LESOTHO  
SOUTHERN AFRICA  
Home#: 0501-2-2855

McLAUGHLIN, Steve  
2 Rolling Green  
Amherst, MA 01002  
Home#: 413-256-6917

McTAGGERT, James  
Box 1723  
Springfield College  
Springfield, MA 01109  
Office#: 413-787-2093

McGOWAN, Felix

METHOD, Bonnie Cain  
Creative Associates  
4413 39th St., N.W.  
Washington, DC 20016

MILLER, Valerie M.  
c/o Vice Minister de Education  
de Adultos  
Complejo Curco, Box 108  
Managua, NICARAGUA  
CENTRAL AMERICA

MOLETSANE, Ishmael  
Dean, School of Education  
National University of Lesotho  
Box 180  
Roma, LESOTHO, SOUTHERN AFRICA

MONTSI, Mercé  
Box MS 1071  
Maseru, LESOTHO  
SOUTHERN AFRICA

MOULTON, Jeanne  
319 Addison Ave  
Palo Alto, CA 94301

MUGIRI, Ephantus  
Kenya Institute of Education  
P.O. Box 30231  
Nairobi, KENYA  
EAST AFRICA

MULUSA, Thomas  
Extra Mural Division  
Univ. of Nairobi  
P.O. Box 30197  
Nairobi, Kenya

MUNGER, Fredi  
UMass NFE Team  
P.O. Box 2052  
Jakarta, INDONESIA

MURCHISON, Colden  
SECID  
400 Eastowne Drive  
Suite 207  
Chapel Hill, NC 27514  
Office#: 919-493-4551

MURPHY, E. Jefferson  
Box 740  
Amherst, MA 01002

NAIR, Vasudevan  
c/o Bombay Bakery  
Dal Bazar Lashker  
Gwalton (M.P.), INDIA

NJIIRI, Ruth  
Director  
International Education  
Programs  
Phelps-Stokes Fund  
10 East 87th Street  
New York, NY 10028  
Office#: 212-427-8100

NJOKU, Raphael  
Orju-Uratta  
Box 75, Owerri  
Imo State, NIGERIA

OCHOA, Alberto  
G.A.C. B/Lau Center  
Institute for Cultural  
Pluralism  
San Diego State University  
5544 1/2 Hardy Avenue  
San Diego, CA 92182  
Office#: 714-286-6608 or  
714-286-5155

OLUOCH, Gilbert  
Principal of Kenya Science  
Teacher College  
P.O. Box 30231  
Nairobi, KENYA  
EAST AFRICA

PEAKES, Allan  
Director of Future Studies  
Board of Education  
22 Valley Road  
Montclair, NJ 07042

PEARSON, Robert  
Department of Education  
Muhlenbert College  
Allentown, PA 18104

Home#: 215-258-1030  
Office#: 215-433-3191

PERRY, Cynthia  
Director of International  
Programs  
Texas Southern University  
Houston, TX 77021

Office#: 713-527-7356

PHAM, John (Minh Hua)  
P.O. Box 424  
Amherst, MA 01002

QAMAR, Kalim  
c/o Harrison Parker  
Singing Brook Farm  
Middle Road  
Hawley, MA 01339

RAKUBUTU, Mosia  
Box MS 47  
Maseru 100  
LESOTHO  
SOUTHERN AFRICA

RIDHA, Wahiduddin  
Kampus IKIP Ujung Pandang  
Gunung Sari Baru  
Ujung Pandang, INDONESIA

Office#: 3930

ROEHRIG, Matthew  
10 Allen Road  
Belchertown, MA 01007

ROSEN, David

ROTHKEGEL, Adriana Gomez de  
Servicios Medicos  
6 Avenue "A" 1-77 Zona 9  
Guatemala City, GUATEMALA  
CENTRAL AMERICA

ROTHKEGEL, Edgardo  
c/o Peace Corps  
U.S. Embassy  
Asuncion, Paraguay  
SOUTH AMERICA

RUSSELL, Robert  
c/o A.P.P.L.E.  
Box 4625  
Accra, GHANA  
WEST AFRICA

SAIDI, Rddja bin  
University de Niamey  
Ecole de Pedagogie  
B.P. 237  
Niamey, NIGERIA  
WEST AFRICA

SARWOKO, Bambang  
FIP-IKIP Semarang  
Jl. Kelut Utara III  
Semarang  
INDONESIA

Office#: 311503

SCHAERER, Wendy  
105 Meadowbrook Road  
Building #7  
Edison, NJ 01817

Home#: 201-494-1383  
Office#: 201-932-3770

SCHIMMEL, Gordon  
Hilldale Road  
Plymouth, MA 02360

SEIHOUN, Farideh  
c/o Bob Wellman  
60 Valleyview Circle  
Amherst, MA 01002

SESHIBE, Nana  
New TransCentury  
1789 Columbia Road, N.W.  
Washington, DC 20009  
Office#: 202-462-6664

SILVA, Juan Jose  
Village de L'ille  
Edif. Degas #305  
Ilha do Bo  
Vitoria, E.S. BRAZIL

SMITH, Earl  
12111 Fielding  
Detroit, MI 48228

Phone#: 313-927-1130

SMITH, Janice  
2224 Verano Place  
Irvine, CA 92715

Home#: 714-955-2579

SMITH, William  
Academy for Educational  
Development, Inc.  
1414 22nd Street, NW  
Washington, DC 20037  
Office#: 202-862-1975

SOEGIANTO, D. A.  
FIP-IKIP Semarang  
Jl. Kelut Utara III  
Semarang  
INDONESIA

SOEMOSASMITO, Soenardi  
IKIP Surabaya  
Jalan Kayoon 72-74  
Surabaya, INDONESIA

SOMTRAKOOL, Kla  
Nonformal Education Dept.  
Ministry of Education  
Bangkok 3, Thailand

STEVENS, Afaf

STEVERSON, Howard  
Regional Director for Central  
Africa  
Agency for Int'l Development  
Department of State  
Washington, D.C. 20523

SUDJANA, Djudju  
FIP IKIP Bandung  
Jl. Dr. Setiabudi 229 Bandung  
INDONESIA

SUHARSONO, P.H.  
FIP-IKIP Semarang  
Jl. Kelut Utara III  
Semarang  
INDONESIA

SUMA, Abdul Kadir  
FKIS-IKIP Ujung Pandang  
Kampus IKIP  
Gunung Sari Baru, INDONESIA

SUMANTRI, Endang  
FKIS-IKIP Bandung  
Jl. Dr. Setiabudi 229 Bandung  
INDONESIA

SUNANCHAI, Sunthorn  
Supervisory Unit  
Teacher Training Dept  
Ministry of Education  
Bangkok 3, THAILAND

SUPRIANTO  
IKIP Jakarta  
Rawamangun-Jakarta Timur  
INDONESIA

SUZUKI, Bob  
Office of Graduate Studies/Research  
California State University  
5151 State University Drive  
Los Angeles, CA 90032

Phone #: 213-224-3251

TESHA, Daria A.  
African Training and Research  
Centre for Women  
Economic Commission for Africa  
P.O. Box 3001  
Addis Ababa, ETHIOPIA  
EASTERN AFRICA

THEROUX, James  
26 Argyll Road  
Kensington  
London, ENGLAND

THISYAMONDAL, Patrada  
Ministry of Education  
Bangkok, THAILAND

Office#: 282-2852 or 282-2862

TJITENDERO, Mose  
c/o U.N. Institute for Namibia  
P.O. Box 3011  
Lusaka  
REPUBLIC OF ZAMBIA

ULIN, Richard O.  
1565 So. Dexter Way  
Denver, CO 80222  
Phone #: 303-756-0150

VELLA, Jane  
Assistant Professor of  
Adult Education  
Poe Hall  
North Carolina State Univ.  
Raleigh, NC 27607  
Office #: 919-781-5365

VILLANEUVA, Yvonne  
UNICEF  
A.A. 5317  
San Isidro  
Lima, PERU  
SOUTH AMERICA  
Office#: 401-920

von HAHMANN, Gail  
Public Education Officer  
Overseas Education Fund  
2101 L St., N.W., Suite 916  
Washington, DC 20037  
Office#: 202-466-3430 Ext. 50

WALKER, David  
P.O. Box 390  
Kathmandu, NEPAL

WALTERS, Elsie Juanita  
New TransCentury  
1789 Columbia Road, N.W.  
Washington, DC 20009

WEST, Michael  
912 Osceola  
St. Paul, MN 55105

WITHAYAGIAT, Somprasong  
Nonformal Education Department  
Ministry of Education  
Bangkok, THAILAND

WOOLMER, Timothy  
79 North Road  
Richmond London, ENGLAND  
or  
c/o Southlands College  
Parkside, London S.W. 19  
ENGLAND  
Home#: 01-878-1259

ZAMBRANO, Doris de  
Apartado Aereo 1954  
Cali, COLOMBIA  
SOUTH AMERICA

ZULKARNAIN  
IKIP Jakarta  
Rawamangun-Jakarta Timur  
INDONESIA

#### ADDENDA

MARTADIJAYA, Pecep Sudrajat  
Direktorat Pendidikan Masyarakat (PENMAS)  
Jl. Kramat Raya 114  
Jakarta, INDONESIA

RAMIREZ-DE-ARELLANO, Julio D.  
c/o C.D.I./P.T.R.  
Apartado Postal 703  
Tegucigalpa, D.C. HONDURAS  
CENTRAL AMERICA

#### CENTER FIELD STAFF MEMBERS

Indonesia Project: UMass NFE Team  
P.O. Box 2052  
Jakarta, INDONESIA

Bergau, Nancy  
Mouiton, Daniel

Ghana Project: c/o P.E.A./NFE Project  
P.O. Box 694  
Koforidua, GHANA  
WEST AFRICA

Lesch, Barbara

Swaziland Project: c/o DEMS  
University College of Swaziland  
Private Bag, Kwaluseni  
SWAZILAND

Byram, Martin  
Maganga, Cajetan

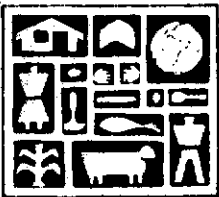
#### FORMER CENTER FIELD STAFF MEMBERS

FRANKEL, Larry  
2615 Homecrest Avenue  
Brooklyn, NY 11235

HARKER, Bruce  
c/o USAID/Aceh  
Aceh, NORTH SUMATRA  
INDONESIA

PARKER, Harrison  
Singing Brook Farm  
Middle Road  
Hawley, MA 01339

TATE, Sean  
c/o L. Pullen  
14839 Maidstone Court  
Centreville, VA 22020



Center for International Education  
285 Hills House South  
University of Massachusetts  
Amherst, Massachusetts 01003  
U.S.A.