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## **Change and Bureaucracy**

*Public Administration in Venezuela*

by BILL STEWART

A timely work for Latin Americanists and those who seek to understand the factors that aid and hinder development. Stewart explains the nature of Venezuelan public administration and analyzes the problems it faces in the decade ahead. He focuses on change in society and in individual lives as he assesses the desirability and likelihood of reform.

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*The James Sprunt Studies in  
History and Political Science, Vol. 56*

**The University of North Carolina Press**  
**Box 2288 Chapel Hill, NC 27514**

# RADIO FOR EDUCATION AND DEVELOPMENT

by DEAN T. JAMISON, *The World Bank*,  
EMILE G. McANANY, *Stanford University*

How can radio be used to improve the lives of people, especially in low-income countries? To answer this question the authors examine radio's role as a delivery system for formal education and development communications, noting particularly that in a world of rapidly increasing television communication radio remains the dominant communication medium in developing nations.

The first part of this study gathers recently completed case studies of radio's use in school communication, in formal out of school communication, and in interactive development communication. The second part uses these case studies and other sources to provide an overview of what is now known about radio's potential in education and development communication.

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3. Radio for Development Communication
4. The Cost of Radio
5. Constraints on Implementing the Radio Strategies
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Appendix A: Case Studies of Radio for Education and Development

Appendix B: Radio Transmission and Reception Facilities of the  
Countries of the World

Appendix C: Annotated Bibliography by Peter L. Spain

*"Most rural people are physically isolated, illiterate and poor. They read no newspapers, they have little hope of seeing a film in the course of a year and television is a rare experience even in the big cities. But a growing number of people in almost every village, no matter how small or how isolated, do listen regularly to radio. Countries concerned to communicate with more of their populations than their urban elites will be concerned about radio."*

-- from the Introduction

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AS ?

## CONFLICT, ORDER, AND PEACE IN THE AMERICAS

*Is the United States exploiting Latin America?*

*Are Latin Americans exploiting each other?*

*Is the internal exploitation the result of collusion between persons inside Latin America and groups in the developed countries, primarily the United States?*

In Part I of two volumes resulting from a conference held at the University of Texas at Austin, three pairs of international scholars and public figures debate these and other issues related to the politics and economics of this world area in an effort to find reasons for the upheaval and maldevelopment undermining progress and human rights in many Latin American societies. Dialogues between Jacques Chonchol and William R. Colby, Arnold Harberger and Enrique V. Iglesias, and Kenneth E. Boulding and Johan Galtung.



The collection of provocative essays in Part II offers divergent interpretations of the nature, extent, and causes of conflict in Latin America, and the breach of peace, seen as violence, to which that conflict leads. Essays include "Conflict and Culture in the Latin American Experience," by Marina Bandeira; "From Dependence to Determinism: The Emergence of Latin American Militarism," by Irving L. Horowitz; and "The Roots of Disdevelopment in the Southern Cone," by Hugh Holley; among others.

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The Lyndon B. Johnson School of Public Affairs, The University of Texas,  
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# EVALUATION RESEARCH AND DEVELOPMENT ACTIVITIES

by FRANCIS W. HOOLE

This study concerns the methodology used to evaluate the impact of development activities. The book presents the methodology of the evaluation research approach, illustrates its use in the development field, and discusses its advantages and limitations. These topics have significant practical importance today as it becomes apparent that numerous development programs of national governments are ineffective and as various technical assistance agencies undergo crises concerning their abilities to accomplish objectives. The book concludes by summarizing the implications which result from this discussion, and makes suggestions for further research.

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# The DEVELOPMENTAL LOGIC of SOCIAL SYSTEMS

by HENRY TEUNE and ZDRAVKO MLINAR

THE DEVELOPMENTAL LOGIC OF SOCIAL SYSTEMS addresses the fundamental structures and processes of social change in the tradition of "grand" social theory. Development is defined as increasing scale or integrated diversity. A system model for social systems, in contrast to biological and mechanical ones, is used to explain development. At a time when development both as theoretical concept and as policy goal have come into question, this theoretical analysis makes a sharp distinction between growth and development and reasserts the centrality of development for understanding macrohistorical change in a global perspective.

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Epilogue

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# THE COST OF EDUCATIONAL MEDIA: Guidelines for Planning and Evaluation

by DEAN T. JAMISON, STEVEN J. KLEES, and STUART J. WELLS

with a foreword by WILBUR SCHRAMM

In a book which pragmatically links budgets and educational planning, Jamison, Klees, and Wells propose a methodology for the cost-evaluation of both ongoing educational projects, and projects which may be only in the planning stage. As the authors observe, "budgets constrain choices. This study provides the methodology and case study support that educators and administrators need to effectively consider those choices."

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*"What kind and amount of use justifies a school system spending a million dollars on an open-circuit television installation? What is likely to be the total cost of computerized instruction, and at what level of cost will it justify its presence in the school budget? What has been the true cost of an ongoing project, and what has that expenditure brought? What can a developing country expect or have to invest in a satellite, and what can it expect in return? . . . The authors of this volume provide in clear and simple prose, well-explained tables, and no more mathematics than necessary, a solid basis for dealing with the cost analysis involved in questions like those."*

*— from the Foreword by Wilbur Schramm*

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# BIG MEDIA, LITTLE MEDIA

## Tools and Technologies for Instruction

Volume 2, PEOPLE AND COMMUNICATION series

by: **WILBUR SCHRAMM** *University of Hawaii*

Our understanding of instructional media has not kept pace with the rapid expansion of their use in both formal and informal modes of education. Instead of asking those questions which have outlived their usefulness – Can the media teach? What is the best medium? – the author focuses on an issue of immediate importance: Why is it so vital to understand media selection? Educators, primarily interested in productivity, look for low-cost, high-efficiency media, and the effort to select the most productive combination of media for instruction goes on continuously. Decisions, however, are made with surprisingly little knowledge. Developing countries in particular – striving to educate largely illiterate populations – are facing decisions of considerable magnitude. Choices between "Big Media," (complex, expensive technologies including television, sound films, and computers) and "Little Media," (simpler tools such as projected transparencies, slides, and radio) represent differences in millions of dollars.

In this volume, the author surveys the existing information relevant to the choice of media for instruction so that the state-of-the-art can be known to the teacher or planner who wants to understand as much as possible about the decision he or she has to make.

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- I. **AGENDA** – lays the conceptual groundwork for a discussion of instructional media, formulating a series of relevant and pragmatic questions regarding cost, selection, and optimal effectiveness of media use in education.
- II. **THE EXPERIMENTAL EVIDENCE** – reviews the findings of laboratory experiments on media effectiveness. The following four chapters give evidence from field projects using instructional media in which cost-effectiveness data and administrative insights were recorded.
- III. **THE PEDAGOGICAL EVIDENCE** – examines guidelines gathered from instructional technology.
- IV. **THE ECONOMIC EVIDENCE** – introduces the concept of cost-effectiveness analysis and its relation to media selection.
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- VIII. **EVIDENCE FROM THE FIELD** – non-formal education.
- IX. **SOME CONCLUSIONS** – summarizes present knowledge of relative media costs and reviews the most important concepts of the previous chapters.

*"The problem of how to combine media in the art of teaching has therefore been with us for a very long time. The difference today is that media are so much more readily available than they previously were for instructional use, and many of them are expensive and elaborate tools over which the classroom teacher has less control than over a slate or a chalkboard or a picture clipped from a magazine."*

– from Chapter I

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# THE SOCIAL ECOLOGY OF CHANGE: From Equilibrium to Development

edited by **ZDRAVKO MLINAR**, *University of Ljubljana, Yugoslavia*  
**HENRY TEUNE**, *University of Pennsylvania*

The Contributors to this volume lay the groundwork for the transformation of social ecological research from a static description of social phenomena in space to a developmental explanation of spatio-social change. They explore new direction in social ecology, tackling questions which cut across a number of disciplines: How can we explain different dynamics of developmental change at the local and regional levels? Why do some territorial units develop relatively fast while others stagnate? In what circumstances does the unevenness in development tend to persist, increase or decrease? The articles included here represent a synthesis of many philosophies and theories which form, in the editors' words, "a new basis for international cooperation and enrichment of social research."

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## COMMUNICATION AND DEVELOPMENT

edited by **Everett M. Rogers**

The disappointing performance of mass communications in fostering development in Latin America has led to alternative conceptions of how to use communication in developing societies, as well as a redefinition of what development really is. This issue explores these alternatives and examines the implications that new paradigms will have for communication research and training, and for national governments and technical assistance agencies trying to promote development.

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# LATIN AMERICA AND WORLD ECONOMY: A Changing International Order

edited by JOSEPH GRUNWALD

How do nations of Latin America interact with other countries in the world community? This anthology approaches the region's relations with the outside world from both an economic and a political perspective, examining Latin America's desire to integrate with the world economy, as well as its struggle for self-reliance. Latin American and non-Latin American contributors discuss a range of subjects including the character of the "special relationship" between Latin America and the United States, and the ambiguous nature of Latin America's relations with other countries of the Third World.

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The Good Neighbor Policy Revisited

### Part V. Commentary

The Good Neighbor Policy Revisited, BRYCE WOOD

Notes on SELA, GABRIEL VALDES.

*"As long as the notion persists that Latin America is unimportant for the United States and other developed countries, it will be difficult to persuade Latin American countries that they are living in an interdependent world. One-sided importance creates a one-sided dependency relationship. Such a perception results in demands, not cooperation. Cooperation for development becomes meaningful only when there is a recognition of interdependence on both sides of the North-South relationship."*

— from Chapter 1

Latin American International Affairs, Volume 2

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