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A Report on One Year's Experience as the Advisor to the Board of Directors of Binational Center in Merida, Yucatan, Mexico

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School for International Training

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A REPORT ON ONE YEAR'S EXPERIENCE
AS THE ADVISOR TO THE BOARD OF DIRECTORS OF
THE BINATIONAL CENTER IN MERIDA, YUCATAN, MEXICO

ELLIOTT S. GLAZER

Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont.

July, 1975

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This report by Elliott S. Glazer is accepted
in its present form.

Date 9/3/75

Principal Advisor David P. Rein

David P. Rein

Report Advisors/Readers:

Mrs. Mary Clark
Miss Virginia Soler

ABSTRACT

It is my intent, in writing this, my Independent Professional Project, to present to the reader through an assortment of facts, ideas, experiences and evaluations an overview of the history, components and present status of binational centers and of the INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C.; a rather in-depth discussion of the work of the Advisor to the Board of Directors (the equivalent of Executive or Administrative Director in most other centers) during the 1974-75 academic year, including his duties, goals and frustrations (often caused by problems of communication, culture and/or politics), and his relationship with the Board of Directors, Mexican and American governments, teachers and others.

This paper may be of at least partial interest to those concerned with binational centers, administration, United States foreign policy, and the teaching of language and culture. It also should be of interest to those who are considering applying for the position of Executive Director of a binational center or to those who may want to do so in the future.

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INTRODUCTION

This paper is a report on one year of experience as the Advisor to the Board of Directors of the INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C. in Merida, Mexico. I came to Merida in October of 1974. From then till the present (July, 1975), I have been keeping a written record about my life in Merida. In it I have commented about a great variety of things, but mainly about my work at the Institute. Every fortnight or so I put a new entry in my notebook. The record includes facts, ideas, problems, aspirations, conclusions, and many uncommon experiences followed, in some cases, by an attempt to evaluate them. Because I wrote down whatever was on my mind, this "log" was only limited by my own interests as an individual and Advisor to the Board of the Institute. Generally speaking, the observations reflected certain problems or unique experiences that were often related to politics, communication and/or culture. It is one thing to go to a foreign country as a tourist or student and observe a different way of life; it is quite another to have the responsibility of operating a school where your every decision must reflect those differences. The bulk of this report is grounded on the material in these biweekly notes (chiefly part V).

Parts III and IV of this paper give general information about binational centers and about the Institute in Merida in particular. Their purpose is two-fold: Firstly, to present some background information that will make part V more comprehensible; secondly, to broaden this paper so it might be of interest to a greater spectrum of the public.

All binational centers (BNCs) are united by certain common features, but the majority have at least as many dissimilarities

as likenesses. Part III is an attempt to bring together some of the fundamental similarities of BNCs. Since no paper of this kind could go into a detailed description of each and every center, part IV is presented as an example of one particular BNC. Part V is then even more specific as it recounts some portions of the life, work and ideas of one particular Executive Director during the time span of one academic year.

My title, Advisor to the Board of Directors, is nearly the same as Executive or Administrative Director in other BNCs. I will be using these terms interchangeably for the rest of this paper. In one case I use the title "Director" alone to refer to a member of the Board of the Institute.

One year of administration is far from a life time; I do not see the end of this academic year as a natural resting place in terms of knowledge. I have learned a lot this year, but too much of it was by trial and error. When I finished my class work at the Experiment in International Living last spring, I had no idea I would be the head administrator of a good-sized binational center or even an administrator at all. I was studying for my Master of Arts in Teaching English as a Foreign Language. The one course offered in Administration I even chose not to take! In many ways I was not well prepared for the position I was to accept. Hence, with one year under my belt, it will not be shocking to reveal that I have reached no grandiose, all encompassing conclusions regarding binational centers, administration, United States foreign policy, the teaching of English, etc.

Nevertheless, it's been an exciting, fulfilling year in many ways: It's been a year of new situations, new people, new culture, new language, and a year of many new problems; such changes are the stuff of life. With all of this struggle, this

novice administrator does have some ideas to state and some experiences to relate and to some extent evaluate that may of interest to others.

GENERAL INFORMATION ABOUT BINATIONAL CENTERS

Binational centers are private, nonpolitical, nonsectarian, nonprofit cultural organizations. They are incorporated under the laws of the host government and are governed by a board of directors composed of United States citizens residing in the host country and citizens of that country. The centers are formed with the purpose of strengthening the ties of friendship and understanding between the people of the host country and those of the United States, and promoting intellectual and cultural exchange between the two countries. In order to fulfill these goals, BNCs develop programs dealing with at least some of the following themes: language, culture, history and national ideals. Most centers, too, have a library with books in English and in the language of the host country.

History

In 1927, the first binational center was founded in Buenos Aires by a group of Argentines who had lived and studied in the United States; now back in their own country, they wanted to maintain friendships with the American people and among themselves, and desired to retain some of the cultural ideas and activities they had found while in the United States. Indeed, they were not only interested in what had been going on, but, in addition, they looked forward to keeping abreast of current and future events even while living in Argentina. To achieve their goals, they set up a cultural center. The center supported itself and its cultural programs by means of tuition paid by Argentines who wanted to learn English and United States residents who wanted to study Spanish. The idea rapidly spread throughout Latin America and, to a much lesser extent, in other parts

of the world. Today there are some 82 centers in Latin America and about 107 centers in the world at large.

Activities

In the 48 years since the first binational center was established, hundreds of thousands of students have learned English, French, and Spanish. Millions have attended concerts, art exhibitions and other cultural activities in these centers. Attendance at BNC libraries last year was estimated at nearly 2,500,000 persons; cultural attendance was almost 2,000,000 and English class registration was more than 350,000.

United States Government Aid¹

It was not until World War II that the United States government began to financially participate in BNCs. Then Coordinator of Inter-American Affairs, Nelson Rockefeller, decided to provide some tax money to these centers. In 1945, 28 binational centers were receiving some kind of United States government assistance: books to begin or improve libraries, grants of money, English teaching specialists, teaching materials, etc. In addition, The United States Information Service, (USIS), began supporting and supplementing the cultural activities of some centers.

While United States government help has almost always been heartily welcomed by individual centers, on a worldwide basis, it has been apparent that such help was a pleasing extra, not the main source of income. For example, in the fiscal year 1973, the sum of the total income from all BNCs was reported to be a bit more than \$15,000,000 dollars, while United States government aid was under \$3,000,000 dollars. This having been said,

¹I have not been able to find any evidence to show that any host government has ever given any substantial assistance to a BNC.

there are numerous examples of the United States government rescuing temporarily endangered centers from financial disaster and helping others to get under way.

In the last half decade cuts in United States government assistance to BNCs have become a fact of life. It has become normal policy for the United States Embassy to appoint a United States foreign service officer as the Executive Director of each large or even medium-sized BNC and to pay his salary. Now with the sharp cuts in foreign aid, less than half of the BNCs have that arrangement. It is now more common for the Board of Directors to locate, appoint, and pay its Executive Director directly. In some cases this has proven to be a better arrangement. While a Board of Directors could always reject a United States foreign service officer in the past, the fact that, in most cases, the Board is now choosing its own man has led to better relationships between the members of the Board and the Executive Director. As Congress continues to whittle away more of the foreign aid budget each year, so too, USIS in each host country must cut back on the amount of aid it can give to each of the BNCs. Nevertheless, up till the present, almost all BNCs are receiving some kind of support, even if it's very small. Some are still obtaining large amounts of money and/or substantial grants of material and equipment.

Types of Binational Centers

Class A centers are eligible to have American personnel assigned from Washington, D.C. They also can receive cash grants and direct media support.

Class B centers are not eligible to have American personnel, but still can receive cash grants and direct media support. The INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C. is in this category.

Class C centers can receive no government aid, but sometimes are eligible for material grants. Some of these BNCs are able to survive for only a short period of time; others continue on, even without the financial support of the government.

Local Status

One unique merit of binational centers is certainly their status as local organizations. They are, for the most part, founded on local initiative and are totally controlled by a local Board of Directors. Each has its own local character. None could exist without the support of the host community where it is located. Nevertheless, people do associate a BNC, at least indirectly, with the United States and its government; and in times of crisis and when rumors spread, binational centers may have difficulty keeping their local identity. In these times, when the CIA is so frequently in the news, it may be of interest to state, that to the best of my knowledge, the CIA does not play any role whatsoever in binational centers. Their local status would make them difficult to penetrate; yet, for the same reason, the CIA might find some to be a useful tool. It seems, however, that the decreasing interest in them by the United States government and the change of method in securing an Executive Director (in many centers) suggest that host nations have no reason to fear.

THE INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C.

The INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C. was founded in 1960. It is governed by a twelve member Board of Directors, one of which is the American Consul of Merida. Presently, of the eleven other members, only one is a United States citizen. Many of the other members have visited the United States and have contacts there. At least one is of mixed parentage having an American father and a Mexican mother. All members are very pro-the United States and very anti-communist, particularly Cuba. At the present time only five members are active: the President, Treasurer, Secretary, Director and the American Consul. Those who are inactive will probably be replaced in the coming year. With the exception of one member and the Consul, all who are active now were also active 15 years ago. They were among the original founders. About two years ago the classification of the Institute was changed from A to B. At that time the Board started to choose its own Executive Director. I have been Advisor to the Board of Directors since October, 1974. I, for the most part, do the job of Executive Director. I am responsible to the Board and responsible for every aspect of the Institute. There is a Director of English Courses. She is in charge of some 20 teachers of English as a foreign language, the majority of whom work part time. In addition, the Institute engages one bilingual secretary, one librarian, and a janitor.

The Library

The library is quite meager compared even to a branch library in the United States; it is, however, perhaps the best in Merida. It is one of only two in Merida where books can be taken out. There are some 4,000 books of which a little more

than half are in Spanish. In addition, the library has more than 80 long play records and subscriptions to 13 magazines and 4 newspapers. More than 1000 people used the library this past April and about 300 took out books. These figures don't, generally, differ greatly from one month to the next.

The library is able to make a small amount of income for the Institute. There is a registration fee of \$10 pesos or 80 U.S. cents per year to take out books. The librarian sells English pocket dictionaries. Students can either buy or rent a series of records that are an auxiliary to the text we use in our English classes.

New books come free from USIS or from the Regional Agency of Technical Aid of the Agency of International Development (AID), part of the United States government set-up overseas. We have no control over the type of books that are sent us. They are often made for all of Latin America at the same time. Most recently they tend to deal with the complex issues of nutrition, population control and the environment. These books are left unread. A similar problem exists in regard to magazine subscriptions.

Going to the library is hardly a favorite pastime for Yucatecans. Although we have some ardent readers, the majority of people seem to prefer any of a number of comic book series that can be bought at the local newsstand. Undoubtedly, part of the reason for this is the lack of formal education of so many. The overwhelming majority are literate, but it's one thing to read a ten-page comic strip about a love affair, a mystery, or even about the history of Mexico; it's quite another to read a book of philosophy, biology, or a Spanish translation of Hemingway.

In an attempt to draw more readers, the Institute occasionally

A Recent Monthly Library Report

Mayo 7 de 1975

INFORME DE LA BIBLIOTECA, MES DE ABRIL DE 1975

Libros que circularon durante el mes

en Inglés	76
en Español	<u>233</u>
TOTAL	309

Discos prestados durante el mes

discos musicales	42
discos no-musicales	<u>41</u>
TOTAL	83

Consultas : 25

Asistencia: 1061

Socios nuevos inscritos durante el mes.....	63
Socios del trimestre anterior con tarjeta vigente	<u>256</u>
TOTAL DE SOCIOS	319

Ingresos

Inscripciones	\$ 470.00	PESOS
Venta de discos	\$ 360.00	"
Alquiler de discos	\$ 264.00	"
Venta de diccionarios	\$ <u>210.00</u>	"
TOTAL	\$ 1304.00	"

Número de libros en la biblioteca

en Inglés	1688
en Español	<u>2353</u>
TOTAL	4041

Suscripciones a revistas	13
Suscripciones a periódicos	4

E. H. ...

Elena Hara G.

puts advertisements in the local newspapers. A few who may not know about the library are attracted in this way; however, the reading level of the majority is not altered by such publicity.

The English Language Program

By far the most important function of the Institute is the teaching of English. The Director of Courses, a Mexican, is an able administrator and a fine teacher. She has charge over more than 20 teachers who teach about 175 classes a week.

The courses are divided into three trimesters with a special registration for the month of July. In August the Institute is usually closed. The Mexican Series (a set of nine books) is used for our program in basic English. In this program there are two kinds of courses--regular and intensive. In the regular courses the students complete one of the nine books in a trimester. They have classes two days a week, 75 minutes each class or three days a week, each class lasting 50 minutes. In either case they spend 10 to 12 1/2 hours per month in the classroom. To complete the nine books and receive a diploma minimally takes three years. For that reason an intensive course has been initiated. Students in this plan study five days a week, 75 minutes a day for half a trimester. In that time they complete one of the nine books. This program cuts the time needed to graduate in half; it has been very successful.

All students take a written midterm and final exam that comes from the office. At the end of each course, every student receives two grades--an oral and a written. Students, in order to pass, must get a minimum of 80% on both. Book nine, the final volume of the series, is a review of the former eight. Students must pass an oral and written exam as always; however, in this final course the oral exam is different: Groups of two to four students

Copy of a student's permanent record card for English classes (above)

Copy of registration form for English classes (below)

Sr. *Srita.* SESMA PINZON EDUARDO
APELLIDO PATERNO APELLIDO MATERNO NOMBRE
 Sra. 23 A # 207 Col. San Miguel 2-18-35
APELLIDO DEL MARIDO NOMBRE APELLIDO PATERNO
DIRECCION COLONIA ZONA TELEFONO
CONTROLADOR DE TRANSITO AEREO 1-48-70
DIRECCION PROFESIONAL OCUPACION TELEFONO

FOTOGRAFIA	<i>Año de Nacimiento</i>				
	AÑO	TRIMESTRE	SECCION	PROFESOR	CALIFICACION Y RECOMENDACION

INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A. C.

CALLE 57 No. 474 - A

MERIDA, YUCATAN

TEL. 1-59-96

<small>APELLIDO PATERNO</small>	<small>APELLIDO MATERNO</small>	<small>NOMBRE(S)</small>
<small>SR. (ITA)</small>		

<small>FORMER SECTION</small>	<small>GRADE</small>	<small>PLACEMENT RECOMMENDATION</small>

FINAL PLACEMENT

<small>SECTION</small>	<small>HOUR</small>	<small>DAYS</small>	<small>ROOM</small>

<small>PAG.</small>	<small>BEC.</small>	<small>M.B.</small>	<small>I.P.</small>
\$			

<small>FECHA</small>		
<small>DIA</small>	<small>MES</small>	<small>AÑO</small>
		19

FIRMA _____

No. _____

A sampling of advertisements in local newspapers
announcing registration for English classes at the Institute

INSTITUTO BENJAMIN FRANKLIN

De Yucatán, A.C.

Calle 57 No. 474-A Tel. 1-59-96

Ofrece su **CURSO SUPER-INTENSIVO**
de 7.30 A.M. o P.M. Diariamente.

Comenzarán el 20 de Mayo

Inscripciones **EXCLUSIVAMENTE** mañana lunes 19.

INSTITUTO

INGLES

BENJAMIN FRANKLIN DE YUCATAN, A.C.

- CURSOS ESPECIALES PARA ADULTOS, JOVENES Y NIÑOS
- CURSOS SUPER-INTENSIVOS a las 7.30 A.M. o P.M.
- NEW CONVERSATION CLUB for people who already know English but want to practice (Once a week; morning or evening)

INSCRIPCIONES ABIERTAS
HOY VIERNES Y EL 7 DE ABRIL

CLASES COMENZARAN EL MARTES 8 de ABRIL

CALLE 57 No. 474-A

Tel. 1-59-96

Biblioteca pública: Libros y Discos en Inglés y en Español. Lea
nuestros libros cómodamente en su casa. Inscríbase cuando guste.
No necesita ser alumno de este Instituto.

meet with a few selected tourists from the United States. They have about a 15 minute conversation. Later, participants from the United States along with the Executive Director decide whether or not each of the students has communicated satisfactorily.

Children under the age of ten are not accepted. Those between ten and twelve take regular trimester courses, but have their own special text. They use the New We Learn English Series published by LITTON EDUCATIONAL PUBLISHING COMPANY. Children spend one trimester on each of its four books. Upon completion of the four trimesters, they advance to the Mexican Series, but spend two trimesters instead of one on the first book of the series. These two trimesters are designated 1-A and 1-B and are referred to as adolescent courses. After getting through 1-B, students continue on as adults with Book II. These children's courses have proven unsuccessful. According to most studies, children learn new languages faster than adults. If so, youngsters who have taken four trimesters of the children's course should speak better than adults who have passed the first four books of the Mexican Series. This, however, is not the case at all! On the contrary, those who have been through the children's books often fail when switched to the Mexican Series in Book II. This is even after spending two trimesters using Book I. Of course, the problem is not quite so simple and there are many possibilities. We are now studying this situation and will revamp or temporarily terminate the children's course.

For those who have completed the nine books successfully, but want to continue studying to perfect their English, there is a special advanced agenda lasting three trimesters. Everyday Dialogues in English along with Essential Idioms in English, both by Robert Dixon, are used, but the teacher is free to diverge from the text whenever he believes it necessary. Generally

speaking, there is a strong emphasis on idioms and conversation. Graduating students receive a special advanced diploma.

Except in advanced courses students pay on the basis of how many books they will complete. Therefore, a student studying in a regular course which will allow him to finish, for example, Book IV in a trimester, and another in an intensive course which will allow him to study the same text in only six weeks, pay the same price--\$175 pesos, the equivalent of \$14 dollars.

Graduations take place once a year. Each and every student who gets his diploma can genuinely converse in English, although some speak and understand much better than others. Although each book has its written exam, there is no doubt that the stress at the Institute is on verbal communication, not reading nor writing. Many graduating students can read novels of less than average difficulty only with the most diligent and sustained labor, and composition, (encoding), is even a more formidable task.

Almost all teachers speak and understand English well. There are only a few who have not yet passed the University of Michigan Examination for the Certificate of Proficiency in English. Regarding methodology, they are most familiar with traditional audio-lingual techniques and principles. Dialogues, substitution drills, question-answer drills, transformation drills, multiple substitution drills, etc., are the watchwords of many of the teachers (if not in vocabulary, at least in the classroom). Teachers, on the whole, feel bound by the text, the method, and the rather extensive teachers' guide. They are being encouraged to free themselves somewhat of the book. "The construction must be learned, but how many good ways can an inventive teacher find to present it?". Also cognitive and

and communicative exercises are being stressed at the expense of some of the repetition. Within the limited time schedule, teachers are using songs and some games in the classroom. An ongoing program by the Director of Courses has put an emphasis on visual aids.

Some teachers are changing for the better. They realize that students must be able to communicate and even think in English if they are ever to really be bilingual. They have made particular progress in the area of visual aids. The Institute is building a fine picture file. Frequently, however, teachers still feel quite bound by the text. Most teachers work only part-time at the Institute and have at least one other job. Their time is limited; they beg off when asked to do written lesson plans or prepare imaginative new lessons.

All teachers are Mexican with the exception of one who is just beginning. A number of them have lived in the United States long periods of time. Several others have visited the United States for short periods of time as tourists. At least one teacher learned almost all of his English as a student in the Institute. He is perhaps at present the best teacher on our staff.

To aid teachers there are copies in my office of several other texts and a great number of reference books. We have a mimeograph machine and a ditto machine as well, but, unfortunately, they often go unused by teachers.

Although we have our problems, all in all our English program is a great success. Hundreds of our students have found jobs that demand bilingual personnel or at least persons with communicative performance in English. Many more have visited the United States and found their former studies to be of help.

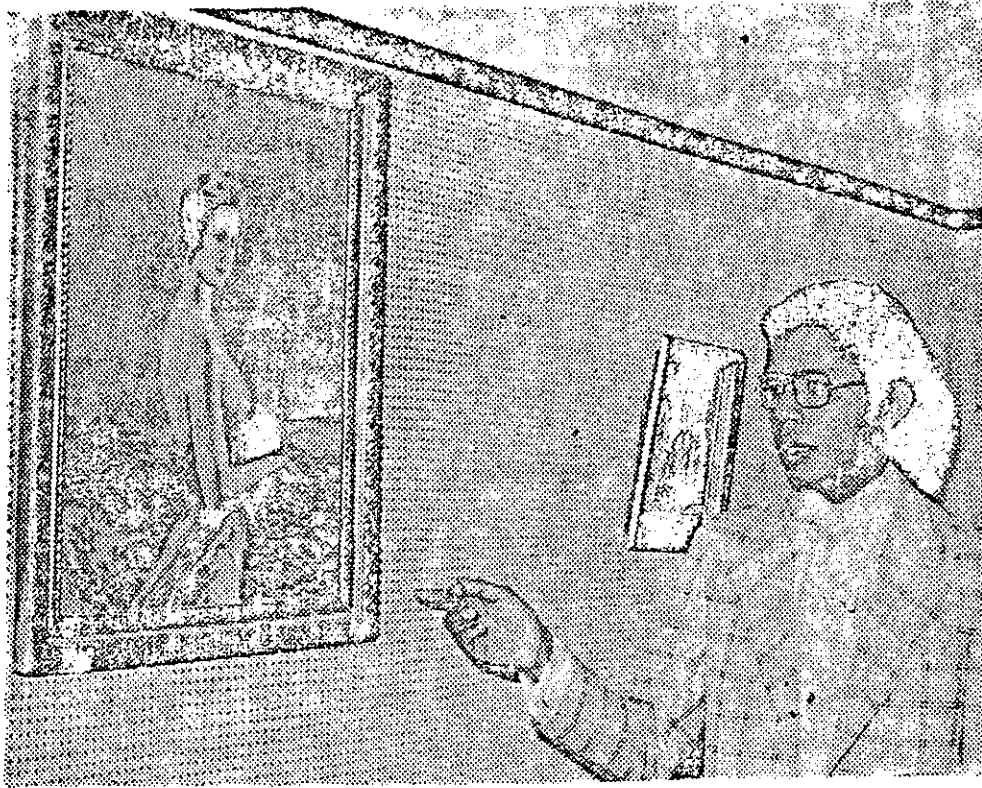
This year we had an average of about 1600 students studying English in each of our trimesters. We are by far the biggest English school in Merida; as no one forces anyone to come to the Institute, we can assume we are meeting the needs of Yucatecans in the area of English better than any other school in Yucatan. Of course, this is not an end in itself--we are striving to do better.

Cultural and Social Events

Because we are fortunate in having the "saloncito," a small room arranged for the purpose of having art shows, we often have requests from artists to have exhibitions at the Institute. The first of the academic year was presented by a group of students from Central College in Pella, Iowa, who were here for a three-month program studying Spanish, the Latin culture, and the Mayan civilization. Several pieces of sculpture molded in the Mayan style were displayed. Later the "saloncito" was the showing ground for the pictures of Fernando Avila Prado, a young artist from the nearby port of Progreso. A painter from the United States, Bert Pumphrey, exhibited some beautiful pictures during the second trimester. Besides pictures, his works included some fantastic figures made of papier-mache. ^{Later during the year} Our second floor attracted many people in Merida for ~~two weeks~~ with some beautiful, large, color photographs of the United States taken by professional photographer Fred Maroon.

At the end of May we had a dance at the Lions Club. One of our own students was the star performer of the night. The graduation ceremony was held at the Institute in the patio. It was a great success. The patio was packed with nearly 500 people, and, thank God, it didn't rain. A dance followed which lasted into the early hours of the morning.

Exposición en el Instituto Benjamín Franklin



FERNANDO AVILA Prado ante "Safo", una de sus obras predilectas, durante la exhibición pictórica inaugurada anoche.— (Foto Avila)

Fernando Avila Prado, joven pintor de 26 años de edad, abrió anoche en el Instituto Benjamín Franklin una exposición de obras inspiradas en el espíritu español, o con influencia de temas de la música clásica.

Egresado de la Academia Nacional de San Carlos, vieja cuna de grandes pintores mexicanos, Avila Prado interpreta de una manera personal el espíritu hispano en su desenvolvimiento y proyección universales, con especial énfasis en sus géneros epicolórico, histórico y folklórico.

El artista, que vio la luz primera en el puerto de Progreso, expuso sus primeros cuadros en febrero del año ppdo., en el Instituto Tecnológico Regional de Mérida.

Ahora, iniciado en el expresionista, "arte sin atavismos sin barreras, con espíritu libre que da un orden de la belleza desinteresada", como él mismo expresa, muestra una colección de óleos, acuarelas, dibujos a tinta y al carbón. El estudio, el trabajo y la sinceridad afloran en sus trazos.

Rostros, paisajes, escenas folklóricas de la Madre Patria, han sido volcadas por el artista a la tela "por el dolor que siento ante tanta traición a las tradiciones hispanas, que van siendo relegadas por un internacionalismo evidenciamen- te gris", afirma el artista.

Hombre que no puede pintar sin música, Avila Prado ha plasmado en el lienzo su versión visual de pasajes inmortales de clásicos como J.S. Bach y Beethoven, pintados frente al espejo del mar en las tranquilas playas de su puerto natal.

La exhibición fue inaugurada a las 21 horas de anoche por el Lic. Carlos T. Goff Rendón, secretario del Consejo del Benjamín Franklin, con la presencia del cónsul de los Estados Unidos en Yucatán, Sr. Robert Ashford y del asesor del mismo Instituto, Sr. Elías Glazer, ante numerosa concurrencia.

Permanecerá abierta al público hasta el día 7 del mes de marzo próximo, de lunes a viernes de 9 a 12 a.m. y de 5 a 9 p.m. y está integrada por las siguientes obras:

Safo, El Rey Rodrigo y Don Pelayo (lienzo al óleo), Galleguña, Gaitero Gallego, Cabeza de monje, Crucifijo con armas, Parroquiano alemán y Rabino

EL INSTITUTO BENJAMIN FRANKLIN DE YUCATAN

Y
CENTRAL UNIVERSITY DE
PELLA, IOWA

le invitan atentamente a asistir a la
exhibición de trabajos de
ESCULTURA EN BARRO

que presentan los estudiantes de
Central University de Iowa.

La exposición estará abierta al público
del 4 al 9 de noviembre de 1974, en el
Salón de Exposiciones del Instituto Ben-
jamin Franklin en su local de la calle 57
Nº 474-A, desde las 5:00 p.m.

Mérida, Yuc., Méx.

Exposición del fotógrafo norteamericano Fred J. Maroon en el Instituto Benjamín Franklin de Yucatán, A.C.

Hace aproximadamente 20 años, el señor Fred J. Maroon, al darse cuenta plena de la emoción, intriga, romance, tradición, cultura y belleza que encierran los Estados Unidos, decidió tomar su cámara fotográfica y recorrer su patria para grabarla en esa nueva forma de arte que es la fotografía.

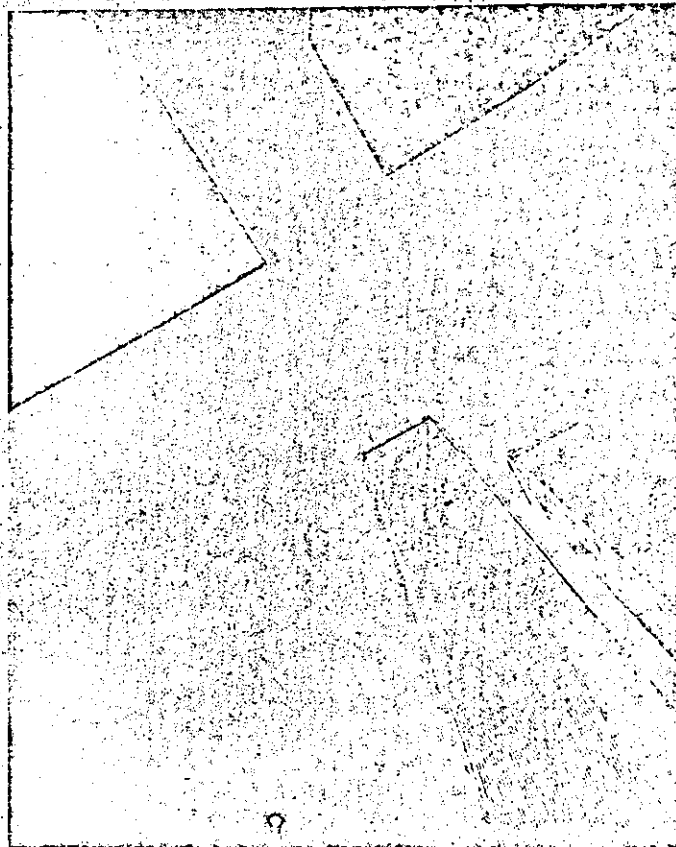
Los resultados de su concepción artística, así como de la delicadeza de sus gráficas no se hicieron esperar y su trabajo se publicaba a raudales en las principales revistas norteamericanas, algunas de ellas conocidas internacionalmente como: "Newsweek", "Time", "Paris Match", "National Geographic", "Esquire", "Popular Photography" y "Fortune".

Además como ganador de los premios "Gold Medal" del Club Metropolitano de Directores de Arte de Washington y Nueva York el trabajo del señor Maroon ha estado en exhibición en el Museo de Arte Moderno, y en el Museo Metropolitano de Arte de Nueva York.

Algunas de sus obras fotográficas han formado parte también de las colecciones permanentes de esos famosos museos.

El señor Maroon es también coautor de dos libros: "Washington: Magnificent Capital" (Washington: Magnífica Capital) y "Courage and Hesitation" (Valor y Vacilación).

Fred J. Maroon nació en Nueva Jersey, en la Costa



Vista espectacular de los rascacielos neoyorkinos. Obra fotográfica de Fred J. Maroon, quien exhibe su arte en el Instituto Benjamín Franklin de Yucatán a partir de hoy.

Este de los Estados Unidos y asistió a la Universidad Católica de Washington, D.C. donde obtuvo el título de Bachiller en Arquitectura.

Posteriormente estudió en la Escuela Superior de las Bellas Artes (Ecole National Supérieure des Beaux-Arts) en París, Francia.

Sus innumerables viajes lo han llevado no sólo a re-

correr todos los Estados Unidos sino que ha viajado también a Europa, el Medio Oriente, Asia, América Latina y el Caribe, Canadá y el Artico.

Durante su actual gira de presentaciones de ensayos fotográficos a México, el señor Maroon expondrá sus obras en el Instituto Benjamín Franklin de Yucatán A.C. los días 15 al 21 de Mayo del presente año.

At present the Institute building and its teachers are being used for a Mexican exchange program. About 30 "campesinos" will be sent to Tanzania in September if the governments follow through. They hopefully will learn more about the growing of henequen. They are studying English among other subjects for the upcoming trip.

Academic and General Information Center

We are constantly giving out information about all kinds of things going on in the United States. Many people want to know about colleges and universities in the United States. Others want to spend a lifetime, a year, or a summer studying English in Miami, Los Angeles, or in some other city. We have a great deal of information on schools throughout the United States that specialize in programs for students who are learning English as a foreign language. Depending on their goals, we can almost always lead them in the right direction.

We are a testing center for the Michigan Exam and can usually give other United States oriented exams, such as college board exams, when the need arises.

From time to time we receive a phone call asking us how to spell "Mississippi" or requesting to speak with Señor Franklin.

One might wonder if much of the above should not be the work of the American government through its Embassies and consulates. The reality is that it is not.

ADVISOR TO THE BOARD OF DIRECTORS

As stated previously, my position as Advisor to the Board is almost the same as Executive or Administrative Director in other BNCs. I am responsible to the Board of Directors and responsible for everything related to the Institute. (directly or indirectly). I hire, fire, and at least indirectly am in charge of all employees. I am held accountable for the building which we rent. The cleaning, upkeep, and the day to day problems of the building are my responsibility. I am in charge of all financial matters: salaries, bills, invoices, social security, bookkeeping, buying of new materials, etc. I can change and make new policies and programs. I am in charge of public relations and publicity. Theoretically the academic program is in my hands as well. If necessary I can overrule the Director of Courses, although decisions in that realm are almost always made together. I teach and observe a limited number of classes and can give teacher training and workshops. I serve as a middle-man for the Board of Directors, acting as an intermediary between them and the employees and between them and the American Embassy in Mexico City. All of these responsibilities are mine only to the extent that the Board of Directors entrusts me with them.

Communication

I would say that more than half the difficulties that have challenged me this year have been, to a large extent, caused by a lack of communication. Often-times communication is strongly allied with culture and body language: What did I communicate to my friend when I went to his home to express sympathy on the death of a member of his family and didn't give him an

"abrazo" (hug)? Undoubtedly I showed a lack of real interest in him in the time of his mourning. How about when I called an older student in my class by the title "señor" instead of "licenciado" (he is a lawyer)? I demonstrated a lack of respect. There are so many ways an American can, completely unwittingly, communicate something negative to a person of another culture.

Such problems are not simply limited to body language and culture. The ability to speak the language of the people where you are living is of great importance. When I originally came to Merida in October, 1974, my Spanish was minimal. I could only converse in Spanish about a select number of themes and then with many errors. Because my job required a person who could speak and understand Spanish fluently, I have tried to work hard on it and have learned a lot through necessity as well. To this day my accent is poor, my pronunciation atrocious, and my grammar is wanting; nevertheless, I've learned enough so that I can usually understand and make myself understood.

Language learners say the "damndest" things. Any language teacher can speak of the importance of minimal pairs. They are sets of two words that have the same phonemic combination except for one difference. Live and leave, bed and said, and thick and tick are examples of minimal pairs. An inability to differentiate between such words can sometimes lead to faulty communication.

In my case, it was not a problem of sound, but simply a matter of confusion between the two words "turko" and "terko." The former literally means a Turk, but is commonly used to refer to anyone from the Middle East. The latter means stubborn. Not knowing the former, but having recently studied the latter word, I went to visit a friend in Merida whose family is from

Egypt. There are a rather large number of people from Egypt and Lebanon who now live in Merida. These people are commonly referred to as "turkos." Although the term is sometimes used in a derogatory way and resented by these people, they, nevertheless, often use the word themselves. Their origin has never stopped me from befriending them; nor, to the best of my knowledge, has my Jewishness prevented them from responding warmly to me. My friend introduced me to a young lady who had just returned from a stay in the United States and who had previously given classes at the Institute. Cristina, my Egyptian friend, pointed out that this young lady who had just arrived home was a "turka." Thinking that "turka" meant stubborn, I responded, saying to both of them that I was sure this young lady was not stubborn, but I used the word "turka" meaning of Middle East origin. For several minutes they tried to convince me that indeed she was "una turka" (of Middle East origin), and I continued to politely insist that the new girl was not stubborn, but using the word "turka." Finally Cristina, turning to the other girl, said that I was Jewish and perhaps didn't like "turkas." Hearing the word in this new context, I understood that something was very wrong; however, I was too perplexed to figure out exactly what it was. It wasn't until some days later while studying the words "turko" and "turko" together that it dawned on me what had actually happened. I apologized to both girls. For want of a phoneme I almost got a most undeserved reputation!

It is most important that an Executive Director be able to communicate with the people he is working with (in most cases to know Spanish), and to be conscious of the fact that disagreements may well be caused by faulty communication rather than grave differences of opinion. Regardless^{of} what topic he is dealing

with, if he is working with people, he must take pains to listen, speak, and act with care in order that genuine communication can take place. A director's work is made up of many individual facets; if he can not handle a few small aspects of his job, all is not lost; but, if he can not communicate, he can not direct.

Employees

I am responsible for the hiring, firing and the working situation of all employees. The reality of the situation is that the Director of Courses makes most of these decisions together with me when it relates to teachers. I have not had to fire anyone as of yet. We do have some control ^{without the usual threat of dismissal} over those teachers who work full or nearly full-time and over those who want to teach more hours; ~~without the usual threat of dismissal~~: We can simply increase or decrease the number of hours they teach.

In general, teachers seem to have a contradictory attitude regarding me. On the one hand, they see me as someone they should fear, (after all, their jobs are at stake). At teachers' meetings, it is often very difficult to get teachers to speak their mind. On the other hand, they often have very strong opinions that greatly affect their morale in the classroom and their feelings about the Institute. On a number of occasions this has caused distressing communication problems for me. In some cases, of course, decisions have to be made even if teachers may disagree with them; however, alterations can often be made so that everyone will be more or less satisfied. After all, an Executive Director is not a god; he makes errors. His decisions must take into account more than his own opinion; yet, he can not always divine how others will react to his ideas. This boss-employee relationship becomes all the more difficult when differences of culture and language are considered.

The best I can do, under the circumstances, is to listen very carefully to everything that is said, and try to get some notion of the actual feelings of my employees. Observation becomes extremely important; my ability to understand the culture in which I am living becomes crucial. Another way of going about this problem is to pick out the few employees who will honestly express their feelings and encourage them to do so. This is often helpful, but its limitation is that those who are loud don't always represent the majority.

Teachers' meetings this past year were held approximately every six weeks; however, usually they did not accomplish very much. The first one was a fiasco: the few who did talk were loquacious, and everybody else just sat for two hours. At the end almost nothing had been accomplished other than a lot of hard feelings. At another meeting we had more success: Teachers were each given a list of things in the Institute that were bothersome to me and/or to them. Teachers divided themselves into groups and dealt with possible solutions to these problems. Later, reunited, a spokesman for each group delivered a short report to the teachers as a whole; I sat very attentively taking notes. At another meeting we met per chance in the library around a medium-sized table. Only about half the teachers had come. Usually we met in another room, and sat in a wide circle. The meeting was a great success in that everyone seemed to speak more freely and with less emotion. Later that night I realized that it was not easy to hear in the room where we had previously had our meetings. That room encouraged us to raise our voices. In the small library, however, it was easy to hear. Also the fact that we were closer to each other seemed to help. The table, where we all sat, seemed to have the effect of uniting us.

In the coming year I plan to have meetings with the teachers at least once a month. Sometimes the meetings will really be short workshops; other times I hope to present, with the aid of the teachers, pedagogic or other problems that are of concern to the staff. I want to see if we as a group can not solve some of these problems. There are several advantages in handling things this way. If the question is ~~too~~ complex, the fact that more heads are pondering it may mean a greater chance of finding a solution. In addition, if and when the teachers do make a decision, they will be bound by it and will not be able to blame anyone else. It is so important that the teachers are really behind me. If they feel that their help is wanted and that they are actually participating in the decision-making process, perhaps they will show more interest and effort.

An example of the kind of program that needs the thorough backing of the teachers was my idea of lesson plans. After consulting with the Director of Courses, and getting what I thought was a fairly positive response (which turned out to be a theoretically positive response with nearly complete knowledge that the teachers would not agree), I gave a short seminar on how to do lesson plans. It was my understanding that lesson plans would be a step in the direction of aiding teachers to treat our fifteen-year-old text more like a guide and less like a bible. I thought it would encourage them to do more original thinking about their teaching and to use some inovative ideas in the classroom. In any case, I felt teachers should be doing lesson plans. I made the plans simple. I gave the teachers a lot of leeway on how to do them. I didn't insist they do them for all their courses. The Institute bought for each teacher a notebook for his lesson plans. I forcefully pointed out that

the plans were to be an aid for the teacher and not busy work to be regularly presented to the Director of Courses. When I announced this decision at the seminar, only one teacher stated any dissatisfaction. He received no verbal support. Yet when it came time to do the lesson plans, nobody did them but the one teacher who had objected to them at the seminar; and he only did them for one class. That was for a class of medical students learning medical English; and he wanted to show me that since he had no previous experience with such a class, lesson plans were in order. Under the circumstances my plans for lesson plans were dropped. Later I received a letter signed by all the teachers stating that, in their opinion, if a teacher studies the teachers' guide and the text, he has fulfilled his obligation as a professional teacher. This letter can not be taken literally. I would imagine that about half the teachers had reservations about the letter. It must be seen in terms of a society which often views life as a group of people facing an authority--not individual minds searching for truth. (I do not mean to suggest that such a mentality does not exist in the United States as well; unfortunately, it exists too often). This kind of a metaphysical attitude tends to justify the signing of letters which one does not really accept as valid: Maybe it's not valid, but if we are to be wrong, let us be wrong together. Obviously most of the teachers would not accept this evaluation of that letter, but I, nevertheless, contend that it is basically correct. In any case, at the next meeting I thanked the teachers for their opinion, but stated that I was not in accord with the letter. I still recommended that they do lesson plans. In addition, we had a discussion about ways of getting away from the book. We talked about dittos, pictures, silent way rods, other

texts to be found in my office, charts, etc.

It is no easy task for an Executive Director with a different first language and cultural heritage to successfully deal with employees, but, I imagine, it must be equally difficult for the teachers of the Institute to understand me. The same problems of communication go both ways. Even with all the troubles, I find these teachers to be responsible and generally good teachers. For my part, I would be overjoyed if all the employees at the Institute would be more frank and honest with me. How is one to understand that the one teacher who objected to lesson plans was the only one who did them? I would also be pleased if they would see me more as a friend and to use "tu" rather than the more formal "usted." Somehow, from their way of looking at things, I must seem to many like some kind of a young whipper-snapper who is new to Merida and the Institute, who will only stay a few years, who wants to make all kinds of changes that will not affect him five years from now, and, yet, a person for whom they must demonstrate some respect ~~for~~ because he is the boss. This apparent dilemma was well stated by one teacher who once asked me: "Mr. Glazer, why do you want to change everything?" The teacher didn't seem very soothed by my response that I didn't want to change everything, but I did want to make things better.

The Board of Directors

Working with the Board of Directors is the most distasteful part of my job, yet they are my boss and I am responsible to them. It was they who hired me at the last second even though the former Executive Director had left in early July. (He left for personal reasons, but apparently also because he was unable to carry out his plans for the Institute. This was due to difficulties with

the Board.) As stated earlier only five members of the Board are active. There is no youth. With the exception of the Consul and one other member, all active members were founders of the Institute. The two most active members have been quarreling for years. There is a tendency not to give me very much free rein regarding my job. I am obliged to ask permission to do things that I feel should be in my hands. This makes every decision that is in the slightest way new, a major diplomatic hassle. All members of the Board are strongly anti-communist, and at the same time have a great fear of their own leftward moving government. These tendencies are quite understandable. At least one member of the Board (probably more) is psychotic in his double fear of communism and his own government. Unfortunately, this irrationality is not well defined and extends itself nearly ^{without} limitlessly. Every person he disagrees with is a communist. When one adds to this the normal problems of language and culture that in any case would cause some difficulties, my displeasure with this part of my job becomes quite understandable. While I don't have a great deal in common with the one American on the Board, at times he makes a very distasteful part of my job, bearable.

It is not that I don't like diplomacy. On the contrary, desiring to get a certain program or idea accepted by the Board, and then studying your board members well enough to figure out a scheme--What shall I do? How should I do it? When? Whom should I tell first? How should I phrase it? --that will in the end lead to their acceptance is something that intrigues me. I do not find it demeaning or unnatural. It is no more immoral than an advertising campaign to sell a good product. Nevertheless, losing the battle sometimes, not because your

campaign was not on target, nor because your idea was not worthwhile, but because of the irrationality, disinterest, fear, and unethical motives of one or more members of the Board is more than disheartening. While no member of the Board makes any money at the Institute as it is a nonprofit organization and the treasurer is very strict about this--I sometimes feel this explains why most members are not active and why those who are seem ~~to~~ at times ^{to} have a certain bitterness regarding the Institute--several members have ulterior motives for their participation that usually lead back to their own businesses.

One of the successes I had with the Board was getting the patio of our building painted. Although the whole building is in dire need of fresh paint, rumor has it that the former Executive Director was unable to move the Board to allot some money for that purpose. The Board is very money-conscious which is not bad at all; however, sometimes they overdo it. I first decided, based on last year's failure, that the Board might be more amenable to agree^{ing} to the painting of one section of the building. I chose the patio as it needed paint more than most other parts and was very much in the public view. I then went to work to find out what numerous painters would charge. I also had to look into the different brands and qualities of paint, and to decide whether we or the painter should buy the paint. This was not an easy task, but it was most important that I have all the facts before going to the Board. Firstly, I found to my chagrin that the white and yellow pages of the phone book did not list a single painter. I was told that painters are too poor to own phones or to advertise in the yellow pages. (Perhaps the Mexican government should reconsider its 60% tax on local phone calls). The way you find a painter then, is

to go to a paint store, to have a friend who is a painter, or to see by chance a painter on the street and call him down from his ladder. Not being a painter myself, I would ask each painter which brand of paint was best and what quality necessary for the patio. Each painter had his favorite paint store where he got a discount. Each painter I asked would say that without doubt X brand was the best, and Y quality, although quite expensive, was necessary. I finally decided to buy our own paint as the American board member was able to get us a 20% discount on a well-known brand. This led to the problem that the painter might steal the paint or be overly lavish with it since he was not paying for it. We, therefore, asked the painter for an estimate of how much would be necessary before telling him that we would provide it. We then reached an agreement that if he needed more than his estimate, he would provide it. Choosing a painter was not easy either. Finally I chose one on the basis of a good price and the job he had done in another school. I actually went to the school to see his work and speak to the principal. Well, finally I went to the office of the President of the Board. I brought all the information. On this Board, the President can make binding decisions without consulting other members when he chooses to do so. When I think I can get his approval, I will often go to him alone; then, if I fail, I can always bring it up at a board meeting with another selling point of view. I went to him at midday which I had found from experience was when he had more time to speak with me and tended to be more rational. He agreed the patio needed painting, but the price seemed high and he had his own ideas about a painter and brand of paint that were not on my list. The painter was called (don't ask me how!); he came to the office, and an agreement was reached.

This painter charged more than mine. When the work was to begin the painter never showed up. The President was out of town. I decided to go ahead with my own painter and paint. When the President came back, he seemed pleased that I had gone ahead.

A more recent example of my work at the Institute and its relationship to the Board took place this June before the graduation. Last fall when I first came to Merida, I was successful in setting up at the main hospital a class of medical English for interns. The Mexican government paid for the course. One day I was approached at the Institute by two doctors representing the students. They requested in the name of the class that the diploma they would receive upon passing the course include the name of the American Consul in Merida. They felt it would be of help if they ever went to the United States to study. Of course, they were thinking within their own cultural framework. Generally speaking, a diploma is more important to a Mexican than to an American. Every time the Institute has even a two day seminar, a certificate is given to each ^{participant} ~~attende~~e, and to our teachers, that is very important. The medical students were also thinking in terms of Mexico when they requested the signature of the Consul. In Mexico the government, for the most part, plays a much greater role in the life of the individual than in the United States. Most universities in the United States would not give any more credence to a diploma signed by an American Consul than one without such a signature. Nevertheless, I could not think of any good reason not to put the signature of the Consul on the diplomas, if that is what the students desired. The Consul of Merida is automatically a member of the Board of Directors. I called him and asked his permission, which I received. He did request that someone else on the Board also sign them

and that the diplomas state that he is a member of the Board, not just the American Consul in Merida. The diplomas were printed, the Consul signed them, but the other members of the Board refused. There was a place on the diploma for three signatures. The Consul was to sign in the middle. This was unacceptable to the other members. How was it possible that the Consul's signature should be in the center? After all, he did not hold any special position on the Board, and, in addition, he was new to Merida. I realized nearly at once I had erred. Titles and places of honor are of great importance to many Mexicans, much more so than to the average American. It is also true that a younger group of board members might not have been so insistent. I knew I was not going to win; nevertheless, I tried to point out that the Consul was a board member in good standing, and was, in addition, the representative of the United States government in Merida. In saying this I really made things worse; it was not so important to the Board that the Consul's signature was in the middle, but rather that it was on the diplomas at all! This was, after all, a very political matter! Might people not think that there was a relationship between the United States government and the Institute? Worse, upon seeing the signature of the Consul on those twelve diplomas, people might connect the Institute with the CIA! To me this was and still is an absurdity, but the majority of the board members certainly didn't see it that way. There is little doubt that the local nature of these BNCs is one of their greatest attributes, and this is not a "put on." The BNCs are really formed by a group of people from the locale, and all decisions are made by them. Nevertheless, to try to pretend that there is no tie between the Institute and the American government is nothing but foolishness. To begin with, the

name of the Institute is INSTITUTO BENJAMIN FRANKLIN DE YUCATAN, A.C. I would not have chosen this name; nevertheless, do the board members think that Benjamin Franklin was a Mexican? Secondly, while it was a local Board of Directors that actually founded the Institute, it was the American government that for some ten years gave large grants and loans of money, furniture, books, machines, etc., to get the Institute going and to make it the most advanced English school in Merida. Till recently the Director was a foreign service officer and received his salary from the United States government.. This never altered the fact that the Institute was controlled by local personnel. It seems to me that if the Board of Directors is so embarrassed by its relationship with the American government or if it is so intimidated by its own government, then the United States authorities could do the Board a great favor by ending all aid to the Institute and severing all ties with it. The President of the United States could proclaim to the world that there is absolutely no link of any kind between the government of the United States and the former Instituto Benjamin Franklin in Merida, Yucatan. Then, after the Institute was nationalized and its name changed to Instituto Fidel Castro, the former members of the Board would have to worry no more. In any case, when the medical students found out the situation from their teacher, they sent a few representatives of the class to the house of a board member to discuss the matter. It was the students who yielded. Some of these students were later accused by the Board of being anti-American, even communists--utterly ridiculous, unfounded accusations. Two days before the graduation I had to run all over town looking for a printing shop to redo the diplomas without the place for the signature of the Consul.

The medical students received their diplomas at the graduation ceremony on time and the dance which succeeded it was a great success.

On another occasion I informed a prominent member of the Board that it was most likely that we would not have a sufficient number of qualified teachers in the fall. I also pointed out that the Institute was not really ~~not~~ much of a Binational center: All the students are Mexicans and all but two employees are Mexicans as well. I added that it was common to hear students asking for teachers who are native speakers. The board member told me that the Mexican government is very strict about Americans obtaining working papers. I said that I would take full responsibility for finding a qualified teacher and getting him his working papers. He suggested we wait till September to see if we really would need an American. I told the board member that it was not uncommon for other BNCs to have a few Americans on their staff; and in other countries it was not unusual to find BNCs where nearly half of the employees were from the United States. The word binational, after all, does suggest employees of two nations. I also informed this member that the Institute was, as of yet, not famous enough to have Americans waiting in line until the day before classes begin to get a job. He did not know and I did not tell him that I already had more than a hundred resumes from American teachers in my office. This is another example of the fear of government and lack of interest in having a real binational center in Merida that exists on this Board.

As there are many inactive members on the Board, the active members have verbally accepted my initiative to make some changes in the coming year. Inactive members will receive letters asking

them if they plan to be active in the near future; and, if not, would they consider resigning their position. This will have to be done very diplomatically. In any case, I do hope this indeed materializes and that the result will be a little younger group that perhaps will eventually challenge the founders. Serious elections on the Board have not taken place for years. I certainly can not lead such a move, but I can do a little careful promoting from the sidelines.

Accounting and Other Money Matters

An Executive Director must know or learn how to prepare, check and understand various kinds of financial records. In the Institute the secretary and an accountant do most of the bookkeeping; I check their work, and the treasurer of the Board checks my work. This is then followed by two financial reports at the next Board meeting, one by the treasurer and the other by me. If the two reports show any discrepancies, they are studied in more detail. In reality, the treasurer has a wealth of information and experience and is of great help to me. When I came to Mérida I had absolutely no knowledge of accounting other than writing checks in English. With the help of the secretary and the treasurer, I have learned a great deal. In this regard, it is interesting that I can not translate into English much of the Spanish vocabulary I have learned relating to accounting.

Unfortunately the Executive Director must become familiar with a great variety of laws dealing with taxes, vacation pay, social security, firing procedures, invoices, etc. To what extent one has to follow these laws will depend on the government, your employees, and the Board of Directors. It is common practice

for many Mexican firms to break most of these laws, but BNCs breaking them are something else again. Accounting and other money-related matters account for more than 50% of my working time.

We are fortunate in Merida that our teachers have not found it necessary to form a union. Government-backed unions can force companies to accept contracts that can be financially disastrous to the future of that company. The forming of such a union among the Institute teachers would probably be the first step towards the destruction of the BNC in Merida. It is therefore extremely important that I make positively sure that no matter what the dispute, (particularly one over money), all lines of communication are always open. This is an important part of my job here because there is great distrust between the teachers and the Board of Directors. I can easily see myself acting as a mediator between these two groups over salary increases in the fall.

Culture and Business

One of the most frustrating things for me here is the difference in business relationships between the United States and Mexico. Having lived in West Africa for more than two years, I came to Merida psychologically prepared to face, if not to accept, the results of a different concept of time and service than are commonly found in the United States. In matters not directly related to the Institute, I have had no problem in adjusting. On the contrary, I have found myself automatically fitting into the system. In restaurants, for example, I now almost look forward to "taking my time" as I see it. During a recent trip to Mexico City, I became almost angry when an efficient waiter brought my food within five minutes after order-

ing it. As an administrator, who has the obligation to get things done and more or less on time, it is more difficult for me to accustom myself to cultural mores that have a debilitating effect on the Institute and on my ability to get done what needs to be done.

An example will demonstrate what I am talking about: In May the Institute had a dance at a well-known club in Merida. There is a liquor tax, which most companies would never think of paying; but we are a BNC, so we paid it. I was told, however, that the Governor of Yucatan does not often insist that community, non-profit organizations pay such taxes. Whenever the state does charge, the local city government charges the same (if not more). The total tax was more than the equivalent of \$50 dollars. We sent a letter requesting the return of the tax money at the end of May. The letter was received by the personal secretary of the Governor who promised quick action on it. She suggested I return or call her in a week. After a month and a half of calling and sending people to the "Palacio," we finally received a negative response. When I asked for a copy of our letter with the receipt of the taxes paid, I was told everything had been sent to City Hall. If you think that it is unusual that only the Governor can decide such matters of importance as should the Institute pay \$50 dollars in taxes, think again--it is regular procedure! Through experience I learned that the Governor and his employees were never in the office before 10:00 a.m. and never stayed past 1:30 p.m. or so. Often we would call and be told that the Governor ^{was} not there; no decision ^{could} ~~can~~ be made. Other days the Governor was in. We were then told that his secretary was not there, and that she is the only one that knows about the letter. During a period when the Governor was in Tanzania and other exotic

countries, the whole office was closed. I guess it is too much to ask that when the Governor is out of town ~~that~~ his employees should still work. Frequently when we called, we were told "tomorrow you'll know for sure." "Mañana" is a common expression here meaning any day within the next century.

This is one of the most difficult things to understand: If one needs you to fix his air conditioners and is looking for quick service, is it not a better business practice to tell your customer in a nice way that you are overworked and that if he can wait about a month you'd be glad to help him, rather than lie every single day for a month telling him you'll be there for sure at three o'clock tomorrow? Whatever your answer, here in Merida, it is the latter that is most frequently done. This is no joke when tomorrow, really tomorrow, 1000 students will be attending English classes and the one toilet for the ladies is out of order.

This situation is not limited to the public sector. You will often receive the same "wonderful" service from private individuals. This is all the more distressing since you are paying them for their lies, poor service and ineptitude.

The only thing the Director can do about this situation is to plan far in advance, and to understand that tomorrow probably means in a week, a month or even a year. Then he can be pleasantly surprised when the service is performed in two or three days. It also helps if you can go to the merchant when possible. Of course, he may not be there; you may have to wait three hours to see him; you may have to push, shout, and holler (as there may be no line nor understanding of "first come, first served"); however, by going to see him, you are flattering him. More important, he is put in the position of either serving you

or having to turn you down. It is no accident that the majority of businesses in Merida send bill collectors to all their customers. Cultural relativists should have a "heyday" here trying to explain the truth and beauty about attorneys that don't know the laws, accountants who can hardly add and producers and people in the service sector who can neither produce nor serve. This, of course is a generalization; there are many exceptions.

The Academic Program

As an administrator with some expertise in TEFL, whenever I have time, I observe classes and make suggestions to the Director of Courses and to the individual teachers. Each trimester I have taught at least one course to keep myself attuned to the needs of the teachers and students and, also, because I like teaching. I took a children's class one trimester, an advanced class another. In December I led a workshop for our teachers. I am careful to leave most of the academic decisions to the Director of Courses, but we often make decisions jointly on such matters as texts, schedules, teachers to be employed, registration procedure, publicity, workshops, and methodology. From time to time a teacher will try to play us off against each other. We have to be careful about that.

I have spent some time this past year trying to encourage teachers to adapt the book: to do less repetition and more communicative and cognitive exercises. I have also been searching for a way to pay teachers on the basis of merit, rather than solely on the basis of hours taught. The latter I know to be unjust and to encourage teachers to do a minimum of work.

A couple of times this year I have had the opportunity to go to Mexico City to look for new books, materials and ideas. Going to bookstores and publishers, observing classes of English

in other schools and speaking with a variety of knowledgeable TEFL teachers are activities that I find very pleasurable and fulfilling.

MEX-TESOL, the equivalent of TESOL in the United States, is beginning to thrive in a few large cities in Mexico. We hope to call our first meeting in Merida this fall. While the Institute will probably be the initiator, it is my desire that eventually nearly all of the TEFL teachers in the public as well as the private schools will play active roles in the organization.

A Few Comments on Life in Merida

There are about 300,000 people living in Merida, but it seems considerably smaller. Almost all are Catholics, and the overwhelming majority are at least outwardly observant. One can hardly ever enter a home without seeing the traditional picture of Jesus on a wall and a cross in a bedroom. Because families have remained in Merida generation after generation, everyone knows everyone. Even after having lived in Merida only ten months, I can't go to a wedding or well-known restaurant without recognizing several people and many more recognizing me.

This is nice in a sense, but it has its disadvantages too. The gossip in Merida is horrible! Everyone knows what everyone else is doing, shouldn't be doing or didn't do. Many people fear the gossip and in many ways run their lives as second handers, doing what others will find good and meaningful. Unmarried people live with their families or at least do not live alone. Generally speaking, single couples do not go out at night alone. They go with a chaperon. This custom is still widely accented, but things may be changing. It is pleasant to see the strong family unity that is found here, but it is frightening to see

the lack of individual initiative among some.

This past year I lived with a local family. While this kind of life limits your privacy, it has several advantages. They include the following: the opportunity to learn more Spanish, to observe how Yucatecans live, to participate in their family life, and to be in a better position to save a larger percentage of your salary. Because Merida is in the provinces, I earn less than a person at the same post, for example, in Mexico City, or than a new teacher in the New York City Public Schools; but, on the other hand, I only pay about \$85 dollars a month for room, board, and laundry service. In addition to that, I am considered to be at least a marginal member of the family. This is not completely advantageous. Family membership means family responsibility like chaperoning your "sister" and her boyfriend when they go to the movies.

People are, generally speaking, easy-going, warm and friendly. For those who might be interested in getting married here, an American is considered a "good catch" if he is not considered to be a hippie. There is a booming tourist trade; most Yucatecans are happy to see it as well as the tourists, but they find the very casual dress (shorts, dungarees, bathing suits, etc.) among most young American tourists to be in bad taste on the streets in the center of town.

Those who are interested in ancient history will find this area fascinating: Merida is surrounded by Mayan ruins. For those who aren't, you may feel Yucatecans put too much emphasis on the past and too little on the present and future.

Because of the social metaphysical nature of the culture, ie., the tendency of the individuals of a society to make value judgments on the basis of the whims of other individuals rather

than on the basis of an objective reality, a foreigner living here will sooner or later learn to take no statement at face value. Dishonesty for many here is a way of life. The lies run the spectrum from white lies made out of courtesy, respect or a sense of diplomacy to others made in fear or resulting from a lack of self-confidence or for want of individuality. The most common type of lie seems to be the one made during the business day: I don't want to bother with him now so I'll tell him I'll see him tomorrow when I know I won't or I'll tell him to do the following when I know he really shouldn't do that at all. (This was particularly aggravating when I found out an attorney ^{whom I was paying} was deceiving me, ~~whom I was paying~~.)

Apparently some Mexicans are aware of this cultural difference. Sometimes when I ask a question to someone here, they will hesitate and then before answering say something like-- well, you are an American; you like to hear the truth. Hopefully, he then will proceed to tell it to you. Sometimes you then may be sorry, but at least you know what he really thinks. This distinction was also brought out very well by an employee in the Institute who had lived with a family in the United States for a year. She once expressed to me the following thought: While living with this family she had learned to speak rather honestly, and to express more or less openly her real feelings. Now back in her own country, she finds it much more difficult to hide her real self when speaking to others, yet her culture demands that to a large extent.

The climate here is a little difficult to adjust to as it is extremely hot and muggy most of the year. Highs are usually in the upper 80s or lower 90s. While it seems almost always humid, there is no rain except in the summer and fall. From

June to September the city empties out, hundreds of families moving temporarily to summer cottages at the near-by port of Progreso. I, personally, have not been adversely affected by the heat; in fact, I prefer it.

Merida is ~~so~~ unique, as is all of the Yucatan; a person working in another part of Mexico or in another country would probably find life quite different, particularly in a large city.

The Mexican Government

The Mexican government, like every other, provides its shares of benefits and headaches. The amount of freedom here is relatively great. Nobody from the Mexican government has ever told me what I can or can not say, write, read or teach. Of course, one must use discretion. Freedom of the press is limited here. The President is almost never criticized in writing.

As an American who would like to make the students, at least to some extent, more aware of the classical 18th century understanding of freedom, and of the nature of man and government, I must act--but with great care. In some of the advanced classes American history can be discussed from time to time if there is an interest. I took advantage of the Mexican celebration of Freedom of the Press Day to suggest to the teachers in the upper level courses that they discuss that topic in one class during the week. It was to be an exercise in values clarification and English conversation--not a lecture by the teacher. Some classes were successful, others not. Many students do not like to discuss politics in public. It is something that for many is simply not done. Almost all who did speak considered the holiday to be a farce; many laughed sadly, saying that freedom of the press does not exist in Mexico. But there is some freedom of the press;

From THE NEWS, Mexico City (above)

Copy of ditto given to each teacher (below)

LE To Head Ceremonies For 'Press Freedom Day'

President Echeverria will head "Freedom of the Press Day" ceremonies June 7, his office confirmed Friday. Echeverria met with members of the Newspaper Publishers Association at the Los Pinos presidential residence two days ago.

Juan Francisco Ealy Ortiz, president of the association; Romulo O'Farrill Jr., vice-president and editor-in-chief of THE NEWS and Novedades, and others. The site of the ceremony has not been determined.

"This will be a new opportunity to emphasize that we must all make use of our freedom for the good of Mexico, and that we should all be worthy of our nation's liberties," Echeverria told the publishers.

TEACHERS:

Attending the informal gathering at Los Pinos were

Last Saturday was Freedom of the Press Day in Mexico. I believe it would be a good idea in the upper and advanced classes to prepare a discussion of this freedom this week. Such questions as the following might be discussed:

1. What does freedom of the press mean?
2. Is it good? Important?
3. If so, why?
4. Freedom from what?
5. History of freedom of the press in the world
6. Are there times when it is bad or unacceptable to have this freedom? If so, who should decide when?
7. Who should decide what should not be printed? What principle should he base his decisions on?

It is important that this not be a propaganda class in any way. The purpose should be to improve English and to help each student to decide on his own values. Teachers should do a minimum of talking.

it is, however, not a right derived from God, nor a self-evident truth based on the nature of reality--it is a gift bestowed upon the people by the government to the extent that it chooses to do so. It is a favor that can be withdrawn at any time the President feels a fancy for more power. On Freedom of the Press Day, President Luis Echeverria was quoted as saying that, "we must all make use of our freedom for the good of Mexico." When you understand the explicit meaning of the word "must" and the phrase "for the good of Mexico," you will also understand why I must move with such care in this area. I have followed my own advice this year^{and} have had no problems.

There is not a great deal of economic freedom in Mexico. Unions are often tied strongly to the government and have incredible power. The private employer is hampered with a myriad of laws dealing with wages, vacations, taxes, pensions, dismissal procedures, prices, etc. The public sector is very big and increases monthly. All major industries are nationalized or heavily controlled. An administrative head has to accept the situation and deal with it as it is; he can not change it.

Working papers are not easy to obtain; and you should have them if you want to work in Mexico. If you get a job with a BNC, they and the American Embassy can usually be of help. They cost a little more than \$160 dollars depending^{on} what kind. Every six months they have to be renewed. Each renewal costs about \$80 dollars. You must have your job before you apply for the papers as they will only be valid for that one company. The process can take three months or longer.

Crime in Merida and most other parts of Mexico is very insignificant compared to^{that in} the United States; however, this is not necessarily due to the government. Police are usually poorly

paid and ineffective, at least in Merida. They are, however, friendly and do a good job at giving directions. Giving a bribe here is extremely common. An Executive Director might as well resign himself to the fact that in some cases, it may be better to pay that extra money. A well-known reporter was quoted as saying something to the effect that his line of work is getting the news to the public; it is no help to scream freedom of the press when crossing the border. You pay the bribe and you accomplish your goal.

The American Government

The American Embassy in Mexico City has shown a real interest in the BNCs and this includes the Institute in Merida. When I first came to Mexico, government officials briefed me on BNCs in general, and the one in Merida in particular. They gave me some suggestions and ideas. To this day, whenever I go there, they welcome me warmly and, to the best of their ability, try to help me. Originally BNCs received no government money; later, particularly during the Kennedy and Johnson administrations, many grants and loans were made. In most BNCs aid has been cut in recent years, but almost all centers are still receiving some kind of support. Even when the government can't or won't give money, its personnel still show a real interest in the binational centers. Apparently, the present policy of the Embassy in Mexico is that the English classes should only be a means to cultural events which hopefully will influence leading Mexicans in different walks of life toward a pro-American attitude. While government officials are concerned with the English classes, the attitude is, for the most part, that they are unable to be of financial help. Nevertheless, from time to time, we do receive a little help.

My position in the Institute requires a lot of contact with the Embassy in Mexico City and with some American government policies. I am of the opinion that in many ways the United States government policy leaves a great deal to be desired.

It is most understandable considering the present mood of the American people and the Congress regarding overseas spending that the American Embassy in each country would have to cut back considerably on its assistance to each BNC; nevertheless, the American government must understand that a continuing policy of little or no aid will force binational centers to rethink some important decisions. The Board of the Institute in Merida has always seen their organization both as a private company and as a public service. We are by Mexican law a non-profit organization. The Board feels strongly that tuition for English classes should be kept to a bare minimum and that some scholarships should be given in addition. As a service to the community, they want even the poorest in Yucatan to have the opportunity to study English if they so desire. When the Institute opened its doors, we had some of the most advanced materials and machines to aid the teachers. The texts too were among the best available at that time. With United States government assistance, teachers were trained to teach conversational English using the most up-to-date methodology and techniques. That was some fifteen years ago. No company can plan for the future and keep up with the times without capital. The Institute needs some capital if it intends to remain over the years a significant element in the field of TEFL in Yucatan. It has two choices: It must find funds from another source such as the Ford Foundation, some rich individuals, or another government, or it must start to make a considerable profit to be reinvested in the Institute.

This problem of lack of capital is already evident to the people of Merida due to our building which is more like a museum than a place where English classes should be given. People in Merida just can't fathom how the French government had sufficient funds to help its cultural center, The French Alliance, build a beautiful new building which is just being completed, while the United States government can hardly help its center at all. There are reasons for this of course, but the comparison is very vivid as the centers are near each other.

Let us leave the question of the quantity of government assistance and deal for a moment with the quality. Does the aid we do receive suit our needs as we see them? No matter how little ~~the~~ money the government can contribute to the cause of the Institute, there will always be a difference of opinion between the government and the Institute on how it can be best used. Generally speaking, the present policy of the government is to set up several programs for all or most BNCs in the world. The programs are then offered. If individual centers feel they don't want to accept a certain program, of course, they can reject it; however, the cost of that program is lost to them.

An example of this situation in Merida is the library program. AID and the Benjamin Franklin Library in Mexico City act as distributors, sending the Institute well over a hundred new library books each year. The cost even for one Institute must be considerable. Nobody has ever inquired whether the value of those books might be used in another area that the Institute feels is more important. In addition, we have absolutely no choice regarding the books that will be sent or even the kinds of books that we will receive. More often than not, the books we receive will never be opened. We can send them back, put

them in our library as decorations, give them to the University, or try to sell them for a small percentage of their value. It is interesting to note in this case that the government does not even make good use of its own propaganda machine. We don't want Mexicans to have a distorted view of American history and current affairs; so we send all kinds of literature in Spanish and English dealing with America's past and present to each and every BNC library, right? Not really. Recently a group of secondary school students came to our library requesting material on the presidents of the United States beginning with Franklin Roosevelt. They were doing reports on various past and present chief executives through out the world. We had very little to offer them. We had nothing at all on former President Nixon and President Ford. These young people were certainly not communists; however, they could not help but point out to us that the Cuban Consulate, where they had already gone, had all kinds of information on Fidel Castro.

There are things the Institute is greatly in need of. I have suggested to the American Embassy that each year they give us an approximation of the amount of money it indeed can spend on our Institute. They could tell us how they think the money might best be spent, and we could tell them how we see our needs. Some accommodation could then be reached. I have been told by Washington and Mexican government officials that such a system is not possible in a bureaucracy. These Americans claim that the present system is the only one possible with perhaps some slight variations. My reaction to this is that "such truths" could only come from the mouths of bureaucrats. If what they say is true, let's stop this kind of foreign spending altogether. Most of the BNCs will survive, and the American taxpayer will

be happier.

All of this budget-cutting would be more acceptable if it actually were true that the bureaucracy was interested in saving the taxpayer some money. In my experience that is not the case. Although there are unquestionably hundreds of ways taxes are wasted, in my own very limited personal experience, I can point to two: One is the bureaucrat's "business trip." A private businessman takes great care with his money; he knows that if he spends more than he makes, he'll go bankrupt. If he can do a necessary transaction by mail, he will not go to another city by plane and spend two or three days vacationing. Many government employees don't seem concerned about the taxpayer whose money it is; they seem only concerned with what other government officials might say. Another interesting phenomenon is the end of the fiscal year spending. When Washington gives an embassy a certain amount of money to be spent in a certain area and at the end of the year that money is not spent, Washington normally assumes that the program was not needed. The federal government probably will not fund that money again. It is, therefore, not unusual for money that hasn't been touched all year long to be spent in some miraculous way in the month of June.

Another more philosophical and basic question is what should be the basis of our foreign aid program. There is no doubt in my mind that as a general rule, foreign aid and other overseas expenditures should be for the purpose of protecting the freedom of the United States as well as maintaining and encouraging the liberty of others. The liberty I mention should not be limited to self-determination but should include certain individual rights such as the freedom to leave and enter one's own country.

I hasten to add that the money should not be used for coercive pursuits except against other individuals or nations that use force, and only when it is in the best overall interests of freedom. I, of course, do not refer here to the legitimate right of every nation to protect its citizens against crime. (A much more detailed discussion is necessary, but it can not be included within the confines of this paper.)

It may be that not all our policies will encourage freedom, but any policy we have that seems to aid those forces which foster its opposite--slavery--should be changed or terminated. No policy is better than one that abets the forces of slavery! A recent example was the Fred Maroon exhibit:

The USIA is sending through Latin America an exhibit made up of 79 color photographs of the United States taken by photographer Fred Maroon. These greatly enlarged pictures come in four boxes weighing in total some 2300 pounds. The exhibit passed through Merida some months ago and was in our Institute for about two weeks. Students, teachers, and others in Merida enjoyed seeing these varied pictures of the United States. The Embassy in Mexico City sent the boxes by truck and agreed to pay for all transportation expenses. The Embassy had informed me that the truck would take the crates directly to the Institute. They were not. They were taken to a trucking company. I went there and asked that the truck take the crates at once to the Institute. I was informed that they would have to take the crates off the truck they had come on and be transferred to another truck; then, they could be taken to the Institute. I was told it was the union that did that and I would have to bargain with them. I said that the agreement was with their private company--not with any union; if I had to bargain, it would be with the company.

The owner told me that that was not possible. I agreed to sneak with the union. They wanted the equivalent of \$128 dollars to take the four boxes off one truck, put them on another, drive about ten blocks to the Institute, and take them off the truck again. This price was absurd, four times or more what the free market price would probably have been in Merida (if the government permitted a free market). In addition, the drive from the trucking company to the Institute was without doubt the responsibility of the trucking company. Indeed, the whole thing was really the obligation of the trucking company. Starting with that price, I refused to bargain; I was sure to end up paying too much. I told them so and walked away. I decided to wait. They would eventually have to call me as they would need the truck. Leaving out several thrilling chapters of this episode, the trucking company did call. I searched for a nonunion group of workers who might have been interested in doing the job for a reasonable rate. I couldn't find anyone. Then I looked for another union that was also in the trucking business. I found one. If I could only get the two unions together, they might bargain against each other. I succeeded! It worked beautifully, and I was proud of myself. Within five minutes the second union had offered to do the work for 1/4 of the original price, or \$32 dollars. I accepted that price. Then came the final blow: The first union, which had not bargained at all, said they would not allow the other union to do the work! Being the naive American I am, who believes that even in the developing nations, as they are commonly referred to--the question is developing into what?--one should have the right to bargain freely, to buy something or receive a service in a competitive market, and of course where there is no use of force. I reasoned in desperation: Wait a

minute! The crates belong to the United States government, and in this case, I am their agent. The crates are in trucks and on property that belongs to a private trucking company. My government has an agreement with that company. Who are you (speaking to the representatives of the union) to say that I can't choose whomever I want to unload my own crates from a truck that does not belong to you? They could not answer. They only know that that is how it is, and that it is good for them. The use or threat of force is the cause of war among nations and the cause of slavery within nations. The main purpose of a government is to prohibit such force, and when it does occur, to punish those who are responsible for it. The word "government" in the above refers to a civilized government. While the Mexican authorities do not yet legally sanction such a situation, the reality is the same. There is an unwritten understanding between the PRI party in power and numerous unions. You support us and we'll take care of you. In such a case, the government, instead of protecting society from force, ~~is~~ itself becomes the protector of force; instead of protecting the nation against the thief, the government defends the thief against the individuals of society who evade the question: What is the purpose of a civilized government? What I experienced was but a small example of what I'm afraid is becoming all too commonplace in Mexico. In this case, the union that offered the best price left, not wanting physical conflict and knowing that the government would find them at fault. A government whose policies are based on liberty would have refused to have dealt with such a union regardless of the price they offered; it would have let the Mexican government know through the proper diplomatic channels. Instead the policy was that it is sometimes necessary to deal with thieves, thus encouraging

them to continue. For a government that deals in billions of dollars, what is the significance of throwing away \$100? Who wants to take the risk of disturbing Mexican-American relations? Isn't it obvious, in any case, that what is most important here is that the people of Merida have the opportunity to see some attractive pictures of Vermont, California, and Iowa?

Useful Skills

There are so many skills and character traits that go into making a successful director. One day some weeks ago, I tried to enumerate some of these based on my experience on the job. In most cases, I've not tried to define or describe them in detail. Frequently, what is meant is obvious, and examples of my success of failure to use them properly can be found on previous pages. In a few cases the meaning is not quite as evident, but I think there is very little chance of misinterpreting them. Some of them overlap, but they are not the same. They are not in any particular order.

1. planning (far in advance)
2. knowledge of accounting
3. tact or diplomacy
4. teaching (ability to teach students and teachers)
5. leadership
6. ability to think on one's own
7. ability to determine what is most important
8. ability to delegate responsibility
9. ability to learn new skills
10. an awareness of different types of communication and different ways of communicating; a desire to make oneself understood through the use of the indigenous culture

11. knowing when to be silent and when to speak harshly
12. knowing how to listen
13. accepting, at least, temporarily, things that can not be changed at once
14. ability to speak, understand, read and write the language of the country
15. cultural adjustment
16. patience
17. learning how and from whom to receive help when needed

Conclusion

A good part of this report is very negative, and the reader may well draw the conclusion that, firstly, I hate my job, and secondly, ~~that~~ I will not return to it next fall. Both are wrong: I enjoy my job a great deal, and while at times, it is exasperating and thankless, and although I have seen a lot of evil that before I had only known vicariously, the fact is that I greatly look forward to another year at the Institute. The job demands a lot, but it offers a great deal as well. I have learned a great deal this year in such areas as administration, accounting, diplomacy, politics, language, teaching, and psychology. I have also learned something about myself. This is not an eight-hour, five-days-a-week job. It requires a fantastic amount of thinking, both about details and long-range plans. Even at night in bed I find myself asking about what I did yesterday, what I forgot to do today, and what I ought to do tomorrow, two weeks from now, or in a year or two. It has not been so easy for me, but "...the harder the task, the more satisfaction there is in doing it."¹

¹Harry Kemelman, Tuesday the Rabbi Saw Red (Greenwich: Fawcett Publications, 1973), p. 255

For anyone who is interested in becoming a director of a binational center, write the American Embassy in the capital city of the countries that have BNCs where you'd be interested in going. They usually know or can find out where there are openings.

APPENDIX A

The Significance of the Overseas Library

The idea of overseas libraries is a very liberal, in the classical sense, approach to foreign affairs. Its view of life is optimistic, democratic, rational and non-coercive. It holds basically that if you give man the opportunity to discover truth, he will, in most cases, if he wants to do so. Even if he is being bombarded with lies, fabrications and false propaganda, he will discern that which is true and that which is false. This philosophy of life sees brains winning over brawn, and helpless books in the hands of one who is truly seeking the truth more powerful than guns in the hands of a tyrant; every government tacitly admits this to the extent it limits freedom of the press. "Not by power, nor by might, but by my spirit saith the Lord."¹ Those who believe that mankind can deliver ^{him} ~~it~~self to freedom by means of the spirit, i.e., the mind, should also know that BNC libraries are something that should be greatly encouraged.

¹From the Old Testament

Appendix B

UNITED STATES INFORMATION AGENCY INFORMATION CENTER SERVICE

BINATIONAL CENTER REVENUES - FISCAL YEAR 1973

SUMMARY

AREA	LOCAL RECEIPTS			RESOURCES FROM USA				TOTAL REVENUES
	INCOME	LOANS	TOTAL	PERSONNEL /NO. AMOUNT	MATERIALS GRANTS	CASH GRANTS	TOTAL USA	
EAST ASIA AND PACIFIC (8 centers)	\$1,377,783	\$ --	\$1,377,783	7 \$209,286	\$46,599	\$251,781	\$507,666	\$1,885,449
NEAR EAST, NORTH AFRICA AND SOUTH ASIA (8 centers)	\$920,877	\$ --	\$920,877	3 \$76,920	\$21,907	\$278,743	\$377,570	\$1,298,447
LATIN AMERICA (83 centers)	\$11,035,204	\$4,377,960	\$11,473,164	33 \$753,476	\$171,271	\$640,206	\$1,564,953	\$13,038,117
WEST EUROPE (12 centers)	\$1,743,360	\$13,333	\$1,756,693	9 \$212,475	\$20,740	\$256,402	\$489,617	\$2,246,310
GRAND TOTALS (111 centers)	\$15,077,244	\$4,512,293	\$15,528,517	52 \$1,252,157	\$260,517	\$1,427,132	\$2,939,806	\$18,468,323

Subtotal

IOS: FY 1975 Budget. 2/15/74

BINATIONAL CENTER REVENUES - FISCAL YEAR 1973
EAST ASIA AND PACIFIC

COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USIA				TOTAL REVENUES
	/ INCOME	LOANS	TOTAL	PERSONNEL NO. AMOUNT	MATERIALS GRANTS 1/	CASH GRANTS	TOTAL USIA	
<u>INDONESIA</u>								
Jakarta	\$ 274,996 ^{2/}	\$ --	\$ 274,996	2 \$ 63,177	\$ 9,798	\$ 75,961	\$148,936	\$ 423,932
Medan	46,456	--	46,456	--	9,798	27,047	36,845	83,301
Surabaya	31,301	--	31,301	--	9,798	21,061	30,859	62,160
Sub-total, Indonesia	\$ 352,753	\$ --	\$ 352,753	2 \$ 63,177	\$ 29,394	\$124,069	\$216,640	\$ 569,393
<u>LAOS</u>								
Luang Prabang	\$ 10,027	\$ --	\$ 10,027	-- \$ --	\$ 400	\$ 15,920	\$ 16,320	\$ 26,347
Savannakhet	10,557	--	10,557	--	400	17,739	18,139	28,696
Vientiane	121,456	--	121,456	1 26,953	619	41,571	69,143	190,599
Sub-total, Laos	\$ 142,040	\$ --	\$ 142,040	1 \$ 26,953	\$ 1,419	\$ 75,230	\$103,602	\$ 245,642
<u>THAILAND</u>								
Bangkok	\$ 589,402	\$ --	\$ 589,402	2 \$ 60,618	\$ 11,474	\$ 21,254	\$ 93,346	\$ 682,748
<u>VIETNAM, REPUBLIC OF</u>								
Saigon ^{3/}	\$ 293,588	\$ --	\$ 293,588	2 \$ 58,538	\$ 4,312	\$ 31,228	\$ 94,078	\$ 387,666
GRAND TOTAL, EAST ASIA AND PACIFIC	\$1,377,783	\$ --	\$1,377,783	7 \$209,286	\$ 46,599	\$251,781	\$507,666	\$1,885,449

- 1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.
- 2/ Includes \$148,681 from sale of original building, invested in time deposit.
- 3/ Includes 4 branches.

ICS: FY 1975 Budget. 2/15/74

BINATIONAL CENTER REVENUES - FISCAL YEAR 1973
NEAR EAST, NORTH AFRICA AND SOUTH ASIA

COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USIA			TOTAL REVENUES
	/INCOME	LOANS	TOTAL	/PERSONNEL NO. AMOUNT	MATERIALS GRANTS 1/	CASH GRANTS	
<u>INDIA</u>							
Bombay	No reports	--	--	--	--	--	--
Calcutta	No reports	--	--	--	--	--	--
Sub-total, India	--	--	--	--	--	--	--
<u>IRAN</u>							
Ahwaz	\$ 40,678	--	\$ 40,678	-- \$ --	\$ 1,533	\$ 15,875	\$ 17,408
Isfahan	88,437	--	88,437	--	1,095	25,728	26,823
Mashed	40,000est.	--	40,000est.	--	--	6,581	6,581
Shiraz	120,946	--	120,946	--	876	17,207	18,083
Tehran	574,065	--	574,065	3 76,920	18,403	113,352	208,675
Countrywide projects	--	--	--	--	--	100,000	100,000
Sub-total, Iran	\$864,126	--	\$864,126	3 \$76,920	\$21,907	\$278,743	\$377,570
<u>PAKISTAN</u>							
Karachi	\$ 56,751	--	\$ 56,751	--	--	--	--
<u>GRAND TOTAL, NEAR EAST, NORTH AFRICA AND SOUTH ASIA</u>	\$920,877	--	\$920,877	3 \$76,920	\$21,907	\$278,743	\$377,570
							\$1,298,447

1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.

IGS: FY 1975 Budget. 2/15/74

BINATIONAL CENTER REVENUES - FISCAL YEAR 1973

LATIN AMERICA

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COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USIA			TOTAL USIA	TOTAL REVENUES
	INCOME	LOANS	TOTAL	PERSONNEL NO. AMOUNT	MATERIALS GRANTS 1/	CASH GRANTS		
ARGENTINA								
Buenos Aires	\$146,317	--	\$146,317	--	\$ 290	\$ 175	\$ 465	\$146,782
Comodoro Rivadavia	23,694	--	23,694	--	292	--	292	23,986
Cordoba	101,416 2/	--	101,416	1	1,240	150	23,942	125,358
Dean Funes	17,000 est	--	17,000 est	--	395	--	395	17,395 est
Jujuy	10,000 est	--	10,000 est	--	395	--	395	10,395 est
Mendoza	21,011	--	21,011	1	721	--	17,078	38,089
Rosario	52,099	--	52,099	1	679	7,000	27,379	79,478
Salta	25,000 est	--	25,000 est	--	395	--	395	25,395 est
San Francisco	4,833	--	4,833	--	90	--	90	4,923
San Juan	18,653	--	18,653	--	195	--	195	18,848
Santiago del Estero	27,117	--	27,117	--	395	--	395	27,512
Tucuman	48,608	--	48,608	1	986	460	18,995	67,603
Villa Maria	3,800 est	--	3,800 est	--	395	--	395	4,195 est
C Centers	--	--	--	--	--	755	755	755
Countrywide Projects	--	--	--	4	\$76,158	5,0063/	5,0063/	5,0063/
Sub-total, Argentina	\$499,548	--	\$499,548	4	\$76,158	\$6,468	\$13,546	\$96,172
BOLIVIA								
Cochabamba	\$ 13,753	--	\$ 13,753	--	\$ 600	\$11,843	\$12,443	\$ 26,196
La Paz	54,832	--	54,832	1	6,298	9,006	39,573	94,405
Santa Cruz	13,157	--	13,157	--	1,000	17,056	18,056	31,213
Sub-total, Bolivia	\$ 81,742	--	\$ 81,742	1	\$24,269	\$37,905	\$70,072	\$151,814

- 1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.
 - 2/ Includes \$56,230 from sale of former building.
 - 3/ USIS cash expenditures for countrywide program servicing.
- ICS: FY 1975 Budget. 2/15/74

COUNTRY AND CENTER	LOCAL RECEIPTS			PERSONNEL			RESOURCES FROM USIA			TOTAL USIA	TOTAL REVENUES
	INCOME	LOANS	TOTAL	NO. AMOUNT	MATERIALS GRANTS 1/	CASH GRANTS	TOTAL USIA				
BRAZIL											
Belém	\$ 79,758	\$ --	\$ 79,758	--\$ --	\$ 1,150	\$ 827	\$ 1,977	\$ 81,735			
Belo Horizonte	279,117	50,165	329,282	--	1,725	--	1,725	331,007			
Campinas	132,314	--	132,314	--	575	--	575	132,889			
Caxias do Sul	14,657	--	14,657	--	575	--	575	15,232			
Curitiba	240,943	--	240,943	--	1,725	3,329	5,054	245,997			
Florianopolis	20,100	--	20,100	--	575	--	575	20,675			
Fortaleza	129,852	--	129,852	--	575	13,217	13,792	143,644			
Juiz de Fora	37,000	est	37,000	est	575	--	575	37,575			
Manaus	83,503	--	83,503	--	575	2,900	3,475	86,978			
Natal	23,000	est	23,000	est	575	--	575	23,575			
Porto Alegre	474,722	--	474,722	--	1,725	1,000	2,725	477,447			
Recife	190,000	est	190,000	est	575	--	575	190,575			
Rio de Janeiro	1,457,389	--	1,457,389	1	2,432	2,740	21,179	1,478,568			
Salvador, Bahia	110,418	--	110,418	--	1,150	1,268	2,418	112,836			
Santos	209,895	--	209,895	--	1,150	--	1,150	211,045			
Sao Paulo	220,883	--	220,883	1	575	--	21,351	242,234			
Uberaba	17,203	--	17,203	--	575	--	575	17,778			
Vitoria	45,736	--	45,736	--	575	--	575	46,311			
Countrywide Projects	--	--	--	--	--	32,342 3/	32,342 3/	32,342 3/			
Sub-total, Brazil	\$3,766,490	\$ 50,165	\$3,816,655	2 \$ 36,783	\$17,382	\$57,623	\$111,788	\$3,928,443			
CHILE											
Antofagasta	\$ 6,428	\$ --	\$ 6,428	1 \$ 24,271	\$ 500	\$10,250	\$ 35,021	\$ 41,449			
Chillan	6,000	est	6,000	est	50	--	50	6,050			
Concepcion	22,922	--	22,922	1	5,950	12,400	42,050	64,972			
Santiago	515,673	--	515,673	3	7,973	26,166	109,819	625,492			
Temuco	9,123	--	9,123	--	500	15,390	15,890	25,013			
Valparaiso	31,297	--	31,297	1	3,950	28,600	56,914	88,211			
Sub-total, Chile	\$ 591,443	\$ --	\$ 591,443	6 \$148,015	\$18,923	\$92,806	\$259,744	\$ 851,187			

1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.

2/ USIS cash expenditures for countrywide program servicing.

RESOURCES FROM USIA

COUNTRY AND CENTER	LOCAL RECEIPTS			TOTAL	PERSONNEL NO. AMOUNT	RESOURCES FROM USIA			TOTAL USIA	TOTAL REVENUES
	INCOME	LOANS				MATERIALS GRANTS 1/	CASH GRANTS			
COLOMBIA										
Barranquilla	\$ 57,860	\$ --	\$ 57,860	1	\$ 15,627	\$ 1,800	\$ 5,000	\$ 22,427	\$ 80,287	
Bogota	572,363	--	572,363	1	27,876	8,436	15,883 ^{4/}	52,195	624,558	
Bucaramanga	27,000	est --	27,000	est --	--	950	7,443	8,393	35,393	
Call	155,396	--	155,396	1	22,411	2,950	9,000	34,361	189,757	
Cartagena	38,204	--	38,204	1	23,457	3,950	10,589	37,996	76,200	
Manizales	33,758	--	33,758	--	--	1,825	6,989	8,814	42,572	
Medellin	135,188	--	135,188	1	17,009	3,925	10,366	31,300	184,879	
Pereira	16,312	--	16,312	--	--	1,325	5,550	6,875	23,187	
C Centers	--	--	--	--	--	--	3,291	3,291	3,291	
Countrywide Projects	--	--	--	--	--	--	4,070 ^{3/}	4,070 ^{3/}	4,070 ^{3/}	
Sub-total, Colombia	\$1,036,081	\$18,391	\$1,054,472	5	\$106,380	\$25,161	\$78,181	\$209,722	\$1,264,194	
COSTA RICA										
Limon	\$ 5,655	\$ --	\$ 5,655	--	--	\$ 500	\$ 2,734	\$ 3,234	\$ 8,889	
San Jose	188,706	--	188,706	1	21,327	5,922	22,680	49,929	238,635	
Turrialba	2,239	--	2,239	--	--	500	2,178	2,678	4,917	
Sub-total, Costa Rica	\$ 196,600	\$ --	\$ 196,600	1	\$ 21,327	\$ 6,922	\$27,592	\$ 55,841	\$ 252,441	
DOMINICAN REPUBLIC										
Santiago de los										
Caballeros	\$ 24,601	\$ --	\$ 24,601	--	--	\$ 2,611	\$10,000 ^{5/}	\$ 12,611	\$ 37,212	
Santo Domingo	204,338	42,500	246,838	1	21,790	5,000	11,134 ^{5/}	37,924	284,762	
Sub-total, Dominican Republic	\$ 228,939	\$42,500	\$ 271,439	1	\$ 21,790	\$ 7,611	\$21,134	\$ 50,535	\$ 321,974	

1/ Since fiscal records for the purchase of materials are kept on a country basis only, figures for the individual centers are estimates.
 2/ USIS cash expenditures for countrywide program servicing.
 3/ Includes regional programming funds.
 4/ Post report gave only total of cash grants. Division between the 2 centers is an estimate.
 ICS: FY 1975 Budget. 2/15/74

LATIN AMERICA

COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USA				
	INCOME	LOANS	TOTAL	PERSONNEL NO. AMOUNT	MATERIALS GRANTS I/	CASH GRANTS	TOTAL USA	TOTAL REVENUES
<u>ECUADOR</u>								
Cuenca	\$ 7,584	\$ --	\$ 7,584	-- \$ --	\$ 900	\$10,300	\$ 11,200	\$ 18,784
Guayaquil	128,009	182,460	310,469	-- --	2,500	27,121	29,621	340,090
Quito	53,288	--	53,288	1 33,375	4,874	35,847	74,096	127,384
<u>Sub-total, Ecuador</u>	<u>\$188,881</u>	<u>\$182,460</u>	<u>\$371,341</u>	<u>1 \$33,375</u>	<u>\$8,274</u>	<u>\$73,268</u>	<u>\$114,917</u>	<u>\$ 486,258</u>
<u>EL SALVADOR</u>								
San Salvador	\$251,888	\$ --	\$251,888	1 \$23,810	\$5,449	\$11,260	\$ 40,519	\$ 292,407
<u>GUATEMALA</u>								
Guatemala City	\$476,006	\$123,500	\$599,506	1 \$36,243	\$6,557	\$30,028	\$ 72,828	\$ 672,334
<u>HAITI</u>								
Port-au-Prince	\$ 48,282	\$ --	\$ 48,282	-- \$ --	\$2,430	\$15,000	\$ 17,430	\$ 65,712
<u>HONDURAS</u>								
San Pedro Sula	\$ 34,244	\$ --	\$ 34,244	1 \$18,033	\$4,815	\$ 3,630	\$ 26,478	\$ 60,722
Tegucigalpa	52,397	--	52,397	-- --	4,512	7,432	11,944	64,341
<u>Sub-total, Honduras</u>	<u>\$ 86,641</u>	<u>\$ --</u>	<u>\$ 86,641</u>	<u>1 \$18,033</u>	<u>\$9,327</u>	<u>\$11,062</u>	<u>\$ 38,422</u>	<u>\$125,063</u>

1/ Since fiscal records for the purchase of materials are kept on a country basis only, figures for the individual centers are estimates.

IGS: FY 1975 Budget. 2/15/74

COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USIA			TOTAL USIA	TOTAL REVENUES
	INCOME	LOANS	TOTAL	PERSONNEL NO. AMOUNT	MATERIALS GRANTS I/	CASH GRANTS		
MEXICO								
Chihuahua	\$ 61,181	\$14,400	\$ 75,581	-- \$ --	\$ 1,534	500	\$ 2,034	\$ 77,615
Guadalajara	146,709	--	145,709	1 26,792	510	3,600	30,902	177,611
Hermosillo	82,700	--	82,700	--	340	500	840	83,540
Merida	38,239	--	38,239	--	1,703	2,500	4,203	42,442
Mexico City	1,158,988	--	1,158,988	--	3,406	23,467 ^{5/}	26,873	1,185,861
Monterrey	167,812	--	167,812	--	1,703	1,434	3,137	170,949
Morelia	69,179	--	69,179	1 18,127	1,703	500	20,330	89,509
San Luis Potosi	51,819	--	51,819	--	2,554	4,850	7,404	59,223
Veracruz	64,274	--	64,274	--	3,576	6,500	10,076	74,350
C Centers	--	--	--	--	--	900	900	900
Countrywide Projects	--	--	--	--	--	7,360 ^{3/}	7,360 ^{3/}	7,360 ^{3/}
Sub-total, Mexico	\$1,840,901	\$14,400	\$1,855,301	2 \$44,919	\$17,029	\$52,111	\$114,059	\$1,969,360
NICARAGUA								
Managua	\$ -- ^{7/}	\$ -- ^{7/}	\$ -- ^{7/}	-- \$ --	\$ 2,222	\$ 2,867	\$ 5,089	\$ 5,089
PANAMA								
Panama City	\$ 106,051	--	\$ 106,051	1 \$20,537	\$ 1,079	\$14,654	\$ 36,270	\$ 142,321
PARAGUAY								
Asuncion	\$ 49,622	--	\$ 49,622	-- \$ --	\$ 4,592	\$ 2,555	\$ 7,147	\$ 56,769

1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.

3/ USIS cash expenditures for countrywide program servicing.

6/ For USIS programming, not BNC activities.

7/ Center destroyed by earthquake, No records available.

ICS: FY 1975 Budget. 4/15/74

LATIN AMERICA

RESOURCES FROM USIA

COUNTRY AND CENTER	LOCAL RECEIPTS			PERSONNEL NO. AMOUNT	MATERIALS			TOTAL USIA	TOTAL REVENUES
	INCOME	LOANS	TOTAL		GRANTS 1/	CASH GRANTS	GRANTS		
PERU									
Arequipa	\$ 53,686	\$ --	\$ 53,686	1	\$22,977	\$ 2,334	\$ 4,948	\$ 30,259	\$ 83,945
Chiclayo	23,710	--	23,710	--	--	167	2,623	2,790	26,500
Cuzco	24,365	--	24,365	1	20,318	1,834	4,033	26,185	50,550
Huancayo	22,128	--	22,128	--	--	167	5,591	5,758	27,886
Lima	759,743	6,544	766,287	1	25,060	10,171	13,139	48,370	814,657
Piura	16,804	--	16,804	--	--	167	2,683	2,850	19,654
Trujillo	50,248	--	50,248	--	--	1,834	25,118	26,952	77,200
C Centers	--	--	--	--	--	--	243	243	243
Sub-total Peru	\$ 950,684	\$ 6,544	\$ 957,228	3	\$68,355	\$ 16,674	\$58,378	\$ 143,407	\$1,100,635
URUGUAY									
Montevideo	\$ 120,117	--	\$ 120,117	1	\$24,565	\$ 572	\$ 4,294	\$ 29,431	\$ 149,548
VENEZUELA									
Caracas	\$ 515,288	--	\$ 515,288	1	\$30,162	\$ 6,701	\$ 7,209	\$ 44,072	\$ 559,360
Maracabo	-- 9/	--	-- 9/	1	18,755	--	28,733	47,488	47,488
Sub-total,	\$ 515,288	--	\$ 515,288	2	\$48,917	\$ 6,701	\$ 35,942	\$ 91,560	\$ 606,848
Venezuela									
GRAND TOTAL,									
LATIN AMERICA	\$11,035,204	\$437,960	\$11,473,164	33	\$753,476	\$171,271	\$640,206	\$1,564,953	\$13,038,117

1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.
 2/ Includes \$17,500 for building project.
 3/ Center being organized, not opened until FY74.
 ICS: FY 1975 Budget. 2/15/74

BINATIONAL CENTER REVENUES - FISCAL YEAR 1973

WEST EUROPE

COUNTRY AND CENTER	LOCAL RECEIPTS			RESOURCES FROM USA					TOTAL REVENUES
	INCOME	LOANS	TOTAL	PERSONNEL NO. AMOUNT	MATERIALS GRANTS 1/	CASH GRANTS	TOTAL USA		
<u>GERMANY</u>									
Freiburg	\$ 157,654	\$ --	\$ 157,654	1 \$ 17,380	\$ 2,567	\$ 10,719	\$ 30,666	\$ 188,320	
Heidelberg	131,329	--	131,329	1 18,448	2,567	10,274	31,289	162,618	
Nuernberg	151,482	--	151,482	1 27,563	2,567	7,357	37,487	188,969	
Saarbrucken	57,998	--	57,998	1 27,563	2,568	9,339	39,470	97,468	
Tuebingen	127,345	--	127,345	1 23,042	2,568	9,714	35,324	162,669	
Sub-total, Germany	\$ 625,808	\$ --	\$ 625,808	5 \$ 113,996	\$ 12,837	\$ 47,403	\$ 174,236	\$ 800,044	
<u>GREECE</u>									
Athens	\$ 251,346	\$ 13,333	\$ 264,679	1 23,174	\$ 1,182	\$ 148,986	\$ 261,733	\$ 438,021	
<u>ITALY</u>									
Naples	\$ 98,111	\$ --	\$ 98,111	1 27,314	\$ 1,867	--	\$ 29,181	\$ 127,292	
<u>SPAIN</u>									
Barcelona	\$ 484,237	\$ --	\$ 484,237	1 17,725	\$ 4,501	\$ 1,413	\$ 23,639	\$ 507,876	
<u>TURKEY</u>									
Adana	\$ 19,916	\$ --	\$ 19,916	-- --	--	\$ 14,717	\$ 14,717	\$ 34,633	
Ankara	155,406	--	155,406	1 30,266	353	15,519	46,138	201,544	
Istanbul	30,993	--	30,993	-- --	--	3,000	3,000	33,993	
Izmir	77,543	--	77,543	-- --	--	25,364	25,364	102,907	
Sub-total, Turkey	\$ 283,858	\$ --	\$ 283,858	1 \$ 30,266	\$ 353	\$ 58,600	\$ 89,219	\$ 373,077	

GRAND TOTAL, WEST EUROPE

\$1,743,360 \$ 13,333 \$1,756,693 9 \$ 212,475 \$ 20,740 \$ 256,402 \$489,617 \$2,246,310

1/ Since fiscal records for purchase of materials are kept on a country basis only, figures for the individual centers are estimates.

2/ Includes \$100,000 Loan for Capital Development.

IGS: FY 1975 Budget. 2/15/74

UNITED STATES INFORMATION AGENCY
 INFORMATION CENTER SERVICE
 BINATIONAL CENTERS - ACTIVITIES STATISTICS
 FISCAL YEAR 1974
 SUMMARY

The following statistics cover the period July 1, 1973 through June 30, 1974.

Number of members represents paid memberships.

Inventory of books include books in English and in translation. Book circulation figures are for books only, borrowed for use outside the library, and do not include the loans of periodicals, pamphlets, recordings, or other items. Neither do they include the much larger number of publications used on the library premises.

English class registration represents the number of individuals who registered for English language classes in the Centers during the 12-month period. It does not include registrants in non-English classes, such as the national language, secretarial, etc.

AREA	NO. OF CENTERS	TOTAL MEMBERS	TOTAL LOCAL STAFF	LIBRARY PROGRAM							
				INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION
1 EAST ASIA & PACIFIC	8	10,270	530	52,302	729	138,371	3,864	39,204	585,704	556,888	60,881
2 NORTH AFRICA, NEAR EAST & SOUTH ASIA	6	2,476	318	17,534	1,421	52,411	4,378	6,709	82,390	99,844	29,263
19 LATIN AMERICA	82	16,903	3,590	396,953	3,164	492,163	156,600	103,509	1,637,460	1,018,516	232,136
5 WEST EUROPE	12	10,240	450	61,716	617	74,220	8,273	11,523	127,067	209,211	28,985
GRAND TOTAL	108	39,889	4,888	528,505	5,931	757,165	173,115	160,945	2,433,121	1,884,459	351,265

ICS/C: FY 1976 Budget. 2/15/75

(2)

BINATIONAL CENTERS
 FY 1974 ACTIVITIES STATISTICS
 NORTH AFRICA, NEAR EAST AND SOUTH ASIA

LIBRARY PROGRAM

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIOD-		BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION
				ICAL SUB-	SCRIPTIONS						
<u>IRAN</u>											
Ahvaz	--	35	No library	--	--	--	--	--	--	2,600	3,200
Isfahan	300	39	5,023	90	7,478	2,288	445	35,104	1,550	1,720	
Mashed	42	34	5,061	308	10,440	930	130	16,200	3,550	2,557	
Shiraz	89	48	3,370	23	1,315	600	190	5,000	2,180	2,485	
Tehran	1,295	128	No library	--	--	--	--	--	73,509	14,107	
Sub-total, Iran	1,726	284	13,454	1,421	19,233	3,818	765	56,304	83,389	24,069	
<u>PAKISTAN</u>											
Karachi	750	34	4,080	--	33,178	560	5,944	26,586	16,455	5,194	
<u>GRAND TOTAL, NORTH AFRICA, NEAR EAST AND SOUTH ASIA</u>											
	2,476	318	17,534	1,421	52,411	4,378	6,709	82,890	99,844	29,263	

ICS/C: FY 1976 Budget. 2/15/75

3

BINATIONAL CENTERS
FY 1974 ACTIVITIES STATISTICS
EAST ASIA AND PACIFIC

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	LIBRARY PROGRAM				CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION
					BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE		
<u>INDONESIA</u>										
Jakarta	2,514	125	8,611	129	22,667	518	2,514	45,404	8,249	3,775
Medan	2,300	24	3,451	59	2,770	35	2,366	20,679	12,543	2,277
Surabaya	1,178	51	5,424	137	10,568	234	905	17,371	8,782	763
Sub-total, Indonesia	5,992	200	17,486	325	36,005	787	5,785	83,454	29,574	6,815
<u>LAOS</u>										
Luang Prabang	577	13	951	35	--	--	400	25,920	3,407	537
Savannakhet	428	10	2,031	27	456	204	176	22,470	7,330	327
Vientiane	218	57	No. library	--	--	--	--	--	10,658	2,973
Sub-total, Laos	1,223	80	2,982	62	456	204	576	48,390	21,395	3,837
<u>THAILAND</u>										
Bangkok	--	171	18,978	190	69,266	1,136	26,160	273,860	304,419	19,190
<u>VIETNAM, REPUBLIC OF</u>										
Saigon	3,055	79	12,856	152	32,644	1,737	6,683	180,000*	201,500	31,039
GRAND TOTAL, EAST ASIA AND PACIFIC	10,270	530	52,302	729	138,371	3,864	39,204	585,704	556,888	60,881

* Estimated

ICS/C: FY 1976 Budget 2/15/75

BINATIONAL CENTERS
FY 1974 ACTIVITIES STATISTICS
LATIN AMERICA

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	LIBRARY PROGRAM										CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION	
			INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	NO. SCRIPPTONS	NO. QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE			
ARGENTINA															
Buenos Aires	50	90	6,200	75	--	2,400	300	4,050	1,500	6,231					
Comodoro Rivadavia	202	9	No Library	--	--	--	--	--	--	360					
Cordoba	97	29	No Library	--	--	--	--	--	532	1,160					
Dean Funes	90	10	3,052	--	--	150	900	1,800	130	143					
Jujuy	--	20	No Library	--	--	--	--	--	50	350					
Mendoza	1,078	27	5,825	47	6,000	4,000	1,078	12,000	560	1,221					
Rosario	578	45	7,398	58	12,433	2,000	1,250	7,825	--	1,811					
Salta	133	18	2,950	10	--	880	200	1,400	820	776					
San Francisco	--	11	3,615	6	--	3,099	190	280	3,781	266					
San Juan	180	29	5,464	16	2,690	1,080	1,099	3,600	200	911					
Santiago del Estero	158	31	2,986	13	361	.60	158	670	50	1,228					
Tucuman	80	37	4,000	28	5,800	3,500	4,000	10,000	7,500	1,800					
Villa Maria	205est.	No report	2,600est.	20est.	750est.	850est.	No report	950est.	No report	140est.					
Sub-total, Argentina	2,851	356	44,090	273	31,133	15,110	9,265	42,585	15,123	16,397					
BOLIVIA															
Cochabamba	--	17	9,070	70	3,848	414	118	16,097	17,028	1,386					
La Paz	620	38	3,946	39	8,838	--	770	15,850	15,000est.	9,000					
Santa Cruz	--	23	2,470	23	1,261	2,981	674	13,015	14,170	1,694					
Sub-total, Bolivia	620	78	15,486	132	13,947	3,395	1,562	44,962	46,198	12,080					

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LATIN AMERICA

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	LIBRARY PROGRAM					CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION
					BOOK CIRCULATION	REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	PROGRAM ATTENDANCE		
BRAZIL											
Belem	37	31	4,536	41	3,309	2,092	332	13,968	600	1,233	
Belo Horizonte	94	89	17,285	119	37,653	15,052	8,942	200,000est.	29,982	4,180	
Campinas	--	11	3,950	42	3,686	400	1,125	2,500est.	1,250	2,800	
Caxias do Sul	321	11	4,450	27est.	3,115	3,980	321	5,012	6,000	423	
Curitiba	310	47	8,350	60	17,396	--	2,415	35,571	13,658	5,109	
Florianopolis	208	13	3,151	16	1,615	138	455	1,500	530	650	
Fortaleza	121	62	6,302	54	2,789	5,511	1,300	10,217	20,740	3,003	
Juis de Fora	No report	No report	7,900est.	28est.	4,500est.	500est.	2,225est.	20,000est.	No report	1,100est.	
Kanaus	164	17	3,696	21	289	936	--	3,800	--	1,417	
Matal	--	33est.	2,400est.	38est.	1,000est.	400est.	150est.	400est.	No report	300est.	
Porto Alegre	1,158	108	14,478	113	18,889	3,520	1,006	30,710	34,960	5,291	
Recife	2,450est.	54est.	8,300est.	61est.	9,200est.	2,325est.	5,850est.	15,500est.	No report	3,200est.	
Rio de Janeiro	1,719	282est.	32,096	133	99,955	16,830	10,365	171,859	10,813	21,936	
Salvador, Bahia	310	44	4,496	53	1,403	665	324	3,907	11,770	1,237	
Santos	197	47	11,743	68	19,873	5,036	2,303	44,512	550	2,182	
Sao Paulo	430est.	44est.	1,350est.	74est.	6,100est.	2,750est.	4,250est.	5,000est.	2,250est.	715est.	
Uberaba	--	18	2,910	128	667	2,703	112	2,703	2,701	347	
Vitoria	47	42	3,330	40	920	230	594	23,000	150	3,500	
Sub-total, Brazil	7,566	953	140,723	1,116	232,359	63,068	42,069	590,159	135,954	58,623	
CHILE											
Antofagasta	70est.	16	3,879	46est.	3,369	1,870	392	9,086	460	565	
Concepcion	50est.	26	3,610	34est.	2,680	1,303	537	16,139	3,095	1,580	
Sanctiago	715est	128	17,969	103est.	21,094	13,200	7,824	112,000	14,650	8,042	
Temuco	160est.	22	4,419	40est.	2,868	1,301	221	4,750est.	7,210	1,205	
Valdivia	No report	16	2,800	25est.	1,800	350	300	700	660	500	
Valparaiso	30est.	41est.	5,900est.	84est.	6,500est.	1,400est.	900est.	19,000est.	12,000est.	3,000est.	
Sub-total, Chile	1,025	249	38,577	332	38,311	19,424	10,174	161,675	38,075	14,892	

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LATIN AMERICA

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	LIBRARY PROGRAM					ENGLISH CLASS REGISTRATION
					BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	CULTURAL PROGRAM ATTENDANCE	
COLOMBIA										
Barranquilla	--	36	2,800	32	2,050	1,552	250	11,082	4,866	882
Bogota	--	160	6,181	76est.	8,084	1,954	1,179	42,412	61,640	14,594
Bucaramanga	90	30	3,820	22	10,600	4,700	450	12,300	25,000	735
Cali	79	71	5,174	29	4,042	429	760	20,385	13,500	2,512
Cartagena	--	19est.	3,800est.	31est.	1,700est.	990est.	525est.	9,300est.	16,000est.	1,075est.
Manizales	23	17	3,784	34	9,296	8,785	5,288	55,000est.	30,160	632
Medellin	20	99	6,151	60	8,065	1,219	1,240	22,388	29,590	2,102
Pereira	184	21	1,756	8	--	58	--	637	14,336	543
Sub-total, Colombia	396	453	33,466	292	43,837	19,687	9,692	173,504	195,092	23,075
COSTA RICA										
Limon	50	15	1,736	8	18	350	30	1,825	450	193
San Jose	245	42	7,361	60	8,721	1,666	706	47,451	28,379	2,902
Turrialba	64	12	2,935	8	65	--	65	179	3,230est.	140
Sub-total, Costa Rica	359	69	12,032	76	8,804	2,016	801	49,455	32,059	3,235
DOMINICAN REPUBLIC										
Santiago de los Caballeros	26	15	2,511	41	4,685	1,112	1,160	34,810	4,800	789
Santo Domingo	220	60	No Library	--	--	--	--	--	10,352	2,450
Sub-total, Dominican Rep.	246	75	2,511	41	4,685	1,112	1,160	34,810	15,152	3,239
EQUADOR										
Cuenca	35	19	3,705	15	1,491	290	26	2,800	2,197	768
Guayaquil	153	63	4,769	75	5,724	1,200est.	1,274	72,000	10,798	4,001
Sub-total, Ecuador	188	82	8,474	90	7,215	1,490	1,300	74,800	12,995	4,769
EL SALVADOR										
San Salvador	24est.	45	1,467	46est.	6,108	761	--	16,178	19,000est.	1,958
GUATEMALA										
Guatemala City	33	116	14,351	68	24,070	3,797	1,503	41,618	57,400	3,728

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LATIN AMERICA

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LIBRARY PROGRAM

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION	
<u>HAITI</u> Port-au Prince	--	32	3,331	10	3,051	80	592	9,200	4,845	2,200	
<u>HONDURAS</u> San Pedro Sula	335	21	6,500	38	1,200	300	1,103	33,000est.	20,950	768	
Tegucigalpa	705	40	7,998	52	6,321	3,093	705	34,817	10,625	1,021	
Sub-total, Honduras	1,040	61	14,498	90	7,521	3,393	1,808	67,817	31,575	1,789	
<u>MEXICO</u> Chihuahua	--	27	5,300	15	500	63	98	1,725	3,600	1,950	
Guadalajara	40	38	No library	--	--	--	--	--	20,000est.	8,229	
Hermosillo	14	24	3,289	32	3,152	739	1,466	16,140	600	736	
Merida	--	24est.	3,272	20	1,891	--	450est.	10,000est.	6,500est.	2,100	
Mexico City	20	121	5,400	10	7,100	3,200	8,500	26,000	26,600	17,252	
Monterrey	--	37	1,706	42	--	1,400	3,281	7,680	39,330	2,515	
Morelia	--	21est.	4,500est.	21est.	2,500est.	125est.	550est.	25,000est.	10,000est.	4,200est.	
San Luis Potosi	30	27	4,073	4	1,300	4,700	670	5,000	4,800	2,041	
Veracruz	--	30	3,331	23	2,288	2,700	367	18,000	1,070	1,839	
Sub-total, Mexico	104	349	30,871	167	18,731	12,947	15,382	109,545	112,500	40,862	
<u>NICARAGUA</u> Managua	Destroyed by earthquake.										
<u>PANAMA</u> Panamá City	38	34	No library	--	--	--	--	--	2,500	1,624	
<u>PARAGUAY</u> Asuncion	412	41	7,190	74	15,394	3,801	2,500	26,320	20,000	1,629	

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LIBRARY PROGRAM

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	LIBRARY PROGRAM			CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION	
					BOOK CIRCULATION	REFERENCE QUESTIONS	NO. REGISTERED BORROWERS			
PERU										
Arequipa	45	31	2,613	40	5,173	421	300	18,326	40,520	1,942
Chiclayo	--	15	2,016	3	2,078	--	711	4,750	11,954	1,206
Cuzco	70	22	3,068	20	2,695	203	375	7,865	9,193	1,830
Huancayo	32	9	742	8	1,265	679	58	16,200	16,483	1,688
Lima	164	279	12,150	143	16,866	4,361	2,499	109,285	116,384	21,000 est.
Piura	30	10	586	16	98	59	45	350	5,289	383
Trujillo	108	24	2,387	25	300	11	52	1,807	16,766	2,054
Sub-total, Peru	449	390	23,562	255	28,475	5,734	4,040	158,583	216,589	30,103
URUGUAY										
Montevideo	160	103	No Library	--	--	--	--	--	39,458	6,070
VENEZUELA										
Carracas	1,364	71	6,324	102	8,522	785	1,342	36,249	20,468	4,905
Karacabo	28	33	No Library	--	--	--	--	--	3,533	958
Sub-total, Venezuela	1,392	104	6,324	102	8,522	785	1,342	36,249	24,001	5,863
GRAND TOTAL, LATIN AMERICA	16,903	3,590	396,953	3,164	492,163	156,600	103,509	1,637,460	1,018,516	232,136

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BINATIONAL CENTERS
FY 1974 ACTIVITIES STATISTICS
WEST EUROPE

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LIBRARY PROGRAM

COUNTRY AND CENTER	TOTAL MEMBERS	TOTAL LOCAL STAFF	INVENTORY OF BOOKS	NO. PERIODICAL SUBSCRIPTIONS	BOOK CIRCULATION	NO. REFERENCE QUESTIONS	NO. REGISTERED BORROWERS	LIBRARY ATTENDANCE	CULTURAL PROGRAM ATTENDANCE	ENGLISH CLASS REGISTRATION
GERMAN, FEDERAL REP. OF										
Freiburg	48	10	13,243	97	14,934	641	2,179	18,482	10,058	--
Heidelberg	--	8	11,654	95	16,086	1,956	1,829	22,700	15,876	78
Nuernberg	--	8	8,742	39	6,751	213	1,381	5,025	16,625	--
Saarbruecken	--	3	7,918	105	7,118	669	879	4,739	19,665	--
Tuebingen	351	16	7,147	91	8,931	775	987	7,250	20,384	392
Sub-total, Germany	399	45	48,704	427	53,820	4,254	7,255	58,196	82,608	470
GREECE										
Athens	1,043	73	3,088	12	11,608	2,600	1,730	30,000	52,300	5,867
ITALY										
Naples	--	39	No Library	--	--	--	--	--	4,400	1,370
SPAIN										
Barcelona	433	81	8,281	112	8,292	1,355	2,392	37,963	14,250	9,000
TURKEY										
Adana	1,041	18	1,643	33	500	64	146	908	2,696	2,574
Ankara	6,132	81	No Library	--	--	--	--	--	46,250	5,102
Istanbul	292	56	No Library	--	--	--	--	--	--	1,140
Izmir	900	57	No Library	--	--	--	--	--	6,707	3,462
Sub-total, Turkey	8,365	212	1,643	33	500	64	146	908	55,653	12,278
GRAND TOTAL, WEST EUROPE										
	10,240	450	61,716	617	74,220	8,273	11,523	127,067	209,211	28,985