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ABSTRACT

This unit, designed for use with students in grades 6-12, has two purposes: (1) to inform teachers and students about social and economic conditions in rural El Salvador; and (2) to teach students how to analyze the indicators of such social and economic conditions. The six included lessons incorporate reading, graphing, and critical thinking skills along with the social science skills: data gathering from maps, interpretations of charts and graphs, and evaluation of new sources. The titles of the six lessons are: (1) A profile of El Salvador, (2) Geography and population, (3) Land use in rural El Salvador, (4) Urban contrasts, (5) A visit to rural Tenancingo, and (6) El Salvador and the U.S. Media. Some lessons involve the use of slides. Three appendices are included: (1) List of key individuals, (2) Timeline of recent events in El Salvador, and (3) Annotated bibliography on El Salvador for teachers and students. (DB)

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SCARCITY AND SURVIVAL IN EL SALVADOR

022 398

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

SPICE

Littlefield Center, Room 14, 300 Lasuen Street
Stanford University
Stanford, California 94305-5013
☎ (415) 723-1114

Background

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SPICE is sponsored by the Institute for International Studies and the School of Education at Stanford University.

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SCARCITY AND SURVIVAL IN EL SALVADOR

GRADES SIX TO TWELVE

**The Latin America Project
Stanford Program on International and Cross-Cultural Education
Stanford University**

The curriculum was developed with funding from Stanford Center for Latin American Studies, Center for Research on International Studies, and the International Research and Studies Program, Office of Post-Secondary Education U.S. Department of Education.

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Faculty Consultant:	William H. Durham, Ph.D Anthropology Department Stanford University
Curriculum Developers:	Bert Bower Kathie Toland
Latin America Project Coordinator:	Giselle O. Martin
Curriculum Review and Update:	Bruce Uhrmacher
Technical Assistance:	Dorothy Chappell
Cover Illustration:	Rashida Basrai

Selected slides in this unit have been reprinted from "Scarcity and Survival in Central America" by William Durham with the permission of the publishers, Stanford University Press, 1979 by the Board of Trustees of the Leland Stanford Junior University.

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RATIONALE

The curriculum unit, **Scarcity and Survival in El Salvador** (Grades 6-12), has two purposes: 1) to inform teachers and students about social and economic conditions in rural El Salvador; 2) to teach students how to analyze the indicators of such social and economical conditions.

Six lessons to be used sequentially during six class periods incorporate reading, graphing, and critical thinking skills with El Salvador as the content. Social Science skills embedded within these lessons are:

1. data gathering from maps (political, relief, population density);
2. interpretation of charts and graphs (linear graph, bar graph, and pie graph); and,
3. evaluation of news sources.

That these slide/inquiry lessons are an integral part of current events instruction should be apparent to teachers who confront students' questions daily. It is intended that the logical sequence of these lessons will provide a context for understanding the roots of the civil strife in El Salvador and that the information in the unit will foster a strong concern and curiosity which will lead students to further research and, hopefully, debate on issues of El Salvador as well as Latin America. The three appendices provide additional resources for teachers and students who wish to learn more about the political events of recent years.

These lessons also emphasize broad issues of population growth, land use, scarcity, and other aspects of rural underdevelopment. Students' understanding of these important issues is paramount if they are to begin learning about contemporary El Salvador.

STUDENT OBJECTIVES

Knowledge

Students will:

- learn vocabulary important for communicating about issues regarding Latin America and global interrelatedness
- identify major geographical regions in Latin America
- learn about soil and climate conditions of El Salvador
- learn the history of land tenure in El Salvador
- understand the advantages and disadvantages of urban migration

Skills

Students will:

- learn to understand and use maps and graphs effectively
- learn how to read and construct line, pie, and bar graphs
- learn to discuss urban poverty in a global context
- apply critical decision-making skills to a simulated "real life" problem.
- compare and contrast types and depth of media coverage.
- write a news article or television newscast

Attitudes

Students will:

- gain insight into the lifestyle of campesinos or small farmers
- understand that news articles or television newscasts are often limited in scope

MODEL CURRICULUM STANDARDS

Scarcity and Survival in El Salvador meets the following Model Curriculum Standards adopted by the California State Board of Education:

World History, Culture, and Geography

4. ...should emphasize and illuminate the cultural, economic, and political interactions of peoples and cultures over time.
6. ...should develop the student's knowledge of physical and place-name geography and encourage relation of that knowledge to specific historical or contemporary events and conditions.
7. ...emphasize the relationships among cultures, topography, climate, soils, etc., and historical development, notably the effect of specific geographical features, both negative and positive, on human communications and contact, and on economic productivity.
8. ...should include the characteristics of the fundamental types of human society: gathering and hunting, horticultural, pastoral, agricultural, and industrial.
10. ...should emphasize the characteristics of urban society and the role of cities in history...
12. ...should indicate the varieties of social order in historical contexts.
21. ...provide opportunities for students to develop basic, creative and critical thinking, and interpersonal or social participation skills.

Economics

14. ...show that international trade and the movement of people across national borders has had a major impact on the economies of the United States and the rest of the world.

PREFACE

It is important to explain the intent and scope of this curriculum unit, **Scarcity and Survival in El Salvador**, at the outset. The slides which form the core of these lessons were taken during 1975 and 1976 by Professor William H. Durham, Department of Anthropology, Stanford University. The subject of Professor Durham's research and subsequent book, Scarcity and Survival in Central America (Stanford University Press, 1979), was rural land use and other aspects of subsistence agriculture in ten small hamlets near Tenancingo, a small town northeast of San Salvador. Families of 285 **campesinos** (small farmers) were interviewed to determine patterns of land use, migration, mortality, and land tenure which characterize rural underdevelopment.

Since these lessons are based upon Professor Durham's research on rural life, we do not pretend to introduce the entire history and culture of El Salvador. This is not a travelogue featuring local scenery and historical landmarks. Not every lifestyle is portrayed. Instead, we illustrate larger issues which confront approximately 60% of the population: scarcity, population growth, land squeeze, and migration. These issues which strike at the heart of the political and economic issues in El Salvador are as central today as they were in 1976. In order to vividly depict these global issues, we focus on one **campesino** family.

Statistics on population density, growth rate, life expectancy, infant mortality and per capita income only present a "profile" or impression of life. These measurements are attempts to determine patterns of living conditions. The weakness of statistics lies in the difficult task of data gathering. What is important is not the exact number, but the trends or generalizations derived from the statistics. Through readings, graphing, slide discussion, and other activities, this unit depicts the nature of life which underlies the statistics.

LESSON ONE: A PROFILE OF EL SALVADOR

Objectives

Students will:

- clarify common misconceptions about El Salvador and Central America
- understand the Spanish terms: **hectare, junta, hacienda, campesino, guerrilla, and barriada**
- define the global concepts: population growth rate, population density, life expectancy, infant mortality, literacy, scarcity and per capita GNP
- define the vocabulary words: rural, urban, investment, oligarchy, strife, sabotage, bedrock, export crops and food crops

Materials

Pre-test on El Salvador (Handout #1A)
Answers to Pretest
Vocabulary Matching (Handout #1B)
Answers to Vocabulary Matching
Dictionaries
A Profile of El Salvador (Handout #1C)
Media Check Worksheet (Handout #1D)

Procedure

1. Distribute **Pre-test on El Salvador** (Handout #1A) to each student. It should take only a few minutes for each student to complete this brief true or false quiz. Afterward the teacher can use the Teacher's Copy to clarify misconceptions which students and much of the general public have about El Salvador and which have resulted in unnecessary concerns or incorrect conclusions regarding the current issues. This **Pre-test** can also be used as a post-test at the end of the unit.
2. Distribute **Vocabulary Matching** (Handout #1B). Allow students to work together in groups to match the terms with their probable meanings. Some of the definitions will vary from standard dictionaries because they are specific to this curriculum. Spanish-speaking students will have an opportunity to contribute their knowledge of Spanish terms. The teacher should use the corrected Vocabulary Matching sheet to correct student work.

3. Distribute **A Profile of El Salvador** (Handout #1C). Students should read this survey of history, society, economy and politics. This reading lends itself to an optional outlining assignment. Main headings will become topics with roman numerals. Related facts will fall beneath the four main headings. Outlining is a valuable skill which will provide students with a method to organize this detailed narrative.

Homework: Media Check Worksneet (Handout #1D)

Distribute **Media Check Worksheet** (Handout #1D). Students should choose one news source: newspaper or national television newscast. Each night they should summarize the coverage of El Salvador or Central America in one or two paragraphs. (Students should first seek stories on El Salvador. If none are found, then stories on other Central American countries will suffice). They must analyze coverage for use of pictures, placement in news report, and issues presented. By the end of Lesson Six, students should be able to discuss the strengths and weaknesses of media reports about El Salvador and Central America.

Pre-test on El Salvador

Directions: Answer true or false based upon your first impression of each statement.

- _____ 1. El Salvador is located closer to Florida than to California.
- _____ 2. El Salvador is located on the equator and is covered with hot, humid tropical forests.
- _____ 3. El Salvador's area is equal to that of the nine Bay Area counties.
- _____ 4. El Salvador is located on the same longitude as the city of Chicago, Illinois.
- _____ 5. Mexico is the largest country in Central America.
- _____ 6. Countries which border El Salvador are: Guatemala, Honduras and Nicaragua.
- _____ 7. The city of San Salvador is the same as El Salvador.
- _____ 8. El Salvador has the highest population density (per square mile) of any country in Latin America, but is the smallest country in Central America.
- _____ 9. Many people in El Salvador speak an Indian language and wear colorful woven clothes.
- _____ 10. Most people in El Salvador live in cities.
- _____ 11. Bananas are the main export of El Salvador.
- _____ 12. El Salvador imports 30% of all goods consumed.
- _____ 13. The president of El Salvador rules as a dictator with complete control over the military.
- _____ 14. There are two political parties in El Salvador quite similar to the Republicans and Democrats in the United States.

Pre-test on El Salvador

1. El Salvador is located closer to Florida than to California.
TRUE. El Salvador lies approximately 1,000 miles southwest of Florida and 2,300 miles southeast of California.
2. El Salvador is located on the equator and is covered with hot, humid tropical forests.
FALSE. El Salvador is located 900 miles north of the equator. Only the narrow coastal lowlands have a tropical climate. At one time they were densely covered with tropical forests; now large cotton and sugar haciendas are located in this fertile region.
3. El Salvador's area is equal to that of the nine Bay Area counties.
TRUE. El Salvador can be compared to the size of the nine Bay Area counties. It is only approximately 56 miles from the coast to the Honduran border in the northern highlands. This is comparable to the distance between San Francisco and San Jose.
4. El Salvador is located on the same longitude as the city of Chicago, Illinois.
TRUE. Chicago and El Salvador lie on the same longitude, approximately 85 degrees west.
5. Mexico is the largest country in Central America.
FALSE. Mexico is not one of the seven Central American countries. Guatemala is the largest country. Central America covers a smaller area than Texas, but has 9-1/2 million more people.
6. Countries which border El Salvador are: Guatemala, Honduras and Nicaragua.
FALSE. Guatemala and Honduras are the only countries which border El Salvador. Nicaragua is separated from El Salvador by the Gulf of Fonseca and a portion of Honduras which touches the Pacific Ocean at the Gulf.
7. The city of San Salvador is the same as El Salvador.
FALSE. San Salvador is the capital city and only one of many cities located along the Pan American Highway. Santa Ana, San Miguel and Sonsonate are the next largest cities in El Salvador.

8. El Salvador has the highest population density (per square mile) of any country in Latin America, but is the smallest country in Central America.

TRUE. El Salvador has approximately 595 persons per square mile.

9. Many people in El Salvador speak an Indian language and wear colorful woven clothes.

FALSE. Following a 1932 peasant uprising, many Indians were ruthlessly killed in "La Matanza," an important historical event. At that time the Indian dress and language fell into disuse. However, a neighboring country, Guatemala, does possess a large indigenous population.

10. Most people in El Salvador live in cities.

FALSE. About 60% of El Salvador's people live in rural towns or on farms.

11. Bananas are the main export of El Salvador.

FALSE. El Salvador exports primarily coffee, sugarcane and cotton. Prior to World War II coffee was the principal export crop. Since the war other crops and manufactured goods have been produced for export.

12. El Salvador imports 30% of all food consumed.

TRUE. The large farms or haciendas produce crops for export markets and for local consumption.

13. The president of El Salvador rules as a dictator with complete control over the military.

FALSE. The president of El Salvador, José Napoleón Duarte, was selected in a national election held in March 1984 for a five year term.

14. There are two political parties in El Salvador quite similar to the Republicans and Democrats in the United States.

FALSE. There are numerous political parties, dissident and paramilitary groups in El Salvador. Some parties which did participate in the election for the Constituent Assembly included: Christian Democrats, ARENA, National Conciliation Party, and Democratic Action. Many insurgent political parties did not participate in the election.

Vocabulary Matching

I. Spanish terms

- | | | |
|--------------|-------|--|
| A. hectare | _____ | 1. shantytowns or squatter settlements around a city |
| B. junta | _____ | 2. a rebel soldier (English usage); unconventional warfare (Spanish usage) |
| C. hacienda | _____ | 3. land measure, equals the size of two football fields |
| D. campesino | _____ | 4. a large farm or plantation |
| E. guerrilla | _____ | 5. a committee which governs a country |
| F. barriadas | _____ | 6. a small farmer or country person |

II. International Concepts

- | | | |
|---------------------------|-------|--|
| A. population growth rate | _____ | 1. average age of a nation's people at their death |
| B. population density | _____ | 2. a measure of the percent that the population grows each year |
| C. life expectancy | _____ | 3. percent of people able to read |
| D. infant mortality | _____ | 4. number of people per square mile or kilometer |
| E. literacy rate | _____ | 5. number of babies which die at birth each year per 1,000 live births |
| F. scarcity | _____ | 6. lack of food or materials to support life |
| G. per capita GNP | _____ | 7. an average per person of goods and services produced by a nation |

III. Related and other useful words

- | | | |
|-----------------|-------|--|
| A. rural | _____ | 1. farm products grown for sale in other countries (coffee, sugar, cotton) |
| B. urban | | |
| C. investment | _____ | 2. a government in which a small group exercises power |
| D. oligarchy | | |
| E. strife | _____ | 3. to spend money for the purposes of obtaining profit |
| F. sabotage | _____ | 4. farm products grown for local needs (corn, beans, sorghum, manioc) |
| G. bedrock | _____ | 5. solid rock under soil |
| H. export crops | _____ | 6. violent conflict |
| I. food crops | _____ | 7. to destroy or damage |
| | _____ | 8. of the city or related to the city |
| | _____ | 9. of the country or related to the country |

Answers to Vocabulary Matching**I. Spanish terms**

- | | | |
|--------------|---|--|
| A. hectare | F | 1. shantytowns or squatter settlements around a city |
| B. junta | E | 2. a rebel soldier (English usage); unconventional warfare (Spanish usage) |
| C. hacienda | A | 3. land measure, equals the size of two football fields |
| D. campesino | C | 4. a large farm or plantation |
| E. guerrilla | B | 5. a committee which governs a country |
| F. barriadas | D | 6. a small farmer or country person |

II. International Concepts

- | | | |
|---------------------------|---|--|
| A. population growth rate | C | 1. average age of a nation's people at their death |
| B. population density | A | 2. a measure of the percent that the population grows each year |
| C. life expectancy | E | 3. percent of people able to read |
| D. infant mortality | B | 4. number of people per square mile or kilometer |
| E. literacy rate | D | 5. number of babies which die at birth each year per 1,000 live births |
| F. scarcity | F | 6. lack of food or materials to support life |
| G. per capita GNP | G | 7. an average per person of goods and services produced by a nation |

III. Related and other useful Words

- | | | |
|-----------------|--------|--|
| A. rural | H_____ | 1. farm products grown for sale in other countries (coffee, sugar, cotton) |
| B. urban | | |
| C. investment | D_____ | 2. a government in which a small group exercises power |
| D. oligarchy | | |
| E. strife | C_____ | 3. to spend money for the purposes of obtaining profit |
| F. sabotage | | |
| G. bedrock | I_____ | 4. farm products grown for local needs (corn, beans, sorghum, manioc) |
| H. export crops | | |
| I. food crops | G_____ | 5. solid rock under soil |
| | E_____ | 6. violent conflict |
| | F_____ | 7. to destroy or damage |
| | B_____ | 8. of the city or related to the city |
| | A_____ | 9. of the country or related to country |

A PROFILE OF EL SALVADOR*The people

Almost ninety percent of the people in El Salvador have mixed Indian and Spanish blood. The balance, including 20,000 foreign-born residents, is made up of tiny minorities. About sixty percent of the 5.1 million people live in rural areas.

Spanish is the official language, although a few Indians still speak Náhuatl (na-ooa-tel), the dialect of the Pipil tribes.

About eighty percent of Salvadoreans are Roman Catholic. Many of the priests and nuns are missionaries from Spain and Italy. Protestant sects represent only three percent of the population.

Geography

El Salvador has three zones, each with its own climate: the narrow, coastal Pacific lowlands with their **torrid** (hot, humid) climate; the northern plains which are cold and sparsely populated, and the over-populated central valley which is **temperate** (cool). The dry season runs from December to May.

All of El Salvador is on the Central American volcanic axis. Two mountain chains run from east to west, forming three climatic zones. It has many active volcanoes. The central valley soil, enriched by volcanic matter, is fertile and ideal for coffee cultivation. Almost all of the farmland is under cultivation. The average temperature in San Salvador for the past 20 years was 73° (F), while on the beaches it has averaged 80° (F).

History

El Salvador was inhabited by the Podoman, Chorti, Lenca and Ulua peoples of the Mayan civilization between the 4th and 10th centuries. After the Mayas came the Pipil, nomadic Náhuatl people who were long established in Mexico. Early in their history they were one of the few Indian groups to abolish human sacrifice. The Náhuatl culture was similar to the Aztec and traces of it can be found today at the ruins of Tanzumal (near Chalchuapa) and San Andres (northeast of Armenia).

Spanish forces led by Pedro de Alvarado, who was sent by Cortés, first attempted to conquer the area in 1524 but were driven back by the Pipil. The next year Alvarado returned and succeeded in bringing the district under the control of the Captaincy General of Guatemala. In the early 19th century, the creoles (people of Spanish blood born in America) of San Salvador were the most technologically-developed people in Central America.

*Adapted from CIDA Country Profiles, Canadian International Development Agency, Public Affairs Division, Quebec, November 1981.

El Salvador and the other Central American provinces proclaimed their independence from Spain in 1821. In 1822 all the Central American provinces joined together with Mexico but El Salvador resisted, insisting on self-government. Following a revolution in Mexico in 1823, the new Mexican Congress allowed the Central American provinces to decide their own fate. In 1823 the five provinces combined to form the Federal Republic of Central America. When the Federation was dissolved in 1839, El Salvador began its existence as an independent republic.

The political history of El Salvador is characterized by great instability. Since its independence the country has been wracked by revolutions and presided over by a series of military governments. Although El Salvador enjoyed periods of relative calm in the first three decades of the twentieth century and between 1950 - 1960, the nation has been generally plagued with anarchy, unfair elections and often brutal suppression of peasant uprisings. Along with internal strife, El Salvador has periodically been in conflict with neighboring states. The 1969 "soccer war" for example between El Salvador and Honduras stemmed from disputes over borders and Honduran deportation of Salvadorean emigrants. So called the "soccer war" because of nationalistic feelings aroused by the World Cup soccer matches between the two countries, the bloody war left over several thousand dead on both sides.

El Salvador today is the most densely populated country in Latin America and one of the less stable in Central America. It is plagued by terrible income inequality, high population growth and subsequent pressure on the land, high seasonal unemployment, a **poor investment climate** (not rich for agricultural development), dependence on unstable export products, **illiteracy** (large number of people who cannot read) and other serious social and economic ills. Such conditions are at the heart of the current political crises in El Salvador.

Today, El Salvador is headed by President José Napoleón Duarte of the Christian Democratic Party who was elected President with 54% of the popular vote in March 1984. The sixty-seat Legislative Assembly includes members from five political parties: the Christian Democratic Party (which holds 33 seats), the Nationalist Republican Alliance (13 seats), the National Conciliation Party (12 seats), the Democratic Action Party (1 seat), and the Salvadorean Authentic Institutional Party (1 seat).

Despite a wide array of representation in the Legislative Assembly, the government is opposed by a coalition of left-wing organizations, many with **para-military troops** (forces which are armed but not a part of the army or Civil Guard), and conservative opposition parties (those who want to retain the status quo), some of whom are backed by right-wing "death squads." The civil war which has claimed more than 20,000 lives

between 1979 and 1982 and still takes almost 50 lives weekly continues to tear the country apart.

Economy

From 1964 to 1979, El Salvador maintained a growth rate of 5 percent with a population growth rate at 3.3 percent. In 1979 however, the **gross domestic product (GDP)**, goods sold within the country, declined by 1.5 percent. Poor harvests for coffee and cotton, **guerrilla** destruction of plantations and blocking of transport routes, all greatly hurt the agricultural sector of the economy. Coffee harvest hit an all time low in the 1984-85 season with a decline of 40 percent since 1979-80.

The civil **strife** has also struck hard at the industrial section of the economy. There have been strikes, **sabotage** (bombings), and plant closings. In 1985 unemployment reached 33 percent or, combined with underemployment 50 percent. Minimum wage for a male worker in manufacturing in San Salvador was 13 colones or \$2.86 per day. In agriculture the minimum wage was 5.2 colones or \$1.07. Inflation in 1985 was 22.2 percent.

Despite hard times the outlook for El Salvador had called for continued slow growth. Public consumption had risen 1.9 percent in 1984 from 1983 and private consumption increased by 2.1 percent. In 1984 the GDP grew by 1.5 percent, and while coffee and cotton had suffered, staple foods such as maize (corn), beans, rice and sugar fared much better. The earthquake, however, which struck on October 17, 1986 and devastated the central cities leaves El Salvador with an unpredictable economic outlook.

PROFILE**

Population - 5.1 million (mid 1984 estimate).
Population Growth Rate - 2.9%
Population Density - 595 persons/sq. mi. (231 persons/km)
Per Capita GNP - \$650.00
Life Expectancy at Birth - males 62.6 years, females 66.3 years
Adult Literacy Rate - 62% (urban areas); 40% (rural areas)
Primary School Enrollment - 65%
Infant Mortality Rate - 71 per 1,000 live births
Labor Force in Agriculture - 50% of the work force
Area - 21,476 km or 8,260 square miles
Capital - San Salvador
Currency - Colones

**Based on data provided by the Canadian International Development Agency, Public Affairs Division, November, 1981. Updated by the Latin America Project, Stanford.

Background Notes. United States Department of State Bureau of Public Affairs, February 1985.

*** MEDIA CHECK WORKSHEET ***

NEWS SOURCE (Day, Date)	PLACEMENT IN NEWSCAST OR NEWSPAPER	INFORMATION PRESENTED (Summarize)	MAIN ISSUES (Choose one: military, political, economic, human rights or international)	USE OF PICTURES (Describe)
----------------------------	---------------------------------------	--------------------------------------	---	-------------------------------



LESSON TWO: GEOGRAPHY AND POPULATION

Objectives

Students will:

- identify political, population density and topographical maps of El Salvador and Central America
- locate three main regions and climates. warm lowlands, temperate mountain valleys, and cool highland plains
- identify El Salvador within Latin America and Central America
- locate the capital, main river, Gulf of Fonseca, volcanic ridge, Pan American highway, main cities and bordering countries of El Salvador
- construct a line graph on population growth

Materials

Slides 1-5 and Slide Descriptions: Geography & Population
Map of Latin America (Handout #2A)
Map of El Salvador (Handout #2B)
Map of Central America (Handout #2C)
Wall Map of the Western Hemisphere
Textbooks or Atlases
Population Growth Worksneet (Handout #2D)

Procedures

1. Project and discuss three maps of El Salvador: political-relief, topographical and political. Use the **Slide Descriptions** for additional information. Locate three main regions, main river, Gulf of Fonseca, as well as cities, ports, and geographical boundaries.
2. Project and discuss two maps of Central America: political-relief and population density. Locate El Salvador in relation to other Central American countries. In particular, contrast similarities and differences in **population patterns** (changes in population growth and migrations) between El Salvador and Honduras. The **Slide Descriptions** provide additional information. Use a wall map of the Western Hemisphere to locate Central America and El Salvador in relation to the United States, particularly California, Florida and Illinois.
3. Distribute Handouts #2A, #2B, and #2C. Students should complete the **maps of El Salvador and Central America** (Handouts #2B and #2C) and the **map of Latin America** (Handout #2A), by referring to the slides or atlases.

4. The next activity requires students to complete a line graph using information on the **Population Growth Worksheet (Handout #2D)**. Slides 6 and 7 provide visual reinforcement and a method of self-correction by students.

Orient students to the **x** and **y** axes (population in hundred thousands and years). Explain that a line graph is a picture of facts taken from the chart on the left hand side of the worksheet. By placing an "x" or dot at the appropriate place and by connecting and by connecting each dot, students should have drawn a "J curve". See **Slide Descriptions**.

SLIDE DESCRIPTIONS
GEOGRAPHY AND POPULATION

1. POLITICAL-RELIEF MAP OF EL SALVADOR



Although El Salvador seems a mere speck on a world map, it is large because of its high population density. The area of El Salvador is 8,260 square miles, the same size as the state of Massachusetts or the nine San Francisco Bay Area counties. With a population of 5.1 million (mid-1984 estimate) El Salvador's population density (595 people per square mile) is the highest in Latin America.

This large population exists in a country which has three distinct regions in the approximately fifty-six miles between the Pacific Ocean on the south and the Honduran border on the north.

2. TOPOGRAPHICAL MAP OF EL SALVADOR



The three geographical regions are visible on this wall map found in the National Museum in San Salvador. The narrow lowlands along the Pacific coast, once covered by tropical forest, have a warm climate (80 F) year round. The central mountain valleys dotted with inactive volcanoes have a temperate climate (73 F). Finally, the northern plains along the Rio Lempa are sparsely populated and have a cold climate.

The Rio Lempa flows into the Pacific after winding south from its source in Honduras. It provides water for irrigation, hydroelectric power and transportation linking the central and highland regions.

3. POLITICAL MAP OF EL SALVADOR



The political departments (similar to states) reflect the concentration of population in the central mountain valleys. Historically, the Pipil Indians settled there because of the temperate climate, absence of disease-bearing insects, and fertile volcanic soil.

Although approximately sixty percent of the people live in rural areas, there are many small towns and one large urban center, San Salvador, the capital. San Miguel, Santa Ana and San Vicente are located on or near the Pan American highway, the main road linking all of Central America.

4. POLITICAL-RELIEF MAP OF CENTRAL AMERICA



Hernan Cortés, sixteenth century Spaniard, commented that the geography of Central America resembled a crumpled piece of parchment paper. The rugged terrain of these seven countries: Guatemala, Belize (1981), Honduras, El Salvador, Nicaragua, Costa Rica and Panama, is caused by the Central American volcanic ridge which parallels the Pacific coast.

The area of Central America is slightly larger than the state of California. Most of Central America lies south of the midwestern part of the United States. El Salvador falls on the same longitude as Chicago, Illinois.

El Salvador is bordered by Guatemala on the northwest and by Honduras on the northeast. Nicaragua is not adjacent to El Salvador, but is separated by the Gulf of Fonseca and a small strip of Honduran territory.

5. POPULATION DENSITY MAP OF CENTRAL AMERICA



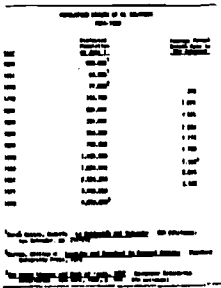
Central America covers a smaller area than the state of Texas, but has 9 1/2 million more people. This map was based on the 1950 census, but it vividly contrasts the high concentration of population in El Salvador with neighboring countries.

In 1969 the Organization of American States (OAS) successfully mediated a violent "population war" between Honduras and El Salvador. It is termed a "population war" because the mistreatment of 300,000 Salvadorean migrants in sparsely populated Honduras was at the root of the conflict. Disruptions during a series of international soccer games between El Salvador and Honduras sparked four days of military action along the border. When hundreds of thousands returned to El Salvador following the settlement, the problem of population density intensified.

Student materials on the 1969 Soccer War are available from the Constitutional Rights Foundation (International Law in a Global Age, 1982, pp. 81-82) and Harvard Social Studies Project (Organizations among Nations), 1970, pp. 46-51).

6. POPULATION GROWTH CHART, 1524-1980

Together with Handout #2D, this slide allows students to construct a line graph depicting population growth in El Salvador. Pass out the **Population Growth Worksheet** (Handout #2D) before discussion of this slide.

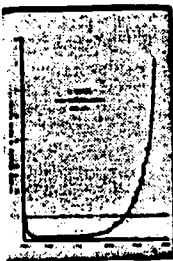


This chart shows the history of population growth in El Salvador from 1524 when the Spaniards arrived. Estimates derived from Spanish tribute records reveal the dramatic decline in population from 500,000 to the low level of 50,500 by 1550. Diseases such as measles, smallpox and influenza were transmitted unintentionally to the Indian population. The result was a demographic catastrophe. It was not until the late eighteenth century that El Salvador's population returned to its pre-conquest level. After 1880 the spread of commercial agriculture was paralleled by consistent population growth.

Since 1880, the only decade in which the population growth rate declined slightly was the 1930's. This resulted from "La Matanza," a violent suppression of a peasant uprising in 1932. Led by Agustin Farabundo Marti, Indian farmers marched on San Salvador to protest low wages and the loss of land to large coffee haciendas. Approximately 17,000 Indians were killed and, consequently, use of Indian clothing and language (Nahuatl) was abandoned throughout the country.

7. POPULATION GROWTH LINE GRAPH

This graph depicts the statistics on the previous slide. Students should check their graphs on **Population Growth Worksheet** (Handout #2D). If done accurately, the line should resemble a "J" curve. A slight bump should appear between 1930 and 1950 when the growth rate remained constant for a short period.



World population growth also resembles this "J" curve. Comparisons with population growth in the United States and other Central American countries are available in the Statistical Yearbook for Latin America, 1984 edition, the World Bank Atlas or other sources.

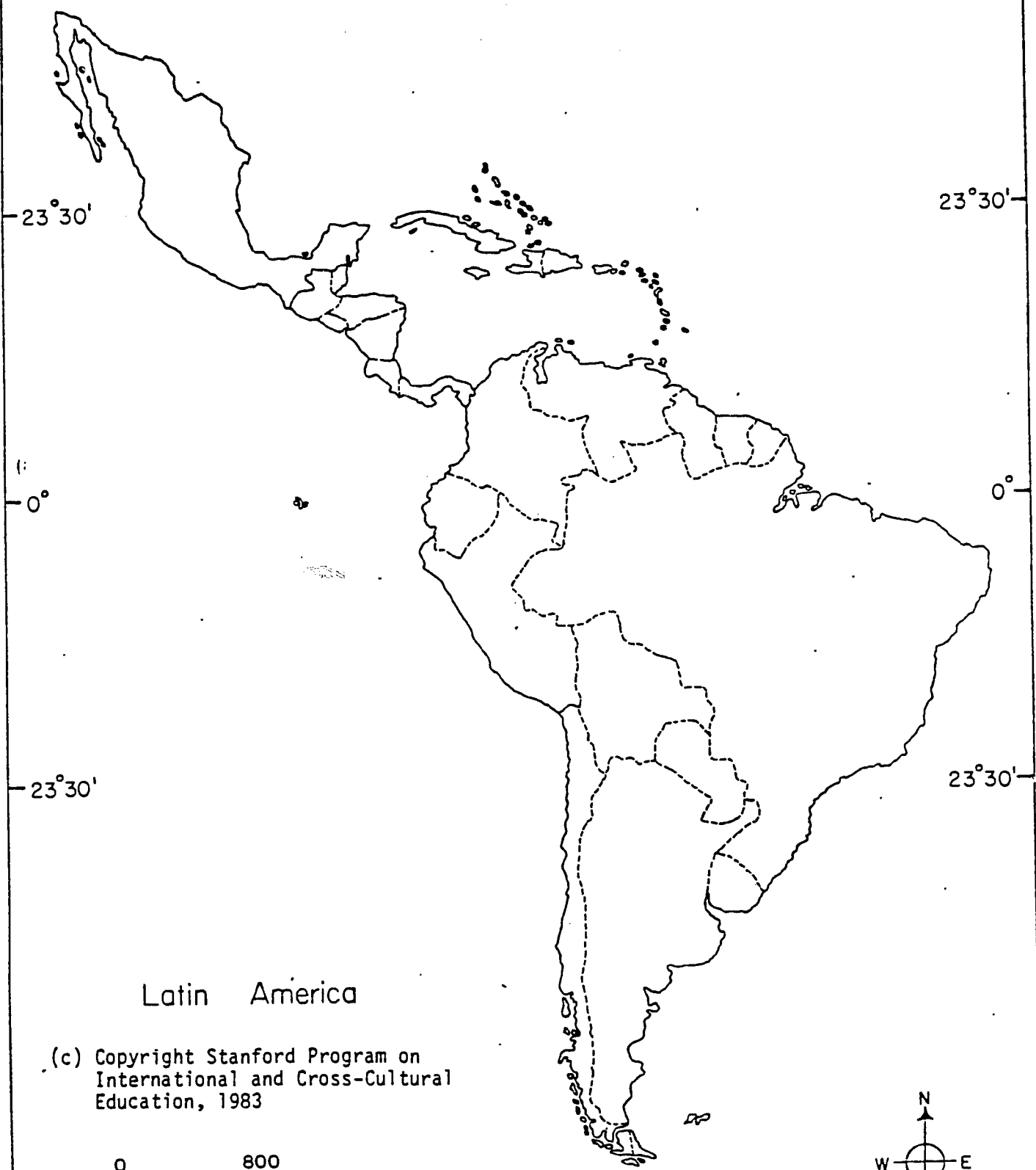
Slide Description - Page 4

If El Salvador's population growth rate remains above 3.0% then population will double in less than 25 years. By contrast the population growth rate of the United States is .8% for the decade 1970-77.

90°

40°

HANDOUT #2A



23°30'

23°30'

0°

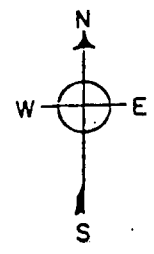
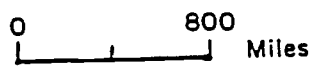
0°

23°30'

23°30'

Latin America

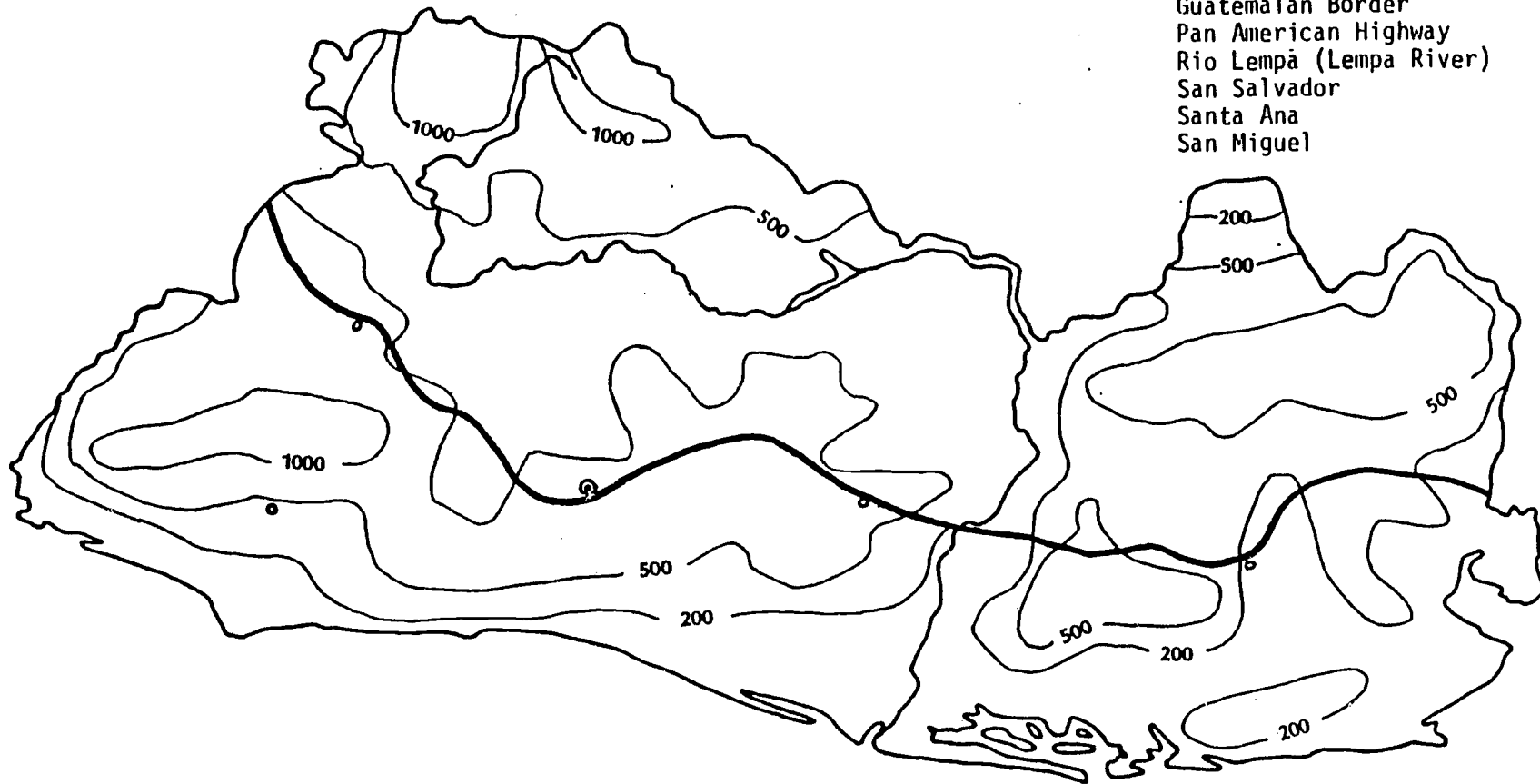
(c) Copyright Stanford Program on International and Cross-Cultural Education, 1983



William Austin, Cartographer

LOCATE AND LABEL:

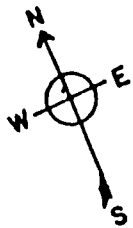
- Pacific Ocean
- Gulf of Fonseca
- Guatemalan Border
- Pan American Highway
- Rio Lempa (Lempa River)
- San Salvador
- Santa Ana
- San Miguel



El Salvador

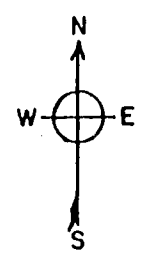
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Contours Expressed in Meters



Central America



----- National Boundaries

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POPULATION GROWTH WORKSHEET

Handout #2D

POPULATION GROWTH OF EL SALVADOR
1524-1980

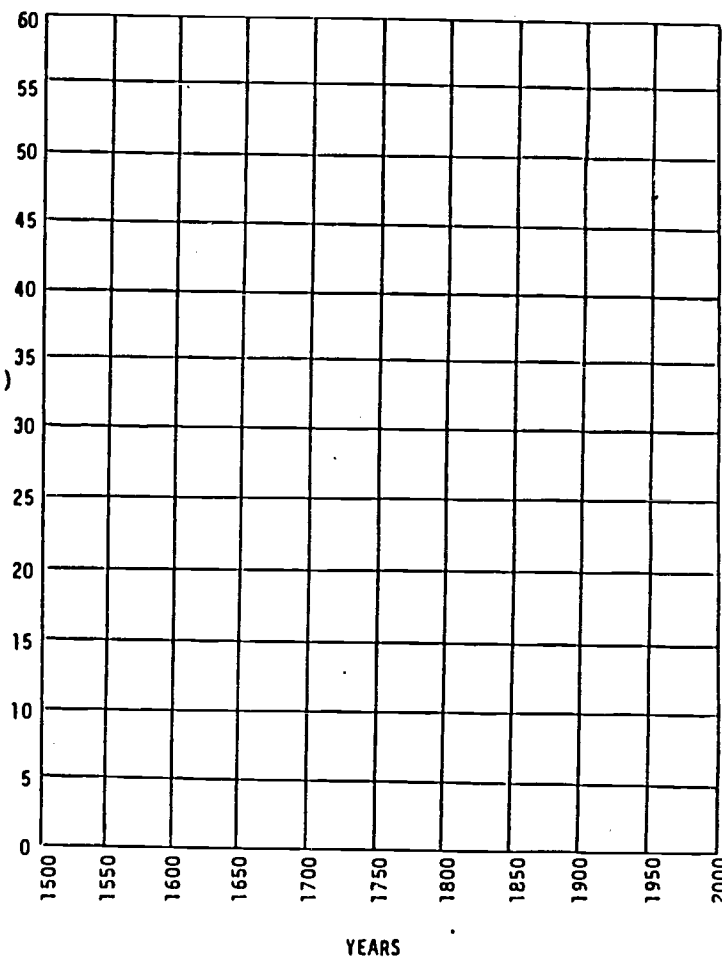
Year	Estimated Population on July 1	Average Annual Growth Rate in the Interval
1524	500,000 ¹	
1551	50,500 ¹	
1570	77,000 ²	
1778	146,700	.31%
1807	200,000	1.07%
1855	394,000	1.42%
1878	554,800	1.50%
1892	703,500	1.71%
1930	1,436,900	1.90%
1950	1,859,500	1.30% ^a
1961	2,523,200	2.81%
1971	3,555,800	3.49%
1980	4,810,000 ³	

ESTIMATED POPULATION

(in Hundred Thousands)

POPULATION GROWTH OF EL SALVADOR

1500 - 1981



¹Barón Castro, Rodolfo. La Población del Salvador. UCA Ediciones: San Salvador, pp. 211-212.

²Durham, William H. Scarcity and Survival in Central America. Stanford University Press, 1979.

³The World Almanac and Book of Facts, 1982. Newspaper Enterprise Association: New York, 1982, p. 535. (An estimate)

^aThe growth rate for this interval reflects the demographic consequences of a peasant rebellion in 1932, in which an estimated 17,000 people were killed.

CC

LESSON THREE: LAND USE IN RURAL EL SALVADOR

Objectives

Students will:

- identify three geographic regions and the crops grown in each of them
- contrast two types of agriculture: large haciendas and subsistence plots
- gain insight into the history of land tenure in El Salvador and the impact of commercial agriculture after 1880.
- analyze a bar graph on Farms and Farmland

Materials

Map of Agricultural Regions (Handout #3A)
Slides 8 - 18 and Slide/Inquiry Interview
Reading a Bar Graph (Handout #3B)
Answers to Reading a Bar Graph

Procedure

1. Distribute **Map of Agricultural Regions** (Handout #3A). Students should locate and color areas of food crop production (cereals) and export crop production (coffee, cotton, sugar).
2. Project slides 8 - 18 and refer to the Slide/Inquiry Interview for descriptions of each slide. As each slide is projected, spend time asking for student impressions. Suggested questions are provided to encourage inquiry. After discussing the slide with the class, read Professor Durham's text. His response is in quotations as if the class were able to interview him.
3. Distribute **Reading a Bar Graph** (Handout #3B). Project slide 18, Farms and Farmland, against the chalkboard. As you explain the maldistribution of land in large holdings, you will be able to write on the graph and highlight particular facts. Refer to the Slide/Inquiry Interview for Professor Durham's analysis of the graph. The bar graph is based upon a 1971 agricultural census done by the government of El Salvador.

After class discussion, students may complete **Reading a Bar Graph** (Handout #3B) either individually or in groups. Upper elementary students may simply discuss the answers out loud.

SLIDE/INQUIRY INTERVIEW

LAND USE IN RURAL EL SALVADOR

8. AS YOU ARRIVE IN EL SALVADOR BY AIRPLANE, WHAT ARE YOUR FIRST IMPRESSIONS?



"El Salvador is very green and lush in this photo because this is during the rainy season. The mountain is a volcano, one of the many along the Central American volcanic ridge which parallels the Pacific Coast."

"When the Spaniards arrived in 1525, Indian villages were located on the slopes of the volcanos where rainfall was heavier, climate was milder, and diseases less serious than in lowland areas. Land ownership rested with the community and temporary use was granted by village elders based on need and prestige."

9. WHAT DO YOU NOTICE IN THE LANDSCAPE BELOW THE AIRPLANE?



"The landscape of El Salvador is dotted with many small family plots of less than one hectare (2.5 acres or the size of two football fields). Corn, beans, rice and sorghum are planted in every available space for food crops."

"The fertile volcanic soil remained under cultivation by Indian villages until 1880 and 1881. At that time two government decrees put the land up for sale to anyone who could read the Spanish land title and had enough money. Instead of creating many small landowners, the most fertile land came under and control of a few families. Between 1880 and 1932, the year of 'La Matanza', there were Indian uprisings every five years."

10. WHAT CROP IS GROWING IN THIS PICTURE?



"This shows you one of the major coffee growing areas. When you fly over this area you think, 'How lovely that El Salvador maintains some natural forested areas.' You shouldn't be fooled by that because all of the area in this slide is carefully manicured overgrowth for coffee plants which are growing underneath. These plants protect the coffee from too intense sunlight. In fact,

there is only one small bit of uncut forest in all of El Salvador and that is now a national park."

"Coffee remains El Salvador's principal export. At times between 1900 and World War II, coffee amounted to as much as 96 percent of the country's total export earnings. So, if you want an example of a single crop export economy, El Salvador is typical."

11. **DO YOU KNOW HOW THESE BEANS BECOME GROUND COFFEE?**



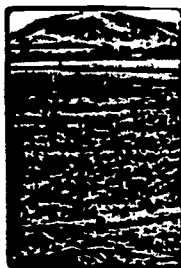
"This is coffee as it looks on the bush. The beans are handpicked, a process that provides seasonal employment for many campesinos. The red pulp is removed and the beans are dried in the sun before roasting."

12. **WHAT IS GROWING ON THIS HACIENDA?**



"This is what a cotton hacienda looks like out of the window of an airplane. In the lower right-hand corner you see the house of the hacienda and some of the recent cotton plantings going out in each direction from it. This is the fertile alluvial soil of the Rio Lempa."

13. **WHAT IS GROWING IN THIS FIELD CLOSE TO A VOLCANO?**



"This slide was taken from atop the Pipil pyramid at San Andres (a pre-hispanic ruin). You are looking down on a sugarcane plantation which is on some of the most productive agricultural land in El Salvador because of the rich volcanic soil. In the distance is a volcano and in the foreground is a worker. This provides you with a sense of size. These are large farms."

14. **WHAT ARE THE WORKERS ON THIS BILLBOARD HARVESTING?**



"This billboard reads 'Sugar--Recipe for Development!' Again, it reflects the idea that has existed in El Salvador since at least the 1880's when it was thought that in order to improve the nation's financial stability abroad, the country should

stimulate commercial agriculture for export. Most of the sugar produced in El Salvador is not for domestic but is exported instead.

15. **WHAT ARE THE TWO TYPES OF FARMS IN THIS PICTURE? TRY TO FIND AN AIRSTRIP IN THE DISTANCE. WHAT MIGHT ITS USE BE?**



"In this slide you can see the Rio Lempa which is flanked by rich alluvial soils washed from the Honduran mountains (background). In the foreground you can see a typical small farm which grows corn and beans. In the distance, however, you can see a very large cotton plantation which uses the best soils to plant a single cash crop. Down the middle of the plantation you can see the landing strip where the absentee landlord occasionally flies in to oversee the plantation."

"The maldistribution of land in El Salvador is tremendously apparent even to casual tourists. It's no secret that El Salvador is a land of extreme contrasts such as this. The campesinos are all aware of it....it's just a part of day-to-day life."

16. **WHAT IS THIS CAMPESINO DOING? WHY IS HIS DIGGING STICK SO LONG?**

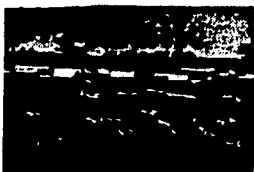


"When you visit El Salvador you often see scenes like this where farmers are cultivating into the bedrock of the country's hilly rural areas. These are some of the most miserable conditions imaginable. This is a slope of 55° to 60° degrees and this campesino is having a great deal of difficulty walking, let alone sowing seed. Notice how long his digging stick is to help on the steep slope. Tied to his belt is a gourd full of corn and bean seeds that are being planted at the same time."

"This field was burned not long ago and the rains have just begun. In two months from this time as much as a five feet of rain will have fallen on that field. You can imagine what will happen to the soil. People who do not know about El Salvador's history think that this is an irrational practice born of

ignorance. But our study shows that people do not cultivate area like this by their own choice; they are forced there by the land ownership system."

17. WHO MIGHT LIVE IN THESE HOUSES CLUSTERED ALONG A ROAD?



"This shows the clustering of houses on the eight foot public right-of-way on either side of a major highway. In the distance you can see one of the large cattle ranches in the Pacific lowlands of El Salvador. The people who live here work as seasonal laborers on the cattle ranches. Most campesinos, even tenant farmers, need to migrate to other areas where large coffee, sugar cane, and cattle estates provide seasonal work."

18. FARM SIZE AND FARM LAND IN EL SALVADOR

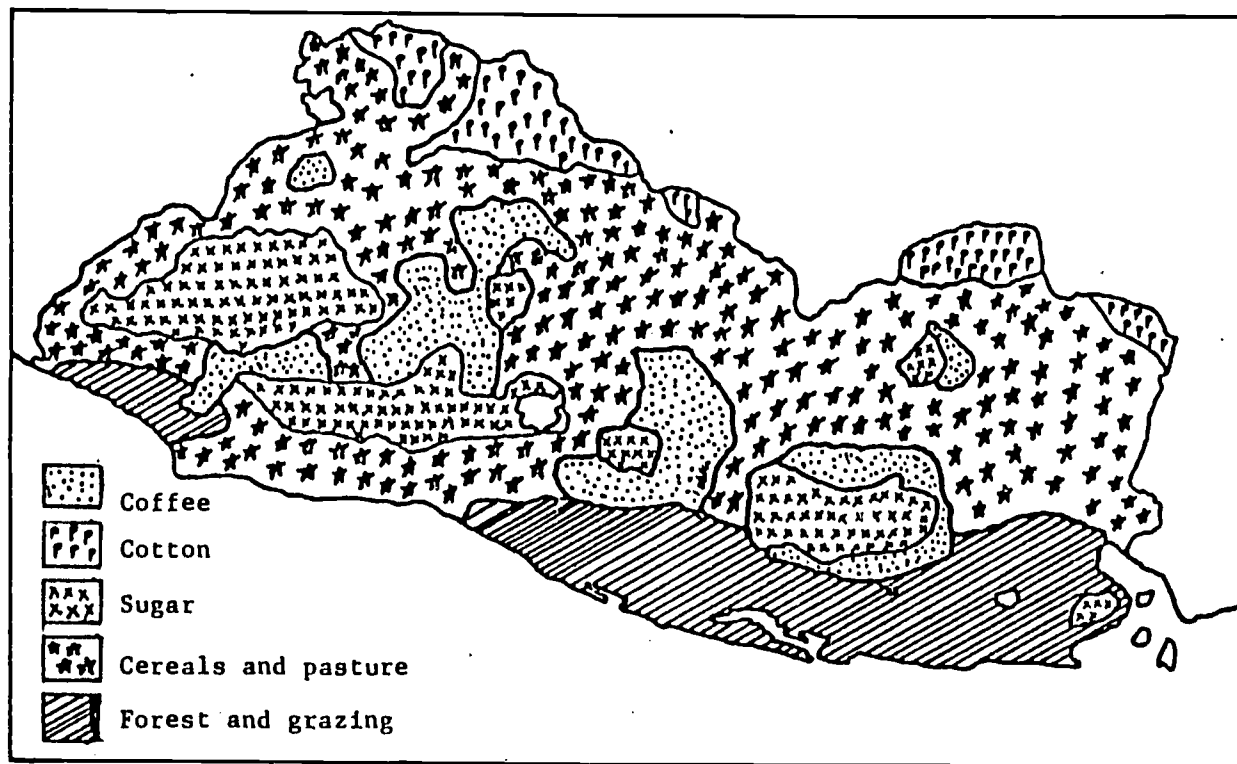


"In 1971 agricultural census takers went house-to-house and surveyed all farms. This graph shows the statistical breakdown of all farms they surveyed. Each pair of bars represents a different size category of farms, with the hectare as the unit of measurement."

"The crossed bars on the graph represent the percent of the total number of farms. So, for example, 48.9 percent of the farms are less than one hectare. The number of farms decreases rapidly as you go from the small farms to the large farms."

"Now as you look at the open bars on the graph you can see where the percent of the farmland lies. Notice that the tendency is in just the opposite direction."

"This graph tells us that 1.5 percent of all farms (50 hectares and above) control fifty percent of the farm land. At the other end of the scale, fifty percent of the small farms control less than five percent of the land. This kind of maldistribution is widespread in Central America, although El Salvador is a particularly exaggerated case."



Agricultural Regions

READING A BAR GRAPH

FARM SIZE AND FARM LAND IN EL SALVADOR

1. If one hectare equals 2.5 acres, how many acres are 100 hectares? How many acres are 1,000 hectares?
2. What percent of farms in El Salvador is larger than 1,000 hectares? What percent of farms in El Salvador is smaller than 1 hectare?
3. How much of the nation's farmland is divided into farms larger than 100 hectares?
4. How much of the nation's farmland is divided into farms smaller than 100 hectares?
5. What size are the largest number of farms? What percent of farms is in this group?
6. What percent of farms is smaller than 10 hectares?
7. What percent of the nation's farmland is in small farms of under 10 hectares?
8. Give examples from the slides which confirm the data in this bar graph.
9. What information in the slides would lead you to believe that small farms in El Salvador are getting smaller? What facts confirm this?
10. Imagine a farm in the United States. Why are farms in the United States getting larger? Give reasons.

ANSWERS TO READING A BAR GRAPH

FARM SIZE AND FARM LAND IN EL SALVADOR

1. If one hectare equals 2.5 acres, how many acres are 100 hectares? How many acres are 1,000 hectares?
One hundred hectares equals 250 acres and 1,000 hectares equals 2500 acres.
2. What percent of farms in El Salvador is larger than 1,000 hectares? What percent of farms in El Salvador is smaller than 1 hectare?
Only .3 percent of farms are larger than 1,000 hectares; however, 48.9% are smaller than one hectare (approximately two football fields).
3. How much of the nation's farmland is divided into farms larger than 100 hectares?
Farms larger than 100 hectares account for 49.3% of the nation's farmland.
4. How much of the nation's farmland is divided into farms smaller than 100 hectares?
Farms smaller than 100 hectares account for 50.7% of the nation's farmland.
5. What size are the largest number of farms? What percent of farms is in this group?
The largest number of farms are small (under one hectare) and there are 48.9% of the farms in this group.
6. What percent of farms is smaller than 10 hectares?
If you add together farms less than 10 hectares and farms less than one hectare, you discover that 92.5% of all farms are small.
7. What percent of the nation's farmland is in small farms of under 10 hectares?
Small farms (less than 10 hectares) account for 27.1% of the nation's farmland.
8. Give examples from the slides which confirm the data in this bar graph?
The large haciendas in the three regions occupy the most fertile and irrigated land. The billboard on Sugar is an example of government support.

9. What information in the slides would lead you to believe that small farms in El Salvador are getting smaller? What facts confirm this?
This question might not be obvious from the slides in Lesson Three, but further slides (Lesson Five) will demonstrate this. Population growth is a factor.
10. Imagine a farm in the United States. Why are farms in the United States getting larger? Give reasons.
The rural population of the United States is shrinking and large corporations are accumulating landholdings.

LESSON FOUR: URBAN CONTRASTS

Objectives

Students will:

- contrast images of urban lifestyles
- understand the advantages and disadvantages of urban migrations
- discuss urban poverty in a global context
- complete three pie graphs comparing major occupations in El Salvador, the United States and another Central American country

Materials

Slides 19-28 and Slide/Inquiry Interview

How to Live on \$100 a Year (Handout #4A)

Economically Active Population by Major Occupations (Handout #4B)

Procedures

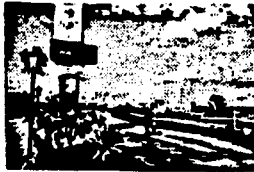
1. Project slides of San Salvador. Each picture presents a different image of urban life. Students should identify familiar "modern" aspects of life in San Salvador: highways, a McDonald's, hotels, skyscrapers, homes, housing projects and restaurants. Unfamiliar contrasting images are old-fashioned sewing machines, a small hat factory, *barriadas* (shantytowns), unpaved walkways, and minimal clothing.
2. Ask students how they think they could live on \$100.00 a year, and have them imagine what this could be like.
3. Distribute **How to Live on \$100 a Year** (Handout #4A). After reading this list of living conditions in underdeveloped areas of the world, students should discuss the broad implications: illiteracy, dependency, disease, and low life expectancy.
4. Despite the dismal appearance of the cardboard houses in the *barriada*, urban life draws more and more migrants from the countryside each year. Discuss with your class the advantages of urban life for campesinos: proximity to health care, educational opportunities, vocational training, and "bright lights." What are some disadvantages? Students might mention crowded conditions, poor housing, lack of sanitation, and loss of rural independence.

5. Distribute **Economically Active Population by Major Occupations** (Handout #4B). First, students should transfer data on El Salvador and the United States to the grid. Second, they should assign percentages to the segments of the pie graphs. What category of occupations is most common in El Salvador? the United States? What skills are necessary when rural people move to San Salvador? What jobs are available in the city? Finally, students may select one other Central American country and construct their own pie graph for that country.

SLIDE/INQUIRY INTERVIEW:

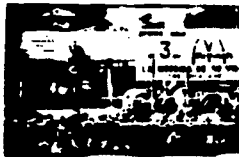
URBAN CONTRASTS

19. **WHAT ARE YOUR IMPRESSIONS OF SAN SALVADOR, THE CAPITAL CITY? FIND EXAMPLES OF MODERNIZATION.**



"This slide shows one of the most developed parts of San Salvador with the country's best hotels and shopping areas. This slide emphasizes the striking contrasts found in El Salvador."

20. **WHAT IS THE MESSAGE ON THIS SIGN?**



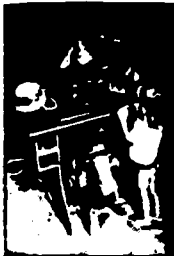
"The sign says, 'Opening soon on this site...the third McDonald's...The Bite of Your Life!' Traditional tile roofs are repeated in the architecture of this McDonald's. Contrasts are everywhere in San Salvador--from buildings to lifestyles."

21. **WHAT ARE THESE WORKERS MAKING?**



"This small shop produces hats. Women and children in the countryside braid dry palm leaves into strips which are sent to the city to be sewn into hats."

22. **WHY IS THIS SEWING MACHINE UNUSUAL? HOW DOES THE WORKER OPERATE IT?**



"Although this sewing machine looks old-fashioned, it is still extremely useful for this man. He operates it with his foot, rather than by using electricity. Many workers use whatever equipment is available to them to produce goods for sale in local markets."

23. **WHAT KIND OF MARKET IS THIS? WHO SHOPS HERE?**



"Much of the daily shopping for produce, meat, or eggs is done in open air markets. There are many small shops and sidewalk vendors in San Salvador. In recent years many urban people have begun to shop in small supermarkets, however, much of the fresh produce is still purchased in this way."

24. **GUESS WHAT THIS MAN'S OCCUPATION MIGHT BE. WHAT IS THE WOMAN'S OCCUPATION?**



"This man is a student at one of the two universities in San Salvador. The woman next to him works for him as a maid. Only a relatively small percentage of the population would live in a two-story house like this one.

25. **WHAT CONTRASTS DO YOU SEE IN THIS PICTURE?**



"These are recent migrants from a rural area living in a barriada or shantytown in downtown San Salvador in the very shadow of the Pan American Airlines building. They live in makeshift houses constructed from cardboard which usually end up being permanent structures for the family."

26. **WHAT IS THIS? WHAT ARE THE PEOPLE DOING?**



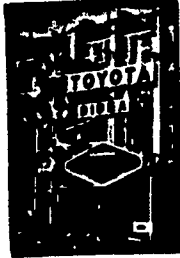
"This is a picture I took during an accidental trip to the city dump. If you look closely you will see people combing the garbage for food or objects to sell for cash. The little girl at the right with the bag is eating what she can find. Many people who live in the barriadas will trek to the garbage dumps every day to obtain part or even all of their food. Recycling is another way to obtain small amounts of cash."

27. **WHAT ARE THESE HOUSES?**



"These housing efforts by the government were only minimally successful in offering an alternative to the 'casas de cartón' or cardboard houses. You see in this slide only a fraction of the number of houses that would have to be built every year to provide for the new migrants to the capital city."

28. **WHY DO YOU THINK THAT MORE AND MORE PEOPLE MOVE TO SAN SALVADOR EACH YEAR? WHAT ADVANTAGES DOES CITY LIFE OFFER?**



"The migration to urban areas continues as campesinos give up farming under the harsh conditions of the countryside. As land is put into commercial production less is available for food production. Many have hopes of a better life in the city. This picture was taken at a parade, yet it vividly demonstrates the numbers of people moving to the city. Some of their aspirations are opportunities to learn a trade, to attend more than two years of school, to receive better health care, and to improve the lives of their children."

↳

HOW TO LIVE ON A HUNDRED DOLLARS A YEAR - In Twelve Easy Stages

In his book, The Great Ascent, the well-know writer, Robert L. Heilbroner uses a simple but most effective technique for conveying the idea of just what it means to live on from \$50 to \$200 per year. He starts with a typical Canadian-American family, with an income of \$15,000-\$20,000 per year, in a small suburban home. Then he refashions this home, and the life of its inhabitants, into a typical scene in the vast "under-\$200" areas of the world.

1. Take out the furniture, except a few old blankets, a kitchen table and one wooden chair.
2. Take away all the clothing, except for the oldest dress or suit for each member of the family, and a shirt or blouse. Leave one pair of shoes for the head of the family.
3. Empty the kitchen cabinets and refrigerator of all appliances, canned goods, meat, and fresh vegetables. Leave only a box of matches, small bag of flour, some sugar and salt. A few moldy potatoes, a handful of onions, and a dish of dried beans remain for tonight's dinner.
4. Dismantle the bathroom, shut off the water, and take out the electric wiring.
5. Next take away the house itself, and move the family into a toolshed.
6. Remove all the other houses in the neighborhood, and set up a shantytown.
7. Cancel all subscriptions to newspapers, magazines and book clubs. Our family is now illiterate.
8. Leave one small radio for the whole shantytown.
9. No more postmen, firemen, and the school is now three miles away with only two classrooms. The nearest clinic or hospital is now 10 miles away with a midwife in charge.
10. Throw away the checkbooks and credit cards since the family has a cash hoard of only \$5.00.
11. Give the head of the family three acres to cultivate where he can raise \$100 to \$300 worth of crops a year. If he is a tenant farmer, 30% of his crop will go to the landlord, and another 10% to the local moneylender.
12. Finally, reduce their life expectancy by 25 to 30 years as they will not be consuming enough to replenish their bodies.

Adapted from "The Tableau of Underdevelopment," The Great Ascent by Robert L. Heilbroner (New York: Harper and Row, 1963 and FAO Freedom from Hunger (July-August, 1965).

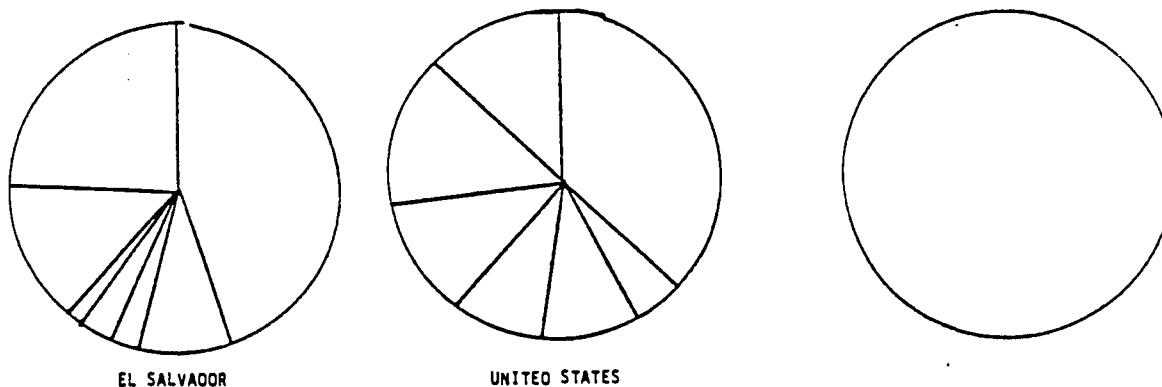
ECONOMICALLY ACTIVE POPULATION BY MAJOR OCCUPATIONS *

COUNTRY	YEAR	ECONOMICALLY ACTIVE POPULATION %	PROF. & TECHNICAL %	ADMIN. & MANAGERIAL %	CLERICAL %	SALES %	FARMERS FISHERMEN, HUNTERS LOGGERS %	PROD. CRAFTS TRANSPORT & COMMUN. WORKERS & OTHERS %	SERVICE WORKERS %
Costa Rica	1973	583,313	8.0	1.7	5.7	7.8	35.4	29.8 ^d	11.6
Cuba	1970	2,633,309	8.4	4.3	5.2	21.4 ^e	26.9	33.8 ^a	^e
Dominican Rep. ¹	1970	1,241,000	2.7	.3	6.5	5.0	44.4	36.0 ^f	5.1
El Salvador	1978	1,430,362	4.6	.5	5.3	14.2	40.5	25.7 ^d	9.2
Guatemala ^{2,3}	1973	1,547,340	3.1	1.6	2.7	5.8	56.5	19.6 ^d	8.0 ^b
Haiti	1950	1,747,187	.5	.5	---	3.5	83.6	5.5	3.4
Honduras	1974	762,795	4.1	.9	4.2	5.0	59.4	19.1 ^d	6.5
Mexico ⁵	1977	18,042,729	6.2	2.6	8.1	8.1	39.3	22.5	13.2
Nicaragua	1971	504,240	5.2	.9	4.2	7.1	46.7	25.0 ^a	10.9
Panama ⁴	1970	488,335	6.8	2.1	7.0	6.7	37.2	25.5 ^d	14.5
United States ⁶	1977	102,537,000	14.3	10.1	17.3	6.1	2.8	35.9 ^c	13.5

1. All figures based on a sample tabulation of census returns.
2. All figures based on a 5% sample tabulation of census figures.
3. EAP figures do not include the unemployed.
4. Includes residents working in the Canal Zone.
5. Official estimates.
6. Estimates based on results of labor force sample surveys.

- a. Figures include workers not classifiable by occupation.
- b. Service workers include members of armed forces.
- c. Figures include workers not classifiable by occupation, members of the armed forces, and persons seeking work for the first time.
- d. Figures include workers not classifiable by occupation and persons seeking work for the first time.
- e. Figures for service workers are included under sales workers.

*From Statistical Abstract of Latin America, Vol. 21, Table T302.



MAJOR OCCUPATIONS	EL SALVADOR	UNITED STATES
Professional, Technical		
Administrative, Managerial		
Clerical Workers		
Sales Workers		
Farmers, Fishermen, Loggers		
Production, Crafts, Transport and Communications		
Service Workers (Hotels and Restaurants)		

LESSON FIVE: A VISIT TO RURAL TENANCINGO

Objectives

Students will:

- contrast climate and soil conditions during the wet season (May - August) and the dry season (September - April)
- identify tools, crops, and problems experienced by a "campesino" (tenant farmer)
- gain insight into difficulties of small farmers after a process of land reform
- make a decision to live in the city or country and use information from the unit to substantiate this decision

Materials

Slides 29 - 41 and Slide/Inquiry Interview
"Reform Gives Farmers Land and Hope" (Handout #5)

Procedure

1. Project and discuss the slides of Jaime Hernández and his family. The discussion should emphasize the problems of a tenant farmer. In particular, the role of children in the family economy should be stressed to counter the argument against population growth. The ability of children to add cash earnings to the family is a valuable contribution. Since several children may not live to maturity, the parents might try to have more children to provide workers or wage earners.
2. The reading, "Reform Gives Farmers Land and Hope" (Handout #5) describes the problems encountered after the 1981 Land Reform Law was passed. Only the first phase which eliminated the largest farms was implemented. The final phase, "Land to the Tiller," was to allow tenant farmers, like Jaime Hernández, to own the land that they rented before the reform. This reading will allow students to understand some of the difficulties and struggles of the new landowners.

SLIDE/INQUIRY INTERVIEW:

A VISIT TO RURAL TENANCINGO

29. IN WHAT REGION IS TENANCINGO LOCATED?



"This is the community of Tenancingo, a village located less than twenty miles northeast of San Salvador. Some people say this town looks very much like Stanford University with its red tile roof and houses clustered around the church. I must emphasize, however, that the storybook appearance of the town is one thing, but life in the nearby rural hamlets is a different story. Our story is carried out in ten rural hamlets surrounding the village."

"The people who live in the town generally live by means other than farming. There are landowners in town but they tend to be the large landowners rather than the small ones."

30. CAN YOU SEE WHY TENANCINGO MEANS 'PLACE OF MANY SMALL VALLEYS?'



"The word Tenancingo means in Nahuatl 'place of many small valleys,' a name the area well deserves. This picture was taken just outside the village and shows cultivation on the steep slopes. This is prime farmland for Tenancingo and thus gives you a flavor of what life is like there. It looks very lush because it was taken in August at the peak of the rainy season."

31. THIS IS THE SAME LAND AS IN THE PREVIOUS SLIDE. WHAT WOULD EXPLAIN THE DRY, PARCHED LANDSCAPE?



"This slide shows what the land around Tenancingo looks like from September to April or May...essentially a barren wasteland. There is no irrigation in the area so when the rains stop, nothing can be grown. This is the same river valley as was shown in the previous slide. Since nothing can be grown for eight months of the year it is very hard for the peasant families to grow enough food for the year in one growing season."

32. DESCRIBE THIS CAMPESINO FAMILY AND THEIR HOME. HOW ARE THE CHILDREN DRESSED? WHAT IS THEIR HOUSE MADE FROM?



"This is a more or less typical campesino household. In our research we interviewed some 285 households, asking questions about family and agricultural histories.

This is the family of Jaime Hernández, a tenant farmer, whose wife, Guadalupe, and five children live on the food he can produce on a small unirrigated plot of land which is owned by Don Francisco who lives in Tenancingo."

33. WHAT ARE SOME OF JAIME'S PROBLEMS?



"This is the small farm which Jaime works. He is standing in his squash plot with manioc just behind him, rice to his immediate right and corn in the background. At the start of the growing season Jaime arranged to work this land as a tenant farmer or sharecropper. This means that he is forced to give the landowner a certain amount of the produce, regardless of weather conditions or insect infestations."

34. WHAT IS THIS PLANT WITH THE HARVESTED STALKS BEHIND IT?



"This is a sorghum plant in front of a pile of harvested sorghum stalks. In the United States we grow sorghum for cattle feed, but in El Salvador it is a food crop used to make dry tortillas only when there is not enough corn for the family's diet. Because it will grow even in the harshest conditions, Jaime will plant sorghum wherever nothing else will grow."

35. WHAT ARE THESE?



"Beans are the main source of protein for Jaime's family. They never eat beef and rarely eat chicken. So beans are essential to their diet."

36. **WHAT ARE THESE TOOLS? WHO MADE THEM? HOW?**



"Jaime is holding tools he uses to produce on the land--all are typical implements for the area. There is the digging stick made of wood in his left hand. In his right hand is a steel-tipped hoe. Steel is quite a luxury in the area as you can tell because the hoe is worn down to only about two inches. Propped up against him is a plow which is made out of a very hard wood but lacking a steel tip. Iron and steel are too expensive for small tenant farmers. When it is time to turn over the soil, Jaime will rent an ox to pull the wooden plow through the field. Afterward he will plant and tend the crops with a digging stick and hoe."

37. **WHAT IS HAPPENING IN THIS PHOTO?**



"Jaime and his landlord, Don Francisco, are discussing how to measure both the land and the crops produced. Don Francisco promised me a trip to meet Jaime and to show me his crops. As we walked through the town he had his gun under his shirt, but as we approached the Hernández house he made the gun very obvious. He was not subtle about exhibiting his power in the community. In this way they continued to discuss their business."

38. **WHAT IS JAIME'S SON, MATEO, MAKING?**



"Almost every family we interviewed had some supplemental income from entirely outside Tenancingo. Another adaptation to these conditions of scarcity is to put children to work at an early age. Mateo, who is five years old, stays at home with his mother and braids palm leaves which are then sold to hat factories in San Salvador. Often this is enough to pay his way in the family."



39. **WHAT ARE THESE BOYS DOING?**

"This is Felipe Hernández and a friend. They are carrying cattle fodder for a neighboring farmer. By the time a child is ten to twelve years old he is working for his father in the fields and even doing seasonal work in another region of El Salvador."

40. **THIS IS ANOTHER 1.5 ACRE PLOT. FIVE CROPS ARE GROWN HERE. CAN YOU FIND THEM?**

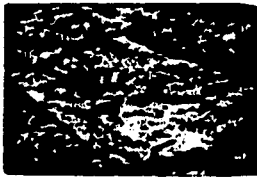


"This is a typical plot in the Tenancingo area. The plot is essentially a diamond shape, split up the middle by a gully. On the left of the gully is a corn field where the farmer is clearing weeds. On the right side of the diamond are beans which do better on the higher slopes where there is more sunlight. Notice where the beans stop doing so well he switches to rice. On the right are four rows of henequén (eh-neh-ken) which will be made into hat braids for supplemental income."

"My point here is that the crops are very carefully matched to the local ecological conditions. You might ask why he doesn't plant something in the gully? Well, the answer is that he does--he plants sorghum. Sorghum grows on the eroded soil where nothing else will grow."

"He is growing five crops on this 1.5 acre plot. This is during the rainy season in which the farmer must produce everything for his family to eat for the entire year."

41. **FOR HOW MANY MONTHS WILL THAT SAME PLOT LOOK LIKE THIS?**



"This is the dry season view of the same plot as in the previous slide. It is a complete desert, a wasteland for eight months of the year."

REFORM GIVES FARMERS LAND AND HOPE

By Kenneth Freed, Los Angeles Times
(March 14, 1982)

"Things aren't quite right--there are problems," the wiry farmer said, "But this is our land now and I'm willing to fight for it. Nobody can take it away. Jorge Alberto Gómez spoke with a simple, quiet intensity as he squinted into the midday sun from the veranda of his adobe shanty, his first real possession.

Gómez, 41, is one of about 40 peasants of the Los Zacati Cooperative, which is one of about 300 such units carved out of huge agricultural estates that were owned by the handful of families that dominated El Salvador. Gómez and the others are among the prime beneficiaries of a 2-year-old land reform program that broke up the large estates and turned them over to the landless peasants who did the work but received next to nothing in return.

Life is hard for Gómez and the others at Los Zacati, which is about 10 miles, an hour's drive, from San Jose Villanueva, a village in El Salvador's fertile central highlands. The roads are best suited to the oxcarts that are still plugging along. For six months of the year the roads are all but impassable because of rain. The rest of the time everything is coated with dust.

But the weather is part of life, and a peasant accepts it with patience. What the peasants of Los Zacati do not accept is their former employers' resistance to land reform. The Guirola family, one of the most prominent in the oligarchy, "took away most of our cattle and all the machinery," one peasant said. He said the cooperative could not get its crops to market the first year because the old owners had taken away all the carts. "They wanted us to fail," he said, "but we didn't, and we will fight to keep our land."

The 500-acre cooperative has only one tiny tractor, no trucks or cars. Planting is done by stick and hoe. Harvesting is also done by hand. In its first two years, the cooperative has increased its production but its profits have fallen. One reason is the worldwide decline in the prices of coffee and sugar, Los Zacati's major cash crops. Another problem has been the delay in obtaining credits from the country's cash-short banks, which has set back planting, thus reducing expected yields. Making payments for the land, which include compensating the Guirola family for the shacks in which the peasants live, also cuts into profits. After expenses were paid, the cooperative's 1981 profit was \$821, to be divided among all the members.

Yet interviews with 14 of them showed that none was sorry they had chosen to stay with the land when it was turned into a cooperative. "Life is better than before," Gómez said, "Before our life was guided by the patrons. Now, nobody tells us what to do. We decide, we do what we think is best. We are no longer slaves."

WOULD YOU STAY AND WORK THE LAND? WOULD YOU MOVE TO THE CITY?
WHAT WOULD YOU DO? WHY?

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LESSON SIX: EL SALVADOR AND THE U.S. MEDIA

Objectives

Students will:

- observe and summarize one media source (newspaper or national news) for five days
- identify patterns of news reporting
- contrast newspaper and television coverage of events
- write a news article or television newscast about rural El Salvador

Materials

Media Check Worksheet (completed homework)
Summaries of news reports
"Media Power: Is it Worsening El Salvador?" (Handout #6)
Pre-test on El Salvador (Handout #1A)

Procedure

1. The **Media Check Worksheet** should be completed with information on length of coverage, placement, information, main issues, and use of pictures. Compare each of these topics in class discussion.
2. Discuss patterns of news reporting with the following questions:

DO THE REPORTS DESCRIBE EVENTS OR EXPLAIN REASONS FOR EVENTS?

WHAT PICTURES WERE USED AND HOW WERE THEY USED?

WHO WERE KEY SPOKESPERSONS IN EL SALVADOR?

WHAT SOURCES (ARMY OFFICERS, POLITICAL LEADERS, INTERNATIONAL LEADERS OR EYE WITNESSES) WERE USED?

WHAT DOES "A LIVING ROOM WAR" MEAN?
3. Ask students to watch a national evening news program on television. They should summarize one story on El Salvador or if impossible, another Latin American country from the program and then find a newspaper article on the same topic. Compare the television treatment with the newspaper. Consider: length of treatment, placement in newscast or in newspaper, information presented and use of pictures.

4. Students should read selections from **"Media Power: Is It Worsening El Salvador?"** (Handout #6) (San Francisco Chronicle, April 4, 1982) by Peter J. Boyer. Although the article is becoming outdated historically, the issues it presents are still quite relevant. Discussion of the role and responsibilities of the media should emphasize the following questions:

WHAT DOES THE NORTH AMERICAN PUBLIC NEED TO KNOW ABOUT EL SALVADOR? WHO DECIDES?

HOW SHOULD EVENTS IN EL SALVADOR BE COVERED?

5. Students should write a news article on rural life based on the unit "Scarcity and Survival in El Salvador".
6. At the end of this lesson, students should complete the **Pre-test on El Salvador** (Handout #1A) and compare their answers to the pre-test completed in Lesson One of this unit.

MEDIA POWER: IS IT WORSENING EL SALVADOR?

By Peter J. Boyer

(San Francisco Chronicle, April 4, 1982)

On the morning of February 5, government forces guarding the Ilopango air field outside San Salvador noticed suspicious activity in the hillsides beyond. In the distance, four or five men were scrambling into a building, one of them carrying what appeared to be a weapon. A guerrilla bazooka squad?

This was the day that Ilopango was being resupplied with U.S. planes and helicopters. Ten aircraft had been destroyed in a guerrilla raid on Ilopango nine days earlier. So a squad of armed soldiers was dispatched to investigate. When they burst into the building, weapons at the ready, they discovered that the "guerrillas" were NBC News producer Irv Cuevas and his crew. The "bazooka" was an electronic camera, fitted with a zoom lens. The Salvadorean soldiers might have guessed. American network news forces have landed in El Salvador en masse, virtually comprising an army unto themselves, and their ranks are swelling. By last weekend, NBC News alone had nearly 40 staffers in El Salvador, including a tape librarian.....

All three networks apparently are in El Salvador for the long run (each has established what amounts to a permanent bureau there), with the result that the story has been cemented as a fixture on the evening news. Is the conflict in El Salvador destined to become the next "living room war"?

"Well," said NBC News President Reuben Frank, "that's the basic question in everything, isn't it? Would there be a story even if it weren't covered? Either it's worth covering, it's a valid piece of information for the people you're supposedly committed to serve, or it isn't."

Frank, ABC News chief Boone Arledge and CBS News President Van Gordon Sauter were interviewed here recently, just as TV's coverage of Central America was coming under intense scrutiny. President Reagan and others in his Administration accused the networks of subverting U.S. policy in Latin America.

Of the possibility that saturation TV coverage might intensify the crisis in El Salvador, Arledge said, "There's always that danger, I think you have to have responsible people, people with some perspective, some concept of how powerful a medium this is, (but) when you have the American Secretary of State and the President of the United States saying the line must be drawn in El Salvador....It is an important story, whether we made it that way or not."

"That then, gives you an obligation to cover it and try to explain it as much as you can, and with that comes a self-generating kind of importance which any media coverage gives to something. I'm not sure there's really an answer."

On the other side of the coin, Arledge said, "You could argue that the momentum for congressional resolutions prohibiting American ground troops, and the debate in this country whether or not it is important, and the comparison to Vietnam might well have been brought about by people seeing all of this (on television)."

The Vietnam analogy, in fact, is precisely at the center of the Reagan Administration's criticism of television's coverage of the war between the U.S. supported Salvadorean government of José Napoleón Duarte and leftist guerrillas. "If the American people see it as another Vietnam," said Reagan spokesman David R. Gergan, "then all the old emotions about Vietnam well up - another quagmire - and one is more likely to oppose involvement."

Has television promoted the Vietnam analogy? Yes, at times unabashedly. In February, 1981, on the day that Reagan dispatched a group of military advisers to El Salvador, Walter Cronkite told the story on "The CBS Evening News" with a map of Vietnam in the background. Twenty years ago, Cronkite reminded viewers, the United States sent advisers to Vietnam, which proved the beginning of a long and bloody conflict.

The impression has clearly sunk in," said Gergan, "that there are similarities." Gergan pointed to an ABC News-Washington Post poll, aired on the Tuesday "World News Tonight" broadcast, which said that of 1218 persons interviewed, 59 percent opposed the sending of advisers to El Salvador. Nearly 80 percent disapproved of "ever sending American troops to El Salvador."

"Is this intense opposition based on Vietnam?" the ABC report asked. Nearly two-thirds of those polled said, "The war in El Salvador is much like the war in Vietnam."

The Reagan Administration steadfastly maintains that the analogy is false. "We now have 50 advisers in El Salvador," said Gergan. "We had 550,000 troops in Vietnam at the height of the escalation. We haven't even considered sending U.S. troops to El Salvador. The size of the guerrilla forces is much smaller, the proportions are so much smaller. And the central point is, El Salvador is in our own hemisphere. It is clearly in the American interest not to see Central America become a Communist basin."

The State Department's current view of the American interest, the news chiefs suggest, is not the indisputably correct one. If, as Arledge said, Reagan believes "the role of the journalist is to

support the government and make its job easier," the President is getting an education.

"The point," said CBS' Sauter, "is that not just in Central America, but in everything we do, people are trying to use us - the nature of the system. What we're fundamentally paid to do is not to be used." So, after airing a statement from Secretary of State Haig or a representative of the Duarte government, network news often tries to "balance" its reports with a campfire chat with rebel troops - themselves practiced promoters.

The fact that there are two sides in the TV view of the El Salvador conflict underscores the profound effect of Vietnam upon American journalism, according to William Adams, associate professor of public administration at George Washington University. "In U.S. journalism, we are so used to thinking of 'both sides'," Adams said in a telephone interview from Hawaii, where he is attending a conference. "It's interesting that journalism thinks of the U.S. government and leftist guerrillas as being 'both sides.' The fact these guerrillas are given equal credibility...is a remarkable thing."

Television observers - Walter Cronkite most notable among them - have long complained that, as a primary source of information, evening network newscasts are woefully inadequate. After commercials, an evening news broadcast is left with 22 minutes to tell the world's story.

Perhaps derivative of the restrictions of time is the tendency to focus on spectacular visual reports - a firefight or a massacre, for example - rather than less visually exciting "tell" stories that might offer more.

"Last week, one of the networks had a firefight as its lead story," said Jeff Greenfield, CBS' media analyst. "It had no significance except for the fact that it was captured on videotape." Arledge, Frank and Sauter vigorously deny that the pursuit of spectacular visuals - "bang-bang", as it's known in the trade - is encouraged.

NBC was concerned enough to prompt NBC News vice president Tom Pettit to send NBC's San Salvador bureau a recent wire reminding staffers that "We do not overemphasize combat, nor do we underemphasize combat. We deal with the situation as each story is reported to reflect the news..."

Bang-bang was the subject at a recent meeting of the CBS news board (consisting of Sauter and other executives, and the producers of the CBS News broadcasts), where it was decided that, unless it was central to the day's story, bang-bang footage would be consigned to reports specifically devoted to the subject.

One way of supplementing the nightly news coverage and giving it fuller treatment is the "news special", such as the comprehensive 90-minute broadcast CBS aired on a recent Saturday night. The report, which utilized the big guns of CBS News (drawing from "60 Minutes," "CBS Reports" and "Evening News"), was thorough and compelling.

And rare. ABC and NBC both plan specials, and then it's back to the evening news for quite a while. News specials spend a lot of resources - and require prime time, a commodity network which entertainment divisions don't happily yield.

Sauter insists the evening newscasts are enough. "We're in a business where we like to think we have regular viewers," he said. "They come to us with regularity...If there is a consistency to their viewing, I would say they are very well informed about the political, diplomatic, economic and military aspects of El Salvador and, indeed, many of the nuances. If they (saw) the 90-minute broadcast, they're even better served."

Arledge isn't so certain. "I'm not sure any of us have ever really given a very clear picture (in daily coverage), he said. "We've certainly dealt with it a lot. We've had (President José Napoleón) Duarte on a lot, we've had the rebels on a lot, we've done all the usual. We've gone to guerrilla camps, we've done major stories on Guatemala and Nicaragua, but I'm not sure anybody knows (the complete picture). It's not an easy story to tell."

"T.V 's Effect on Salvador War" by Peter Boyer (3-25-1982)
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EXPLANATION OF APPENDICES

The analysis of any contemporary issue requires an understanding of:

- (1) the historical context of the issue as well as future trends;
- (2) the relation of the issue to its setting (environment as well as society);
- (3) the operation of decision-makers within that setting;
- (4) the interdependence of the contemporary issues with other issues.*

The statement of purpose above was formulated by teachers within the Bay Area Global Education Program. This unit, "Scarcity and Survival in El Salvador," was prepared with those principles clearly in view. The following resources require teachers and students to struggle to comprehend the complexity of the current crisis, but the result will be worth the effort.

All of the appendices are resources for teachers and students to use after completing the activities, readings and slide/inquiry interviews. Within the unit itself are the concepts and information necessary to allow thoughtful and knowledgeable consideration of the current events in El Salvador. We urge the teacher to prepare students well before discussion of the current events. Since news sources may not provide completely accurate information, one must encourage students to compliment them with alternative news sources. As each day brings a new event, decision, or decision-maker, teachers must be ready to put this new information into the historical, social, and economic context which the curriculum provides.

The **Timeline** provides the historical context. The **List of Key Individuals** identifies the decision-makers, and the **Annotated Bibliography** directs teachers and students toward an analysis of the on-going events both national and international.

Nancy Van Ravenswaay et. al., "Teaching About Contemporary Issues," Colloquy on Teaching World Affairs, May/June, 1982, p.3.

APPENDIX I

LIST OF KEY INDIVIDUALS

Political Figures (1986)

José Napoleón Duarte, President (1984-) Christian Democratic Party (PDC)
Rodolfo Antonio Castillo, Vice President (1984-) Christian Democratic Party (PDC)
Alvaro Alfredo Magaña, Interim President (1982-1984) Independent
Maj. Roberto D'Aubuisson, 1984 presidential candidate, Nationalist Republican Alliance (ARENA)
Francisco José Guerrero, 1984 presidential candidate, National Conciliation Party (PCN)
Col. Roberto Escobar, 1984 presidential candidate, Salvadorean Authentic Institutional Party (PAISA)
René Fortin, 1984 presidential candidate, Democratic Action (AD)
Guillermo Manuel Ungo, president of the Democratic Revolutionary Front (FDR)
Salvador Cayetano, leader of Farabundo Martí National Liberation Front (FMLN)
Dr. Pablo Mauricio Alvergue, Ambassador to U.S.

Catholic Church Figures

Archbishop Oscar Romero (assassinated in 1980)
Archbishop Rivera y Damas
Pope John Paul II

The Atlantic Council

Key Latin American Scholars in U.S.
Anti-Kissinger Commission Report

ODECA (Central American Defense Organization)

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua

The Contadora Group

Original members:
Venezuela
Mexico
Panama
Colombia

Others who joined:

El Salvador
Guatemala
Honduras
Nicaragua
Costa Rica

U.S. Political Figures

Ronald Reagan, President
George Bush, Vice President
Jeanne Kirkpatrick, foreign U.N. Ambassador
George Shultz, Secretary of State
Elliott Abrams, Assistant Secretary of Interamerican affairs
Caspar Weinberger, Secretary of Defense
Richard Stone, U.S. Special Envoy
Edwin G. Corr, Ambassador to El Salvador
Henry Kissinger, The Kissinger Commission

Human Rights Organizations

Amnesty International
Americas Watch
National Congress on Latin America (NACLA)
Washington Office on Latin America (WOLA)

Pro-Democracy Organizations

Freedom House
Heritage Foundation

Non-Aligned Nations (NAN)

Of 100 members in 1984 some Latin American members include:

Cuba
Nicaragua
Belize
Panama

Organization of American States (OAS)

Alejandro Orfila, Secretary-General
Representatives of Member Nations (not Cuba)

APPENDIX II

TIMELINE OF RECENT EVENTS IN EL SALVADOR

SUMMARY

Jan 1962- June 1962	Rodolfo Eusebio Cordón, Provisional Pres.
July 1962- June 1967	Lt. Col Julio Rivera, elected Pres/finished term.
July 1967- June 1972	Gen. Fidel Sánchez Hernández, elected Pres/finished term.
July 1972- June 1977	Col. Arturo Molina, elected Pres/finished term.
July 1977- Oct. 1979	Gen. Carlos Romero, elected Pres/ousted by coup.
Oct. 1979- Dec. 1979	First Junta
Jan. 1980- April 1982	Second Junta
May 1982- June 1984	Alvaro Magaña chosen as provisional Pres.
June 1984-	José Napoleón Duarte, elected Pres.

1969	Salvadorean migrants forced to return from Honduras igniting a brief war between the two countries.
1972	Opposition slate led by José Napoleón Duarte (Christian Democrats) and Guillermo Ungo (National Revolutionary Movement, MNR) wins presidential elections, but the army rigs the final vote count and declares Col. Arturo Molina the winner.
1976	Molina's government and US aid officials, worried about increasingly radical peasant demands for land reform, propose a pilot "Transformación Agraria" program. Large landowners do not accept the argument of reform as life insurance and the law is repealed.
1977	Former defense minister Col. Carlos Romero becomes president in another fraudulent election. Repression of peasant groups increases, and two Jesuit priests who worked with these groups are murdered by rightists.
May 1979	Cathedral occupied by thousands protesting arrest of opposition leaders. Police open fire on crowd, killing 24. Left responds by occupying embassies.
Oct 15 1979	Successful coup against Romero, supported by U.S. in effort to "prevent another Nicaragua." Junta formed with Cols. Majano, Garcia and Gutiérrez plus civilians Guillermo Ungo and Roman Mayorga, who saw reformist junta as "the last possibility for peaceful change" in El Salvador.

November 1979 Agriculture Minister Enrique Alvarez proposes agrarian reform on estates over 1250 acres; plan rejected by Garcia and rightist ministers. U.S. send 6 military advisors to train army in riot control, and \$200,000 in "non-lethal" military aid.

Jan 3 1980 Civilian members of junta and cabinet resign, protesting lack of serious reform and the increasingly violent repression of the opposition by the military. Christian Democrats join in the second junta.

Jan 22 1980 Peaceful protest march of 200,000 people in San Salvador attacked by government troops: 21 dead, 120 wounded. Shortly afterwards, US send 36 military advisers to train Salvadorean army in counterinsurgency techniques.

March 24 1980 Archbishop Oscar Romero assassinated.

April 1 1980 U.S. reprograms \$5.7 million for military transport and intelligence equipment for the Salvadorean government.

April 18 Democratic Revolutionary Front (FDR) formed as a 1980 broad opposition group linking reformists who had participated in the first and second juntas, peasant and trade unions and several guerrilla groups. Enrique Alvarez is chosen as president.

May 1980 U.S. State Department efforts prevent right wing coup and provoke rightist attack on U.S. Embassy. \$90 million in aid for junta reduces some military and business community support for right.

August 1980 Three day general strike by FDR unsuccessful and results in further terrorism. Union leaders are arrested and attacks on rural guerrillas are renewed.

October 1980 U.S. sends first military advisers to El Salvador to improve local army's anti-guerrilla capabilities.

November 1980 Right wing paramilitary groups kidnap and murder top FDR leaders, including Enrique Alvarez. The murder of four North American women, including three nuns, coincides with a surge of conservative political strength.

December 1980 Reform-minded Col. Adolfo Majano ousted from Junta. Business community recognizes need for "appearance of reform." José Napoleón Duarte is appointed President while there is renewed support for a more rightist junta.

January 1981 In preparation for a military offensive, guerrillas create a new armed "vanguard" organization, Farabundo Marti National Liberation Front (FMLN) within the FDR.

March 1981 President Duarte appoints independent three-man Central Elections Committee.

July 1981 Electoral Law provides for automatic re-registration of previous political parties and formation of new ones. Invitations extended to Organization of American States, UN, Amnesty International, Red Cross, and other groups to send observers to study the electoral process.

September 1981 U.S. Congress requires proof that the Duarte government will eliminate brutality and investigate murders of the four North American women.

January 1982 U.S. begins basic training for 1500 Salvadorean troops at Fort Bragg, North Carolina.

April 1982 Alvaro Magaña, an independent banker, elected as interim President of El Salvador.

May 1982 Acting Archbishop Arturo Rivera y Damas closes the controversial legal aid office in San Salvador.

March 1983 El Salvador considers U.S. request to move up elections from March 1984 to December 1983.

March 6 1983 Pope John Paul II visits El Salvador.

May 4 1983 Constituent Assembly approves amnesty law for political prisoners.

May 25 1983 U.S. sets aside \$6 million to assist El Salvador elections.

May 26 1983 Leftist guerrilla group claims killing of Deputy Commander of U.S. military advisor, Albert Schaufelberger, in El Salvador.

June 30 1983 Salvadorean troops arrive in Honduras for U.S. training.

October 1983 Henry Kissinger, the head of a Presidential Commission to develop a long range Central American policy, meets with Magaña in El Salvador.

November 1983 Salvadorean Assembly schedules Presidential election for March 25, 1984.

December 1983 Vice President Bush in El Salvador. Warns the government that death squads must be controlled.

Dec. 16 1983 Salvadorean legislators approve new constitution. The 247 article document is El Salvador's 36th constitution in 159 years as an independent republic.

Dec. 24 1983 Mr. D'Aubuisson resigns as Chief of Assembly and is succeeded by Dr. Maria Julia Castillo.

March 25 1984 Elections in El Salvador. Duarte defeats D'Aubuisson.

June 1984 Reverend Jesse Jackson meets with Salvadorean rebel leaders and later with Duarte.

June 1984 Five former National Guardsmen convicted of murdering four U.S. churchwomen, were each sentenced to 30 years in prison.

Nov. 14 1984 Salvadorean rebel leaders and senior Salvadorean government representatives hold a debate in Los Angeles.

October 1984 Four women human right's activists who were to be honored by the Robert F. Kennedy Memorial Foundation were denied visas to attend an awards ceremony in Washington.

January 1985 A House investigation concludes that the Central Intelligence Agency did not "directly encourage or support" death squad killings in El Salvador.

March 1985 Duarte's Christian Democrats win a solid legislative majority.

Sept. 10 1985 Duarte's 35 year old daughter was kidnapped near the University by the Pedro Castillo guerilla commandos of the FMLN.

Sept. 1985 Reagan sends 12 Bell UH-1M helicopters to El Salvador.

Sept. 1985 Roberto D'Aubuisson steps down as leader of the National Republican Alliance. Alfredo Cristiani, 37, a businessman and member of the coffee-growing Cristiani family was elected in his place.

Oct. 25 1985 Duarte's daughter, her friend, and 38 mayors and local officials were released in exchange for 108 prisoners, 96 of whom were allowed safe passage out of the country.

November 1985 U.S. begins training of police forces in El Salvador.

January 1986 Duarte imposes economic austerity plan which consists of a currency devaluation, and an increase in taxes aimed at reducing the large government deficit and slowing inflation.

Oct. 17 1986 Major earthquake strikes El Salvador.

APPENDIX III
ANNOTATED BIBLIOGRAPHY
ON EL SALVADOR
FOR TEACHERS AND STUDENTS

Reference Books for the Teacher

Barry, Tom and Deb Preusch. The Central American Fact Book. New York: Grove Press, Inc., 1986.

This book provides information on Central America in general, as well as a brief history, description of political parties, and information on agriculture and labor in El Salvador.

Browning, David. El Salvador: Landscape and Society. Oxford: Clarendon Press, 1971.

This scholarly work surveys social and economic history of El Salvador and provided background information for this unit.

Durham, William H. Scarcity and Survival in Central America. Stanford: Stanford University Press, 1979.

The research described in this book provided the slides and concepts presented in this unit. Chapter 3 describes land use, agricultural patterns, and land tenure in Tenancingo.

Gettleman, Marvin E. El Salvador: Central America in the New Cold War. New York: Grove Press, 1981.

This is a collection of primary sources on the political and military situation in El Salvador. Statements from Ronald Reagan, Alexander Haig, Jeanne Kirkpatrick are followed by speeches and writings by Archbishop Romero, Ex-Ambassador Robert E. White, Guillermo (FDR), and Thomas O. Enders, Assistant Secretary of State for Inter-American Affairs.

Nuccio, Richard A. What's Wrong. Who's Right in Central America? New York: Facts on File Publications, 1986.

This book provides a general history of Central America from Columbus to Castro, gives brief facts about each country and contains a short section discussing major Central American issues: i.e. "Should the United States assist the Salvadoran government to win the war against the leftist guerrillas militarily or urge the government to seek some form of negotiated settlement?"

The Soviet-Cuban Connection in Central America and the Caribbean.
Washington D.C.: Department of State and Department of
Defense, March 1985.

Central America highlighted in Soviet-Cuban connections.
Glossy pictures and six pages on El Salvador.

Stycos, J. Mayone. Margin of Life: Population and Poverty in the Americas. Photos by Cornell Capa. New York: Grossman Publishers, 1974.

The black and white photos in this book vividly depict the conditions of "marginal life" experienced by the peasants of El Salvador. Some of the photos would be useful in the classroom.

The U.S. and Central America: Implementing the National Bipartisan Commission Report. Report to the President from the Secretary of State, August 1986.

A report by George Shultz on U.S.-Central American cooperation.

Recommended Curriculum Materials

Bender, David L. American Foreign Policy: Opposing Viewpoints. 2nd edition. St. Paul, Minnesota: Greenhaven Press, 1981.

Chapter 4: How Should the U.S. Deal with Third World Countries? provides four viewpoints on the United States' foreign policy in El Salvador. A bibliography of periodical articles and an activity, "Evaluating Sources of Information," are provided.

Croddy, Marshall and Phyllis Maxey. International Law in a Global Age. Constitutional Rights Foundation, 1982.

"Conflict" (Perspective IV) uses the 1969 "Soccer War" as a case study of international mediation.

"Resources in Global Studies Packet: Central America," Center for Public Education in International Affairs, School of International Relations VKC 330, Los Angeles, CA 90089-0043.

Aside from activities and readings, this curriculum unit contains a list of resources for students.

Reference for Student Debate

Armstrong, Robert. "El Salvador--Why Revolution?" NACLA Report on the Americas XIV:2 (March-April, 1980). pp. 3-35.

This is a series of three articles which attempts to explain social and economic roots of the current revolution. Appendices provide statistics on foreign military assistance and foreign investment.

Armstrong, Robert and Janet Shenk. "El Salvador--A Revolution Brews," NACLA Report on the Americas XIV:4 (July-August, 1980). pp. 2-36.

Four articles outline the political history of the current government of El Salvador and insurgent groups. A detailed discussion of the Frente Democrático Revolucionario (FDR), its platform, and other insurgent groups is provided.

Butler, Judy. "The Wider War: Honduras, Nicaragua, Guatemala," NACLA Report on the Americas XV:3 (May-June, 81) pp. 20-39.

This article surveys insurgent movements in three neighboring countries with consideration of U.S. actions, policy and options.

Foreign Policy Association. "Central America: Fire in the Front Yard," Great Decisions, 1982. New York, 1982. pp. 29-38.

This is an update on events in Central America and in El Salvador in particular. A concise description of political events in El Salvador emphasizes the Christian Democrats led by President Duarte and the FDR whose spokesman is Guillermo Ungo. U.S. options are presented.

Foreign Policy Association. El Salvador and the United States: Special Report. New York, 1981. p. 8.

As President Reagan took office this pamphlet surveyed the history of the Duarte government and its armed opposition (FDR/FMLN). The U.S. actions and policies of the Carter Administration are reviewed with options outlined for the incoming Reagan administration.

Lowenthal, Abraham F. and Albert Fishlow. "Latin America's Emergence: Toward a U.S. Response," Headline Series 243 Foreign Policy Association, January, 1981.

This is a discussion of U.S. policy on Latin America as it is developing in the twentieth century. Discussion questions for students and a bibliography are provided.

McColm, R. Bruce. "El Salvador: Peaceful Revolution or Armed Struggle?" Perspectives on Freedom, No. 1, Freedom House, New York, 1982.

Millett, Richard L. "The Policies of Violence: Guatemala and El Salvador," Current History XXC:463 (February, 1981) pp. 70-78.

Although this article was written just as President Reagan and President Duarte took office, it is a good summary of the violence that has plagued El Salvador since 1972. (A massacre of 10,000-20,000 peasants following an uprising is also cited as background.) Economic, social and political causes are presented for the violence both on the right and on the left.

Shenk, Janet. "El Salvador" NACLA Report on the Americas XV:3 (May-June, 1981). pp. 2-19.

This article argues the position of the FDR/FMLN in favor of mediation and against elections. The Vietnam analogy is supported. An attempt is made to give an accurate account of right wing violence. the counter-insurgency program supported by U.S. aid, and the true extent of land reform. Also a description of the individual military leaders who yield power in the present government.

"Showdown in El Salvador," World Press Review (April, 1981). pp. 37-40.

These articles are reprinted from newspapers in London, Hamburg, Sao Paulo and Madrid.

Simon, Laurence R. and James C. Stephens, Jr. El Salvador - Land Reform 1981: Impact Audit. Boston: Oxfam America, 1981. p. 70.

U.S. Department of State. El Salvador: The Search for Peace. Bureau of Public Affairs. Washington, D.C., September, 1981. p. 11.

This booklet was prepared by the United States government as a statement of policy and support for further U.S. involvement in El Salvador. Thomas O. Enders, Assistant Secretary of State for Inter American Affairs, is quoted on the U.S. commitment to provide the present Duarte government with military and economic aid in an effort to conduct elections for a Constituent Assembly (March, 1982) and President (1983).

CURRICULUM UNIT EVALUATION FORM

Name: _____

School District: _____

1. Subjects you teach: _____

2. Grade levels: _____

3. Years of teaching experience: _____

4. Title of unit: _____

5. Author(s): _____

6. How did you come across this unit?: _____

purchased it _____ from _____

borrowed it _____ from _____

was given to me _____ from _____

7. What subject did you use the unit for?: _____

8. What grade level did you use the unit for?: _____

9. How much of the unit did you use?:
- a) all of it _____
 - b) one lesson _____
 - c) two lessons _____
 - d) three lessons _____
 - e) four lessons _____
 - g) none of it _____

10. Indicate how you used the materials in classroom teaching (check all that apply). Please also indicate how you will use the materials in the future.

Use of Educational Materials	I have used the materials	I will use the materials
not at all	_____	_____
during class lesson	_____	_____
for special projects	_____	_____
for classroom display	_____	_____
as classroom reference	_____	_____
for own background	_____	_____
for homework assignments	_____	_____
for inservice workshops	_____	_____
other	_____	_____

11. What, if any, textbook did you use with this unit:

12. Did you encounter any problems in using the unit with your textbook?

yes _____ no _____

13. Explain:

14. If you did not use the material, why not? (check all that apply).

- a) not covering this topic in class _____
- b) not enough time to incorporate _____
- c) inappropriate for my class(es) _____
- d) didn't like the type of activities _____
- e) didn't like the content of the lessons _____
- f) other (be specific) _____

15. If you checked **b, c, d, e, or f** please explain:

16. If you used one or more of the activities, did you:

- a) follow the procedures? _____
- b) adapt activities moderately? _____
- c) adapt activities significantly? _____

17. If you choose **b** or **c** please explain:

18. How clear were the following (rank from 1 = very clear to 5 = very unclear)?

Procedures _____
Handouts _____
Answer Sheets _____
Directions for students _____

19. Rank the following parts from 1 = most useful to 5 = least useful.

	Useful to you personally	Useful to your class
Introduction	_____	_____
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____
Lesson 5	_____	_____
Lesson 6	_____	_____
Visual aids	_____	_____
Appendices	_____	_____
Suggested readings	_____	_____

20. How appropriate were the following? (rank from 1 = very appropriate to 5 = very inappropriate)

Comments:

Suggested grade level _____

Suggested time for activities _____

Content of the activities _____

Overall objectives _____

Evaluations _____

Definitions of words _____

21. What part of the unit did you like the best? Why?

22. What part of the unit did you like the least? Why?

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