

AN EXPLORATORY STUDY OF THE FIELD OF SPECIAL
EDUCATION IN THE CENTRAL AMERICAN REPUBLIC
OF GUATEMALA

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This is to certify that the

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Daniel C. McAlees

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John E. Jordan
Major professor

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REPORT

ON THE PROGRESS OF THE
RESEARCHES OF THE
COMMISSIONERS OF THE
LAND OFFICE

IN THE YEAR 1841

BY

THE COMMISSIONERS OF THE LAND OFFICE
AND THE OFFICIALS OF THE
LAND OFFICE
IN THE YEAR 1841
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IN THE YEAR 1841

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THE PROGRESS OF THE
RESEARCHES OF THE
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ABSTRACT

AN EXPLORATORY STUDY OF THE FIELD OF SPECIAL EDUCATION IN THE CENTRAL AMERICAN REPUBLIC OF GUATEMALA

by Daniel C. McAlees

Problem

The purpose of this study was to ascertain the nature and scope of special education services, programs and facilities in the Central American Republic of Guatemala. The data reported provide a comprehensive description of the Republic's current educational provisions for exceptional children.

Method and Techniques

The population under study encompassed all institutions and agencies in the Republic of Guatemala, both public and private, which have educational programs for children who are physically disabled, mentally retarded, speech impaired, visually impaired, socially maladjusted or emotionally disturbed, deaf and hard of hearing, or intellectually gifted.

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Due to the limited number of institutions, their relatively small size and their great heterogeneity, a study of the total population was conducted.

Two types of instrumentation were developed for use in the study. Both were designed to be uniquely suited to the problem under investigation and its cultural context.

The first type of instrumentation designed was a data-schedule which was used by the researcher in conducting structured, directed, information gathering interviews and observational visitations. This instrument was designed to provide data concerning the following basic factors involved in the study:

- A) History and development
- B) Organization
- C) Services, instructional programs and courses of study
- D) Characteristics of professional personnel
- E) Characteristics of student population
- F) Finance and fiscal administration
- G) Physical facilities, including instructional materials and equipment

The second type of instrument developed was a Personal Information Inventory which was distributed to all service connected personnel in the institutions investigated. This instrument was designed to obtain that vital personal

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information which could only be obtained directly from professional employees.

Structured interviews, observational visitations and personal information inventories were the major data collection techniques. When possible, official records, reports and unpublished materials were reviewed in order to supplement and validate the data obtained through the above procedures.

In view of the uniqueness of the data obtained from each institution studied, individual institutional reports were deemed the most appropriate method of data presentation. Within each individual institutional report, all pertinent data were organized under the following categories: History and Development, Student Population, Professional Personnel, Program and Program Organization, Administration and Organization, Finance, Facilities, and Summary of Institutional Problems and Needs.

Major Findings

The results of the study indicated that in Guatemala provisions for the special education of exceptional children are limited to the following institutions:

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- A) Instituto Neurologico
(Neurological Institute)
- B) Instituto de Retrasados Mentales
(Institute for Mentally Retarded)
- C) Centro Educativo Asistencial
(Educational Assistance Center)
- D) Centro de Observacion y Reeduccion
(Observation and Reeducation Center)
- E) Centro de Reeducacion para Varones
(Reeducation Center for Boys)
- F) Centro de Reeduccion para Niñas
(Reeducation Center for Girls)
- G) Escuela Fray Pedro Ponce de Leon
(School for the Deaf)
- H) Escuela Santa Lucia
(School for the Blind)
- I) Hospital Neuropsiquiatrico
(Neuropsychiatric Hospital)
- J) Instituto de Rehabilitacion Infantil
(Children's Polio Hospital)

An overview of the specific data contained within the individual reports of the above institutions led to the following findings and conclusions.

A) Special educational provisions in Guatemala are few in number and in a very embryonic stage of development.

B) In most instances, special education undertakings in Guatemala have been the result of the interest and initiative

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of voluntary non-governmental organizations and private individuals. No special classes are offered in any public primary or secondary school.

C) The educational programs provided for Guatemala's exceptional children are almost wholly institutional and residential in nature. Few examples of the "day school" are to be found.

D) All special education services are concentrated in the capital city with no educational facilities available for exceptional children living in other urban and rural areas of the nation.

E) Since little education is provided for exceptional children, there is no program of training for special teachers and no system for certifying them.

F) The prevailing attitude of many parents and the general public is that the handicapped must always remain the object of pity and charity and that little can be done toward helping them to become contributing citizens.

G) Most special education programs in Guatemala are carried out without the benefit of adequate facilities, materials or educational equipment. The needs of most special schools and classrooms in these areas are extensive.

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H) Little cooperation and coordination exists among the various agencies and institutions of the Republic which provide services for exceptional children.

I) Finally, it was concluded that the physical impediments of geography, different languages, poverty, insufficient teachers, schools and money make the demand for a universal primary education for all exceptional children an ideal that can have no present fulfillment in Guatemala. Instead, special education services will have to continue being planned on the basis of limited projects that only partially serve the total handicapped population.

DOCTOR OF PHILOSOPHY

College of Education

Guidance and Personnel Services

1963

To: Dr. AN EXPLORATORY STUDY OF THE FIELD OF SPECIAL
guidance EDUCATION IN THE CENTRAL AMERICAN
possible the REPUBLIC OF GUATEMALA

By

Daniel C. McAlees *lark*

To: My doctoral committee, consisting of Dr. Edgar Schuler, chairman, Dr. [illegible], Dr. [illegible], and Dr. [illegible], for their knowledge and assistance in the preparation of this thesis.

A THESIS

Submitted to
of the study Michigan State University
in partial fulfillment of the requirements
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the writer and his wife with many pleasant growth ex-
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CHAPTER I

THE FAMILY

EDUCATION

The Universal Declaration of Human Rights, adopted unanimously by some 50 nations at the 18th session of the UN General Assembly on December 10, 1948, states:

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recognition of the basic rights of all men that each citizen secure the maximum development of his abilities available him to utilize.

Statistical surveys indicate that about 10% of the school age children, in any given country, possess some serious handicap or physical disability that bars them from participating in normal educational programs. Up to comparatively recent times, efforts by the less developed countries of the world to provide educational facilities for

CHAPTER I

THE PROBLEM

Introduction

The Universal Declaration of Human Rights, adopted unanimously by some 50 nations at the third session of the UN General Assembly on December 10, 1948, states in Article 26: "Everyone has the right to education. Education shall be free, at least in the elementary stages. Elementary education shall be compulsory" (31:229). This educational profession of faith of the world today represents a universal recognition of the tenet that it is essential that each citizen secure the maximum education which his abilities enable him to utilize.

Statistical surveys indicate, however, that about 10% of the school age children, in any given country, possess some serious handicap or physical disability that bars them from participating in normal educational programs. Up to comparatively recent times, efforts by the less developed countries of the world to provide educational facilities for

these children were most often either non-existent or highly circumscribed. However, rapid economic and social changes within these countries are bringing the problem of special education to the fore. Increased health and medical services have resulted in a growing number and percentage of seriously disabled children. Industrialization and urbanization have emphasized the burden of "carrying" so large an unproductive segment of the population.

Today, the picture is undergoing a considerable change. Many of these countries are struggling to develop a program that will convert as many as possible of their disabled children into relatively active, self-dependent, productive members of their nation. This stems in part from humane considerations and an effort to eliminate individual misery and distress. But these countries are also convinced that only through such programs can they loose themselves from a burden which, in many instances, is imposing a substantial roadblock to their social and economic development.

Although attention has been focused on special education as an important aspect of social policy and as a task for which voluntary and governmental programs must be systematically developed, many problems remain to be surmounted. When it is realized that today there is no nation with

adequate services for all its handicapped children and adults and many nations where little or no organized effort exists to assist those with disabilities, the scope of the problem is apparent. In the less-developed countries, the services are, generally speaking, inadequate to meet even the minimum needs. The very nature of the conditions of "underdevelopment" means that these countries are lacking in special education resources. They are "underdeveloped" in that they lack an economic base to generate enough wealth to invest, for example, in medical facilities and equipment. They are "underdeveloped" as regards standards of mass education and by a wide variety of other indexes. They feel it is essential to concentrate their limited financial resources on economic development, i.e., on new means of production, transportation and other wealth-generating facilities. Therefore, programs for health and special education services may receive comparatively modest amounts in limited national budgets.

On the other hand, developments over the past ten years or so have been more than heartening. Some of the countries, of course, have made greater progress than others, and a few have established a fairly sound foundation upon which a full-range special education program can be built. But

with all of them, there is a wide gap between supply and demand. The challenge of expanding inadequate special education services remains acute. To provide for the widely varying needs of this minority, is one of the most important tasks confronting us today in the world of education.

The educational section of the Universal Declaration of Human Rights was quoted above. But for a fuller understanding of the nature of the goals humanity has set for itself, one needs to place beside the Universal Declaration "situational reports" regarding the present state of international educational provisions. The purpose of these reports should be constructive, to reveal the size of the task ahead, rather than to simply reflect negatively on how far reality falls short of the ideal. In this thesis, such a "situation report" will be presented for the field of special education in the Central American Republic of Guatemala.

Guatemala--An Overview

To understand the special educational provisions in Guatemala, some background information concerning the Republic is necessary.

Geography

Lying south of Mexico, with British Honduras, Honduras and the Caribbean Sea on the east, and El Salvador and the Pacific Ocean on the south and west, Guatemala is the third largest and the most populous of the Central American republics (21:658). With an area of 42,042 square miles, Guatemala is slightly larger than Pennsylvania (68:3).

Guatemala's mountains divide the country into varied topographical regions, from the heavily populated central highland region which includes about one-fifth of the land surface, to the sparsely settled Pacific coastal plain and the Petén and Caribbean lowlands, together totaling one-half the national area (21:659).

Throughout the Republic the climate varies with the altitude. Both coastal plains are hot and humid the year round, but on the interior plateaus where elevation ranges from 1,500 to 6,000 feet the climate is equable and healthy; in still higher regions the temperature is cool.

History

The history of Guatemala is deeply rooted in the Maya civilization which had its beginning over 1,000 years before the discovery of America. This civilization flourished in with 75% classified as rural (9:35). The Republic is divided

what is today northern Guatemala and occupied an area of over 125,000 square miles. The Mayans could record time, used the concept of zero, and knew the length of a single lunation (29.52 days) and the tropical year (365.24 days).

The apogee of the Mayan civilization was between 700 and 1000 A.D. When the Spanish Conquest began in 1524, the civilization had entered into decline and was easy prey for the conquistadores. Under the leadership of Don Pedro de Alvarado, the Conquest swept through what is today Guatemala, and moved on down into Central America as far as Panama.

The Spanish then consolidated their position and set up the Kingdom of Guatemala, which covered all of present day Central America, including parts of southeastern Mexico.

On September 15, 1821, Guatemala declared its independence from Spain and annexed to the newly formed Mexican Empire under the rule of Augustin de Iturbide. This union lasted until 1823 at which time Guatemala became a part of the United Provinces of Central America. After the federation collapsed in 1839, Guatemala formed its own independent government (43:12).

Population

Total population in 1960 was estimated at 3,822,233, with 73% classified as rural (9:35). The Republic is divided

into 22 departments with the population unevenly distributed between them. The three most heavily populated departments are Guatemala with 283 persons per square mile, Sacatepequez with 167 and Quezaltenango with 126. The three least populated departments are Petén, with one person per square mile, Izabal with nine and Quiché with 29 (9:33).

The city of Guatemala is the capital of the Department of Guatemala and is the seat of the national government. It is also the largest city in the Republic with an estimated population in 1960 of about 400,000 (6:4).

Descendants of the Mayan Indians continue to make up the majority of the nation's population. About 60% of the population are of pure Indian blood and still retain their own language, distinctive dress and a great deal of their pre-Christian religion (21:658). As in other Latin American countries, the remaining 40% of the population is made up of Ladinos and whites, with the former in the great majority. These Ladinos, mixed bloods and Indians who have abandoned the Indian cultural isolation, are the dominant forces in government and finance and the ultimate determiners of all educational and social movements.

The dominant religion of the Republic is Roman Catholic; but all creeds are granted freedom of worship, and

many of the Indians supplement Christianity with their former pagan rites and beliefs. Spanish is the official language; but there are many thousands who speak only one of the many native dialects, such as Quiché, Cakchiquel, Pipil, Mam, Quekchi, Pocomam and Tziy.

Government

Since gaining independence in 1821, Guatemala, along with the rest of Central America, has experienced a series of long dictatorships interspersed with bitter factional turmoil. In 1944 a popular revolution suddenly broke down the political, economic and social structures retained from the past and represented in the regime of General Ubico. A new regime headed by the exiled school teacher Juan José Arevalo, preaching reform and nationalism, opened the door to Communists. The latter exploited every opportunity afforded by the need for reforms, the rising nationalistic feeling of the people, and the sympathy of the government leaders, to press toward political power. In Jacobo Arbenz, elected to the presidential term beginning in 1951, the Communists found a most cooperative friend. By 1954, the midpoint of his six-year term, they controlled the powerful labor and agrarian movements, held many key government posts,

exercised predominant influence over the government's political parties and had built an elaborate array of front organizations.

~~the present~~ Ruthlessly suppressing every vestige of organized opposition, Arbenz turned openly to the Communist orbit for material support. In May 1954 a 2,000-ton shipment of arms went directly from the Communist-controlled port of Stettin to Guatemala. Without waiting for the Organization of American States to carry out its intent to convene and seek an answer to this situation, the Guatemalan anti-Communist leader, Castillo Armas, on June 18, 1954, raised his banner of liberation in the eastern region of Guatemala. Ten days later the Arbenz government and the Communist apparatus collapsed. After reaching an agreement with the army leader Colonel Monzon, Castillo entered Guatemala City on July 3 and quickly became president of the governing junta. Guatemala thus became the only country in the world that since World War II has been able to rid itself of a Communist-dominated government (13:15,48).

~~long was~~ The present constitution of Guatemala, adopted during the administration of President Carlos Castillo Armas, entered into force on March 1, 1956. It describes the Guatemalan system of Government as republican, democratic and

representative. It provides for separation of powers between the executive, legislative and judicial branches, although most real power is in effect concentrated in the hands of the president. The normal presidential term is six years and there is a unicameral congress made up of 66 deputies (45).

~~constit~~ Castillo Armas was assassinated on July 26, 1957. A period of several months of political uncertainty and instability followed during which two interim presidents ruled. Finally, after two elections, one of which was annulled, General Miguel Ydígoras Fuentes was elected president and assumed office on March 2, 1958. President Ydígoras followed a policy of friendship and cooperation with the United States and relations between the two nations became close.

However, by late 1959, events in Cuba, financial and ~~Economics~~ moral assistance from high Cuban officials and Guatemala's own economic and financial difficulties led to a reuniting and intensification of activity by extreme leftists.

Terrorist tactics have been used and unrest has been stimulated in employment sectors (e.g. school teachers) having long wage and related grievances against the government. Communists have succeeded in reinfiltrating some of the relatively few unions that were reorganized after 1955.

~~created an atmosphere of optimism. The sharp drop in world~~

Between 1959 and 1963 numerous unsuccessful attempts were made to remove Miguel Ydigoras Fuentes from the presidency. Finally, in March 1963, a few months before the end of his term in office, the Guatemalan army defected. The office of the presidency was replaced by an army junta, constitutional rights were "temporarily" suspended, and military rule was imposed on the Republic. The motivating force behind the army coup was their displeasure with President Ydígoras' "soft line" towards Communist controlled leftist organizations and his token resistance to the return of ex-president Juan José Arévalo. Arévalo, a former Communist sympathizer, had announced earlier that he would be a candidate for the presidency in the forthcoming elections.

Economics

Guatemala is currently showing a leveling off and perhaps a decline in economic activity. For three years after the fall of the Arbenz regime in 1954, high coffee prices, strong injections of United States economic aid, the return of grafted capital and considerable new investment combined to create good business conditions, and petroleum explorations undertaken by a number of large oil companies created an atmosphere of optimism. The sharp drop in world

price for coffee (Guatemala's main export product), the marked reduction in the volume of United States economic aid, and the completion of road building and other projects that threw large numbers of workers into the labor market have contributed to the economic slow down.

The government was slow to readjust to the altered circumstances and an acute cash shortage developed that has caused delays in the meeting of wage and other obligations by the government. This cash shortage has caused internal stress, discontent, and political unrest which is manifested periodically by demonstrations, strikes and attempted revolutions. These uprisings are believed to be incited by leftist groups who know how to capitalize upon prevailing conditions (66).

The Guatemalan economy is largely based upon agriculture. Industry is limited chiefly to the processing of agricultural products, principally textiles and leather. Industrial processing is also provided for the production of cigarettes, cement, beverages, furniture, soap, plastic products, tires, soluble coffee, plywood and petroleum products.

Principal exports include coffee, bananas, chicle, abaca, sugar, cotton and timber. Coffee accounts for 79% of the total exports, bananas 8%, cotton 4% and sugar, timber

and chicle most of the rest. Eighty-eight per cent of the total labor force in Guatemala work in agricultural pursuits and the gross national product per capita (1955) was \$168 (17:121).

Leading imports in Guatemala are steel manufactures such as cars, trucks and various types of machinery, petroleum products, clothing and processed foods (9:109).

Health

Standards of health and rates of mortality are perhaps the most adequate measures available for the general level of living in a country. The infant mortality rate in 1955 in Guatemala was 101.4 per 1000 live births (68:213). The seriousness of this figure can be vividly appreciated when it is realized that between one-fifth to one-fourth of all Guatemalans who die are infants under one year of age, or that children under five constitute over half (51.2%) of all deaths (68:215). Even these figures may be suspected of being too low as a result of incompleteness in the registering and reporting of births and deaths, e.g., only about 5% of all births occur in hospitals and only 13% of all deaths are certified by doctors (42:112).

years of With the above limitations in mind, we may consider the principal causes of Guatemala's high rate of infant mortality: diarrhea, enteritis, intestinal parasites, malaria, bronchitis and pneumonia. Inadequate environmental sanitation, lack of medical facilities, malnutrition and poor housing are all contributing factors to the seriousness of these diseases.

creased Perhaps the best illustration of the nature of Guatemala's health problems is found in the percentage of deaths due to infectious and parasitic diseases. Under proper conditions of sanitation and medical care, most deaths by these diseases could be prevented. In Guatemala, infections and parasitic diseases are responsible for about one-third of all deaths. In the United States, deaths attributed to these diseases constitute only about 2% of the total (68:218).

country Many of the health and disease problems in Guatemala probably result indirectly from malnutrition in the form of deficiencies in animal protein, vitamin A, riboflavin, and iodine (42:110). Such deficiencies are especially common in rural areas, and lower the body's resistance to diseases which might not otherwise prove serious. The incidence of malnutrition is greatest among children from one to five

years of age and is related to feeding practices that are poorly adapted to the child's needs after weaning (68:208).

An inadequate supply of doctors and medical facilities also contributes directly to the problem of raising health standards in Guatemala. In 1950, there were 420 doctors in the entire Republic, or an average of one physician for every 6,600 inhabitants. In 1955, the number of doctors had increased to 469, but the total population had also grown so that the new ratio became one doctor for about 6,800 persons (68:229).

health. Actually the shortage is even graver than the ratio would imply, if one takes into account the distribution of the doctors. In 1950 nearly three-fourths (310) of the doctors were practicing in Guatemala City where only about 10% of the population lived. For every doctor in the capital, there were 917 persons. The ratio for the rest of the country was 22,787 persons per physician (68:229).

treated Most of the hospitals in Guatemala are run by the Ministry of Public Health. In addition, the Institute of Social Security has a number of hospital centers and there are a few private hospitals. The combined total of beds in all these hospitals, however, is low. According to the

United Nations Statistical Yearbook, there were only 8,738 hospital beds in all of Guatemala in 1956 (65).

Educational Just as the capital contains a disproportionate number of physicians, so does it have a large share of the hospital facilities. In 1956, over 52% of all hospital beds in the Republic were located in the department of Guatemala (68:232).

The matter of health and mortality should not be viewed apart from Guatemala's other problems. Inadequate communication and a pattern of isolated settlements pose serious obstacles to any effort to raise the standards of health. The prevalence of illiteracy is another obstacle. If more Guatemalans could read, knowledge of the fundamental rules of modern medicine and sanitation could be more widely disseminated. A final, and perhaps the most important, consideration is the overall financial resources of the country. The fact that even the simplest medicines are almost prohibitive in cost to many rural Guatemalans is clearly illustrated in Melvin Tumin's study of San Louis Jilotepeque:

The following should be considered against the background of the fact that the average wage is ten cents a day: The simplest and most diluted asperin tablet costs one cent. "Very efficient" asperins cost five cents. A quinine injection costs 50 cents. A good cathartic costs between five and twenty-five cents. The services of the average curer retail at twenty-five cents a visit, plus food and alcoholic beverages for him, plus the cost of whatever patent medicines and herbs he

employs in the cure. A visit from the local druggist-dentist-doctor costs 50 cents (53:48).

Education

The articles relating to education in the Constitution of March 1, 1956 are to be found in Section IV, Chapter V. Special mention may be made of the following:

The promotion and dissemination of culture in all its forms is a primary obligation of the State. The purposes of education are to develop human personality to its fullest extent, to inculcate a respect for the rights of man and for his fundamental liberties, to bring about physical and spiritual improvement, strengthen the sense of responsibility of the individual citizen, promote civic progress and heighten patriotism (Article 95).

There shall be a minimum of compulsory, common education for all inhabitants of the country within the age limits laid down by the law. Primary education provided by the State in schools supported by funds provided by the Nation is free.

Private educational centers shall be subject to State inspection, and they must meet the requirements of official plans and programs if the credits they grant are to be recognized (Article 98).

All persons have the right to education. Technical and professional education is open to all on an equal basis (Article 100) (45).

As derivations of the general law of the nation there are specific laws for each one of the branches of public administration; among them is Government Decree No. 558, the Organic Law on National Education. This law is the basic

legal text on educational matters throughout the country and it became effective on February 25, 1956 (41).

(42:150) The Minister of Public Education is advised by a Technical Council for National Education, and assisted in carrying out his executive duties by an under-secretary. The Ministry comprises directorates of pre-primary and urban primary education, vocational and technical education, secondary education and teacher training, physical education and school health, and adult education, a directorate-general of rural education and social development, and a directorate-general of fine arts. Purely administrative branches include the section directly under the chief administrative officer, a directorate of school statistics and promotions, a section responsible for publications of the Ministry, departments dealing with school supplies, school building maintenance, information and records, finance, et cetera, (14).

Branch The Ministry of Public Education has control over all public and private educational establishments with the exception of the University of San Carlos which is self-governing. Public education is covered by the general budget of the nation. (ext. extending over three years. is provision-

tional (general) and compulsory for all students wishing to

The educational system in Guatemala has four established levels: pre-primary, primary, secondary and superior (42:150).

Pre-primary: Schools for children between the ages of four and seven exist as establishments exclusively for infants or annexes to primary schools.

Primary: Primary education is obligatory for children from seven to 14 years of age. The education given by the State is both lay and free. The regular elementary course is six years with sessions six days a week. However, in rural schools the elementary course often is limited to three years.

At this level two separate areas of jurisdiction operate: the urban and the rural, the urban system under the Bureau of Urban Primary Education and the rural under the Bureau of Rural Socio-educational Development. Both bureaus have study plans according to the specific laws of the branch and they regulate both official and private schools in their respective areas.

Secondary: In public schools secondary education is free but not compulsory. Secondary education consists of two cycles: the first, extending over three years, is prevocational (general) and compulsory for all students wishing to

obtain a certificate or diploma recognized by the State; the second is diversified and from one to three years in length, depending on the scope of the course of study undertaken or the degree of professional competence the student wishes to attain.

first of Superior education: Higher education in Guatemala is provided almost exclusively by the University of San Carlos of Guatemala. The university is made up of nine more-or-less separate and independent faculties which are located in various sections of the capital city: Medicine, Dentistry, Chemistry and Pharmacy, Arts, Veterinary Science, Architecture, Engineering, Humanities and Economics.

As can be seen from the above, theoretically and legally the possibilities of access to education in Guatemala exist. In practice, however, there are great limitations for economic and social reasons. Guatemala has one of the highest illiteracy rates found in the various countries of the Americas, with 71.9% of the population seven years and over illiterate. According to estimated calculations of the Bureau of Statistics, in 1960 there were 731,145 children between seven and 14 years of age in the Republic of Guatemala and only 297,009 pupils enrolled in schools. Thus 434,036 were left without schooling, or 60.6%. While the

population of school age is increasing at the rate of 3.0%, registration in primary school is only increasing at the rate of 2.5% (42:162).

The pyramid of enrollment at the primary level is as follows: in 1960 there were 54,734 pupils registered in the first grade of the official urban schools and in the sixth grade there were 10,053, a drop out of 44,681 children. In rural schools there was a registration of 51,788 pupils in the first grade and 181 in the sixth grade, or a drop out of 51,607 pupils. The drop out rate is more accented in the first three years of primary school. The first grade of rural official schools had 51,788 pupils enrolled in 1960, in the second grade 18,109, in the third grade 5,735, in the fourth grade 10,090 and in the fifth grade 315 (42:163).

According to the Instituto de Investigaciones Económicas y Sociales de la Universidad de San Carlos de Guatemala (IIES), on April 18, 1950 there were 2,151.9 thousand inhabitants in Guatemala of seven years or more: of these, 70.3% had attended no school at all; 1.4% had had parvulo (pre-primary) schooling; 26.0% had gone through one or more years of primary; 2.0% had finished one or more years of secondary school and 0.3% had completed one or more years of university work (42:164).

As reported by IIES, of the students who pass one or more years of primary education, 17.0% pass the first year of studies; 27.2% pass the second grade; 25.9% pass third, 11.3% pass fourth; 6.2% pass fifth; and 12.5% pass sixth grade. Regarding secondary school, 21.7% of the pupils pass the first year; 25.0% pass the second year; 17.7% the third and 35.6% the fourth (42:164).

If in this sense we compare Ladinos and Indians, we see that the situation favors the Ladino sector, since 89.4% of the Indians never complete any school while this is true with only 48.7% of the Ladinos. Forty-four per cent of Ladinos complete one or more grades of primary school and only 9.8% of Indians achieve this. Furthermore, 4.1% of the Ladinos pass one or more grades of secondary school, while 0.0% of the Indians achieve this. Lastly, among the Ladinos, 0.6% complete one or more years of university schooling, while 0.0% of the Indians reach this level (42:164).

Illiteracy is not spread evenly in all the provinces of the Republic. The extremes are Alta Verapaz with 92.3% and Guatemala with 40.4%. As would be expected, illiteracy is greatest in the provinces which have a high index of rurality and ethnic Indian background (42:165).

Finally, of the total population of Guatemala of seven years of age or older, 71.9% are illiterates; 67.9% of males are illiterate while 76.1% of women are. Only 50.9% of Ladinos are illiterate, while 90.3% of Indians are illiterate. In the urban sectors the illiteracy rate is 41.2%, while in the rural sectors it is 82.7%. Among the rural Indian sector, 91.6% are illiterate--88.0% of the men and 96.0% of the women (42:165).

Among the factors which combine to accentuate Guatemala's illiteracy problem are the following:

- A) Lack of schools. There simply are not enough schools in Guatemala to accomodate children of school age even if they should want to attend. Adequate educational opportunities for the entire school age population have never been available and in the rural areas the shortage is especially noticeable. The law requiring compulsory attendance for children of school age is more an expression of idealism than of expected compliance.
- B) Teaching staff. The problem of providing trained teachers for the existing elementary schools in Guatemala is a serious one. It is especially critical in the rural areas. In 1955, 84% of all the

rural teachers in Guatemala were classified as empíricos. An empírico refers to a teacher who has had little education and no formal training to become a teacher. The urban schools are more fortunate in this respect with only 23% of their teachers classed as empíricos (68:277).

For a primary school teacher holding a teaching degree, the beginning salary in 1960 was \$75 per month (42:185). A degree presupposes six years of elementary school and five years of normal school training. This salary does not meet the cost of living in Guatemala nor is it proportionate with salaries earned by other sectors of salaried workers.

- C) Problems of Indian education. The social and cultural values of the rural peasant society, bound by traditional ways of doing things, and those of the urban are quite at variance. Formal education is a new factor which is alien to the cultural tradition of the Indian. From the Indian's viewpoint, there is no need for formalized schooling. His children receive practical education for the type of life which they are expected to lead by learning through doing.

Thus there exists a great gap between the theoretical laws and educational plans of Guatemala and the true educational situation. Although limited progress has been achieved in recent years, it will likely be many years before education in Guatemala approaches the popular, democratic system that is envisaged in the publications of the Ministry of Education.

Statement of the Problem

The basic purpose of this study was to ascertain the nature and scope of special educational services, programs and facilities in the Central American Republic of Guatemala.

All relevant data pertaining to the following aspects of special education in Guatemala were obtained in as complete and concise a form as possible:

- A) history and development;
- B) organization and administration;
- C) services, instructional programs, and courses of study;
- D) finance and fiscal administration;
- E) physical facilities (including instructional materials and equipment);

- F) characteristics of professional personnel;
- G) characteristics of student population.

Justification for the Study

The United Nations, the International Society for Rehabilitation of the Disabled, and many other international organizations have recognized the need for more critical self-appraisal by many nations of their special education programs for the physically and mentally handicapped, and for the stimulation of research and expanded activities in this field. It is felt that the first step toward meeting special education needs is the development of factual data concerning current programs within such nations. Within the Republic of Guatemala a self-appraisal has not been possible to date since detailed information concerning such factors as incidence of disabilities, special education practices, legislation, administration and teacher preparation is not available or published in a manner which is useful to those who desire to appraise or understand the nature of the services offered in this vital area of human well-being. This lack of factual data not only limits the development of a specific national program in Guatemala, but also limits comparative studies with other national programs and the

reference and research work that can be done by educators, administrators and others seriously concerned with special education at the international level.

The concept of, and need for, special education services has been recognized by Guatemala and legal provisions have been established for their achievement. However, due to the nature of its economy, social system, cultural background, and the great number of pressing, unfulfilled needs which still exist in this country, Guatemala has been unable to provide special education services for all the handicapped of the Republic. Special education services in Guatemala, as in most countries which are in the early stages of program development in this area, have emerged in an unplanned and unorganized manner, thereby making the effective coordination and administration of these services and programs quite difficult. In addition, problems such as rivalries between various voluntary groups, some of which feel they have a vested interest in welfare and educational activities on behalf of a particular category of disabled persons, are developing and leading to such undesirable and uneconomical results as the duplication and overlapping of facilities and services. However, at present, no information exists and no research has been conducted from which

insight can be gained regarding the kinds of actions that should be undertaken in order to meet these needs.

Thus there exists a great need for an intensive examination of the nature and structure of the special education field in Guatemala in order that factual data regarding programs, problems and needs can be made available. Background information of this type is essential to the initial understanding of the make-up of special education in Guatemala and will provide the means whereby a formulation of a precise description of the national philosophy and activities in this area can be achieved; a step which is essential before realistic and concrete programs of further development can be outlined or pursued.

In addition to the factual data obtained and the possible concrete improvements that may result within the special education field, there is another less tangible benefit of a study of this nature. In the field of special education we have a uniquely effective area within which individuals and nations can operate in their efforts toward international understanding, since physical disability knows no geographical, racial, language or political boundaries. The special education of the handicapped is fundamental to the prime democratic concept of equal opportunity and social

justice for all. Through our active interest in the special education field, we have the opportunity to relate our interest in services for the disabled to the total effort of bringing about better understanding among the world's citizens.

Limitations of the Study

The extent to which generalizations can be made is limited. Total enrollment and other indications of the size of the special education field may be compared with other countries, but more detailed comparisons should be made with the greatest care and only with an intimate knowledge of the systems to which they refer. Wide variations in usage of terminology exist and programs of special education cannot be separated from the total pattern of social and economic development in a particular nation.

Although an attempt was made to secure comparable data from each institution studied, this ideal was not realized. Due to their limited stage of development and lack of emphasis on record keeping, at many institutions certain types of data either were not available at all or else were not recorded in such a manner as to allow their incorporation into any standard classification system. The private

nature of most of these institutions, and the negative attitude held by a few towards a study of this nature further complicated the gathering of certain types of information, e.g. financial. Every effort has been made, however, to present the data obtained in as uniform and complete a form as possible.

Changing political conditions introduce a further complication. The investigation was initiated in September, 1962 and completed in March, 1963. Constitutional and official administrative changes after that date are not reflected.*

Finally, terminology and statistical categories are accepted as they occur nationally in Guatemala. In the long run a standardized international system for educational reports may be evolved, but this will be a slow process and it can only be realized if an empirical method is followed now.

Organization of the Thesis

This dissertation is divided into six chapters.

Chapter I presents an introduction to the study, an overview of the Central American Republic of Guatemala and its educational system, a statement of the problem,

*See page 10-11.

justification of the study, limitations of the study, and organization of the study.

Chapter II presents a review of literature on special education in Guatemala, primarily emphasizing the literature that is available but also evaluating the complete absence of information in certain types of publications.

Chapter III presents the development of the study, construction of the instruments, selection of the sample, and the methodology and techniques of data collection.

Chapter IV presents individual reports of the data obtained from each of the institutions and organizations investigated.

Chapter V contains a discussion of the findings from a national perspective.

Chapter VI includes the summary, conclusions and implications for further research.

CHAPTER II

A REVIEW OF THE LITERATURE

Introduction

The importance of cooperative international planning for the education of physically and mentally handicapped children has long been recognized and advocated (31:229-32). Universities and professionals in this field are constantly being urged, via international seminars and international agencies, to provide technical assistance and consultive services to the many nations of the world where special education programs are currently emerging. They have not always been able to meet this challenge, however, since up-to-date and reliable information and statistics, required for an intelligent understanding and appraisal of the special education programs and achievements of a country, have not been available for most of the world's nations. Educational statistics provided by national governments often fail to meet the most elementary requirements of completeness, recency and comparability (60:10-11).

As early as 1927, a joint commission of the International Institute of Intellectual Co-operation and the International Statistical Institute presented a report on the desirable elements of an international collection of educational and cultural statistics (32). This report remains one of the most comprehensive schemes yet drawn up for presenting statistics on the educational institutions of different countries. The reporting of national statistics has fallen so far short of the expectations of the commission, however, that the scheme has never been implemented.

In spite of the large gaps in the availability of national data on education, a number of attempts have been made to meet the demands for such information on the international level. The following review of literature traces the development and growth of this effort. Whenever data pertinent to special education in the Central American Republic of Guatemala are found to be recorded, they will be singled out for comment.

Review of International Publications

Perhaps one of the first and most comprehensive efforts directed towards providing more adequate educational data on an international level was made by the International

Bureau of Education in Geneva, which published in 1932 a pioneering volume on l 'Organisation de l 'instruction publique dans 53 pays (19).

Of the 53 countries and territories represented in this volume, 31 were in Europe, 11 in the Americas, 5 in Asia, 3 in Africa, the remaining being Australia, New Zealand and the U.S.S.R. The statistical data, however, included only total population, number of children of school age, percentage of these children attending school and the total number of pupils in each level of education or category of school. No mention was made of special educational facilities. These statistics referred to various years between 1923 and 1930.

From 1933 until 1939 the Bureau also published in its International Yearbook of Education fuller and more up-to-date statistics on numbers of schools, pupils and teachers, by public and private institutions at different levels (18). Later volumes included additional data on budget expenditure on education and on minimum and maximum salaries for men and women teachers at each level of education. Within these volumes there occurs, sporadically and unsystematically, one or two sentence references to isolated special education facilities reported by the various countries.

Among other early publications containing international compilations of statistics on education, it is sufficient to mention the Educational Yearbook of the International Institute, Teachers College, Columbia University, and the Yearbook of Education published under an editorial board in association with the University of London Institute of Education (20,54). The former appeared in 21 volumes from 1924 to 1944, with statistical data relating to various countries of the world. The latter publication, which appeared in nine volumes between 1932 and 1940, was devoted primarily to educational conditions and developments in the countries of the British Commonwealth and various European countries. Neither publication treated statistics on special education.

The United Nations, entrusted by its constitution with the task of promoting the advancement of general education throughout the world, has included in its program various provisions for the exchange of information about educational methods, activities and achievements in different countries. The United Nations' Statistical Yearbook, first published in 1949, included a summary table on educational institutions for over 70 countries and territories, giving numbers of schools, teaching staff and students, by levels

of education (65). The fourteenth issue, published in 1962, covered 200 countries and territories, with the same type of data reported. No mention was made in these volumes of any special education programs or facilities that existed within the reporting countries.

In 1952 UNESCO published the World Handbook of Educational Organization and Statistics, following an inquiry by questionnaire sent to 72 member states in 1950. This four-part questionnaire requested from the countries the following data:

- I. A description of the educational system in the country, including information on such topics as: the legal basis of education; educational administration and finance; organization of the public school system; adult education; fundamental and mass education; independent schools, school buildings, equipment and supplies; education and status of teachers; school health service and physical education; special problems and recent trends; and a short bibliography.
- II. A diagram illustrating the organization of the school system.
- III. A table showing the classification of all types of schools in the country, giving for each type of school the normal age of entrance, duration of courses in years, types of schools from which pupils may enter, and certificates, diplomas or degrees granted on completion of the course.
- IV. Statistical data, given separately for public schools and independent (private) schools, for one pre-war year and one post-war year, classified by type of school for each level of education:
 1. Number of schools for boys, for girls, and mixed schools.

2. Number of classes.
3. Number of full-time teachers, by sex.
4. Number of regular full-time pupils, by sex.
5. Number of pupils who were graduated during the school year, by sex.
6. Age distribution, for either sex or for both sexes, of pupils enrolled in all public and independent schools.
7. Expenditure on education for one year.
8. Types of post-school, part-time education, with number of units, number of instructors, by sex, and number of students enrolled, by sex (60:17).

A total of 38 returns were received from the 78 countries contacted. For those countries which did not reply to the questionnaire, an attempt was made to prepare, within the limits of the resources available to the UNESCO Secretariat, a descriptive and statistical report for that country; in this way an additional 19 countries were added, bringing the Handbook total to 57. Guatemala was not among the 57 countries finally included. Nor were special educational programs mentioned in the reports of most other countries. In those few instances where mention of special education was found, it consisted of a brief statement such as the following: "Blind and crippled children have special educational facilities" (60:725).

The first World Survey of Education was prepared in 1954 and published by UNESCO in 1955 (61). This volume, based on a questionnaire similar to the one quoted above,

contains descriptive and statistical material on all aspects of the "national school systems," from kindergarten to university including informal adult education. Volume II, published in 1958, was devoted more particularly to the primary schools of the world, but contained sufficient additional data to indicate the general context in which the primary school was situated (62). Volume III, published in 1961, following the pattern of Volume II, presents, within the context of the educational system as a whole, a somewhat detailed analysis of "secondary education," a term which was interpreted as covering all types of education--general, technical, vocational, teacher training and others--provided for young people between the ages of approximately 12 and 18 (63).

In these volumes special educational facilities received little or no mention by the reporting countries. Reporting in all three volumes, Guatemala gave no further attention to special education than to mention that, in 1954, there existed a school for mentally retarded children and a school for physically handicapped children (62:496).

A companion series to the World Surveys of Education discussed above are the International Yearbooks of Education, published jointly by the International Bureau of Education

and UNESCO (64). These yearbooks are published annually and contain information regarding the main changes and trends that occur each year in the reporting countries. Information is reported under nine headings: Administration, Organization, Curricula, Syllabuses, Methods, Teaching, Staff, Auxiliary Services and Miscellaneous.

Seldom is a reference to special educational facilities or programs to be found in these volumes. Guatemala, reporting annually, makes no mention whatever of special education in its yearly digests.

In 1960 UNESCO published yet another volume of international educational information entitled Current School Enrollment Statistics. In it data are given in regards to sex of pupils and enrollment level. The following enrollment levels are listed: pre-school, primary, secondary, teacher-training, higher, special and other. The statistics reported in this volume were "compiled from reports of Ministries of Education, statistical yearbooks, statistical bulletins and from reports sent in to the United Nations and to UNESCO (56:3). Less than 1/4 of the countries reporting provide any information on special education and Guatemala, under the category "special" simply lists "no data available" (56:24-25).

Another source of international educational statistics and information is a UNESCO publication entitled Basic Facts and Figures. Basic Facts and Figures has been published annually since 1952 and contains international statistics relating to education, culture and mass communication. The data reported are "gathered from official reports and publications, and from replies to UNESCO questionnaires and special surveys, supplemented by information available to the Secretariat from other national and international sources" (55:7). Although a wide range of educational information is reported in this volume, no data regarding special education programs or facilities are presented.

The Committee on Education of Handicapped Persons of the International Society for the Welfare of Cripples, concerned over this lack of factual data in the area of international special education, sponsored a survey of special educational programs and facilities in Western Europe (50: VI-VII). Western Europe was chosen for this initial investigation because of its comparatively advanced development in this area.

The authors of this study devoted two years to the research and writing of the report. Ten months of this time was spent in field work in Europe. The following aspects of

the special education program were described for each of the countries investigated: history, definitions of disabilities, incidence and prevalence of disabilities, services for physically handicapped children, teachers of physically handicapped children, and organization and administration of services.

The publication of the results of this survey in 1960 provided much of the information needed for evaluating the national programs of special education in the countries studied and stimulated interest in the educational problems of handicapped children throughout Europe.

In 1960, the International Bureau of Education published a study entitled Organization of Special Education for Mentally Deficient Children. Information was collected from 71 countries through a questionnaire which contained the following headings: I. Methods of Detection and Selection; II. Mentally Deficient Children and Compulsory Education; III. Structure of the Special Education System for Mentally Deficient Children; IV. Methods of Education; V. Post-school Care; VI. Teaching Staff; VII. Measures Contemplated for the Next Few Years; VIII. International Assistance (58:7).

Although this study suffers from all the shortcomings of a questionnaire type survey and from the incompleteness of the statistics and information possessed by national ministries of education, it must still be considered a major step forward in the attempt to provide international understanding and planning in the area of special education.

For many countries the replies to the questionnaire were complete and lengthy; for others, the replies were short and relatively uninformative. The reply by the Ministry of Public Education in Guatemala, e.g. stated simply that special education for the mentally handicapped in Guatemala is handled by private institutions, about which the Ministry has no detailed information (58:142).

In 1960 the Committee on Government Operations of the United States Senate published the results of a study of rehabilitation programs in 37 countries of the world. Contents of the report consist of a summary, country by country, of the status of rehabilitation activities in various countries of Europe, Asia, Africa, North and South America and Australia. The document is conceived by the Committee as a summary, and not as a definitive treatment of world-wide rehabilitation activities. What are presented in this report, therefore, are but a few general highlights (67:1).

Although concerned primarily with rehabilitation programs, the report does briefly mention special educational facilities in most of the national summaries. The following information on special education is provided in the summary report on Guatemala:

Before the present decade there were virtually no services of any kind for the physically handicapped. Today, Guatemala has [been reported to possess] an outstanding polio center for children, a modern school for blind and deaf children, a workshop for blind adults, a new school for physical therapy and a complete physical and vocational rehabilitation center for disabled workers (43).

UNESCO, also acutely aware of the need for information regarding special education on an international level, conducted another questionnaire type survey of 53 countries and published the results in 1960 in a volume entitled Statistics on Special Education. Three sources of information were used: a UNESCO questionnaire sent out at the end of 1953 (UNESCO ST/Q/15), a UNESCO questionnaire sent out in 1955 (ST/Q/22) and national publications, both those of a general nature such as official yearbooks and those of a specialized nature pertaining to education. Recourse was had also to reports of the International Bureau of Education in Geneva (59:8). All data are reported in tabular form: no effort was made to describe special education in any particular country.

In the introduction to the report the authors point out that one of the major limitations of the investigation is that the data do not cover all existing special schools in the countries studied. In general, the statistics presented in this report were collected by Ministries or Departments of Education, and therefore private and non-government controlled schools are often not included.

The section on Guatemala is introduced with the statement that "as far as is known, statistics on special education (in Guatemala) are not published" (59:55). The information about Guatemala contained in the report was provided to UNESCO in reply to questionnaires ST/Q/22 and ST/Q/15 and therefore suffers the shortcomings of all data gathered in this manner. For 1954, the most recent school year reported, Guatemala is listed as possessing four government-financed special schools, two government-aided schools and one special class. The types of schools listed include institutions for the blind and deaf, social welfare centers and correctional institutions, an institution for children with physical disabilities and a special class for mentally sub-normal children. Although this study is incomplete, consists of tabular statistics only, and is over nine years of

age, it represents the most comprehensive and detailed information yet published about special education in Guatemala.

The above cited literature represents the extent to which research and information was available, when the current research project was initiated, on an international level in regards to the special education programs and facilities of the Republic of Guatemala. The studies reviewed were found to be general in nature, incomplete in coverage and based solely upon questionnaire-type investigations. The amount of information provided by these sources was limited to the facts that: (1) there are a number of special educational institutions functioning in Guatemala, however, the exact number and size of these institutions is unknown; and (2) no data regarding the nature of the institutions are available.

A number of articles in professional journals dealing with special education in Guatemala and Latin America are currently either in process or have just recently been completed (22, 23, 24, 25, 26, 27, 34). However, none of these were available when the present study was initiated. It is likely that a number of publications on special education and rehabilitation in Guatemala and other under-developed

countries will result from the research program in this area currently underway at Michigan State University.

Review of Guatemalan Publications

After reviewing international studies, the next step in the search for pertinent information relative to special education in Guatemala was an exhaustive review of that literature which is published within Guatemala only and is not available outside the country. All official documents and other published resources were carefully scrutinized.

The first such materials to be reviewed were official publications of the Ministry of Education (36, 37, 38, 39). No statistics on special education were found to be reported in these publications. The main reason for the absence of special education information in these documents is the fact that most organizations and institutions conducting special educational activities in Guatemala are independent and private by nature. They therefore are not included in the official reports made by the Ministry of Public Education. In addition, these institutions themselves place little emphasis on statistical reporting and publish no annual summaries of their own. Thus, after a careful review of all other official and unofficial sources of information, e.g.

journals, newspapers and books, this writer verified the statement so often noted in the international studies reviewed above: "So far as is known, statistics on special education [in Guatemala] are not published" (56:24-25, 59:55, 58:142).

The results of the search of national literature were not all negative, however, for three sources containing background information pertinent to special education were found.

The first two sources are official government proclamations. Government Decree No. 588, entitled the Organic Law on National Education and serving as the basic legal text on educational matters throughout the country, under Title III, Chapter V, deals with the "Level of Special Education" (41). This document serves as an official statement of policy and philosophy regarding special education for the public schools. Its contents can be summed up with the following quotations:

Article 69--This level in a systematic manner, proposes to adopt and readjust to the scholastic and social environment those adolescent children and youths of irregular conduct or those with problems which place them in the danger of not achieving integration into their community.

Article 71--The plans and programs developed in special education schools shall be flexible; and preferably shall

cover the carrying out of activities adopted to the needs and nature of the students.

The staff for schools of this level shall be specialized and aided by pediatricians, psychologists, and other specialists needed

The second Government Proclamation, No. 157 of April 27, 1962, decrees, in part:

To create a section of specialization in the education of exceptional children, which shall be installed in the Normal School for Teachers for Parvulos (pre-primary) "Dr. Alfredo Carrillo Ramirez" which operates in this Capitol (Article I).

and

To create sections for exceptional children with 20 pupils each, in the Normal Establishments where teaching studies are taken in the Capitol, in which programs there shall be included the Chair of Special Education, in the third year of the Vocational Cycle (Article 3) (15).

The above two government decrees, coupled with the following articles of the Constitution of the Republic:

The State shall guard the physical, mental and moral health of infancy, and shall issue the laws and create the necessary institutions to insure its protection (Section IV, Chapter III, Article 22);

and

There shall be a minimum of compulsory, common education for all inhabitants of the country within the age limits laid down by the law. Primary education provided by the State in schools supported by funds provided by the Nation is free (Section IV, Chapter V, Article 98), (45);

represent, to the best of the writer's knowledge, the only

existing legal provisions pertaining to special education in the Republic of Guatemala.

The third, and last, reference to special education found in the national search of literature is contained in a book entitled Historia de la Educacion en Guatemala. This volume, which traces the history of education in Guatemala from the earliest Mayan civilization to the present, contains a chapter dealing with child welfare practices in Guatemala. Briefly sketched in this chapter are the histories of the following institutions: Casas del Niño y Guarderías (centers of medical attention); Comedores Infantiles (food distribution centers); Centro Educativo Asistencial (orphanage); Centro de Observación y Reeducción de Menores (centers for delinquents); Escuela para Ciegos y Sordomudos (school for blind and deaf); Centro de Recuperación de Defectuosos (rehabilitation center); and the Sección de Niños del Hospital Neuropsiquiátrico (children's section of neuropsychiatric hospital) (44:417-430).

Although not directly concerned with special education per se, this volume nevertheless provides historical sketches of a number of institutions which can be classified as special education centers. In addition, it presents background

information which is useful in attempting to understand the nature of special education as it is found in Guatemala today.

Summary

This review of national and international literature pertaining to special education in the Republic of Guatemala has demonstrated the paucity and incompleteness of published information in this area. No national statistics are available and no study of the institutions offering special education programs has been conducted. Nor is there even an accurate estimate available regarding such fundamental information as the number and types of institutions providing special education services.

This lack of information clearly demonstrates the need for a "depth investigation" of the special education programs and facilities in Guatemala. Not until a detailed and comprehensive study of the nature and structure of the special education field in Guatemala is completed will educators, and others interested in facilitating and improving the special education program of Guatemala, be able to gain the insight and understanding that is essential before realistic and concrete programs of further development can be pursued.

CHAPTER III

METHOD AND PROCEDURE

The review of literature illustrated the paucity of existing information regarding the nature and scope of special education programs and practices in Guatemala. The present investigation was designed and directed towards obtaining this basic information.

Due to the absence of even the most elementary types of published data, it was necessary to conduct a preliminary investigation to determine the nature and size of the relevant population. This information was essential to the ultimate selection of a sample, design of instrumentation, and determination of procedural steps and methods.

Preliminary Investigation

The preliminary investigation was conducted in two stages. The first stage consisted of procuring the names and locations of all agencies and institutions in Guatemala purporting to offer special education type services. Since

these data had never been previously compiled and were not available from any single source, personal inquiries were made of all agencies and organizations which might have conceivably possessed pertinent information. The sources contacted were the Ministry of Public Education, Ministry of Public Health, University of San Carlos, UNESCO of Guatemala, National Statistics Office, Social Welfare Council (Consejo de Bienestar Social), National Committee for the Blind and Deaf-mute, medical specialists and other informed individuals. As a result of these inquiries, a list of fourteen agencies and institutions believed to be offering special education type services was obtained.

The second stage of the preliminary investigation consisted of personal visitations to each of the 14 agencies and institutions on the above list. The purposes of these visitations were to acquaint the researcher with the nature and scope of the population to be studied, i.e., its range of size, services, facilities, personnel, et cetera and to verify the existence of special education programs within each of the 14 institutions listed. It was anticipated that the information and experiences gained from such preliminary field visits would materially assist in the delineation of

the population, development of instrumentation and determination of procedural steps and methods.

Population

Special education is concerned with the education of exceptional children. An exceptional child is one who deviates intellectually, physically, socially, or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary educational instruction and services. Thus, the population encompassed by the present study included all institutions and agencies in the Republic of Guatemala, both public and private, which have educational programs for, and provide educational services to, children who are physically disabled, mentally retarded, speech impaired, visually impaired, socially maladjusted or emotionally disturbed, deaf and hard of hearing, or intellectually gifted.

The results of the preliminary investigation indicated that the above population consists of the following ten agencies and institutions:

- A) Instituto Neurologico
(Neurological Institute)

- B) Instituto de Retrasados Mentales
(Institute for Mentally Retarded)
- C) Centro Educativo Asistencial
(Educational Assistance Center)
- D) Centro de Observación y Reeducción
(Observation and Reeducation Center)
- E) Centro de Reeducción para Varones
(Reeducation Center for Boys)
- F) Centro de Reeducción para Niñas
(Reeducation Center for Girls)
- G) Escuela Fray Pedro Ponce de Leon
(School for the Deaf)
- H) Escuela Santa Lucia
(School for the Blind)
- I) Hospital Neuropsiquiatrico
(Neuropsychiatric Hospital)
- J) Instituto de Rehabilitacion Infantil
(Polio Hospital)

Due to this limited number of institutions, their relatively small size and their great heterogeneity, a study of the total population was considered feasible and highly advantageous since this method of data collection would eliminate sampling errors and increase the overall validity of the study.

Instrumentation

In order to achieve the ends sought in this investigation, two types of instrumentation were developed. Both

were designed to be uniquely suited to the problem under investigation and its cultural context.

Since the preliminary investigation indicated that structured interviews, observations and the examination of institutional records would be the most feasible methods for obtaining the desired data, the first type of instrumentation designed was a questionnaire-like data-schedule (Appendix I--English translation). This data-schedule was not distributed to the agencies or institutions being studied, but rather was used solely by the researcher as his guide in conducting structured, directed, information gathering interviews and observational visitations.

The above instrument was designed to provide data concerning the following basic factors involved in the study:

- A) History and Development
- B) Organization and Administration
- C) Services, Instructional Programs and Courses of Study
- D) Characteristics of Professional Personnel
- E) Characteristics of Student Population
- F) Finance and Fiscal Administration
- G) Physical Facilities (including instructional materials and equipment)

The second type of instrument developed was a Personal Information Inventory which was distributed to all service connected personnel in the institutions investigated. This instrument was designed to obtain that vital personal

information which could only be obtained directly from individual professional employees (Appendix II--English translation).

A study by Toth (52), on rehabilitation services in Guatemala, was conducted simultaneously with the present investigation. The above instruments were so constructed as to permit their use in either the special education or rehabilitation study.

Procedure

Structured interviews, observational visitations and Personal Information Inventories were the major data collection techniques.

To initiate the study, individual appointments were arranged with all key persons in the special education field in Guatemala, e.g. school directors, government officials, officers of voluntary organizations, institutional administrators, et cetera. During these visits a carefully planned introduction to the nature and purpose of the proposed investigation was presented and their cooperation in its completion solicited.

Acceptance and approval of the proposed study, by these key individuals, varied from strong skepticism to

unqualified cooperation. Whereas some institutions placed the entire staff and facilities at the complete disposal of the researcher, others permitted direct contact with the chief administrator only and provided little information other than that of a rather limited and general nature. However, all institutions did cooperate to some degree and information was obtained regarding the entire population under study.

After the initial contacts had been made and approvals received, a step-by-step study, to the extent possible, of all special education agencies and institutions was undertaken: (1) Appointments were arranged with various professional and administrative personnel at each institution and structured interviews conducted; (2) observational visitations were made to observe facilities and operational techniques; and (3) staff conferences were held for the purpose of completing the Personal Information Inventories.

When possible, official records, reports and unpublished materials were reviewed in order to supplement and validate the data obtained through the above procedures. The number of necessary visits to each institution varied greatly; however, the average for the total population was ten.

Mention should be made here of two cultural factors which influenced the nature of this study.

The first is the fact that research, especially educational research, is not common in Guatemala. Investigations of educational institutions are seldom conducted unless there is going to be an administrative "shake-up." These administrative reorganizations are politically based and quite frequent; thus institutional directors have an understandable distrust of any "investigation." This distrust is reflected in a hesitance to provide certain types of information, e.g. financial.

The second cultural factor which influenced the study is the existence of a subtle and covert "anti-Yankee" attitude among certain sectors of the Guatemalan population. Although seldom expressed openly, this attitude had a definite effect on the type and amount of cooperation received from certain agencies and institutions.

Attempts were made to minimize the negative effect of both cultural factors. In the case of "fear of investigations," every effort was made to present the study in as clear and positive a light as possible through personal visitations, and letters of endorsement were obtained from the Rector (President) of the University of San Carlos, the

Minister of Public Education, the Director of the Institute for Educational Research and Improvement and other community leaders. (These letters were of an introductory nature only and are therefore not reproduced in the appendices of the study.)

In order to minimize the influence of the latent antipathy towards North Americans, a Guatemalan National from the University of San Carlos accompanied the researcher on all visitations. This National was intimately familiar with the nature and purposes of the investigation and served as its interpreter and national representative throughout the length of the study.

Data Validation

A major difficulty in conducting survey type research in the United States is that of obtaining reliable and valid data. In Latin America, as the result of a unique personal and cultural value system, this problem is greatly accentuated. This difficulty became apparent to the researcher during the preliminary investigation and every effort was made to structure the present research design so as to preclude as many errors as possible. The following measures were taken to assure the highest validity, representativeness and reliability for the data gathered:

- A) Investigation of the total population.
- B) Collection of data through structured interviews and personal observational visitations.
- C) Obtaining endorsement of study by community leaders and providing for active participation of Guatemalan Nationals.
- D) Cross references between official records, unpublished materials, Personal Information Inventories and information obtained by the researcher through the interview technique.
- E) Presentation of draft reports at appropriate stages of preparation to knowledgeable individuals in the field.
- F) The careful scrutinization of all data for internal consistency and the exploration of any uncovered irregularities.

Data Analysis

Due to their limited stage of development, lack of systematized record keeping, relatively small size and great heterogeneity, it was not possible to obtain comparable types and amounts of data from all institutions and agencies investigated. As a result, statistical analysis of the data was limited to the use of simple descriptive statistics such as tables, charts, diagrams, percentages, et cetera.

In view of the uniqueness of the data obtained from each institution, individual institutional reports were deemed the most appropriate method of data presentation. At many institutions, certain types of data were not available at all or else were not recorded in such a manner as to allow

their incorporation into any standard classification system. However, every effort was made to analyze and organize all obtained data for the purpose of presentation, into the following categories: History and Development, Organization and Administration, Services, Instructional Programs and Courses of Study, Finance and Fiscal Administration, Physical Facilities (including instructional materials and equipment), Characteristics of Professional Personnel and Characteristics of Student Population.

CHAPTER IV

RESULTS OF THE INVESTIGATION

Institutional Reports

The main purpose of this study was to gather that information which is essential to an initial understanding of the nature and scope of special education programs and services in Guatemala. The complete absence of data in this area at the present time was demonstrated earlier. Also, in a previous chapter, certain basic areas of interest were outlined, e.g. history, administration, programs, personnel, et cetera as were the procedure and methodology of the investigation.

It shall be the purpose of this chapter to analyze and report the data obtained in as complete and concise a form as possible. Due to the small and heterogeneous nature of the population investigated, individual institutional reports were deemed the most appropriate method of data presentation. In Chapter V, a discussion of the findings from a national perspective will be presented.

All data contained in this chapter were obtained by the researcher from one or more of the following sources: structured interviews, individual personnel questionnaires, institutional records and documents and personal observational visitations.

All financial data are presented in terms of dollars and the following symbols are common to all tables:

Category not applicable	---
Data not available	...
Magnitude nil	.
Provisional or estimated figure	*

* * * * *

Ciudad de los Niños

History and Development

The recognition of the problem of delinquent minors and the creation of special centers for their care dates back to the year 1834. At this time, during the administration of Galvez, a law was passed regarding the establishment of a reform school into which those under 18 years of age and convicted of felonies would be admitted. However, there is no information available as to whether this measure was ever put into practice or whether the school was actually created. In 1857, during the administration of Carrera, the law was repealed.

In 1887 a new law was issued which decreed the foundation of a correctional home to which delinquent children under the age of 18 would be sent. This center was not exclusively for minors, however, since adult vagrants and criminals were also included in its population. This center was closed two years after its inauguration and in June of 1889 the Political Chief of the Capital was authorized by government decree to convert a section of the City Hall into a correctional home for children younger than 15 years of age. This center operated unchanged until December of 1913, when, by government decree, it became independent of the adult center of incarceration and moved to a separate residence on 7th Avenue.

In 1925 a correction home for minor girls was created and annexed to the women's prison. Before this time, there had been no distinction made in the women's prison between minors and adults. In 1927, its name was changed to the Correction School for Minors. In 1931 this school was relocated next to the boy's correction home and both centers were called Reformatories for Minors. In May of 1950 this name was changed to School for Juvenile Prevention. In June of 1952 the Juvenile Prevention Centers were separated from the

Ministry of the Interior and Justice and made dependencies of the Ministry of Public Education.

In July 1952, by government decree, the three special education centers which constitute the present Ciudad de los Niños were created. The decree states:

WHEREAS: The organization and operation of the so called Center of Juvenile Prevention are antiquated and do not fit the standards of special education which are proper of centers of this kind; **WHEREAS:** It is necessary to deal technically with the problem of socially maladjusted children and those of irregular conduct; the government **THEREFORE DECREES:** 1. To create three special education centers for the attention, study and reeducation of socially maladjusted children and those of irregular conduct. Said centers are the following: A) Observation Center; destined to the study and classification of maladjusted or delinquent children; B) Boys' Reeducation Center: For the impartation of that special education which tends to channel or prepare them for a healthy and beneficial life; C) Girls' Reeducation Center: With the same purposes as the foregoing. 2. The centers to which reference is made shall maintain close relations with and shall be governed by a Director General. 3. The Ministry of Public Education is in charge of the fulfillment of this decree and shall issue the regulations and necessary provisions for the good operation of said centers (35).

Since August 1952, when the above decree was put into operation, the Ciudad de los Niños has undergone no major organizational or administrative changes. The major change that occurred during this period of time was the moving of both the boys' (1956) and the girls' (1963) reeducation centers to the Municipality of San José Piñula approximately twenty miles from Guatemala City.

Student Population

There exists, in actuality, three distinct student populations within the Ciudad de los Niños, i.e., the students of the observation center, of the boys' reeducation center and of the girls' reeducation center. Each will be discussed separately below. The students of all three centers have been placed there by the Juvenile Courts.

Observation Center: The total student population of this center in March, 1963 was 39--all boys. The center has two types of classes, Alphabetization and Culturization, with 24 and 15 students respectively. Alphabetization refers to learning how to read and write; Culturization refers to the development of attitudes of civic and social responsibility.

The age ranges of the students at this center are shown in Table 1. The reasons for their court placement in the center are shown in Table 2.

Reeducation Center for Girls: The total student population at this center in March 1963 was 29. Reeducation classes are conducted by three teachers who attempt to develop the entire six-year primary cycle.

The enrollment of students by grade level within the center is shown in Table 3. Their age ranges are shown in

Table 1.--Enrollment by age levels in 1963: Observation Center.

Age level	Number of students
10 years	8
11 years	5
12 years	0
13 years	0
14 years	12
15 years	0
16 years	9
17 years	3
18 years	2

Table 2.--Reasons for court referral: Observation Center.

Reason for referral	Number of Students
Theft	18
Aggression	6
Drug usage	5
Undisciplined behavior	10

Table 4. Table 5 lists the reasons for court action and the girls' subsequent placement within this institution.

Table 3.--Enrollment by grade level in 1963: Girls' Reeducation Center.

Grade level	Number of students
1st year	8
2nd year	10
3rd year	4
4th year	3
5th year	4
6th year	0

Table 4.--Enrollment by age levels in 1963: Girls' Reeducation Center.

Age level	Number of students
12 years	8
13 years	0
14 years	0
15 years	12
16 years	7
17 years	2

Table 5.--Reasons for court referral: Girls' Reeducation Center.

Reason for referral	Number of students
Prostitution	16
Home abandonment	5
Theft	5
Lack of family supervision	2
Abduction of minors	1

Reeducation Center for Boys: The total student population within the Boys' Center in March 1963 was 90. This center also develops the entire six-year primary cycle of studies.

The placement of students by grade level at this center is shown in Table 6. The age ranges of the students are shown in Table 7. The reasons for court action and the subsequent placement of the boys within this center are listed in Table 8.

The length of stay of the students at the reeducation centers varies from one to five years with the average stay being somewhere between 3 1/2 and 4 years. The children are, without exception, from poor and disorganized homes, or, as is often the case, have been abandoned and know no home at

Table 6.--Enrollment by grade level in 1963: Boys' Reeducation Center.

Grade level	Number of students
1st year	20
2nd year	15
3rd year A	12
3rd year B	11
4th year	14
5th year	10
6th year	8

Table 7.--Enrollment by age levels in 1963: Boys' Reeducation Center.

Age level	Number of students
12 years	30
13 years	12
14 years	21
15 years	10
16 years	16
17 years	0
18 years	0
19 years	1

Table 8.--Reasons for court referral: Boys' Reeducation Center.

Reasons for referral	Number of students
Theft	30
Aggression	13
Undisciplined behavior	15
Frequenting houses of prostitution	17
Lack of family supervision	15

all. The underlying motivation in court referrals to these institutions is often not the seriousness of the crime committed but rather the absence of family or relatives to care for the child and the lack of other types of State facilities to meet the need.

This latter point has given rise to a rather unique philosophy on the part of the personnel within the reeducation centers, i.e., a belief in the desirableness of retaining a child within the institutions long after legal requirements have been fulfilled. To discharge him, they feel, "would be evicting him from the only home he has ever known." Thus, from a purely legal point of view, there are many cases within the reeducation centers which should have long since been discharged. It is the opinion of the director, however, that until more child protection institutions

are established to absorb the cases of forsaken and abandoned children which are now referred to these centers, the Ciudad de los Niños will not be able to function solely within the strict limits of a reeducation center for delinquents.

Professional Personnel

The technical staffs of the three centers are as follows:

Observation Center:

Sub-director
Two reeducators (teachers)
A psychologist
Two social service workers
A physician-psychiatrist

Reeducation Center for Girls:

Sub-director
Three reeducators (teachers)
Three home economics instructors

Reeducation Center for Boys:

Sub-director
Six reeducators (teachers)
A teachers' aid
Three shop instructors

A more detailed analysis of the characteristics of the above personnel is presented in Table 9.

In order to be appointed to their positions, the technical staff must possess the following qualifications:

- A) Teachers--possession of Primary Teachers' Certificate.
- B) Professionals--possession of appropriate university degree.

Table 9.--Characteristics of technical personnel in 1962:

Position	Age	Sex	Full-time Part-time
Director	40-49	M	F-T
Sub-director Obs. C.	30-39	M	F-T
Sub-director (Girls)	50-59	F	F-T
Sub-director (Boys)	30-39	M	F-T
Reeducator Obs. C.	20-29	M	F-T
Reeducator Obs. C.	20-29	M	F-T
Reeducator (Girls)	40-49	F	F-T
Reeducator (Girls)	20-29	F	F-T
Reeducator (Girls)	20-29	F	F-T
Reeducator (Boys)	20-29	M	F-T
Reeducator (Boys)	20-29	M	F-T
Reeducator (Boys)	20-29	M	F-T
Reeducator (Boys)	20-29	M	F-T
Reeducator (Boys)	20-29	M	F-T
Reeducator (Boys)	20-29	M	F-T
Social Service	60+	F	F-T
Social Service	40-49	F	F-T
Psychologist	20-29	F	P-T
Physician	40-49	M	P-T
Psychiatrist	40-49	M	P-T
Home Ec. Instructor	30-39	F	P-T
Home Ec. Instructor	30-39	F	P-T
Home Ec. Instructor	40-49	F	P-T
Shop Instructor	30-39	M	P-T
Shop Instructor	30-39	M	P-T
Shop Instructor	40-49	M	P-T

(a) Category not applicable

Ciudad de los Niños .

Number of hours worked per week	Monthly salary	Number of students per class	Years at school
49	\$300	--- (a)	2
49	180	---	8
49	360	---	1
49	180	---	10
49	180	24	4
49	180	15	2
49	180	12	4
49	180	8	4
49	180	10	2
49	180	23	2
49	180	12	4
49	180	15	4
49	180	18	4
49	180	14	4
49	180	13	2
48	120	---	10
48	120	---	4
15	50	---	4
15	120	---	10
15	120	---	10
10	50	11	6
10	50	10	4
10	50	12	8
15	50	14	3
15	50	8	2
15	50	10	4

- C) Home Ec. and Shop Instructors--Diplomas of completion of sixth grade.

The above appropriate qualifications are possessed by all members of the staff. No additional formal training, beyond that required, is possessed by any member of the teaching staff.

The teaching staff "lives-in" at all three institutions and receives this maintenance in addition to their regular salary. Each teacher is responsible for conducting a formal, elementary-level class four hours each morning. In the afternoon the same teachers take charge of various group activities, e.g. agriculture, live stock raising, music, shops, recreational, et cetera. The teacher works an average of 49 hours a week with one afternoon free plus Saturday and Sunday.

Programs and Program Organization

Each of the three reeducation centers that comprise the Ciudad de los Niños has its own distinct and separate program.

Observation Center: The program of this center is directed towards observing, studying and classifying those minors referred to it by the Juvenile courts. Admittance is restricted to boys only.

During a period of no greater than two months, the personality, behavior and reeducational potentialities of each child are evaluated and a recommendation made in respect to the further disposition of the case. The program of the center is divided into two parts: reeducation classes in the morning and vocational, social and recreational activities in the afternoon.

At the present time they have two groups of students:

Group A--This group consists of boys between the ages of 9 and 15 years, all of whom have never received the first year of elementary school instruction. The program developed with this group is strictly one of "Alphabetization," i.e., learning how to read and write. Classes are conducted four hours a day, six days a week.

Group B--Within this class are grouped all those children who already know how to read and write. Their ages range from 10 to 16 years and their academic level of achievement ranges from 1st to 4th grade. Due to the short period of time spent in the center by each child, the program of this class is not aimed at imparting routine primary level academics but rather attempts to develop attitudes of civic and social responsibility through the careful selection of lecture and discussion topics. As above, this class also meets four hours a day, six days a week.

In the afternoon and early evenings, occupational, social and recreational activities are developed, e.g.:

Occupational--Basket weaving, box making, modeling, painting, rabbit raising, simple weaving, gardening and building maintenance.

Social--Various group activities within the center, theatrical presentations and musical concerts for the neighborhood and participation in parades and other celebrations.

Recreational--Various intramural athletic events, basketball tournaments with neighborhood teams which are open to public attendance and use of a small game and TV room.

Boys' Reeducation Center: The program of this center is directed towards "reeducating, guiding and developing the whole personality of socially maladjusted minors and providing them with attitudes of social responsibility and values of cooperation and progress" (35).

The complete primary cycle is offered at this center and the studies are developed in accordance with the officially prescribed national curriculum. There is one teacher and classroom for each of the six primary grades. Classes are held in the morning, four hours a day, five days a week. The children are placed at the appropriate grade level when they enter the institution and advance yearly, upon the successful completion of the official Ministry of Education exams, to successive grade levels until the time arrives for their leaving.

In the afternoon the following types of organized activities are engaged in:

Occupational--The center has three shops: shoe making, tailoring and carpentry. These shops are well equipped and do production type work, e.g. the shoes for the institution are made and repaired in the shoemaking shop, the clothes for the center are repaired in the tailoring shop and building maintenance is conducted through the carpentry shop. In addition to the work shops, there

are extensive vegetable gardens and livestock pens as well as facilities for painting, modeling and leather-craft.

Social--Bands are organized, plays presented, interest groups formed and nightly informal gatherings held in a social-recreational center.

Recreational--The center has spacious soccer, basketball and baseball fields and is currently building a swimming pool. Teams are organized and competition is both intra- and intermural. In addition, there is a small game room and a TV room.

An important point to be noted here is that the Boys' Reeducation Center, unlike the Girls' Reeducation Center and the Observation Center, is an "open" institution in a rural surrounding. The atmosphere of the center is more like that of a boys' summer camp than a juvenile penal institution and the number of "walk-aways" averages only ten per year.

Girls' Reeducation Center: The program of this center is directed towards the same goals as those of the boys'; however, the physical facilities and actual programs developed at the girls' center are greatly inferior to those possessed by the boys'. This is a "closed" center located in a small inadequate building which prevents anything but the most minimal program from being established.

Reeducation classes are conducted by three teachers who attempt to develop the entire primary cycle. There exist no classrooms as such--only four tables situated under an overhang in an open courtyard. The overhang does not begin

to keep out the wind, dust, sun or rain and the same tables double as dining room facilities for all three institutional meals.

Each teacher is responsible for instructing two grade levels and an attempt is made to organize the girls into appropriate instructional groups; however, due to lack of adequate rooms, instructional materials, institutional organization and overall morale, very little of an academic nature is accomplished.

No organized occupational, social or recreational program exists nor would there be adequate facilities or space available if one did exist. Activities such as sewing, baking and housekeeping are engaged in; however, they are regarded as maintenance activities and not conducted with instruction in mind.

The situation of the Girls' Center is very poor. Many "students" do not have shoes to wear and all possess only one, or two at most, worn dresses with no material available for making new ones. The center lacks the organization, plant, equipment and material necessary for developing even a minimally adequate program.

Services, other than reeducation, are all centralized within the Service Department of the Observation Center.

Such services as medical, psychiatric, psychological and social work are provided for students from all three reeducation centers. All student personnel type services provided within particular centers are done so on an empirical basis, dependent upon the observation and experiences of individual teachers. When the student reaches the final stages of his program, the social worker acts as vocational counselor and placement officer, again on an empirical basis.

Administration and Organization

The Ciudad de los Niños is under the direct administration of the Ministry of Education which appoints a Director General to oversee the functioning of the three centers. Each center in turn has a sub-director.

There is no formal administrative board at the Ciudad, however, there does exist a Technical Council which functions in an advisory capacity. The Technical Council is presided over by the Director General and is composed of the following members: sub-directors of three centers, psychologist, psychiatrist, physician, two social workers, a teachers' representative and the president of the juvenile court.

Membership on the Technical Council, with the exception of the teacher representative who is appointed by the

Director General is an automatic function of the various professional positions at the Ciudad and tenure is a function of length of service in that position. The council meets once a week to discuss the technical problems facing the re-education centers; however, its role is solely advisory and tangible results of its deliberations have been difficult to observe.

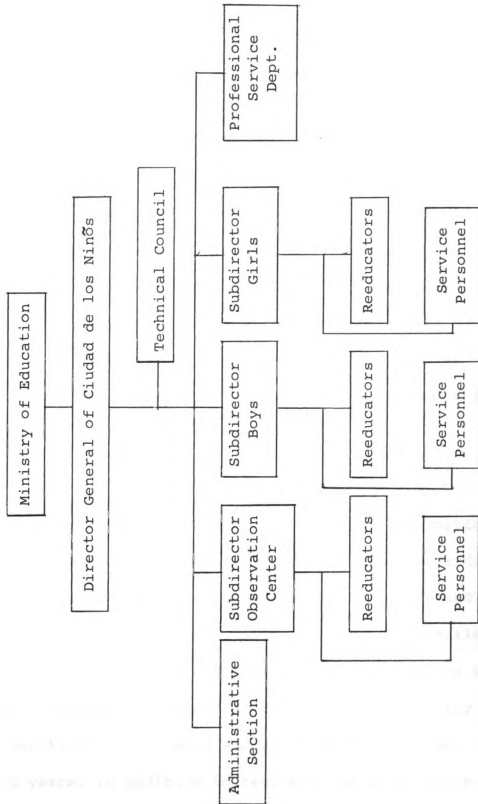
The administrative aspects of the Ciudad de los Niños are carried out by a Director General and three sub-directors. These officers are appointed by the Ministry of Education and their tenure depends, to a large degree, on political fortune and intrigue. For example, there have been six Director Generals appointed and removed within the past four years.

In Figure I the formal organization chart of the Ciudad de los Niños is presented.

Qualifications required by law, for appointment to the position of Director General are:

- A) To be Guatemalan by birth
- B) To enjoy civil rights
- C) To be of the lay state (secular)
- D) To be between 25 and 45 years of age at the time of appointment
- E) To be a graduate teacher, to have special knowledge of pedagogy, psychiatry or psychology and to present a background of activity that accredits his scientific capacity and honorability.

Figure I.--Organization chart--Ciudad de los Niños



Requirements for appointment to the position of sub-director are:

- A) Possession of Primary Teachers' Certificate
- B) Experience

Major policy decisions in regards to rules, regulations and operating procedures and those requiring a change or addition in the budget are determined by the Ministry of Education. Internal policy formulation not included in the above is dependent upon the Director General and may be initiated directly by him or by a sub-director upon approval. The Director General oversees the teaching activities of all three centers. However, the responsibility for the reeducation program within each particular center is assumed by the respective sub-directors.

Finances

It was not possible to obtain detailed information regarding the finances of this institution. Data regarding capital holdings, operation expenditures by category and capital outlay expenditures by category were all unavailable.

The sole source of income for the Ciudad de los Niños is a yearly allocation administered through the Ministry of Public Education. The yearly amount of this income for the past five years, in addition to teachers' salaries which are

paid directly by the Ministry, has been \$60,000 for all three centers. In 1963, however, due to financial difficulties within the Republic, it was found necessary to reduce the amount of this appropriation by \$12,000 to a total of \$48,000.

The Director General is responsible for overseeing the use of funds by all three centers and must approve all major expenditures. The sub-directors assume responsibility for small operational expenditures within each individual center.

The Director General, with the advice of the sub-directors, submits a budget request to the Ministry each year, the Ministry reviews the request and allocates funds after it has made any changes it deems necessary or desirable.

Facilities

Since there is such a contrast between the facilities possessed by the three separate centers comprising the Ciudad de los Niños, it is best to discuss each center independently.

Observation Center: This center is located in Guatemala City, Zone 5, and occupies a building belonging to the Ministry of the Interior. This zone is a densely settled low income area and the building faces a heavily traveled avenue.

The center consists of a large one-story building that was originally designed and built for use as a residential dwelling. The building is of stone and masonry construction and approximately 40 years of age. The overall physical condition is poor and it has not been well maintained. Lighting throughout the building is poor, one 50-watt bulb per room, and sanitary facilities meet a bare minimum of adequacy. There is a total of 12 rooms: two classrooms, two dormitories, one dining room and seven offices which are divided among administrative and professional service personnel.

Girls' Reeducation Center: This center is located in the municipality of San José Piñula. Although this is a rural village, the center possesses only 1/6 of a manzana (square block) and has very little space in which to conduct its activities.

The center consists of a one story building that was originally designed and constructed as a private home. The building is of stone and masonry construction and approximately 50 years of age. Its overall physical condition is very poor and in terms of lighting, sanitary facilities, design, space and function, it does not meet even minimum standards of adequacy for an institution of this nature.

There is a total of six rooms; one serving as an administrative office, one as a kitchen, and the remaining four as dormitories for the 29 students, three teachers and five non-professional staff, all of whom live permanently at the center. The dormitories are so small and crowded that students and teachers sleep in the same rooms with less than a foot of space on either side of most beds.

Three tables located under an overhang in the open courtyard double as dining room and classroom facilities and their use is dependent upon weather conditions since the overhang provides little protection from wind, dust or rain. There are only two bathrooms for the nearly 40 persons living at the center and cooking facilities are similarly inadequate.

Boys' Reeducation Center: The boys' reeducation center is located near the municipality of San José Piñula on a tract of undeveloped land approximately 2 1/2 caballerias in size (1 caballeria equals 56 square blocks). The center is situated on top of a hill and surrounded by tall woods and virgin fields with only 1/6 of the available land currently being used.

The center was initiated on this site in 1956 and was designed and constructed to serve the specific purpose of an "open" reeducation center for boys. The buildings are

functional in design, well spaced, constructed of concrete and no wall or fence surrounds either the buildings or the property.

The facilities of the center consist of:

- A) A school building with nine classrooms and the administrative offices;
- B) A vocational training center which contains shoe-making, tailoring and carpentry shops;
- C) A building housing the dining room and kitchen; and
- D) A large dormitory divided in two sections with each section further divided into halves. One section is for boys between the ages of 10 and 12 years and contains 43 beds, 21 per dorm room; the second section houses boys between the ages of 13 and 18 years and has 60 beds in total, 30 per dorm room. These dorms are quite spacious, the sanitary facilities are adequate, and the building is clean and in good repair. They present a striking contrast to the girls' center.

In addition to the above facilities, there is a private residence for teachers; a casino (recreation cabin); football, baseball and basketball fields; a swimming pool; chicken, swine and rabbit pens; and numerous plots of land developed as vegetable gardens.

The types and amounts of instructional materials and equipment possessed by the three reeducation centers comprising the Ciudad de los Niños are very limited. Instructional materials consist of a very limited supply of paper and pencils, a few textbooks at each center and teacher produced materials. No center has a library or library

holdings, laboratory facilities and equipment or audio-visual materials and equipment. In most cases the only person in the class who possesses a textbook is the teacher.

Due to current budgetary limitations and a highly pessimistic attitude regarding possible budgetary increases, plans and planning for the future in terms of facilities are limited. At all three reeducation centers, the only type of physical improvement and upkeep which can be anticipated in the near future is that which is dependent on the labor of the students themselves.

Summary of Institutional Problems and Needs

The following is not an all-inclusive list, but rather a statement of the most pressing problems and urgent needs.

Problems:

- A) Appointments to the administrative post of Director General have proven to be very unstable. The high turnover in this position has led to inefficient and ineffective leadership over most of the past six to seven years. Appointments to this position by the Ministry often appear to have a political rather than a professional basis and past directors have not all been duly qualified for the post.

- B) Relationships between the office of the Minister of Education and the Ciudad de los Niños have not been cordial. There is the general feeling at the Ciudad that the Ministry neither understands nor appreciates their task and there have been a number of public denunciations of the Ministry made by the administrative and professional staff of the Ciudad. It is felt that the Ministry ignores the established rules and regulations of the three centers in its relationships with them and that it does not have the best interests of the Ciudad de los Niños at heart when making administrative appointments, fiscal appropriations, et cetera.
- C) Relationships between various administrative officers as well as between administrative officers and professional staff have been strained and antipathetic. This internal dissension has resulted in a lack of cooperation between the centers and the Director General and in an overall ineffective and inefficient operation of the Ciudad.
- D) The above administrative problems, coupled with poor facilities and inadequate financial support, have created an atmosphere of low morale among the

professional workers and have resulted in slowed-down and ineffective staff performance.

- E) The lack of adequate child protection centers in the Republic has led to the practice of admitting, and retaining for long periods, abandoned and forsaken children who ordinarily would not be eligible for placement in an institution of this nature. In consequence, the Ciudad de los Niños is not able to concentrate its total efforts solely on that select portion of the population that requires reeducation of the type they provide.
- F) The appointment of unqualified personnel to various positions has resulted in low standards of performance and generally ineffective and inefficient practices and procedures.

Needs:

- A) An increase in financial resources. The budget cut of \$12,000 in 1963 has left the Ciudad with totally inadequate resources for the services they need to provide.
- B) The acquisition or construction of more adequate facilities for the Girls' Center and the functional reconditioning of the Observation Center.

- C) The acquisition, for daily use by all centers, of clothing, shoes, bed linen, mattresses, pillows, furniture, dining room supplies and recreation equipment.
- D) The acquisition of common school supplies, books, desks, and equipment.
- E) A more organized and formal reeducation plan and program with coordination between various centers.
- F) An observation center for girls.
- G) More adequately trained staff.
- H) A comprehensive and continuous psychological evaluation program.
- I) Greater emphasis on the placement and follow-up of departing students.
- J) An effective public relations program.
- K) Research on causes and prevention of delinquency in Guatemala.
- L) Prevention centers.

* * * * *

Escuela Santa Lucia

History and Development

The Santa Lucia School is the oldest of the establishments now functioning under the patronage of the National Committee for the Blind and Deaf-mute.

The School for the Blind was founded in February, 1942 by the Girl Scouts Association, which directed and managed it during a three-year period. During its initial phase the bulk of the school's pupils were inmates from the Home for Invalids and the program developed was primarily one of teaching the blind to read Braille. The first teachers were the Girl Scouts themselves who took charge of these students without any particular organization. At this time, children and adults, blind and deaf, of all ages and degrees of disability were treated together at the house of the Girl Scouts on a day-student basis only.

The idea of forming a national committee in charge of all problems arising from blindness and deaf-muteness soon grew. Thus, in 1946, the National Committee for the Blind and Deaf-mute was created for the purpose of giving attention to this type of disability. This national committee is "an autonomous entity, of private enterprise, charged with

directing the work done in Guatemala in favor of those deprived of sight and hearing " (12).

Upon assuming responsibility for this social service program, the committee acquired the property where the school is now located, and established it as a residential institution. Initially, blind and deaf ranging in age from seven to adult were housed in the same building. In 1960, however, a separate school for the deaf-mute was established, as well as a rehabilitation center for blind adolescents, and enrollment at the Santa Lucia School was restricted to blind children between the ages of seven and fourteen years.

The school's objective is "to fulfill the task of educating blind children from kindergarten through primary school, in the belief that they have the right to be educated, so as to contribute to Guatemala's cultural inheritance with their achievements as useful citizens" (12).

Student Population

No records exist regarding the first years of the school's operation. It was not possible to establish the number of pupils with which the school started, however, it is known that initially they were of various ages, seven to adult, possessed various types of disabilities and were of both sexes.

At present, only children from seven to fourteen years of age who possess no disability other than blindness are accepted.

The number of students enrolled and graduated by years since 1958 are shown in Table 10. Enrollment by grade level and sex in 1962 is presented in Table 11. Enrollment by age level in 1962 is presented in Table 12.

Table 10.--Students enrolled and graduated by years since 1958: Escuela Santa Lucia.

Year	Enrolled	Graduated
1958	45	5
1959	49	7
1960	56	5
1961	60	8
1962	48	5
1963	48	---(a)

(a) Category not applicable.

Of a total enrollment of 48 pupils in 1962, 32 were classified as blind, 12 as partially sighted and 4 as blind and emotionally disturbed. In addition, 19 were listed as residing in Guatemala City while 29 were shown as residents of various departments. Only 5 were considered day students, however, the remaining 43 being classified as residential.

Table 11.--Enrollment by grade level and sex in 1962:
Escuela Santa Lucia.

Grade level	Male	Female
Pre-primary	1	6
Grade one	5	3
Grade two	3	3
Grade three	--- (a)	---
Grade four	2	6
Grade five	3	1
Grade six	3	2
Pre-vocational	5	1
Special class for emotionally disturbed	3	1

(a) Category not applicable.

Table 12.--Enrollment by age levels in 1962: Escuela Santa Lucia.

Age level	Number of students
4-6	4
6-8	11
8-10	11
10-12	9
12-14	6
14-16	4
16-18	3

In order to be admitted to the Santa Lucia School the following entrance requirements must be met:

- A) Age between 3 and 14 years
- B) An ophthalmological examination
- C) A complete medical examination
- D) Psychological and psychiatric examinations
- E) A socio-economic report.

No tuition or fees are charged students who attend the Escuela Santa Lucia and professional services such as medical and psychological are provided free of charge by specialists attached to the school's professional staff.

As can be noted in Table 10, both the numbers of students enrolled (ranging from 45 in 1958 to 60 in 1961) and the numbers of students graduating (ranging from 5 in 1958 to 8 in 1961) have remained fairly stable over the past four years. This is largely due to the fact that enrollment at the school is a function of the financial well-being of the Central Committee for the Blind and Deaf rather than a function of need or desire for services by the general population. In addition, it is the opinion of the school's director that unless the present financial situation of Guatemala notably improves, which would make itself felt in the school's weekly sale of lottery tickets, no increase in enrollment over the next five to ten years can be expected.

Professional Personnel

The technical staff of the Santa Lucia School is comprised of a technical director, seven full-time grade teachers, seven part-time teachers of special subjects, and five part-time professional service personnel, i.e., psychologist, child psychiatrist, social worker, dentist, and physician.

The characteristics of age, sex, marital status, full-time or part-time, number of hours worked, salary per month, years at school and average number of students per class for each of the above staff members are presented in Table 13.

Complete data on the seven part-time instructors were not available. These special teachers are responsible for instructing the students in physical education, piano, singing, English, Braille, modeling and typing. They work an average of three hours a week and receive a monthly salary of \$25 to \$30.

The training required by law for teachers at this institution is the successful completion of the program leading to the Certificado de Maestra-de-Educacion Premaria (Primary Teacher's Certificate).

Table 13.--Characteristics of technical staff in 1962:

Position	Age	Sex	Marital Status
Technical director	40-49	F	S
Teacher - Grade one	20-29	F	S
Teacher - Grade one	20-29	F	S
Teacher - Grade two	20-29	F	S
Teacher - Grade four	20-29	F	M
Teacher - Grade five	30-39	F	M
Teacher - Grade six	20-29	F	M
Librarian and teacher of Braille	20-29	F	S
Teacher of home economics	30-39	F	M
Social worker	40-49	F	M
Child psychiatrist	40-49	M	M
Psychologist	20-29	F	S
Physician	40-49	M	M

(a) Data not available.

(b) Category not applicable.

Escuela Santa Lucia.

Full-time Part-time	Number of hours worked per week	Monthly salary	Number of stu- dents per class	Years at the school
F-T	60	\$180	--- (b)	10
F-T	34	70	5	2
F-T	34	70	8	2
F-T	34	90	6	4
F-T	34	90	6	8
F-T	34	87.50	3	2
F-T	34	90	6	2
F-T	30	100	5	6
P-T	5	35	11	6
P-T	22	75	---	4
P-T	4	... (a)	---	7
P-T	6	...	---	4
P-T	4	...	---	6

The qualifications for appointment established by the school are:

- A) possession of a Primary Teacher's Certificate,
- B) previous experience in the field of education, and
- C) the successful completion of an interview, with the director, in which the applicant's ideas and attitudes on special education and particularly blindness are examined and evaluated.

All teachers at the school possess the necessary training required by law. In addition, four have received specialized training in the area of the blind in either Mexico, Chile or the United States. This advanced training was made possible through one-year scholarships awarded by the National Committee for the Blind and Deaf-mute.

Program and Program Organization

The Santa Lucia School provides the blind child the opportunity to go from kindergarten through sixth grade. The school covers these primary studies in accordance with the established government requirements for public schools and the cycle of studies covers the school year followed by all public elementary schools. Many additional classes are also offered, due to the nature of the students' handicap

and the school's objectives. The special classes offered are Braille, reading and typing, activities of daily living (ADL), modeling, typing--conventional, English, instruction in mobility, piano and violin, home economics and manual arts, and physical education. In addition, there is a special class in which those students who have problems additional to blindness, e.g. emotional disturbances, are placed.

Being residential in character, social, civic and religious activities are provided in addition to the regular academic curriculum. During vacations the children return to their homes and for this purpose a special training course for parents is offered.

Although there is no formal student personnel program, as the child passes from grade to grade the teachers empirically attempt to provide him with the program and experiences which are best suited to his interests, aptitudes and abilities. When the student reaches the final stages of his program the social worker acts as his vocational counselor and placement officer, also on an empirical basis.

All pupils are provided, free of charge, with room, board, and medical-dental care. Upon entrance to the school each student is given an intelligence test (Hayes-Binet (51))

and a psychiatrist attends those cases referred to him by the teachers. Although additional psychological testing is unusual, a follow-up intelligence examination may be given in special cases.

Administration and Organization

The Santa Lucia School is an autonomous, private institution operating under the patronage of the National Committee for the Blind and Deaf-mute.

The board of governance is referred to as the Technical Council. This council is composed of the following six members: school director (chairman), executive director of the National Committee for Blind and Deaf-mutes, school physician, school psychiatrist, school social worker, and a teachers' representative. All are permanent council members except the teachers' representative who is elected on a yearly basis. The council rules on admissions and discharges, approves services and programs, attempts to solve technical and administrative problems and serves as liaison between the school and national committee.

The technical director (principal) of the school is its only executive or administrative officer. She is responsible for the internal administration of the institution,

formulation of the budget, approval of expenditures, selection of technical and non-technical staff, and the procurement of necessary supplies, materials and equipment.

Although the school is autonomous as regards internal administration and program planning, all major policy decisions and long range development plans are made by the executive director of the National Committee for Blind and Deaf-mutes and its board of directors.

Finance

The Santa Lucia School is a dependency of the National Committee for the Blind and Deaf-mute and its sole source of revenue is the National Committee. Money is allocated on the basis of a yearly budget presented by the school's technical director. The National Committee, however, makes the final judgement regarding types of expenditures to be financed and amounts allocated to each.

The National Committee's main source of income is the sale of tickets for a lottery which it conducts weekly. Private donations and the sale of goods produced by the blind are additional sources of revenue.

The 1962 budget of the Santa Lucia School is presented in Table 14. Categories of expenditures are shown as

Table 14.--Budget of Escuela Santa Lucia in 1962.

Category of expenditure	Monthly expenditure	Yearly expenditure
Salaries of technical and teaching staff	\$ 1,750	\$ 21,000
Salaries of administrative personnel	530	6,360
Food for children	629	7,548
General expenses	150	1,800
School materials	100	1,200
Linen and clothing	200	2,400
Teaching materials	30	600
Specialized teaching materials	--- (a)	2,000
Mending and making new clothes	100	1,200
Medicines	40	480
Transportation of students	20	240
Maintenance of building	50	600
Kitchen and dining room materials	50	600
Furniture maintenance and supply	---	1,000
Electricity	150	1,600
TOTAL	\$ 3,799	\$ 48,628

(a) Category not applicable.

they appeared in the original budget prepared by the technical director. Although this budget refers specifically to 1962, with minor changes it represents the school's budget for the past four years.

Facilities

The Santa Lucia School occupies a tract of land two manzanas in size (one manzana equals approximately one square block). It is located in a sparsely settled residential zone of Guatemala City and is well removed from all heavily traveled streets and loud external noises.

The school is of concrete construction, approximately 16 years of age, and in excellent repair both internally and externally. The building, which was originally designed for the purpose it is now serving, consists of two distinct sections and has a total of 41 rooms. The front section of the building has one story and contains the majority of the school's 13 classrooms. These classrooms are laid out systematically on either side of a large hallway and allow the blind child to achieve optimum independent mobility. The two-story rear section of the school houses a few additional classrooms, a library, the kitchen, dining rooms and the dormitories.

The school was designed for use by approximately 80 children in terms of both classroom and dormitory space. The classrooms and dormitories are more than adequate in size and are well lighted, both naturally and artificially. In addition, there are spacious, unobstructed play areas in both the front and rear of the school. In general, this building possesses high functional utility as a residential school for the blind.

There is no formal instructional materials and equipment inventory at the school; however, it is safe to say that the Santa Lucia School is the best equipped special education institution in Guatemala and probably all Central America. There are sufficient numbers of Braille writers, typewriters, record players and tape recorders, Braille textbooks, musical instruments and special instructional aids such as Braille globes and relief maps. In addition the school possesses a large reference library. This library is of great importance to the Santa Lucia School since class instruction is supplemented heavily by reference material from this library. The library contains over 800 volumes in Braille, including material covering all the primary courses taught at the school. Books covering the most famous literary works and children's poetry are available as well.

In addition to the Braille volumes described above, the library also contains an extensive record section which has approximately 240 long playing albums. These records are divided among popular, romantic, classic and children's music. There are also a number of Talking Books and other types of tapes available.

Much of the material contained in the library represents donations to the school by such international organizations as the American Foundation for Overseas Blind.

Summary of Institutional Problems and Needs

The following is not to be considered an all inclusive list, but rather a statement of the most pressing problems and urgent needs.

Problems:

- A) Dissatisfaction among the teaching staff is widespread due to the difficulty of the task required and the length of working hours in relation to salary received. The salary range per month for full-time teachers is \$70 to \$100 per month, with only one of the seven instructors receiving \$100. This salary is well below that received by equally qualified teachers in public schools. As a result,

staff morale is low and they usually leave when a better position becomes available.

- B) The lack of funds is manifested not only in low salaries but also in the inability of the school to function to capacity. The school is well appointed physically and could comfortably and adequately accommodate more than 80 students; however, due to lack of funds, only 48 pupils are enrolled.
- C) The lack of acceptance by public schools of the qualified and capable graduates from Santa Lucia makes it impossible for them to obtain additional education. Public school teachers often possess no realization of the possibilities that exist for educating this type of child and usually are fearful and/or rejecting when approached on this matter. In addition, it is the opinion of the director and the majority of her staff that persons from the Ministry of Public Education and the Technical Council of Education lack knowledge and understanding regarding these children and consequently demonstrate immature attitudes and little cooperation in respect to educational activities on behalf of blind children.

- D) The lack of training facilities in Guatemala and the unavailability of trained and qualified personnel in the field of the blind limits the school's program development and standards of achievement.
- E) The lack of materials necessary for educating the blind in Guatemala and the necessity of importing them from the United States at high cost greatly limits the school's ability to acquire essential and specialized teaching aids and equipment.
- F) Lack of vocational opportunities for qualified graduates, negative attitudes on the part of employers regarding the occupational competencies of the blind, and the uneducated attitude of society in general regarding the nature of blindness and the characteristics and abilities of blind individuals put severe limitations on the school's program development.
- G) Finally, the unwillingness and/or inability of most parents to continue with the necessary program of activities when the child leaves the school frequently results in the child regressing to a much lower level of functioning and achievement than he possessed while enrolled in school.

Needs:

- A) In previous years the National Committee has provided overseas scholarships for specialized study in the education of the blind; however, they have been unable to sustain this program due to lack of funds. Due to the absence of facilities in Guatemala for this type of training, a reinauguration of this program appears desirable.
- B) An increase in teachers' salaries appears not only desirable but necessary in order to continue to attract and hold the most qualified persons available.
- C) With little exception, the present building, grounds and facilities are adequate for current and anticipated enrollment and services. In addition, the availability of most common teaching supplies seems to be sufficient. However, materials of the following nature appear to be desirable for a more adequate program:
 - 1. Additional specialized teaching equipment such as Perkins Braille Writers, tape recorders, typewriters, et cetera.
 - 2. Additional special instructional aids such as Braille maps, rulers, clocks, et cetera.

3. Additional Braille texts and reference books, particularly in the fields of natural science and mathematics.
4. Material for home economics courses, such as cloth, Braille tape measures and sewing machines and additional tools for the manual arts classes, especially electric.

D) In the area of program and services the following can be recommended:

1. More comprehensive and frequent psychological testing and counseling.
2. More intensive vocational counseling and greater emphasis on vocational placement activities.
3. An effort towards increasing the number of day students in relation to boarding students.
4. An attempt to partially integrate capable students into public school classes while they are still attending Santa Lucia. This might ease their transition into public schools upon graduation and serve to educate public school teachers regarding the characteristics and capabilities of blind children.

5. A more intensive parent education program in order to maintain the achievements of the school during vacations and when the children graduate or leave for other reasons.
6. A public relations program aimed at educating employers, public education officials and teachers, professionals and the public in general as regards the nature and characteristics of blindness.

E) In respect to adequacy of personnel, the following additional staff members appear desirable:

1. Vocational guidance and placement counselor.
2. Braille specialist for both teaching and transcribing.
3. Additional grade teacher--preferably one with experience in the area of retarded and/or disturbed for the school's special class.
4. A psychologist on at least a one-half time basis (currently the psychologist devotes only six hours per week to the school).

* * * * *

Escuela Fray Pedro Ponce de Leon

History and Development

The Fray Pedro Ponce de Leon School was founded by, and continues to function under the auspices of, the National Committee for the Blind and Deaf-mute of Guatemala (Comité Nacional Pro-ciegos y Sordomudos de Guatemala). This school for the deaf-mute initiated its activities empirically in the premises now occupied by the Santa Lucia school for the blind. No organized program for this type of child existed, however, and the assistance given them was limited almost wholly to maintenance and health care.

In January of 1960, through the initiative of the National Committee and the teachers then working with these children, property was obtained and the present school for the hearing impaired (i.e., deaf-mutes) was created. The clientele which attended this new school was extremely varied since the founders envisioned the institution as a center where children and adults with all types of ear or speech defects could seek help. Experience demonstrated, however, that this was not a feasible arrangement and admission was regulated so that at present only children between the ages of 3-1/2 and 12 years are accepted.

Student Population

Of the school's total enrollment of 92 pupils in 1962, 65 were classified as deaf and 27 as aphasic. In addition, 66 students were listed as residing in Guatemala City while 26 were shown as residents of various departments. However, only 53 were day students, the remaining 39 being classified as residential. The number of students enrolled and graduated, by years since founding, are shown in Table 15.

Table 15.--Students enrolled and graduated by years since founding: Escuela Fray Pedro Ponce de Leon.

Year	Number enrolled	Number graduated
1960	68	2
1961	85	1
1962	92	9
1963	98	--- (a)

(a) Category not applicable.

The educational program of the Fray Ponce de Leon school is divided into three language levels, with three stages at each level. Each stage is one year in length; thus the complete program requires nine years for completion. Due to the fact that the school has only been in operation

for less than four years, student enrollment is not yet distributed throughout all stages of the nine year program.

Pupil placement, by language level and stage of progress, for the 1962 school year is shown in Table 16. The age ranges of the students for the same period are presented in Table 17.

Table 16.--Enrollment by language level and sex in 1962:
Escuela Fray Pedro Ponce de Leon.

Language level	Male	Female
Pre-school	10	11
First language level		
first stage	5	3
second stage	0	0
third stage	0	0
Second language level		
first stage	24	13
second stage	8	2
third stage	12	4
Third language level		
first stage	0	0
second stage	0	0
third stage	0	0

Table 17.--Enrollment by age levels in 1962: Escuela Fray Pedro Ponce de Leon.

Age level	Number of students
3-6	21
6-8	18
8-10	13
10-12	13
12-14	13
14-16	14
16-18	0

Size of enrollment at the Fray Pedro Ponce de Leon school is a function of physical capacity and the financial well-being of the National Committee for the Blind and Deaf-mute. It is the opinion of the researcher that the school is currently functioning at the limit of its physical capacity and it is the opinion of the school's director that no additional operational monies may be anticipated for the near future. Therefore, over the next three to five years, little or no change is likely to occur in the above enrollment figures.

The school's entrance requirements stipulate that in order to be accepted a child must:

- A) be between 3 and 12 years of age,
- B) be in good health,
- C) have a family that is responsible for him,
- D) have normal intellectual ability,
- E) successfully complete the school's diagnostic examination.

The diagnostic team includes an audiologist, otorhinolaryngologist, pediatrician, psychologist, child psychiatrist and neurologist. No children with mental deficiencies, neurological disturbances or complicating handicaps are accepted. All examinations are given by the school free of charge.

Professional Personnel

The technical staff of the Fray Pedro Ponce de Leon school is comprised of a technical director; eight full-time grade teachers, two full-time auxiliary teachers (teachers who reside permanently at the school), three part-time teachers, and five part-time professional personnel, i.e., psychiatrist, psychologist, social worker, pediatrician and audiologist.

The characteristics of age, sex, marital status, full or part-time classification, number of hours worked, salary

per month, years at school and average number of students per class for each of the above staff members are presented in Table 18.

The training required by law for teachers at this institution is the successful completion of the program leading to the Certificado de Maestra de Educacion Premaria (Primary Teacher's Certificate).

The qualifications for appointment established by the school are:

- A) possession of Primary Teacher's Certificate,
- B) two years' minimum experience with hearing children,
- C) the demonstration, during a two months' trial period, of interest, ability and vocation for working with deaf children.

Due to low salaries, lack of opportunity for advancement and the difficulty of the task required, the above criteria cannot always be adhered to when selecting personnel. There are many applicants but few possess the necessary qualifications.

All members of the technical staff at the Fray Pedro Ponce de Leon school possess the training required by law. However, only three of the 13 teachers have received special training in the education of deaf and aphasic children. In

Table 18.--Characteristics of technical personnel in 1962:

Position	Age	Sex	Marital status
Teacher	20-29	M	S
Teacher	20-29	F	S
Teacher	20-29	F	S
Teacher	20-29	F	M
Teacher	30-39	F	M
Teacher	30-39	F	M
Teacher	20-29	F	S
Teacher	20-29	F	S
Teacher (auxiliary)	20-29	F	S
Teacher (auxiliary)	20-29	F	S
Teacher	20-29	F	S
Teacher	30-39	F	M
Phys. ed. teacher	20-29	M	M
Phono-audiologist	30-39	F	S
Psychiatrist	40-49	M	M
Pediatrician	40-49	M	M
Psychologist	20-29	F	S
Social worker	40-49	F	M

(a) Data not available.

(b) Category not applicable.

Escuela Fray Pedro Ponce de Leon.

Full-time Part-time	Number of hours worked per week	Monthly salary	Number of stu- dents per class	Years at this school
F-T	34	\$90	6	4
F-T	34	70	5	1
F-T	34	90	7	4
F-T	34	90	8	4
F-T	34	90	8	4
F-T	34	110	6	4
F-T	34	110	8	4
F-T	34	110	8	4
F-T	63	75	10	1
F-T	63	75	7	1
P-T	24	110	10	3
P-T	24	90	9	2
P-T	6	... (a)	...	4
P-T	1-4	30	--- (b)	6
P-T	6	50	---	4
P-T	4	...	---	6
P-T	10	...	---	3
P-T	22	75	---	4

one case this training was received at the Central Institute for the Deaf in St. Louis; in the other two instances the training was received at the Instituto Mexicano de la Audicion y el Lenguaje (Mexican Institute of Speech and Hearing) in Mexico City. The special training, in all three cases, was made possible through one-year scholarships provided by the National Committee for the Blind and Deaf-mute of Guatemala.

Program and Program Organization

The Escuela Fray Pedro Ponce de Leon is an oral school for deaf and aphasic children. In 1962, the 65 deaf and 27 aphasic students enrolled were distributed among 12 classrooms and attended by 13 teachers. Of these 13 teachers, only three possessed special training in the education of deaf and aphasic children.

For teaching purposes, all children admitted to the school are classified into various groups. In making the classification, the following considerations are taken into account:

- A) the diagnosis of the otologist and audiologist,
- B) the physical and approximate mental age of the student,

- C) the attitudes and aptitudes manifested by the student during a trial period,
- D) any special characteristics or problem the student may possess as a result of lesions or cerebral traumas.

The school's educational program is organized into three language levels with three stages at each level. One year is required to complete each of the nine stages; thus the entire program spans a period of nine years. The content of the program is essentially the training of the students to speak and communicate through oral language. However, the school does follow the public school curriculum up to about the third grade level. Theoretically, when a student completes the nine-year program of the Fray Pedro Ponce de Leon school, he should be able to continue with the fourth grade in any public elementary school. This assumption has yet to be verified, however, since to date no student has completed the school's entire nine-year program.

The special instructional techniques employed by all teachers while carrying out the above program are Dr. Goldstein's multisensorial method for the deaf and Miss Mildred McGinnis' method of association for aphasics (16,5).

In addition to the formal educational program, students are given medical, psychological and psychiatric attention; provided with room, board and clothing (free of charge); and instructed in recreational, civic and cultural activities. All activities carried out at the Escuela Fray Pedro Ponce de Leon, in the words of the director, have the primary objective of "developing through integral education harmonious personalities in order that the students may develop as useful elements of society and be able to fend for themselves in the exercise of their duties and rights as Guatemalan citizens."

Administration and Organization

The Fray Pedro Ponce de Leon school is an autonomous, private institution operating under the patronage of the National Committee for the Blind and Deaf-mute.

The board of governance is referred to as the Technical Council. The council is composed of the following eight members: director of school (chairman), executive director of National Committee for the Blind and Deaf-mute, otologist, psychiatrist, social worker, psychologist, medical director of National Committee for the Blind and Deaf-mute and a representative of the teaching staff. All are permanent council members except the teachers' representative who

is elected on a yearly basis. The council rules on admissions and discharges, formulates program and service plans and policies, oversees the general operation of the institution and serves as liaison between the school and the National Committee.

The technical director (principal) is the school's only executive or administrative officer. She is responsible for the internal administration of the institution, i.e., formulation of the budget, approval of expenditures, selection of technical and non-technical personnel, procurement of necessary supplies, materials and equipment, et cetera.

Although the school is autonomous as regards internal administration and program planning, all major policy decisions and long range development plans are made by the executive director of the National Committee and its board of directors, since it is they who ultimately determine budgetary allowances and limitations.

Finance

The Fray Pedro Ponce de Leon School is a dependency of the National Committee for the Blind and Deaf-mute of Guatemala. Monies are allocated on the basis of a yearly budget prepared by the technical director of the school.

The National Committee, however, possesses the final authority in regards to both individual budgetary items and total expenditures.

The National Committee's main source of income is the sale of tickets for its weekly lottery. Private donations and the sale of goods produced by the blind are additional sources of income. The 1962 budget of the Fray Pedro Ponce de Leon school is presented in Table 19. Categories of expenditures are shown as they appear in the original document. Although this budget refers specifically to 1962, with minor changes it represents the school's budget of the preceding two years as well.

Table 19.--Budget of Escuela Fray Pedro Ponce de Leon in 1962.

Category of Expenditure	Amount of expenditure
Food	\$ 5,031.31
Clothing	238.42
Medicine	. (a)
Salaries	20,962.97
Other costs	5,309.00
TOTAL	\$ 31,541.70
Cost per day per child	2.00

(a) Magnitude nil.

Facilities

The property which the Fray Pedro Ponce de Leon school occupies is one-fourth of a manzana (one manzana equals approximately one square block). The school is located in a densely populated area of Guatemala City and is adjacent to heavily traveled streets and avenues. There are two separate buildings serving the needs of the school within this property.

One building, purchased with the property in 1960, contains the administrative office, dormitories, dining room and one classroom. It is of concrete construction and although over 16 years of age, it is in good repair--both internally and externally. This building, originally designed for use as a residential dwelling, is limited in its functional utility as a school facility for deaf children. Space is at a premium throughout and sanitary facilities are minimal. The dining room is small and crowded and bunkbeds are required to accommodate the 39 boarding students in the five small rooms which now serve as dormitories.

When the National Committee for the Blind and Deaf-mute adopted the property for use as a special school for the deaf, a section of 12 classrooms was constructed adjacent to the building described above. Although originally

designed to be temporary in nature and constructed of light wood, these classrooms have now been adopted for permanent use. A rather unique design feature of all 12 classrooms is the absence of a fourth wall. This building can perhaps best be described as a large lean-to type structure which has been partitioned into 12 separate classrooms. Although these rooms are small, the limited number of children per classroom (four to nine) renders them functional in this respect. However, their open-sided characteristic and the resultant inconveniences due to loud external noises, dust, wind, rain and other general weather changes obviates any advantages they might possess. In addition, for an institution where electronic equipment could play a major educational role, the absence of electricity in the classrooms is significant.

No formal inventory exists and the availability of even the most common supplies may be described as minimal. Almost all instructional materials used at the school are produced by the teachers and students themselves. These materials consist principally of flash cards and notebooks depicting word-picture relationships. No printed books are available; however, popular magazines are used whenever possible. The only other instructional material available

consists of paper, pencils, and blank notebooks, all in limited quantities.

No instructional equipment is available to the 12 classrooms located in the "temporary" structure. Nor would it be feasible to place expensive equipment, if available, in these classrooms due to their open exposure to the weather. In the main building, however, there is a classroom which is equipped with a Maico, model MT-1, group hearing aid. This electronic apparatus consists of nine individual earphone sets, a microphone for the teacher, and a turntable for records. No other instructional equipment is available.

Summary of Institutional Problems and Needs

The following should not be considered an all inclusive list, but rather a statement of the most pressing problems and urgent needs now existing at the Fray Pedro Ponce de Leon school.

Problems:

- A) Dissatisfaction among the teaching staff is widespread due to the difficulty of the task required and the length of working hours in relation to salary received. The average salary per month for a full-time teacher is \$90. This salary is below

that received by equally qualified teachers in the public schools.

- B) A high turnover rate among residential (auxiliary) teachers. It has been very difficult for the school to find qualified teachers, especially males, who will reside at the institution. As a result, it is often necessary to replace the personnel holding these positions two or three times during one academic year.
- C) The unavailability of trained and qualified instructors and the absence in Guatemala of facilities for the training of special education personnel have limited the school's program development in terms of both scope and standards of excellence.
- D) The lack of adequate space, facilities and special materials and equipment has a restricting influence on the further improvement of educational techniques and levels of achievement.
- E) The unavailability, in Guatemala, of the special electronic equipment needed for a comprehensive educational program and the high cost of importing this equipment from the United States greatly limits the

school's ability to acquire even the most essential teaching aids and audiometric equipment.

- F) As was also the case at the school for the blind, the lack of acceptance by public schools, employers and society in general of the qualified and capable graduates of the school for the deaf renders the further education and/or employment of these children unlikely.

Needs:

- A) In previous years the National Committee for the Blind and Deaf-mute of Guatemala has provided overseas scholarships for specialized study in the education of deaf and aphasic children; however, due to lack of funds they have been unable to sustain this program. In the light of Guatemala's continued lack of training facilities in this area, a reinauguration of these scholarships at the earliest possible date appears desirable.
- B) The need for more adequate facilities is of prime importance to this school. This need is not limited to classroom space only, but includes dormitory, dining room, administrative and recreational areas

as well. Estimated on the basis of current applications, any new facilities constructed or acquired should provide for an enrollment of at least 200 students.

- C) The needs of the Fray Pedro Ponce de Leon school in the area of supplies and equipment are extensive. Currently even the most basic educational materials, e.g. pencils, paper, books, are in very limited supply. Examples of the types of supplies and equipment needed are: textbooks covering appropriate academic subject matter and grade levels, visual aids, recreational equipment, individual hearing aids and other special apparatus needed for the acoustical training of deaf children.
- D) In the area of programs and services, the following extensions and additions appear to be desirable:
1. A more extensive and intensive psychological testing and counseling program.
 2. The initiation of a vocational counseling, training and placement program.
 3. A program of partial integration of capable students into public elementary schools. This program would ease the students transition into the

public schools upon graduation and might also serve to combat the uneducated attitudes and beliefs held by many throughout the population concerning the characteristics and abilities of deaf children.

E) Finally, in order that the school might most adequately accomplish its stated goals and objectives, the following additional staff members appear to be indicated:

1. An auxiliary teacher.
2. Vocational guidance, training and placement personnel.
3. The services of a psychologist on at least a one-half time basis.
4. A secretary. (The technical director currently spends much of her time doing routine secretarial tasks.)

* * * * *

Instituto Neurologico

History and Development

The Neurological Institute of Guatemala was founded in 1961 as a direct result of the initiative of its current medical director, Dr. Roberto Rendon. A practicing neurologist and pediatrician, Dr. Rendon became acutely aware of the needs and problems of the children in Guatemala suffering from psychoneurological disabilities and felt the need for an institution which would be dedicated to their treatment and education. Through the organization of an initial supporting nucleus of 50 parents and professionals and after receiving the support of the Rotary Club of Guatemala, Dr. Rendon was able to have the institute granted legal status and initiate its activities in July, 1961. The institute was conceived as a "private, non-profit institution with no religious or governmental affiliations whose services would be dedicated to the public in general" (46).

The institute's stated purposes and objectives upon founding were the following:

- A) To establish and develop programs which will provide therapeutic physical and mental rehabilitation for children and adults suffering from such psychoneurological afflictions as cerebral palsy, epilepsy and the various forms of mental retardation.

- B) To assist such persons in every way possible to become self-sufficient and useful members of society.
- C) To counsel and assist the parents and relatives of such persons in solving their individual problems and coordinate their efforts and activities so that they will provide the greatest benefit for the afflicted persons.
- D) To develop a better understanding of the problems of persons so afflicted among the general public.
- E) To become associated with similiar organizations in other countries for the purpose of promoting the cause of those afflicted.
- F) To solicit funds to meet the institute's present commitments and to proceed with the following important projects:
 - 1. Clinics for diagnosis, treatment and general counseling.
 - 2. Centers for special education
 - 3. Centers for vocational training
 - 4. Supervised workshops
 - 5. Training farms
 - 6. A residential hospital
- G) To propose and promote legislation in favor of afflicted individuals (46).

At the present time the program of the Neurological Institute is limited to special educational activities on behalf of mentally retarded children. Due to budgetary limitations, there exist, at present, no specific plans for the development of the various other programs and activities described above.

Student Population

The Neurological Institute was founded in July of 1961; therefore, enrollment statistics for a complete academic year are available for the year 1962 only.

In 1962, a total of 19 students were enrolled at the Institute. All 19 students resided in or near Guatemala City and attended the institute on a day student basis. There have been no graduates since founding nor have any students left the institute for other reasons.

For instructional purposes, the students are divided into 5 groups. The number of students in each group, their approximate I.Q. range and their sex are shown in Table 20. Enrollment by age levels is shown in Table 21. Table 22, prepared by the staff psychologist, presents the types of disabilities possessed by the students and the number possessing each disability.

Table 20.--Student enrollment at the Neurological Institute in 1962 by class, I.Q. range and sex.

Class	I.Q. range	Sex	
		M	F
Group A	30-60	4	1
Group B	50-60	4	2
Group C	70-80	2	.
Group D	65-75	.(a)	2
Group E	55-65	3	1

(a) Magnitude nil.

Table 21.--Enrollment by age levels in 1962: Neurological Institute.

Age level	Number of students
4-6	2
7-8	6
9-10	2
11-12	4
13-14	1
15-16	2
17-18	(a)
19-25	2

(a) Magnitude nil.

Table 22.--Types and number of disabilities in 1962: Neurological Institute.

Type of disability	Number of students
Mental retardation	19
Mental retardation and physical defects	5
Mental retardation and speech defects	11
Mental retardation and convulsive disorders	3
Mental retardation and emotional disorders	19

At the present time, the Neurological Institute possesses no formal written admission requirements. Eligibility for service is determined on an individual basis after an examination by the medical team of the institute. It has been unofficially established, however, that an individual must exhibit potential for education and/or training and be between the ages of 5 and 50 years. Economic requirements may be said to exist in that fees are charged. Based upon ability to pay, the fees vary from \$5 to \$65 per month.

Professional Personnel

The technical personnel of the Neurological Institute include a director of special education, two class teachers and a psychologist. In addition to the above salaried personnel, the following professionals volunteer their services approximately three hours each week: pediatrician, psychiatrist, orthopedist, neurologist and physical therapist.

In Table 23, the following characteristics of the technical personnel are shown: age, sex, marital status, full-time or part-time, number of hours worked per week, salary per month, number of students per class and years at the institute.

Table 23.--Characteristics of technical personnel in 1962:

Position	Age	Sex	Marital status
Director of Special Education Center and Teacher	20-29	F	S
Teacher	less than 20	F	S
Teacher	less than 20	F	S
Psychologist	20-29	F	S
Neurologist and Medical Director of Institute	30-39	M	M
Psychiatrist	30-39	M	M
Pediatrician	30-39	M	M
Child psychiatrist	30-39	M	M
Orthopedist	30-39	M	M
Physical therapist	30-39	M	M

(a) Category not applicable.

Neurological Institute.

[illegible]

The medical director of the Neurological Institute is elected for a two-year term by the General Assembly which consists of all the institute's members. He cannot be re-elected for more than one additional term.

Teachers and other professional staff members, e.g. psychologist, are selected after an interview with the medical director. Their initial appointment is for a three-month trial period only, during which time aptitude and ability must be satisfactorily demonstrated. No official criteria exist regarding the selection of technical personnel other than their possession of an appropriate degree (for teachers, a primary teacher's certificate--for other professionals, a university degree) and an "expressed desire to work vigorously and efficiently with children who possess psycho-motor handicaps" (46).

The training required by the Ministry of Public Education for teachers at this institution is the completion of the public school program leading to the Certificado de Maestra de Educacion Premaria (primary teacher's certificate). Although none have received training beyond that required by law, all teachers at the Neurological Institute do possess the specified primary certificate.

The medical director of the institute is acutely aware of the need for specially trained and competent teachers and he has taken concrete steps toward acquiring such personnel. Salaries at the institute are equal to or above those offered in public schools for equally qualified personnel (a situation that is unique in the field of special education in Guatemala), while teaching loads and number of working hours are less than those found in the public schools. As a result of this situation, the medical director hopes to acquire and hold capable individuals and instill in them a desire to specialize in the education of the mentally retarded. In addition, arrangements are now being negotiated for a teacher-exchange program with a private institution for the retarded in California. According to this pending agreement, there will be a yearly exchange of one teacher between each institution. It is hoped that the in-service training abroad coupled with the insights gained from the visiting California teacher will significantly improve the quality of the institute's instructional program.

Although none have had previous experiences in the field of special education, the medical volunteers of the Neurological Institute are all highly trained and qualified individuals. For example, the present medical director

received his M.D. from the University of San Carlos of Guatemala, was a resident in pediatrics for two years at the University of Michigan Medical Center and is currently a member of the American Board of Pediatrics. In addition, he received an M.S. in neurology after serving as a neurological resident for an additional three years at the same medical center. The other volunteers have received equally specialized training in their respective fields of practice.

Program and Program Organization

The program and instructional techniques at the Neurological Institute are in the process of evolving. Due to a lack of training and experience on the part of the teachers, an empirical approach has been used to date. Initially an attempt was made to follow the national elementary curriculum using the traditional lecture-type approach; however, this proved unsatisfactory and they are now in the process of adapting the California Work-Unit technique to their particular situation (2). Although this approach is suitable for many of the children at the institute, the teachers' lack of training in its methodological procedures and the absence of materials needed for diversifying its presentation have prevented the technique from producing totally satisfactory and efficient results up to the present time.

In general, the institute is attempting to develop the public elementary school program from kindergarten through second grade. For instructional purposes the children have been classified into the following five groups:

Group A--kindergarten

Group B--instruction in reading and writing

Group C--instruction in first year elementary program

Group D--trainable

Group E--instruction in second year elementary program.

It is planned that the students who are currently receiving instruction at the second year level will continue with the third grade in a public school. In the future the institute hopes to provide instruction at the third, fourth and fifth grade level as well.

When the students are admitted to the institute they are given a battery of psychological tests which includes the Stanford-Binet, Rorschach and Children's Apperception Test (1,47,51). Follow-up examinations are given yearly thereafter.

Administration and Organization

The board of governance, known as the Junta Directiva (Board of Directors), is composed of the following members:

chairman, vice-chairman, general secretary, assistant secretary, treasurer, assistant treasurer, medical director, four regular members and the executive secretary. Members of the board are elected by the General Assembly, which consists of all the institute's members, for a two-year term of office with 50% being replaced on alternative years. No member of the board, with the exception of the medical director, can be re-elected until at least one year after his term expires. The medical director can be re-elected for one additional two-year term.

Among the functions of the Board of Directors are the following:

- A) Formulate the budget and work-plan required by the institute.
- B) Formulate the internal regulations of the institute.
- C) Accept donations and other gratuities and decide on the acquisition of real estate.
- D) Name all committees, commissions and delegations that are considered necessary.
- E) Call and direct the meetings of the General Assembly.
- F) Accept new members.
- G) Set a minimum fee for contributing members.

The chief administrative officer is the medical director. It is he who in reality makes most policy decisions and functions as the recognized voice of the institute. The executive secretary, director of the Special Education Center, and other professional personnel are under his direct supervision.

As a private, non-profit organization, the Neurological Institute recognizes five types of memberships in the General Assembly: founding, active, contributing, honorary and correspondent.

Founding members are those who signed the charter within six months after its initiation.

Active members are those who donate their services to the institute free of charge, either continuously or periodically over a one-year period.

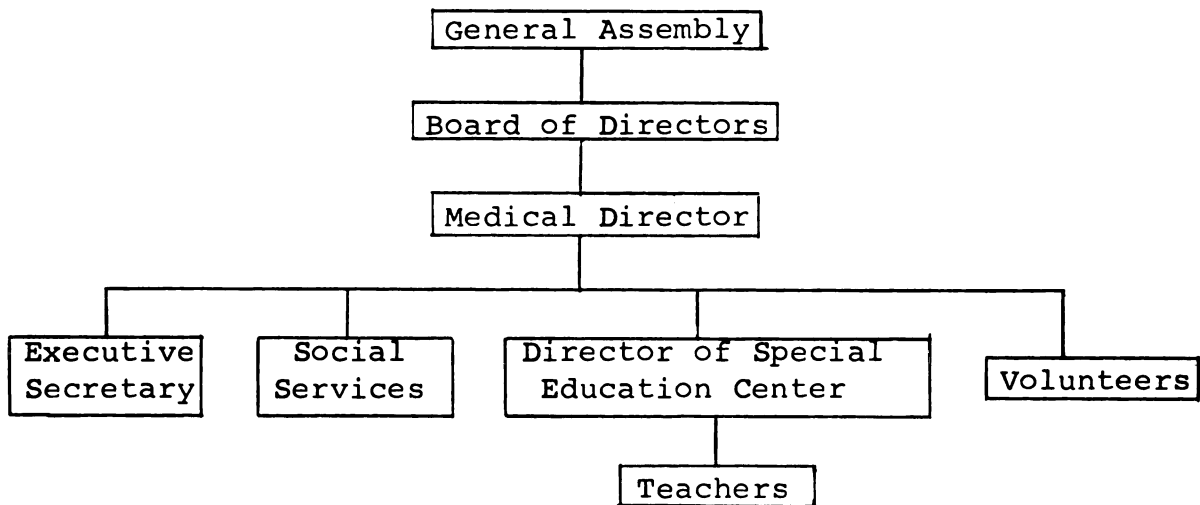
Contributing members are all those who in any way periodically contribute economically to the institute.

Honorary members are those who have given distinguished scientific, moral or economic service to the institute.

Correspondent members are individuals who are not residents of Guatemala but desire affiliation with the institute.

The administrative organization of the Neurological Institute is presented diagrammatically in Figure 2.

Figure 2.--Organization chart: Neurological Institute.



Finance

The Neurological Institute is a private, non-profit organization. The 1962 budget totaled \$12,800. Sources and respective amounts of revenue are shown in Table 24. Operational expenditures are presented by category in Table 25.

The budget is formulated by the Board of Directors and submitted to the General Assembly for approval. The executive secretary may authorize expenditures up to the amount of \$25. Capital outlays over \$25 must be approved by the board. Major expenditures, e.g. buildings or land, must also be approved by the General Assembly.

Table 24.--Revenue sources for 1962: Neurological Institute.

Source	Amount
Tuition	\$ 6,300
Donations	2,000
Membership fees	1,900
Concert and theater presentations	2,600

Table 25.--Operational expenditures for 1962: Neurological Institute.

Expenditures	Amount
Salaries--administrative personnel	\$ 2,400
Salaries--service personnel	6,720
Materials and equipment purchases	1,000
Overhead and maintenance	2,100

Tuition, based upon a sliding scale, is administered in accordance with the individual's ability to pay. In 1962 the amount of tuition charged individual students ranged from \$5 to \$65 per month with two students attending classes on a scholarship (no tuition) basis.

The institute's projected 1963 budget has been estimated at a total of \$20,350. This represents a \$7,500 increase in revenue over 1962. The additional funds are anticipated as profits from the sale of tickets to a lottery which the institute intends to initiate in March, 1963. With these additional funds the school plans to hire a social worker and teacher, increase the number of scholarship students attending the institution and acquire instructional materials.

Facilities

The Neurological Institute is located in Zone 1, a densely populated section of Guatemala City. This centralized location, in regards to Guatemala City, has proven advantageous in view of the fact that the students of the institute must commute on a daily basis. The activities of the institute are conducted in a concrete, one-story, eight-room building which was originally designed for use as a residential dwelling. Within the school there are four classrooms, two offices, a dining room (food is not served, however, students bring their own lunches), an examination room and a utility room.

The building and classrooms, in terms of the school's current program and activities, are adequate in size but

limited in functional utility. For example, all rooms were initially designed for use as private living quarters and possess small windows which do not provide adequate ventilation or illumination for classroom purposes. Other examples are the lack of recreational or play area and limited sanitary facilities. Any judgment regarding the facilities of the Neurological Institute should be made not only in terms of its current activities but also with regards to the institute's stated objective of rapidly expanding and diversifying the present program over the next few years.

The instructional materials possessed by the institute are limited to a bare minimum, e.g., paper, pencils and notebooks, and even these are in short supply. No reference books, textbooks, or any of the specialized materials normally associated with schools of this type are available. Instructional aids are all teacher produced and limited to such items as flash cards and word-picture association charts.

Summary of Institutional Problems and Needs

The following should not be considered an all inclusive list, but rather a statement of the most pressing problems and urgent needs now existing at the Neurological Institute.

Problems:

- A) The unavailability of trained and qualified teachers has restricted the development of an organized educational program with definite goals and procedures and has resulted in a low level of teacher productivity.
- B) The lack of adequate supplies, materials and equipment has prevented the development of anything more than a minimal program of educational activities.
- C) The lack of acceptance and understanding by parents, public schools, employers and society in general of the problems and needs of mentally retarded children renders the effective post-school integration and adjustment of these children difficult.
- D) The unavailability of hospital and other treatment services for children with neurological disabilities limits the effectiveness of the Neurological Institute's services and prevents the comprehensive treatment of individual cases.
- E) Being of volunteer status and devoting only two to three hours a week of service to the institute, the various medical specialists on the institute's staff are unable to participate in any systematic therapy

programs. Their activities are limited almost entirely to the observation and evaluation of new applicants.

Needs:

- A) Instructors who have received special training and experience in the education of mentally retarded children.
- B) In terms of current programs and services the present facilities of the institute are adequate in size and with some minor remodeling, functional as well. However, in terms of projected growth, these facilities appear inadequate. For example, in 1963 an increase of \$7,500 in revenue is anticipated; 30 additional students are expected to enroll; and a staff increase of one or more teachers and a social worker is planned. If growth of this nature does occur, new facilities will soon become necessary. The nature of the facilities that will be required is difficult to predict, however, because the institute has no formal development plans and its ultimate objectives are quite diverse in nature (see pages 133-134). A statement of priority in regards to the proposed programs and services is necessary before a concrete

determination of needed facilities can be made.

- C) The needs of the Neurological Institute in the area of materials and equipment are extensive. Currently, even the most basic supplies are either totally unavailable or in limited supply. Examples of the types of materials and equipment needed are:
1. Textbooks and workbooks which cover appropriate academic material and are suited to the chronological and mental ages of the students.
 2. Materials for use in developing concepts, e.g., color, size, shape, number, et cetera.
 3. Common supplies such as colored crayon, scissors, paper, glue, rulers, et cetera.
 4. Audio-visual aids such as phonographs, tape-recorders, maps, et cetera.
- D) The educational program of the institute lacks organization and direction. A specific organizational structure needs to be developed and definite objectives and procedures determined. In addition, criteria need to be established for evaluating the program's effectiveness.

E) In regards to personnel, the Neurological Institute possesses, "on paper," all the professional staff required of an institution of this nature. However, the teachers are the only full-time personnel. Up to its present stage of development, this arrangement was feasible and necessary. But if the institute's program should grow and expand as anticipated, volunteer workers could no longer adequately meet the need. The problem is not one of obtaining new types of personnel, but rather one of providing, on a more intensive basis, the services of those who are already available. With specific regard to teachers, the institute has established a maximum pupil-teacher ratio of seven to one as standard. Thus, as additional students are admitted, teachers would need to be hired in proportion to the above ratio.

* * * * *

Instituto de Retrasados Mentales

The Instituto de Retrasados Mentales is a private school for mentally retarded children. The following report and analysis regarding this institution is more superficial than is desirable yet as comprehensive as possible under the circumstances. The personnel of the school were hesitant to supply the desired information.

History and Development

The Institute for the Mentally Retarded was founded in November, 1952 by its present Director, Mrs. Rosario de Solares. The program of the school was initiated with just two pupils and for many years only those students who could pay the full \$60 per month tuition were accepted. Today, enrollment has grown to 30 pupils and individuals of medium and low economic circumstances are sometimes accepted on a sliding fee basis.

When founded, the school was located at Villa Ospena, in Zone 13 of Guatemala City, and possessed grounds of more than a square block in area. However, because of precarious economic resources, the school has been forced to make three subsequent relocations with each relocation reducing the size and quality of the premises. The original purpose and

objective of the institute, "to provide non-profit service to the community in the area of the education of mentally retarded children," has remained unchanged, however, as has the nature of its program and organization.

Student Population

In 1962 the institute had a total enrollment of 30 pupils. The I.Q.'s of these students ranged from 45 to 80 while their chronological ages ranged from 7 to 17 years. All 30 students were classified as mentally retarded by the school psychologist and five were listed as possessing convulsive disorders as well. Although 28 students were considered residents of Guatemala City and only two as residents of the various departments, ten of the pupils lived at the institute on a residential basis.

No formal admission requirements exist and the eligibility of each case is determined on an individual basis by the director. The child must be considered educable, however, and fall within the chronological age limits of 6 to 18 years. A further admission requisite is the possession of sufficient economic resources to cover the cost of tuition and services.

In regards to projected enrollment, the director of the institute feels that due to continuing financial difficulties, no increase in student enrollment can be anticipated in the foreseeable future. There is even the possibility, she feels, of a decrease in the institute's total student population during the next few years.

Professional Personnel

The technical staff of the school is comprised of a director and three teachers. The services of a psychiatrist are obtained on a consultative basis. In Table 26 the following characteristics of the technical staff are presented: age, sex, marital status, full-time or part-time, number of hours worked per week, salary per month, number of students per class, and years of teaching at the institute.

The qualifications required by the institute for appointment to teaching positions are the possession of a primary teacher's certificate and at least two years' experience in teaching normal children. Applicants are interviewed by the director and given a temporary appointment of one month. If, at the end of this trial period, the director feels the applicant possesses interest and aptitude in the education of the retarded, the appointment is made permanent.

Table 26.--Characteristics of technical personnel in 1962:

Position	Age	Sex	Marital status	Full-time Part-time
Director	30-39	F	M	P-T
Teacher	40-49	F	S	P-T
Teacher	30-39	F	S	F-T
Teacher	20-29	F	M	P-T
Psychiatrist	30-39	M	M	Consultant

(a) Category not applicable

Institute for the Mentally Retarded.

Number of hours worked per week	Monthly salary	Number of stu- dents per class	Years at this school
15	\$ 100	15	11
14	45	14	11
31	75	17	9
8	45	7	8
--- (a)	fee basis	---	7

All teachers at the institute possess the training required by law. None, however, with the exception of the director, have received additional training in the education of the retarded. The director, who also functions as a teacher at the institute, attended the Escuela Ensenaya Especial (School for Special Teachers) in San José, Costa Rica for two years and received the degree of Profesora Ensenanya Especial (Teacher of Special Education).

Program and Program Organization

There is no formal program or program organization at the institute and educational activities are conducted mainly on an empirical basis. Students are divided into three groups on the basis of I.Q. with no regard given to chronological ages. Within these groups instruction is given in activities of daily living, motor-coordination exercises, recreational and social activities and basic academic skills such as reading and counting. However, due to the large pupil-teacher ratio that exists, a great deal of student time is also devoted to unstructured individual activity. No formal occupational training is offered and no placement service exists when the students reach school leaving age.

Upon admittance to the school the children receive a psychological examination. This examination is administered by the director and consists of an intelligence and personality test. Further psychological testing is seldom done; however, under special circumstances follow-up examinations are given. Pupil progress is measured through the use of tests constructed by the individual teachers and through constant teacher observation.

Administration and Organization

The Institute for the Mentally Retarded is a private, non-profit institution. No board of governance exists. The director is responsible for all decisions regarding budget, personnel, salaries, services, enrollment, policy, planning and business transactions. In addition, the director is the immediate supervisor of the three classroom teachers and the determiner of educational programs and procedures.

Finance

Little information was made available in this respect. The total income of the institute in the years 1959 through 1962 is presented in Table 27. Most income is received through tuition and donations. In addition, the government provides an annual subsidy of approximately \$4,000. Over

the past few years, however, both the promptness and amount of this subsidy have been undependable. The amount of tuition charged ranges from \$5 to \$60 per month, with the majority of cases paying \$40 or more.

Table 27.--Income for years 1959 through 1962: Institute for the Mentally Retarded.

Year	Amount
1962	\$ 18,000
1961	20,346
1960	17,834
1959	20,689

Data regarding operational expenditures and capital outlay were not provided. The director formulates the budget, determines the amount of tuition to be charged and conducts all other business operations.

Facilities

The Institute for the Mentally Retarded is located in Zone 8, one of the most populous sections of Guatemala City. Surrounding streets are unpaved and dust and noise are a daily problem. The building occupied by the institute is

a small, two-story structure which was designed for use as a residential dwelling. The building's eight rooms are divided among three classrooms, three sleeping quarters, an administrative office and a kitchen. The building does not possess high functional utility for use as a school. The classrooms and sleeping quarters are small and crowded and no adequate recreational area or space exists.

As noted earlier, the institute's present location is the fourth and the least satisfactory facility occupied by the school since its founding in 1952. Due to inadequate financial resources, the institution has been forced to constantly seek less expensive, and as a result less adequate, locations and facilities for its educational activities.

In regards to instructional materials and equipment, only the most common items are available, e.g. paper, pencils, notebooks, scissors, popular magazines, beads, blocks, et cetera, and even these are in short supply. There are no textbooks, workbooks or reference library, and no audio-visual aids are available. Almost all instructional aids used at the institute are teacher produced.

Summary of Institutional Problems and Needs

The following should not be considered an all inclusive list, but rather a statement of the most pressing

and urgent needs that now exist at the Institute for the Mentally Retarded.

Problems:

- A) As a result of insufficient financial resources, the institute has had to function with inadequate physical facilities, a minimum of educational materials and equipment, and an incomplete staff.
- B) Owing to the part-time status of most teachers and their lack of training in the education of the retarded, the institute has been unable to develop a well organized and comprehensive educational program.
- C) A high pupil-teacher ratio and the inadequacy of facilities and materials have resulted in low teacher morale and productivity.
- D) Although a non-profit, service institution, the school receives little community support, sympathy or understanding.

Needs:

- A) The need for more adequate facilities, especially as regards dormitory and recreational space, is of prime importance to this school.
- B) The needs of the institute in the area of educational materials and equipment are extensive as well.

Examples of the types of supplies not now available are: textbooks, visual aids, materials for teaching of concepts and educational toys and games.

- C) A more highly organized educational program, with definite goals and purposes, needs to be developed and implemented.
- D) In the area of services, the following extensions and additions appear desirable: a more intensive psychological testing and counseling program, vocational training and placement, and parent counseling and education.
- E) With regard to personnel, additional full-time teachers are definitely needed. In addition, the full or part-time services of a psychologist, social worker and vocational training teacher would be desirable.

* * * * *

Special Education and Public Schools

There exist today in Guatemala, no special education classes in the schools organized under, and supported by, the National Ministry of Public Education. This lack of special programs in the public schools does not mean, however, that the National Ministry of Public Education has not recognized the need for special classes or that legal provisions have not been established.

The legal basis for special education in Guatemala is found in three documents: the Constitution of the Republic; the Organic Law of National Education; and Government Decree No. 157.

Referring to human rights, the Constitution of the Republic decreed by the National Constituent Assembly on February 2, 1956 states in Section IV, Chapter III, Article 92:

The State shall guard the physical, mental and moral health of infancy, and shall issue the laws and create the necessary institutions to insure its protection.

The articles relating specifically to education are found in Section IV, Chapter V. Special mention may be made of the following:

The promotion and dissemination of culture in all its forms is a primary obligation of the State. The purposes

of education are to develop human personality to its fullest extent, to inculcate a respect for the rights of man and for his fundamental liberties, to bring about physical and spiritual improvement, strengthen the sense of responsibility of the individual citizen, promote civic progress and heighten patriotism (Article 95).

There shall be a minimum of compulsory, common education for all inhabitants of the country within the age limits laid down by the law. Primary education provided by the State in Schools supported by funds provided by the Nation is free (Article 98).

All persons have the right to education. Technical and professional education is open to all on an equal basis (Article 100) (45).

As derivations of the general law of the nation there are specific laws for each of the branches of public administration. Among these documents is Government Decree No. 558, the Organic Law of National Education (41). This decree, which entered into force on February 25, 1956, is the basic legal text on educational matters throughout the Republic. The following articles, relating to the "Level of Special Education," are presented under Title III, Chapter V of this law.

This level, in a systematic manner, proposes to adapt and readapt to the scholastic and social environment those adolescent children and youths of irregular conduct or those with problems which place them in danger of not achieving integration into their community (Article 69).

Specific objectives of this educational level are:

- 1) To train the physically deficient with methods of therapeutic pedagogy;

- 2) To help the mentally weak, the mentally indolent, perverts and the unstable with emotional or character disturbances, to develop;
- 3) To help the students who are slow learners or those who are scholastically retarded, as well as those who are fast or superior learners;
- 4) To take care of abandoned children; and
- 5) To direct children and adolescents with trans-gressional conduct (Article 70).

The plans and programs developed in special education schools shall be flexible; and preferably shall cover the carrying out of activities adapted to the needs and nature of the students. The staff for schools of this level shall be specialized and aided by pediatricians, psychologists and other specialists needed (Article 71).

Government Decree No. 157, published April 27, 1962, is the final and most recent legal document pertaining to special education issued by the National Government of Guatemala (15). The following articles are contained in this mandate.

To create a section of specialization in the education of exceptional children, which shall be installed in the Normal School for Teachers of Pre-school children 'Dr. Alfredo Carrillo Ramirez' which operates in this Capital (Article 1).

Only previously selected graduate teachers of primary education shall be enrolled in this section as students (Article 2). To create Sections for exceptional children with 20 pupils each, in the Normal Establishments where teaching studies are taken in the Capital, in which programs there shall be included the Chair of Special Education, in the third year of the Vocational Cycle (Article 3).

The studies shall last two years in the following manner:

- a) A basic common year with the same work as the first year of specialization for Parvulos (pre-school children), according to the 1945 Study Plan.

- b) A second diversified year with special subjects for the education of exceptional children (Article 4).

The graduate primary education teachers who finish the specialization courses for exceptional children shall receive the title of teachers specialized in the education of exceptional children when said studies are finished and duly approved (Article 5).

The Ministry of Public Education is authorized to issue the measures and provisions necessary for the fulfillment of the present decree (Article 6).

As noted above, provisions for special education programs in the public schools of Guatemala have been provided for in the Constitution of the Republic, the Organic Law of National Education, and by Presidential Decree. This legislation has not been applied, however, towards the creation of an effective and functional program within the public school system. The major reasons for this lack of application are two-fold. The first is a shortage of education funds coupled with the priority of programs directed towards reducing the high rate of illiteracy among the nation's general population. The second factor is the "political patronage" status of administrative positions within the Ministry of Public Education and an apathetic attitude towards special education held by most officials appointed to these positions.

Progress is being made, however, based largely upon the interest and initiative of one man. Dr. Alfredo Carrillo Ramirez, president of an advisory group known as the Technical Council of National Education, has succeeded in organizing a number of activities on behalf of special education in Guatemala. In November, 1961, Dr. Carrillo, in cooperation with UNESCO, organized a four-week teacher training seminar in the field of special education. The 74 graduate elementary teachers who attended the seminar received instruction in such areas as the history and methodology of special education, individual diagnosis, the psychology of exceptional children and the use of special materials in teaching exceptional children. In November, 1962, a second seminar was conducted which was attended by more than 80 graduate elementary teachers. It was not intended that this information would be used by the teachers in special classes, but rather that it would find application in their regular classroom activities.

In January, 1963, Dr. Carrillo submitted to the Ministry of Public Education a proposal regarding the organization of a special education program in the public schools. This plan was identical in all respects to Government Decree No. 157 discussed above. The Minister of Education approved

this proposal and authorized Dr. Carillo to proceed with the organizational program as specified but did not allocate the required funds. As a result, no progress with this program has been achieved.

If, at some future date, funds do become available, it appears that any special education program organized under the Ministry of Public Education will possess the following characteristics:

- A) The preparation of special teachers via the expansion of the current training program of the Normal School for Teachers of Parvulos (pre-primary children). A degree in special education would thus presuppose six years of elementary school, four years of preparation in the present Normal School curriculum, and one year of specialized training in the area of exceptional children. No special wage provisions for these teachers are anticipated.
- B) The establishment of special classes, with approximately 20 students per class, in selected public schools. These special classes would initially be limited to the pre-primary and first grade level and only slow learners would be accepted. Those children who are physically handicapped, socially maladjusted,

or severely mentally retarded would not be accepted or provided for, at least not during the initial phase of the program.

Because of the dire shortage of schools, classrooms, teachers, funds and materials that exists in the field of public education in Guatemala, the lack of provisions in the area of special education is understandable. When it is remembered that 60.6% of all school age children in Guatemala are never able to attend a class and that 71.9% of the population over seven years of age are illiterate due to a lack of educational facilities, one can realize why it is rare to see physically or mentally disabled children attending public schools. Perhaps the most important point to be noted, however, is not the inability of the Ministry of Public Education to provide provisions for the education of exceptional children, but rather the fact that the National Government has incorporated into its Constitution the ideals of liberty, equality and fraternity and into its educational laws a recognition of the need for compulsory education and the desirability of extending educational advantages to the physically and mentally handicapped. This is the first step, and it can be assumed that as the government finds solutions to the many pressing problems it is now confronting in all

educational areas, it will begin to make effective and functional its ideals in this area as well.

In addition to the difficulties faced in the field of general education, there are a number of problems specific to special education which will also have to be resolved before an effective program can be established. Examples are: the centralization of authority for the program, curricular development, improved teacher preparation, adequate compensation for special teachers, the integration of medical and educational provisions in the area of the mentally and physically disabled, transportation, a census of the nation's disabled, et cetera. Until the government is able to provide solutions to these types of problems, it can be assumed that private individuals and organizations will continue to play the dominant role in the field of special education in Guatemala.

Special Classes in Public Institutions

Although no organized program for special education exists under the Ministry of Public Education, a number of special education classes have been established in public institutions. These classes will be examined below.

Centro de Rehabilitacion Infantil

The Centro de Rehabilitacion Infantil is an institution directed towards the rehabilitation of children who have been stricken with polio. The center was founded in 1955 by Dr. Miguel Aquilera and is a dependency of the Ministry of Public Health. There are 80 beds within the center and an out-patient clinic which treats a similar number. Included on the staff of the hospital is an elementary teacher who has specialized in the education of physically handicapped children. The salary of this teacher is paid directly by the Ministry of Public Education.

Classes are conducted three hours a day, five days a week. An average of 12 students are enrolled in the classes with ages ranging from approximately five to nine years. The average length of enrollment in this special class is four months and the program is held flexible so that the individual needs of each child can be met. The primary purpose of the class is to provide the children the opportunity to maintain a level of academic achievement equal to that of their peers who are progressing within the public schools. However, in addition to routine subject matter many other activities are introduced, e.g. the proper use of braces,

which are specifically directed towards helping the child adjust to his disability.

When a child is discharged from the hospital, he is encouraged to return to the special class on an out-patient basis. However, due to problems of distance, transportation costs and lack of interest on the part of most parents, students seldom return to the center. In addition, very few continue their education in the public schools.

In regards to facilities, the classroom is located in a spacious, newly constructed wing of the hospital. The room is more than adequate in size and is handsomely decorated with large, varied colored murals of the many Walt Disney characters. All education materials necessary for an adequate program are available, including the special equipment, e.g. stand-up desks, required by the nature of the child's disability.

The teacher of the special class, who has been with the rehabilitation center for the past five years, conducts classes 18 hours a week and receives a monthly wage of \$120. In relation to hours worked, this is the highest salary received by any special education teacher in Guatemala. Her training includes the degree of Teacher of Primary Education as well as the degree of Specialized Teacher in the Education

of Pre-school Children. In addition, she attended a two month seminar on the education of the physically handicapped in Puerto Rico and received the Diploma of the Department of State of Puerto Rico.

* * * * *

Hospital Neuropsiquiatrico

The Neuropsychiatric Hospital is a public institution which functions under the auspices of the Ministry of Public Health. Maintenance and treatment of the mentally ill is provided at no cost to the individual. On January 31, 1963 there were a total of 1,103 patients residing in the hospital. Of this number, 592 were men, 463 were women, and 48 were children. Of the 48 children, 29 were boys and 19 were girls.

Included on the staff of the hospital are two part-time special education instructors. Each teacher conducts classes two hours a day, five days a week, with an average enrollment of ten pupils per class. The students range in age from 6 to 18 years; however, most are functioning at a pre-school educational achievement level. When questioned as to the nature of the disabilities possessed by the

students in their classes, the teachers indicated that although exact figures were not available they felt the great majority were mentally retarded, that a few were epileptic, and that a small number possessed character disorders.

The primary purpose of the special classes, as stated by the teachers, is "to provide the children with an opportunity for social interaction with their peers with the aim of fostering social adaptation skills, developing motor skills and coordination, and lastly, in the most advanced cases, providing instruction in basic academic skills such as reading and writing." It is the opinion of the researcher, based on observation, that no planned and organized program has been developed to facilitate the accomplishment of these objectives. The majority of student time appears to be spent in undirected individual activities such as leafing through picture books and playing with blocks, beads, et cetera. Little was observed that could truly be labeled special education, and the primary function of the classes appeared to be the separation of the children from the adult patients for at least two hours a day. An illustration of the lack of organization and a planned program is the fact that the teachers did not know: (1) what criteria are used in selecting children for their classes; (2) the medical, psychiatric

or psychological diagnosis of the individual students in their classes; and (3) the criteria used for removing a child from the classes.

In regards to facilities, there is only one room available for both special classes. This one room is used simultaneously, with the aid of a wooden partition, by the two special teachers. The room is small, lacks windows and therefore adequate light and ventilation, and is of a frame construction which is old and paintless. With the exception of a very limited supply of such items as blocks, beads, yarn, paper and scissors, no educational equipment or materials are available in the classroom. They do possess, however, a varied assortment of popular magazines, e.g. Life, Ladies Home Journal, Saturday Evening Post, et cetera, which the children spend a great deal of time leafing through.

The teachers of the special classes, both of whom have been working at the hospital on a part-time basis since 1947, conduct classes 12 hours a week and receive a monthly salary of \$75. In addition to their employment at the hospital, both teachers are also part-time staff members of the Instituto de Retrasados Mentales, an institution which was discussed in a previous section of this chapter. In each

case the training possessed by the two teachers is the completion of the public school program leading to the title of Teacher of Elementary Education.

* * * * *

Centro Educativo Asistencial

The Centro Educativo Asistencial, C.E.A., is an institution devoted to the protection and education of orphaned and abandoned children. The C.E.A. is a state supported institution, administered directly through the office of Public Health and Social Assistance and indirectly through the Ministry of Public Education. The institution's two educational centers, one for boys and one for girls, provide a complete six-year primary school program not only for the 180 homeless residents of the C.E.A., but for over 200 children living in the surrounding area as well.

Included on the staff of the C.E.A., on a part-time basis, is a teacher trained in the area of special education. This teacher conducts three special classes a day, each class being of 40 minutes duration, six days a week. There is an average attendance of six students per class with ages ranging from 10 to 14 years. The degree of educational achievement possessed by the students varies from the first

to the fourth grade level and all have been classified by the school as educationally retarded. Although not so classified, the teacher feels that many pupils exhibit emotional and behavioral problems as well.

The primary purpose of the special classes, as stated by the teacher, is "to raise the educational achievement of the individual students to what is considered a more appropriate level." The program followed is flexible and the teacher attempts, through personal tutoring, to concentrate on the peculiar needs of each student. During that part of the day when the children are not in the special classroom, they attend the regular elementary classes of the C.E.A., at an appropriate academic level, where they receive no special or individual attention.

In regards to facilities, the special classes are conducted in a large, well lighted room in the girls' section of the institution. With the exception of textbooks and audio-visual equipment, a large variety of educational materials is available. The teacher of the special classes appears to be especially productive in the designing of instructional aids and these latter products play a principal role in her educational program.

The special teacher has been employed by the C.E.A., on a part-time basis, for the past seven years. She teaches at the center for a total of 12 hours a week and receives a monthly salary of \$75. Her training includes the degree of Teacher of Primary Education, received from the Escuela Normal Federalizada in Morelia, Mexico, and the degree of Specialized Teacher in the Education of Exceptional Children, received after an additional two years of study at the Escuela Normal de Especializacion at Parque Lera, Mexico.

CHAPTER V

OVERVIEW OF SPECIAL EDUCATION IN GUATEMALA

The previous chapter presented a number of specific reports regarding various aspects of the field of special education in Guatemala. The present chapter presents an overview of the nature of the total field.

When considering special education in Guatemala, one is immediately impressed by the limited number of provisions that exist and the very embryonic character they often present. Experience indicates, however, that it is not possible to separate the educational needs of a nation from related needs in the social and economic spheres. This indicates that the problems of special education in Guatemala cannot be separated from the nation's total pattern of social and economic development. The health and educational needs of the so-called normal child are so great in Guatemala, and economic resources are so limited, that it is impossible for priorities to be established with assurance that the most important needs are being met.

Currently, basic educational and sanitary problems are demanding top priority in Guatemala and draining heavily on an inadequate national income. For example, in many rural areas one of the most imperative problems is to control tropical diseases, such as malaria, ancylostomiasis and yaws. These rural endemic diseases are undermining and disabling thousands of Guatemalans and require expensive sanitary programs in order to be controlled and/or completely extinguished. Other serious health and educational problems are also calling for first priority. Malnutrition is wide-spread and the mortality rate in the first year of life is alarming: 101.4 per 1,000 births. Not to be forgotten, as a vicious circle of cause and effect of the above conditions, is the high rate of illiteracy found throughout the Republic. Another consideration is the high rate of population growth coupled with a rapidly expanding economy and problems of communication, transportation and production.

In spite of these difficulties, some beginnings have been made in Guatemala to meet the educational needs of those persons who cannot participate in regular educational programs. Table 28 presents a summary of all institutions providing special education, the types of disabilities treated

Table 28.--Summary table of various aspects of special

Name of institution	Type of program				Type of disability served
	Special schools		Special classes		
	Public Institution	Private Institution	Public Institution	Private Institution	
Escuela Santa Lucia		X			Blind and partially sighted
Escuela Fray Pedro Ponce de Leon		X			Deaf and aphasic
Instituto Neurologico		X			Mentally retarded
Instituto de Retrasados Mentales		X			Mentally retarded
Hospital Neuropsiquiatrico			X		Emotionally disturbed
Ciudad de los Niños	X				Socially maladjusted
a) Centro de Observacion					
b) Centro de Niños					
c) Centro de Niñas					
Centro de Rehabilitacion Infantil			X		Polio
Centro Educativo Asistencial			X		Slow learner

(a) Magnitude nil.

education in Guatemala for the year 1962.

Number of students enrolled	Number of teachers				Number of class- rooms
	Full- time	Part- time	Specially trained	Total	
48	7	7	4	14	11
92	10	3	3	13	13
19	3	.	.	3	5
30	1	3	1	4	3
20	.(a)	2	.	2	2
39	2	.	.	2	2
90	6	.	.	6	6
29	3	.	.	3	0
12	.	1	1	1	1
18	.	1	1	1	1

by each, and the number of children and teachers within each program, for the year 1962.

In most instances, special education undertakings in Guatemala have been the result of the interest and initiative of voluntary non-governmental organizations and private individuals. No special classes or programs are offered in any public primary or secondary school. The data indicate, however, that governmental personnel are beginning to recognize the necessity of taking action on behalf of exceptional children and are becoming increasingly aware of their responsibility in this area.

The blind, deaf, and mentally retarded were the first groups to be provided with special facilities and programs and to date most attention remains focused in these disability areas. Educational facilities for the crippled, socially maladjusted, speech impaired and emotionally disturbed exist, but in a highly circumscribed manner. Facilities for children who have "special health problems" or who are intellectually gifted are non-existent.

The educational programs provided for Guatemala's exceptional children are almost wholly institutional and residential in nature. Few examples of the "day school" whereby a child attends a local school while living at home,

are in evidence. Special rooms for the visually impaired, hard-of-hearing, crippled, mentally retarded, et cetera, in public schools are non-existent. All special education services are concentrated in the capital city with no educational facilities available for exceptional children living in other urban and rural areas of the nation. Some residential schools in Guatemala City do, however, make an effort to serve children from all sections of the Republic.

The content of the special education programs is inclined to be highly academic in nature and to possess little or no relationship to any vocational plan. However, very few children complete the six-year elementary curriculum and almost none continue on to secondary school. Most programs lack a high degree of organization and possess no specific goals or objectives. Provisions for post-school welfare supervision and/or follow-up are not provided for on a systematic basis by any school or institution. The medical, psychiatric and psychological aspects of special education are seldom given more than token recognition in most programs.

Guatemala has compulsory education laws as well as specific laws regarding the provision of special education, but there are insufficient numbers of schools and trained

teachers to meet the needs of the non-handicapped. As a result, provisions for the location of exceptional children and the enforcement of compulsory education are non-existent. Nor does a census exist which might indicate the scope of the problem and the need for services in this area.

The prevailing attitude of many parents and the general public is that the handicapped must always remain the object of pity and charity and that little can be done toward helping them become contributing citizens. A major handicap confronting exceptional children in Guatemala is the negative attitude of many public education officials and school teachers in regard to the value and necessity of providing educational facilities for children who are physically or mentally different.

Since little education is provided for exceptional children, there is no program of training for special education teachers and no system for certifying them. Therefore special teachers attend the regular government supported teacher training institutions and are trained in the same manner as are ordinary elementary school teachers. An elementary teacher's degree presupposes six years of elementary school and five years of normal school training. There are no legal specifications which require a higher level of

competence for teachers of special classes than for teachers of elementary grades in the public schools; however, a number of private institutions require that additional training and/or experience be possessed by potential personnel. In addition, there are a few special teachers who have been trained abroad who have returned to train others on an in-service basis.

The salaries of special education teachers are, in general, the same as those of the teachers in public schools. However, in a few private institutions the salaries of the special teachers are actually lower than those of public school teachers. In neither case is the salary of the special teacher adequate to meet the cost of living in Guatemala, nor is it proportionate with the income earned by other sectors of salaried workers.

The Guatemalan government is beginning to recognize the need for the special training of teachers of exceptional children and plans to establish a program for such training in the future, starting with a group of about 20 trainees in the area of slow learning children. The government also recognizes that the demand for special teachers will be greater than the supply for many years to come. The supply of special teachers is currently limited by a scarcity of

training facilities. However, this is not the only factor involved in the shortage of candidates for special education positions. The particular nature of the demands made on most special education teachers in relation to the low remuneration received and the limited possibilities of promotion within the field are also contributing factors.

In addition to possessing untrained staff, most special education programs are carried out without the benefit of adequate facilities or materials. Most facilities currently in use have little functional utility as special education schools or classrooms. They are severely limited in terms of both space and adequate provisions for auxiliary necessities, e.g. dormitories, recreational areas, dining rooms and sanitary facilities. The needs of most special schools and classrooms in the area of supplies and equipment are extensive. Currently even the most basic educational materials, e.g. pencils, paper and books, are often unavailable or in very limited supply. The use of special instructional materials or equipment in special classes for exceptional children is rare in Guatemala.

Although limited in their number, little cooperation and coordination exist among the various organizations and institutions which provide services for exceptional children

in Guatemala. For example, rivalries have developed between various voluntary groups working for the disabled, some of which feel they have a vested interest in the welfare and educational activities for a particular category of handicapped children. In addition, a division of responsibility exists on the national level in regard to services provided for exceptional children. Educational provisions are under the Ministry of Education, welfare provisions are under the Ministry of Social Welfare, and medical treatment is under the Ministry of Public Health. There is no doubt that services for the disabled would be more effective if there were better coordination of the programs for which the various ministries are responsible.

CHAPTER VI

SUMMARY, RECOMMENDATIONS AND IMPLICATIONS

Summary

The purpose of this study was to ascertain the nature and scope of special education services, programs and facilities in the Central American Republic of Guatemala.

The population under study encompassed all institutions and agencies in the Republic of Guatemala, both public and private, which have educational programs for, and provide educational services to, children who are physically disabled, mentally retarded, speech impaired, visually impaired, socially maladjusted or emotionally disturbed, deaf and hard of hearing, or intellectually gifted. The results of a preliminary survey indicated that the above population consisted of the following agencies and institutions.

- A) Instituto Neurologico
(Neurological Institute)
- B) Instituto de Retrasados Mentales
(Institute for Mentally Retarded)

- C) Centro Educativo Asistencial
(Educational Assistance Center)
- D) Centro de Observacion y Reeduccion
(Observation and Reeducation Center)
- E) Centro de Reeduccion para Varones
(Reeducation Center for Boys)
- F) Centro de Reeduccion para Niñas
(Reeducation Center for Girls)
- G) Escuela Fray Pedro Ponce de Leon
(School for the Deaf)
- H) Escuela Santa Lucia
(School for the Blind)
- I) Hospital Neuropsyquiatico
(Neuropsychiatric Hospital)
- J) Instituto de Rehabilitacion Infantil
(Children's Polio Hospital)

Due to the limited number of institutions, their relatively small size and their great heterogeneity, a study of the total population was conducted.

After considering the type of information desired, the nature of respondents and their accessibility, two types of instrumentation were developed. Both were designed to be uniquely suited to the problem under investigation and its cultural context. The first type of instrumentation was a questionnaire-like data-schedule. This data-schedule was not distributed to the agencies or institutions being studied, but was used solely by the researcher as his guide in

conducting structured, directed, information gathering interviews and observational visitations. This instrument was designed to provide data concerning the following basic factors involved in the study:

- A) History and development
- B) Organization
- C) Services, instructional programs and courses of study
- D) Characteristics of professional personnel
- E) Characteristics of student population
- F) Finance and fiscal administration
- G) Physical facilities (including instructional materials and equipment)

The second type of instrument developed was a Personal Information Inventory which was distributed to all service-connected personnel in the institutions investigated. This instrument was designed to obtain that vital personal information which could only be obtained directly from individual professional employees.

Structured interviews, observational visitations and Personal Information Inventories were the major data collection techniques. When possible, official records, reports and unpublished materials were reviewed in order to supplement and validate the data obtained through the above procedures.

In view of the uniqueness of the data obtained from each institution, individual institutional reports were considered the most appropriate method of data presentation.

For the purpose of presentation, all data were analyzed and organized into the following categories within the individual reports: History and Development, Student Population, Professional Personnel, Program and Program Organization, Administration and Organization, Finance, Facilities, and Summary of Institutional Problems and Needs. In addition to the institutional reports, the relationship of special education to government supported education was also discussed with particular emphasis on pertinent legislation, the present program of activities and future plans.

In Chapter V an overview of the scope and nature of the special education field in Guatemala was presented. From the overview certain findings and conclusions emerged.

- A) Special educational provisions in Guatemala are few in number and in a very embryonic stage of development.
- B) Currently, basic educational and sanitary problems are demanding top priority in Guatemala and draining heavily on a reduced national income.
- C) In most instances, special education undertakings in Guatemala have been the result of the interest and initiative of voluntary non-governmental organizations and private individuals. No special classes are offered in any public primary or secondary school.

- D) The blind, deaf and mentally retarded were the first groups to be provided with special facilities and to date most attention remains focused in these disability areas. Educational facilities for the crippled, socially maladjusted, speech impaired and emotionally disturbed exist but in a highly circumscribed manner. Facilities for children who have special health problems, or who are intellectually gifted are non-existent.
- E) The educational programs provided for Guatemala's exceptional children are almost wholly institutional and residential in nature. Few examples of the "day school" are to be found.
- F) All special education services are concentrated in the capital city with no educational facilities available for exceptional children living in other urban and rural areas of the nation.
- G) Guatemala has compulsory education laws as well as specific laws regarding the provision of special education, but there are insufficient numbers of schools and trained teachers to meet the needs of the non-handicapped. As a result, provisions for

the finding of exceptional children and the enforcement of compulsory education are non-existent.

- H) Since little education is provided for exceptional children, there is no program of training for special teachers and no system for certifying them.
- I) Most special teachers possess six years of elementary school and five years of normal school training.
- J) The salaries of special education teachers are, in general, the same as those of teachers in public schools; however, in a few private institutions the salaries of the special teachers are actually lower than those of public school teachers.
- K) The prevailing attitude of many parents and the general public is that the handicapped must always remain the object of pity and charity and that little can be done toward helping them become contributing citizens.
- L) A major handicap confronting exceptional children in Guatemala is the negative attitude of many public education officials and school teachers in regard to the value and necessity of providing educational facilities for children who are physically or mentally different.

- M) Most special education programs in Guatemala are carried out without the benefit of adequate facilities, materials or educational equipment. The needs of most special schools and classrooms in these areas are extensive.
- N) Little cooperation and coordination exist among the various agencies and institutions of the Republic which provide services for exceptional children.
- O) Although the national government is beginning to recognize the need to provide special education services for exceptional children, the government's lack of schools, trained teachers and financial resources in the area of general education leaves little doubt that private individuals and organizations will continue to play the dominant role in the field of special education in Guatemala for many years.
- P) There is a complete lack of research regarding even the most basic of special education issues; e.g. no information is available pertaining to the number of disabled children in Guatemala or the various types of disabilities they possess.

- Q) Finally, it was concluded that physical impediments of geography, different languages, poverty, insufficient teachers, schools and money make the demand for a universal primary education for all exceptional children an ideal that can have no present fulfillment in Guatemala. Instead, special education services will have to continue being planned and executed on the basis of limited projects and that only partially serve the total handicapped population.

Recommendations for Further Research

Special education in Guatemala is a prime field in regard to future research. Programs and services in this area are in the early phases of growth and development and in need of a sound basis of scientific knowledge and information. The following are examples of the types of research that need to be conducted:

- A) A study of the number of exceptional children in Guatemala who require special education and the types of disabilities they possess.
- B) An investigation of the relative distribution of disabled children among the various social and racial sectors of the population.

- C) A study of the nature of attitudes held, among the various sectors of the population, towards disabilities and special education.
- D) An investigation of different methods of establishing a special education program within the public schools.
- E) A study of the educational needs of special teachers in Guatemala and various methods of special teacher preparation.
- F) An investigation of the effectiveness, in Guatemala, of special educational techniques and procedures developed in more advanced countries.
- G) A study of the nature of special education curriculums in Guatemala and their relationship to the needs of the children.
- H) A follow-up study of the children who graduate or drop out of special education programs, i.e., schools, classes, et cetera.

Implications

While the following section does not evolve from the data of the research per se, it does reflect the personal observations and opinions formulated by the author during his entire stay in Guatemala.

There is too little special education in Guatemala, with too few schools and too short a period of schooling. In many cases the quality of the education provided is open to criticism as well. However, we must never lose sight of the fact that educational opportunities and certain other services have been offered to hundreds of handicapped children who otherwise would have received no special attention. In light of the absence of any other types of facilities and the meager financial resources with which they must operate, the accomplishments of the private organizations and institutions in Guatemala have been outstanding. Although it is desirable to begin any program with a minimum team of special education technicians, circumstances do not always make it feasible to wait until this ideal and complete team of specialists are available. Rather, a beginning must be made with whatever resources exist and a program developed until the ideal situation is achieved. Such is the state of special education in Guatemala today. Due to a shortage of facilities and trained personnel, special education services have to be planned and executed on the basis of limited projects that only partially serve the total handicapped population.

It can be safely assumed that private individuals and organizations will continue to play the dominant role in the

field of special education in Guatemala. And, if we make the basic assumption that public support of special education programs is necessary before significant growth and development can occur, little change in the nature of special education programs and services in Guatemala can be anticipated. This projected inaction on the part of the national government on behalf of special education is an all important point. We have already seen the scope and dimensions of the task ahead. It is a Herculean task, one not readily performed by voluntary groups and private individuals. An undertaking to provide a special education system adequate to the needs of the nation could only be initiated through the use of public funds.

Thus, in order to gain a proper perspective as regards the probable growth and development of special education in Guatemala, we must place special education against the background of the public school situation in the Republic. In Guatemala public schools are maintained, supported and supervised by the national government, which appoints the teachers, builds or rents the schools, plans the program, and supplies the classroom materials and equipment. By long range control it regulates and examines everything, from school desks, blackboards and final examinations to the morals of the teachers.

This bureaucracy, sometimes well intentioned but seldom well trained, gives orders in long "reglamentos" that fill the air with sounds of activity but which usually make little difference in fact. And in periods of political instability--and political instability has been a norm in the last quarter of a century--the education directors in the Ministry of Education change with each government. The old plans are thrown out and new plans are devised because they are said to be better; and before these new plans can really take effect, a change in government will bring a new minister of education, who will have a newer and better plan that in its turn will fail of fulfillment.

These are pessimistic views, but they reflect the facts. Because of the high degree of centralization, the central government must provide for 60.6% of the school population now without schools. It must find, recruit, and educate double the number of teachers it now has and place them on the national payroll. It must print twice as many books and notebooks, procure twice as many pencils and blackboards. It must double the school inspectors, bookkeepers, clerks, supervisors and normal schools for the training of teachers. It must do all of this and a great deal more, and it must do it in a hurry, for the population is growing so rapidly that

at the moment the school system is losing ground. From some source the means to double the education budget have to be found at the same time that national income is slipping backwards. And if the President does all this, and no one else can do it, he will have done little more than maintain the status quo: a little over 2% of the children of school age will complete the fifth or sixth grade, and over half of the children matriculating will not go beyond the first year (22:162-167). The amount of literacy will have increased but slightly, and the extent of functional illiteracy will probably have doubled.

Centralization demands that the national government do it all and the government of Guatemala expects to do it all, or leave it undone. But what is required within the Universal Declaration of Human Rights and the ideals of all special educators is a school system, rural and urban, that will give at least a primary grade education of six to eight years for all the handicapped children of the nation. And this the government cannot do. Physical impediments of geography, different languages, poverty, insufficient teachers, schools and money make the demand for a universal primary education for all exceptional children an ideal that can have no present fulfillment in Guatemala.

To make the project a reasonable one--that is, a possible one--the country would suddenly have to be endowed with an adequate industrial system, economy, social structure and national income. It would also require the rather immediate availability of large numbers of teachers with adequate training as well as administrators willing and able to organize and manage so large an undertaking. These things are not done by sheer exercise of will. They have to grow together. And those who are concerned with special education in Guatemala would do well to recognize that the educational system is a function of the total society and can not be treated in isolation. One could say that a society has the kind of school system that its culture can contrive and absorb. The school system changes as the culture changes, and there are no miracles to be looked for.

At this point, I wish to make some personal observations in regard to the nature of educational research in Guatemala. In Guatemala, educational research is closely connected to educational planning and action. Educational research workers--a rather small group, frequently self-taught because of a lack of formal training facilities--have a sense of urgency, of practicality, and of active participation in the amelioration of educational ills. Nearly all

research, and nearly all decisions and actions concerning educational problems, belong to the sphere of government and there is little opportunity for basic or academic research due to the large number of practical research problems which are clear and compelling in their immediate urgency.

Like most underdeveloped countries, Guatemala is forced to handle a great number of social problems simultaneously: there is no time to treat them sequentially. Multitudes starve and multitudes live in misery. That in itself is nothing new. What is new is that at least part of these multitudes have learned to shake off their lethargy and to demand improvement in their living conditions. The resources needed are hard to come by: rapid industrialization with too little capital, a badly trained labor force, lack of equipment; rapid development of village improvement schemes (some 73 per cent of the population live in villages) with too little money, too few tools, too little seed, livestock, fertilizer, irrigation, fuel, everything; attempts to wipe out unnecessary disease that maims and kills people by the thousands, with too few doctors, too few hospitals, too little vaccine, too little DDT and spraying guns, too little education to make it all understood to the villagers; rapid attempts to teach them at least the cheapest of the new

methods for improving living conditions, with little or no capital outlay--with too few teachers, too few schools, too few people who can read it in a book, too few radios over which to talk to them, too few projectors to show films to them.

And Guatemala has no choice but to do these things and do them fast. There is no time for temporizing or for long-term systematic experimentations, fact gathering, checking, and rechecking. Anything that looks at all reasonable has to be tried immediately. An experiment must be evaluated while it is still going on, and the first report had better be out within a matter of weeks or months, giving at least a first indication of what is "good," what is "bad," "what ought to be done." A report that comes out a year after a study is completed is in danger of being overtaken by developments that will simply go on without the benefit of careful evaluation.

In addition, trained personnel for systematic evaluation are rare. Administrators who could make use of detailed, technically sophisticated discussions of findings are also scarce.

All this puts a premium on research studies that can be carried out quickly, with a minimum of trained personnel

and statistical and mathematical methodology, and that can be presented in a form in which the results are immediately apparent to allow for a maximum amount of decision by those in authority. Needless to say, great care must be taken in the planning and design of investigations so that relevant results can be obtained in spite of the simplicity of the methods. The saving grace for the research worker is that at Guatemala's present stage of development almost any study that is worth doing at all is bound to produce results that, properly obtained and presented, will indeed be immediately apparent. Anything that needs the refinement of more sophisticated methods or tests of significance must, for the most part, wait until the crudest and most urgent questions have first been answered. Just as village improvement at this point must rely largely on methods that can be handled with shovel and pick ax, so educational research must for the time being, rely largely on what can be studied with the help of percentages and averages. A standard deviation or a correlation coefficient has to be used as sparingly as a better hand tool or a power drill.

The role of social and educational research in Guatemala's strategy of development is a subject that merits more attention than it is now getting. In the United States,

extensive social and economic research has been a latecomer in the development process, but there is a strong argument that it should not be a latecomer in the less developed countries of the world. If the underdeveloped areas are to make progress at rates at all in keeping with their impatient aspirations, they must avoid wasteful error by basing their efforts on careful planning, and this requires extensive research. But recognition of a need for more rational guidance to development and an expectation that educational researchers can be of important use are only hopeful beginnings. It remains to be seen how the forces of research can be effectively marshalled and applied in areas where trained talent is scarce and social change is swift and turbulent.

This then, is the mold into which research activities initiated by North Americans must be fitted. It represents the current status of research in Guatemala, and by generalization, all Latin America. However, this is not all the U.S. researcher needs to know in order to achieve significant and meaningful results from a research endeavor in Latin America. Before he will be able to conduct a successful research study in Latin America, the North American must gain an understanding of how the Latin American culture and "personality" differ from his own. The values which are held in common by most

Latin Americans are distinct from those held by individuals from the United States and Western Europe. The controlling values of a culture perform many functions in a society. They provide a way of looking at the world and at people. They furnish those who hold them with a set of beliefs which explain, as it were, the structures and functions of what is perceived. Thus, no research study can be successful that does not take into consideration the diverseness of their values from our own. A few examples must suffice.

Traditionally, for the middle-status individual in Guatemala, only those with whom he feels an intimate, personal relationship are trustworthy. Personal friendship, plus a kinship relationship of some kind is usually considered essential for "getting something done." The impersonal confidence which an interviewee usually has towards a researcher from a large, established university in the United States is not yet a general feature of the Guatemalan culture. This is one reason, for example, why the concept of democracy contained in the Guatemalan Constitution, borrowed in the first instance from the United States or the French Declaration of the Rights of Man, seems to have so little effect on actual political behavior. North American researchers in Guatemala, regardless of their personal competence, will have little

success in their research activities unless they are able to develop personal confidence and evoke "simpatía." There is a need for "personalism" in any program developed.

A second example of a cultural value of which the North American researcher must be aware is the emphasis placed upon words, ideals and elegance of expression to the neglect of purely pragmatic approaches to problems. A tendency to feel that the job is finished when written expression has been given to ideals while systematic, determined efforts to translate the verbalized ideals into reality remain wanting. This point is of particular significance in any study that requests written or verbal responses to various questions which are not backed up by personal observations on the part of the researcher. The gap between expressed ideals and actual practice are often very great.

The objection of many Latin Americans to North American researchers is not simply the fact that they are from the United States. Rather they are unaccepted because they are efficient, purposeful, direct, and often single-minded. Their research activities do not fit into the Latin American culture's total scheme of things. In Latin America every relation, no matter how unimportant in the research program is important on the human side, for each individual must be

treated with courtesy and dignity, almost as a member of the family. The efficiency and single-mindedness of the American research program is usually unaware of or indifferent to the scheme of ethical and esthetic values by which Latin American life is ruled. Its very egalitarianism and familiarity are offensive. It sticks out not because it is American, but because it is not part of the milieu.

No research study that is oblivious to and/or disdainful of Latin American values and their sense of personal dignity can be successful. No amount of good will, back-slapping or offers of material aid are adequate substitutes for understanding of and sensitivity to the values that give meaning and direction to life itself. Our efficiency and purposefulness, our "go-getterness," our enthusiasm about success, qualities we greatly prize, prove most irritating and incomprehensible. If only we were less in a hurry, less bent on getting things done quickly; if only we had time for talk and courtesy; if only we did not seem to push people around and in our haste forget, or be ignorant of, the amenities essential to friendly relations!

One very important additional factor which needs to be considered when planning research in Latin America must be mentioned. This is the attitude of extreme nationalism

possessed by most educated individuals in the various countries. Defensive reactions against suspected attempts to infringe upon their sovereignty in the political, economic, educational, or cultural spheres are easily evoked. These fires of suspicion and sensitivity are constantly kindled and stoked by astute anti-American propaganda, chiefly but not exclusively Communist inspired. If a researcher's motives are not clear, if they become suspect, the successful outcome of his research project is immediately in jeopardy.

The above considerations raise an important question regarding the nature of the training and personal characteristics an individual should possess who is going to conduct research activities in Latin America. More than academic course work is required, as illustrated by the common saying that in order to be successful abroad: "Uncle Sam must exchange his top hat for a turban, his jacket for a sarong and his trousers for a loincloth. He must give up his sirloin steak for a handful of rice, his split-level house for a thatched hut and turn in his Chevrolet on a bullock cart." What this underlines is the fact that more than professional efficiency is needed. The American who serves abroad will need to understand how the people in the host country think

and feel, if he is to establish the kind of communication and rapport necessary to carry out his assignment.

This question of preparation for "overseasmanship" can be briefly discussed under four headings: 1. the attitudes of the individual; 2. his technical training; 3. his knowledge of the culture and the language; 4. his ability to secure cooperation and teamwork in getting things done.

Attitudes of the individual

The attitudes of the individual are more important in many respects than his technical training since the individual will never be able to utilize his training unless he has the attitudes through which he can win the confidence of the people with whom he works.

Central and basic to the attitudes of one who is going to Latin America should be an abiding and indestructible belief in the worth and dignity of every human being. A genuine interest in people and a desire to help them is very important. All of the qualities that make for a well-integrated personality are valuable to anyone who is going to conduct research activities in Latin America: friendliness, politeness, tolerance, sincerity, integrity, and perhaps most important of all, patience.

The individual must possess the quality of "cultural empathy"--the skill to understand the logic and the inner coherence of other ways of thinking and the restraint not to judge them as bad just because they are different than one's own. This ability to put one's self in the other person's place in order to facilitate our acceptance of differences in people, in living conditions, customs and beliefs, is not easily learned. Yet it is essential in the overseas researcher.

Individuals who want to succeed in an underdeveloped country must also have humility, modesty, and an ability to meet and deal effectively with people. They should be free from prejudice, have sensitivity and adaptability. They need personal maturity of judgement, objectivity, and the ability to pioneer. They need to be the kind of persons who can "make do" with the local resources available, who can gain the confidence of the local community, and those whose sincerity is self-evident and unquestioned. They must be fully qualified professionally for the job they are to undertake, but also willing to take a hand at any task, however menial.

The nature of technical training

In thinking about the nature of technical training for research abroad, it is essential that it not be too narrowly

defined, or too definitely specialized. Education for "overseasmanship" should involve a knowledge of economics and economic institutions; a grasp of the humanities: philosophy, literature and languages. It requires an acquaintanceship with history, a knowledge of anthropology, sociology, and of political science. Without such a broad education, the individual going to Latin America will not secure that deeper understanding of his own culture; which is requisite to appreciate the common and the dissimilar values in the Latin American culture. In general, it may be said that the kind of education for working abroad is the kind that will provide a person with a proper understanding of the biological, social and spiritual nature of man.

While there is danger that education for "overseasmanship" may become too rigid, or stereotyped, the emphasis on a broad educational base should not be an excuse for lack of competency in the field of specialization. Mediocre scholars will not secure the respect of competent native leaders, nor are they apt to provide the kind of specialized service required by the host country. Local leaders are often deeply hurt by the treatment of second-rate individuals, who behave like colonial masters rather than visiting experts to a friendly nation.

The expert going to a foreign country needs to acquire as much background training as possible. This would involve knowledge of the country, its culture, language--where possible, its government, noted leaders, and regulations governing foreigners in the country, as well as talking with persons who have been in the region, seeing films of the area, and having the necessary knowledge about his own culture and the organization he represents to properly represent them both adequately. Thorough briefings should be held before leaving, and, where possible, an intensive orientation period of several weeks or more. A briefing center established in the host country, with the briefing performed by Nationals of that country, would also greatly add to the effectiveness of the expert going abroad.

Knowledge of culture and language

A third phase of the preparation for "overseasmanship" concerns a knowledge of the culture and the languages of the people in the country visited. This is necessary because, to attempt to transplant our ideas of what is needed into their culture without a thorough acquaintanceship with it, would be disastrous. It would result in a program that is not indigenous to the cultural heritage of the people, and, therefore, would not be apt to be successful.

Thus, the researcher's most difficult challenge is to make his professional training useful. He must learn how his professional skills and the specific programs with which he will be identified are likely to be regarded and received by the individuals and the institutions with whom he will be associated. He must understand how his particular project is likely to be influenced by and have a direct effect on the surrounding political, social, and economic environment. He must be well equipped to make judgments which relate his skills, his behavior, and his project effectively to the demands of the society in which he is working.

Theoretically, it would be desirable for all individuals who are to conduct research in Latin America to understand the language of the people with whom they are to work. But as a practical matter, this is often impossible. When a country wants an education expert, it wants him now. They will not wait for one or two years until this expert learns Spanish. There is little possibility in the immediate future that all educational researchers who will need to go abroad can be instructed thoroughly in the language of the country of their assignment. But some steps should be taken which move toward that goal, particularly for those who are going to be in close daily working relationships with the foreign

Nationals over a considerable period of time. Language is a door to understanding, and given equal technical and personal competence, the expert who can communicate with the other people directly in their own language has a great advantage over the one who cannot.

Securing cooperation and teamwork

This leads to the final subject in my consideration of the training of overseas research personnel; how to secure cooperation and teamwork in the field. Just because an individual possesses a certain body of knowledge, this is no guarantee that he can impart it to others. A man may be exceptionally well-educated, understand a country's cultural background and even the language, and still not be the kind of person who can work with the country's Nationals and get things done. In working in a foreign culture, one can never advance beyond the understanding and consent of the overseas citizen. Thus, a knowledge of diplomacy, and the art of motivating people, is essential. This calls for the kind of person who is acceptable in personality, humble in spirit, kindly in attitude, and persuasive in securing the cooperation of others. The ambitious, aggressive attitude of many Americans often gets them into trouble overseas. What appears

to be required is the kind of person who needs no publicity and, therefore, can take a backseat, and let the host country or the National leaders get the credit.

An acquaintance with the power structure, and the approved procedures and methods of communication are also necessary. For example, when an American deals with a government agency that regularly loses three letters of every five it receives, it is hard for him to believe that such inefficiency is not a planned attempt to sabotage his work. The individual who conducts research in Latin America either learns to accept these facts and act on them or he will be frustrated because of his failure to understand his environment.

In closing, one additional factor needs to be mentioned--the nature of overseas programs. One may bear the simple title of "research adviser," yet be required as an education expert to do far more than what any single educator would be expected to do in the United States. In the United States the research consultant would have only to serve as one of a team in a task force. In Latin America it is assumed that the educational "research advisor" is able to handle the whole process of educational program development, so that his actual task is that of an institution-builder.

He must often create an organization that will not only develop and carry out his research activities, but implement the findings as well. Recognition of the need for an overseas researcher being prepared to handle this task of "institution-building" will help individuals in advance to be prepared for more fully executing the work they are assigned to do. It will also make them more aware of how important it is to have cooperation and teamwork, if one is to succeed.

As the qualities for overseas research have been discussed, it appears that what is needed is a very exceptional person. Yet, in actuality, the qualities needed are not greatly different from those required of all individuals who wish to live realistically with concern, cooperation, and competence in a democratic society such as our own.

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APPENDIX A

DATA-SCHEDULE FOR STRUCTURED INTERVIEWS

(English Translation)

INSTITUTE OF RESEARCH AND
IMPROVEMENT OF EDUCATIONSpecial Education and Rehabilitation Project

Face Sheet

- SERP -
SS- FS

CODE

Name of the Agency or Institution _____

Address _____

Telephone _____ Public ☐ Private ☐

Name of person to contact _____

Other locations _____

Special Education ☐; Rehabilitation ☐; Both ☐; None ☐

General nature of services offered _____

Best times for interviews _____

Estimated time necessary to collect data _____

Researchers comments _____

Nov. 1962 Researcher _____ Date _____ Informant _____

HISTORY

SS - H1

CODE

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1. When founded _____

2. By whom _____

3. Purpose when founded (obtain charter) _____

4. Major changes since founded

a) Programs and Services _____

_____Dec. 1962 Res _____ Date 1963 Informant _____

c) Types and number of service personnel when founded
and subsequent major changes_____

SS - H3

[illegible][illegible]

ADMINISTRATION

SS - A1

CODE

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1. *Major Control: Govt. _____ Private _____

2. Organization Structure (obtain copy of by-laws).

(a) Board of Control: YES _____ NO _____

1. Number and composition _____

2. How often do they meet? _____

* _____

3. How elected _____

--

4. Length of service _____

5. Role of Chairman _____

--

(b) Admin. Organization (obtain organizational chart or draw an organization chart if unavailable)

1. Duties of chief admin. officer _____

--

2. How are admin. personnel selected? _____

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DEC. 1962 RES _____ Date _____ 1963 Informant _____

ADMINISTRATION

SS - A3

CODE

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(e) How is Capital outlay decided?_____

4.*Board Admin_____ Executive Admin_____

5. Autonomy or Coordination with other agencies.

(a) Are facilities shared with other agencies? Explain

(b) Do you refer and/or exchange clientele? Explain

(c) Do you share fund raising programs? Explain_____

(d) Do you share personnel? Explain_____

FINANCE

SS - Q1

CODE

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1. Total and SE or R budget by years: (obtain copy of budgets for 1960-61-62)

1962 _____ 1961 _____
 1960 _____ 1959 _____
 1958 _____ 1957 _____

2. Expected 1963 budget (obtain a copy) _____

3. Sources of income: (also enter expected 1963 figures)

- (a) Govt. (Name specific agencies and amounts)

1962 _____ Q _____; _____ Q _____
 1961 _____ Q _____; _____ Q _____
 1960 _____ Q _____; _____ Q _____
 1963 _____ Q _____; _____ Q _____

- (b)

PVT.	Individual donations		Companies or Organizations		Non-Cash gifts Indicate the kind and estim. value
	solicited	unsolicit.	solicited	unsolicit.	
1962					
1961					
1960					
1963					

- (c) Lotteries: Who conducts it? _____

1962 Q _____; 1961 Q _____; 1960 Q _____

Expected 1963 Q _____

Dec. 1962 Res _____ Date _____ 1963 Informant _____

FINANCE

SS - Q2

CODE

(d) Fees:

	1962	1961	1960	1963	Rate and/or kind
Tuition					
Edu. Materials					
Medical					
Subsistance					
Materials and equip.					
Other services fees					
TOTALS					

(e) Sales:

	PRODUCE		RESALE	
	Amt.	Kind	Amt.	Kind
1962				
1961				
1960				
1963				

(f) Other income: (indicate year, amount, and source)

4. What are the dates of your fiscal year? _____

5. What are the dates of your school year? _____

FINANCE

SS - Q3

CODE

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6. Expenditures: (obtain salary schedule)

EXPENSE CATEGORY	1962	1961	1960	1963
(a) Salaries of admin. personnel				
(b) Salaries of service personnel				
(c) Service material costs				
(d) Service equip. purchases				
(e) Overhead and maintenance				
(f) New Construction				
(g) Debt management				
(h) Other service costs				

Explain (h) _____

7. Who does your auditing? (obtain statement for 1962-61-60)

8. 1962 Insurance value: (if any) Q _____

9. 1962 Book value or estimated assets Q _____

10. Comments: _____

FACILITIES - GENERAL

SS - F1

CODE

(obtain floor plan) Building	Total # of rooms	# rooms class/ service	type of constr.	Stor- ies	A Condi- tion E	Originally designed for
1						
2						
3						
4						
5						

2. Size of property

3. Numbers in boxes below refer to buildings listed in above chart.

(a) Electricity	1	2	3	4	5
(b) Water Fountains	1	2	3	4	5
(c) Lavatories	1	2	3	4	5
(d) Gas- Oil	1	2	3	4	5
(e) Heating Plant	1	2	3	4	5

DEC. 1962 Res Date 1963 Informant

FACILITIES - GENERAL

SS - F2

CODE

1

2

3

4

5

(f) Exits

1

2

3

4

5

(g) Stairs

1

2

3

4

5

(h) Hallways

1

2

3

4

5

(i) Parking (by No. of Cars)

1

2

3

4

5

(j) Recreational grounds

4. Types of rooms and number:

(a) Special Education classrooms

1

2

3

4

5

(b) Admin. offices

1

2

3

4

5

(c) Service offices

1

2

3

4

5

(d) Medical treatment

1

2

3

4

5

(e) All types of physical therapy

1

2

3

4

5

(f) Voc. Training type rooms

1

2

3

4

5

FACILITIES - GENERAL

SS - F3

CODE

--

1	2	3	4	5
---	---	---	---	---

(g) Dining rooms _____

1	2	3	4	5
---	---	---	---	---

(h) Conference rooms _____

1	2	3	4	5
---	---	---	---	---

(i) Lounges _____

1	2	3	4	5
---	---	---	---	---

(j) Library _____

1	2	3	4	5
---	---	---	---	---

(k) Recreation type rooms _____

Other service related
rooms. Please describe
each.

1	2	3	4	5
---	---	---	---	---

(l) _____

1	2	3	4	5
---	---	---	---	---

(m) _____

1	2	3	4	5
---	---	---	---	---

(n) _____

1	2	3	4	5
---	---	---	---	---

(o) _____

1	2	3	4	5
1	2	3	4	5

(p) wards or dormi-
tories. Indi-
cate: # of rooms/
beds

FACILITIES - SPECIFIC
use one sheet for each service
room or class room

SS - F4

CODE

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1. Identification of room by number and/or name.

2. Relative location in building

3. Draw a sketch and indicate size and openings.

4. What is this room currently used for?

5. What kind of activities take place in this room?

6. How many hours per day is this room in use?

7. What are the characteristics of the clientele/students using this room?

(a) Age range

(b) Kinds of disability

(c) Largest number at any one time

(d) Average number utilizing this room each day

8. Number and kinds chairs or desks: (fixed?)

DEC 1962 Res _____ Date _____ 1963 Informant _____

CODE

9. Types and amounts of equipment in this room. _____

10. Lighting		
11. Ventilation		
12. Noise		
13. Temp.		

14. *What is the capacity for services in this room?_____

15. What materials or equipment do you need or have in excess: (Indicate which?) _____

16. *Is this room adequate for the services conducted?
Explain

FACILITIES - SPECIFIC
use one sheet for each service
room or class room

SS - F6

CODE

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17. Types and amounts of rehab. materials in this room? _____

18. List of teaching materials:

(a) Types and amounts of institutionally provided
teaching aids. _____

(b) Availability of common supplies (paper, pencils, etc.),

(c) Books. _____

(d) Types and amounts of teacher produced materials.

PERSONNEL

SS - P1

CODE

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1. Administrative personnel: (get list of total personnel)

TITLE	Sex	Pd.	Vol.	Full-time hrs/wk.	Part-time hrs/wk.

2. Service Personnel: (indicate average hours per week)

TITLE	Total #		# F	Full-time		Part-time	
	Pd.	Vol.		#	hrs.	#	hrs.
(a) Prim. Teacher							
(b) Sec. Teachers							
(c) Speech therapists							
(d) Counselors							
(e) Social workers							
(f) Psychologists							
(g) Psychiatrists							
(h) Physicians							
(i) Physiatrists							
(j) Oculists							
(k) Phys. Therapists							
(l) Occ. Therapists							
(m) Prosthetist							
(n)							
(o)							
(p)							

Dec. 1962 Res _____ Date _____ 1963 Informant _____

PERSONNEL

SS - P2

CODE

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3. What additional staff do you presently need? _____
(Indicate type and number) _____

4. Have provisions been made for additional personnel in your 1963 budget? (indicate type and number) _____

5. What is the rate of turnover among your service personnel, (paid and voluntary)? Explain _____

6. What criteria are used for employment of service personnel? (if written obtain a copy) _____

PERSONNEL

SS - P3

CODE

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7. Are your hiring criteria difficult to follow? _____

8. What are your hiring procedures? (obtain copy) _____

9. What opportunities exist for advancement? _____

10. Fringe benefits:
 (a) Social Security _____
 (b) Retirement _____
 (c) Insurance _____
 (d) Other _____

SERVICE PROGRAMS

SS - S1

CODE

1. What are the objectives of this institution? (Obtain copy)

2. What are the eligibility requirements for service? (Obtain copy)

3. What are the referral methods to and from this institution?
(List agencies and numbers also)

Dec. 1962 Res _____ Date _____ 1963 Informant _____

SERVICE PROGRAMS

SS - S2

CODE

4. How are those admitted for services selected?

5. What is the criteria for case closure? _____

6. How do you evaluate student performance? (SE)

(a) Grading system _____

(b) Examination procedures _____

(c) Testing programs (list types of tests used) _____

7. What is the criteria for grade placement? (SE)

SERVICE PROGRAMS

SS - S3

CODE

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8. Indicate below the specific services provided by this institution and the percentage of the clientele receiving each service.

(a) Psychological testing _____	
(b) Psychological counseling _____	
(c) Psychiatric services _____	
(d) Social work _____	
(e) Vocational counseling _____	
(f) Medical services _____	
(g) Prostheses _____	
(h) Physical therapy _____	
(i) Occupational therapy _____	
(j) Speech therapy _____	
(k) Ophthalmological and/or optical services _____	
(l) Vocational training _____	
(m) Educational training _____	
(n) Training in activities of daily living _____	
(o) Maintenance _____	
(p) Subsidies _____	
(q) Vocational placement _____	
(r) Follow-up _____	
(s) Transportation _____	
(t) Avocational activities _____	
(u) Services for parents, etc. _____	
(v) _____	
(w) _____	
(x) _____	
(y) _____	
(z) _____	

CLASSIFICATION AND TALLY

SS - Cls

CODE

1. Approximate number of students applying or recommended for admission in:

1962 1961 1960 1959 1958 1957

2. Number of students in special classes or receiving special services in:

1962 1961 1960 1959 1958 1957

3. Number of students graduating in:

1962 1961 1960 1959 1958 1957

4. Number of special classes taught in:

1962 1961 1960 1959 1958 1957

DEC 1962 Res _____ Date _____ 1963 Informant _____

CLASSIFICATION AND TALLY

SS - C2S

CODE

Students Served During 1962

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5.

Type of Disability	Number	Type of class or service

6. Enrollment by grade level: (1962 only)

Pre school	<table><tr><td>M</td><td>F</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	M	F	<input type="text"/>	<input type="text"/>	I	<table><tr><td>M</td><td>F</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	M	F	<input type="text"/>	<input type="text"/>	II	<table><tr><td>M</td><td>F</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	M	F	<input type="text"/>	<input type="text"/>
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M	F																
<input type="text"/>	<input type="text"/>																
M	F																
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7. Number of students in age ranges from: (1962 only)

4 to 6	<input type="text"/>	6 to 8	<input type="text"/>	8 to 10	<input type="text"/>
10 to 12	<input type="text"/>	12 to 14	<input type="text"/>	14 to 16	<input type="text"/>
16 to 18	<input type="text"/>	Other-	<input type="text"/>		

CLASSIFICATION AND TALLY

SS - C3S

CODE

8. Number of residential students (1962 only)----

Number of day students: (1962 only)-----

9. Number of students from city: (1962 only)-----

Number of students out of city: (1962 only)---

10. Anticipated applications and recommendations
for enrollment in:

1963-1964

1964-1965

1970

11. Anticipated enrollment in:

1963-1964

1964-1965

1970

[illegible]

DEC 1962 Res _____ Date _____ 1963 Informant _____

SS - C2R

1962

1963

CODE[illegible]

RESEARCH ENDEAVORS

SS - R

CODE

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What research, if any, has been conducted by members of the staff of this institution?

INVESTIGATOR _____ TITLE _____

Publisher _____ Date _____

Where available _____

Brief summary _____

INVESTIGATOR _____ TITLE _____

Publisher _____ Date _____

Where available _____

Brief summary _____

DEC 1962 Res _____ Date _____ 1963 Informant _____

DOCUMENTS

SS - D

CODE

Please obtain the following documents when available.
Check the ones obtained and write in the number of pieces of materials.

- | | |
|---|----------------------|
| 1. Legal Charter or by-laws | <input type="text"/> |
| 2. Printed materials on aims, services, etc | <input type="text"/> |
| 3. Budgets for years 1962-61-60 | <input type="text"/> |
| 4. Auditors statements or financial reports for
1962-61-60 | <input type="text"/> |
| 5. Floor plan of building if service areas are
extensive | <input type="text"/> |
| 6. Salary schedules | <input type="text"/> |
| 7. Personnel list | <input type="text"/> |
| 8. Criteria for hiring professional personnel . . . | <input type="text"/> |
| 9. Application forms for professional service
personnel | <input type="text"/> |
| 10. Criteria for admitting clientele | <input type="text"/> |
| 11. Applications and admissions forms for clientele. | <input type="text"/> |
| 12. Student/clientele classification | <input type="text"/> |
| 13. Class/service schedules | <input type="text"/> |
| 14. Fee schedules | <input type="text"/> |
| 15. Copies of available statistics | <input type="text"/> |
| 16. Copies of various annual reports | <input type="text"/> |
| 17. Institutional procedure guides or manuals . . . | <input type="text"/> |
| 18. Research reports or publications | <input type="text"/> |
| 19. _____ | <input type="text"/> |
| 20. _____ | <input type="text"/> |
| 21. _____ | <input type="text"/> |
| 22. _____ | <input type="text"/> |
| 23. _____ | <input type="text"/> |

APPENDIX B

PERSONAL INFORMATION INVENTORY

(English Translation)

INSTITUTE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

(IIME)

Survey of Special Education and Rehabilitation Programs

Personal Information Inventory

IIME is conducting a survey of Special Education and Rehabilitation programs and facilities in Guatemala. An estimated twenty public and private institutions and agencies are cooperating in the study. Most of the information to be collected will be obtained through interviews and visitations. However, some of the most vital information can only be obtained directly from individual professional workers in the field.

Will you assist the Institute in this important study by completing all the information requested below?

Your responses will be kept in strict confidence and analyzed only by IIME researchers. Thank you for your cooperation.

INSTITUTE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
(IIME)

SS - P4

Survey of Special Education and Rehabilitation Programs

Personal Information Inventory

A. PERSONAL DATA

1. Name of Institution in which you are employed:

2. What is the title of the position which you now hold?

3. Describe in about one sentence the nature of the work that you do. _____

4. For how many years have you been employed in this Institution?
(Check one)
 - a. Less than 1 year () d. 4 to 6 years ()
 - b. 1 to 2 years () e. 6 to 10 years ()
 - c. 2 to 4 years () f. 10 or more years ()
5. Normally, how many hours per week do you work? _____
6. Is this position considered to be full-time or part-time? (check one)
 - a. Full-time () b. Part-time ()
7. In what way are you paid? (Check one)
 - a. by salary ()
 - b. by hourly rate ()
 - c. non-paid volunteer ()
8. If paid by salary, what is your regular monthly salary?
Q _____

--

9. If paid by means other than by salary, what are your earnings per hour? Q _____
10. What is your sex? a. male () b. female ()
11. Are you married? a. yes () b. no ()
12. Approximately what is your age? (Check one)
- a. under 20 () c. 30-39 () e. 50-59 ()
- b. 20-29 () d. 40-49 () f. 60 or more ()

B. PROFESSIONAL TRAINING AND EXPERIENCE

1. Have you taken a course at the University of San Carlos in the last three years? If so, please identify the courses in the space below. (If more than three, list the three most recently completed).

Name of Course	Faculty	Date Completed

2. In general, of what value were the courses you took at the University of San Carlos in your professional work? (Please check one)
- a. of great value () c. of little value ()
- b. of some value () d. of no value ()
3. Please identify the professional organizations to which you belong.

4. To what professional publications do you regularly subscribe?

PERSONAL INFORMATION INVENTORY

SS - P6

B. PROFESSIONAL TRAINING AND EXPERIENCE

5. Please indicate how many years of education you have had.

[illegible]

6. Please list the positions or occupation you have held during the past ten years. (List in order of most recent to least recent.)

[illegible]

PERSONAL INFORMATION INVENTORY

SS - P7

C. PROFESSIONAL ACTIVITIES

If you are a teacher, omit questions 1 through 5 and
CONTINUE DIRECTLY TO QUESTION 6.

1. Approximately how many clients do you see during the average day?_____
2. What is the average length of time you spend per visit with each client?
 - a. Less than 30 min. () c. 1 to 1½ hour ()
 - b. 30 min. to 1 hour () d. more than 1½ hour ()
3. Do you limit your practice to specific disabilities?
Yes () No ()
4. Briefly state the type(s) of disabilities you treat.

5. What additional training, if any, do you believe would help you to better perform your present duties?

SS - P8

THIS TABLE SHOULD BE FILLED OUT BY TEACHERS ONLY

6. Please provide in the chart below the requested information for each of the special education classes which you taught in this institution during 1962.

Name of class	Length of class in minutes	Grade level	Number of Students		Age range of students	Subjects taught in class	Nature of Students' Disabilities
			M	F			
1							
2							
3							
4							
5							
6							
7							

PERSONAL INFORMATION INVENTORY

SS - P9

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7. Do you hold any other position in addition to your employment in this institution? a. Yes () b. No ()

If yes please describe in the chart below.

Title of position	Institution	Hours per week	Salary or wage per month

D. PROFESSIONAL OPINIONS

1. What do you consider to be the four greatest problems or needs in the field of special education () or rehabilitation () in Guatemala? (Please check one)

a) _____

b) _____

c) _____

SS - P10

D. PROFESSIONAL OPINIONS (continued)

--

d) _____

2. In your opinion, how great are the opportunities for professional advancement in the field of special education () or rehabilitation () in Guatemala? (Please check one)

a. Many (); b. Some (); c. Few (); d. None ().

3. Do you have specific plans for additional training in your field? (Please check)

Yes ()

No ()

If yes, please describe below: _____

4. Do you plan to remain in your present field of specialization? (Please check)

Yes ()

No ()

If not, please describe the reasons why you are choosing to leave this field of specialization.

APPENDIX C

**ADDRESSES OF INSTITUTIONS STUDIED
AND NAMES OF DIRECTORS**

ADDRESSES OF INSTITUTIONS STUDIED
AND NAMES OF DIRECTORS

<u>Institution</u>	<u>Address</u>	<u>Director</u>
1. Centro Educativo Asistencial	4 Av. 15-36 Zona 1	Dr. Augusto Aquilera
2. Ciudad de los Niños	13 Av. 29-29 Zona 5	Augusto Mendez
Centro de Observacion	13 Av. 29-29 Zona 5	--
Centro de Reeduccion para Varones	San José Pinula	--
Centro de Reeduccion para Niñas	San José Pinula	--
3. Escuela Santa Lucia	2a Calle "A" Zona 10	Isabel Galvez
4. Escuela Fray Pedro Ponce de Leon	6a Av. 0-18 Zona 10	Maria Teresa Godoy
5. Hospital Neuropsiquiatrico	San Vincente	Dr. José Campo
6. Instituto Neurologico	4 Calle 9-46 Zona 1	Dr. Roberto Rendon
7. Institute de Retrasados Mentales	40 Calle "B" 3-75 Zona 8	Rosaria de Solores
8. Instituto de Rehabilitacion Infantil	26 Calle 3-43 Zona 3	Dr. Miguel Aquilera