

SELECTED LATIN AMERICAN STUDENTS' PERCEPTIONS
OF THE STATUS OF UNDERDEVELOPMENT
IN LATIN AMERICA

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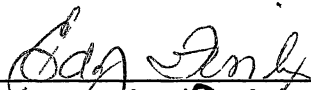
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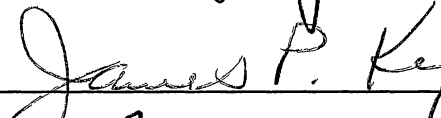
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CHAPTER I

INTRODUCTION

Thomas Jefferson is quoted by York (1984) as saying in 1820:

In an infant country such as ours, we must depend for improvement on the science of other countries, long established, possessing better means and more advanced than we are. To prohibit us from the benefit of foreign light is to confine us to long darkness (p. 8).

This philosophy remains true today for the development of the Third World, and it is the moral obligation of the First World to provide that light.

Herein is discussed a systems approach to the integrated development of the Latin American agrarian community. There is ample rationale for investment in this effort. For some, the humanitarian argument is reason enough, "40,000 children around the world, die every day from preventable diseases" (Saffer, 1989), and "35,000 children die each day from malnutrition" (Christian Childrens Fund, 1989). A special Presidential Commission on World Hunger under President Jimmy Carter in 1980, recommended tripling the percentage of U. S. gross domestic product (GDP), devoted to a "new direction" in Third World development. This new direction in strategies for development is a shift away from the traditional goals of rapid industrialization and the green revolution. A new "basic human needs" approach, focuses more directly on the poor, the productivity of small farms, small-scale technology, and infrastructure that will help the

entire rural population of Third World countries (Lappe', Collins & Kinley, 1981). That commission also found that most of the world's nearly one billion malnourished people live in rural areas and for this reason, aid is now directed to agriculture and rural development.

Having established the recently recognized priority for rural development, the thrust of this study is to illustrate the enormous potential of a specific yet flexible primary education program as the catalyst in that redefined development effort.

Statement of the Problem

The perceptions of Latin American foreign students in this country are presently unknown pertaining to the questions in the instrument. It would be of benefit to those involved in trying to improve the quality of life in rural Latin America to have an accurate perception as to the current conditions of: Population Control, Health Care, Education, Demographics, Agriculture, and the Rural Sociology. Each of these categories included in the instrument, are necessary components of an integrated development program.

Purpose of the Study

The major purpose of this study was to analyze selected rural and urban social characteristics in Latin America as perceived by selected Latin American students for use as a guide in determining the establishment of priorities for an integrated development program.

Objectives of the Study

So that the purpose of this study might be accomplished, the

following objectives were established to briefly describe the present status of underdevelopment in the rural Latin American community.

1. To determine whether or not population control is a problem and if that problem is the result of religious barriers to birth control or the lack of instruction in family planning.

2. To determine the condition of peasant health and the national willingness to provide health maintenance for that population.

3. To determine the national climate towards primary education, concerning provision and accessibility of primary education to the population.

4. To determine the availability of adult education for selected subjects and to determine the priority of those subjects as perceived by the population of this study.

5. To determine the social impact of changing demographics on the urban centers.

6. To develop an understanding of the current agrarian situation.

7. To develop an understanding of the sociology of the rural environment.

Assumptions of the Study

The following assumptions were made in regard to the conduct of this study.

1. The Latin American students surveyed had an accurate perception of the current crisis and gave honest responses.

2. The questionnaire satisfied the objectives of this study.
3. The questions within the instrument were understood by the respondents.
4. A positive relationship does exist between the level of education achieved and the quality of life.
5. Rural flight is a phenomenon which occurs in response to rural decay.
6. Rural flight occurs in the direction of urban migration.
7. A negative relationship does exist between the fertility rates in women and their level of education.
8. Development programs have historically discriminated against rural agricultural development in favor of urbanized industrial development.
9. Subsistence farmers are motivated more by immediate returns on investments than on long term returns.

Scope and Limitations

This study was limited to Latin American students currently attending Oklahoma State University (OSU) and Bartlesville Wesleyan Community College (BWC). The Latin American Students Organization and the English Language Institute provided access to that population at OSU and 29 respondents were interviewed from that population. BWC provided access to 11 respondents who are currently attending that university and sponsored by the Central American States for Scholarship (CASS) program. Twelve countries from Latin America were represented in this study and the number of respondents from each

country varied: Argentina 1; Bolivia 1; Brazil 2; Colombia 2; Colombia 2, Costa Rica 5, Dominican Republic 1, El Salvador 7, Guatemala 8, Honduras 1, Nicaragua 1, Panama 2, and Venezuela 9.

Definition of Terms

For the purpose of this study the following definitions are given.

Cornucopian Fallacy: Population growth is good and it will solve itself, that shortages are mythical or can be made good by technology and substitution, and generally that we may expect a glorious future.

Integrated Development Program: A development program which considers improving the general quality of life and focuses on the spectrum of basic human needs.

Rural Decay: Deterioration of the country sides capacity to sustain an acceptable quality of life and to produce sufficient excess to feed the cities.

Rural Development: Includes an interdisciplinary approach to all developmental sectors of a rural area. These sectors include: agriculture, education, religion, health, home economics, industry, trade, transportation, credit, culture, sport and leadership activities. Generally, improving the quality of life and increasing the productive capacity of rural peoples.

Rural Flight: To flee from a rural life style, usually of an agrarian nature at the subsistence level of production.

Significance: Synonymous with importance.

Subsistence: The level of production where the total propensity

to consume equals the total propensity to produce and consumption is marginal.

Symbiotic Relationship: A mutually beneficial and reenforcing relationship between two entities.

Third World Country: Economically poorer countries of the world. Also identified as less developed countries, developing countries or low income countries.

Urban Migration: The act of relocating ones lifestyle from rural to urban dwelling, usually with unreal expectations of what awaits. Almost always requires a complete transformation in the means of production and subsistence.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter in the study is devoted to a review of the literature relevant to rural development in the Third World. A partial history of development efforts and the evolutionary changes that have taken place in development concepts over the last few decades, are revealed herein. This review focuses on five major areas of concern to the rural development objective (1) Concepts in Development, (2) Education in Development, (3) Agricultural Education in Rural Development (4) Agriculture in Development, and (5) Adoption of Appropriate Technology. Also included is a summary of the review of literature.

Development Concepts

It is to alleviate this widespread poverty in the rural areas that nationally as well as internationally organized development efforts have mainly been undertaken in recent years (Mathur, 1986, p. 124).

This recent interpretation of the development objective was accepted as worthy for the purpose of this study and supports Inkeles (1966, p. 138) theory on "The main purpose of development is to permit the achievement of a decent level of living for all peoples."

Development projects which attempt to measure success through changes in Gross National Product (GNP); which is an indicator of economic and industrial growth, are doomed to fail in their attempts to alleviate poverty.

It is now becoming increasingly clear that this deadlock in development is attributable to the sole preoccupation of the planners with issues related to accelerating the pace of economic growth (Mathur, 1986, p. 125).

On the basis of a study which focused on the data collected from 74 developing countries, Adelman and Morris (1973, p. 192), concluded that "hundreds of millions of desperately poor throughout the world have been hurt rather than helped by economic development." Castel (1970, p. 50), for example, discusses what he terms to be

a problem of basic importance, namely, that of transforming the economic and social structure, changing attitudes, and achieving a true development discipline in order to make full use of the new technology.

Tilly (1984) discusses this "problem of basic importance" and labels it as the point from where social disturbances come from the discontinuities between differentiation and integration, and, the faster the rate of modernization, the more severe are the discontinuities. Castel's idea of development, however, is typical of those who favor rapid industrialization and measure success on an index of the GNP. This dialectic approach to development is supported by Tilly (1984, p. 5), with his acceptance of "misery and disorder as costs of progress." Castel and Tilly's expressed attitude is in contrast to that of Khoi (1986, p. 26), who views the process of development more as an evolutionary process; where

the harmonious integration of science, technology and

culture or it would be more accurate to say that it was culture which integrated science and technology, and

the rate of modernization and development are dependant on the adaptive capacity of the relevant society. It is the assumption of this student that a positive relation does exist between adaptive capacity and the level of education. Smelser (1967), discusses the need for highly centralized strong government during times of rapid modernization, due to the propensity for local societies potential reaction in explosive outbursts. He asserts the need for a strong government to apply political pressure to "pry individuals loose" from their traditional ties.

The World Bank defines rural development as simply, "a strategy designed to improve the economic and social life of a particular group of people--the rural poor" (The World Bank, 1975, p. 3). Also, in reference to The World Bank, it estimates there to be 780 million people in the Third World living in poverty as of 1980, and,

Roughly 80 per cent of the poor live in the countryside mostly as small farmers and landless labourers. Poverty is thus an essentially rural phenomenon (Mathur, 1986, p. 123).

This observation leads one to believe that rural poverty is, or should be, the primary focus of priority for development efforts in the Third World. Smelser's warning of potential explosive outbursts is supported by Wortman and Cummings (1978), in their contention of the increasing awareness of government leaders that, unless they take steps to develop their rural areas through widespread involvement of the rural poor, they will likely face unrest, violence, even revolution. With the current trend of urban migration and the resulting massive squatter communities at the urban peripheries and

improved communications, the rural proletariat that Karl Marx referred to as "a sack of potatoes" (source unknown), with no collective will or social cohesion, has recently become; and more so all the time, a cohesive social force which demands a nations priority. As defined by McNamara (1978, p. iii), poverty,

is a condition of life so characterized by malnutrition, illiteracy, disease, squalic surroundings, high infant mortality, and low expectancy as to be beneath any reasonable definition of human decency.

This breeding ground for revolution will continue to fester until as described by Marx, and as cited by (Sweezy, 1956, p. 12), "oppression is made intolerable by actions and events."

Illiteracy as a rural phenomenon, for some, is an acceptable evil. Leonard (1953, p. 143) is determined that only through the urbanization of Latin America, can the transition be made from "illiterate agriculturalism to literate industrialism". Written in 1953, this author reflects an antiquated perception of Third World development that has left an unenviable legacy for the development scientists of today. This mis-perception held within the science of development so long ago is further expressed by Leonard (1953, p. 149), "City expansion therefore helps to determine as well as reflect the trend toward more modern conditions." This historical drive for rapid modernization and acceptance of the uneven development that has been typical in Latin America, has left the agrarian rural sector in a condition of poverty and underdevelopment. The trickle down from rapid modernization and industrialization does not reach the majority of those in rural poverty, except to provide the previously

mentioned discontinuities and sufficient incentive to flee to the cities in pursuit of more than rural poverty can provide.

Education in Development

A study conducted by the Food and Agricultural Organization (FAO), (1977, p. 2), determined that "the rural poor are becoming increasingly marginalized in the course of development and their absolute numbers are increasing." They advise that to avoid serious disturbances of dangerous proportions in these countries, a speedy solution is mandated to relieve the conditions of poverty. Education offers incredible potential for the solution of this problem, that of alleviating poverty and narrowing the gap between the rich and the poor so common in a largely dual class society such as the condition in Latin America. FAO (1977), concluded that three conditions are required for education to be considered productive in a less developed environment:

. . . when it is the right-kind of education to fit the real needs of the particular situation; when it is provided with reasonable efficiency and effectiveness; and when the essential environmental preconditions and complementary components are present to ensure effective utilization of the educational results (p. 6).

The importance of education to the rural development objective, has long been recognized by FAO. Sir George Allen of Great Britain spoke to FAO's Education and Research Commission on the subject of "Education for Progress" (1963, p. 68). Sir George concluded that "Progress without education is impossible and technical training is needed as well as literacy." (FAO, 1963, p. 68). The high price of illiteracy was the theme of that commission and it was declared that

illiteracy served only to isolate an individual from the modern world. Illiterates were said to be inefficient contributors to their economy and may become disturbing elements in their society.

With agriculture as the focus of that commission, it was determined that due to the lack of supervision in agriculture, illiteracy is more an obstacle to production in agriculture than in industry.

In a discussion on the definition of illiteracy and referring to the small farmer, Mr. Lew Sip Hon of Malaya noted: "he is also cut off from the stimulus of new ideas and the acquisition of new skills" (FAO, 1963, p. 69). The major finding of that commission was:

The rapid growth of population itself increases the burden of providing education for all and it is necessary to liquidate adult illiteracy as soon as possible, for without a generally literate population it is difficult to recruit or train the personnel for national development, while the wide diffusion of the new techniques and ideas that is necessary for economic progress is greatly retarded (FAO, 1963, p. 70).

For the purpose of this study, the inadequacies of functional illiteracy should be recognized to exist at three levels. Not only is this an obstacle to the diffusion and adoption of information and innovations at the small farmer level, the agricultural extension agent must also be provided "the right-kind of education to fit the real needs of the particular situation . . . with reasonable efficiency and effectiveness." (FAO, 1977, p. 6).

So too, must the political bureaucracy possess a degree of functional literacy for providing that, "essential environmental preconditions . . . to ensure effective utilization of the educational results." Quite possibly; this last level of

bureaucratic literacy, should be considered the first level of education essential for ensuring favorable pre-conditions for take-off of the development process. The greatest barrier to further agricultural, social and economic progress is the absence of education for peoples in many parts of the world (Harrar, 1967). Simple functional literacy or its absence rather, poses an incredible constraint to the dissemination of information and subsequent production increases. It has long been recognized that participation by the poor in the development process is essential for the success of a development program. The poor have very little access to information (Mathur, 1986). And, with poverty as an essentially rural phenomenon the question is still asked: Is there a place for agricultural education in agricultural development? . . . The answer is yes! Agricultural education is a legitimate and necessary component of agricultural development as is basic education itself, a legitimate and necessary component of the overall development objective.

Agricultural Education in Rural Development

Productivity differences in agriculture are increasingly a function of investments in the education of rural people, rather than natural resource endowments (Ruttan, 1973). And, as determined by FAO (1963), it must be the right-kind of education to fit the real needs of the particular situation. The focus of this study is on rural development, and as has been established, the real needs of the rural people are in agriculture. Therefore, it would follow, that

Agricultural Education is a potential silver bullet for the previously discussed rural development crisis.

Although developing nations are highly dependent on agriculture, it remains a weak sector of their economies. These conditions point out the urgent need to both stimulate production and enhance the relative stature of agriculture in developing nations (Anderson, 1984, p. 34)

For the purpose of this study, agricultural education is synonymous with agricultural extension. Both are concerned with the diffusion of information pertaining to agriculture. Hall and Kidd (1978), include programs for training extension workers and field programs which focus on the small farmer as defining both extension and education and as the primary mechanism for promoting increased productions via the diffusion of new technologies and their ultimate adoption by farmers.

When viewed in the traditional sense, agricultural education is the process of educating, and preparation of vocational agriculture teachers (Anderson, 1984). Nonformal extension and education is also viewed as a means for achieving rural development, including agriculture, and defined as:

any organized, systematic, educational activity carried on outside the framework of the formal system....Thus defined, nonformal education includes, for example, agricultural extension and farmer training programs (Coombs & Ahmed, 1974, p. 8).

Thus, agricultural education as it pertains to international development, consists of any and all organized programs whose purpose is education or training in agricultural subjects (Anderson, 1984).

As discussed by Harrar (1967), the needs of a country are as important to identify as are the opportunities. In some countries,

the most formidable constraint to the development of their bureaucracy, economy, agriculture and social services, is the availability of capable human resources to operate these programs. Thus, the finger of solution continues to point in the direction of Agricultural Education. "The formal and informal training of young nationals of countries involved in technical collaboration programs is the most vital single factor in this type of effort" (Harrar, 1967, p. 21). This issue of training young nationals is further discussed by Lele (1974), in her efforts to discover what explains the very limited impact of past development programs on the low-income rural populations in Africa. This was a study conducted by the World Bank in which Lele took part, she determined there were constraints posed by "ill-paid, ill-trained, ill-equipped with a technical package, and consequently very poor in quality", extension agents in the field (Lele, 1974, p. 62). Assuming the resources are available for training extension workers, a dilemma does exist in the decision whether extension workers should be trained as generalists or specialists. Specialization has obvious benefits, particularly in some developing countries where the level of knowledge is generally very low in most extension workers. This is the condition in Africa and Lele (1974, p. 65), discusses the advantage of equipping field agents with an "effective package of specific recommendations for a particular crop . . . than to train them in a wide variety of farming techniques." A survey taken in Kenya indicated that extension specialists tended to have more command over their technical areas than did agents with more general training. This then, is that middle

level of education required to insure not only the long-run success of a development program, but the short-run success of a program as well. And, that education is provided with reasonable efficiency and effectiveness.

Also, there is the question of social distance between the agents and the poor. Often the agents are from higher caste groups, whereas the poor in the village or on the small farm represent the lower caste groups (Mathur, 1986).

Imagine the benefit of a program designed to transform members of the lower caste group into effective agricultural extension agents.

"Flexibility is suggested" (Praeger, 1967, p. 13).

Agriculture in Development

As determined by Malassis (1975), developing nations typically:

- (1) Have extremely high percentages of their populations engaged in agriculture,
- (2) maintain a high percentage of agricultural exports in relation to total exports, and
- (3) have agricultural sectors which contribute heavily to the total gross domestic product (GDP).

However, the distribution of wealth in Latin America is uneven to say the least. Almost nowhere else in the world do so few have so much and so many have so little. As of 1953, the overwhelming majority of agricultural laborers in the 20 countries of Latin America, all of them predominantly agricultural, lived under oppressive conditions of peonage, sharecropping, and in some cases even unconditional slavery.

Approximately 90 percent of the national wealth of Colombia is controlled by 3 percent of the population. In Venezuela, fewer than 3 percent of the landed proprietors own more than 70 percent of the land (Leonard, 1953, p. 121).

A key issue then, in the development of rural Latin America, is land reform, i.e. the redistribution of land resources. As of 1985, one of the richest countries in Latin America was Mexico, and land reform in Mexico dates back to the peasant revolution of 1912, but still, the Mexican peasant remains in poverty (Berardi, 1985). Land reform is a critical prerequisite for rural development in most Third World countries. Just as a foundation is a critical prerequisite for building a house, however, the house remains incomplete without a roof, as does a development plan remain incomplete without providing access to credit, information, technology, and training programs.

The government must be supportive of its peasantry—a tall order for many of the countries in Latin America...About 3m rural families in Mexico cannot grow enough food to meet their daily needs. Some earn as little as \$100 a year. True 80m hectares of land have been redistributed under the land reform programme, but owning a small, unproductive plot without access to credit, fertilizer and irrigation is next to useless (Berardi, 1985, p. 260).

The majority of the Third World population is rural based and thus, oriented in agriculture. Historically, development projects have focused on urban development and the rural crisis has been largely ignored. In countries with a large rural population, policy aims, should be full and gainful employment as much as an increase in the GNP, and this cannot be achieved without the improvement and diversification of agriculture (FAO, 1963). The Rockefeller Foundation has determined "the greatest cause of malnutrition is underproduction" (Harrar, 1967, p. 171). And as determined by FAO (1963, p. 4), "What these nations need is not their allocation of meagerness, but the distribution of an expanding total." Rural peoples are increasingly aware; as a result of mass communications, of

the comforts of life enjoyed by affluent urban minorities in their society. There is one condition of their life that is a greater tragedy in their eyes, than is their poverty, illiteracy or the hunger and disease they go to bed with. That greatest tragedy is the apparent hopelessness of their childrens' future. However, nationalist attitudes toward the small farmers are changing, and in many developing countries, the small farmer is no longer regarded as economically unviable (Harrison, 1980). This is quite possibly the greatest single step towards overcoming the reality of that hopelessness and allows for a development program to be encouraged by a favorable political environment, reducing the need for that first level of education. Sir George Allen (1963), agrees with Harrar (1967) and Lele (1974) on the value of the training of young nationals and goes one step further to insist on the quality of their education. He claims that "training without grasp of subject ... the result can only be the more effective spread of ignorance" (Allen, 1963, p. 2).

Appropriate Technology Transfer and Adoption

It goes without saying, that change is a major determinant of economic growth among small farmers. Change may take the form of new crop or animal enterprises on the farm, or new methods of production already being followed. Given that the price incentive is a motivating factor and even in the case of the most remote subsistence farmers, there is usually some degree of integration within the market (Ruthenberg, 1985). Jones (1963) and Upton (1983), have identified five characteristics that are likely to be important for

overcoming barriers to the adoption of new techniques:

- (1) the gain in income or rate of return on the investment;
- (2) the size of the investment in relation to the current income level;
- (3) the complexity of the innovation, its compatibility with existing farming systems, and farmers' attitudes to work, to changes in diet and their way of life;
- (4) the risk involved; and
- (5) the conspicuousness of the innovation, both because the adopter may attain prestige from displaying his technical progress and because other farmers will become aware of its introduction into the area more quickly.

This list however, is incomplete according to Rojko (1978).

The major constraint to increased productivity is the education of producers in the proper use of improved technologies. The farmer must possess a basic understanding of the principle and application relevant to his new technology. This point is further supported by Shukla, (1971, p. 73), in his conclusion that,

An effective educational program can do much to shorten the lag time between the discovery of a new practice and its adoption by all farmers.

Before adopting a new technology, the farmer must also be assured that a market can absorb the resulting increased production. A demand must exist, and there must be a marketing system in which the farmers are confident (Ruthenberg, 1985).

Kristensen (1974), has identified two priorities which must be considered as primary to the development of low income countries.

They are rural development and appropriate technology.

A combination of these two kinds of innovation should counteract an excessive rural-urban migration and create the basis for a socially more balanced development of the whole society (Kristensen, 1974, p. 145).

Kristensen (1974), has defined rural development as, a mixed policy aimed at improving agricultural techniques and establishing

small-scale industries in the rural areas, to process the products of farming and to supply the farmers with consumer goods and with various means of production.

In this way more employment is created, the standard of living in the countryside should improve somewhat, and it would be less attractive to go to the cities in search of a future that may prove to be more difficult than expected by some of the young people (Kristensen, 1974, p. 145).

Technology transfers should be appropriate in both agriculture and the rural industries referred to. What is appropriate however, may vary from one place to another and sufficient research should be conducted in the beginning to determine the particular constraints and resources of a community. The most abundant resource in most developing countries for example, is labor, and this must be considered in defining a new technology as appropriate.

Summary

Since the 1960s, the rural populations of Latin America have been swarming to the cities. These rural peoples have arrived at the urban centers expecting the grass to be greener, and it is not. These peoples have not been successfully integrated into the urban system. There is a high rate of illiteracy among them and they do not possess the job skills necessary to make a successful transition to urban life, nor do these urban centers have the industrial capacity to absorb this excess labor supply. Therefore, these migrants become increasingly marginalized and perpetuate urban poverty, increasing levels of unemployment, unsanitary environments, poor health, crime, over-crowding and immorality in the urban centers. Increased

investment in rural education programs aimed at improving the quality of life in the rural sector offers the potential for reversing this recent trend and avoiding the resulting discontinuities that are sure to come.

Without the provision of a little light from the First World, the Third World is confined to long darkness, and a UNICEFF projection; from their 1989 annual report, for the decade to come is a morbid possibility.

One hundred million children in the Third World will die from malnutrition and preventable diseases in the 1990s.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This chapter explains how the four objectives were met for the sake of achieving the purpose of this study, also in this chapter is a description of the procedures used to collect and analyze the data for this study. An appropriate questionnaire was developed to ascertain indigenous perceptions concerning the relative level of development in various Latin American countries.

Research was conducted in the OSU library and the instrument for this study was circulated among the Latin American student population currently receiving education in Oklahoma. The campus library and the aforementioned student body were considered the main sources of information used in the research of this study and for establishing the bibliography.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human

subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance, was granted permission to continue, and assigned the project number of AG-90-011.

Population of the Study

This study was conducted in January, February and March of 1990. The respondents to the questionnaire were all Latin American students receiving education in two Oklahoma higher education institutions. The study attempted to gather information on the present condition of underdevelopment in Latin America and for this reason, the perceptions of those most familiar with that situation were solicited. Latin America is composed of twenty different countries with as many different levels of national commitment to the development objective. For this reason, the respondents have been grouped according to country of origin and 12 Latin American countries are represented as illustrated in Table I.

Two universities within Oklahoma generously provided access to their Latin American student bodies. Oklahoma State University, through their Latin American Student Association (LASA) and English Language Institute (ELI) provided access to 29 respondents. Bartlesville Wesleyan College (BWC) provided access to eleven Latin American students at that institution.

TABLE I

FREQUENCY DISTRIBUTION OF TARGET POPULATION BY COUNTRY

Country	Frequency	
	N	%
Argentina	1	2.5
Bolivia	1	2.5
Brazil	2	5
Colombia	2	5
Costa Rica	5	12.5
Dominican Republic	1	2.5
El Salvador	7	17.5
Guatemala	8	20
Honduras	1	2.5
Nicaragua	1	2.5
Panama	2	5
Venezuela	9	22.5
Total: 12	40	100.0

Development of the Instrument

Upon determining the purpose of this study, the instrument was developed to focus on the condition of rural development in Latin America. Questions were designed to determine the condition of peasant life, the national commitment to peasant welfare and to identify the resources and constraints within the rural environment. The relative frequency distribution of respondent perceptions provided the data for analysis of the relevant condition. Each question within the instrument was measured on a zero (0) to five (5) Likert-type scale, (0 = no significance; 1 = slightly significant; 2 = moderately significant; 3 = very significant; 4 = highly significant), as described in Table II.

TABLE II
ACTUAL LIMITS OF THE DATA FOR SIGNIFICANCE CATEGORIES

Response Categories	Scale Numerical Value	Range of Limits for Categories
Highly Significant	4	3.50 - 4.00
Very Significant	3	2.50 - 3.49
Moderately Significant	2	1.50 - 2.49
Slightly Significant	1	0.50 - 1.49
No Significance	0	0.00 - 0.49

The questionnaire was sectioned into six specific categories relevant to the development objective. Questions 1, 2, 3, and 4 are concerned with population growth and religious, social and governmental impacts on that development variable.

Part II of the instrument was devoted to health care and questions 5 through 9 attempted to discover the relevant condition of that variable. Accessibility to subsidized health care is necessary for the health maintenance of a peasant society and the availability of such health care facilities is an indication of a government's commitment to peasant welfare.

Part III was devoted to education and once again an attempt was made to discover a government's commitment to that situation via the nationalist attitude towards provision and insistence. Questions 10 through 15 were concerned with the current educational environment in a particular country and primary education as well as adult education was questioned.

Part IV of the instrument was devoted to understanding the current situation of changing demographics and as indicated in the Assumptions of the Study, the severity of urban migration was presumed to be an indication of the severity of rural decay. Questions 16 and 17 addressed this issue and provided some insight to that situation.

Part V was devoted to agriculture and questions 18 through 25 were concerned with understanding the rural population's labor relation with agriculture and the ability of the product of that relationship to maintain self-support as well as supply the agricultural demands of the cities. Government's contribution to

subsistence and commercial agriculture was also questioned.

Part VI of this study was comprised of questions 26 through 31 and was concerned with understanding the overall rural sociology of Latin America. An attempt was made to understand and discover the source of cohesion for rural peoples.

Analysis of Data

The following is a description of how the data was analyzed. A Likert-type scale was used in the questionnaire with categories ranging from "highly significant" to "no significance". The population of this study was instructed to perceive significance as synonymous with importance. The significance level of each question was an indication of that question's perceived importance to the development objective.

The first three parts of the instrument concerned Population Control, Health Care and Education and solicited a "yes" or "no" response to both an urban and a rural category for each question. The frequency distribution for each question was comprised of the, number of responses = N and the percentage of "yes" responses for each category. The first three parts also contained two Likert-type scales for each question, one for the urban and one for the rural response. To permit analysis of the data for significance categories, numerical values were assigned to the response categories as shown in Table II. A mean response and a standard deviation was derived from each Likert Scale to correspond with the designated level of significance for each category.

The second three parts of the instrument were concerned with Demographics, Agriculture and the Rural Sociology. Therefore, it was not necessary to distinguish between urban and rural characteristics. A single "yes" or "no" response and a single Likert Scale response were requested for each question. The table format of the data was the same as for the first half of the instrument.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to describe the perceptions of Latin American students concerning the present situation with development in Latin America. The perceptions under study were the significance or importance levels assessed various topics which were thought to impact the overall development objective and the perceived importance differential of urban development versus rural development, a comparison is made for each of the first 15 questions.

Part I. Population

Responses to the Question of Whether or not Population Control is a Problem

The perceptions of Latin American students concerning population control were solicited in the first four questions of the instrument. Questions 1, 2, 3 and 4 correspond with Tables III, IV, V and VI, respectively. The first question asked if there was a problem with population control and the frequency distribution for the Rural category was $N = 36$, and of the 36 respondents, 78 percent perceived there to be a problem. The mean response on the Likert Scale was 2.62 with a standard deviation of .19, which indicated the perception of

this being a "Very Significant" problem in the rural areas of Latin America.

The Urban category for the first question revealed findings somewhat similar to the Rural category with N = 37 and 81 percent of the respondents perceiving there to be a population control problem in the Urban areas. The mean response on the Likert Scale was less significant for the Urban than for the Rural, and a mean response of 2.22 with a standard deviation of .20, revealed the perception of a "Moderately Significant" problem with population control in the urban areas of Latin America (See Table III).

TABLE III
RESPONDENTS' PERCEPTIONS OF WHETHER OR NOT
POPULATION CONTROL IS A PROBLEM

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	36	78	2.62	.19	Very Significant
Urban	37	81	2.22	.20	Moderately Significant

Responses to the Question of Whether or
not Family Planning is Encouraged by
the Government

Question number 2 corresponds with Table IV and was concerned with the government's role in family planning. The frequency distribution for the rural response was N = 37, with 81 percent of the respondents confirming that their government does encourage family planning in rural areas. The mean response on the Likert Scale was 2.23 with a standard deviation of .17, which indicated this to be a Moderately Significant problem in rural Latin America.

The Urban response to the second question was similar to the Rural response and with N = 36, 78 percent of the respondents perceived that their government does encourage family planning in urban areas. A mean response of 2.35 on the Likert Scale with a standard deviation of .15 indicated this to be a problem of Moderate Significance in urban Latin America.

TABLE IV

RESPONDENTS' PERCEPTIONS OF WHETHER OR NOT FAMILY PLANNING
IS ENCOURAGED BY THE GOVERNMENT

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	81	2.23	.17	Moderately Significant
Urban	36	78	2.35	.25	Moderately Significant

Responses to the Question of Whether or
not There Are Religious Barriers
to the Use of Birth Control

Question number 3 on the instrument corresponds with Table V and was concerned with religious barriers to the use of birth control. Of the 37 respondents on the Rural question, 78 percent perceived there were religious barriers to birth control and indicated a mean response of 2.11 with a standard deviation of .21 on the Likert Scale. This mean of Likert responses was interpreted as indicating a "Moderately Significant" problem with religious barriers to birth control in rural areas of Latin America.

The Urban question for number 3 also had an N = 37 and 81 percent of the respondents perceived there were religious barriers to birth control. The mean response on the Likert Scale of 1.84 with a standard deviation of .20 was interpreted as indicating a "Moderately Significant" problem with religious barriers to birth control in urban Latin America.

TABLE V

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THERE ARE RELIGIOUS
BARRIERS TO THE USE OF BIRTH CONTROL

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	78	2.11	.21	Moderately Significant
Urban	37	81	1.84	.20	Moderately Significant

Responses to the Question of Whether or
not There is Currently a Program Which
Provides for the Subsidy, Education
and Provision of Birth Control

Question number 4 of the instrument corresponds with Table VI and was concerned with understanding the National attitude and willingness to accept the responsibility of population control. The frequency distribution of the Rural responses was N = 38 with 84 percent of the respondents answering "yes". A mean response on the Likert Scale of 2.19 with a standard deviation of .15, indicated this to be a problem of Moderate Significance in rural Latin America.

The frequency distribution of Urban responses was identical to the Rural responses with N = 38 and 84 percent of the respondents answering "yes". The Likert Scale had a mean response of 2.16 and a standard deviation of .15, which indicated the perception of this to be "Moderately Significant".

TABLE VI

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THERE ARE
 CURRENTLY STATE PROGRAMS FOR SUBSIDY, EDUCATION
 AND PROVISION OF BIRTH CONTROL

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	38	84	2.19	.15	Moderately Significant
Urban	38	84	2.16	.15	Moderately Significant

Part II. Health Care

Responses to the Question of Whether
Health Care Clinics Are Accessible
to All People

Question number 5 corresponds with Table VII and was concerned with the accessibility of health care to all people. Of the 37 respondents on the Rural question, 68 percent were of the perception that health care was available for all. The mean of Likert responses of 2.51 with a standard deviation of .18 interpreted this to be perceived as a "Very Significant" problem in rural Latin America.

The Urban question of access to health care also had 37 respondents and 73 percent perceived sufficient access. The mean response on the Likert Scale of 2.82 with a standard deviation of .16 also indicated access to health care to be a "Very Significant" in the urban areas of Latin America.

TABLE VII

RESPONDENTS' PERCEPTIONS AS TO THE ACCESSIBILITY OF
 HEALTH CARE CLINICS TO ALL PEOPLE

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	68	2.51	.18	Very Significant
Urban	37	73	2.82	.16	Very Significant

Responses to the Question of Whether
or not Health Care is Subsidized
by the Government

Question number 6 corresponds with Table VIII and asked about the Government's participation in health maintenance. The rural response had an N = 38 with 92 percent of the respondents perceiving that health care was subsidized. The mean response of 2.79 on the Likert Scale with a standard deviation of .17 indicated this was a "Very Significant" problem in rural Latin America.

The urban response had an N = 37 with 92 percent of the respondents perceiving that health care was subsidized for the urban population. A mean response of 2.87 on the Likert Scale with a standard deviation of .15, was interpreted as indicating the subsidization of health care was also a "Very Significant" problem in urban Latin America.

TABLE VIII

RESPONDENTS' PERCEPTIONS AS TO WHETHER HEALTH CARE IS
 SUBSIDIZED BY THE GOVERNMENT

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	38	92	2.79	.17	Very Significant
Urban	37	92	2.87	.15	Very Significant

Responses to the Question of Whether or not
There Are Currently, Ongoing Programs to
Provide Vaccinations for All People

Question number 7 corresponds with Table IX and was concerned with the vaccination of the population against disease. Of the 37 respondents on the rural question, 92 percent perceived that vaccinations were provided. The mean response of 3.19 with a standard deviation of .15 on the Likert Scale was interpreted as indicating this to be perceived as "Very Significant" to rural development in Latin America.

The urban response for the provision of vaccination had a frequency distribution of N = 37 with 100 percent of all the respondents indicating that the entire urban population in their countries were provided with vaccinations. The mean response on the Likert Scale of 3.24 with a standard deviation of .17 was interpreted as indicating the vaccination of an urban population against disease was "Very Significant" to the urban development of Latin America.

TABLE IX

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THERE ARE ONGOING
PROGRAMS TO PROVIDE VACCINATIONS FOR ALL PEOPLE

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	92	3.19	.15	Very Significant
Urban	37	100	3.24	.17	Very Significant

Responses to the Question of Whether or
not Poor Children Are Clothed and
Appear Happy and Healthy

Question number 8 corresponds with Table X and was concerned with the welfare of Latin American children living in poverty. The frequency distribution for the rural question was N = 37 with only 41 percent of the respondents indicating that poor children were clothed, happy and healthy. The mean response on the Likert Scale was 2.34 with a standard deviation of .18 which indicated Latin American students perceived this to be only a problem of Moderate Significance.

The urban response resulted in a frequency distribution of N = 38 with only 50 percent of the respondents perceiving poor children to appear clothed, happy and healthy. The mean response on the Likert Scale of 2.36 with a standard deviation of .18, indicated an upper class acceptance of this as only a "Moderately Significant" problem.

TABLE X

RESPONDENTS' PERCEPTIONS AS TO WHETHER POOR CHILDREN ARE
CLOTHED AND APPEAR HAPPY AND HEALTHY

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	41	2.34	.18	Moderately Significant
Urban	38	50	2.36	.18	Moderately Significant

Responses to the Question of Whether or not
Poor Children Are Naked, Malnourished,
Depressed and Diseased

Question number 9 corresponds with Table XI and was concerned with the quality of life and welfare of Latin American children who live in poverty. The frequency distribution of the rural question was N = 35 with 77 percent of the respondents indicated they perceived poor children in their countries to be naked, malnourished, depressed and diseased. A mean response on the Likert Scale of 2.59 with a standard deviation of .19 indicated the perception of a "Very Significant" problem for the welfare of poor children in rural Latin America.

The urban response for the welfare of impoverished children resulted in a frequency distribution of N = 36 with 64 percent of the respondents perceiving the poor children in urban Latin America to be naked, malnourished, depressed and diseased. A mean response of 2.05 with a standard deviation of .19 on the Likert Scale, indicated the respondents perceived this to be a "Moderately Significant" problem.

Part III. Education

Responses to the Question of Whether or
not Primary Education is Compulsory

Part III of the instrument was concerned with education and begins with question number 10 which corresponds with Table XII. The frequency distribution of the rural question was N = 36 with 89

TABLE XI

RESPONDENTS' PERCEPTIONS AS WHETHER POOR CHILDREN ARE NAKED,
MALNOURISHED, DEPRESSED AND DISEASED

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	35	77	2.59	.19	Very Significant
Urban	36	64	2.05	.19	Moderately Significant

TABLE XII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT PRIMARY
EDUCATION IS COMPULSORY

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	36	89	2.69	.19	Very Significant
Urban	37	89	2.83	.20	Moderately Significant

percent of the respondents indicating that primary education was compulsory in their country. The mean response on the Likert Scale of 2.69 with a standard deviation of .19, indicated the respondents perceived this to be a "Very Significant" problem in rural Latin America.

The frequency distribution for the urban part of this question

was $N = 37$ with 89 percent of the respondents indicating that primary education was compulsory in the urban areas of their country. A mean response of 2.83 with a standard deviation of .20 indicated the respondents perceived this to be a problem of "Very Significant" importance for the development of the urban areas of Latin America.

Responses to the Question of Whether or
not Primary Education is Accessible
to All Children

Question number 11 corresponds with Table XIII and was concerned with access to primary education. The frequency distribution of respondents for the rural part of the question was $N = 36$ with 69 percent of the respondents indicating that rural children have access to schools. The mean response on the Likert Scale was 2.74 with a .15 standard deviation which indicated the respondents perceived the importance of this variable to be "Very Significant" for the development of Latin America. The frequency distribution for the urban part of this question was $N = 37$ with 81 percent of the respondents indicating urban children had access to education. The mean response on the Likert Scale was 3.00 with a standard deviation of .19 and was interpreted as perceiving the importance of primary education to be "Very Significant" to the development objective in Latin America.

Responses to the Question of Whether or
not Teaching is a Respected Profession

Question number 12 corresponds with Table XIV and was concerned

TABLE XIII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT PRIMARY EDUCATION
IS ACCESSIBLE TO ALL CHILDREN

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	36	69	2.74	.15	Very Significant
Urban	37	81	3.00	.19	Very Significant

TABLE XIV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT TEACHING IS A
RESPECTED PROFESSION

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	36	78	2.68	.15	Very Significant
Urban	36	72	2.71	.14	Very Significant

with whether or not teaching is a respected profession. The frequency distribution of the rural question was N = 36 and 78 percent of the respondents indicated that teaching is a respected profession. A mean response on the Likert Scale of 2.68 with a standard deviation of .15 indicated the perception of a "Very Significant" variable for the development objective. The frequency distribution for the urban part of the question was N = 36 with 72 percent of the respondents

perceiving that teaching was a respected profession in urban Latin America. A mean response on the Likert Scale of 2.71 with a standard deviation of .14 indicated the importance of this variable to be variable to be perceived as "Very Significant".

Responses to the Question of Whether or not Children are Kept from School to Help with In-Home Production

Question number 13 corresponds with Table XV and was concerned with whether or not parents keep children from school to help with some form of production in the home. The frequency distribution for the rural response was N = 37 with 84 percent of the respondents indicating that children were kept from school in the rural areas to help in the home. A mean response on the Likert Scale of 2.35 with a standard deviation of .19 indicated the perception of a "Moderately Significant" variable for the development objective.

TABLE XV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT CHILDREN ARE KEPT FROM SCHOOL TO HELP WITH IN-HOME PRODUCTION

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	37	84	2.35	.19	Moderately Significant
Urban	37	54	1.89	.20	Moderately Significant

The frequency distribution for the urban part of the question was N = 37 with 54 percent of the respondents perceiving that children were kept from school to help with in-home production. A mean response on the Likert Scale of 1.89 with a standard deviation of .20, indicated the importance of this variable was perceived to be "Moderately Significant" to the Latin American development objective.

Responses to Questions on the Availability
of Adult Education

Question number 14 corresponds with Table XVI and asked about the availability of adult education. This question was broken down into seven parts and attempted to focus on what was perceived by the writer to be "the right-kinds of education to fit the real needs of the particular situation." (FAO, 1977, P.6). The seven selected topics were: (a) birth control, (b) child care, (c) home economics, (d) sanitation, (e) functional literacy, (f) improved agricultural technique, and (g) technical training. A response was solicited for each topic concerning availability in both the urban and the rural domain.

The rural response for birth control received a frequency distribution of N = 39 with 77 percentage of the respondents perceiving adult education for this subject was available in rural areas of their countries. A mean response of 2.16 with a standard deviation of .17 indicated the perception of this to be a problem of "Moderately Significant" importance for rural areas. The urban response for this question revealed a frequency distribution of N = 40

TABLE XVI
FUNCTIONAL ADULT EDUCATION

Topic/Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
<u>Birth Control</u>					
Rural	39	77	2.16	.17	Moderately Significant
Urban	40	88	2.49	.16	Moderately Significant
<u>Child Care</u>					
Rural	38	71	2.03	.18	Moderately Significant
Urban	38	87	2.54	.15	Very Significant
<u>Home Economics</u>					
Rural	38	47	1.85	.18	Moderately Significant
Urban	38	79	2.17	.15	Moderately Significant
<u>Sanitation</u>					
Rural	37	70	2.06	.21	Moderately Significant
Urban	38	92	2.44	.18	Moderately Significant
<u>Functional Literacy</u>					
Rural	35	49	2.47	.21	Moderately Significant
Urban	36	78	2.42	.19	Moderately Significant
<u>Improved Ag Technique</u>					
Rural	36	81	2.39	.20	Moderately Significant
Urban	36	34	1.43	.18	Slightly Significant
<u>Tech. Training</u>					
Rural	34	59	2.58	.17	Very Significant
Urban	35	94	2.18	.17	Moderately Significant

with 88 percent of the respondents perceiving birth control education was available in the urban areas. The mean response for the urban question was 2.49 with a standard deviation of .16 indicating the

perception of this to be of "Moderately Significant" importance in urban areas of the countries represented.

The question of child care had a frequency distribution of $N = 38$ with 71 percent of the respondents perceiving child care education was available in rural areas. A mean response of 2.03 on the Likert Scale with a standard deviation of .18 indicated the respondents perceived this was of "Moderately Significant" importance in rural areas. The urban response also had an $N = 38$, but with 87 percent of the respondents perceiving the availability of education for this subject in the urban areas. A mean response of 2.54 with a standard deviation of .15 on the Likert Scale indicated the perception of "Very Significant" importance to the urban question on child care.

The third part of the adult education question was concerned with home economics education and the frequency distribution for the rural response was $N = 38$ with 47 percent of the respondents perceiving the availability of education for this subject in the rural areas. A mean response of 1.85 with a standard deviation of .18 on the Likert Scale indicated the respondent perception of "Moderately Significant" importance for this subject in rural areas. The urban response had an $N = 38$ and 79 percent of the respondents perceived the availability of home economics education in the urban area. A mean response of 2.17 with a standard deviation of .15 on the Likert Scale, indicated a "Moderately Significant" level of importance for home economics education in the urban areas of the countries represented.

The seventh and final part of question number 14 questioned the availability of technical training for adults. The rural response had a frequency distribution of $N = 34$ with 59 percent of the respondents

perceiving the availability of technical training in rural areas. A mean response of 2.58 with a standard deviation of .17 on the Likert Scale, indicated the perception of technical training to be "Very Significant" for rural development. The urban response however, was quite the reverse. A mean response of 2.18 with a standard deviation of .17 on the Likert Scale indicated a perception of "Moderately Significant" importance for technical training to urban development. The frequency distribution of yes responses indicated that 94 percent of the surveyed population perceived that technical training was available in the urban areas.

Responses to the Question: Does Scholastic Achievement Determine Eligibility for Scholarships

Question number 15 corresponds with Table XVII and is concerned with the equitable provision of higher education. The frequency distribution for the rural portion of the question was N = 38 with 64 percent of the respondents perceiving scholarships to be available in the rural areas based on achievement. A mean response on the Likert Scale of 2.19 with a standard deviation of .18, indicates the perception of this to be a problem of "Moderately Significant" importance for Latin American development.

The frequency distribution of the urban portion was also N = 38, however, 84 percent of the respondents perceived scholarships for higher education based on achievement to be available in urban Latin America. A mean response on the Likert Scale of 2.51 with a standard

deviation of .17 indicates the respondents perceive this to be a problem of "Very Significant" importance to urban Latin America.

TABLE XVII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT SCHOLARSHIPS
ARE AVAILABLE FOR HIGHER EDUCATION BASED
ON SCHOLASTIC ACHIEVEMENT

Locale	N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
Rural	38	64	2.19	.18	Moderately Significant
Urban	38	84	2.51	.17	Very Significant

Division of the Instrument

The first half of the study has been divided into three parts and is concerned with Population, Health Care and Education in Latin America. For the sake of disclosing the uneven nature of past development efforts, the first three parts have solicited a yes or no answer in a Rural as well as an Urban column for each question. A Likert Scale was provided at the end of each question; also for the rural and the urban responses, for the purpose of allowing the respondents to indicate their perceptions as to the significance of each question to the overall development objective and to further differentiate between the perceived significance of urban and rural

development.

The second half of the instrument for this study has also been divided into three parts and is concerned with Demographics, Agriculture and the Rural Sociology in Latin America. These parts of the instrument are not concerned with disclosing the uneven nature of past development efforts, but simply, the result of that discrimination and providing some understanding of the current agrarian situation there. The second half of the instrument has also been broken down into three parts and is concerned with: Demographics, Agriculture and Rural Sociology. The second half of the instrument solicits one yes or no response for each question and one response for each question on the Likert Scale.

Part IV. Demographics

Responses to the Question of the Current

Significance of Rural to Urban

Migration

Question number 16 corresponds with Table XVIII and concerns the current significance of urban migration. The frequency distribution was $N = 40$, with 90 percent of the respondents indicating that yes, rural peoples are currently swarming to the cities in search of a better life. The mean response on the Likert Scale for this question was 2.52 with a standard deviation of .18, indicating the perception of this to be a "Very Significant" problem for the overall development objective in Latin America.

TABLE XVIII

RESPONDENTS' PERCEPTIONS AS TO THE CURRENT SIGNIFICANCE
OF RURAL TO URBAN MIGRATION

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	90	2.52	.18	Very Significant

Responses to the Question on the Formation
of Squatter Communities at the Urban
Peripheries Resulting from Massive
Rural to Urban Migration

Question number 17 corresponds with Table XIX and concerns the consolidation of rural poverty at the urban perimeter, in conditions beneath any level of human decency. This phenomenon was assumed by this study to be positively and directly related to rural decay. The frequency distribution was N = 40, with 95 percent of the respondents perceiving that "yes", these impoverished migrants were settling in squatter communities at the urban peripheries. The mean response on the Likert Scale was 2.45 with a standard deviation of .18, indicating this to be in the highest range of "Moderately Significant" importance.

TABLE XIX

RESPONDENTS' PERCEPTIONS AS TO THE FORMATION OF SQUATTER
COMMUNITIES AT THE URBAN PERIPHERIES RESULTING FROM
MASSIVE RURAL TO URBAN MIGRATION

N	%	Yes	Mean Response	Deviation of Mean	Interpretation of Mean Response
40	95		2.45	.18	Moderately Significant

Responses to the Question of Whether or not
the Urban Crime Rate is on the Increase

Question number 18 corresponds with Table XX and concerns the increasing urban crime rate. This phenomenon was assumed in this study to be a secondary, negative effect of rural decay and subsequent urban migration. The absence of a comprehensive welfare state combined with the incapacity of an urban center to absorb sudden increases in the supply of untrained labor leaves no alternative to the social discontinuities of crime and ultimate revolution.

The frequency distribution of responses to this question was N = 39 and 97 percent of the respondents perceived the urban crime rate to be increasing. A mean response of 2.68 with a standard deviation of .16 indicated the perception of a "Very Significant" problem with urban crime.

TABLE XX

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THE URBAN
CRIME RATE IS ON THE INCREASE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	97	2.68	.16	Very Significant

Part V. Agriculture

Responses to the Question of Whether or
not Agricultural Production is Highly
Commercialized

Question number 19 corresponds with Table XXI and begins Part V of the instrument, the purpose of which was to develop an understanding of the current agrarian situation in Latin America. Number 19 had a frequency distribution of N = 40 with 78 percent of the respondents perceiving agricultural production to be highly commercialized and corporate in nature. A mean response in the extreme high end of the "Moderately Significant" range of 2.47 with a standard deviation of .15. A numerical analysis of this finding revealed the perception of a variable of almost "Very Significant" importance to the development objective.

TABLE XXI

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THE BULK OF
 AGRICULTURAL PRODUCTION IS LARGE SCALE, HIGHLY
 COMMERCIALIZED AND CORPORATE IN NATURE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	78	2.47	.15	Moderately Significant

Responses to the Question on the
Sufficient Availability of
Groceries in the Cities

Question number 20 corresponds with Table XXII and concerned the availability of sufficient agricultural produce for sale in the urban centers. The frequency distribution for this question was N = 40 with 88 percent of the respondents indicating the perception of sufficient quantities of agricultural produce available for purchase. The mean response was again in the extreme high end of the "Moderately Significant" range at 2.49, indicated the perception of a variable of "Moderately Significant" importance.

TABLE XXII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT GROCERIES ARE
READILY AVAILABLE FOR PURCHASE IN THE CITIES

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	88	2.49	.13	Moderately Significant

Responses to the Question of Whether or not
the Quality of Food in the Market is
Controlled by the Government

Question number 21 corresponds with Table XXIII and concerned the government control of food quality in the market. The frequency distribution for this question was N = 39 with 85 percent of the respondents indicating that they perceived the quality of food in the market to be controlled by government. The Likert Scale revealed a mean response of 2.24 with a standard deviation of .17, indicating the importance of this variable to be "Moderately Significant".

TABLE XXIII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THE QUALITY
OF FOOD FOR SALE IS CONTROLLED BY THE GOVERNMENT

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	85	2.24	.17	Moderately Significant

Responses to the Question of Whether or not
the Majority of Rural Peoples are
Self-Employed in Subsistence
Agriculture

Question number 22 corresponds with Table XXIV and was concerned with the method of rural proletariat subsistence. The frequency distribution for this question was N = 39 with 82 percent of the respondents perceiving the majority of rural peoples to be employed in subsistence agriculture. The Likert Scale revealed a mean response of 2.21 with a standard deviation of .15, indicating subsistence agriculture to be of "Moderately Significant" importance.

TABLE XXIV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THE MAJORITY
 OF RURAL PEOPLES ARE SELF-EMPLOYED IN
 SUBSISTENCE AGRICULTURE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	82	2.21	.15	Moderately Significant

Responses to the Question of Whether or
not Agricultural Extension Programs
Are Available for Extending
Information to Subsistence
Farmers

Question 23 corresponds with Table XXV and concerned the extension of information to subsistence farmers. The frequency distribution was N = 39 with 77 percent of the respondents perceiving that programs are ongoing for subsistence agriculture extension. The Likert Scale revealed a mean response of 2.08 with a standard deviation of .17, which indicated the respondents perceived this to be in the low end of the "Moderately Significant" range of importance.

TABLE XXV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THERE
 IS CURRENTLY A PROGRAM FOR SUBSISTENCE
 AGRICULTURAL EXTENSION

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	77	2.08	.17	Moderately Significant

Responses to the Question of Whether or
not There Are Currently Programs
for Providing Financial Aid for
Rural Development Projects

Question number 24 corresponds with Table XXVI and concerned the state provision of funds for rural development. The frequency distribution for this question was N = 40 with 88 percent of the respondents perceiving funds to be available. A mean response of 2.08 with a standard deviation of .16 on the Likert Scale, however, indicated this to be in the "Moderately Significant" range of importance.

TABLE XXVI

FINANCIAL AID FOR THE PURPOSE OF RURAL DEVELOPMENT

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	88	2.08	.16	Moderately Significant

Responses to the Question of Whether or
not Sufficient Farm to Market
Roadways Exist for the
Transport of Produce

Question number 25 corresponds with Table XXVII and was concerned with subsistence farmers access to market. The frequency distribution for this question was N = 39 with 85 percent of the respondents perceiving sufficient access. A mean response on the Likert Scale of 2.28 with a standard deviation of .12 indicated this to be perceived as a "Moderately Significant" problem.

TABLE XXVII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT SUFFICIENT FARM TO
 MARKET ROADWAYS EXIST FOR THE TRANSPORT OF PRODUCE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	85	2.28	.12	Moderately Significant

Responses to the Question of Whether or
not Crop Production Requires a
Cooperative Effort

Question number 26 corresponds with Table XXVIII and was

concerned with the sociology of agricultural production. The frequency distribution of this question was N = 40 with 85 percent of the respondents perceiving that a cooperative effort is required in agricultural production. A mean response of 2.29 on the Likert Scale with a standard deviation of .14 indicated a perception of "Moderately Significant" importance.

TABLE XXVIII
RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT CROP PRODUCTION
REQUIRES A COOPERATIVE EFFORT

N	%	Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	85		2.29	.14	Moderately Significant

Responses to the Question of Whether or not Marketing Cooperatives Exist for the Sale of Crops

Question number 27 corresponds with Table XXIX and concerned a form of access to market for subsistence farmers. The frequency distribution for this question was N = 40 with 63 percent of the respondents indicating that marketing cooperatives do exist for facilitating subsistence farmers access to market. The Likert Scale indicated a perception of this to be of "Moderately Significant" importance with a mean response of 1.97 and a standard deviation of .22.

TABLE XXIX

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT MARKETING
COOPERATIVES EXIST FOR THE SALE OF CROPS PRODUCED

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	63	1.97	.22	Moderately Significant

Responses to the Question of Whether or
not Water is a Scarce Resource

Question number 28 corresponds with Table XXX and concerned the scarcity of water. The frequency distribution for this question was N = 40 with 50 percent of the respondents perceiving that water is a scarce resource. A mean response of 1.95 with a standard deviation of .22 on the Likert Scale, indicated the mean perception of this to be a "Moderately Significant" problem.

TABLE XXX

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT WATER
IS A SCARCE RESOURCE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
40	50	1.95	.22	Moderately Significant

Part VI. The Rural Social Picture

Response to the Question of Whether or
not Church Attendance Is Common in
Rural Villages

Question number 29 corresponds with Table XXXI and began Part VI of the instrument, this last part in the instrument was concerned with the Rural Social Picture and attempted to gain an understanding of the rural social climate in Latin America. This first question in Part VI was concerned with the influence of religion in the rural community. This question asked whether or not church attendance is common in the rural village. The frequency distribution for this question was N = 39 with 79 percent of the respondents perceiving that church attendance is common in rural Latin America. The Likert Scale revealed a mean response of 2.58 with a standard deviation of .16, which indicated the perception of church attendance as a "Very Significant" variable.

TABLE XXXI

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT CHURCH
 ATTENDANCE IS COMMON IN THE RURAL VILLAGE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
39	79	2.58	.16	Very Significant

Responses to the Question of Whether or
not the Construction of a New Home
Is a Social Event

Question number 30 corresponds with Table XXXII and was concerned The frequency distribution for this question was N = 38 with 71 percent of the respondents perceiving "yes". A mean response of 2.11 with a standard deviation of .21 on the Likert Scale, indicated the perception of a "Moderately Significant" variable in rural Latin America.

TABLE XXXII

RESPONDENTS PERCEPTIONS AS TO WHETHER OR NOT THE
CONSTRUCTION OF A NEW HOME IS A SOCIAL EVENT

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
38	71	2.11	.21	Moderately Significant

Responses to the Question of Whether or
not Crime Is a Problem in the Rural
Village

Question number 31 corresponds with Table XXXIII and asked about

the presence of crime in rural villages. A mean response on the Likert Scale of 2.08 with a standard deviation of .20, indicated a perception of "Moderately Significant" importance to the question of rural crime.

TABLE XXXIII

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT CRIME IS A
PROBLEM IN THE RURAL VILLAGE

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
38	47	1.55	.20	Moderately Significant

Responses to the Question of Whether or not Competitive Sports Are a Form of Leisure in Rural Areas

Question number 32 corresponds with Table XXXIV and was concerned with understanding the leisure ethic of rural peoples. The frequency distribution for this question was N = 37 with 70 percent of the respondents perceiving rural peoples to enjoy competitive sports. A mean response on the Likert Scale of 2.08 with a standard deviation of .18, indicated the perception of a "Moderately Significant" variable in the rural environment.

TABLE XXXIV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT COMPETITIVE SPORTS
ARE A FORM OF LEISURE FOR RURAL PEOPLES

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
37	70	2.08	.18	Moderately Significant

Responses to the Question of Whether or
not there Is Currently a Threat of a
Violent Peasant Revolution

Question number 33 was the final question in the instrument and of the 12 countries represented from Latin America; with a frequency distribution of N = 37, 54 percent of the respondents indicated that there is currently a threat of revolution in their country. A mean response of 1.81 with a standard deviation of .23 on the Likert Scale, indicated the perception of a "Moderately Significant" variable (See Table XXXV).

TABLE XXXV

RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THERE IS
CURRENTLY A THREAT OF A VIOLENT PEASANT REVOLUTION

N	% Yes	Mean Response	Standard Deviation of Mean	Interpretation of Mean Response
37	54	1.81	.23	Moderately Significant

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The intent of this chapter was to summarize the findings of this study, to draw conclusions from those findings and to formulate recommendations based on those findings and conclusions. A summary of findings for each of the six parts of the instrument was made, and then appropriate conclusions and recommendations for each part were presented.

Summary

Purpose of the Study

The major purpose of this study was to analyze selected rural and urban social characteristics in Latin America as perceived by selected Latin American students. An understanding of these social characteristics could aid in the determination of priorities for an integrated development program.

Objectives of the Study

So that the purpose of this study might be accomplished, the following objectives were established to briefly describe the present status of underdevelopment in the rural Latin American community.

1. To determine whether or not population control is a problem

and if that problem is the result of religious barriers to birth control or the lack of instruction in family planning.

2. To determine the condition of peasant health and the national willingness to provide health maintenance for that population.

3. To determine the national climate towards primary education, concerning provision and accessibility of primary education to the population.

4. To determine the availability of adult education for selected subjects and to determine the priority of those subjects as perceived by the population of this study.

5. To determine the social impact of changing demographics on the urban centers.

6. To develop an understanding of the current agrarian situation.

7. To develop an understanding of the sociology of the rural environment.

Design of the Study

Following a review of literature, the objectives were established to satisfy the purpose of this study. The population of this study included respondents from Latin America currently receiving higher education in Oklahoma. This was determined to be a purposive study and for this reason, 40 select Latin American students were invited to participate. The data for the study were collected personally by the researcher by means of visits to classes, homes and other means of

direct contact. Having a relatively high degree of fluency in Spanish permitted the researcher to interpret and/or clarify portions of the data collection instrument as required.

Summary of Major Findings of the Study

Part I. Population Control

The first part of the study was concerned with the problems of population growth in Latin America and the findings were somewhat ambiguous. Presented in Table XXXVI is a summary of the respondents' perceptions on population control. The respondents indicated that there was a "Very Significant" population control problem in the rural and a "Moderately Significant" urban population control problem. A comparison of numerical mean responses indicated the perception that family planning was more important in the urban than the rural areas. However, for both of these areas the means were categorized as "Moderately Significant". Further analyses of the numerical mean responses revealed religious barriers to birth control were perceived as notably higher in the rural areas than the urban, yet there was no notable difference in the perceived importance of government programs for subsidizing, educating and providing access to methods of birth control. For both of these latter sets of comparisons, the numerical means were interpreted as "Moderately Significant".

Part II. Health Care

Presented in Table XXXVII is a summary of the respondents' perceptions concerning health care. The respondents indicated that

TABLE XXXVI

SUMMARY OF RESPONDENT PERCEPTIONS ON POPULATION CONTROL

Category	Mean	Interpretation
<u>Population Control is a Problem</u>		
Rural	2.62	Very Significant
Urban	2.22	Moderately Significant
<u>Family Planning Encouraged</u>		
Rural	2.23	Moderately Significant
Urban	2.35	Moderately Significant
<u>Religious Barriers to Birth Control</u>		
Rural	2.11	Moderately Significant
Urban	1.84	Moderately Significant
<u>State Subsidize Birth Control</u>		
Rural	2.19	Moderately Significant
Urban	2.16	Moderately Significant

TABLE XXXVII

SUMMARY OF RESPONDENT PERCEPTIONS ON HEALTH CARE

Category	Mean	Interpretation
<u>Accessibility of Health Care</u>		
Rural	2.51	Very Significant
Urban	2.82	Very Significant
<u>Subsidized Health Care</u>		
Rural	2.79	Very Significant
Urban	2.87	Very Significant
<u>Vaccination Program</u>		
Rural	3.19	Very Significant
Urban	3.24	Very Significant
<u>Poor Children Clothed and Healthy</u>		
Rural	2.34	Moderately Significant
Urban	2.36	Moderately Significant
<u>Poor Children Naked and Diseased</u>		
Rural	2.59	Very Significant
Urban	2.05	Moderately Significant

there was a "Very Significant" health care problem in both the rural and urban areas and when asked if poor children were naked, malnourished, depressed, and diseased, the majority perceived this to be a "Very Significant" problem in the rural and a "Moderately Significant" problem for the urban. While the perceived importance of accessibility to health care was "Very Significant" for both environments, a numerical analysis of the mean response indicated it was perceived to be notably more important for urban dwellers than for rural dwellers. The importance of programs to vaccinate the population were perceived as "Very Significant" for both environments, both were given the highest mean responses received in the health care portion of the questionnaire. This question on the government provision of vaccinations also received the highest frequency distribution for "yes" responses in the instrument with 100 percent of the respondents perceiving the need for provision of vaccinations in the urban areas and 92 percent perceiving the provision of vaccinations in rural areas. Each of the first three questions in this part of the study was concerned with the availability of health care and the population of this study generally perceived the provision of health care and a comparison of numerical mean responses indicated the perception that the provision of health care was notably more important for urban than for rural peoples.

Part III. Education

Primary Education. The third part of the study concerns education and the general perception towards primary education

appeared to fall in the "Very Significant" category for both environments. Education is divided into primary and adult education. Table XXXVIII is a summary of respondent perceptions concerning primary education and Table XXXIX is a summary of respondent perceptions concerning adult education.

The first three questions on primary education asked about whether it was compulsory and accessible and whether or not teaching was respected. The mean response for each of the first three questions as reported in Table XXXVIII fell within the "Very Significant" category for both the rural and the urban environments and in each response, a numerical comparison of mean responses indicated that primary education was perceived to be notably more important in the urban areas than the rural areas. The last question on primary education was concerned more with indulgence than provision. The question asked if children were kept from school to help with in-home production and while the mean response for both categories was perceived as "Moderately Significant", a comparison of numerical mean responses indicated a notably higher significance for this to the rural environment than the urban. On all three comparison factors, primary education, however, was perceived as notably more important for urban than rural people.

TABLE XXXVIII
SUMMARY OF RESPONDENT PERCEPTIONS ON PRIMARY EDUCATION

Category	Mean	Interpretation
<u>Primary Education</u>		
<u>Compulsory</u>		
Rural	2.69	Very Significant
Urban	2.83	Very Significant
<u>Primary Education</u>		
<u>Accessible</u>		
Rural	2.74	Very Significant
Urban	3.00	Very Significant
<u>Teaching Respected</u>		
Rural	2.68	Very Significant
Urban	2.71	Very Significant
<u>In-home Production</u>		
<u>or School Priority</u>		
Rural	2.35	Moderately Significant
Urban	1.89	Moderately Significant

Adult Education. Perceptions in this regard were sought in the third part of the instrument and presented in Table XXXIX is a summary of the respondents' perceptions. A comparison of numerical mean responses indicated the respondents perceived that three of the seven selected subjects of adult education as more important in the rural than the urban areas. Functional literacy, improved agricultural technique and technical training were perceived as more important in the rural, while birth control, child care, home economics and sanitation were perceived as being more important in the urban. The frequency distribution of "yes" responses indicated that while functional literacy and technical training are more important in the rural than the urban environment, they are more available to urban than to rural peoples. The only adult education subject which was perceived as more important and also more available in the rural than the urban community was agricultural education.

Question number 15 was concerned with the allocation of higher education and has been included in Table XXXIX. A mean response for the rural category in the "Moderately Significant" range and a "Very Significant" mean response to the urban category, indicates the perceived importance differential for the allocation of higher education between urban and rural students.

Part IV. Demographics

Presented in Table XL is a summary of the respondents' perceptions concerning demographics. The respondents indicated that there was a "Very Significant" problem on two of the three questions

TABLE XXXIX

SUMMARY OF RESPONDENT PERCEPTIONS ON ADULT EDUCATION

Category	Mean	Interpretation
<u>Birth Control</u>		
Rural	2.16	Moderately Significant
Urban	2.49	Moderately Significant
<u>Child Care</u>		
Rural	2.03	Moderately Significant
Urban	2.54	Very Significant
<u>Home Economics</u>		
Rural	1.85	Moderately Significant
Urban	2.17	Moderately Significant
<u>Sanitation</u>		
Rural	2.06	Moderately Significant
Urban	2.44	Moderately Significant
<u>Functional Literacy</u>		
Rural	2.47	Moderately Significant
Urban	2.42	Moderately Significant
<u>Agricultural Education</u>		
Rural	2.39	Moderately Significant
Urban	1.43	Slightly Significant
<u>Technical Training</u>		
Rural	2.58	Very Significant
Urban	2.18	Moderately Significant
<u>Scholastic Achievement and Scholarships</u>		
Rural	2.19	Moderately Significant
Urban	2.51	Very Significant

TABLE XL
SUMMARY OF RESPONDENT PERCEPTIONS ON DEMOGRAPHICS

Category	Mean	Interpretation
Urban Migration	2.52	Very Significant
Squatter Communities	2.45	Moderately Significant
Urban Crime	2.68	Very Significant

asked in this part of the instrument. For the question on the current significance of rural to urban migration, 90 percent of the respondents agreed that there is a problem and perceived it to be "Very Significant". The result of this migration was also questioned and 95 percent of the respondents agreed there was a problem with the formation of squatter communities at the urban peripheries. The mean importance of these squatter communities was rated at 2.45 which was observed to be in the upper most limits of the "Moderately Significant" range. The final question in the demographics part of this study concerned perceptions as to the increase in urban crime and this question received the highest percentage of "yes" responses in this part with 97 percent of the respondents perceiving urban crime to be increasing. This question was also perceived as "Very Significant" with the highest mean response of 2.68.

Part V. Agriculture

Presented in Table XLI is a summary of respondents' perceptions on the current agrarian situation. The respondents indicated there were no "Very Significant" agrarian problems in their countries and the mean response for each question fell within the "Moderately Significant" range of importance.

The majority of respondents perceived that the bulk of production occurs on large modern corporate farms, that programs are available for providing agricultural extension services and financial aid for rural development and that sufficient roadways exist for the transport of produce to market. Also, the respondents indicated that marketing cooperatives are generally available to assist with the sale of produce and that once the produce is at market, the quality of food is controlled by the government. And, while 88 percent of the respondents perceived that groceries were sufficiently available, upon further analysis of the data, it was discovered that this question received the highest mean response for questions concerning agriculture. This mean response of 2.49 indicates an almost "Very Significant" level of perception to the importance of food shortages. However, while the majority of production occurs on large corporate farms, 82 percent of the respondents perceived that the majority of rural peoples are self-employed in subsistence agriculture, the majority of respondents also perceived that crop production does require a cooperative effort.

TABLE XLI
SUMMARY OF RESPONDENT PERCEPTIONS ON AGRICULTURE

Category	Mean	Interpretation
Commercial Production	2.47	Moderately Significant
Groceries Available	2.49	Moderately Significant
Food Quality Controlled	2.24	Moderately Significant
Majority in Subsistence Ag	2.21	Moderately Significant
Ag Extension to Subsistence Farmer	2.08	Moderately Significant
Financial Aid for Rural Development	2.08	Moderately Significant
Farm to Market Roadways	2.28	Moderately Significant
Crop Production Require Coop	2.29	Moderately Significant
Marketing Coop	1.97	Moderately Significant
Is Water Scarce	1.95	Moderately Significant

Rural Sociology. Presented in Table XLII is a summary of the respondents' perceptions of the rural social climate. The respondents indicated that rural peoples were somewhat cohesive in lifestyles. Church attendance was important as indicated by a mean response of 2.58, and interpreted as "Very Significant". Also the construction of a new home was perceived to be a social event of moderate significance

and crime did not appear to be much of a problem with the mean response to that question of 1.55 and upon numerical analysis was found to fall at the very low end of the "Moderately Significant" range. Competitive sports were perceived to be a "Moderately Significant" form of rural leisure with a 2.08 mean response to that question. The last question asked if there was currently a threat of a violent peasant revolution and from the 12 countries represented, 54 percent of the respondents perceived that "yes", there is currently that threat. A mean response to this question of 1.81 indicates the perception of this to only be "Moderately Significant". However, upon numerical analysis of the data, a .23 standard deviation for this question was discovered to be the largest standard deviation of any response in the study.

TABLE XLII

SUMMARY OF RESPONDENT PERCEPTIONS OF THE RURAL SOCIOLOGY

Category	Mean	Interpretation
Rural Church Attendance	2.58	Very Significant
New Home Construct. A Social Event	2.11	Moderately Significant
Rural Crime a Problem	1.55	Moderately Significant
Competitive Sports Rural Leisure	2.08	Moderately Significant
Threat of Peasant Revolution	1.81	Moderately Significant

Conclusions

After a thorough study and analysis of the data the following conclusions were made:

1. The researcher concluded that the respondents to this study perceived that there is a more significant problem with population control in the rural areas than in the urban areas. Related to this, it was perceived that religious barriers to the use of birth control are more prevalent in the rural areas, yet, family planning education is perceived to be more important in the urban areas.

2. It was concluded that health care problems are perceived to exist to a greater extent in rural Latin America than was perceived to be the case for urban Latin America. While the access to health care, the subsidization of health care and the vaccination against disease were all classified as being in the same category of significance for both environments, respondents expressed the perception that these were notably more important in the urban areas than in the rural areas. The general health condition of the poor was considered by the researcher to be represented most clearly by the mean perception that the children of the poor were worse off in the rural areas, and that health care is provided with greater frequency in the urban areas.

3. It was concluded that the respondents perceived primary education to be of significance for both rural and urban populations. However, this was perceived as notably more important for urban children than for the rural children. Further, while primary education was perceived as being compulsory in both environments on the average, it was notably more so for children in urban areas.

4. It was concluded that even though some subjects in adult education are perceived to be more important to rural peoples, they are provided with more frequency to urban peoples. Agricultural education was the only subject provided more frequently available in rural areas and it would be presumptuous to assume that rural necessity alone qualifies this preference, but rather, the lack of demand for agricultural education in the urban community might allow for the rural preference.

It was also concluded that the allocation of higher education was perceived to favor urban peoples. This finding further substantiates a National preference for educating urban children rather than rural children.

5. It was concluded by the researcher that a problem does exist concerning the demographic changes related to urban migration. The settlement of mis-carried rural peoples at the urban peripheries is perceived to contribute to this problem. Apparently concurrent with these events is perceived to be an increase in urban crime which the researcher concluded is one of the major negative social impacts of urban migration.

6. It was concluded that the majority of respondents perceived that agricultural production occurs on large, modern farms and that elitist producers and consumers do not suffer from shortages of demand for agricultural products or supplies of produce in the market. It was also concluded that the majority of rural peoples are self-employed in subsistence agriculture and that these people are in desperate need of agricultural education and technical training to achieve basic functional literacy that will assist them to increase

their productive capacities and become more successfully integrated within the market.

7. The researcher has concluded that rural peoples are inclined to go to church and share in the production process, and in these modern times, rural peoples are socially cohesive. Crime in the rural areas is not perceived as a major problem. The threat of a peasant revolution was perceived as real by a majority of the respondents to this study. It was concluded that the typical rural family in Latin America is perceived as being involved in subsistence agriculture.

Recommendations

As a result of the conclusions drawn from the analysis and interpretation of the data, the following recommendations were made:

1. The Church and the school appear to offer the greatest hope for remedy. It is recommended that since rural peoples view the Church as a very important part of their lives, improvements in population control could be realized through the Church. It is further recommended that since rural peoples have such a high respect for teachers, instruction in population control receive priority in the schools with effective results.

2. It was apparent that a "Very Significant" health care problem does exist in rural Latin America and that much of the reason for this; is the general perception that health care for rural peoples is not so important as it is for urban peoples. Therefore, it is recommended that further research be conducted on how to overcome the

Latin American acceptance of poverty and suffering in their home countries. It is further recommended that since education is viewed as so very important, improvements in health should be sought through various educational programs.

3. It is recommended that since primary education was viewed as "Very Significant" in rural areas by the respondents to this study and only 69 percent of the respondents perceived primary education to be accessible to rural children, a program should be initiated to increase the provision of rural primary education and future integrated development programs should consider this vehicle for the extension of information.

4. Furthermore, it is recommended that the provision of adult education should be increased for rural peoples in the areas of: functional literacy, improved agricultural technique, technical training, and birth control. Adult education is also vital in the urban areas and provision should be increased for: birth control, child care, home economics, sanitation, functional literacy and technical training.

5. It was concluded that a "Very Significant" problem does exist concerning the demographic changes related to urban migration and that this migration is the subsequent effect of rural decay. It is the recommendation of this study that increased funding for integrated rural development programs focus on providing basic human needs to rural populations and on improving the quality of their lives in the rural setting. It is imperative this recent trend of urban migration be reversed and it is the recommendation of this study that this be

understood.

6. It was apparent from the findings of this study that the bulk of agricultural production occurs on large corporate farms, yet the majority of rural peoples are self-employed in subsistence agriculture. It is the recommendation of this study that efforts be made to increase the production of these subsistence farmers and attempts be made to integrate them into the market. The formation of subsistence coops, chaired by designated community leaders and integrated with the local primary schools for the extension of information and provision of assistance would serve this purpose. The primary school house could serve as the agricultural extension base of operations and provide the community with a directed land laboratory as an example for increasing production through the observation of improved methods. This method of combining primary and agricultural education would also serve as a breeding ground for future agricultural extension agents through the increased exposure of children to improved agricultural methods applied to the directed land laboratory. Other benefits of integrating primary and agricultural education include the increase in local agricultural production and improved efficiency of agricultural extension.

7. It is the recommendation of this researcher that further research be conducted for the purpose of understanding specific regional characteristics of proposed Latin American development efforts. No single blueprint exists for a development scheme and it is imperative to identify the resources and constraints of each region individually. It is further recommended that the data be collected

through interviews and other types of personal contacts with residents of the countries to be studied.

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Appendix

R U R A L	U R B A N				
		N O	E L S E	I N M E D I U M	H I G H
Y/N	Y/N	9. Are they naked, malnourished, depressed and diseased?			
		0	1	2	3
		0	1	2	3
Part III. Education:					
Y/N	Y/N	10. Is primary education compulsory?			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	11. Is primary education accessible to all children?			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	12. Is Teaching a respected profession?			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	13. Are children kept from school to help with in-home production?			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	14. Is adult education available in the areas of:			
		a. birth control.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	b. child care.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	c. home economics.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	d. sanitation.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	e. functional literacy.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	f. improved agricultural technique.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	g. technical training.			
		0	1	2	3
		0	1	2	3
Y/N	Y/N	15. Are scholarships available for higher education based on scholastic achievement?			
		0	1	2	3
		0	1	2	3

Answer Yes or No to the following questions in the left margin and indicate the level of significance for each question in the right margin.

Part IV. Demographics:

Y/N	16.	Are rural peoples currently swarming to the cities in search of a better life?	0	1	2	3	4
Y/N	17.	Are these impoverished migrants settling in squatter communities at the urban peripheries?	0	1	2	3	4
Y/N	18.	Is the urban crime rate on the increase?	0	1	2	3	4

N O L S M V H
 E I G H T A T
 N I D E R Y H
 O L O V E I
 E
 T
 A
 T

Part V. Agriculture:

- Y/N 19. Is agricultural production highly commercialized with the bulk of production occurring on large, modern, corporate farms? 0 1 2 3 4
- Y/N 20. Are groceries readily available for purchase in the cities in sufficient quantity? 0 1 2 3 4
- Y/N 21. Is the quality of food for sale controlled by the government? 0 1 2 3 4
- Y/N 22. Are the majority of rural peoples self-employed in subsistence agriculture? 0 1 2 3 4
- Y/N 23. Is there currently a program for extending information to subsistence farmers that will help them to increase their production? 0 1 2 3 4
- Y/N 24. Is there currently a program for providing financial aid for the purpose of rural development? 0 1 2 3 4
- Y/N 25. Do sufficient farm to market roadways exist for the transport of produce? 0 1 2 3 4
- Y/N 26. Does crop production require a cooperative effort? 0 1 2 3 4
- Y/N 27. Do marketing cooperatives exist for the sale of crops produced? 0 1 2 3 4
- Y/N 28. Is water a scarce resource? 0 1 2 3 4

Part VI. Rural Social Picture:

- Y/N 29. Is Church attendance common in the rural village? 0 1 2 3 4
- Y/N 30. Is the construction of a new home a social event? 0 1 2 3 4
- Y/N 31. Is crime a problem in the rural village? 0 1 2 3 4
- Y/N 32. Are competitive sports a form of leisure for rural peoples? 0 1 2 3 4
- Y/N 33. Is there currently a threat of a violent peasant revolution? 0 1 2 3 4

VITA

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