POPULAR EDUCATION: MASS MEDIA OR INTERPERSONAL COMMUNICATION? Pierre de Zutter.

Although interpersonal communication is the oldest educational method, the author argues that it is still the most appropriate form of massive education for Latin American countries. However, he says, interpersonal communication has gradually been substituted by technological media because of the widespread belief in technology and professional prestige of educators. In spite of that, there is a gap between the universal values presented by these media and the simple community life of the people.

The author calls for more attention to interpersonal educational communication and locally-produced and locally-managed media. He says technological media should simply be a support for personal communication. According to him, endogenous media favor creative participation of local populations, though some external media technology may also provide important support.

Pierre de Zutter argues that for interpersonal communication to work, there are four basic methodological assumptions that CHASQUI should follow for educators and participants: relationship between educational methods and local working life; training in interpersonal communication (meaning acquisition of dialogical attitudes and values); and permanent participative evaluation. He says that there are no universal schemes or ready-made recipes for interpersonal communication. However, some general recommendations are presented at the end of the article.

ETHNIC IDENTITY AND CULTURAL RETRIEVAL

Nicólás Matayoshi.

In the Andean zone of Peru, the predominantly rural form of material production has conditioned its cultural production, its social and economic relations, etc. The author analyzes his research experiences in the valley of Mantaro, pertaining mainly to the introduction of technological proposals and extension services for development, wraps up his conclusions, stressing the need to reorient the function of the school in relation with alternative development strategies.

When the educational process in school has been successful, mass communication media, from radio to books, will have free access. As long as this doesn't happen, the only cultural supports are adult oral narratives, daily learning on the job, and word-of-mouth communication. But since everything "progresses", the spoken word has already lost much of its prestige, it has become necessary to read it to see it printed in beautiful letters.

In preparing a reading text, Matayoshi used an indirect working formula. Teachers and community informants with whom he maintained relations of personal friendship, were his information sources.

On the basis of selected cases he gauged the applicability of his method, adjusting it to the requirements of the school's educational process with a new ingredient: research of local reality.

When he handed the reading text to a group of urban and rural teachers, they asked him if they could use it in the next school period. At this premature stage, it is still too early to venture conclusions; however, there are indications that this experience offers an enduring possibility quite apart from that of the cultural promoter. It can even be argued that recuperating popular knowledge permits a better understanding of cultural problems in the community.

EDUCATION: TECHNOLOGIES AND FUTURES

Daniel Prieto Castillo.

In 1982 a research project was carried out in Mexico called "Prospective of invention, innovation, and diffusion of educational technology in Mexico by the year 2000". Technological aspects in diffusion media, in psychology and educational strategies were considered. In order to make the prospective study, it was necessary to diagnose these technological tendencies in the country and within the international context. At the same time, a projection was made regarding the likely developments in the near future. On the basis of the diagnosis, four scenarios were elaborated for the year 2000: tendential, minimal, possible and ideal.

Finally, a broad debate was held on the strategies for each scenario. All these effects are contained in over 20 documents initially published by the inter-ministerial "GEFE" group, sponsor of the project.

The author of the article takes up some of the project conclusions and presents the problems confronting education and technology today, especially from the point of view of future developments. He emphasizes the role of technological change as a way of work, and many times. He distinguishes between technological modifications and innovations.

The first usually involve small changes in educational organizations. The latter imply more radical or deeper changes, an infrequent happening in Latin America.