

tion to the short-range solutions he suggests, some thought should be given to upgrading the almost nonexistent science education in the elementary and secondary schools in many of the countries of Latin America. In most of these, elementary and secondary school teachers are not educated at the national universities but at normal schools which are directly under control of the office of the Minister of Education. The science teachers at many of these normal schools are often ill-trained and out of the mainstream of what is going on in world science education. Although Nussenzweig mentions the "archaic structure" of Latin American universities, more emphasis should be placed on departmentalizing the basic science disciplines.

The first chemistry department to serve as the central body of the university charged with the teaching of basic chemistry to all faculties was established at the University of Concepción in Chile in 1960. This archaic structure basically sets the misconstrued pattern that fundamental science is nothing more than a tool to medicine, dentistry, pharmacy, and civil engineering. Latin American projects supported by the United States and the Organization of American States were making contributions to the improvement of science education but with the current budget cutbacks in Washington, it will require a tremendous effort to recover lost ground, not to mention ever moving ahead.

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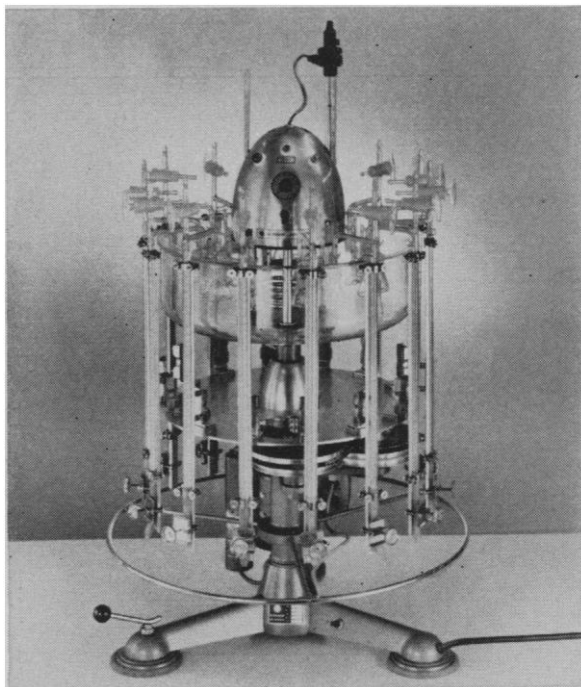
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