



Mexican children on science field trip.

The first of these is "Applications of Educational Technology and New Methods and Equipment in Science Teaching," arranged by Thomas Taylor (Department of Chemistry, University

of the Americas, P.O. Box 507, Puebla, Puebla, Mexico). This session runs consecutively 25-27 June, inclusive, in the afternoons and possibly in the evenings. Taylor is also arranging "The Utilization

of Educational Technology" mentioned earlier, and he is planning extensive extracurricular activities including an exhibit before and after the week of the central theme. He may be contacted directly for information on these subjects.

The second symposium, entitled "Educational Planning," (29-30 June) is arranged by Donald Adams (International Education Program, University of Pittsburgh). He is also responsible for "The Role of Planning in Education." These symposiums should be of particular interest to specialists in their respective fields.

It is envisioned that at least 30 participants from the United States, Canada, Mexico, and the remainder of Latin America will take an active part in presenting papers during this week, but it is hoped that a considerably larger number of attendees will participate in other ways.

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## 27-28 June

### Sociolinguistics and Language Planning

Language plays a crucial role in human social interaction; it is the major vehicle for education and socialization. The colonial history of the Americas has produced significant ethnic and linguistic pluralism usually accompanied by painful social inequalities among language groups. The large native American (Indian) populations of Latin America, the Chicanos and Puerto Ricans in the United States, and the speakers of creolized forms or stigmatized dialects of the official languages in urban centers are currently the targets of extensive sociolinguistic research and its application in educational reforms, leading in some cases to radical changes in national legislation.

The symposium on "Sociolinguistics and Language Planning" (27-28 June 1973) will focus on the assessment and solution of problems in specific situations of language contact and bilingualism on the one hand, and on a discussion of fundamental issues of language research and planning on the other.

Symposium speakers and discussants include scholars from Mexico, Bolivia, Jamaica, Paraguay, Peru, the United

States, and Canada who have been active in both the fundamental research on language conflict situations, and in the application of its results in formulating language policies to resolve the conflict and to prepare programs for practical implementation on a regional and national level. They will be joined by representatives from national research institutes and governmental ministries who are currently involved in the decision-making process.

Topics presented for discussion will cover linguistic, social, psychological, and educational aspects of bilingualism and language contact or conflict, the problem of language standardization, the preparation of teaching materials, and the role of the media as factors in the planning process. The presentation of some special cases and the participation of discussants with extensive practical experience will provide close contact with concrete situations and, thus, a testing ground for methods and theories proposed and elaborated during the symposium.

Interpretations and discussions are open to all attendants at the AAAS/CONACYT meeting. They should be

especially interesting and valuable to linguists, educators and educational administrators, officers of governmental planning agencies, and teachers at all levels of instruction. Psychologists, sociologists, and anthropologists will find the concerns of this symposium very close to certain aspects of their fields.

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## 29-30 June

### Educational Planning

Since educational planning has many definitions, deciding how to design the program on educational planning generated considerable frustration. Economists, system analysts, futurologists, and educational administrators all view planning from quite different perspectives. Moreover, the process of educational planning is constrained by time (there is short-, middle-, and long-term planning) and space (there is national, regional, local, and institutional planning).

For the Mexico City meetings discussions will focus on middle- and