



M. E. C. — I. N. E. P.

**CENTRO BRASILEIRO DE APERFEIÇOAMENTO DO MAGISTÉRIO**

(CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS)

~~RUA MEXICANA Nº 545 - ANDAR 1º - RIO DE JANEIRO - BRASIL~~

Rua Voluntarios da Patria, 107  
Botafogo, Rio de Janeiro, Brasil

Memorandum To: Dr. J. Roberto Moreira

From: Dr. Robert J. Havighurst

I am assuming that I will return to Brasil next March and consequently I am leaving some of my possessions here. I will store these in one corner of my office, and they can be put into some other storage place if that is desirable. In case something should happen which would prevent my returning, I would want some of this shipped to me in Chicago while the remainder could be disposed of here in Rio.

Consequently, I am labelling everything either "For Chicago" or "Keep in Brazil." If I should not return to Brasil I would appreciate your having a shipping company pack all the material labelled for Chicago and ship it to me. The material labelled "Keep in Brasil" could be disposed of in some sensible way here in Rio. Some of it could be used in the Centro while some other material, such as glassware and towels, might possibly be sold to pay expenses for shipping the box to Chicago.

*Ao Dr. Pericles  
para as providências  
que se fizerem necessárias,  
quanto as melhores coisas do Dr. Havighurst.  
guardar as coisas do Dr. Havighurst.  
Em 4/7/57  
Y. Robert Moreira*

*Robert J. Havighurst*

Robert J. Havighurst

Rio 22 agosto, 1958

Dr. Anisio Teixeira

Dear Dr. Anisio:

Last April, when Dr. Roger Seguin reported on his research on Progress and Failure in the Primary Schools, you asked my advice concerning next steps in this area. We agreed that Dr. Seguin's research was interesting and was well done for a pilot study. He himself proposed a second stage in the research by which he could improve the techniques and study a more representative sample of children. He and I agreed that the second phase of the research should also be strengthened by adding two dimensions which were not adequately cared for in the first stage. These are:

1. Sociological. We need to interview a sample of parents, to establish their socio-economic status more accurately and to get information on the attitudes toward education and their aspirations for their children.

2. Pedagogical. We need classroom observations and interviews with teachers and school directors. These need to be planned so as to get facts on the basis of which we can answer some of the questions we are now ready to ask concerning the causes of promotion and failures. There was a plan to do this type of work last year, but it was not carried out. Now we are ready to do a better piece of work, based on the results of the pilot study of last year.

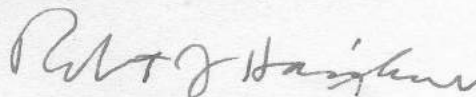
For these two tasks we need two people to take directive responsibility, working with Dr. Seguin. He returns next week, anxious to start the next phase of the research. Josildeth Gomes is ready to take responsibility for the sociological side of the project. Donna Arlete was to do the pedagogical side, but for a variety of reasons has not been able to put herself to the task. She tried to get a substitute in the Prefeitura, but had not found anyone. Then it seemed that she was feeling stronger and would do the job herself. But yesterday she sent word that she could not take the responsibility.

There is some urgency about this, since we must plan the classroom observations, the interviews with teachers, train the interviewers and observers, as soon as possible so as to carry out the work during October and November in the schools.

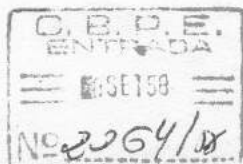
If we do not get the kind of help we need for the Pedagogical side of the Study, I am not sure that I would recommend continuation of the project. If we can get started now, I believe that Dr. Hutchinson can take responsibility for general supervision of the technical aspects of the research after I leave in September.

Sincerely Yours,

Robert J. Havighurst



*D. Helvise*  
*Fasta peritos da*  
*Unesco. 24/X.58*  
*Desp. Conversa com*  
*A. Perile Em 26/8/58*



October 1, 1956

Professor Robert J. Havighurst  
Department of Education  
University of Chicago  
Chicago 37, Illinois

Dear Havighurst:

Thank you very much indeed for sending me the copy of your report to UNESCO. The news both from your report and from Otto is very encouraging indeed regarding our Center in Brazil. I have just talked with Otto and the preferred time for a meeting with you on December 10 would be Monday evening for dinner about 6 p.m. We could meet at my office and have dinner at the Faculty Club. Otherwise, the only free time both of us have during the day is 2 to 4 p.m. Tuesday morning is completely out for Klineberg. Let me know which of these times is best for you. I look forward to seeing you and to hearing about Brazil.

Sincerely yours,

Charles Wagley

CW/ajb





M. E. C. — I. N. E. P.

CENTRO BRASILEIRO DE APERFEIÇOAMENTO DO MAGISTÉRIO

(CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS)

RUA MÉXICO N.º 3 — 18.º ANDAR — RIO DE JANEIRO — BRASIL

September 12, 1956

Prof. Charles Wagley  
Department of Anthropology  
Columbia University  
New York City, N.Y.

Dear Wagley,

I enclose a copy of my September 30th report to Unesco as a means of keeping you up to date with the activities and the plans of the educational project. By this time you will probably have talked to Dr. Klineberg and will have received a report directly from him.

I would very much appreciate your sharing this copy of the report with Otto; it will save me from having to have the report retyped.

As Otto will tell you everybody here wants very much for you to spend sometime with us next year, and I hope that it can be arranged in a way which is completely satisfactory to you. I will write to Unesco about the matter whenever you think you are ready, and of course Dr. Teixeira will also write to Unesco.

We probably should have a conference between you and Klineberg and myself concerning plans for next year. My first definite engagement in New York City is the evening of Tuesday, December 11th. I think I will go to New York on Monday morning, December 10th so as to have a couple of days to do a number of things including having a conference with you and Otto, if that is convenient. Would you check with Otto and let me know whether any time from Monday through Tuesday ~~noon~~ would be good from your point of view. I would like to make the appointment definite as soon as possible.

I am leaving on Friday, <sup>Sept</sup> the 14th, for Mexico City and will be back in Chicago by September 24th, where I can be reached at the Department of Education.

Sincerely yours,

*Robert J. Havighurst*  
Robert J. Havighurst

*Letter at  
6 PM  
a 2-4 Monday  
(Tues out  
for Otto)*



September 6, 1956

To : Byron S. Hollinshead, Director  
Technical Assistance Department  
UNESCO, Paris

From : Robert J. Havighurst  
Centro de Pesquisas Educacionais  
Rio de Janeiro

Subject: Report on Education Project - September, 1956

This report comes at the end of my first three months on the project and will contain a good deal of history so as provide a perspective to people in the Paris office. It will be presented in three parts.

## PART I

### PERSPECTIVE ON THE CENTRO

For the sake of presenting a brief connected story of the development of the Centro for the UNESCO files, the following summary has been prepared. It is drawn almost entirely from Volume I, No 1, of the "Boletim do CBPE" entitled Educação e Ciências Sociais, March, 1956.

In 1938 there was established in Brazil the Instituto Nacional de Estudos Pedagógicos. The Institute was set up within the Ministry of Education and Health. Its main function was to serve as a center for the study of all educational questions related to the work of the Ministry. Its first director, from 1938 to 1946 was Lourenço Filho. Its second Director, from 1946 to 1952, was Murilo Braga de Carvalho; its third Director, from 1952 to the present, is Anísio Teixeira.

Under the direction of Anísio Teixeira, INEP has had a substantial development, the latest element of which is the creation of the CBPE.

In 1952 and 1953 there were established two major programs within INEP. In 1952 was established CALDEME (Campanha do Livro Didático e Manuais de Ensino). The purpose of this program was to produce manuals and guides for teachers in the secondary schools and a good deal of work along those lines has since been accomplished.

In 1953 was established GILEME (Campanha de Inquéritos e Levan-

tamentos do Ensino Médio e Elementar). Out of this program has grown the Centro. In 1953 there was established a "Centro de Documentação Pedagógica" which established a library and begun to get out a series of bibliographies on education.

From 1952 to 1955 there was discussion of setting up a research center within INEP which was to be called the "Centro de Altos Estudos Educacionais". In April of 1955 as the plan for the Centro developed, its name was changed to "Centro Brasileiro de Pesquisas Educacionais" or CBPE.

The CBPE is the result of discussions between Anísio Teixeira and his staff and members of the Unesco staff starting at 1952. At first the plan was to make a simple survey of Brazil's educational needs, but this idea was supplanted by the idea of establishing a permanent research institute. Unesco representatives who were active in the discussion of the plan were Charles Wagley since 1953, and Otto Klineberg since 1955. The plans had proceeded far enough by the end of 1954 for the Unesco Technical Assistance authorities to send Dr. Bertram Hutchinson to work with staff members of INEP in conducting social science research related to education.

Plans were developed during 1954 and 1955 which called for the establishment of a Center at Rio with regional centers in a number of States. These plans were brought to completion in a series of meetings and conferences held in 1955. In April 1955 Dr. Klineberg participated in these conferences and prepared a document which laid out the plans for the Center and which remains the basic document. In June of 1955 Charles Wagley came to Brazil as a Unesco representative and worked for three months with members of the INEP staff and with social scientists in Brazilian Universities.

In December of 1955 the Center was established by a Presidential decree and a budget was provided by the Government. Also in December, 1955, Dr. Andrew Pearce came to Brazil as a second research worker provided by the Unesco Technical Assistance Program to the Center.

The first half of 1956 saw the arrival of three more Unesco representatives. Prof. Jacques Lambert came for three months commencing in March, Prof. Otto Klineberg came for 10 weeks commencing in June and Professor Robert J. Havighurst came in May to serve as the Unesco Co-Director of the Center. Meanwhile, during 1955 to 1956, the Brazilian side of the staff was being built up and at present contains a considerable number of social scientists and educational technicians including Roberto Moreira, Jaime Abreu, L. A. Costa Pinto, Jcsildeth Gomes and Lucia Pinheiro Marques.

An important part of the program of the Centro consists of filling in the "Educational Map" of Brazil, that is, of describing the status of education in the various parts of Brazil with the most important facts about administrative structure, finance, attendance, etc. Work of this sort has been going on for two or three years under the direction of Dr. Roberto Moreira and Mr. Jaime Abreu. They have already published reports on education in Rio Grande do Sul and Santa Catarina and the State of Rio de Janeiro. They are now working on the studies of the States of Bahia, São Paulo and Pernambuco. They



are utilizing the assistance of educators in the various States for this purpose.

Another important project of a survey nature is the extensive report on social structure in Brazil which will be finished by the end of the current year by Prof. L. A. Costa Pinto. This report will summarize and evaluate the several studies which have been made on social structure in Brazil. Other members of the staff are working on various research projects which have already been amply reported. In addition, a number of contracts have been made for studies by people who are not on the Centro staff, such as the study of the socialization of children in the small city of Itapetininga by Oraci Nogueira of the Escola de Sociologia in São Paulo.

A substantial research library is being built up in the Centro with ample funds for the purchase of books. Eventually this will be combined with the research library at INEP in one location and will become the best library for education and the behavioural sciences in Brazil.

A number of staff conferences have been held during the months of June, July and August, 1956 to chart the plans for the Centro during the next two years. Profs. Lambert and Klineberg have been specially active in these conferences together with Anísio Teixeira, Roberto Moreira and Jaime Abreu from the Brazilian group. The outcome of this work is reported in the memorandum prepared by Otto Klineberg which will be made a part of his report to Unesco.

The Headquarters of the Centro have been in a down-town office building, with staff members working in several different places. The Centro will soon move to a reconstructed school building in the suburb of Botafogo. This will bring under one roof most of the people who are giving full time to the Centro. It will also provide space for the research library.

The reader will probably note that there are a number of organizations and programs all operating under the auspices of INEP and administered by Anísio Teixeira. The place and function of the Centro in this configuration is fairly clear in principle. The Centro is expected to be the research arm of INEP at least as far as the social sciences are concerned, although this will not exclude research activities by other groups working under INEP. The Bulletin already referred to speaks of "CBPE que surge como corosamento orgânico deles todos" referring to the relation of the Centro to CILEME, CALDEME, etc. Still the actual functioning of the Centro will be a matter of experience in the next couple of years.

The entire enterprise of which the Centro is a part is being administered with great skill and flexibility by Anísio Teixeira. There is probably nothing like it in any other country; yet it may have much to teach the governments of countries which are going through rapid industrialization, where educational progress is crucial.

## PART II

### PROGRAM OF THE CENTRO

At present the activities of the Centro can be summed up as follows:

#### The Centro at Rio

The relation between the Rio Center and the various regional Centers varies from one place to another, as will be seen in the latter part of this report.

This Center is adequately staffed and has been working efficiently since its legal creation at the beginning of 1956, and a great deal was accomplished even before that time, by present staff members working under the auspices of INEP. Surveys of education in several states are being directed by Roberto Moreira and Jaime Abreu. These, together with some already completed, will provide the main features of the "educational map" about which we have spoken from time to time.

Studies of various aspects of educational practice are being made by people either on the staff of the Center or commissioned by the Center. Examples are studies of teacher training and of the teaching of history.

The Center staff is called on for advice on matters of educational policy by educational administrators from time to time. A recent example is the series of meetings with the Secretary of Education of the State of Goias, who has asked for assistance in framing the new educational code which will be recommended to the legislature of his State. Members of the Center staff meeting with Anisio Teixeira and the representative from Goias have helped to formulate an educational code which provides for much more local community responsibility for elementary and secondary education than has been true of Brazilian education in the past, which tends to be centralized in the State and Federal Governments.

A set of social science research studies are well under way. Those of the Unesco members of the staff, Drs. Hutchinson and Pearse, are described in their reports. Other studies are being conducted on contract with Brazilian scientists. An example of this procedure is the study of the socialization of children in the community of Itapetininga - a city and rural area of 40,000 in the State of São Paulo - by Graci Nogueira of the Escola de Sociologia in São Paulo. Recently a pilot study of the opinions and attitudes of teachers and parents in the State of Rio de Janeiro has been started by D. Maria Aparecida Gouvea of the Centro staff with the advice of Dr. Havighurst. A study of stereotypes in the teaching of history and literature in schools of Brazil is being planned by Dr. Guy de Hollanda with the assistance of Profs. Otto Klineberg and L. A. Costa Pinto.



### Regional Centers

The plan is to open Regional Centers in São Paulo, Belo Horizonte, Porto Alegre, Salvador and Recife. Up to the present time two of these Centers have been formally established. In June, the Regional Center at São Paulo was opened in ample quarters in the new Cidade Universitária. This Center will operate under a Council of members of the Faculdade de Filosofia, Ciências e Letras of the University of São Paulo, as follows:

Fernando de Azevedo	- Sociology, Chairman
Florestan Fernandes	- Sociology
Antonio Cândido de Mello e Souza	- Sociology
Egon Schaden	- Anthropology
Quirino Ribeiro	- Education
Milton Rodrigues	- Education
Laertes de Carvalho	- Education

There are two young men working full time as Assistant Directors of the Center - Renato Jardim Moreira, Sociologist, and Joel Martins, Psychologist. These young men are now at work planning their program and have been consulting with the staff of the Rio Center. At a meeting on August 15th in São Paulo, the Council of the São Paulo Center considered the memorandum prepared by Otto Klineberg, on behalf of the Rio group, which aims to lay out the general framework for the program of a Centro de Pesquisas Educacionais whether at Rio or at the Regional Centers. This meeting was attended by Anísio Teixeira, Otto Klineberg, Bertram Hutchinson and Robert J. Havighurst all representing the Rio group. There was general agreement on the principles of the Klineberg memorandum which was understood to represent a further development of the discussions held in 1955 in which Klineberg and Wagley had represented Unesco. The São Paulo group made some further suggestions including a stress on the desirability of holding a symposium on Education and Society in Brazil which has been planned for some time.

It was also agreed that meetings of the governing boards of the two Centers would be attended by representatives of the other Center at least three times a year for each Center, so as to provide an assured means of communication, though it is expected that there will also be a good deal of informal communication as well. For instance, the São Paulo Center is considering the holding of a Workshop for 100 primary school teachers from São Paulo, Paraná, Goiás and Mato Grosso, to inform them on current research findings and methods in elementary education and to recruit some of them to be participants in further research programs of the São Paulo Center. This will probably be held next January with another one for secondary school teachers in July. Mr. Havighurst will probably spend at least a week in each of these Workshops and other Rio representatives may also be interested in attending.

One other Regional Center has been set up formally at Belo Horizonte in the State of Minas Gerais. Under the direction of

Dr. Mario Casassanta, this is just getting under way. A part of its program is the support of the Escola Normal Rural located near Belo Horizonte and directed by Dra. Helena Antipoff, Professor of Psychology in the University of Belo Horizonte. Late in August a visit was made by Drs. Moreira, Pearce, Bunt and Havighurst to get acquainted with the new Center. The Secretary of State for Education in Minas Gerais, Dr. Abgar Renault, is a man of considerable intellectual and political stature and is much interested in the work of the new Center. Since the University of Minas Gerais does not yet have a highly developed program of social science research activity and personnel, the program of this Center will develop differently from that of the São Paulo Center, and possibly be more closely related to the Rio Center.

The Regional Center at Porto Alegre has been functioning with a staff of five for several months, working on practical problems of method in the elementary schools. Drs. Pearce, Hutchinson and Havighurst visited Porto Alegre early in September in order to get a general orientation. This will be followed by further visits especially by Drs. Pearce and Moreira.

The Regional Center at Salvador will probably develop in close relation to the Regional Center of INEP which has already been established there. Staff of the Rio Center visited Salvador in July. It is intended that Drs. Moreira and Hutchinson will visit Recife in the near future.

#### Program Planning

As the Center began formally to function at the beginning of 1956 and perhaps especially because there was a Unesco team working in the Center which felt the need to chart its own course, the present year has been a period of planning for the program of the Center with relation especially to the next two years. Prof. Jacques Lambert took an active role in the planning stage. He was here in April and May and Professor Otto Klineberg also took this role in July and August. Prof. Lambert presented a set of recommendations for the work of the Center as did Drs. Hutchinson and Pearce, and these were discussed in several staff meetings in June. Growing out of these discussions was the memorandum prepared by Prof. Klineberg and included in his report. This memorandum represents the consensus of the Center staff concerning the program for the next two years.

#### Unesco's Contribution to the Center Seen as a Technical Assistance Project

It may be useful to discuss the Unesco participation in the Center in technical assistance terms. Recently the writer was accosted on a down-town street in Rio by a workman who showed him a printed form which was an offer of employment and a request to appear at a certain room in a down-town office building on the Rua Mexico. He asked where this building was. Since it was next door to the building in which the writer's office was located, he walked along with the man until they reached the building. At this point the man produced the form again and asked where he should go. Then it dawned on the writer that the man could not read. This was the writer's first experience with an adult illiterate.



A day later the writer read in a Rio paper that a survey of omnibus conductors showed that a third of them were unable to write well enough to make out their reports without assistance. Facts like these underline the importance of education in modern society, and indicate the close relation between education and productivity. Brazil, with 50% of its adult population illiterate, would be a more productive country if illiteracy were cut in two. Brazil is becoming industrialized at a prodigious rate which means that there is an increasing need for industrial personnel at all levels. Some must have engineering or administrative training, while others need technical training, and all need to be literate. This has placed an enormous burden on the Brazilian educational system, and when Brazilian educators ask for assistance from Unesco they are clearly asking for help on a task which is most closely related to the economic productivity of Brazil.

Further, the Centro Brasileiro de Pesquisas Educacionais is a going concern with a substantial budget, a productive and able Brazilian staff and a strategic position in the educational field. Thus, the Unesco experts are in a favourable position to apply their particular knowledge and skills.

The specific technical assistance activities of the Unesco staff are the following:

- (1) To share with Brazilian social scientists and educators the particular concepts and research methods which are being used currently in England and the USA.
- (2) To train as apprentices a number of promising younger Brazilian scientists and educators.
- (3) To carry on research studies whose results will be of use to Brazilian education.
- (4) To advise the Brazilian staff of the Center on matters for which their advice is solicited.

Relation of the Program of the Center to the United States International Cooperation Administration in Brazil.

There is a substantial United States Point IV Program in Brazil which may be usefully described insofar as it operates in the educational field. This program is conducted by the U.S. Operations Mission to Brazil and includes activity in the fields of health, soil conservation, public administration, community development and education. The staff of American educators working in Brazil on this program numbers about 15, with Dean Emeritus Paul C. Packer of the University of Iowa School of Education as Director. The majority of the Americans are specialists in vocational education and are assisting in the development of vocational schools in Brazil. One of their particular projects is the training of vocational guidance counsellors which has been going on since 1950 as part of the program of the Comissão Brasileiro-Americana do Ensino Industrial. There are now vocational guidance officers in a dozen or more cities trained by the

Americans. The next step in the ICA education program is planned by Director Packer to last until 1960. It will concentrate most of the American resources in the State of Minas Gerais and will be focussed upon the training of primary school teachers. The plan is to select about 15 Brazilian teachers of elementary schools in the State of Minas Gerais and to send them all to one American University, probably Indiana University, for a year of study and observation of American methods. These people will return to Minas Gerais and will commence to take an active role in the training of elementary school teachers. At the same time, during the second year about seven American experts will come to Belo Horizonte to work with the Brazilian team while other Brazilians will go to the United States. The Americans will be recruited from several Universities and selected as far as possible for cooperation with the Brazilian team in the State of Minas Gerais. There is also some discussion of a project in secondary education.

A possible point of contact between the Unesco project and that of the ICA is at Belo Horizonte, where the Regional Center will probably want to do research in some of the schools where the teacher training program of the ICA is functioning.

### SECTION III

#### PERSONAL ACTIVITIES OF MR. HAVIGHURST

Since my arrival in Rio de Janeiro on May 28th I have spent most of the time in Rio working at the Center. I have had several conferences with M. Henri Laurentie, Resident Representative of the United Nations Technical Assistance Board in Brazil who has been most understanding and friendly toward the Unesco Education Project.

At the Center there has been an average of at least two conferences a week, the regular Thursday afternoon staff seminar and at least one other called for some special purpose. Dr. Roberto Moreira, Director of the Center has presided at these meetings which have been attended nearly always by Dr. Anisio Teixeira, Director of INEP.

The Unesco staff includes Dr. Andrew Pearse who works in Rio and attends these meetings and Dr. Bertram Hutchinson who is working in São Paulo but comes to Rio frequently. I have also seen a good deal of Dr. L. N. H. Bunt, the educator from Holland who is studying and advising on the teaching of mathematics in secondary schools under the Aid to Member States Program.

My own activities have been governed by two major factors:

- (1) My need to learn Portuguese and to get to know the social history, geography and culture of Brazil, and the basic facts about education in Brazil.
- (2) The fact that during these months we have had one or the other of two Unesco experts with a great deal of prior experience in Brazil, Profs. Jacques Lambert and Otto Klineberg. I have relied on these men to take the lead for the Unesco team since they have fluent Portuguese and excellent relations with social scientists in Brazil.



The work of Drs. Hutchinson and Pearse was well under way when I arrived and has continued to go according to schedule.

I postponed travel as long as possible to allow time to get some familiarity with the language and consequently most of my travel has occurred within the past month. However, I attended the official opening of the Regional Center in São Paulo in June, and in early July, in company with Dr. Pearse and several Brazilian members of the Center staff I attended the Annual Meeting of the Brazilian Society for Education in Salvador, Bahia. This meeting consisted of about 100 delegates from various parts of the country, and through them I was able to get a certain kind of view of Brazilian education. Also I learned something of Bahia. While there, we visited the Escola Parque, a remarkable pre-vocational school in a remarkable building for boys and girls aged about 10 to 14.

From August 7 to 12 I was in São Paulo with Otto Klineberg and Anísio Teixeira visiting the Regional Center and getting acquainted with the psychologists and sociologists of São Paulo. We also had a good visit with Bertram Hutchinson and his staff and I drove with Hutchinson and Carlo Castaldo of his staff to Campinas, a city of 150,000 northwest of São Paulo, one of the most prosperous of the medium-sized cities in the country. From August 22 to 26 I was in Belo Horizonte with Roberto Moreira, Andrew Pearse and Dr. L. N. H. Bunt. We became acquainted with the Director of the Regional Center, Dr. Mario Casassanta, with Prof. Helena Antipoff, Director of the Escola Normal Rural, and with some of the people whom Dr. Casassanta hopes to work into a research team. We also visited several primary schools and the State Secondary School in Belo Horizonte. From September 3rd to 6th I was in Porto Alegre with Andrew Pearse and Bertram Hutchinson. There we became acquainted with Dr. Eloah Brodtg Ribeiro Kunz, Director of the Regional Center of INEP, visited schools, and laid the ground for cooperation on research in the future.

Thus I have seen all of the Regional Centers except the one which we expect to establish at Recife where Moreira and Hutchinson will spend some time in the near future.

I am about to take a leave of absence from September 15 to December 31 to return to my teaching at the University of Chicago. When I return to Rio in January I expect to organize my program in discussion with Anísio Teixeira and Roberto Moreira so as to cooperate with them in the direction of the Center and to carry out the plans which have been made for the Center during the past few months.

Although I have not taken responsibility for any major piece of research as have Drs. Hutchinson and Pearse, I have been working with D. Maria Aparecida Gouvea, a social scientist on the staff of the Center, in planning a study of the attitudes and opinions of teachers and parents concerning Brazilian education. This study is being made by interviews with about 500 people, and we have worked together in preparing the schedule of topics for the interview and in devising a procedure for sampling the population of the Estado do Rio where the study will be made. This is a kind of pilot study which should give useful results in itself whether or not it is extended to a wider sample.

To: Byron S. Hollinshead, Chief  
Bureau of Relations with Member States  
UNESCO, Paris

From: Robert J. Havighurst  
Centro Brasileiro de Pesquisas Educacionais  
Rio de Janeiro

Subject: REPORT ON EDUCATION PROJECT

June, 1957

### Part I

#### 1. RECENT EVENTS

The New Building. The new building is now in complete operation, the library having been opened for business about June 1, and the room for the Training Course for Social Research having been opened May 15.

The Course for Training Researchers in the Social Sciences. This course commenced on May 15, with 15 students, all having scholarships and giving full time to their study. Director of the Course is Dr. Darcy Ribeiro. Two of his staff are people who have worked in research projects for the Centro, and will continue to do so in the future--Srta. Aparecida Joly Gouveia and Srta. Josildeth Gomes. The students will soon be working part-time on Centro research projects, and will give full time in October and November to field work for the Centro.

Arrival of Charles Wagley. Professor Wagley of Columbia University arrived on June 3, and was immediately absorbed in Centro activities. His first task was to go to São Paulo to help plan the forthcoming Symposium on Social Science and Education. He is now taking a leading part in discussions of possible research by the Centro on the educational needs of the Brazilian North East and the Amazon Regions.



## 2. ACTIVITIES IN PROGRESS

### Symposium on Rational Solutions of Brazilian Educational Problems.

During the week of June 3, a delegation from the Rio Centro worked in São Paulo with the Council and Staff of the São Paulo Regional Centro, drawing up plans for a Symposium on Education, to be held next January. There will be about 20 papers, analyzing the educational problems of Brazil and suggesting ways of solving these problems. Each paper will be circulated before the Symposium, and will receive written critiques by two members of the Symposium. The papers and the critiques will be published.

### Conference of Representatives of the Several Centros.

During the first week of July there will be a conference in Rio of representatives of the four regional Centros with the staff of the Rio Centro. This will be the first such conference, and will be used to arrange for closer cooperation between the Centros and to stimulate the several research programs.

### Research of UNESCO Staff

Dr. Pearse is writing up the results of his School and Community Research, and is supervising the writing by his chief assistant, Josildeth Gomes.

Dr. Bertram Hutchinson has returned from home-leave and is working with his staff on the production of a series of papers on the São Paulo Social Mobility Studies.

Both of these researches are to be represented by papers at the UNESCO Symposium on Urbanization in Latin America next year.

Pearse, Hutchinson, and Havighurst are writing papers to be presented at the meeting of the Brazil Association for the Advancement of Science, to be held in Rio early in July.

### 3. Research Program of the Centro

Discussions have continued concerning the research program of the Centro, with a recognition and definition (not yet official) of five areas of research.

1. Community-Education Studies--Educational Sociology
2. Studies of Teacher Education and Selection
3. Studies of Progress of Pupils in Schools--Educational Psychology
4. Studies of School Administration
5. Studies of Financing Education in Brazil.

Areas number one and three are the ones in which the Unesco staff is best equipped to aid, although it is conceivable that Unesco staff might help in the future with the other areas; and the area of education and selection of teachers is one in which we have already tried to help.

The record of the Centro is already impressive in the field of community-education studies. The Pearse-Gomes research is in this area. Ozeay Nogueira has completed his study of socialization and schooling in Itapetininga, and Nagley is helping to plan further community researches at the present time. We are counting on Professor Solon Kimball to give us a lot of help in this area next year. Several of the students in the Training Course for Social Researchers will be ready to work on community studies.

In the field of Educational Psychology, the record of the Centro is not so good. For several reasons the Centro has not really gotten started in that area, though several attempts have been made. The proposed Study of Pupil Progress in Elementary Schools is now ready to start, under the direction of Dr. Roger Seguin, an able young psychologist trained in France, who is making his career in Brazil. I hope to give this project a good deal of my time if I return in 1958. I am convinced both of the practical importance of research in this area, and also of the possibility of the Centro's exerting a wholesome influence on research in educational psychology in Brazil through this project. Educational psychology is much less developed than educational sociology in Brazil. But there are a number of people who could and would do good work in this field if they had the



kind of stimulation and encouragement the Centro might give them. For instance, I saw the research work last week in Curitiba of Professor Porcia Alves, which looked very promising, but has had little or no recognition or stimulation. The Centro could well cooperate with her and others like her in getting started a series of researches on children in schools.

#### 4. The Problem of Careers in Educational Research in Brazil

As my experience in Brazil increases, I become more and more impressed with the importance of the problem of Career Possibilities in Educational Research in Brazil. To put the matter simply, there are not good career possibilities in educational research in Brazil. A few young men start out in this direction, and do a doctoral research and perhaps one other research with a bearing on education. They are not rewarded or encouraged for this research, and they soon find better career possibilities either in educational administration, in multiple university teaching jobs, or in a research area other than education. This leaves a few women who are prepared to devote their lives to educational research; but Brazil is a man's society, and educational research will lack status as long as it is done mainly by women, no matter how good they are. Brazil needs several good men aged 40 - 45 with careers in educational research.

This problem cannot be solved by UNESCO, of course, although we can help. However, the problem is in the course of being solved, by two parallel sets of events. One is the development of chairs of educational psychology and educational sociology in the universities. The men holding these chairs can be encouraged to continue doing research, and their number is bound to increase, although the number is very small at present. The other set of events is the creation of several research posts in government agencies, which pay well enough and have enough status to attract and hold good men. There are several such posts, for people with training in psychology, statistics, and sociology, in government offices in Rio. The Centro in Rio can and should develop several such posts, and

each Regional Centre should have one or two. Then, if it was a deliberate policy to select and train men and women (mostly men) for these posts, a great deal could be accomplished in ten years.

The role of UNESCO in this situation should be to assist the men and women who are selected for these careers, with technical advice on their research in Brazil, and with fellowships for advanced study abroad.

#### 5. Educational Survey of the North East and the Amazon Region

Probably Professor Wagley's report in September will deal largely with this subject, but a note on this development is in order at the present time.

The two major economic problem areas of Brazil are the Amazon Valley and the Northeastern (bulge) states of Ceará, Alagoas, Paraíba, Rio Grande do Norte, Piauí, Maranhão, and Pernambuco. The federal government supports the Amazon Valley Development Authority, and the North-East Development Authority. Recently the Centro has been asked to make studies and recommendations concerning the educational needs of these two areas.

This may be especially interesting to UNESCO, because the United Nations Technical Assistance Program includes assistance to both of these areas.

On June 27 a meeting was held at the Centro with representatives of the Work Group for the North East, to develop plans for a study of educational needs of this area. The Centro people especially involved are Joaquin Moreira da Souza (the representative of the Ministry of Education on the Work Group), Roberto Moreira, and Charles Wagley. This meeting resulted in a plan for a meeting of Centro representatives with educational leaders in the North East, to be held in July, probably in Fortaleza. Professor Wagley will attend this meeting and report on its results.



Several weeks ago the Amazon Valley Development Authority requested the Centro to make studies and prepare some materials for educational use concerning the Amazon Valley. Their request will be followed up during the next two months, by the Centro, with Wagley participating in the discussions. A project analagous to that in the North East may result.

6. Personal Activities of Mr. Havichurst

Since the end of March I have spent most of my time in Rio, with two trips to São Paulo and a 10-day automobile trip to the Southwest.

1. I spent some time with three visitors:

Professor Marshall of UNESCO's Division of Social Sciences, when he was here for the Seminar on the Teaching of Social Sciences.

Professor Vera, of the UNESCO Latin American Project, when he was here to discuss Brazilian participation in the project.

Professor A. F. Faust, of the University of Utah, who was here collecting material for the preparation of a booklet on Brazilian Education for the United States Office of Education.

2. I have met several times with the Seminar on Educational Psychology, a group of 8 Normal School teachers who are spending two months at the Centro. We have worked on the problem of observing and recording a teacher's conduct of a class, with the aim of developing a procedure which can be used in research on teachers' methods. We have developed several rating scales and applied them to classroom observations.

3. I have had several conferences with Dr. Roger Seguin, who will be in charge of the Centro's research on the Study of Pupil Progress in Primary Schools. I have advised him on technical aspects of this project, and I expect to resume the role of technical advisor when I return to Rio in 1958.

4. I attended a planning meeting in São Paulo early in June, with representatives of the Regional Centro in São Paulo and of the Rio Centro, to plan a Symposium on Rational Solutions of Brazilian Educational Problems.

5. In company with Charles Wagley, Andrew Pearce, and Professor Egan Schaden of the University of São Paulo, I made an automobile trip of 3,400 kilometers to the states of Santa Catarina and Paraná. Besides looking at schools, we got a better general idea of the variety of Brazilian social life. The cities of Blumenau and Joinville in Santa Catarina are centers of the 19th century German migration, and this area continues to show a German influence. The Londrina area in northwestern Paraná is a frontier country with the opening up of new coffee land, none of it over 25 years old, and some of it being converted from virgin forest to coffee currently. This is a growing edge of modern Brazil that seems to have great possibilities for the future.

6. In recent days I have been attending meetings connected with planning studies of educational needs in the North East and the Amazon region.

7. In the first week of July I attended a conference held at the Centro of representatives of the four Regional Centres in São Paulo, Salvador, Belo Horizonte, and Porto Alegre, to report on current programs and to plan together for future work.

8. I have prepared or published the following papers:

1. "How Education Influences Social Change."

In the Bulletin of the Centro for March, 1957.

In Confluence, vol. 6, No. 1, Spring, 1957.

2. "Education, Social Mobility, and Social Change in Four Societies: Brazil, USA, Great Britain, and Australia."

To be published in the Bulletin of the Centro

To be read at the Brazil Association for Advancement of Science, July, 1957



April 8, 1957

Mr. Robert J. Havighurst  
Centro de Pesquisas Educativas  
Rua Voluntarios da Patria, 107, Botafogo  
Rio de Janeiro, Brazil

Dear Havighurst:

Thank you for your very fine letter of March 28th and for the copy of your excellent report to Unesco. I shall share the report with Klineberg and Kimball--Kimball has just sent me your letter to him and the memorandum written by Moreira. I am very excited by the progress and the plans for the Centro. Next week, Kimball, Klineberg, and I will meet and I hope Kimball will be writing to you very soon in reply to your questions.

My own situation is now definitely settled and I shall be in Rio on June 1st or shortly after. I have been "cleared" and I now have a definite offer from Unesco. All I must do now is complete the details of physical examination, etc. Incidentally, it seems from my correspondence that Unesco will pay my transportation and not the Centro. I look forward to working with you on some of the projects that have been started. I think the Moreira-Kimball plan is excellent and I like very much your conception of the role of the Unesco consultant--it is very sound. I am delighted that we will over-lap for a time. In that way, I think we can be more effective.

You were nice enough in New York to offer to share your car with me. However, since I shall only be there for 3½ months, I doubt that I shall need a car. I write this now so that you may be able to make plans. I shall be mailing some papers (manuscripts and the like) that I would like to have with me this summer. I hope you won't mind putting them on a shelf for me.

At present I am busy with the annual thesis harvest; but spring is here and I am thinking much about Brazil. Incidentally, I may want to interrupt my trip to Rio by a day or so in Belen. Eduardo Galvao, an ex-student and assistant, is doing some very fine research there and it would be valuable to me to see what he is doing.

Please give my best to all--Moreira, Darcy, Costa, Pinto et al.

Cordially,

Charles Wagley



M. E. C. — I. N. E. P.

**CENTRO BRASILEIRO DE APERFEIÇOAMENTO DO MAGISTÉRIO**

(CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS)

~~RUA MEXICO N. 107, BOTAFOGO, RIO DE JANEIRO, BRASIL~~

Rua Voluntarios da Patria, 107, Botafogo  
Rio de Janeiro, Brazil

March 28, 1957

Dr. Charles Wagley  
Department of Anthropology  
Columbia University  
New York, New York

Dear Wagley:

I enclose a copy of my March 30 Report to UNESCO which I would appreciate your sharing with Klineberg and Kimball. I have written to Kimball a fairly extensive letter about the proposed program of Studies of Communities in Relation to Education which I hope he will show you and discuss with you.

Could you let me know how negotiations stand between you and UNESCO for work here this summer. I had a letter, dated February 1, from Dawes, Acting Chief of Technical Assistance, saying that they were going ahead with your appointment. However, I want to make sure that things are moving along properly. It is my understanding that UNESCO will pay you a salary for three and one half months, and that the Centro will pay your travel expenses back and forth from New York to Rio.

As you will see from this report to UNESCO, I have fitted together the various happenings of the last three months <sup>into a form</sup> which makes some sense, at least to me, and I am proposing that we go ahead on this basis. Essentially, it is a matter of redefining the role of the UNESCO expert so that he becomes a technical consultant on projects which are planned and directed and fostered by Brazilians. Thus, the roles which Hutchinson and Pearee have would gradually disappear. They developed their own research projects with their own research teams. Instead of that, people like them would operate as expert consultants. This would not necessarily interfere with their taking a good deal of responsibility and doing some publishing of research, but it would represent an important change in the role of the expert. I have tried to work this out in connection with the program of Community-Education Studies. Moreira would be the responsible Brazilian Director of the program, and Kimball would be his Consultant, but would take a lot of responsibility for technical work, and for writing up and publishing.

I am also trying to work out this kind of an arrangement in the proposed Study of Promotion or Movement of Children through the Brazilian Primary and Secondary Schools. In this case, I will be the Technical Consultant, and we are still looking for the Brazilian Director.

Possibly the Brazilians are not quite ready to supply the people for these roles; but I think we ought to give them every encouragement and opportunity to do so, and then, to make such adjustments as the occasion demands. The whole thing depends on the UNESCO expert's active cooperation; but also, his skilful willingness to delegate responsibility to the Brazilian members of the team.



Dr. Charles Wagley

Page 2

March 28, 1957

I expect to leave Rio about July 10 to go to Europe and so you and I will overlap five or six weeks. I hope that you can take over a good deal of the planning with Moreira of the Community Studies Project; and also, that you can take an active part in preparations for the Symposium on Social Sciences and Education. Klineberg can tell you how this was shaping up last August. Not very much progress has been made since then, but I had a session with some of the Sao Paulo Social Scientists the other day, and I believe we now have agreed on a modus operandi for getting ahead with that particular job. As you will see from my letter to Sol Kimball, there is a pretty good chance that the Kellogg Foundation will come in to help with the program of Community Studies in Relation to Education.

I will appreciate it very much if you and Otto will take a critical look at my Report, and if you will comment on it, together with the long letter which I wrote you in February. It is possible that I am over-simplifying the situation, but I hope not. I hope that we can go ahead with a positive program of cooperation between UNESCO Social Scientists and Brazilian Educators on this basis. The spirit of the Brazilians here seems to be very good.

In a couple of weeks there will be a meeting here in Rio of people to discuss the proposed Latin American Social Science Research Council which is to have an office in Rio. I will report to you later on that. It may be worth some of your attention this summer.

Sincerely yours,



Robert J. Havighurst

RJH:emh

TO Byron S. Hollinshead, Chief  
Bureau of Relations with Member States  
UNESCO, Paris

FROM Robert J. Havighurst  
Centro de Pesquisas Educacionais  
Rio de Janeiro

SUBJECT: REPORT ON EDUCATION PROJECT--MARCH, 1957.

## Part I

### The First Year of the Centro

The Centro was officially established in December, 1955, and therefore has just completed its first year. The first year has seen the following accomplishments:

1. A New Building. The various activities of the Centro had been housed in four different locations until March 1, 1957, when the new home of the Centro was opened at Rua Voluntarios da Patria, 107, Botafogo. This is a large old house, considerably renovated, with an addition at the rear to accommodate the Library and the Documentation Center and the Training Center. There are about 10 offices for professional staff, with desks for about 20 professional workers. The library will be the best in Brazil for Education and the Behavioral Sciences. Not quite completed are the quarters for the Library and the Training Center, but they will be in full operation in another month or six weeks. Opinions of the staff vary as to the advantages and disadvantages of the location, which is about 3 miles from the center of the city, and next to the beach suburbs of Copacabana and Leblon. Probably the office will not be as comfortable in warm weather as was the 18th floor location of the Centro downtown. But there is a great advantage in having all of the staff under one roof.

2. A New Administrative Structure.

The attached chart shows the new structure for administration of the Centro. The making of policy is in the hands of an Executive Council consisting of the



Director, UNESCO Co-Director, Administrator, and the heads of the Divisions:

Anisio Teixeira, Director

Pericles M. Pinho, Administrator

Jayme Abreu, Coordinator of the Division of Educational Research

Roberto Moreira, Coordinator of the Division of Social Research

Lucia M. Pinheiro, Coordinator of the Division of Teacher Education

Robert J. Havighurst, UNESCO Co-Director

The role of the UNESCO Co-Director is of course not to administer affairs of the Centro, but to act as consultant to the several Divisional Heads, especially on matters of research. There is some overlapping of the work of the Divisions, especially of the two research divisions, whose coordinators work closely together, and with the UNESCO co-director.

### 3. Program Planning

A good deal of time from last May to September was given to defining the research policy of the Centro, with the assistance of Jacques Lambert and Otto Klineberg, UNESCO consultants. In September a document was approved by the Centro Staff which proposed to concentrate the Centro's research efforts on a small number of as yet undetermined problems of basic importance to education in Brazil. This document was published in the Bulletin of the Centro in December, 1956.

## Part II

### Current Activities of the Centro

#### Training of Personnel

The Centro is beginning to move into the training of personnel. Its most ambitious venture is just beginning to take shape--the Training Course in Social Research. Under the direction of Darcy Ribeiro, formerly Director of the Museo do Indio, a two-year course is to be conducted for the training of people to do research in the social sciences. There will be 15 students, all giving full time to the work and all receiving scholarship grants. They will possess a degree from a university or its rough equivalent, generally

ADMINISTRATIVE STRUCTURE

CENTRO BRAZILEIRO DE PESQUISAS EDUCACIONAIS, 1957

Director--Anisio Teixeira

Administrator--Pericles Madureira do Pinho

Executive Council--

Divisional Coordinators: Jayme Abreu  
Roberto Moreira  
Lucia Pinheiro  
Darcy Ribeiro

UNESCO Co-Director: Robert J. Havighurst

Administrator: Pericles M. Pinho

Division of Educational Studies and Researches--Jayme Abreu, Coordinator

Division of Social Studies and Researches--Roberto Moreira, Coordinator

Division of Development of Teaching Personnel--Lucia M. Pinheiro, Coordinator

Division of Educational Documentation and Information--Elza Rodriguez,  
(Acting Coordinator)

Course for Social and Educational Research Training--Darcy Ribeiro, Director.



having been trained in economics, sociology, psychology, or education. Their first year will consist of intensive work in the field of Economics, Statistics, Sociology, Psychology, Social Anthropology and Science of Education with some assisting in the research projects of the Centro. The second year will be devoted to planning and carrying through an individual research project. It is expected that the graduates of this course will be absorbed by government agencies requiring research workers and by the Regional Centers for Educational Research. The Staff of the Course will consist of the Director, three part-time lecturers, and three full-time tutors.

Furthermore, the Center will take responsibility for two seminars for faculty members of teacher-training institutions in Rio and the neighborhood, to be given during the coming winter, one in Educational Sociology, and the other in Educational Psychology.

#### Educational Studies

Educational surveys are still in progress in several states. A study of teacher-training in Brazil is being conducted by Dr. Emy Galdeira. Mr. Guy de Hollanda has completed a critical survey of history-teaching in the secondary schools. Dr. L. H. H. Dunt of Holland has completed his year here as a consultant in the teaching of Mathematics in secondary schools, and has written a report with recommendations for a reform in mathematics. He has also written a textbook in geometry for use in the secondary schools, which illustrates some of his ideas about the curriculum. D. Aparecida is writing up the results of her study of opinions of parents and teachers concerning education in the State of Rio. Drs. Guy de Hollanda and Bazzanella are studying the nature of stereotypes in textbooks of history, literature, and social studies in the Brazilian schools.

#### Work of the Regional Centers

The Regional Centers are going ahead with their work, which will be reported more thoroughly in my next report. The Porto Alegre and Sao Paulo Regional Centres are the most active. During the month of January the Sao Paulo Centro held a Seminar for 57 Primary School Teachers from the

States of Sao Paulo, Parana, and Goiaz. This seminar devoted itself partly to instruction in Methods of Teaching the Primary School Subjects, and partly to Research Methods. It is hoped to develop some field research projects in which these teachers will take part as field workers.

#### UNESCO Staff Projects

Drs. Hutchinson and Pearse have been working with their respective assistants at the analysis and writing-up of their research data. Each one has planned the year's work in 1957 to result in a series of research papers.

#### Research Planning

In keeping with the research program adopted by the Centro last year, the major research of the Centro will deal with basic educational problems in Brazil, and two such problems are now being explored.

One is the problem of "promotion" or passage through the primary and secondary school systems. Less than 50 percent of entering pupils finish the first grade in Brazil; only about 7 or 8 percent enter the secondary school, and only 2 or 3 percent graduate from secondary school. For a modern, industrialized country this will not do. It is planned to study the progress or lack of progress of a sample of children through the school system, to discover the social and mental characteristics of those who are successful and unsuccessful, and to study critically the teaching and testing programs of the schools.

The other research project is called "study of the small urban community," and deals with problems of local responsibility and local administration of schools, in a land where education has been administered in a centralized fashion and local responsibility of parents and of government has been very small. Dr. Pearse has been studying one aspect of this problem in his research. Dr. Moreira is giving a good deal of his time to exploration in this area, and has written a basic memorandum which is currently being discussed. He points out that the small city of 5 to 50 thousand is likely to be the typical city of Brazil in the future, and proposes a set of studies of such communities. If the project moves ahead as it might do, it may become a focus for UNESCO attention and assistance.



Problems of the Centro

What Kind of Research Should Be Supported?

In the planning sessions of June-August, 1957, it was agreed that the Centro should put most of its energies into one or a small number of major researches on problems of Brazilian education closely related to social change in Brazil. Since then there has been a slow move toward planning this research program, which is now beginning to take shape.

As soon as the new program is ready, it will be supported by Centro funds--the same funds, in effect, that are now used to support the researches directed by UNESCO personnel.

The researches of Hutchinson and Pearse have received major support from the budget of the Centro, the salaries of assistants and the office expenses having been paid from Brazilian funds. These researches are being rounded out during 1957. Hutchinson and Pearse will have time if necessary to finish their writing in 1958, though without guarantee of further Centro support for assistants.

Thus the role of the UNESCO expert may shift from that of director of a research project to that of adviser or consultant, or of specialist on some aspect of a major project which is being directed by Brazilians.

The next two or three months will tell us whether Brazilian personnel are ready to direct such projects, and just what relation UNESCO personnel should have to these projects. I believe we should encourage Brazilian personnel to take the responsibility as rapidly as possible.

The Need for Brazilian Research Personnel

How rapidly Brazilian personnel can become ready to direct major educational research projects is not yet clear. As we have looked around for people who might take important research positions, we have been impressed by the lack of people aged about 35-45, who are qualified to direct research and are interested in a research career. There is probably an economic reason for this fact. In Brazil, outside of the Centro, there is not a single "good" full-time job in educational research. The Directors of the Regional Centros spend relatively little of their time in research.

In all the Universities of Brazil there are not more than a half-dozen people on the faculties who are giving as much as a fourth of their time to educational research. The Junior members of the Centro staff in Rio and Sao Paulo may spend all of their time in research, but they cannot under present conditions look forward to a career in this field with a fair salary.

Probably this condition will change rapidly in the next ten years. Several good positions should develop in the Rio and the regional Centers. Chairs of educational psychology, sociology, and administration should come into existence in several universities, and should go to productive research people.

The immediate problem is to find these people and to get them ready for the work they will have an opportunity to do.

This suggests that UNESCO and the Centro authorities should work on this problem, probably in three ways:

- a. Seeking out able Brazilians with some experience in education and some interest in research, and bringing them into the Centro to staff research projects.
- b. Giving them UNESCO and other fellowships to improve their training for the job ahead.
- c. Develop the Centro's program for training research workers.

#### Functions of UNESCO in the Centro

As a result of this analysis of problems facing the Centro, I am inclined to revise the statement of functions of UNESCO which I made in my report of last September. I would state the functions, in order of importance, as follows:

1. To advise and assist in research projects directed and staffed by Brazilians.
2. To help train Brazilian research personnel.
3. To conduct research with the aid of Brazilian personnel.
4. To help train the Brazilians who train teachers.



If this statement of functions and order of priority is accepted, it has some implications for program, and for future UNESCO personnel. It means that the Directorate of the Centro should formulate plans for future research, with as much advice from UNESCO staff as it wants, should recruit a Brazilian staff, and then should invite UNESCO assistance. This is what we are trying to do now, in connection with the two major research projects mentioned earlier.

It also means that UNESCO would not send out staff to conduct research along their own chosen lines, but would wait for suggestions of areas to be studied, these suggestions to come from the Centro, perhaps with some assistance from UNESCO in planning. I believe our past experience shows us the difficulties in the procedure of sending UNESCO staff to organize their own research. Both Hutchinson and Pearse organized research which would be regarded in the USA or England as relevant to education and would be supported in a department or school of education. Both of these research programs cost the Centro money; and eventually both ran into difficulty in getting financial support. (But it should be said that the Brazilian support was continued long enough to complete important amounts of research.)

If these researches had been planned and Brazilian directors secured for them, with UNESCO staff to advise and assist, I believe the projects would now be better supported. Of course, it may be answered that the projects would never have been started under Brazilian direction, and this may have been true a couple of years ago. But I believe that the time has come for the Brazilians to take more responsibility for research planning and direction, although perhaps this could not have been done two or three years ago.

We have had a little experience already, with this approach. The study of opinion about education by teachers and parents was planned with UNESCO assistance, but it has been directed by D. Aperecida with only limited guidance from Mr. Havighurst; and the study of stereotypes in textbooks was planned with UNESCO aid (Klineberg) but is going ahead under Dr. Costa Pinto.

Part IV

Activities of Mr. Havighurst

I returned to Rio de Janeiro on January 20, with my wife and 14-year old son. The first week was spent in reviewing the work of the Centro since last September, and in consulting on a number of new projects.

The second week was spent in Sao Paulo, visiting the Seminar for Primary School teachers which was held by the Regional Centro, and discussing the research plans of the staff of the Regional Centro. Also I met with Bertram Hutchinson and his staff.

In Rio I found D. Aparecida well along with her study of opinions of parents and teachers about education, and talked with her a few times about the writing of her report on this study.

As UNESCO Co-Director, I am asked to sit in on numerous conferences about the work of the Centro and to take part in exploring various possible Centro activities. The following is a sample list:

Conference on the survey of teacher-training, by Emy Caldeira.

Outline of topics in Seminar on Educational Sociology for Staff of Normal Schools

Read and criticize draft of Guy de Hollanda's report on the teaching of history in secondary schools.

Read L. N. H. Bunt's report and recommendations for secondary school mathematics. Sit in on several discussions of ways to carry on this kind of work.

Interview several people who have research projects they would like to have the Centro finance.

Visit ISOP (Instituto de Selecao e Orientacao Profissional) of the Fundacao Getulio Vargas. Meet the Director, Dr. Miray Lopez, and the staff, and study some of the case records with an eye to possible research studies.

Conference on Planning a Research Project on The Study of Promotion in Primary and Secondary Schools.



Conference on Planning Research on School-Community Relations.

Conference on the new Course for Training people in Social Science Research.

Meeting with Dr. Thomas Hart, new Director of Education for the United States International Cooperative Administration, in Brazil.

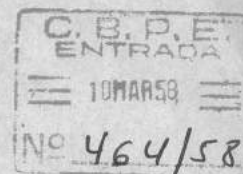
A good deal of my time, and my major interest, may go into the research project on Promotion in the Primary and Secondary Schools. I have taken the role of Consultant, rather than that of Director of this project because I think it should have a Brazilian director and because I will not be here continuously to see it through its many details.

In March we had three visits for which I had some responsibility. Dr. Philip Heuser came to Brazil to start the planning for the Seminar on Urbanization which will be held in mid-1958. I helped him to get acquainted with people doing research on problems of urbanization. Dr. Gerald Read, Secretary of the Comparative Education Society in the United States, came to Rio to prepare for a tour by members of his Society in August. Dr. Maurice Seay, Educational Director of the Kellogg Foundation, spent a week in Rio and Sao Paulo, looking over possibilities for his Foundation to invest money in an educational program in Brazil. Working with Dr. Moreira, I organized the week's visit for him and accompanied him to Sao Paulo.

THE UNIVERSITY OF CHICAGO

CHICAGO 37 · ILLINOIS

THE COMMITTEE ON HUMAN  
DEVELOPMENT



March 1, 1958

Dr. Pericles Madureira de Pinho  
Centro Brasileiro de Pesquisas Educacionais  
Rua Voluntarios da Patria, 107  
Botafogo  
Caixa Postal, 1  
Rio de Janeiro, D.F. BRASIL

Dear Dr. Pericles:

I am looking forward with the greatest of pleasure to re-joining you at the Centro this month. I am planning to arrive on Pan American Flight No. 201 at 11:30 am, Sunday, March 23. As you probably have heard from Dr. Anisio, after a few days in Rio I will go to São Paulo to spend 3 or 4 weeks in the Regional Centro.

Perhaps by this time you have received some packages of books which have been sent to me by post in your care. Will you please hold those books for me?

Also, will you please tell Dr. Jayme Abreu that I have ordered two copies of the book "Methods of Research" by Good and Scates. They are being mailed to him from the publisher and I have paid for them.

I am hoping that one of the automobiles belonging to the Centro will be available for my use when I go to São Paulo.

I am looking forward with the greatest of pleasure to my work with you and my other colleagues.

I am sorry that Mrs. Havighurst will not return to Rio with me. We feel that it would not be good for our sons to have their schooling interrupted at this time.

Sincerely yours,

Robert J. Havighurst  
Professor of Education

RJH:emh

P.S. Will you please reserve a single room for me at the Hotel Miramar Palace in Copacabana? RJH